

Year 1: PE- Tag Rugby

Key Skills- Objectives

- I can dodge and weave an object using speed and direction.
- I can become familiar with a rugby ball.
- I can throw a rugby ball with accuracy.
- I can begin to defend.
- I can learn to shadow another player.
- I can learn about attacking.
- I can combine running and passing.

Famous People

- Alana Hutton
- Angus Furneaux
- Annie Hillier
- Dan Ampaw

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.



Subject Specific Vocabulary- Key Words

Dodging	Avoid (someone or something) by a sudden quick movement.
Direction	A course along which someone or something moves.
Speed	The rate at which someone or something moves.
Eye contact	The state in which two people are aware of looking directly into one another's eyes.
Control	The power to influence or direct people's behaviour or the course of events.
Aim	Point or direct a ball at a target.

Music: Adding Rhythm and Pitch



Subject specific vocabulary	
Pulse	Varying levels of volume of sound in different parts of a musical performance.
Pitch	How long or high the sound is.
Tempo/ tempi	The speed at which a passage of music is or should be played.
Rhythm	Long and short sounds that happen over the pulse.
Timbre	All instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin
Texture	Layers of sound. Layers of sound working together make music very interesting to listen to.

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 rhythm/pitch when listening, moving to and performing music.
- ● Demonstrate an understanding of timbre and texture.
- 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 rhythm and pitch?
What is timbre?
What is tempo?
What is texture?

History – Down Memory Lane - KS1 Knowledge Mat

Subject Specific Vocabulary

Timeline	A way of showing objects or events in the order that they happened.
Artefacts	An objects of historical interest.
Chronological order	The order in which something happened.
sources	Different ways of getting information about the past.
sequence	To put things in the correct order of when they happened.
past	A time that has already been and gone.



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

- How was life different for people that lived in the past ?
- What different types of toys did they have?
- How does a timeline can help us to sequence objects from the past
- I know can we look at or do and to learn about the past?
- What words can you use to help you to explain the past?




Key Skills

- I can sequence events or objects in chronological order using a timeline.
- I can sort artefacts into “then” and “now”
- I can begin to identify different ways to represent the past (e.g. photos, stories, artefacts, role play ,adults talking about the past)
- I can ask and answer questions related to different sources and objects.
- I can begin to describe similarities and differences in artefacts.
- I can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born.



Year 1, Term 2: PSHE Knowledge Mat

Valuing Difference

Subject Specific Vocabulary			By the end of this unit I will be able to answer these questions:	
Safe	Protected from danger.		What is fair?	
Different	Not the same as each other.		What is unfair?	
Similar	Looking somewhat the same.			
Tease	Make fun of and laugh at.			
Respect	To look up to someone and treat them well		Do things sometimes seem unfair, even though they are not?	
Fair	Treating people the same		How are people different?	
 <p>Be Kind</p>		Key objectives: <ul style="list-style-type: none"> 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. 		Why do some people see something as unfair and other people see it as fair?
				How are people similar?
				What is good about people being different?

Art – Down Memory Lane - KS1 Knowledge Mat

Subject Specific Vocabulary

Primary colours

Red, yellow and blue are the primary colours and can be mixed to make new colours.

Photorealism

A piece of art so detailed that it looks like a photograph.

Tools

An object that helps make a piece of art, such as a paintbrush.

Artist

A person who creates paintings for a job or hobby.

Evaluate

To think about what is good or bad about something.

Paint mixing

Stirring different coloured paints together to make new paint colours.



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





- Who is Sarah Graham and what kind of artist is she?
- What is photorealism?
- What are the primary colours?
- How do we make new colours.
- How do we paint with greater accuracy?

Key Skills

- I can name and predict and mix colours
- I can apply colour with a range of tools.
- I can use painting to develop and share my ideas and imagination.
- I can talk about the work of various artists, saying what I like and don't like, and describing similarities and differences.
- I can show control over marks I make.
- I can talk about my own work and that of other artists, making links.



Year 1: Science Celebrations

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will be able to answer these questions:
Illuminate	Brighten up with light	<ul style="list-style-type: none"> * 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. 	
Opaque	A material that you can not see through.		
Reflect	When light hits an object and bounces off.		<ul style="list-style-type: none"> • Which body parts are associated with our senses? • What different materials do you know? • What materials are different objects made from? • What are the properties of different materials? • How can we change sounds that we make? • Which material makes the best drum? • What materials make shadows? • What does dark mean? • What happens when we light a candle? • How do we smell, see and hear?
Translucent	A material that lets some light through		
Shadow	A dark shape that is made when an object blocks a light source.		
Transparent	A material that you can see through.		
Vibration	Sounds can be made by vibrating an object		
Senses	Sight, hearing, touch, taste and smell.		
		Famous Scientist:	

Year 1: PE- Dance

Subject Specific Vocabulary- Key Words	
speed	The rate at which an object or thing moves
action	A thing to do or that has been done.
travelling	To move from place to place




Key Skills- Objectives
To explore speeds and actions.
To use expression and create actions that relate to the story.
To use a pathway when travelling.

Team Work/ Fair Play
Being open and honest
Always supporting each other
Trust and respect each other

Famous People
Darcey Bussell – English ballet dancer
Wayne Sleep – British ballet dancer
Pearl Primus – African American dance

Year 1 : Creating Media – Digital Painting

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	How can you keep yourself safe when using technology?
Computer	A computer is a device for working with information.		How does this work belong to you?
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 you save work?
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.		Does work created by others belong to you?
<p>Unit Overview: Technology around us</p> <p>Recognising technology in school and using it responsibly</p>		<p style="text-align: center;">E-Safety</p> <p>Copyright and Ownership</p> <p>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</p> <p>Health, Well-being and Lifestyle</p> <p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p>How can a mouse be used?</p>

RE – Creation story: What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?

Subject Specific Vocabulary

Christmas	A time when we celebrate the birth of baby Jesus.
Bible	An important book to Christians. It tells stories about God and Jesus and teaches Christians how to follow God.
Gift	Something kindly given to someone.
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.
Frankincense	Sap from a tree that smells nice.
Gold	A precious yellow metal
Myrrh	Sap from a tree that smells nice.



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

- Did you receive a gift for Christmas and why?
- Why do we celebrate Christmas?
- What happened in the Christmas story?
- Why is Jesus special to Christians.

Key Skills

We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.

