

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 1 - SPRING 2



Learn from yesterday, seek today and aim for tomorrow

September 2023

Science Driver: Classifying Animals

Key Enquiry: Why are humans not like tigers

Science Driver

| Working Scientifically |
|---|
| <input type="checkbox"/> Ask questions such as: <ul style="list-style-type: none"> • Why are flowers different colours? • Why do some animals eat meat and others do not? |
| <input type="checkbox"/> 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 |
| <input type="checkbox"/> 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 |
| <input type="checkbox"/> 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 |
|---|--|
| Animals, including Humans | |
| <i>Name common animals Carnivores, etc</i> | |
| <ul style="list-style-type: none"> • 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 | Sorting activity with features of each – scales, feathers, fur, eggs etc Dissect ‘made’ animal poo to identify carnivore, herbivore, omnivore Pasta looks like bones, green for herbivores Is it a tiger, human, cow? |

Supporting the Science Driver

Science

| What I need the children to learn | Possible learning experiences |
|---|---|
| Animals, including Humans | |
| <i>Human body and senses</i> | |
| <ul style="list-style-type: none"> • Know the name of parts of the human body that can be seen | Examine herbs – what do they look like? Smell like? Feel like? Mint, curry plant, thyme, chives etc For hearing – sensory walk round grounds Make music to represent different animals Load/ quiet/ quick tempo/ slow Taste linked to food mentioned in DT |

Computing

| What I need the children to learn | Possible learning experiences |
|--|---|
| Multimedia Sound and Motion Using Technology | |
| <i>Technology in our Lives – Uses of IT beyond school National Curriculum Objectives - Pupils should be taught to:</i> | |
| | Please use the learning objectives from the icompute website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes). |

| Use technology purposefully to create, organise, store, manipulate and retrieve digital content | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|--|---|---|---|---|---|--|
| <p>iWrite – Digital Literacy</p> <p>Lesson 1: iText</p> <ul style="list-style-type: none"> To recognise that text can be created in a number of ways <p>Lesson 2: iSentence</p> <ul style="list-style-type: none"> To a word processor to create text To understand that a computer can be connected to a printer <p>Lesson 3: iTell</p> <ul style="list-style-type: none"> To select and insert text into a word processor To open and save a document <p>Lesson 4: iReview</p> <ul style="list-style-type: none"> To understand the value of using a word processor to produce text | <p>https://www.icompute-uk.com/members-area/ks1/index.html and select the Year 1 iWrite unit.</p> <p>iWrite</p> <p>This unit introduces basic word processing.</p> <p>The children learn how to enter and print text, save and retrieve work.</p> | | | | | | | | | | | | |
| Digital Literacy - Knowledge Components | | | | | | | | | | | | | |
| Working Towards Meeting Greater Depth | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Declarative Knowledge Pupils understand/know that...</th> <th>Procedural Knowledge Pupils know how to...</th> <th>Declarative Knowledge Pupils understand/know that...</th> <th>Procedural Knowledge Pupils know how to...</th> <th>Declarative Knowledge Pupils understand/know that...</th> <th>Procedural Knowledge Pupils know how to...</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> you can visit a website you can move around a website you can find things out on a website you can draw using computers </td> <td> <ul style="list-style-type: none"> access a website using desktop shortcuts navigate simple websites with support get simple information from the world wide web use drawing tools to say something </td> <td> <ul style="list-style-type: none"> websites have buttons and links you can use websites to answer questions you can use computers to share information </td> <td> <ul style="list-style-type: none"> move around a website using buttons and image links find answers to simple questions using a website use drawing and text tools to give information </td> <td> <ul style="list-style-type: none"> websites have their own addresses lots of different things on a website can be links </td> <td> <ul style="list-style-type: none"> visit a website by typing its address move around a website using links (images and words) and buttons </td> </tr> </tbody> </table> | 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... | <ul style="list-style-type: none"> you can visit a website you can move around a website you can find things out on a website you can draw using computers | <ul style="list-style-type: none"> access a website using desktop shortcuts navigate simple websites with support get simple information from the world wide web use drawing tools to say something | <ul style="list-style-type: none"> websites have buttons and links you can use websites to answer questions you can use computers to share information | <ul style="list-style-type: none"> move around a website using buttons and image links find answers to simple questions using a website use drawing and text tools to give information | <ul style="list-style-type: none"> websites have their own addresses lots of different things on a website can be links | <ul style="list-style-type: none"> visit a website by typing its address move around a website using links (images and words) and buttons | |
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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 | |
| <i>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</i> | |
| <ul style="list-style-type: none"> 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 | Apply Skills from Spring 1 |
| <i>Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending</i> | |
| <ul style="list-style-type: none"> throw underarm throw and kick in different ways | <p>Introduction to team games (invasion games) Football, netball, rugby, basketball, bench-ball Links to Real PE 4</p> |
| Dance | |
| <i>Perform dances using simple movement patterns</i> | |

| | |
|--|---|
| <ul style="list-style-type: none"> perform own dance moves copy or make up a short dance move safely in a space | Move in the way different animals do- link to the main Science Driver. |
| Real P.E. | |
| Unit 4 Creative | |
| <ul style="list-style-type: none"> I can explore and describe different movements. | |
| Nigel Carson Sessions | |
| | |

Music

| What I need the children to learn | Possible learning experiences |
|---|--|
| Unit 4 – Round and Round | |
| Listening and Appraise Music (Musicianship) | |
| <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i> | |
| <ul style="list-style-type: none"> Move and dance with the music. Find the steady beat. Talk about the feelings created by the music. | |
| Singing and Voice | |
| <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> | |
| <ul style="list-style-type: none"> Sing, rap and chant and use spoken words. Demonstrate good singing posture. | Video with QR https://www.codigos-gr.com/en/qrcode-generator/ |
| Notation | |
| <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i> | |
| <ul style="list-style-type: none"> Explore ways of representing high and low sounds, using symbols and any appropriate means of notation. Explore standard notation using crotchets, quavers, and minims, and simple combinations | |
| Playing Instruments | |
| <i>Play tuned and untuned instruments musically</i> | |
| <ul style="list-style-type: none"> Rehearse and learn to play a simple melodic instrumental part by ear. | Glockenspiels and bars as a whole class |
| Improvising | |
| <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i> | |
| <ul style="list-style-type: none"> Improvise simple vocal patterns using 'Question and answer' phrases. | |
| Composing | |
| <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i> | |
| <ul style="list-style-type: none"> Create musical sound effects and short sequences of sounds in response to music and video stimulus. | Use Charanga with pupil logins to experiment with the notation maker. |

| | |
|--|--|
| <ul style="list-style-type: none"> • Use music technology, if available, to capture, change and combine sounds. • Use simple notation – 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 same note. | |
| Performing | |
| <i>Play tuned and untuned instruments musically</i> <i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> | |
| <ul style="list-style-type: none"> • Enjoy and have fun performing. • Prepare a song to perform. | Performance to parents to celebrate unit. Videos to send out on Class Dojo. |
| Vocabulary | |
| <ul style="list-style-type: none"> • Pulse • Rhythm • Pitch • Rap • Improve • Compose • Melody • Groove • Audience • Imagination • Perform • Singers | |

Art

| What I need the children to learn | Possible learning experiences |
|--|---|
| Use colour, pattern, texture, line, form, space and shape | |
| <i>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> | |
| <ul style="list-style-type: none"> • know how to create moods in art work • Know the names of the primary and secondary colours. • know how to mimic print from a suggested aesthetic e.g. jungle • Know how to use weaving to create a pattern • Use rolling, cutting and moulding clay • use coiling and rolling | Henri Rousseau – jungle animals Create patterns using objects to repeat What does a different colour do to a piece? Animal masks Primary and secondary colours |

PSHE

| What I need the children to learn | Possible learning experiences |
|---|--|
| Healthy Me | Resource links from: Jigsaw |
| Knowledge <ul style="list-style-type: none"> • Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know how to keep themselves clean and | In this Puzzle the class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe. |

healthy

- Know that germs cause disease / illness
- Know that all household products, including medicines, can be harmful if not used properly
- Know that medicines can help them if they feel poorly
- Know how to keep safe when crossing the road
- Know about people who can keep them safe

Social and Emotional Skills

Feel good about themselves when they make healthy choices

- Realise that they are special
- Keep themselves safe
- Recognise ways to look after themselves if they feel poorly
 - Recognise when they feel frightened and know how to ask for help
- Recognise how being healthy helps them to feel happy

Sun safety curriculum

Can I begin to become familiar and discuss how to stay safe in the sun?

Activity- look at the power point and discuss then each child can design a poster showing different ways that they know to stay safe in the sun.

Please use the learning objectives from the Jigsaw website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).

Vocabulary

Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait

See below for the link.

<https://jigsawlivescmsguk.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 6-8 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

Please focus on Easter celebration and Christmas

| What I need the children to learn | Possible learning experiences |
|-----------------------------------|-------------------------------|
| 1:6 | |

1:6 How and why do we celebrate special and sacred times. Looking at Easter and Christmas

Learning Objectives:

Emerging:

- Identify a special time they celebrate and explain simply what celebration means (A1).
- Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).

Expected:

- Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).
- Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).
- Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).
- Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).

Exceeding:

- Suggest meanings for some symbols and actions used in religious celebrations, including Easter and Christmas, (A3).
- Identify some similarities and differences between the celebrations studied (B3).

- Consider the importance and value of celebration and remembrance in children's own lives.
- Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them.
- For example, from Easter: o Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning. o Explore feelings of Jesus and disciples.
- Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc.
- Talk about what the stories and events means for pupils themselves.

Cayton Creation

Watch/listen to 'Funny Bones- Bump in the night'.

Encourage the children make a skeleton picture using black paper and craft straws.

Cayton Conclusion

Make different samples of poo (playdough). Can the children decide/classify if the animal was an herbivore, carnivore or omnivore depending on what they find in the poo sample.

English



| What I need the children to learn | Possible learning experiences |
|--|---|
| Can I write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency? | Handwriting 4 x per week |
| Can I spell simple compound words (e.g. dustbin, football)? | Phonics Provision activity |
| Can I check that a text makes sense to me as I read and to self- correct? | Introduce to HAPS during English |
| Can I listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which I can read independently? | Library experience End of the day literacy – different genre |
| Can I discuss what I have written with the teacher or other pupils? | During English sessions, children will be encouraged to read their work aloud to the class. |
| Can I check that a text makes sense to me as I read and to self- correct? | Guided reading Phonics sessions |
| Can I listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which I can read independently? | Whole class daily story sessions at the end of the day. |
| Can I link what I have read or what has been read to me, to my own experiences? | Time during English sessions CLPE lessons |
| Can I use finger spaces? | Daily phonics |
| Can I use full stops to end sentences? | English sessions |

Reading Spine: Owl babies by Martin Waddell

Mathematics

| What I need the children to learn | Possible learning experiences |
|--|---|
| Subtraction- not crossing 10/crossing 10. | Subtraction using tens frames Subtraction using a number line/hundred square. Number stories- writing their own number sentences. Discuss the vocabulary of subtraction. |
| Sequence the days of the week and the months of the year. | Provision area tasks Songs Independent task – writing them in order. |
| Counting in multiples of 1, 2, 5 and 10s | Songs Ordering / sequencing |
| Place value within 50 | Hundred square exposure One more/less quick fire questions. |

Year 1: Animals Knowledge Mat

| Subject Specific Vocabulary | | Interesting Book | Sticky Knowledge about animals |
|-----------------------------|---|---|--|
| fish | A fish is a scaly skinned creature with a spine that swims in water and breathes using gills. |  | <input type="checkbox"/> The blue whale can produce the loudest sound of any animal. |
| amphibians | All amphibians begin their life in water with gills and tails. Examples are frogs and newts. | | <input type="checkbox"/> Horses and cows sleep while standing up. |
| reptiles | Are animals that are cold-blooded. Most lay eggs and their skin is covered with hard, dry scales. | | <input type="checkbox"/> Giant Arctic jellyfish have tentacles that can reach over 36 metres in length. |
| birds | Birds have feathers and wings. They lay eggs and are warm-blooded animals. | | <input type="checkbox"/> Tigers can grow up to a length of 3 metres and weigh up to 300 kilograms when fully developed. |
| mammals | Mammals are also warm blooded animals. They breath air and have a backbone. |  | <input type="checkbox"/> There are about 400 million+ dogs in the entire world. The average life of a dog depending on the breed can vary from 10 to 14 years. |
| carnivore | A carnivore is a meat-eating animal that gets its food from killing other animals. | | <input type="checkbox"/> Dolphins use whistling, clicking and other sounds to communicate with each other. |
| herbivore | A herbivore eats plants. | | <input type="checkbox"/> Camels can survive up to six months without water or food due to the fatty tissues stored in their humps. |
| omnivore | An omnivore eats plants and meat. | | <input type="checkbox"/> The cheetah is the fastest animal to roam the earth with top speeds of 113 km per hour. |
| tame | Domesticated animals that are not frightened of humans and do not try to hurt humans. | | |
| wild | Living in the natural environment and not belonging to humans. | | |
| nocturnal | Animals that are active during the night time. | | |

