




Year 1: Plants and animals where we live

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will be able to answer these questions:
Animal	A living thing that breathes and can move around on its own.	<ul style="list-style-type: none"> * Ask simple questions and recognise that they can be answered in different ways. * Observe closely, using simple equipment. * Perform simple tests. * Identify and classify. * Use their observations and ideas to suggest answers to questions. * Gather and record data to help in answering questions. 	
Bird	Living things that have feathers, wings, lay eggs and are warm blooded.		
Fish	Living things that breathe in water		
Plant	A living thing, for example, trees, shrubs, herbs and grasses		
Tree	Trees are tall, woody plants and they have a stem called a trunk.		
		<p>Famous Scientist: Botanist Joseph Banks</p> 	<p>Animals (including humans)</p> <p>How are common animals identified and grouped?</p> <p>What is the difference between carnivores, herbivores and omnivores?</p> <p>How do the structures of a variety of common animals differ?</p> 

Art – Goldsworthy – 3D sculpture

How can we create art from nature?

Subject Specific Vocabulary	
Sculpture	A piece of 3D art that is an object.
Natural materials	A natural material is anything that comes from plants, animals, or the ground.
Artist	A person who creates paintings or drawings as a job or hobby.
Andy Goldsworthy	A British sculptor who creates art from natural objects.
Model	Making an object using materials.
Evaluate	To look at something and decide what you like or dislike about it.
Compare	To look at two or more things and say what is the same or different.



Key Skills

I can express an opinion on the work of artists, craftspeople and designers.
 I can respond, share ideas and collect information using a sketchbook.
 I know that 2D drawings can be transformed into 3D objects called sculptures.
 Create a piece of art in the style of an artist.
 I can use natural materials for sculpting.
 I can use joins and understand how to make my sculpture more stable.
 I can look at and talk about my own art work, saying how I have been inspired by others.
 I can describe differences and similarities in pieces of work.

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

- Who is Andy Goldsworthy and what does he do?
- What is a sculpture and what can it be made from?
- What is a natural resource?
- How can I make my sculpture secure?
- What do I think of my own art work and how could I improve it?



Geography: How is our countryside changing?

Subject Specific Vocabulary	
Countryside	Land not in towns, cities, or industrial areas, that is either used for farming or left in its natural condition.
City	A large town that usually has a cathedral.
Seaside	Where the land meets the sea.
Town	A busy area that is bigger than a village with many buildings and people.
Urban	Anything found in large towns and cities
Rural	Everything linked to places in the countryside
Coast	The boundary where the land meets the sea.
Map	A special picture, or a drawing, that shows you where places are, such as a town, a city, or even the whole world



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

- What is the difference between the countryside and towns/cities?
- What are the features of the countryside and towns/cities?
- What is a map and how do we use them?
- What does my local area look like? How has it changed?

Key objectives:

- Compare and contrast the features in our local area today and in the past
- To know the difference between the countryside and towns/cities.
- To know the names of common countryside features e.g. fields, hills, rivers, woods, farms.
- Know what a map is and how they help us find places.
- Know the features such as trees, grass, towns on a map.
- Use simple compass directions.
- I know how to talk about familiar places using a simple map.
- I know how to use photographs and maps to recognise change.
- I know how to follow a map of the school and local area.



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?

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		Do things sometimes seem unfair, even though they are not?
Fair	Treating people the same		How are people different?
 <p>Be Kind</p>		<p>Key objectives:</p> <ul style="list-style-type: none"> I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not. 	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?
			

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	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.		<p style="text-align: center;">E-Safety</p> <p>Copyright and Ownership</p> <p>I can explain why work I create using technology belongs to me I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content). I understand that work created by others does not belong to me even if I save a copy</p> <p>Health, Well-being and Lifestyle</p> <p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p>
<p>Unit Overview: Technology around us</p> <p>Recognising technology in school and using it responsibly</p>			

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

Subject Specific Vocabulary	
Christmas	A time when we celebrate the birth of baby Jesus.
Bible	An important book to Christians. It tells stories about God and Jesus and teaches Christians how to follow God.
Gift	Something kindly given to someone.
Religion	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.
Frankincense	Sap from a tree that smells nice.
Gold	A precious yellow metal
Myrrh	Sap from a tree that smells nice.



Key Skills

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



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?
- Why is Jesus special to Christians?

