

History – The Great Fire of London – What was London like in 1666?

Subject Specific Vocabulary

Timeline	A way of showing objects or events in the order that they happened.
Eye witness	A person who has seen something happen and can give a first-hand description of it
Diary	A book in which one keeps a daily record of events and experiences.
Source	A place, person, or thing from which something originates or can be obtained.
Historical figure	A person who lived in the past who is famous for doing something special/important.



Key Skills

I can find out some of the ways in which London has changed.

I can find out some of the ways in which how we live now is different and similar to how people lived in 1666.

I can find out about how the Great Fire started and spread across London.

I can role play and re-enact scenes from the Great Fire of London.

I can sequence the events of the Great Fire of London

I can recreate a scene from the Great Fire of London

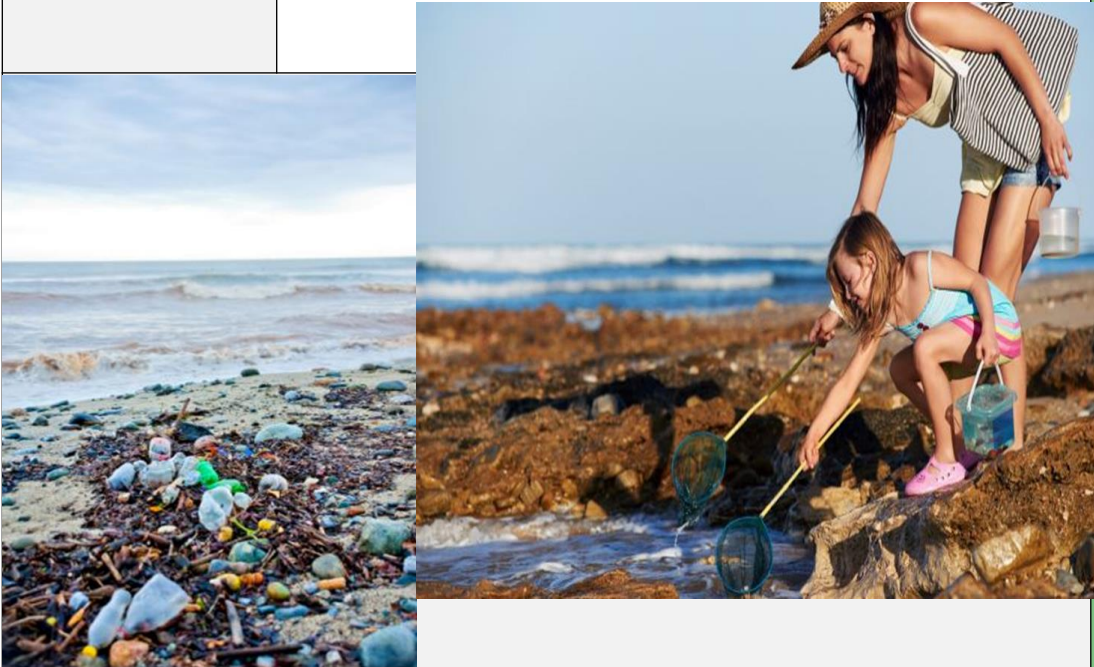
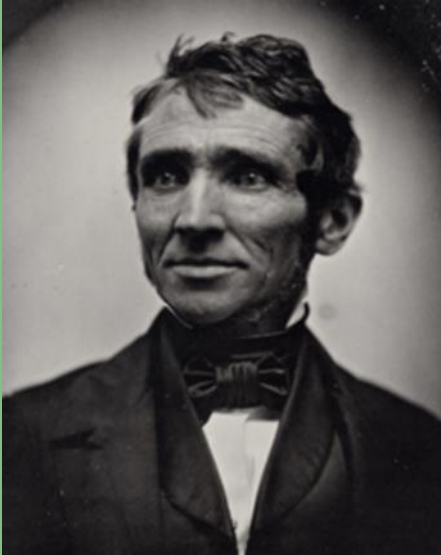


By the end of the unit, I will be able to answer these questions.

- How did the Great Fire of London change how we live today?
- How did the fire start?
- What sources can we use to find out about the past?
- Why/how did the fire spread so quickly?
- How was life in the 17th century different to now?
- Who was Samuel Pepys and why is he such an important historical figure?



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.	<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 observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. 	<ul style="list-style-type: none"> • What animals live in the sea? • What animals are carnivores, herbivores or omnivores? • What is a food chain? • Can you describe what different animals look like? • Why is pollution bad for sea animals? • Can you name different materials? • Can you name the properties of materials? • How can you protect yourself from the sun? • How can you group materials based on their properties?
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.		
		Famous Scientist: Charles Goodyear 	

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



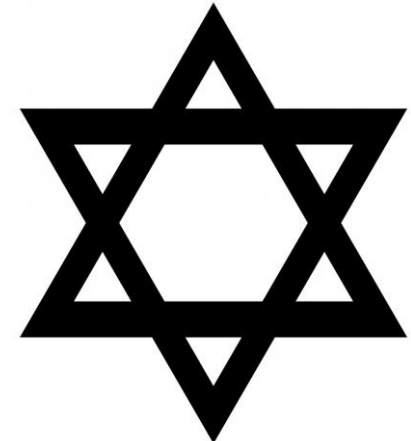
Trust and respect each other

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.



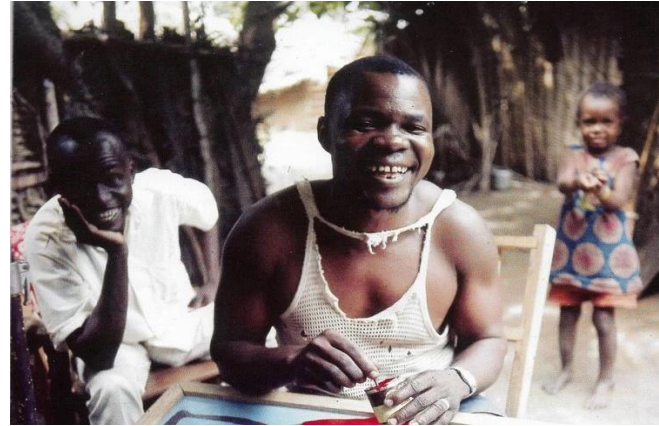
Year 1 RE: Judaism – Are Rosh Hashanah and Yom Kippur important to Jewish children?

Subject Specific Vocabulary		By the end of this unit, I will be able to answer these questions:	Key Skills
Jew	A person whose religion is Judaism	What does forgiveness mean?	<ul style="list-style-type: none"> We are learning to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them. 
Judaism	The religion of Jewish people	What is Rosh Hashannah?	
Forgiveness	No longer feeling angry at another person, or at yourself.	What is Yom Kippur?	
Rosh Hashannah	The start of the religious new year for followers of Judaism	Are Rosh Hashanah and Yom Kippur important to Jewish children?	
Yom Kippur	The day when we try to make up for any wrong things we have done.		
Religion	Religion is belief in a god or gods and the activities that are connected with this belief, such as praying or worshipping in a building such as a church or temple		

Art – Carnival of the Animals KS1 Knowledge Mat

Subject Specific Vocabulary

Edward Tingatinga	Edward Tingatinga began the art movement in 1968 but died 4 years later. His style of work is now copied across Eastern Africa.
Culture	Many different things make up a society's culture. These things include food, language, clothing, tools, music, arts, customs, beliefs, and religion.
Africa	One of the hottest, driest continents in the world.
Patterns	A design that included repeated shapes.
Paint techniques	Different ways of applying paint to paper or different materials.
Media	The different tools and materials used by an artist.
Prime 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, cotton buds – objects that can be used to create a piece of art.



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.

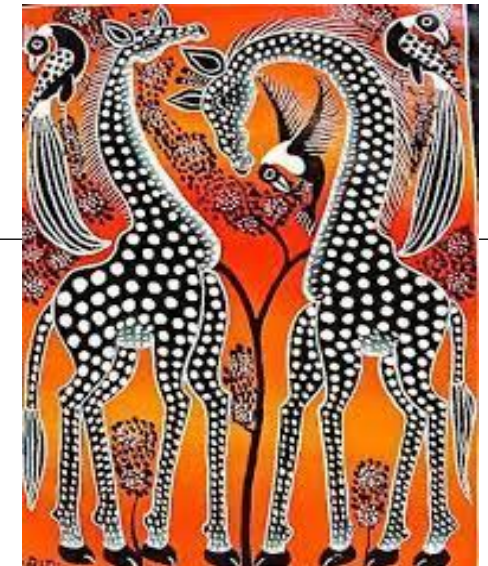
To be an Independent Artist he/she can help prepare and clear away his/her work area.

To begin to control the types of marks made with the range of media.

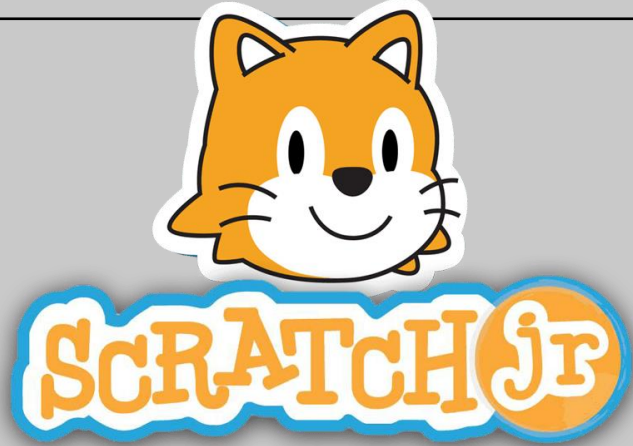
To review what they and others have done and say what they think and feel about it.

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

- Who was Edward Tingatinga and where was he from?
- How did Edward Tingatinga use colours, shapes, patterns and African animals to create his art?
- How can you create different paint techniques?
- What are primary colours and how can they make secondary colours?




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.

