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| September 2021 |



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| Cayton School | Medium Term Curriculum Plan Year 1 - Spring 2 |

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

**Science Driver: Classifying Animals**

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

**Science Driver**

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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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| **What I need the children to learn** | **Possible learning experiences** |
| **Animals, including Humans** |  |
| *Name common animals*  *Carnivores, etc* |  |
| * Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds * Know and classify animals by what they eat (carnivore, herbivore and omnivore) * Know how to sort by living and non living things | ***Sorting activity with features of each – scales, feathers, fur, eggs etc***  ***Dissect ‘made’ animal poo to identify carnivore, herbivore, omnivore***  ***Pasta looks like bones, green for herbivores***  ***Is it a tiger, human, cow?*** |

**Supporting the Science Driver**

**Science**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Animals, including Humans** |  |
| *Human body and senses* |  |
| * Know the name of parts of the human body that can be seen | ***Examine herbs – what do they look like? Smell like? Feel like?***  ***Mint, curry plant, thyme, chives etc***  ***For hearing – sensory walk round grounds***  ***Make music to represent different animals***  ***Load/ quiet/ quick tempo/ slow***  ***Taste linked to food mentioned in DT*** |

**Computing**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Algorithms** |  |
| *Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions* | <https://www.icompute-uk.com/members-area/ks1/index.html> and select the Year 1 folder and then the iAlgorithms unit. Combine this unit with P.E. sessions where possible. |
| * create a series of instructions and plan a journey for a programmable toy | ***iAlgorithms (5 sessions combined with P.E.)*** |
| **Create programs** |  |
| *Pupils should be taught to create and debug simple programs* |  |
| * create, store and retrieve digital content | ***iProgram (6 sessions)***  <https://www.icompute-uk.com/members-area/ks1/index.html> and select the Year 1 folder and then the iProgram unit. |

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

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| **What I need the children to learn** | **Possible learning experiences** |
| **Gymnastic Movements** |  |
| *Developing balance, agility and co-ordination, and begin to apply these in a range of activities* |  |
| * make body curled, tense, stretched and relaxed * control body when travelling and balancing * copy sequences and repeat them * roll, curl, travel and balance in different ways |  |
| **Basic movements and Team Games** | ***Apply Skills from Spring 1*** |
| *Master basic movements including running, jumping, throwing and catching, as well as participate in team games, developing simple tactics for attacking and defending* |  |
| * throw underarm * throw and kick in different ways | ***Introduction to team games (invasion games)***  ***Football, netball, rugby, basketball,***  ***bench-ball***  ***Links to Real PE 4*** |
| **Dance** |  |
| *Perform dances using simple movement patterns* |  |
| * perform own dance moves * copy or make up a short dance * move safely in a space | **Move in the way different animals do- link to the main Science Driver.** |
| **Real P.E.** |  |
| **Unit 4 Creative**   * I can explore and describe different movements. |  |
| **Nigel Carson Sessions** |  |
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**Music**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Singing** |  |
| *Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes* |  |
| * make different sounds with voice and with instruments * follow instructions about when to play and sing | [**https://www.bbc.co.uk/teach/ks1-music/zbcjscw**](https://www.bbc.co.uk/teach/ks1-music/zbcjscw) **for music ideas for Key Stage 1**  **Can the children use their voices to be a particular animal.** |
| **Create own music** |  |
| *Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music* |  |
| * clap and repeat short rhythmic and melodic patterns * make a sequence of sounds and respond to different moods in music | **Link to the children’s own moods/ PSHE.**  **Explore different ‘moods’ in music- discuss why we think it relates to a certain emotion.**  **Animal sounds- can the children use instruments to sound like a… (animal)** |

**Art**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Use colour, pattern, texture, line, form, space and shape** |  |
| *Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space* |  |
| * 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 | ***Henri Rousseau – jungle animals***  ***Create patterns using objects to repeat***  ***What does a different colour do to a piece?***  ***Animal masks***  ***Primary and secondary colours*** |

**PSHE**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Healthy Me** | **Resource links from: Jigsaw** |
| • Know the difference between being healthy  and unhealthy  • Know some ways to keep healthy  • Know how to make healthy lifestyle choices  • Know how to keep themselves clean and  healthy  • Know that germs cause disease / illness  • Know that all household products, including  medicines, can be harmful if not used  properly  • Know that medicines can help them if they  feel poorly  • Know how to keep safe when crossing the  road  • Know about people who can keep them safe | 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.  **See below for the link.** |

[**https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/tpklpjuc/02-ages-5-6-jigsaw-skills-and-knowledge-progression-for-parents.pdf**](https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/tpklpjuc/02-ages-5-6-jigsaw-skills-and-knowledge-progression-for-parents.pdf)

**Religious Education**

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| **What I need the children to learn** | **Possible learning experiences** |
| **L1.1** |  |
| * Who is a Christian and what do they believe? | ***Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the lost son (Luke 15:11–32)***  ***Describe some of the beliefs that Christians hold about God e.g. all-powerful, loving, close to every person, forgiving.***  ***Look at art and recognise some symbols and images used to express ideas about God.***  ***Talk to Christians about what they believe about God.*** |

**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**

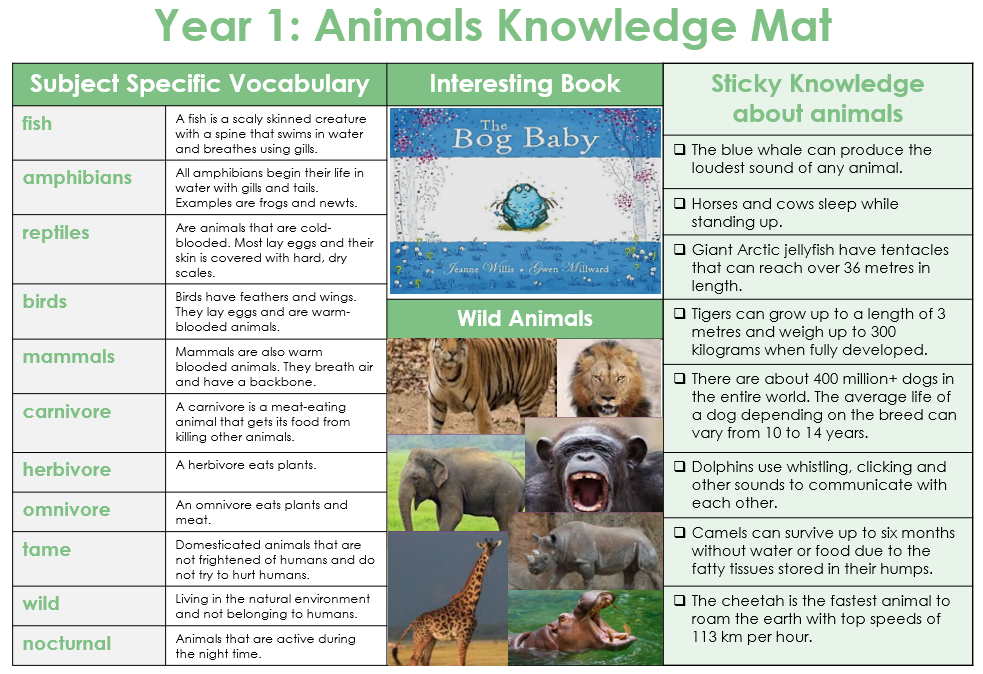
Make different samples of poo (playdough). Can the children decide/classify if the animal was an herbivore, carnivore or omnivore depending on what they find in the poo sample.

English

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| **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?  Can I use full stops to end sentences? | Daily phonics  English sessions |

**Mathematics**

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

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