CAYTON SCHOOL

LONG TERM CURRICULUM PLAN: YEAR 1

Learn from yesterday, seek today and aim for tomorrow

September 2023

LONG TERM CURRICULUM PLAN
YEAR 1

Year Groups to follow the National Curriculum English and Mathematics Programme of Study

KEY DRIVERS

History

Within living memory	Beyond living memory	Lives of significant people	Local history
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	*Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]*	*The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods*	*Significant historical events, people and places in their own locality*
• Know that the toys their recent ancestors played with were different to their own • Organise a number of artefacts by age to show an understanding of time. • Know what a number of older objects were used for • Know the main differences between their school days and that of their recent ancestors.		• Name a famous person from the past and explain why they are famous	• Know the name of a famous person, or a famous place, close to where they live

Geography

Locational Knowledge		Place Knowledge	Human and Physical Geography		Skills and Fieldwork
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	*Name and locate the world's seven continents and five oceans*	*Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country*	*Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles*	*Use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop*	*Use world maps, atlases and globes* *Use simple compass directions* *Use aerial photos, construct simple maps* *Undertake simple fieldwork within school locality*
• Can I identify the seven continents and five oceans of the world on a map?		• Can I compare Scarborough (coastal) with hot and cold places around the world?	• Can I record and name different types of weather over a period of time in a weather diary? • Can I understand the main differences between city, town and village?		• Know where the equator, North Pole and South Pole are on a globe • Know which is N, E, S and W on a compass • Know their address, including postcode

Science

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

Animals, including Humans	Animals, including Humans	Plants	Everyday Materials	Seasonal Change
Name common animals Carnivores, etc	*Human body and senses*	*Common plants Plant structure*	*Properties of materials Grouping materials*	*The four seasons Seasonal weather*
• Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds • Know and classify animals by what they eat (carnivore, herbivore and omnivore) • Know how to sort by living and non living things	• Know the name of parts of the human body that can be seen	• 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	• Know the name of the materials an object is made from • Know about the properties of everyday materials	• Name the seasons and know about the type of weather in each season

SUPPORTING SUBJECTS

Design Technology

Designing	Making	Evaluating	Technical Knowledge	Food Technology
Design - purposeful, functional, appealing products for themselves and other users based on design criteria *Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology*	*Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]* *Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics*	*Explore and evaluate a range of existing products* *Evaluate their ideas and products against design criteria*	*Build structures, exploring how they can be made stronger, stiffer and more stable* *Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.*	*Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from*

• use own ideas to design something and describe how their own idea works • design a product which moves • explain to someone else how they want to make their product and make a simple plan before making • use own ideas to design a road sign that will be effective • design a product which moves explain to someone else how they want to make their product and make a simple plan before making • label my sign and be able to identify the purpose	• use own ideas to make something • make a product which moves • choose appropriate resources and tools • use own ideas to make a road sign • make an effective road sign using junk modelling of my choice	• describe how something works • explain what works well and not so well in the model they have made • describe how well the sign works when used with toy cars • explain what works well and not so well in the road sign they have made	• make their own model stronger	• cut food safely

Art

Using Materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
Use a range of materials creatively to design and make products	*Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*	*Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*	*Study a range of artists, craft makers and designers*

• know how to cut, roll and coil materials • create digital art using appropriate software • Know how to use weaving to create a pattern	• know how to show how people feel in paintings and drawings. • know how to use pencils to create lines of different thickness in drawings. • 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 • Develop ability to control paint and brush. Use thick & thin brushes • Revisit primary colours and explore secondary	• know how to create moods in art work • Know the names of the primary and secondary colours. • know how to create a repeating pattern in print • know how to mimic print from a suggested aesthetic e.g. jungle • sort and arrange materials to create a textured collage •	• describe what can be seen and give an opinion about the work of Andy Goldsworthy • ask questions about a piece of art

Music

Listening and Appraise Music (Musicianship)	Singing and Voice	Notation	Playing instruments	Improvising	Composing	Performing
listen with concentration and understanding to a range of high-quality live and recorded music	*use their voices expressively and creatively by singing songs and speaking chants and rhymes*	*experiment with, create, select and combine sounds using the inter-related dimensions of music.*	*play tuned and untuned instruments musically*	*experiment with, create, select and combine sounds using the inter-related dimensions of music.*	*experiment with, create, select and combine sounds using the inter-related dimensions of music.*	*play tuned and untuned instruments musically* *use their voices expressively and creatively by singing songs and speaking chants and rhymes*

• Move and dance with the music. • Find the steady beat. • Talk about feelings created by the music. • Recognise some band and orchestral instruments. • Describe tempo as fast or slow. • Describe dynamics as loud and quiet. • Join in sections of the song, eg chorus. • Begin to understand where the music fits in the world. • Begin to understand about different styles of music	• Sing, rap, rhyme, chant and use spoken word. • Demonstrate good singing posture. • Sing songs from memory. • Copy back intervals of an octave and fifth (high, low). Sing in unison.	• Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E, F♯, G, A D, A, C	• Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.	• Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G • Improvise simple vocal patterns using 'Question and Answer' phrases. • Understand the difference between creating a rhythm pattern and a pitch pattern.	• Explore and create graphic scores: • Create musical sound effects and short sequences of sounds in response to music and video stimulus. • Create a story, choosing and playing classroom instruments and/or soundmakers. • Recognise how graphic notation can represent created sounds. Explore and invent your own symbols. • Use music technology, if available, to capture, change and combine sounds. • Use simple notation if appropriate: • Create a simple melody using crotchets and minims: • C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C • F, G F, G, A F, G, A, C F, G, A, C, D Start	• Enjoy and have fun performing. • Choose a song/songs to perform to a well-known audience. • Prepare a song to perform. • Communicate the meaning of the song. • Add actions to the song. • Play some simple instrumental parts.

					and end on the note F • D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D	

Physical Education

Gymnastic Movements	Basic movements and Team Games	Dance
Developing balance, agility and co-ordination, and begin to apply these in a range of activities	*Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending*	*Perform dances using simple movement patterns*
• 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	• throw underarm • throw and kick in different ways	• perform own dance moves • copy or make up a short dance • move safely in a space

Real PE

Unit 1	Personal	I can follow instructions, practise safely and work on simple tasks by myself.
Unit 2	Social	I can work sensibly with others, taking turns and sharing.
Unit 3	Cognitive	I can understand and follow simple rules and can name some things I am good at.
Unit 4	Creative	I can explore and describe different movements.
Unit 5	Applying Physical	I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.
Unit 6	Health and Fitness	I am aware of why exercise is important for good health.

Computing

Coding - Algorithms	Programming	Logical Reasoning
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	*Pupils should be taught to create and debug simple programs*	*Pupils should be taught to use logical reasoning to predict the behaviour of simple programs*
iAlgorithm unit • To understand that algorithms are precise instructions that can be followed • To follow a simple algorithm • To devise a simple algorithm • **iProgram unit 1 unit 2** • To understand that algorithms are implemented as programs on a range of digital devices	**Program unit 1 unit 2** • To give instructions to a programmable toy • To plan a simple algorithm to that controls a toy • To program a virtual object to move to on-screen objects • To record a sequence of instructions in a common forma **iAlgorithm unit** • To plan, test and debug a simple algorithm	**iProgram unit 1 unit 2** • To use logical reasoning to predict the behaviour of simple programs **iAlgorithm** • To understand conditions and outcomes

Multimedia Sound and Motion Using technology	Technology in our lives Uses of IT beyond school	Safe use
Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital	*Pupils should be taught to recognise common uses of information technology beyond school*	*Pupils should be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies*

iDraw unit • To investigate simple digital mark-making tools • To explore shape and fill tools • To draw shapes and fill them in to re-create a picture **iData unit** • To understand why pictograms are useful • To collect and organise information to solve a problem **iModel** • To understand that computers can show real events and things • To use a mouse to move things accurately on-screen **iProgram unit 1 unit 2** • To record a sequence of instructions in a common format i**Write** • Word Processing • To recognise that text can be created in a number of ways • To use word processing software to create text • To understand that a computer can be connected to a printer	**iProgram unit 1** • To recognise everyday devices that perform an action in response to an instruction i**Write** • Word Processing • To recognise that text can be created in a number of ways • To use word processing software to create text • To understand that a computer can be connected to a printer	**iSafe unit** • To understand what being online may look like, the different feelings we can experience online and how to identify adults who can help • To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help • To understand that photos can be shared online • To understand the importance of seeking permission before sharing a photo • To understand how to identify and approach adults who can help • To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help

PSHE

Jigsaw Piece One	Being me in my world	• Feeling special and safe • Being part of a class • Rights and responsibilities • Rewards and feeling proud • Consequences • Owning the Learning Charter
Jigsaw Piece Two	Celebrating Difference	• Similarities and differences • Understanding bullying and • knowing how to deal with it • Making new friends • Celebrating the differences

		• in everyone
Jigsaw Piece Three	Dreams and Goals	• Setting goals • Identifying successes and • achievements • Learning styles • Working well and celebrating • achievement with a partner • Tackling new challenges • Identifying and overcoming • obstacles • Feelings of success • Water safety
Jigsaw Piece Four	Healthy Me	• Keeping myself healthy • Healthier lifestyle choices • Keeping clean • Being safe • Medicine safety/safety with • household items • Road safety • Linking health and happiness • Sun safety
Jigsaw Piece Five	Relationships	• Belonging to a family • Making friends/being a good friend • Physical contact preferences • People who help us • Qualities as a friend and person • Self-acknowledgement • Being a good friend to myself • Celebrating special relationships
Jigsaw Piece Six	Changing Me	• Life cycles – animal and human • Changes in me • Changes since being a baby • Differences between female and • male bodies (correct terminology) • Linking growing and learning

		• Coping with change • Transition • Consent

Religious Education

Unit	Theme
L1:1	Who is a Christian and what do they believe?
L1.6	How and why do we celebrate special and sacred times?
L1.7	What does it mean to belong to a faith community?
L1.5	What makes some places sacred? This could be an R.E. week or it into a cross curricular unit of study.