CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 1 – SUMMER 2

Learn from yesterday, seek today and aim for tomorrow

September 2023

Science Driver: Plants – Common Plants and Structures

Key Enquiry: Why are plants so important for all of us?

Science Driver

Working Scientifically
❑　Ask questions such as: 　　•　Why are flowers different colours? 　　•　Why do some animals eat meat and others do not?
❑　Set up a test to see which materials keeps things warmest, know if the test has been successful and can say what has been learned
❑　Explain to someone what has been learned from an investigation they have been involved with and draw conclusions from the answers to the questions asked
❑　Measures (within Year 1 mathematical limits) to help find out more about the investigations undertaken

What I need the children to learn	Possible learning experiences
Plants	
Common plants *Plant structure*	
•　Know and name a variety of common wild and garden plants •　Know and name the petals, stem, leaves and root of a plant •　Know and name the roots, trunk, branches and leaves of a tree	*Identify common flowers in the School field with identification charts* *Pull flowers apart and identify different parts – stick on larger paper* *Bark rubbings, leaf rubbings*

Design Technology and Art and Design

What I need the children to learn	Possible learning experiences
Food Technology	
Use the basic principles of a healthy and varied diet to prepare dishes *understand where food comes from*	
•　cut food safely	**Fruit salad/ chopping vegetables/ cutting skills** **Use the potatoes/onions that have been grown by the class to make potato salad-cutting the potatoes and onions.** **Giuseppe Arcimboldi**
Art and Design	
•　learn pencil types, their properties and explore. •　Develop control of pencil for detail in their pictures. - Use a pencil to create lines of different thickness in drawings. •　Show different tones by using coloured pencils. Colour own work neatly & stay in lines	*Giuseppe Arcimboldo – Face fruit/ veg make and then sketch and paint* *Make 3D* *Still life* *Sketch a variety of plants* *Discuss how hard to press on using different pencils* *How healthy is the plant?*

• Develop ability to control paint and brush. Use thick & thin brushes • Revisit primary colours and explore secondary	

Computing

What I need the children to learn	Possible learning experiences
Coding – Algorithms Programming Logical Reasoning Multimedia Sound and Motion – Using Technology	
National Curriculum Objectives - Pupils should be taught to: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content create and debug simple programs Use logical reasoning to predict the behaviour of simple programs	If your school only has desktops or laptops you need to download and install Scratch Jr for Desktop before teaching this unit: ⊕ Link: icomp.site/scratch-jr-desktop
iProgram unit 2 – Computer Science Lesson 1: iFind Bears • To understand that the order and number of steps in an algorithm correspond to the order and number of actions performed by a person or a computer program Lesson 2: iMove • To understand that the order of commands in a program corresponds to the order of actions performed by a sprite Lesson 3: iTravel • To understand that backgrounds can be used and/or created in projects • To program a sequence of commands that make a sprite move Lesson 4: iBump • To understand that one sprite can be programmed to trigger action for another Lesson 5: iChase • To understand that the speed of sprites can be changed • To understand that different sprites can be programmed to move at different speeds Lesson 6: iAnimate • To storyboard and create a short animation	https://www.icompute-uk.com/members-area/ks1/index.html and select the Year 1 iProgram unit 2 iProgram - 2 In this unit the children Scratch Jr to design and program animated stories. Children are introduced to and explore computing concepts that will serve as a foundation for their ongoing work in computing. Ideas such as design, algorithms, programming, testing and debugging.

Computer Science

	Working Towards		Meeting		Greater Depth
Declarative Knowledge Pupils understand/know that…	**Procedural Knowledge** Pupils know how to…	**Declarative Knowledge** Pupils understand/know that…	**Procedural Knowledge** Pupils know how to…	**Declarative Knowledge** Pupils understand/know that…	**Procedural Knowledge** Pupils know how to…
humans and computers follow instructions	read a set of instructions and sometimes predict the correct outcome produce instructions but sequence them incorrectly or make assumptions	computers follow instructions given in a precise way	read a set of instructions and usually predict the correct outcome produce a set of instructions that others can usually follow	computers have no intelligence	read a set of instructions and predict the correct outcome produce an accurate set of instructions using agreed language that others can follow

Physical Education – Follow Real P.E. and supplement with NC P.E. experiences

What I need the children to learn	Possible learning experiences
Gymnastic Movements	
Developing balance, agility and co-ordination, and begin to apply these in a range of activities	
• make body curled, tense, stretched and relaxed • control body when travelling and balancing • copy sequences and repeat them • roll, curl, travel and balance in different ways	
Basic movements and Team Games	*Sport's Day activities and games – Links to Real PE 6*
Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending	
• throw underarm • throw and kick in different ways	*Individual and team games* *Why we keep fit and active*
Dance	
Perform dances using simple movement patterns	
• perform own dance moves • copy or make up a short dance • move safely in a space	**Relate it to the Science Driver- movements like certain flowers.**
Real P.E.	
Unit 6 Health and Fitness • I am aware of why exercise is important for good health.	
Nigel Carson Sessions	

Music

What I need the children to learn	Possible learning experiences
Unit 6 – Your imagination	
Listening and Appraise Music (Musicianship)	
Listen with concentration and understanding to a range of high-quality live and recorded music	
• Move and dance with the music.	

• Find the steady beat. • Begin to understand about different styles of music • Recognise some band and orchestral instruments.	
Singing and Voice	
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	
• Demonstrate good singing posture. • Sing in unison. • Copy back intervals of an octave and fifth (high.low).	**Video with QR https://www.codigos-qr.com/en/qr-code-generator/**
Notation	
Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
• Explore ways of representing high and low sounds, using symbols and any appropriate means of notation. • Explore stand notation using crotchets, quavers and minims and simple combinations of C D E F G F G A GB D D E F# G A D A C	
Playing Instruments	
Play tuned and untuned instruments musically	
• Rehearse and learn to play a simple melodic instrumental part by ear from simple notation in C major, F major, D major and D minor.	**Glockenspiels and bars as a whole class**
Improvising	
Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
• Explore improvisation within a major and minor scale using the notes: C D E D E A F G A D F G	
Composing	
Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
• Recognise how graphic notation can represent created sounds. • Explore and invent own symbols. • Use music technology, if available, to capture, change and combine sounds. • Use simple notation – Create a simple melody using crotchets and minims. D F D F G D F G A D F G A C start and end on the same note D.	**Use Charanga with pupil logins to experiment with the notation maker.**
Performing	
Play tuned and untuned instruments musically *Use their voices expressively and creatively by singing songs and speaking chants and rhymes*	

• Enjoy and have fun performing. • Prepare a song to perform. • Play some simple instrumental parts. • Communicate the meaning of the song.	**Performance to parents to celebrate unit.** **Videos to send out on Class Dojo.**
Vocabulary	
• Pulse • Rhythm • Pitch • Improve • Compose • Melody • Groove • Audience • Imagination • Perform • Singers • Bass guitar • Irish Folk • Funk	

PSHE

What I need the children to learn	Possible learning experiences
Changing me	**Resource links from: Jigsaw**
Knowledge • Know that animals including humans have a life cycle • Know that changes happen when we grow up • Know that people grow up at different rates and that is normal • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened • Know that learning brings about change **Social and Emotional Skills** • Understand and accepts that change is a natural part of getting older • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) • Can express why they enjoy learning • Can suggest ways to manage change e.g. moving to a new class	Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them. <u>Key Vocabulary:</u> Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping **See the link below**

https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/tpklpjuc/02-ages-5-6-jigsaw-skills-and-knowledge-progression-for-parents.pdf

Religious Education
For this unit there is 10 hours of classroom ideas on RE Today. Please use you log in details to access this. There is planning and Idea on how to make the LC challenges more pupil friendly. Such Can I ……..

With this Unit covering a 14 weeks block (Both Summer terms) we will arrange visits and visitors.

What I need the children to learn	Possible learning experiences
1.5	
What makes some Places Sacred? Over the 14 weeks include visits to sacred places and invite key speakers in. Emerging: • Recognise that there are special places where people go to worship, and talk about what people do there (A1). • Identify at least three objects used in worship in two religions (A3). Expected: • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). • Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). Exceeding: • Show that they have begun to be aware that some people regularly worship	• Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred? • Talk about why it is important to show respect for other people's precious or sacred belongings (including the importance of having clean hands or dressing in certain ways). • Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship. • Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives. • Notice some similarities and differences between places of worship and how they are used. • Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. o church: altar, cross, crucifix, font, lectern, candles

	and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross; baptismal pool; pulpit o synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkiah, bimah o mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.
God in different ways and in different places (B3).	

Cayton Creation

Sort different wild flowers into chosen categories and reason why.

Cayton Conclusion

Look at the artist Giuseppe Arcimboldo - make fruit/ vegetable faces on paper plates and then eat them.

English

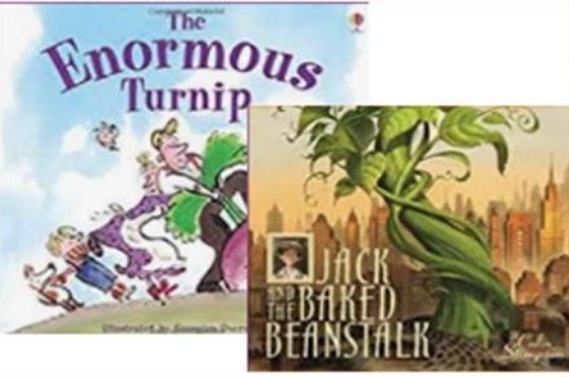| What I need the children to learn	Possible learning experiences
Can I use the prefix 'un-' accurately	Daily phonics session English sessions
Can I use adjectives to describe?	Use adjectives to describe the bog in the CLPE unit Bog Baby. Adjective game (like ispy but using adjectives)
Can I use finger spaces? Can I use full stops to end sentences?	Daily phonics Modelling sentences throughout the CLPE unit.
Can I blend sounds in unfamiliar words using the GPCs that they have been taught?	Daily phonics sessions Phonics tracker online games
Can I sequence sentences to form short narratives?	Use the CLPE unit – retell the story. Story maps on large sheets of paper.
Can I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these?	Daily handwriting sessions

Reading Spine: The Magic Faraway Tree by Enid Blyton

Mathematics

What I need the children to learn	Possible learning experiences
Finding half / quarter	Make a sandwich and cut it into half and then quarters- real life link.

	Half shapes by folding **Half numbers by sharing.**
Describe turns and position	**Practical experience link to compass work** **previously covered in Geography.**
Count to 100	**Hundred square** **Count to 100 song**
Ordering numbers	**Chalk on the playground** **Hundred square- missing number game.**
Recognising coins/notes	**Link to real life experiences** **Opportunities in the home corner provision.** **Coin rubbing**
Time- before and after/date	**Daily calendar** **Sequence the day**
Time to the hour/half past	**Create a class clock** **What time is it Mr Wolf** **Practical opportunities** **Small clocks**

Year 1: Plants Knowledge Mat

Subject Specific Vocabulary

buds	A small lump on a stem or twig that will grow into a leaf, flower or shoot.
bulbs	The resting stage of a plant that is usually formed underground.
deciduous	Deciduous is the name given to trees that lose their leaves in autumn and are bare in the winter.
evergreen	Evergreen is the name of trees that have leaves all year round.
trunk	A tree's trunk holds up its crown, protects its inner parts and works like a pipeline, transporting essential materials to the different parts of the tree.
vegetable	A vegetable is a plant or part of a plant which is used as food, for example cabbage or potato.
wild plants	These are plants that don't grow in our gardens and are self-seeded.
environment	The area where a plant or tree lives is its environment.
blossom	Blossom is the flower that comes before the fruit. For example, apple blossom comes before the apple starts to grow.
petals	A petal is a part of the flower and is usually coloured. The colour attracts insects.
branches	Branches come from the tree trunk and grow outwards.

Interesting Books

Important facts to know by the end of the plants topic:

- ❑ Know the names of a variety of common wild and garden plants
- ❑ Know the names of a variety of common trees
- ❑ Know the difference between deciduous and evergreen trees
- ❑ Know which plants grow in the local environment

Sticky Knowledge about plants

- ❑ Some trees can live for thousands of years.
- ❑ Around 2000 different types of plants are used by humans to make food.
- ❑ Some plants are carnivores. A well known example of a carnivorous plant is the Venus Flytrap.
- ❑ Bamboo can be a fast growing plant. Some types can grow almost a metre in just one day!
- ❑ Touching poison ivy will cause an allergic reaction, usually in the form of an itchy rash on the skin.
- ❑ As well as looking beautiful, trees help purify the air and provide food and shelter for all sorts of creatures.
- ❑ Water and nutrients travel up the tree trunk, through the branches and all the way out to the leaves.