

History – Transport and Travel – How has it changed?

Subject Specific Vocabulary

Travel	the act of journeying from one place to another
Transport	the movement of people, animals, or goods from one location to another. It involves using vehicles or methods like walking to travel on land, water, or in the air.
Car	a, usually four-wheeled, vehicle that moves on its own power (engine or motor) to carry a small number of people on roads.
Bus	a large motor vehicle designed to carry many people, typically more than a car or van, along a regular route
Aeroplane	a fast, flying machine with fixed wings and engines that carries people or cargo through the air.
Hot air balloon	a giant, colourful fabric bag filled with hot air that allows it to float and fly in the sky
Steam train	a classic, powerful locomotive that runs by burning fuel (like coal) to turn water into hot steam, creating energy to move its wheels and pull carriages, often accompanied by a loud "chug-chug" sound, a big chimney, and white steam clouds.



Key Skills

To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past.

I can find out the different ways in which travel and transport has changed from past to present.

I can find out about how cars, trains and aeroplanes have changed since they were invented.

To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.

I can order historical events on a timeline.

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

How has transport changed?

How have cars changed since they were invented?

How have trains changed since they were invented?

What different ways have humans tried to fly throughout history?



Year 1: Science- Holiday

Subject Specific Vocabulary

Working Scientifically

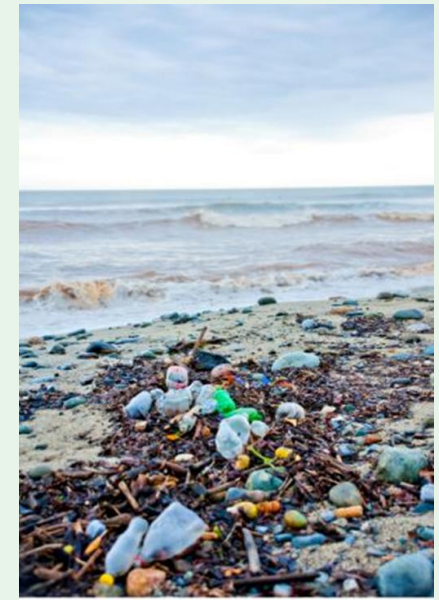
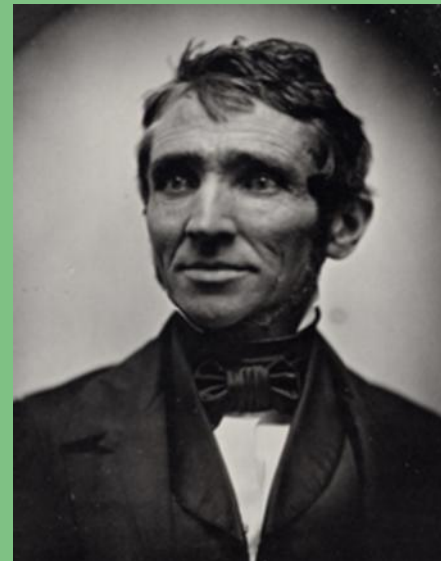
By the end of this unit, I will be able to answer these questions:

Habitat	The place where an animal lives.
Marine biologist	A person who finds out about things that live in the sea
Pollution	Rubbish left in the environment by humans
Sunburn	When your skin gets damaged by the sun and goes red.
Food chain	Shows how plants and animals rely on each other for food.

- 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 observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

Famous Scientist:
Charles Goodyear

- What should I pack to go somewhere hot/cold?
- Why are the materials an item is made from important?
- What animals live in the sea?
- What is a food chain?
- How can I classify and compare animals?
- Why is pollution bad for sea animals?



Year 1: PE- Dance

Get Set 4 PE – On Safari

Key Skills- Objectives

To work safely around others.

Emotional: To be confident to share ideas.

Thinking: To remember and repeat actions.

Using counts of 8 to stay in time with music.

Social: To share ideas with others and work together to decide on the best approach.

Emotional: To attempt challenges outside of my comfort zone.

Thinking: To feedback on another group's performance and suggest areas for improvement

Subject Specific Vocabulary- Key Words

Travel	To move from one space to another.
Perform	To show an audience an action or task.
Choreographer	A person who makes up a dance.
Rehearse	To keep practising an action or task so that you can get better.



Team Work/ Fair Play

Observing and give feedback

Always supporting each other

Trust and respect each other

Famous People

Choreographer, Christopher Wheeldon's ballet, Carnival of the Animals, features a cast of nearly 50 dancers and tells the story of a young boy, Oliver Pendleton Percy the Third, who falls asleep in New York's American Museum of Natural History, and dreams that the people in his life — family members, teachers, classmates — have all been transformed into animals.



Year 1 RE: Islam - Does going to a mosque give Muslims a sense of belonging?

Subject Specific Vocabulary

Muslim	A person whose religion is Islam
Islam	Islam is a peaceful religion followed by Muslims, focusing on loving and obeying one God, called Allah, who created everything.
Mosque	A mosque is a place of prayer for Muslims, or followers of the religion of Islam.
Wudu	Wudu is a special, step-by-step washing ritual Muslims perform to become clean and pure before talking to Allah (God) through prayer (Salah)
Belonging	Belonging is the warm, safe, and happy feeling of being accepted and cared for by others, such as family, friends, or a community. It means fitting in, being welcomed for who you are, and knowing you have a special place in a group.



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

- Do I get a sense of belonging from being in my class?
- Does going to a mosque give Muslims a sense of belonging?
- Why does a Muslim visit the mosque?
- Why do Muslims pray together?
- What is inside a mosque?
- What happens in a mosque?

Key Skills

We are learning to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.



Art – Alfred Wallis

Subject Specific Vocabulary

Alfred Wallis	Alfred Wallis was a special artist who loved the sea! He didn't start painting until he was 70 years old, which is older than most grandparents!
Background	Everything behind the main subject of their artwork. It is the part of the picture that appears furthest away from the viewer and provides context, setting, or atmosphere for the main, closer images (foreground).
Foreground	The part of the picture that is closest to them, situated at the bottom of the page, and contains the largest, most detailed objects.
Texture	How a surface feels like rough, smooth, hard, soft, bumpy, or slimy.
Paint techniques	Different ways of applying paint to paper or different materials.
Media	The different tools and materials used by an artist.
Primary colours colours	Red, yellow and blue – they can be used to make new colours.
Secondary colours	Orange, green and violet - colours made by mixing the primary colours.
Tools	Pencils, paint brushes, leaves, sponges – objects that can be used to create a piece of art.



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


- Who was Alfred Wallis and where was he from?
- How did Alfred Wallis use colours and shapes to create his art?
- How can you create different paint techniques?
- What are primary colours and how can they make secondary colours?

Key Skills

To explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities
To start to mix a range of secondary colours, moving towards predicting resulting colours.
To use a variety of tools and techniques including different brush sizes and types
To name the primary and secondary colours.
To be an Independent Artist he/she can help prepare and clear away his/her work area.
To begin to control the types of marks made with the range of media.
To review what they and others have done and say what they think and feel about it.




Year 1 :Programming B – Introduction to animation

Subject Specific Vocabulary		Software and Tools	By the end of this unit, I will be able to answer these questions:
Programming	writing a group of instructions for a computer to process/execute	Laptop with mouse Scratch Jr <div style="text-align: center;">E-Safety</div> <u>Online Relationships</u> I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know I can explain why it is important to be considerate and kind to people online and to respect their choices. <u>Managing Online Information</u> I can give simple examples of how to find information using digital technologies I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	How can I move a character on a screen?
Algorithm	a set of step-by-step instructions that describe how to perform a task		Can a series of commands be joined together to move a character?
Sprite	images children can create and program in the Scratch interface		Can I add and delete characters?
Coding	the process of writing instructions for a computer to follow		How can I get help if I see something online that makes me feel uncomfortable?
<u>Unit Overview:</u> Learners will be introduced to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.			Why is it important to be considerate and kind to people online?
			

Year 1: PSHE Knowledge Mat

Growing and Changing

Subject Specific Vocabulary			By the end of this unit, I will be able to answer these questions:
Adult	a person who is fully grown or developed.		<p>Key objectives:</p> <p>I can identify an adult I can talk to at both home and school if I need help</p> <p>I can tell you some things I can do now that I couldn't do when I was a toddler.</p> <p>I can tell you what some of my body parts do.</p>
Trusted	Someone who is there and believes in you	<p>Becoming Independent</p> <p>What can I do now, that I couldn't do as a baby?</p> <p>What can I do now, that I couldn't do as a toddler?</p> <p>What can I do now, that I couldn't do last year in Reception?</p> <p>What am I still learning to do?</p>	
Growing	to become larger by natural development	<p>Body Parts</p> <p>Which body parts are on the inside?</p> <p>Which body parts are on the outside?</p> <p>How do different body parts work?</p> <p>Are girls' and boys' bodies the same?</p> <p>Which parts are different?</p>	
Heart	the organ that pumps blood through the body of a person or animal.		
Lungs	two organs in the chest that are used in breathing		
Penis	The male organ		
Vulva	The female organ		

Music: How Does Music Connect Us With The Environment?

Explore Sound and Create a Story

Subject specific vocabulary	
Tempo	the speed at which a musical piece is to be played.
Pitch	How high or low a note sounds
Beat	The beat is the steady pulse that you feel in the tune, like a clock's tick
Instrument	An instrument is usually a tool for making music,
Duration	How long a sound lasts
Posture	How to stand while singing



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 (any connection to the Social Theme is an added bonus).

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

- How does this music make you feel?
- Why do you like/dislike this piece of music?
- What instruments can you hear in this piece of music?
- Can you keep the beat to this piece of music?
- Is the tempo fast or slow?

Year 1: PE - Athletics

Subject Specific Vocabulary – Key words	
Obstacles	An object that blocks your way.
Technique	A skilful way of doing or achieving something.
Performance	How well you carry out an action or sport.
High jump	Jumping, without help, over a bar.
Distance	How far someone or something has travelled.
Javelin	A spear like piece of equipment that is thrown.
Shotput	A sport involving pushing a heavy ball as far as possible.
Long jump	A sport that requires you to jump as far as possible in one leap.
Athletics	Sports including running, jumping, throwing

Key Skills - Objectives
<p>Running To run over different distances and obstacles To run as a team. To understand how technique can affect performance.</p>
<p>Jumping To apply the take-off position. To know how to land. To know how some jumps are better for height and others for distance, how they can join some jumps together. To know how jumping can be improved, through the development of technique</p>
<p>Throwing To know a range of throwing actions-throw, pull, push. To be able to use a variety of softer, lighter, smaller equipment. To recognise how accuracy and distance can be increased through the development of throwing technique.</p>



Local Clubs
 Medway and Maidstone AC

Famous People/Teams
Usain Bolt
Mo Farah
Chris Hoy
Dame Kelly Holmes

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.

