Year 1: Plants and animals where we live

Subject Specific Vocabulary

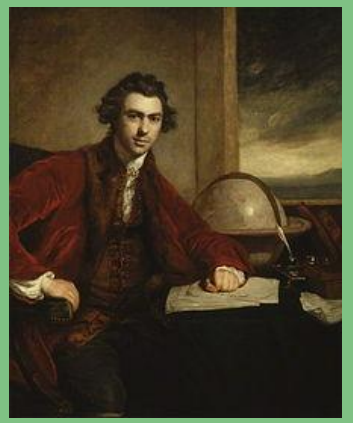
Animal	A living thing that breathes and can move around on its own.
Bird	Living things that have feathers, wings, lay eggs and are warm blooded.
Fish	Living things that breathe in water
Plant	A living thing, for example, trees, shrubs, herbs and grasses
Tree	Trees are tall, woody plants and they have a stem called a trunk.



Working Scientifically

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

Famous Scientist:
Botanist Joseph Banks



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

Plants
How can we identify and name a variety of common wild and garden plants, including deciduous and evergreen trees?
What is the basic structure of a variety of common flowering plants, including trees?

Animals (including humans)
How are common animals identified and grouped?
What is the difference between carnivores, herbivores and omnivores?
How do the structures of a variety of common animals differ?



RE – Creation story: What does Christmas mean to Christians?

Subject Specific Vocabulary	
Incarnation	Christians believe that Jesus is God 'in the flesh'.
Jesus	The second person of the Trinity of the Son.
Mary	The mother of Jesus.
Joseph	The husband of Mary
Shepherds	The first people to visit Jesus after he was born.
Advent	The four Sunday leading up to Christmas.
Secular	Anything that is not connected with religious or religious views.



Key Skills

Christmas is a very important celebration around the world as a religious celebration for Christians and also as a secular celebration for many people who are not Christian.



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

- Who was Jesus?
- What happened in the story of the birth Jesus?
- Was Jesus born where people would have expected?
- Why is waiting and preparing for Christmas important for many Christians?



Art – Goldsworthy – 3D sculpture
How can we create art from nature?

Subject Specific Vocabulary	
Sculpture	A piece of 3D art that is an object.
Natural materials	A natural material is anything that comes from plants, animals, or the ground.
Artist	A person who creates paintings or drawings as a job or hobby.
Andy Goldsworthy	A British sculptor who creates art from natural objects.
Model	Making an object using materials.
Evaluate	To look at something and decide what you like or dislike about it.
Compare	To look at two or more things and say what is the same or different.



Key Skills

I can express an opinion on the work of artists, craftspeople and designers.
I know that 2D drawings can be transformed into 3D objects called sculptures.
Create a piece of art in the style of an artist.
I can use natural materials for sculpting.
I can use joins and understand how to make my sculpture more stable.
I can look at and talk about my own art work, saying how I have been inspired by others.
I can describe differences and similarities in pieces of work.

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

- Who is Andy Goldsworthy and what does he do?
- What is a sculpture and what can it be made from?
- What is a natural resource?
- How can I make my sculpture secure?
- What do I think of my own art work and how could I improve it?



Geography: How has our local area changed over the years?

Subject Specific Vocabulary

Countryside	Land not in towns, cities, or industrial areas, that is either used for farming or left in its natural condition.
City	A large town that usually has a cathedral.
Town	A busy area that is bigger than a village with many buildings and people.
Map	A special picture, or a drawing, that shows you where places are, such as a town, a city, or even the whole world
Symbol	A simple image representing something else
Navigate	To explain how to get somewhere
Compass	Tool used to identify a direction
Direction	The way that someone or something is facing or moving



Key objectives:

- ❑ Compare and contrast the features in our local area today and in the past
- ❑ To know the difference between the countryside and towns/cities.
- ❑ To know the names of common countryside features e.g. fields, hills, rivers, woods, farms.
- ❑ Know what a map is and how they help us find places.
- ❑ Know the features such as trees, grass, towns on a map.
- ❑ I know how to talk about familiar places using a simple map.
- ❑ I know how to use photographs and maps to recognise change.
- ❑ I know how to follow a map of the school and local area.

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

- What is the difference between the countryside and towns?
- What does my local area look like? How has it changed?
- What is a map and how do we use them?
- How can we follow a map?



Year 1 Term 2: PSHE- Valuing Difference

Subject Specific Vocabulary	
Safe	Protected from danger.
Different	Not the same as each other.
Similar	Looking somewhat the same.
Equality	Making sure that everyone is treated the same
Equity	Giving everyone what they need to be successful
Tease	Make fun of and laugh at.
Respect	To look up to someone and treat them well
Fair	Treating people the same



Key objectives:

- I can say ways in which people are similar as well as different.
- I can say why things sometimes seem unfair, even if they are not.

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

- What is fair?
- What is unfair?
- Do things sometimes seem unfair, even though they are not?
- How are people different?
- Why do some people see something as unfair and other people see it as fair?
- What is good about people being different?



Year 1 : Creating Media – Digital Painting

Subject Specific Vocabulary

Technology	Technology is the use of knowledge to invent new devices or tools.
Computer	A computer is a device for working with information.
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.
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.

Unit Overview:

Technology around us

Recognising technology in school and using it responsibly

Software and 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.

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

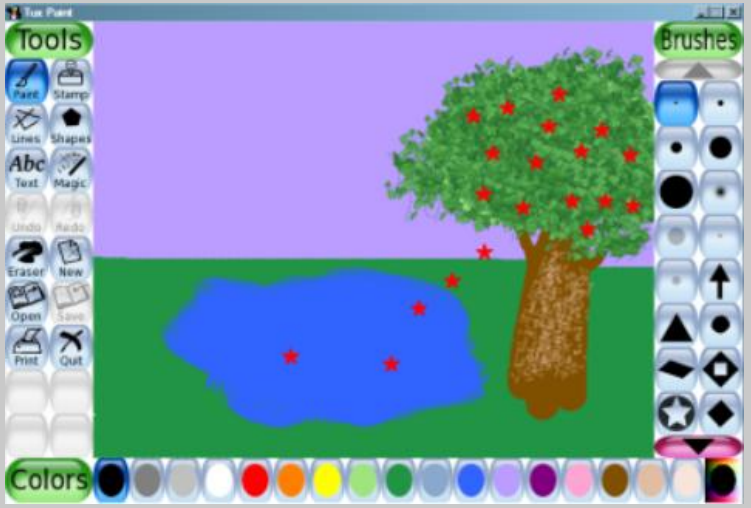
How can you keep yourself safe when using technology?

How does this work belong to you?

How can you save work?

Does work created by others belong to you?

How can a mouse be used?



Year 1 Indoor PE - Dance

Subject Specific Vocabulary- Key Words

Action – a movement you make with your body.

Balance – staying still without falling over.

Beat – the steady pulse in music.

Copy – do the same movement as someone else.

Counts – numbers used to keep time in a dance.

Direction – the way you move, such as forwards or backwards.

Fast / slow – moving quickly or slowly.

Level – how high or low your body moves.

Pose – a shape you make and hold.

Timing – moving at the right time with the music.



Team Work/ Fair Play

Social: show respect, work safely, collaborate and communicate.

Emotional: show empathy, confidence, acceptance, determination and kindness.

Thinking: be creative, choose and use actions, copy and repeat movements, give feedback and remember sequences.

Key Skills- Objectives

Create a dance by linking actions together.

Use fast and slow movements to show an idea.

Move in different directions and along pathways.

Dance with a partner, keeping in time and aware of each other.

Use clear, big actions for the audience.

Balance, move different body parts at the same time and become more flexible.

Famous People

Darcey Bussell – famous British ballet dancer.

Ashley Banjo – dancer and choreographer, known for leading Diversity.





Performance

Begin and finish with a still pose. Use big, clear actions so the audience can see.

Healthy Participation

Dance barefoot. Keep to your own safe space when working on your own.

Dance ideas

Explore how the weather, pirates, toys or animals on safari might move. Count in 8s and 16s.

Year 1: Outdoor PE- Target Games

Target games involve sending an object towards a target while aiming accurately, avoiding obstacles, or scoring more points than an opponent.

Subject Specific Vocabulary- Key Words	
Balance	stay steady and controlled
Distance	how far away a target is
Further	a target that is farther away
Overarm throw	elbow high, step forward, used for distance
Underarm throw	straight arm, point to target, used for accuracy
Point	aim your hand at the target
Score	points gained by hitting targets
Swing	arm movement when throwing
Throw	send an object towards a target

Key Skills- Objectives
Use an overarm throw for distance.
Use an underarm throw for accuracy.
Stand with opposite foot forward when throwing.
Choose targets worth more points.
Select the best throw for the target.
Change direction quickly.
Balance and coordinate different body parts.
Move faster and more effectively.

Famous people
Tiger Woods One of the most famous golfers in history. Golf is a target game in which players aim to get a ball into a hole in as few shots as possible.
Jodie Grinham Paralympic archer from Great Britain who won medals in international archery competitions.





Examples of Target Games
Dodgeball
Golf
Curling
Boccia
Archery
Bowling







Team Work/ Fair Play
Collaboration
Leadership
Encourage others
Work safely
Perseverance
Honesty
Make decisions, use tactics

Year 1: Music- Football

Football is a lively, rhythmic chant about football. This unit sees children echo singing, composing word patterns, improvising with mi-re-do, and playing a percussion ostinato. Activities will support pupils to understand the difference between pitched patterns and rhythm patterns, higher and lower.

Foot-	ball	Foot-	ball,

Run and	get your	kit	ball.

Subject specific vocabulary

Pattern	something that repeats, in music it is a group of sounds that repeat
Word pattern	a group of words that repeat.
Chant	a rhythmic phrase that is spoken or sung by lots of people.
Rhythm	when you combine different length notes you create a rhythm
Syllable	a beat of sound in a word. A word might have one syllable or lots. 'My' has one syllable and 'teach-er' has two. How many syllables are there in your name?

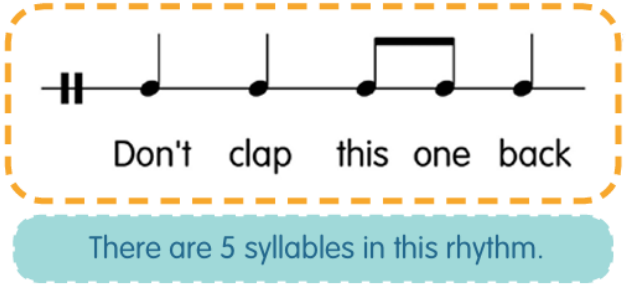




Key Objectives

- 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.





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

Can I change the way I use my voice?
Can I play different musical instruments?
Can I keep a steady beat?
Can I make my own musical sounds?
Can I put sounds together to create music?