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| September 2024 |



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| Cayton School | Long Term Curriculum Plan: Year 1 |

*Learn from yesterday, seek today and aim for tomorrow*

**LONG TERM CURRICULUM PLAN**

**YEAR 1**

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

**KEY DRIVERS**

**History**

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| **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**

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| **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 describe in my own words what each continent is like? | | * Can I compare Scarborough (coastal) with hot and cold places around the world? * Can I investigate and locate temperatures in hot and cold places and map them on an atlas in relation to the equator and poles? * Can I look at the physical geography Antartica and a desert? | * Can I record and name different types of weather over a period of time in a weather diary? * Can I compare our weathers to weathers around the world in more extreme climates? * Can I recognise the main differences between a 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 * Can I use directional language to describe significant places in my settlement? * Can I identify simple symbols on a map including rivers, train tracks, post offices and schools? |

**Science**

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| **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 |

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| **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**

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| **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**

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| **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**

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| **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 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 | * 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. |

**Physical Education**

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| **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**

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| 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**

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| **Computing systems and networks**  **Technology around us** | **Creating media**  **Digital painting** | **Programming A**  **Moving a robot** |
| *Learners will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly and who to ask for help if they see any content or comments online that make them feel uncomfortable*.   * *recognise common uses of information technology beyond school* | *Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists’ work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.*   * *use technology purposefully to create, organise, store, manipulate and retrieve digital content* | *Learners will be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming, and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.*   * *understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions* |
| (lessons 1-6)  1. To **identify** technology  2. To identify a computer and its main parts  3. To **use a mouse** in different ways  4. To use a keyboard to type on a computer  5. To use the keyboard to edit text  6. To **create rules** for using technology responsibly | (lessons 1-6)  1. To **describe** what different freehand tools do  2. To **use** the shape tool and the line tools  3. To make careful choices when painting a digital picture  4. To **explain** why I chose the tools I used  5. To **use** a computer on my own to paint a picture  6. To **compare painting** a picture on a computer and on paper | (lessons 1-6)  1. To **explain** what a given command will do  2. To **act out** a given word  3. To **combine** ‘forwards’ and ‘backwards’ commands to make a sequence  4. To combine four direction commands to make sequences  5. **To plan** a simple program  6. To find more than one solution to a problem |

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| **Data and information**  **Grouping data** | **Creating media**  **Digital writing** | **Programming B**  **Programming animations** |
| *This unit introduces learners to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data*.   * *use logical reasoning to predict the behaviour of simple programs* | *Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.*   * *use technology purposefully to create, organise, store, manipulate and retrieve digital content* | *Learners will be introduced to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.*   * *create and debug simple programs* |
| (lessons 1-6)  1. To label objects  2. **To identify** that objects can be counted  3. To describe objects in different ways  4. To count objects with the same properties  5. **To compare** groups of objects  6. To answer questions | (lessons 1-6)  1. **To use** a computer to write  2. To **add and remove** text on a computer  3. **To identify** that the look of text can be changed on a computer  4. **To make** careful choices when changing text  5. **To explain** why I used the tools that I chose  6. **To compare** typing on a computer to writing on paper | (lessons 1-6)  1. To **choose** a command for a given purpose  2. To show that a series of commands can be joined together  3. To **identify** the effect of changing a value  4. To **design** the parts of a project  5. To design the parts of a project  6. To use my algorithm to create a program |
| **e-safety**  Taken from **‘Education for a connected World’**  UK Council for Internet Safety.  *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.* | **Self-Image and Identity**  I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.  If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.  **On-line Relationships**  I can give examples of when I should ask permission to do something online and explain why this is important.  I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).  I can explain why it is important to be considerate and kind to people online and to respect their choices.  I can explain why things one person finds funny or sad online may not always be seen in the same way by others.  **On-Line Reputation**  I can recognise that information can stay online and could be copied.  I can describe what information I should not put online without asking a trusted adult first.  **On-Line Bullying**  I can describe how to behave online in ways that do not upset others and can give examples.  I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching).  I know / understand that we can encounter a range of things online including things we like and don’t like as well as things which are real or make believe / a joke.  I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.  **Health well-being and Lifestyle**  I can explain rules to keep myself safe when using technology both in and beyond the home.  **Privacy and Security**  I can explain that passwords are used to protect information, accounts and devices.  I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).  I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.  **Copyright and Ownership**  I can explain why work I create using technology belongs to me.  I can say why it belongs to me (e.g. ‘I designed it’ or ‘I filmed it’’).  I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content).  I understand that work created by others does not belong to me even if I save a copy. | |

**PSHE**

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| 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**

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| **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. |