

CAYTON  
SCHOOL

MEDIUM TERM CURRICULUM PLAN  
YEAR 1 - SPRING 2



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

September 2024

## Science Driver: Classifying Animals

### Key Enquiry: Why are humans not like tigers

#### Science Driver

<b>Working Scientifically</b>
<ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways</li> </ul>
<ul style="list-style-type: none"> <li>Observe closely, using simple equipment</li> </ul>
<ul style="list-style-type: none"> <li>Identify and classify</li> </ul>
<ul style="list-style-type: none"> <li>Use their observations and ideas to suggest answers to questions</li> </ul>
<ul style="list-style-type: none"> <li>Gather and record data to help in answering questions</li> </ul>
<ul style="list-style-type: none"> <li>Perform simple tests</li> </ul>

What I need the children to learn	Possible learning experiences
<b>Animals, including Humans</b>	
<i>Name common animals Carnivores, etc</i>	
<ul style="list-style-type: none"> <li>Know how to identify and classify a range of animals by amphibian, reptile, mammal, fish and birds.</li> <li>Know how to sort by living and non living things</li> <li>Ask the simple question: what animal faeces belongs to a carnivore, herbivore and omnivore?</li> <li>Perform simple tests and observe animal faeces closely using tweezers and magnifying glasses.</li> <li>Use observations to answer questions and record their findings about which dinosaur faeces belong to a carnivore, herbivore and omnivore.</li> </ul>	<p><b><i>Sorting activity with features of each – scales, feathers, fur, eggs etc</i></b></p> <p><b><i>Dissect ‘made’ animal faeces to identify carnivore, herbivore, omnivore</i></b></p> <p><b><i>Pasta looks like bones, green for herbivores</i></b></p> <p><b><i>Is it a tiger, human, cow?</i></b></p>

#### Supporting the Science Driver

##### Science

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

## Computing

What I need the children to learn	Possible learning experiences
<b>Data and information – Grouping data</b>	
<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</li> <li>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.</li> </ul>	<p><b>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).</b></p> <p>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.</p>
<p>To label objects</p> <ul style="list-style-type: none"> <li>I can describe objects using labels</li> <li>I can match objects to groups</li> <li>I can identify the label for a group of objects</li> </ul>	<p>object, label, group, search, image, property, colour, size, shape, value, data set, more, less, most, fewest, least, the same</p>
<p>To identify that objects can be counted</p> <ul style="list-style-type: none"> <li>I can count objects</li> <li>I can group objects</li> <li>I can count a group of objects</li> </ul>	
<p>To describe objects in different ways</p> <ul style="list-style-type: none"> <li>I can describe an object</li> <li>I can describe a property of an object</li> <li>I can find objects with similar properties</li> </ul>	
<p>To count objects with the same properties</p> <ul style="list-style-type: none"> <li>I can group similar objects</li> <li>I can group objects in more than one way</li> <li>I can count how many objects share a property</li> </ul>	
<p>To compare groups of objects</p> <ul style="list-style-type: none"> <li>I can choose how to group objects</li> <li>I can describe groups of objects</li> <li>I can record how many objects are in a group</li> </ul>	
<p>To answer questions about groups of objects</p> <ul style="list-style-type: none"> <li>I can decide how to group objects to answer a question</li> <li>I can compare groups of objects</li> <li>I can record and share what I have found</li> </ul>	

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

What I need the children to learn	Possible learning experiences
<b>Gymnastic Movements</b>	
<p><i>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</i></p> <ul style="list-style-type: none"> <li>make body curled, tense, stretched and relaxed</li> <li>control body when travelling and balancing</li> <li>copy sequences and repeat them</li> </ul>	

<ul style="list-style-type: none"> <li>roll, curl, travel and balance in different ways</li> </ul>																																											
<b>Basic movements and Team Games</b>	<b>Apply Skills from Spring 1</b>																																										
<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"> <li>throw underarm</li> <li>throw and kick in different ways</li> </ul>	<b>Introduction to team games (invasion games)</b> <b>Football, netball, rugby, basketball, bench-ball</b> <b>Links to Real PE 4</b>																																										
<b>Dance</b>																																											
<i>Perform dances using simple movement patterns</i>																																											
<ul style="list-style-type: none"> <li>perform own dance moves</li> <li>copy or make up a short dance</li> <li>move safely in a space</li> </ul>	<b>Move in the way different animals do- link to the main Science Driver.</b>																																										
<b>Real P.E.</b>																																											
<b>Unit 4 Creative</b>																																											
<ul style="list-style-type: none"> <li>I can explore and describe different movements.</li> </ul>	<b>Unit 4 Creative</b> I can explore and describe different movements.  <b>Coordination Ball Skills</b> I can maintain control of the ball. I can move the ball in both directions. I can move the ball smoothly and fluently.  <b>Counter Balance With a Partner</b> I can maintain balance throughout. I can move smoothly and with control. I can coordinate movements with my partner. <b>Spr 2</b>																																										
<b>Nigel Carson Sessions</b>																																											
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## Music

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Unit 4 – Learning to listen</b>	
<b>Listening and Appraise Music (Musicianship)</b>	
<i>Listen with concentration and understanding to a range of high-quality live and recorded music</i>	
<ul style="list-style-type: none"> <li>Move and dance with the music.</li> <li>Find the steady beat.</li> <li>Talk about the feelings created by the music.</li> </ul>	
<b>Singing and Voice</b>	
<i>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	
<ul style="list-style-type: none"> <li>Sing, rap and chant and use spoken words.</li> <li>Demonstrate good singing posture.</li> </ul>	<b>Video with QR <a href="https://www.codigos-gr.com/en/qr-code-generator/">https://www.codigos-gr.com/en/qr-code-generator/</a></b>

<b>Notation</b>	
<i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	
<ul style="list-style-type: none"> <li>• Explore ways of representing high and low sounds, using symbols and any appropriate means of notation.</li> <li>• Explore standard notation using crotchets, quavers, and minims, and simple combinations</li> </ul>	
<b>Playing Instruments</b>	
<i>Play tuned and untuned instruments musically</i>	
<ul style="list-style-type: none"> <li>• Rehearse and learn to play a simple melodic instrumental part by ear.</li> </ul>	<b>Glockenspiels and bars as a whole class</b>
<b>Improvising</b>	
<i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	
<ul style="list-style-type: none"> <li>• Improvise simple vocal patterns using 'Question and answer' phrases.</li> </ul>	
<b>Composing</b>	
<i>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>	
<ul style="list-style-type: none"> <li>• Create musical sound effects and short sequences of sounds in response to music and video stimulus.</li> <li>• Use music technology, if available, to capture, change and combine sounds.</li> <li>• 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.</li> </ul>	<b>Use Charanga with pupil logins to experiment with the notation maker.</b>
<b>Performing</b>	
<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"> <li>• Enjoy and have fun performing.</li> <li>• Prepare a song to perform.</li> </ul>	<b>Performance to parents to celebrate unit. Videos to send out on Class Dojo.</b>
<b>Vocabulary</b>	
<ul style="list-style-type: none"> <li>• Pulse</li> <li>• Rhythm</li> <li>• Pitch</li> <li>• Rap</li> <li>• Improve</li> <li>• Compose</li> <li>• Melody</li> <li>• Groove</li> <li>• Audience</li> <li>• Imagination</li> <li>• Perform</li> <li>• Singers</li> </ul>	

## Art

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
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<b>Use colour, pattern, texture, line, form, space and shape</b>	
<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"> <li>• know how to create moods in art work</li> <li>• Know the names of the primary and secondary colours.</li> <li>• know how to mimic print from a suggested aesthetic e.g. jungle</li> <li>• Know how to use weaving to create a pattern</li> <li>• Use rolling, cutting and moulding clay</li> <li>• use coiling and rolling</li> </ul>	<p><b>Henri Rousseau – jungle animals</b>  <b>Create patterns using objects to repeat</b>  <b>What does a different colour do to a piece?</b>  <b>Animal masks</b>  <b>Primary and secondary colours</b></p>

## PSHE

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Healthy Me</b>	<b>Resource links from: Jigsaw</b>
<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know the difference between being healthy and unhealthy</li> <li>• Know some ways to keep healthy</li> <li>• Know how to make healthy lifestyle choices</li> <li>• Know how to keep themselves clean and healthy</li> <li>• Know that germs cause disease / illness</li> <li>• Know that all household products, including medicines, can be harmful if not used properly</li> <li>• Know that medicines can help them if they feel poorly</li> <li>• Know how to keep safe when crossing the road</li> <li>• Know about people who can keep them safe</li> </ul> <p><b><u>Social and Emotional Skills</u></b></p> <p>Feel good about themselves when they make healthy choices</p> <ul style="list-style-type: none"> <li>• Realise that they are special</li> <li>• Keep themselves safe</li> <li>• Recognise ways to look after themselves if they feel poorly <ul style="list-style-type: none"> <li>• Recognise when they feel frightened and know how to ask for help</li> </ul> </li> <li>• Recognise how being healthy helps them to feel happy</li> </ul> <p><b><u>Sun safety curriculum</u></b></p> <p>Can I begin to become familiar and discuss how to stay safe in the sun?</p>	<p>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.</p> <p><b><u>Vocabulary</u></b></p> <p>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</p> <p><b>See below for the link.</b></p>

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).

<https://jigsawlivescmsuk.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
<p style="text-align: center;"><b>1:6</b></p> <p>1:6 How and why do we celebrate special and sacred times. Looking at Easter and Christmas</p> <p>Learning Objectives:</p> <p>Emerging:</p> <ul style="list-style-type: none"> <li>• Identify a special time they celebrate and explain simply what celebration means (A1).</li> <li>• Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>• Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</li> <li>• Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</li> <li>• Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the importance and value of celebration and remembrance in children’s own lives.</li> <li>• Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them.</li> <li>• For example, from Easter:             <ul style="list-style-type: none"> <li>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.</li> <li>o Explore feelings of Jesus and disciples.</li> </ul> </li> <li>• 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.</li> <li>• Talk about what the stories and events means for pupils themselves.</li> </ul>

<ul style="list-style-type: none"> <li>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).</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>Suggest meanings for some symbols and actions used in religious celebrations, including Easter and Christmas, (A3).</li> <li>Identify some similarities and differences between the celebrations studied (B3).</li> </ul>	
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### 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
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**Reading Spine:** Owl babies by Martin Waddell

**Mathematics**

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
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
<b>fish</b>	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.
<b>amphibians</b>	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.
<b>reptiles</b>	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.
<b>birds</b>	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.
<b>mammals</b>	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.
<b>carnivore</b>	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.
<b>herbivore</b>	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.
<b>omnivore</b>	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.
<b>tame</b>	Domesticated animals that are not frightened of humans and do not try to hurt humans.		
<b>wild</b>	Living in the natural environment and not belonging to humans.		
<b>nocturnal</b>	Animals that are active during the night time.		



