

CAYTON
SCHOOL

MEDIUM TERM CURRICULUM PLAN YEAR 1 – SUMMER 2



Learn from yesterday, seek today and aim for tomorrow

September 2024

Science Driver: Plants – Common Plants and Structures

Key Enquiry: Why are plants so important for all of us?

Science Driver

Working Scientifically
<ul style="list-style-type: none"> Observe closely, using simple equipment
<ul style="list-style-type: none"> Identify and classify
<ul style="list-style-type: none"> Use their observations and ideas to suggest answers to questions
<ul style="list-style-type: none"> Gather and record data to help in answering questions

What I need the children to learn	Possible learning experiences
Plants	
<i>Common plants Plant structure</i>	
<ul style="list-style-type: none"> Identify and classify a variety of common wild and garden plants, observing closely using identification charts. Know and name the petals, stem, leaves and root of a plant by observing closely using magnifying glasses when needed and gathering data in the form of separating the flower. Know and name the roots, trunk, branches and leaves of a tree 	<p><i>Identify common flowers in the School field with identification charts</i> <i>Pull flowers apart and identify different parts – stick on larger paper</i> <i>Bark rubbings, leaf rubbings</i></p>

Design Technology and Art and Design

What I need the children to learn	Possible learning experiences
Food Technology	
<i>Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from</i>	
<ul style="list-style-type: none"> cut food safely 	<p>Fruit salad/ chopping vegetables/ cutting skills Use the potatoes/onions that have been grown by the class to make potato salad-cutting the potatoes and onions. Giuseppe Arcimboldi</p>
Art and Design	
<ul style="list-style-type: none"> 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. 	<p><i>Giuseppe Arcimboldo – Face fruit/ veg make and then sketch and paint</i> <i>Make 3D</i> <i>Still life</i> <i>Sketch a variety of plants</i></p>

<ul style="list-style-type: none"> • 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 	<p>Discuss how hard to press on using different pencils How healthy is the plant?</p>
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Computing

What I need the children to learn	Possible learning experiences
<p>Programming B - Programming animations</p>	
<p><i>National Curriculum Objectives - Pupils should be taught to:</i></p> <p>Computing</p> <ul style="list-style-type: none"> • Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs 	<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 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.</p>
<p>To choose a command for a given purpose</p> <ul style="list-style-type: none"> • I can find the commands to move a sprite • I can use commands to move a sprite • I can compare different programming tools 	<p>ScratchJr, command, sprite, compare, programming, area, block, joining, start, run, program, background, delete, reset, algorithm, predict, effect, change, value, instructions, design</p>
<p>To show that a series of commands can be joined together</p> <ul style="list-style-type: none"> • I can use more than one block by joining them together • I can use a Start block in a program • I can run my program 	
<p>To identify the effect of changing a value</p> <ul style="list-style-type: none"> • I can find blocks that have numbers • I can change the value • I can say what happens when I change a value 	
<p>To explain that each sprite has its own instructions</p> <ul style="list-style-type: none"> • I can show that a project can include more than one sprite • I can delete a sprite • I can add blocks to each of my sprites 	
<p>To design the parts of a project</p> <ul style="list-style-type: none"> • I can choose appropriate artwork for my project • I can decide how each sprite will move • I can create an algorithm for each sprite 	
<p>To use my algorithm to create a program</p> <ul style="list-style-type: none"> • I can use sprites that match my design • I can add programming blocks based on my algorithm • I can test the programs I have created 	

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

What I need the children to learn	Possible learning experiences
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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	Sport's Day activities and games – Links to Real PE 6																																										
<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 	Individual and team games Why we keep fit and active																																										
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 	Relate it to the Science Driver- movements like certain flowers.																																										
Real P.E.																																											
<p>Unit 6 Health and Fitness</p> <ul style="list-style-type: none"> • I am aware of why exercise is important for good health. 	<p>Unit 6 Health and Fitness I am aware of why exercise is important for good health.</p> <p>I can start and stop quickly. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control.</p> <p>Agility Ball Chasing I can start and stop quickly. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control.</p> <p>Static Balance Floor Work I can maintain balance throughout. I can balance and hold the correct position. I can balance with control when changing balance/position.</p> <p>Sum 2</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

What I need the children to learn	Possible learning experiences
Unit 6 – Let's Perform Together!	
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. 	

<ul style="list-style-type: none"> • 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. 	Performance to parents to celebrate unit. Videos to send out on Class Dojo.

<ul style="list-style-type: none"> • Prepare a song to perform. • Play some simple instrumental parts. • Communicate the meaning of the song. 	
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
Changing me	Resource links from: Jigsaw
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Know that animals including humans have a life cycle • Know that changes happen when we grow up • Know that people grow up at different rates and that is normal • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened • Know that learning brings about change <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> • Understand and accepts that change is a natural part of getting older • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) • Can express why they enjoy learning • Can suggest ways to manage change e.g. moving to a new class 	<p>Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p> <p><u>Key Vocabulary:</u> Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping</p> <p>See the link below</p>
Consent Curriculum	

Can I begin to think what actions are appropriate and if I should say yes or no to them?

Activity: Different scenarios- children to sort into things I can say yes to and things I should say no to.

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"> • 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"> • 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. • 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

	<p>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.</p>
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Cayton Creation

Sort different wild flowers into chosen categories and reason why.

Cayton Conclusion

Look at the artist Giuseppe Arcimboldo - make fruit/ vegetable faces on paper plates and then eat them.

English

What I need the children to learn	Possible learning experiences
Can I use the prefix 'un-' accurately	Daily phonics session English sessions
Can I use adjectives to describe?	Use adjectives to describe the bog in the CLPE unit Bog Baby. Adjective game (like ispy but using adjectives)
Can I use finger spaces? Can I use full stops to end sentences?	Daily phonics Modelling sentences throughout the CLPE unit.
Can I blend sounds in unfamiliar words using the GPCs that they have been taught?	Daily phonics sessions Phonics tracker online games
Can I sequence sentences to form short narratives?	Use the CLPE unit – retell the story. Story maps on large sheets of paper.
Can I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these?	Daily handwriting sessions

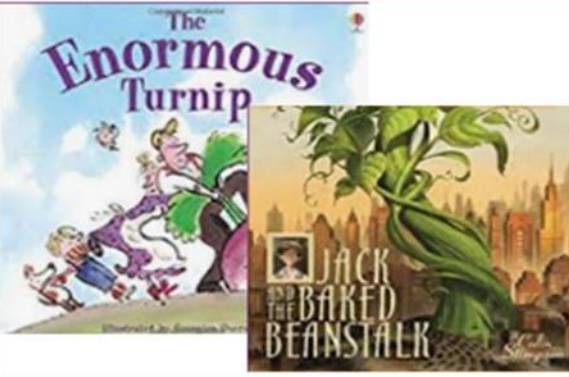

Reading Spine: The Magic Faraway Tree by Enid Blyton

Mathematics

What I need the children to learn	Possible learning experiences
Finding half / quarter	Make a sandwich and cut it into half and then quarters- real life link. Half shapes by folding Half numbers by sharing.

Describe turns and position	Practical experience link to compass work previously covered in Geography.
Count to 100	Hundred square Count to 100 song
Ordering numbers	Chalk on the playground Hundred square- missing number game.
Recognising coins/notes	Link to real life experiences Opportunities in the home corner provision. Coin rubbing
Time- before and after/date	Daily calendar Sequence the day
Time to the hour/half past	Create a class clock What time is it Mr Wolf Practical opportunities Small clocks

Year 1: Plants Knowledge Mat

Subject Specific Vocabulary		Interesting Books	Sticky Knowledge about plants
buds	A small lump on a stem or twig that will grow into a leaf, flower or shoot.		<input type="checkbox"/> Some trees can live for thousands of years.
bulbs	The resting stage of a plant that is usually formed underground.		<input type="checkbox"/> Around 2000 different types of plants are used by humans to make food.
deciduous	Deciduous is the name given to trees that lose their leaves in autumn and are bare in the winter.		<input type="checkbox"/> Some plants are carnivores. A well known example of a carnivorous plant is the Venus Flytrap.
evergreen	Evergreen is the name of trees that have leaves all year round.		<input type="checkbox"/> Bamboo can be a fast growing plant. Some types can grow almost a metre in just one day!
trunk	A tree's trunk holds up its crown, protects its inner parts and works like a pipeline, transporting essential materials to the different parts of the tree.	Important facts to know by the end of the plants topic: <ul style="list-style-type: none"> <input type="checkbox"/> Know the names of a variety of common wild and garden plants <input type="checkbox"/> Know the names of a variety of common trees <input type="checkbox"/> Know the difference between deciduous and evergreen trees <input type="checkbox"/> Know which plants grow in the local environment 	<input type="checkbox"/> Touching poison ivy will cause an allergic reaction, usually in the form of an itchy rash on the skin.
vegetable	A vegetable is a plant or part of a plant which is used as food, for example cabbage or potato.		<input type="checkbox"/> As well as looking beautiful, trees help purify the air and provide food and shelter for all sorts of creatures.
wild plants	These are plants that don't grow in our gardens and are self-seeded.		<input type="checkbox"/> Water and nutrients travel up the tree trunk, through the branches and all the way out to the leaves.
environment	The area where a plant or tree lives is its environment.		
blossom	Blossom is the flower that comes before the fruit. For example, apple blossom comes before the apple starts to grow.		
petals	A petal is a part of the flower and is usually coloured. The colour attracts insects.		
branches	Branches come from the tree trunk and grow outwards.		

