

Year 1: Geography: What can we discover about the UK?

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.
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?



Year 1: PSHE- 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.	☐ I can identify a range of emotions and am beginning to read my own body's cues to determine emotions that I am experiencing. ☐ I understand how my behaviour affects me and how other people feel about me. ☐ I am beginning to identify triggers that influence my behaviours. ☐ I can use tools to regulate myself when I am experiencing intense emotions.	How do I feel in each zone?
Self-regulation	The ability to understand and manage your behaviour and your reactions to feelings and thing 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.		



Year 1: RE – Creation story: Does God want Christians to look after the world?

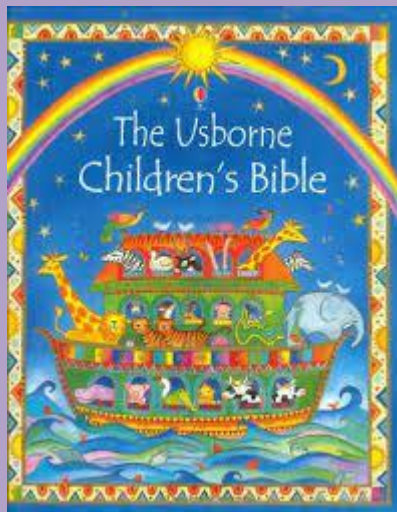
Subject Specific Vocabulary

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
Environment	Everything that surrounds us, including all living things and non-living things.
Teachings	Introduction of core beliefs, stories, and practices from religions.
Care	look after and provide for the needs of.
Look after	take care of someone or something.



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:

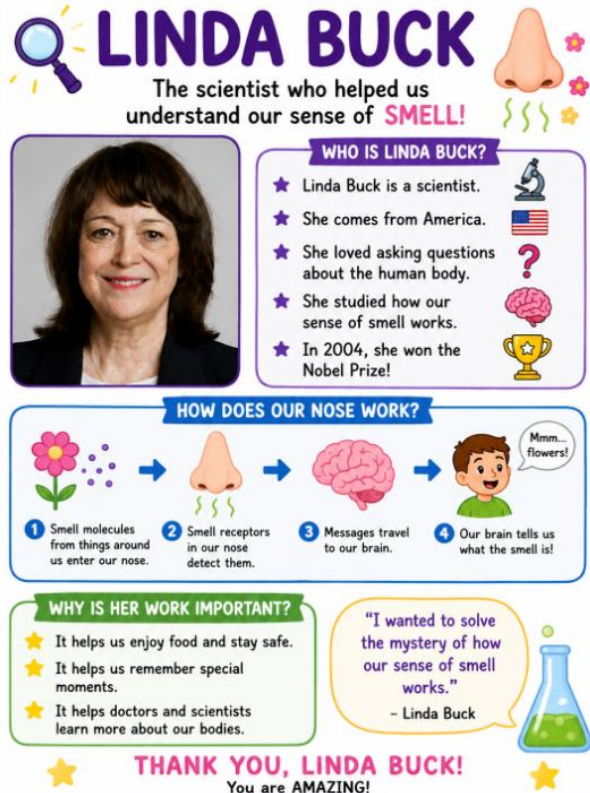
- How does it feel to create something?
- How should we treat things that others have created?
- How do Christians believe the earth was made?
- Do Christians think God wants them to look after the world?
- How do you think people should treat the world?

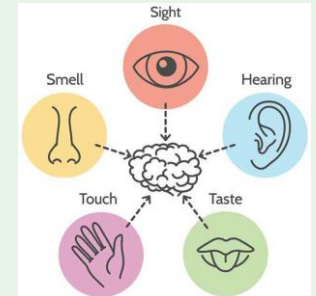


Year 1 : Computing systems and networks – Technology around us

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  E-Safety Copyright and Ownership ☐ 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 Health, Well-being and Lifestyle ☐ I can explain rules to keep myself safe when using technology both in and beyond the home.	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.		How do I type on a computer?
Save	Keep safe and store		How do I edit text?
Programme	Software to complete an activity on	How can we make sure we use technology responsibly? 	
Create	To make or create something		
Unit Overview: Technology around us Recognising technology in school and using it responsibly			

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	- Observe closely, using simple equipment. - Identify and classify. - Gather and record data to help in answering questions. Famous Scientist LINDA BUCK The scientist who helped us understand our sense of SMELL!  WHO IS LINDA BUCK? - Linda Buck is a scientist. - She comes from America. - She loved asking questions about the human body. - She studied how our sense of smell works. - In 2004, she won the Nobel Prize! HOW DOES OUR NOSE WORK? - Smell molecules from things around us enter our nose. - Smell receptors in our nose detect them. - Messages travel to our brain. - Our brain tells us what the smell is! WHY IS HER WORK IMPORTANT? - It helps us enjoy food and stay safe. - It helps us remember special moments. - It helps doctors and scientists learn more about our bodies. "I wanted to solve the mystery of how our sense of smell works." - Linda Buck THANK YOU, LINDA BUCK! You are AMAZING!	Can you name a wide range of body parts?
Ear lobe	The fleshy part at the bottom of the ears		What are the senses and can you discuss which part of the body they are linked to?
Elbow	The joint between our upper arm and forearm; it is where we bend our arm		Can you observe using your senses?
Eye socket	Part of the skull where the eye fits		How many senses do we have and can you name all of them?
Hips	Help humans to support the weight of their body when they are standing or moving about; they help us to balance		
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		



Year 1: 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?



Year 1: Indoor PE- Fundamentals

Fundamental movement skills are like the building blocks of all the fun things your body can do. They're special moves that help you play, explore, and stay active.

Subject Specific Vocabulary- Key Words

Bend	To move your body by making a part of it less straight.
Direction	The way you are moving or facing.
Dodge	To move quickly out of the way of something.
Ready position	A position that helps you get ready to move quickly.
Challenge	Something that is tricky and makes you try your best.



Team Work/ Fair Play

Collaboration
Work safely and support others
Self regulation
Determination and perseverance
Honesty

Famous People

Usain Bolt- Famous sprinter - running

Yulimar Rojas- World famous triple jumper



Key Skills- Objectives

To explore balance, stability and landing safely.

To explore how the body moves differently when running at different speeds.

To explore changing direction and dodging.

To explore jumping, hopping, and skipping actions.

To explore co-ordination and combining jumps.

To explore combination jumping and skipping in an individual rope.

Year 1: Outdoor PE- Ball Skills

You can move a ball in lots of different ways, using different body parts.

Subject Specific Vocabulary- Key Words

Control

To keep the ball or your body under control so you can move safely and carefully.

Dribble

To move while gently bouncing or kicking a ball along.

Target

Something you aim at or try to hit.

Track

To follow where someone or something is moving.

Underarm

Throwing the ball with your hand swinging from below your waist.

Space

An empty area where you can move safely.



Team Work/ Fair Play

Communication

Support and encourage others

Exploration

Determination and perseverance

Make decisions, use tactics

Key Skills- Objectives

Be able to dribble a ball with hands.

To be able to roll a ball to a target.

Throw and catch a ball successfully.

Dribble a ball with feet.

Track a ball.

Be able to move different body parts at the same time.



Famous People

Jude Bellingham – famous footballer

Ben Stokes- famous cricketer

Year 1: Music- Menu Song

This unit is based around a fun, cumulative song with off-beat rhythms that presents a series of tasty dishes over the course of a week. Children practise their skills in listening, keeping a steady beat, and developing a sense of pitch by echo singing a leader.

This is a cumulative song - it gets longer and longer!

shake



tap

scrape



Subject specific vocabulary

Composing	Making your own music or song.
Pulse / Beat	The steady beat you can clap or tap along to in music.
Rhythm	A pattern of long and short sounds in music.
Pitch	How high or low a sound is.

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

How can I use rhythm to make music?
 How can I use my voice to sing high and low?
 How can I use instruments to make different sounds?
 How can I create and perform my own music?

Monday

Spaghetti



Tuesday

Chicken



Wednesday

Potatoes



Thursday

Salad



Friday

Fish



Saturday

Curry



Sunday

Roast Dinner



Key Objectives

- Use voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select, and combine sounds using the inter-related dimensions of music.