

# 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.



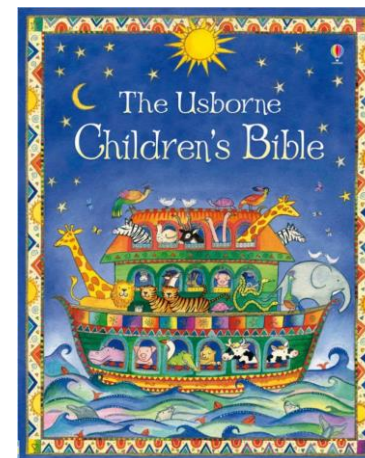
### Key Skills

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?





# RE Term 3

## Sticky Knowledge

- Christians believe that Jesus was nice and good to people.
- I can explain what makes a good friend.
- I can listen to and talk about stories where Jesus has been a good friend.
- I can recognise how I am a good friend.
- Christians show friendship. God helps them to do this through their faith and the lessons learnt from the Bible stories.

# 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><b>Unit Overview:</b> Programming a robot</p> <p>Privacy and security</p>			

# ICT Term 3

## Sticky Knowledge

- A given command is an instruction.
- A direction is the position towards which someone or something moves or faces.
- I can combine commands to make a sequence.
- I can move a BeeBot by pressing the buttons on top.

# Music: Introducing tempo and dynamics



## Subject specific vocabulary

Dynamics	Varying levels of volume of sound in different parts of a musical performance.
Pitch	How low or high the sound is.
Tempo/ tempi	The speed at which a passage of music is or should be played.
Movement	A slight movement of the body.
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?

# Music Term 3

## Sticky Knowledge

- A beat is a rhythmic movement, or is the speed at which a piece of music is played.
- Pitch is how low or high the sound is.
- Note duration is how long or short the sound is.
- I can relate my feelings to music.

# Year 1: Science- Who am I?


## Subject Specific Vocabulary

<b>Backbone</b>	The bones that run along the centre of the back; this is also called the spine
<b>Ear lobe</b>	The fleshy part at the bottom of the ears
<b>Elbow</b>	The joint between our upper arm and forearm; it is where we bend our arm
<b>Eye socket</b>	Part of the skull where the eye fits
<b>Hips</b>	Help humans to support the weight of their body when they are standing or moving about; they help us to balance
<b>Joints</b>	Where bones meet, e.g. knee, elbow, shoulder, hips, ankle
<b>Ribs</b>	The set of bones that curve from the spine round to the chest
<b>Thigh</b>	Part of the leg that goes from the knee to the hip
<b>Vertebrae</b>	Small bones that make up the backbone
<b>Nail</b>	A thin, hard material covering the end of the fingers and toes
<b>Tongue</b>	The tongue is a muscle that is used for tasting, eating, swallowing and talking

## Working Scientifically

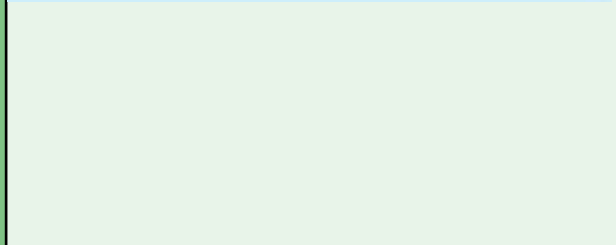
- Observe closely, using simple equipment.
- Identify and classify.
- Gather and record data to help in answering questions.

**Famous Scientist:**  
Linda Buck



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

- Can you name a wide range of body parts?
- What are the senses and can you discuss which part of the body they are linked to?
- Can you observe using your senses?
- How many senses do we have and can you name all of them?



# Science Term 3

## Sticky Knowledge

- I know the five senses are touch, sight, hearing, smell and taste.
- I know my senses are linked to my hands, eyes, ears, nose and mouth.
- I can observe using these senses.
- I can name a wide range of body parts including arms, legs, neck, head, feet etc.



# Year 1: PE- Gymnastics

## Subject Specific Vocabulary- Key Words

Posture	The position in which someone holds their body when standing or sitting.
Absorb	Take in or soak up a physical action
Compare	Point out or describe the similarity or dissimilarity between things
Balance	An even distribution of weight enabling someone or something to remain upright and steady.
Patch Balance	Uses large body parts such as legs, back, stomach to balance.
Point Balance	Using a small body part such as feet, hands, head or knees to balance



## Key Skills- Objectives

- I can create different shapes using my body.
- I can link shapes into a small sequence.
- I can move around an area at different levels.
- I can learn how hands and feet are used to help movement.
- I can perform a variety of balances.
- 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 sports

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

## Local Clubs

FireFields

Gillingham  
Gymnastics Club

Jumpers  
Rebound Centre

# Indoor PE Term 3

## Sticky Knowledge

- I know that my body can create different shapes.
- I know that a small sequence can be made by linking different shapes.
- I know I can move around an area at different levels.
- I know hands and feet can be used to help movement.

# Year 1: PE- Football

## Subject Specific Vocabulary- Key Words

Eye contact	Visual contact with another person's eyes.
Watch	Look at or observe attentively over a period of time.
Aim	Point or direct at a target.



## 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.

## Famous People

Paris Musgrove – plays for England 2020

Freya Munson – was England Under 14 Squad Captain

Tia Norton – main bowler for England Under 16 Rounders team

## Key Skills- Objectives

- I can learn to perform a two handed catch with the correct technique for striking and fielding games.
- I can learn to link throwing and catching to a bowling technique.
- I can make a striking action and to make contact with an object.
- I can learn running skills and experiment with speed.
- I can chase the ball and pick up the ball whilst on the move.
- I can understand the basic rules and positions and play modified games.

# Outdoor PE Term 3

## Sticky Knowledge

- I know the correct technique for a two handed catch.
- I know a good bowling technique is linked to throwing and catching.
- I know you can make contact with an object through a striking action.
- I know you can pick up the ball whilst on the move.
- I know the basic rules of football.

# 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

Exercise

Playing and being physically active.

Medicine

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

Body

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

Uncomfortable

To feel uneasy



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

What can I do if I have strong, but not so good feelings, to help me stay safe?

### Key objectives:

- How many different feelings can people have?
- Do different feelings make your body feel different?
- What can you do if you have 'not so good' feelings?
- How can you help if someone else has 'not so good' feelings?
- Keeping Healthy What do people need to keep healthy?
- How do you keep yourself healthy? Why do we need different things to be healthy?
- How do medicines help?
- Are medicines always helpful? Where do medicines need to be kept? Why?

How can I keep myself healthy?

When are medicines harmful?



# PSHE Term 3

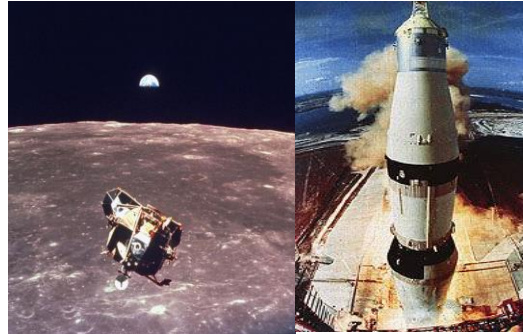
## Sticky Knowledge

- I know that there are many different feelings that a person can have.
- I know that these different feelings can make your body feel different.
- I have strategies I can use to help me when I don't feel so good, like deep breathing.
- I know I can help others when they don't feel so good.
- I know that it is important to keep healthy and how to do this e.g. by eating five fruits or veg a day, and sleeping well.
- I know that medicines can help us to feel better if used correctly.

# History – What is out there? - KS1 Knowledge Mat

## Subject Specific Vocabulary

Apollo 11	The rocket which took them to the moon
The Eagle	The capsule which actually landed on the moon
Rocket	Is a spacecraft that obtains thrust from a rocket engine.
Russia	Is a country in Eastern Europe involved in the space race.
USA	Is a country in North America involved in the space race.
Orbit	The curved journey of a planet, star or space craft around an object in space.
Spacesuit	A specialised suit to protect astronauts in space.
Timeline	A chronological or 'time order' list of events.
Oxygen	Part of the mixture of air that astronauts breath.



## Key Skills

- Briefly describe features of particular historical themes, events and people from family, local, national and global history.
- Depict on a timeline the sequence of the development of space vehicles and/or pieces of information.
- Consider why an event, person or place might be significant.

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

- Who was the first astronaut in space?
- Who is Neil Armstrong and what did he do?
- Can you sequence the events to the first man in space?
- Who else has travelled to Space?
- Did you know that there was a Race to Space?



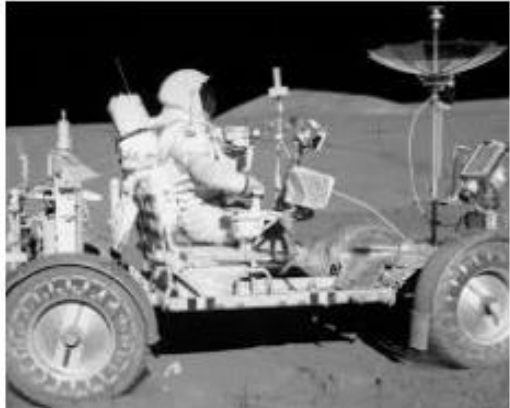
# History Term 3

## Sticky Knowledge

- In 1969 the first man landed on the moon but up until then it was a big race between different countries trying to land on the moon.
- Albert I was the first ever monkey astronaut but he died going up because there wasn't enough air in 1948.
- Albert II went into space but died on the way back because the parachute broke.
- In 1957 another astronaut went into space. Laika was a space dog who was the first animal to orbit the Earth in sputnik 2.
- In April 1961, Russian astronaut Yuri Gagarin became the first man in space. He was in space for around 2 hours and then returned to Earth. He did not land on the Moon so the race had not yet been won.
- The first woman in space was Russian astronaut Valentina Tereshkova, in 1963.
- Neil Armstrong was the first man to land on the moon in 1969.
- Conditions in space are very different to here. A space suit is designed to help astronauts to breathe and cope with these conditions.



# Year 1: To Infinity and Beyond (DT)

Subject Specific Vocabulary		Key Skills	By the end of this unit I will be able to answer these questions:
Design	Is to make or draw plans of a product to be made.	<ul style="list-style-type: none"> <li>Evaluate an existing or own product, saying what they like, do not like and suggest improvements.</li> <li>Design for purpose, a moon buggy using a labelled drawing.</li> </ul>	<p>How do space related vehicles work?            How have space related vehicles been used?            What is a moon buggy?            What are the features of a moon buggy?            Which materials would be best to use when designing and building a moon buggy?</p>
Tools	A piece of equipment that you hold in your hands and use to do a particular kind of work.		
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"> <li>Choosing suitable materials for purpose.</li> </ul>	
Joining	To put, bring, fix or fasten together.	<ul style="list-style-type: none"> <li>Use a range of materials, tools and joining methods to create a product.</li> </ul>	
Purpose	The reason for which something exists.	<ul style="list-style-type: none"> <li>* To know how to create fixed and moving joins in order to create windscreen wipers on the buggy.</li> </ul>	
Template	A thin piece of material cut into a particular shape. It used to help you cut accurately or reproduce the same shape many times.		

# DT Term 3

## Sticky Knowledge

A moon buggy is used to travel around on the moon.

A moon buggy needs an outer case, wheels and seats.

It is important to design your idea before you make it so that you can get all of your ideas down on paper and remember them all. You can list what you will need to make your item and you can identify and solve problems.

You don't need to stick to your design when you are making, it can evolve as you go.

You can use a range of materials to make a toy moon buggy.