

RE – Was it always easy for Jesus to show friendship?

Subject Specific Vocabulary

Friendship

A relationship between friends.

The New Testament

The second part of the Christian Bible.

Incarnation

Jesus is God in the flesh, and that, in Jesus, God came to live among humans.

Feelings

An emotional state or reaction.

Stories

A story is a description of an event or something that happened to someone.



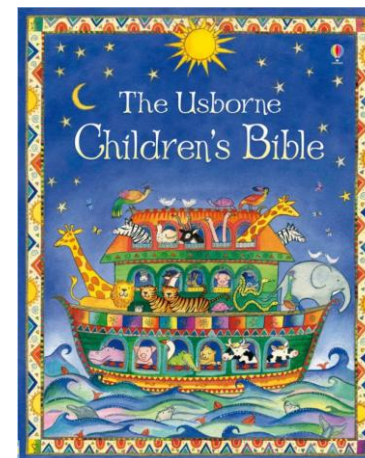
Key Skills

We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.




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

- Do Christians believe that Jesus was nice to people?
- Can you talk about your friends and why you like them?
- How did Jesus show friendship through the Bible?
- How do you think you have been a good friend?
- How do Christians show friendship and how does God help them to do this?



Year 1 : ICT- Programming a moving robot

Subject Specific Vocabulary		Software and Tools	By the end of this unit, I will be able to answer these questions:
Command	Control over something.	 <p>We are learning to explore using individual commands, both with other learners and as part of a computer program. We will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. We are also introduced to the early stages of program design through the introduction of algorithms.</p>	What is a given command?
Programme	To tell a device or system to operate in a particular way.		What is a direction?
Debug	To remove bugs from a computer programme.		How do I combine commands to make a sequence?
Algorithm	A list of instructions for solving a problem.		How do I command a robot to move?
Direction	The position towards which someone or something moves or faces.		How do I debug a programme?
<p>Unit: Programming a robot</p> <p>Online safety: Privacy and security</p> <p>I can explain how passwords are used to protect information, accounts and devices.</p> <p>I can recognise more detailed examples of information that is personal to someone (eg where someone lives and goes to school, family names)</p> <p>I can explain why it is important to ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>			

Music: Introducing tempo and dynamics



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.
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: PE- Gymnastics

Subject Specific Vocabulary- Key Words		Key Skills- Objectives
Posture	The position in which someone holds their body when standing or sitting.	I can create different shapes using my body.
Absorb	Take in or soak up a physical action	I can link shapes into a small sequence.
Compare	Point out or describe the similarity or dissimilarity between things	I can move around an area at different levels.
Balance	An even distribution of weight enabling someone or something to remain upright and steady.	I can learn how hands and feet are used to help movement.
Patch Balance	Uses large body parts such as legs, back, stomach to balance.	I can perform a variety of balances.
Point Balance	Using a small body part such as feet, hands, head or knees to balance	I can create a small routine using apparatus.



Famous People
Simone Biles
Beth Tweddle
Max Whitlock
Louis Smith

Team Work/ Fair Play

Fair Play is an essential value in all sport.

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

- ### Local Clubs
- FireFields
 - Gillingham Gymnastics Club
 - Jumpers Rebound Centre

Year 1: PE- Football



Subject Specific Vocabulary- Key Words	
Direction	The way something goes or the way to go.
Movement	Any change in body position or location
Aim	Point or direct at a target.
Control	Having the power or ability to manage actions.
Dribble	moving the ball along the ground with your feet while running, keeping it close to you using small, gentle taps.

Team Work/ Fair Play
Fair Play is an essential value in football.
Fair Play includes: Good sportsmanship, honesty and respect whether you win or lose.

Famous People
Cristiano Ronaldo
Kyle Walker
Jill Scott

Key Skills- Objectives
<ul style="list-style-type: none"> I can use my feet to move around an area and learn the basic rules of football. I can learn the correct technique for dribbling a ball. I can learn how to pass a ball over a short distance using the inside of my foot. I can learn how much power is needed to pass a ball over a long distance and why a long pass is used. I can learn how to strike a ball and also the difference between passing and shooting.

Year 1: PSHE Knowledge Mat

Keeping Safe

Subject Specific Vocabulary

Sleep
To be in the state of rest for the body and mind in which the eyes are closed and one is not fully conscious

Private
Things that are personal or just for them (like a diary or bedroom), not for everyone.

Medicine
A drug or other substance used to treat a disease, injury, pain, or other symptoms.

Uncomfortable
To feel uneasy

Body
The human body is a combination of parts and systems that work together to perform the necessary functions of life.



Key objectives:

- Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;
- Recognise emotions and physical feelings associated with feeling unsafe
- Identify people who can help them when they feel unsafe.
- Name and know which parts should be private
- Understand that they have the right to say "no" to unwanted touch;
- Recognise ways to stay safe online.
- Understand that medicines can sometimes make people feel better when they're ill;
- Recognise the range of feelings that are associated with loss.

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

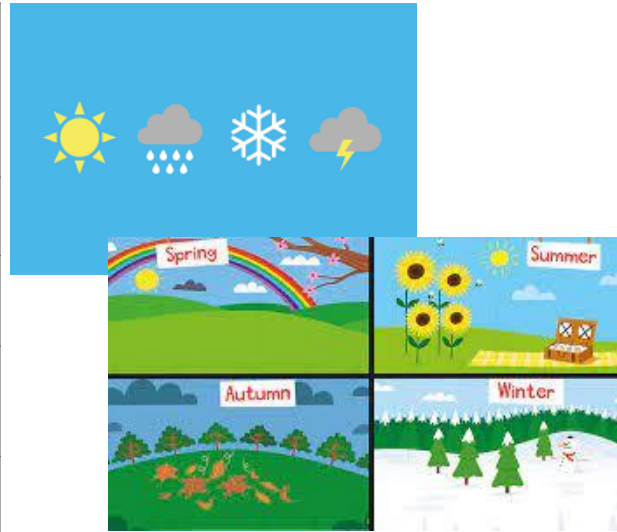
- Why is sleep important?
- What can I do to make sure I get a good night's sleep?
- Who can help me when I feel unsafe?
- Which parts of our bodies should be private?
- How can I stay safe online?
- What are medicines for?



Year 1: Geography- How does weather affect our lives?

Subject Specific Vocabulary

Temperature	A measurement of how hot or cold something is.
Tornado	A huge tube of air that spins quickly and powerfully.
Drought	A shortage of rain over a long period of time and the earth dries and plants and animals die.
Thermometer	A piece of equipment used to measure temperature.
Rain gauge	A way of measuring how much rain had fallen.
Weather vane	A piece of equipment used to see what direction the wind is
Seasons	The seasons are four different times during the year with different types of weather. The four seasons are called spring, summer, autumn, and winter.
Equator	An imaginary line that runs around the centre of the earth. It is the hottest place on earth.



Key objectives:




- Know how to talk about the weather using days of the week and seasons
- Know the four seasons and how weather changes in each (spring, summer, autumn, winter).
- Know what weather is and how it changes daily (e.g. sunny, rainy, cloudy, windy).
- Know the names of different types of weather (e.g. rain, snow, sun, fog, wind).
- Know how to describe the weather using simple vocabulary (e.g. hot, cold, wet, dry).
- Name and locate the world's seven continents and five oceans
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features on a map.

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


- What is weather?
- How does weather change over the seasons?
- Why isn't the weather the same everywhere in the world?



Year 1: Science- Polar places

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will be able to answer these questions:
Arctic	The Arctic is the area around the northernmost part of the Earth.	<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Perform simple tests. • Identify and classify. • Use their observations and ideas to suggest answers to questions. 	<p>What is a polar region and what is it like there? What should we wear if going to a polar region and which materials are best for these clothes? Which gloves would be best to wear? Am I a herbivore, carnivore or omnivore? How do polar places compare to the UK?</p>
Antarctica	The Antarctic is the area around the southernmost part of the Earth.		
Carnivore	An animal that eats mostly meat, e.g. spiders, frogs, owls, polar bears, seals, whales and wolves.		
Flexible	A material that bends easily without breaking.		
Habitat	The place where you will normally find an animal or plant living.		
Herbivore	An animal that eats only plants, e.g. butterflies, snails, caribou, cows, deer, elephants, guinea pigs, horses, pandas, reindeer.	<p>Famous Scientist:</p> <p>Eddy Carmack</p> 	
Omnivore	An animal that eats both meat and plants, e.g. wasps, magpies, bears, dolphins, hedgehogs, humans.		
Waterproof	Does not let water through.		
			

Year 1: Joining Fabric (Introduction to Textiles) (DT)

Subject Specific Vocabulary		Key Skills	By the end of this unit I will be able to answer these questions:
Design	To make or draw plans of a product to be made.	<ul style="list-style-type: none"> Use a template to shape a piece of fabric. 	<p>What is a fabric? How can I join fabric? What tools do I need to join fabric? Can I design a feelings face to represent the green zone? What do I like about my feelings face? If I made a feelings face again, what would I change?</p>
Tools	A piece of equipment that you hold in your hands and use to do a particular kind of work.	<ul style="list-style-type: none"> Discuss their ideas as they develop and say what their design has to do to achieve the design criteria. 	
Evaluate	To look at and think about something to decide whether it fits the purpose or criteria.		
Materials	Anything used for building or making something else.	<ul style="list-style-type: none"> Join two pieces of fabric together using glue and staples and add features using appropriate materials and joining techniques. 	
Joining	To put, bring, fix or fasten together.		
Purpose	The reason for which something exists.	<ul style="list-style-type: none"> Create a fabric face that reflects their own face. 	
Fabric	A cloth made by knitting or weaving together fibres	<ul style="list-style-type: none"> Evaluate their product saying what they like and what they could improve 	