

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 1 – SUMMER 1



Learn from yesterday, seek today and aim for tomorrow

September 2024

Geography: Knowing the Locality

Key Enquiry: Where do and did the wheels on the bus go?

Geography Driver

What I need the children to learn	Possible learning experiences
Skills and Fieldwork	
<i>Use world maps, atlases and globes</i> <i>Use simple compass directions</i> <i>Use aerial photos, construct simple maps</i> <i>Undertake simple fieldwork within school locality</i>	
<ul style="list-style-type: none"> 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 	<p>Using maps to plot a route to school</p> <p>Creating own map of the school grounds</p> <p>Link in compass directions</p> <p>Photographic evidence of hands-on work with globes</p> <p>Label on a diagram</p> <p>Writing and posting a letter home</p>

Supporting the Geography Driver

Geography

<ul style="list-style-type: none"> What I need the children to learn 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? children to learn 	Possible learning experiences
Locational Knowledge	
<i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i>	<i>Name and locate the world's seven continents and five oceans</i>
<ul style="list-style-type: none"> 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? 	<p>Map work of the world</p> <p>Power-point/ posters of each continent</p> <p>Colour coding continents with a key</p>

History

What I need the children to learn	Possible learning experiences
Local history	
<ul style="list-style-type: none"> <i>Significant historical events, people and places in their own locality</i> 	
<ul style="list-style-type: none"> Know the name of a famous person, or a famous place, close to where they live <p>Can I learn about the life of Sir George Cayley from Brompton-by-Sawdon (near Scarborough) and his achievements in flying? Do I know how this was this important nationally and globally?</p> <p>Can I learn about the life of Captain Cook and about his life and discoveries?</p>	<p>In 1853, visitors to Brompton-by-Sawdon near Scarborough in Yorkshire would have witnessed an extraordinary sight. An elderly gentleman, Sir George Cayley, was making the final adjustments to his flying machine, a glider, in preparation for launching a grown man into the air. His work led to the invention of the airplane. Scarborough Castle</p> <p>Captain Cook – carousel of activities about his discoveries and life (Whitby)</p>

<p>Skills Plot significant people and events on a timeline including links to locality.</p> <p>Key vocabulary Achievement, machine, discovery, voyage</p>	<p>Facts about Captain Cook.</p>
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Design Technology

What I need the children to learn	Possible learning experiences
Designing	
<p><i>Design - purposeful, functional, appealing products for themselves and other users based on design criteria</i> <i>Design - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i></p>	
<ul style="list-style-type: none"> • 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 	<p>Go on a Scavenger Hunt around the local area. Which street signs can they find? What job do they do?</p> <ul style="list-style-type: none"> • Street names • Blue arrow – one way • Traffic light sign • Place names • Road narrows on both sides • Give way • No entry <p>Create own road sign specifically for buses based on what they have been learning about The Highway Code: traffic signs (publishing.service.gov.uk)</p>
Making	
<p><i>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i> <i>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i></p>	
<ul style="list-style-type: none"> • use own ideas to make a road sign • make an effective road sign using junk modelling of my choice 	<p>Make their own</p>
Evaluating	
<p><i>Explore and evaluate a range of existing products</i> <i>Evaluate their ideas and products against design criteria</i></p>	
<ul style="list-style-type: none"> • describe how well the sign works when used with toy cars 	

<ul style="list-style-type: none"> explain what works well and not so well in the road sign they have made 	
Technical Knowledge	
<i>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.</i>	
<ul style="list-style-type: none"> make their own model stronger 	Strong/ weak/ stable

Computing

What I need the children to learn	Possible learning experiences
Creating media – Digital writing	
<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><u>Computing</u></p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate, and retrieve digital content 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. 	<p>Please use the learning objectives from the Teach Computing website which may vary slightly from the above (this ensures that we always have the up to date learning outcomes).</p> <p>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.</p>
<p>To use a computer to write</p> <ul style="list-style-type: none"> I can open a word processor I can recognise keys on a keyboard I can identify and find keys on a keyboard 	<p>word processor, keyboard, keys, letters, type, numbers, space, backspace, text cursor, capital letters, toolbar, bold, italic, underline, mouse, select, font, undo, redo, format, compare, typing, writing.</p>
<p>To add and remove text on a computer</p> <ul style="list-style-type: none"> I can enter text into a computer I can use letter, number, and Space keys I can use Backspace to remove text 	
<p>To identify that the look of text can be changed on a computer</p> <ul style="list-style-type: none"> I can type capital letters I can explain what the keys that I have already learnt about do I can identify the toolbar and use bold, italic, and underline 	
<p>To make careful choices when changing text</p> <ul style="list-style-type: none"> I can select a word by double-clicking I can select all of the text by clicking and dragging I can change the font 	
<p>To explain why I used the tools that I chose</p> <ul style="list-style-type: none"> I can say what tool I used to change the text I can decide if my changes have improved my writing I can use 'Undo' to remove changes 	
<p>To compare typing on a computer to writing on paper</p> <ul style="list-style-type: none"> I can make changes to text on a computer I can explain the differences between typing and 	

<ul style="list-style-type: none"> • writing • I can say why I prefer typing or writing 	

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																																											
<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 	Striking and Racket sports – Links to Real PE 5																																										
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 	Seasons dance lesson																																										
Real P.E.																																											
<p style="text-align: center;">Unit 5 Applying Physical</p> <ul style="list-style-type: none"> • I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. 	<p>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.</p> <p>Coordination Sending and Receiving I can send with good accuracy and weight. I can get in a good position to receive. I can collect the ball safely.</p> <p>Agility Reaction / Response I can react and move quickly. I can catch the ball consistently. I can slow down with control after catching.</p> <p>Sum 1</p>																																										
Nigel Carson Sessions																																											
	<table border="1"> <thead> <tr> <th>Age Group</th> <th>Block 2</th> <th>Block 3</th> <th>Block 4</th> <th>Block 5</th> <th>Block 6</th> </tr> </thead> <tbody> <tr> <td>Monday Year 1</td> <td>Ball Skills Hands</td> <td>SAQ</td> <td>Net and Wall Games</td> <td>Striking and Fielding Games</td> <td>Athletics</td> </tr> <tr> <td>Monday Year 2</td> <td>Ball Skills Hands</td> <td>SAQ</td> <td>Net and Wall Games</td> <td>Striking and Fielding Games</td> <td>Athletics</td> </tr> <tr> <td>Tuesday Year 3</td> <td>Benchball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Wednesday Year 4</td> <td>Benchball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Thursday Year 5</td> <td>Basketball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> <tr> <td>Friday Year 6</td> <td>Basketball</td> <td>SAQ and Dodgeball</td> <td>Tennis</td> <td>Cricket</td> <td>Athletics</td> </tr> </tbody> </table>	Age Group	Block 2	Block 3	Block 4	Block 5	Block 6	Monday Year 1	Ball Skills Hands	SAQ	Net and Wall Games	Striking and Fielding Games	Athletics	Monday Year 2	Ball Skills Hands	SAQ	Net and Wall Games	Striking and Fielding Games	Athletics	Tuesday Year 3	Benchball	SAQ and Dodgeball	Tennis	Cricket	Athletics	Wednesday Year 4	Benchball	SAQ and Dodgeball	Tennis	Cricket	Athletics	Thursday Year 5	Basketball	SAQ and Dodgeball	Tennis	Cricket	Athletics	Friday Year 6	Basketball	SAQ and Dodgeball	Tennis	Cricket	Athletics
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Music

Charanga Music Scheme - <https://charanga.com/site/>

What I need the children to learn	Possible learning experiences
Unit 5 – Having Fun with Improvisation	
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. • Begin to understand about different styles of music • Recognise some band and orchestral instruments. 	
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"> • Demonstrate good singing posture. • Sing in unison. • Copy back intervals of an octave and fifth (high.low). 	Video with QR https://www.codigos-gr.com/en/qr-code-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 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	
<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 from simple notation in C major, F major, D major and D minor. 	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"> • Explore improvisation within a major and minor scale using the notes: C D E D E A F G A D F G 	
Composing	
<i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	
<ul style="list-style-type: none"> • 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	
<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. • 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	
<ul style="list-style-type: none"> • 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
Relationships	Resource links from: Jigsaw
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that everyone's family is different • Know that there are lots of different types of families • Know that families are founded on belonging, love and care • Know how to make a friend • Know the characteristics of healthy and safe friends • Know that physical contact can be used as a greeting • Know about the different people in the school community and how they help • Know who to ask for help in the school Community <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> • Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can show skills of friendship 	<p>Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.</p> <p><u>Key vocabulary:</u> Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate</p> <p>See the link below</p>

- Can identify forms of physical contact they prefer
- Can say no when they receive a touch they don't like
- Can praise themselves and others
- Can recognise some of their personal qualities
- Can say why they appreciate a special relationship

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).

<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 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	
<p>What makes some Places Sacred? Over the 14 weeks include visits to sacred places and invite key speakers in.</p> <p>Emerging:</p> <ul style="list-style-type: none"> • 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). <p>Expected:</p> <ul style="list-style-type: none"> • 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). <p>Exceeding:</p>	<ul style="list-style-type: none"> • 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.

<ul style="list-style-type: none"> Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3). 	<ul style="list-style-type: none"> 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), hanukkah, bimah o mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.
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Cayton Creation

Seven continents- introduce each continent and have an activity linked to it.
 Europe- Make tartan
 Asia- Mandarin writing
 Australasia- Great Barrier Reef activity
 Africa- African masks
 South/North America- dream catcher
 Antarctica- Acrostic poem.

Cayton Conclusion

Seven continents and food tasting from each continent.
 Making a mummy – Egypt

English

What I need the children to learn	Possible learning experiences
Can I use -s and -es to form regular plurals correctly? Can I successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest)?	Daily phonics sessions
Can I read words that I have spelt?	Daily phonics Modelling throughout English sessions
Can I use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices?	Vocabulary jar- increase the children's exposure to a variety of words in daily story time.
Can I begin to form simple compound sentences?	Phonics Modelling in English The CLPE sessions



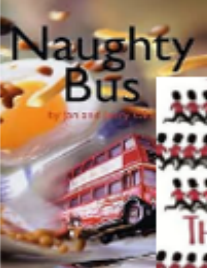

Can I begin to use question marks and exclamation marks?	Wrote questions to the character in the CLPE unit (The Secret Sky Garden).
Can I start to engage readers by using adjectives to describe?	Used adjectives to describe the flowers in the CLPE unit.
Can I read my writing aloud clearly enough to be heard by my peers and the teacher?	Guided reading reviews English- sharing work/activities.
Can I retell familiar stories in increasing detail?	Verbal story telling as well as traditional tales.
Can I join in with discussions about a text, taking turns and listening to what others say? Can I discuss the significance of titles and events?	Guided reading sessions
Can I take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes?	Daily phonics sessions
Can I read words with contractions, e.g. I'm, I'll and we'll?	Draw attention to contractions when reading whole class/guided reading sessions.

Reading Spine: The Colour Monster by Anna Lienas


Mathematics

What I need the children to learn	Possible learning experiences
Compare lengths and heights	Measure themselves/feet using non-standard units of measure Compare each other's findings of their heights
Weight and mass	Scales in the provision area Weighing everyday objects Baking Link Weighing to every day experiences.
Measure capacity	Water tray in the provision Discussion of vocabulary Link it to everyday practical activities
Counting in 10s	Songs Hundred square exposure
Making equal groups	Sharing objects Use numbers Use large hoops
Add equal groups	Repeated addition Link repeated addition to multiplication
Making arrays	Visual representation using baking/ bun trays Use repeated pattern wall paper Use numicon
Making doubles	Visual – show what doubling is using a dice or ladybird Double numbers

The Local Area KS1 Knowledge Mat

Subject Specific Vocabulary		Exciting Books	
street	A public road in a city, town, or village, typically with houses and buildings on one or both sides.	 	 
road signs	Road sign gives you information, directions to places or warn you of possible dangers.		
office	A building where people work from. Some are large, tall buildings and others are very small.	<h3>Sticky Knowledge about British villages, towns and cities</h3> <ul style="list-style-type: none"> ❑ A village is usually associated with the countryside and is smaller than a town. ❑ Every street in our country has a name and a post code. The name is usually on a wall or a sign at the beginning of the street. ❑ There are many signs on the roads to help drivers use the highway code properly. There are different shaped signs to help drivers know what to do. 	
supermarket	A place where you buy groceries and other items. They are usually very large with parking space.		
post office	A place where you buy stamps for your letters and can send your letters and parcels.	<h3>Major English cities</h3> <ul style="list-style-type: none"> • Birmingham • Manchester • Newcastle • Sheffield 	
church	A place of worship normally found in every village, town and city. Mosques and temples are similar places for different religions.	<h3>Attractions of London</h3> <ul style="list-style-type: none"> • Buckingham Palace • Tower of London • Windsor Castle • The London Eye • London Bridge 	
map symbol	A small picture on a map to tell you about something. There are symbols for schools, churches, post offices and pubs.	<ul style="list-style-type: none"> ❑ London is our capital city and has a population of more than 8 million. ❑ Your address has the name of the street you live in, the number or name of your house; the village, town or city you live in and a post code. ❑ London is the capital of England; Cardiff the capital of Wales, Edinburgh the capital of Scotland and Belfast the capital of Northern Ireland. ❑ One of the oldest parliaments in the world is situated in London and is called the Houses of Parliament. 	
address	Locates exactly where someone lives by having the house or flat number, street and town names.		
post code	This locates exactly where a street or a place is by using letters and numbers.		
urban	A busy locations which has lots of houses and usually shops and offices.		
rural	It is a location in the country. It is not usually as busy as an urban place.		

Seaside Study KS1 Knowledge Mat

Subject Specific Vocabulary			Exciting Books
cliff	A steep rock face usually at the edge of the sea.		<p style="text-align: center;">Sticky Knowledge about the seaside</p> <p><input type="checkbox"/> In the United Kingdom no one lives more than 130Km from the sea.</p> <p><input type="checkbox"/> Weymouth was the first seaside resort in Britain and was established more than 200 years ago.</p> <p><input type="checkbox"/> The Punch and Judy show became a major attractions at the seaside during the Victorian times.</p> <p><input type="checkbox"/> The song 'Oh, I do love to be beside the seaside' was first recorded more than 100 years ago.</p> <p><input type="checkbox"/> Most British seaside resorts are famous for their fish and chips which were served in newspapers until the 1980s.</p> <p><input type="checkbox"/> Most sandy beaches are well known for children using their bucket and spade to build sandcastles.</p> <p><input type="checkbox"/> Coasts have many different features, such as caves, cliffs, mudflats and beaches.</p>
rockpool	A pool of water amongst rocks on a beach.	<p style="text-align: center;">Can you find these well-known seaside resorts on a map?</p> <ul style="list-style-type: none"> • Scarborough • Weymouth • Tenby • Blackpool • Poole • Brighton • Newquay in Cornwall • Whitby 	
tide	The rise and fall of the sea usually caused by the pull of gravity from the moon and sun.		
resort	A seaside resort is a town or place where people go on holiday by the sea.		
beach	A pebbly or sandy shore, between the sea and a higher land place.		
lifeboat	A specially made boat for rescuing people stranded in the sea.		
lighthouse	Usually a tower containing a beacon of light to warn or guide ships at sea.		
postcards	A card for sending a message to someone without an envelope.		
fairground	An outdoor area where you can ride on various attractions, often by the sea.		
island	A piece of land completely surrounded by sea		
ocean	A large area of salt water between the continents.		

