

Music: Combining pulse, pitch and rhythm



Subject specific vocabulary	
Pulse	the regular heartbeat of the music, the steady beat
Pitch	How long or high the sound is.
Rhythm	long and short sounds or patterns that happen over the pulse, the steady beat
Performing	Present a form of entertainment to an audience.
Improvise	create and perform (music, drama, or verse) <u>spontaneously</u> or without preparation.
Compose	write or create (a work of art, especially music or poetry).



Key Objectives

- 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.
- Introduce the performance

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

What is a pulse/beat?
What is pitch?
What is improvisation?
What is composition?

Music Term 4

Sticky Knowledge

- I know that a pulse is the regular heartbeat of the music, the steady beat
- I know that pitch is how long or high the sound is.
- I know that rhythm is the long and short sounds or patterns that happen over the pulse: the steady beat.
- I know that to improvise is to create and perform (music, drama, or verse) spontaneously or without preparation.
- I know that to compose means to write or create (a work of art, especially music or poetry).

Year 1: PE- Tennis

Subject Specific Vocabulary- Key Words

Tennis	Tennis is a game played by two or <u>four</u> players on a rectangular court. The players use an <u>oval</u> racket with <u>strings</u> across it to hit a ball over a net across the <u>middle</u> of the court.
Forehand	a shot in <u>tennis</u> or <u>squash</u> in which the <u>palm</u> of your <u>hand</u> <u>faces</u> the direction in which you are <u>hitting</u> the <u>ball</u>
Volley	to hit the ball before it touches the ground.
Serve	you throw the ball up and hit it to start play.
Underarm	Underhand serve is a type of serve delivered by hitting the ball below shoulder level.

Key Skills- Objectives

I can practice rolling and throwing the ball underarm gradually linking that technique to the forehand shot.

I can develop the forehand shot in tennis linking similarities between throwing a ball and playing the forehand shot.

I understand what a volley shot is and when this shot can be used in tennis.

I can start a game using a underarm serve.

I can demonstrate my tennis skills that I have learnt.



Famous People

Novac Djokovic

Andy Murray

Serena Williams

Emma Raducanu

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.

Local Clubs

Avenue Tennis Club



PE Term 4

Sticky Knowledge

- I can practice rolling and throwing the ball underarm gradually linking that technique to the forehand shot.
- I can develop the forehand shot in tennis linking similarities between throwing a ball and playing the forehand shot.
- I understand what a volley shot is and when this shot can be used in tennis.
- I can start a game using an underarm serve.

Year 1: PE- Dance

Key Skills- Objectives

- I can use counts of 8 to move in time and make my dance look interesting.
- I can explore pathways in my dance.
- I can create my own dance using actions, pathways and counts.
- I can explore speeds and actions.
- I can copy, remember and repeat actions that represent the theme.
- I can copy, repeat, create and perform actions that represent the theme.

Famous People

Oti Mabuse

Jordan Banjo

Darcey Bussell

AJPritchard

Team Work/ Fair Play

Fair Play is an essential value in dance.

Fair Play includes: co-operation, communication, coming to decisions with a partner, respect



Subject Specific Vocabulary- Key Words

Beat	The basic rhythmic unit of a measure.
Direction	A course along which someone or something moves.
Counts	<i>Counts of 8 helps us to stay in time with the music and we can mix up how we move within those counts to make our dance look interesting.</i>
Commands	Give an order
Pathway	The path a dancer takes whilst moving
Choreography	<i>Need to copy, remember and repeat actions.</i>

Dance Term 4

Sticky Knowledge

- I can use counts of 8 to move in time and make my dance look interesting.
- I can explore pathways in my dance.
- I can create my own dance using actions, pathways and counts.
- I can explore speeds and actions.
- I can copy, remember and repeat actions that represent the theme.
- I can copy, repeat, create and perform actions that represent the theme.

Year 1: PSHE Knowledge Mat

Rights and Responsibilities

Subject Specific Vocabulary			By the end of this unit, I will be able to answer these questions:
Risk	a chance of getting hurt or losing something		<p>Key objectives:</p> <p>I can give some examples of how I look after myself - at school or at home.</p> <p>I can give examples of how I look after my environment – at school or at home</p> <p>I can also say some ways that we look after money.</p>
Environment	all the things together that surround animals and humans in the natural world	<p>Do we need to look after money? Why?</p> <p>How can you look after yourself?</p> <p>How do you feel when you have looked after someone or something?</p>	
Responsibility	something for which a person is responsible; duty		
Danger	a chance of getting hurt or losing something		
Safe	providing protection from harm, loss, or danger		
Help	to aid or assist		
Money	money is the coins or bank notes that you use to buy things, or the sum that you have in a bank account.		

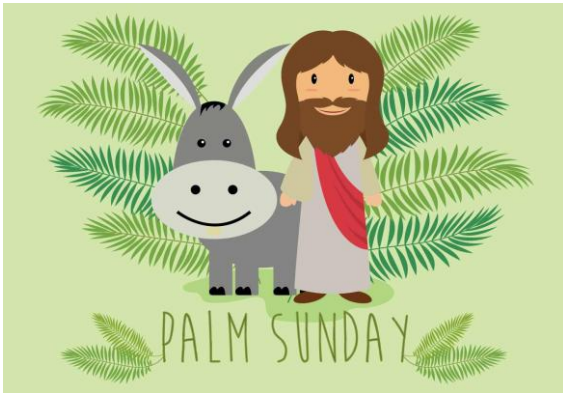

PSHE Term 4

Sticky Knowledge

- I know that I need to be “looked after” and I know who is responsible for doing this.
- I know what I look after and how I do this.
- I know the environment is all the things together that surround animals and humans in the natural world
- I know what money is and how it is used in our society.
- I know how I can keep myself safe and how to look after myself.

Year 1: RE Knowledge Mat

Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

Subject Specific Vocabulary			By the end of this unit, I will be able to answer these questions:
Religion	The belief and worship of a God or Gods.		Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?
Christianity	Christians are people who believe that Jesus Christ is the Son of God, and who follow his teachings and those of the Christian churches.		Jesus arrived as a king, but did he leave as one?
Easter	A Christian festival to celebrate Jesus coming back from the dead.		
Disciples	Jesus' special friends and followers.	Key objectives:	<p>Did Jesus he look/behave like a king?</p> <p>Did Jesus want to be welcomed in this way?</p>
Resurrection	To come back from the dead.	<p>I can discuss how I might treat a special person and say why.</p> <p>I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean.</p> <p>I can recognise that Jesus must be special to Christians to be welcomed in this way and start to explain their beliefs about Him</p>	
Crucified	To be nailed to a cross.		
Palm Sunday	The Sunday before Easter when we remember how people welcomed Jesús into Jerusalem by waving palm leaves,		
Good Friday	A Christian holiday to remember the crucifixion of Jesus.		
Easter Sunday	The day of Jesus' resurrection.		



RE Term 4

Sticky Knowledge

- Easter is a Christian festival to celebrate Jesus coming back from the dead.
- Palm Sunday is the Sunday before Easter when we remember how people welcomed Jesús into Jerusalem by waving palm leaves.
- Jesus arrived as a king, but did he did not leave as one.
- Good Friday is a Christian holiday to remember the crucifixion of Jesus.
- Easter Sunday is the day of Jesus' resurrection.

Year 1: ICT Knowledge Mat

Grouping Data

Subject Specific Vocabulary		Software	By the end of this unit, I will be able to answer these questions:
Data	The word used to describe information. This could be facts, observations, numbers, graphs or measurements		How can I group these objects?
Group	A collection of people, things, or ideas that are in one place or are related by characteristics		What label will I give these objects?
Collect	To bring together into one place	Key objectives: I can choose how to group objects I can describe groups of objects I can record how many objects are in a group I can decide how to group objects to answer a question I can compare groups of objects I can record and share what I have found I understand that work created by others does not belong to me even if I save a copy I understand the benefits of naming my electronic work. I can demonstrate ways of naming files to help me find them later.	Can these objects go into more than one group?
Similar	Having resemblance or likeness		What are the properties of this object?
Labels	A slip that is attached to something to identify or describe it.		How can I record the number of objects in each group?
Describe	to tell someone the appearance, sound, smell, events, etc., of (something or someone) : to say what something or someone is like.		<u>E – safety: Online Bullying</u> I can describe how to behave online in ways that do not upset others and can give examples.
			I can recognise that certain behaviours online can upset others. I can give examples of behaviours that are unlikely to upset others. I can give examples of behaviours that can make others feel more pleasant emotions (e.g. happy, satisfied, proud, etc.)


ICT Term 4

Sticky Knowledge



- I know how to group objects
- I know how to record how many objects are in a group
- I can decide how to group objects to answer a question
- I can compare groups of objects
- I can record and share what I have found
- I understand that work created by others does not belong to me even if I save a copy
- I understand the benefits of naming my electronic work.
- I can demonstrate ways of naming files to help me find them later.

Year 1: D.T Knowledge Mat

How can I build a stable house?

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"> Using folding, tabs and slots to join materials 	<p>What is a structure? How can I join materials? How can I use folding, tabs and slots to join? Can I design a house with a strong structure? What do I like about my house? If I made a house again, what would I change?</p>
Strong	In this context, strong means that a building, bridge, or object can hold a lot of weight without breaking, bending, or collapsing. A strong structure is designed to stay in one piece even when forces—like wind, gravity, or heavy loads—push or pull on it	<ul style="list-style-type: none"> Use the design criteria to create a labelled plan for building a house which is strong. 	
Evaluate	To look at and think about something to decide whether it fits the purpose or criteria.		
Product	A product is something made, grown, or created to be used or sold, such as toys, food, or clothes.	<ul style="list-style-type: none"> Joining paper, card, and simple construction materials 	
Joining	To put, bring, fix or fasten together.		
Function	A function is the special job, purpose, or role something has. It explains what an object does	<ul style="list-style-type: none"> Making models stand up without support 	
Structure	a 3D object made of different parts fitted together to be strong, stable, and sturdy, such as buildings, bridges, or towers	<ul style="list-style-type: none"> Evaluate their product saying what they like and what they could improve 	

Year 1: Science- Who am I?

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will be able to answer these questions:
Backbone	The bones that run along the centre of the back; this is also called the spine	<ul style="list-style-type: none"> • Observe closely, using simple equipment. • Identify and classify. • Gather and record data to help in answering questions. 	<p>Can you name a wide range of body parts?</p> <p>What are the senses and can you discuss which part of the body they are linked to?</p> <p>Can you observe using your senses?</p> <p>How many senses do we have and can you name all of them?</p>
Ear lobe	The fleshy part at the bottom of the ears		
Elbow	The joint between our upper arm and forearm; it is where we bend our arm		
Eye socket	Part of the skull where the eye fits		
Hips	Help humans to support the weight of their body when they are standing or moving about; they help us to balance	<p>Famous Scientist: Linda Buck</p> 	
Joints	Where bones meet, e.g. knee, elbow, shoulder, hips, ankle		
Ribs	The set of bones that curve from the spine round to the chest		
Thigh	Part of the leg that goes from the knee to the hip		
Nail	A thin, hard material covering the end of the fingers and toes		
Tongue	The tongue is a muscle that is used for tasting, eating, swallowing and talking		

History – The Great Fire of London – What was London like in 1666?

Subject Specific Vocabulary

Timeline	A way of showing objects or events in the order that they happened.
Eye witness	A person who has seen something happen and can give a first-hand description of it
Diary	A book in which one keeps a daily record of events and experiences.
Source	A place, person, or thing from which something originates or can be obtained.
Historical figure	A person who lived in the past who is famous for doing something special/important.



Key Skills

I can find out about how the Great Fire started and spread across London.

I can find out some of the ways in which how we live now is different and similar to how people lived in 1666.

I can sequence the events of the Great Fire of London

I can role play and re-enact scenes from the Great Fire of London.

I can find out some of the ways in which London has changed due to the Great Fire of London

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

- How did the fire start?
- What sources can we use to find out about the past?
- Why/how did the fire spread so quickly?
- How was life in the 17th century different to now?
- Who was Samuel Pepys and why is he such an important historical figure?
- How did the Great Fire of London change how we live today?



