

# Year 1: PE- Tag Rugby

## Key Skills- Objectives

- I can dodge and weave an object using speed and direction.
- I can become familiar with a rugby ball.
- I can throw a rugby ball with accuracy.
- I can begin to defend.
- I can learn to shadow another player.
- I can learn about attacking.
- I can combine running and passing.

## Famous People

- Alana Hutton
- Angus Furneaux
- Annie Hillier
- Dan Ampaw

## Team Work/ Fair Play

Fair Play is an essential value in tennis.

Fair Play includes:  
Good sportsmanship, honesty and respect whether you win or lose.



## Subject Specific Vocabulary- Key Words

Dodging	Avoid (someone or something) by a sudden quick movement.
Direction	A course along which someone or something moves.
Speed	The rate at which someone or something moves.
Eye contact	The state in which two people are aware of looking directly into one another's eyes.
Control	The power to influence or direct people's behaviour or the course of events.
Aim	Point or direct a ball at a target.

# Music: Adding Rhythm and Pitch



Subject specific vocabulary	
Pulse	Varying levels of volume of sound in different parts of a musical performance.
Pitch	How long or high the sound is.
Tempo/ tempi	The speed at which a passage of music is or should be played.
Rhythm	Long and short sounds that happen over the pulse.
Timbre	All instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin
Texture	Layers of sound. Layers of sound working together make music very interesting to listen to.

## Key Objectives

- ● Demonstrate a basic understanding of how feelings can connect with/relate to music.
- ● Demonstrate some basic understanding of musical style.
- ● Demonstrate an awareness of rhythm/pitch when listening, moving to and performing music.
- ● Demonstrate an understanding of timbre and texture.
- Demonstrate a basic understanding of the importance of posture and technique when performing.
- ● Demonstrate an understanding of the basic concepts of improvisation and composition.

**By the end of this unit, I will be able to answer these questions:**

What is a rhythm and pitch?  
What is timbre?  
What is tempo?  
What is texture?

# History – Down Memory Lane - KS1 Knowledge Mat

## Subject Specific Vocabulary

Timeline	A way of showing objects or events in the order that they happened.
Artefacts	An objects of historical interest.
Chronological order	The order in which something happened.
sources	Different ways of getting information about the past.
sequence	To put things in the correct order of when they happened.
past	A time that has already been and gone.



## By the end of the unit I will be able to answer these questions:

- What different types of toys did they have in the past?
- How does a timeline help us to sequence objects from the past?
- How have toys changed over time?
- What can we look at or do to learn about the past?




## Key Skills

- I can sequence events or objects in chronological order using a timeline.
- I can sort artefacts into “then” and “now”
- I can begin to identify different ways to represent the past (e.g. photos, stories, artefacts, role play ,adults talking about the past)
- I can ask and answer questions related to different sources and objects.
- I can begin to describe similarities and differences in artefacts.
- I can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born.



# Year 1, Term 2: PSHE Knowledge Mat

## Valuing Difference

Subject Specific Vocabulary			By the end of this unit I will be able to answer these questions:	
Safe	Protected from danger.		What is fair?	
Different	Not the same as each other.		What is unfair?	
Similar	Looking somewhat the same.			
Tease	Make fun of and laugh at.			
Respect	To look up to someone and treat them well		<b>Key objectives:</b>	
Fair	Treating people the same		<ul style="list-style-type: none"> <li>I can say ways in which people are similar as well as different.</li> <li>I can say why things sometimes seem unfair, even if they are not.</li> </ul>	
 <p><b>Be Kind</b></p>			Do things sometimes seem unfair, even though they are not?	
			How are people different?	
			Why do some people see something as unfair and other people see it as fair?	
			How are people similar?	
			What is good about people being different?	

# Art – Down Memory Lane - KS1 Knowledge Mat

## Subject Specific Vocabulary

### Primary colours

Red, yellow and blue are the primary colours and can be mixed to make new colours.

### Photorealism

A piece of art so detailed that it looks like a photograph.

### Tools

An object that helps make a piece of art, such as a paintbrush.

### Artist

A person who creates paintings for a job or hobby.

### Evaluate

To think about what is good or bad about something.

### Paint mixing

Stirring different coloured paints together to make new paint colours.



By the end of this unit I will be able to answer the following questions:






- Who is Sarah Graham and what kind of artist is she?
- What is photorealism?
- What are the primary colours?
- How do we make new colours.
- How do we paint with greater accuracy?

## Key Skills

- I can name and predict and mix colours
- I can apply colour with a range of tools.
- I can use painting to develop and share my ideas and imagination.
- I can talk about the work of various artists, saying what I like and don't like, and describing similarities and differences.
- I can show control over marks I make.
- I can talk about my own work and that of other artists, making links.



# Year 1: Science Celebrations

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will be able to answer these questions:
<b>Illuminate</b>	Brighten up with light	<ul style="list-style-type: none"> <li>* Ask simple questions and recognise that they can be answered in different ways.</li> <li>* Observe closely, using simple equipment.</li> <li>* Perform simple tests.</li> <li>* Identify and classify.</li> <li>* Use their observations and ideas to suggest answers to questions.</li> <li>* Gather and record data to help in answering questions.</li> </ul>	
<b>Opaque</b>	A material that you can not see through.		
<b>Reflect</b>	When light hits and object and bounces off.		
<b>Translucent</b>	A material that lets some light through		<ul style="list-style-type: none"> <li>• Which body parts are associated with our senses?</li> <li>• What different materials do you know?</li> <li>• What materials are different objects made from?</li> <li>• What are the properties of different materials?</li> <li>• How can we change sounds that we make?</li> <li>• Which material makes the best drum?</li> <li>• What materials make shadows?</li> <li>• What does dark mean?</li> <li>• What happens when we light a candle?</li> <li>• How do we smell, see and hear?</li> </ul>
<b>Shadow</b>	A dark shape that is made when an object blocks a light source.		
<b>Transparent</b>	A material that you can see through.		
<b>Vibration</b>	Sounds can be made by vibrating an object		
<b>Senses</b>	Sight, hearing, touch, taste and smell.		
 	<b>Famous Scientist: Rose-Marie Pangborn</b>  <small>ROSE MARIE PANGBORN</small>		

# Year 1: PE- Dance

Subject Specific Vocabulary- Key Words	
speed	The rate at which an object or thing moves
action	A thing to do or that has been done.
travelling	To move from place to place



## Team Work/ Fair Play

Being open and honest

Always supporting each other

Trust and respect each other

## Key Skills- Objectives

To explore speeds and actions.

To use expression and create actions that relate to the story.

To use a pathway when travelling.


## Famous People

Darcey Bussell – English ballet dancer

Wayne Sleep – British ballet dancer

Pearl Primus – African American dance

## Year 1 : Creating Media – Digital Painting

Subject Specific Vocabulary		Software and Tools	By the end of this unit, I will be able to answer these questions:
Technology	Technology is the use of knowledge to invent new devices or tools.	Laptop with mouse Word programme  <p style="text-align: center;"><b>E-Safety</b></p> Online reputation  I understand that information that is shared online can stay there for a very long time  I know that information can copied off the internet  I understand that information about me can be copied by others  I know that I should not share my personal information online  I can name different types of personal information that can be shared (photos, text, video)  I can name 3 adults that can help me if I am unsure about information I want to share.	How can you keep yourself safe when using technology?
Computer	A computer is a device for working with information.		How does this work belong to you?
Mouse	A computer mouse is an input device that is used with a personal computer. Moving a mouse along a flat surface can move the on-screen cursor to different items on the screen.		How can you save work?
Keyboard	The keyboard is used for entering data into the computer system. It can type words, numbers and symbols. Buttons on the keyboard are called keys.		Does work created by others belong to you?
<b>Unit Overview:</b> Technology around us  Recognising technology in school and using it responsibly			How can a mouse be used?



# RE – Christmas story: What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?

Subject Specific Vocabulary	
<b>Christmas</b>	A time when we celebrate the birth of baby Jesus.
<b>Bible</b>	An important book to Christians. It tells stories about God and Jesus and teaches Christians how to follow God.
<b>Gift</b>	Something kindly given to someone.
<b>Religion</b>	A religion is a set of beliefs that is held by a group of people. The beliefs are about the world and the people in it, about how they came into being, and what their purpose is. These beliefs are often linked to supernatural beings such as God, a number of gods or spirits.
<b>Frankincense</b>	Sap from a tree that smells nice.
<b>Gold</b>	A precious yellow metal
<b>Myrrh</b>	Sap from a tree that smells nice.



By the end of this unit, I will be able to answer these questions:

- Did you receive a gift for Christmas and why?
- Why do we celebrate Christmas?
- What happened in the Christmas story.
- I can show some awareness that Jesus is special to Christians.

## Key Skills

We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.

