

Geography: Where is the United Kingdom?

Subject Specific Vocabulary

Capital city	A town or city where the government meet.
Country	an area of land with its own government, rules and borders.
Island	an area of land surrounded by water.
Human features	features of our world that have been made by humans.
Physical features	features of our world that are natural.
City	A large town that usually has a cathedral.
Sea	a body of salt water much smaller than an ocean. Seas are the barrier between land and ocean or are surrounded by land. All seas and oceans are joined together in one enormous world
Countryside	Land not in towns, cities, or industrial areas, that is either used for farming or left in its natural condition.
Town	A busy area that is bigger than a village with many buildings and people.



Key objectives:

- To be able to locate the UK on the map.
- To name and locate the countries of the United Kingdom.
- To be able to name and locate the four capital cities of the UK.
- To know the difference between the countryside and towns/cities.
- To be able to discuss some of the geographical features of a city.
- To be able to locate the seas around the UK.
- To be able to identify some physical features in the UK.

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

- Where do we live?
- What are the countries and capital cities of the UK?
- Which seas are around the UK?
- What are the human and physical features of the UK?
- What resources and equipment can I use to find the location of a place?



RE – Creation story: Does God want Christians to look after the world?

Subject Specific Vocabulary

Christian

A person who believes in God and lives their life following his messages and ideas.

Bible

An important book to Christians. It tells stories about God and Jesus and teaches Christians how to follow God.

Create

To make something

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.

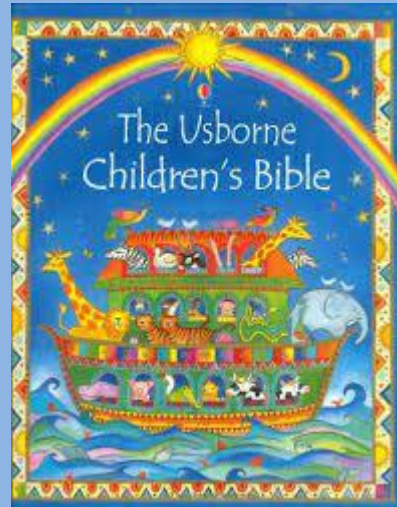
Christian story of creation

How the earth was made according to Christians



Key Skills

We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.





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

- How does it feel to create something?
- How should we treat things that others have created?
- How do Christians believe the earth was made?
- Do Christians think God wants them to look after the world?
- How do you think people should treat the world?



Year 1 : Computing systems and networks – Technology around us

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	What is technology?
Computer	A computer is a device for working with information.		What is a computer and what are its main parts?
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 a mouse be used?
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>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>			<p>How can we make sure we use technology responsibly?</p> 

Music: Introducing beat



Subject specific vocabulary

Dynamics	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.
Movement	A slight movement of the body.
Beat	A rhythmic movement, or is the speed at which a piece of music is played.
Performing	Present a form of entertainment to an audience.






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 pulse/beat when listening, moving to and performing music.
- ● Demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short). ● 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 pulse/beat?
 What is pitch?
 What is note duration?

Year 1: Science Celebrations

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will be able to answer these questions:		
Illuminate	Brighten up with light	<p>* Ask simple questions and recognise that they can be answered in different ways.</p> <p>* Observe closely, using simple equipment.</p> <p>* Perform simple tests.</p> <p>* Identify and classify.</p> <p>* Use their observations and ideas to suggest answers to questions.</p> <p>* Gather and record data to help in answering questions.</p>			
Opaque	A material that you can not see through.				
Reflect	When light hits and object and bounces off.				
Translucent	A material that lets some light through				
Shadow	A dark shape that is made when an object blocks a light source.				
Transparent	A material that you can see through.	<p>Famous Scientist: Rose-Marie Pangborn Born: 1932 Died: 1990</p> <p>* Mexican food scientist and pioneer in the field of sensory exploration.</p> <p>* Worked as a sensory scientist.</p> <p>* In particular she focused on senses involving food.</p>	<ul style="list-style-type: none"> • Which body parts are associated with our senses? • What different materials do you know? • What materials are different objects made from? • What are the properties of different materials? • How can we change sounds that we make? • Which material makes the best drum? • What materials make shadows? • What does dark mean? • What happens when we light a candle? • How do we smell, see and hear? 		
Vibration	Sounds can be made by vibrating an object				
Senses	Sight, hearing, touch, taste and smell.				
 				 <p><small>ROSE-MARIE PANGBORN</small></p>	

Year 1: PE- Gymnastics

Subject Specific Vocabulary- Key Words

Equipment	the necessary items for a particular purpose.
Travel	To go from one place to another
Speed	the rate at which someone or something moves



Team Work/ Fair Play

Being open and honest

Always supporting each other

Trust and respect each other

Famous People

Nadia Comaneci – the first lady to score a perfect 10 in the Olympics

Max Whitlock: With fourteen medals and six titles in Olympic and world championships, Whitlock is the most successful gymnast in his nation's history.

Key Skills- Objectives

- 1) Learn to create a variety of shapes using different parts of the body.
- 2) Begin to put shapes together to create a sequence.
- 3) Learn how to move around an area at high and low levels.
- 4) Learn different ways of using hands and feet to travel around.
- 5) Learn how balance in a variety of ways.
- 6) Learn how to use apparatus safely and create a small routine.

Year 1: PE- Rounders

Subject Specific Vocabulary- Key Words

Eye contact	Visual contact with another person's eyes.
Watch	Look at or observe attentively over a period of time.
Aim	Point or direct at a target.



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.

Famous People

Paris Musgrove – plays for England 2020

Freya Munson – was England Under 14 Squad Captain


Tia Norton – main bowler for England Under 16 Rounders team

Key Skills- Objectives

- I can learn to perform a two handed catch with the correct technique for striking and fielding games.
- I can learn to link throwing and catching to a bowling technique.
- I can make a striking action and to make contact with an object.
- I can learn running skills and experiment with speed.
- I can chase the ball and pick up the ball whilst on the move.
- I can understand the basic rules and positions and play modified games.

Year 1: PSHE Knowledge Mat

Zones of Regulation

Subject Specific Vocabulary		Key Skills/Objectives	Lines of Enquiry
The Zones	A system to categorize how the body feels and emotions into four coloured Zones with which a person can easily identify.	<p>I can identify a range of emotions and am beginning to read my own body's cues to determine emotions that I am experiencing.</p> <p>I understand how my behaviour affects me and how other people feel about me.</p> <p>I am beginning to identify triggers that influence my behaviours.</p> <p>I can use tools to regulate myself when I am experiencing intense emotions.</p>	How do I feel in each zone?
Self-regulation	The ability to understand and manage your behaviour and your reactions to feelings and things happening around you.		Which zone am I in?
Blue Zone	Blue Zone is used to describe when a person feels sad, tired, sick, or bored.		Which tools can I use to help me get back to the Green Zone?
Green Zone	Green Zone is used when someone is described as being calm, happy, focused, or content. When you are in the Green Zone you are ready to learn and to help others.		
Red Zone	This is when someone is feeling anger, rage, explosive behaviour, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.		
Yellow Zone	A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The person's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.		

Art – How can we create art on the street?

Subject Specific Vocabulary

Graffiti	Drawings or writings made on public or private property without permission
Street art	A big, outdoor art gallery where artists create and display their work on walls, sidewalks, and other public spaces
Materials	The various tools, supplies, and substances used to create artwork.
Roller	A tool with a part shaped like a tube
Stencil	A template with shapes cut out.
Print	Patterns and pictures that are made by copying onto paper or other materials
Pattern	Something that repeats in a predictable way
Technique	The specific methods, skills, and approaches used to create artwork
Opinion	What someone thinks or believes about something



Key Skills

I can express an opinion on the work of an artist.

Can experiment with different brushes and tools for painting (natural objects, fingers, card etc.)

Can describe differences and similarities in pieces of work.

Can try different materials/media and comment on their use.

I can look at and talk about my own artwork and say how I have been inspired by others.

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

- What is graffiti?
- What is street art?
- Who is Banksy?
- How does Banksy use his artwork to send messages?
- What materials and techniques does Banksy use?
- How can I use rollers and stencils to create my own street art?

