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| September 2021 |



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| Cayton School | Medium Term Curriculum Plan Year 1 – Spring 1 |

*Learn from yesterday, seek today and aimfor tomorrow*

**Geography Driver: Hot and Cold Places**

**Key Enquiry: Why can’t a penguin live near the equator?**

**Geography Driver**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Place Knowledge** |  |
| *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*  |  |
| * Know features of hot and cold places in the world
 | ***Locality walk around the coast******Google Earth other non-European countries to contrast – use key vocabulary to sort in a table******Desert/ Antarctica******Look at temperature mapping and link to animal habitats and plants found there*** |

**Supporting the Geography Driver**

**Geography**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Human and Physical Geography** |  |
| *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* |  |
| * Know which is the hottest and coldest season in the UK
* Know and recognise main weather symbols
* Know the main differences between city, town and village
 | ***Weather charts and diaries******Plotting simple temperature charts******Label the coast/ town / countryside activities******Own weather forecast – record with own symbols******Season artwork – contrasting seasons******Poster work for City/ Town/ Village requirements*** |

**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
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| * 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** |
| **Seasonal Change** |  |
| *The four seasons**Seasonal weather* |  |
| * Name the seasons and know about the type of weather in each season
 | *Weather reporting for each Season*[*https://www.youtube.com/watch?v=tfAB4BXSHOA*](https://www.youtube.com/watch?v=tfAB4BXSHOA) *– weather song* |

**Computing**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Create programs** |  |
| *Pupils should be taught to create and debug simple programs*  |  |
| * create, store and retrieve digital content
 | <https://www.icompute-uk.com/members-area/ks1/index.html> and select the Year 1 folder and then the iModel unit.IT safety -The Adventures of Smartie the Penguin.  |

**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** |  |
| *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
 | ***Teach basic running, jumping, throwing, catching techniques links to Real PE 3*** |
| **Dance** |  |
| *Perform dances using simple movement patterns* |  |
| * perform own dance moves
* copy or make up a short dance
* move safely in a space
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| **Real P.E.** |  |
| **Unit 3Cognitive*** I can understand and follow simple rules and can name some things I am good at.
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| **Nigel Carson Sessions** |  |
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**Music**

**New published Music Scheme to arrive shortly but in the meantime please access** [**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.**

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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/school-radio/music-ks1-sun-sea-song-index/zr4x2sg**](https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-index/zr4x2sg)**play different instruments to make different weather systems.** |
| **Listening and appreciate** |  |
| * *pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music*
 | [**https://www.bbc.co.uk/teach/ten-pieces/classical-music-early-years/znvhrj6**](https://www.bbc.co.uk/teach/ten-pieces/classical-music-early-years/znvhrj6) |
| * say whether they like or dislike a piece of music
 |  |

**Art**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Range of artists** |  |
| *Study a range of artists, craft makers and designers* |  |
| * describe what can be seen and give an opinion about the work of an artist
* ask questions about a piece of art
 | ***Adding white to light mood******Seasonal change artwork******Calendar******Andy Goldsworthy*** |

**PSHE**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Dreams & Goals** | **Resource links from: Jigsaw**  |
| • Know how to set simple goals• Know how to achieve a goal• Know how to work well with a partner• Know that tackling a challenge can stretchtheir learning• Know how to identify obstacles which makeachieving their goals difficult and work outhow to overcome them• Know when a goal has been achieved | In this Puzzle the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.**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**

Begin a weather diary to add to throughout the topic.

**Cayton Conclusion**

Freeze different small world animals and try different ways of melting them i.e. salt, water and vinegar.

**English**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Can I recognise vowel/consonant digraphs which have been taught and the sounds which they represent?** | **Daily phonics sessions**  |
| **Can I recognise words with adjacent consonants?** | **Daily phonics sessions** **Phonics tracker games**  |
| **Can I spell all Y1 common exception words correctly?** | **Daily phonics sessions** **Phonics tracker games****Weekly spelling test** |
| **Can I use the joining word (conjunction) ‘and’ to link ideas and sentences?** | **CLPE lessons – Lost and found** |
| **Can I accurately read texts that are consistent with my developing phonic knowledge, that do not require me to use other strategies to work out words?** | **Guided reading** **CLPE lessons – lost and found** |
| **Can I reread texts to build up fluency and confidence in word reading?** | **Guided reading** **Individual reading books**  |
| **Can I understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these?** | **Handwriting 4x per week- referring to the letter families.** |
| **Can I spell days of the week correctly?** | **Provision task****Weekly spelling**  |
| **Can I write a simple sentence?** | **Play the bossy verb game****Write instructions for everyday tasks.**  |
| **Can I write a speech bubble?** | **Speech bubbles for the characters in Lost and Found.**  |

**Mathematics**

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| **What I need the children to learn** | **Possible learning experiences** |
| **Count forwards and backwards and write numbers to 20 in numerals and words.** | **Provision tasks****Numicon and matching the words/numbers****Sequencing numbers**  |
| **Tens and ones**  | **Look at the Deans blocks****Use part, part whole to support their learning.**  |
| **Comparing groups of objects and numbers Ordering groups of objects** | **Compare two groups of objects, saying when they have the same number.****Use the language of 'more' and 'fewer' to compare two sets of objects.** **Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.** |
| **Add by counting on** | **Use a hundred square to show counting on visually.** |
| **Add by making 10** | **Look at number bonds****Numicon** **Number lines**  |

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