

Year 1: Geography- Why don't penguins need to fly?

Subject Specific Vocabulary

Compare	The similarity or differences between things.
Characteristics	A feature or quality belonging typically to a person, place, or thing and serving to identify them.
Landscape	All the visible features of an area of land.
Weather conditions	Temperature and wind and clouds and precipitation.
Continent	Any of the world's main expanses of land.
Blizzard	A severe snowstorm with high winds.
Habitat	The natural home or environment of an animal, plant, or other organism.
Adapted	Make (something) suitable for a new use or purpose; modify.



Key objectives:

- Identify, recognise and describe the key geographical features of the Antarctic environment
- Identify ways in which penguins are adapted to the Antarctic environment
- Identify countries in Africa which lie within the Sahara Desert
- Identify, recognise and describe the key geographical features of the Sahara Desert
- Explain why Antarctica is a desert despite being the coldest place on Earth
- Describe ways that the Arctic region and North Pole is similar to and different from (compare and contrast) Antarctica and the South Pole and offer reasons for such differences
- Describe and explain the components of the food chain of an Emperor Penguin

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

- Where is Pip's home and what do we find there?
- How are penguins able to survive in Antarctica?
- How does Antarctica compare with the Sahara Desert?
- How is the Arctic different from the Antarctic?
- Why are there no Polar Bears in Antarctica?
- Why do Marco and Polo find visiting each other so difficult?
- So why don't penguins need to fly?



Geography Term 4

Sticky Knowledge

- I know that some penguins live in Antarctica.
- I know that Antarctica is very cold and often windy. Most of the land is covered in thick ice.
- Antarctica is a desert as it gets very little rain or snowfall.
- I know that penguins are able to survive in Antarctica due to their thick, waxy feathers and blubber under the skin.
- I know that Antarctica is extremely cold and the Sahara Desert is extremely hot.
- Penguins don't need to fly as all they need is on land or in the ocean. Their wings are evolved for swimming rather than flying.

Music: Combining pulse, pitch and rhythm



Subject specific vocabulary	
Pulse	the regular heartbeat of the music, the steady beat
Pitch	How long or high the sound is.
Rhythm	long and short sounds or patterns that happen over the pulse, the steady beat
Performing	Present a form of entertainment to an audience.
Improvise	create and perform (music, drama, or verse) <u>spontaneously</u> or without preparation.
Compose	write or create (a work of art, especially music or poetry).



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

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




What is a pulse/beat?
What is pitch?
What is improvisation?
What is composition?

Music Term 4

Sticky Knowledge

- I know that a pulse is the regular heartbeat of the music, the steady beat
- I know that pitch is how long or high the sound is.
- I know that rhythm is the long and short sounds or patterns that happen over the pulse: the steady beat.
- I know that to improvise is to create and perform (music, drama, or verse) spontaneously or without preparation.
- I know that to compose means to write or create (a work of art, especially music or poetry).

Year 1: Science- Polar places

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will be able to answer these questions:
Arctic	The Arctic is the area around the northernmost part of the Earth.	<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Perform simple tests. Identify and classify. • Use their observations and ideas to suggest answers to questions. 	<p>What do we need for a polar adventure? How will we get there? What to wear? Which material? Which gloves would be best to wear? Am I a herbivore, carnivore or omnivore?</p>
Antarctica	The Antarctic is the area around the southernmost part of the Earth.		
Carnivore	An animal that eats mostly meat, e.g. spiders, frogs, owls, polar bears, seals, whales and wolves.		
Flexible	A material that bends easily without breaking.		
Habitat	The place where you will normally find an animal or plant living.	<p>Famous Scientist:</p> <p>Eddy Carmack</p> 	
Herbivore	An animal that eats only plants, e.g. butterflies, snails, caribou, cows, deer, elephants, guinea pigs, horses, pandas, reindeer.		
Omnivore	An animal that eats both meat and plants, e.g. wasps, magpies, bears, dolphins, hedgehogs, humans.		
Waterproof	Does not let water through.		
			
			

Science Term 4

Sticky Knowledge

- I know that the Arctic is the area around the northernmost part of the Earth.
- I know that the Antarctic is the area around the southernmost part of the Earth.
- I know that the polar regions are extremely cold and people who go there need to wear warm, waterproof clothes.
- I know that materials have different properties and are suited to different roles.
- I know that a herbivore eats plants, a carnivore eats meat and an omnivore eats both plants and meat.

Year 1: PE- Tennis

Subject Specific Vocabulary- Key Words

Tennis	Tennis is a game played by two or <u>four</u> players on a rectangular court. The players use an <u>oval</u> racket with <u>strings</u> across it to hit a ball over a net across the <u>middle</u> of the court.
Forehand	a shot in <u>tennis</u> or <u>squash</u> in which the <u>palm</u> of your <u>hand</u> <u>faces</u> the direction in which you are <u>hitting</u> the <u>ball</u>
Volley	to hit the ball before it touches the ground.
Serve	you throw the ball up and hit it to start play.
Underarm	Underhand serve is a type of serve delivered by hitting the ball below shoulder level.

Key Skills- Objectives

I can practice rolling and throwing the ball underarm gradually linking that technique to the forehand shot.

I can develop the forehand shot in tennis linking similarities between throwing a ball and playing the forehand shot.

I understand what a volley shot is and when this shot can be used in tennis.

I can start a game using a underarm serve.

I can demonstrate my tennis skills that I have learnt.

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.

Local Clubs

Avenue Tennis Club



Famous People

Novac Djokovic

Andy Murray

Serena Williams

Emma Raducanu



PE Term 4

Sticky Knowledge

- I can practice rolling and throwing the ball underarm gradually linking that technique to the forehand shot.
- I can develop the forehand shot in tennis linking similarities between throwing a ball and playing the forehand shot.
- I understand what a volley shot is and when this shot can be used in tennis.
- I can start a game using an underarm serve.

Year 1: PE- Dance

Key Skills- Objectives

- I can use counts of 8 to move in time and make my dance look interesting.
- I can explore pathways in my dance.
- I can create my own dance using actions, pathways and counts.
- I can explore speeds and actions.
- I can copy, remember and repeat actions that represent the theme.
- I can copy, repeat, create and perform actions that represent the theme.

Famous People

Oti Mabuse

Jordan Banjo

Darcey Bussell

AJPritchard

Team Work/ Fair Play

Fair Play is an essential value in dance.

Fair Play includes: co-operation, communication, coming to decisions with a partner, respect



Subject Specific Vocabulary- Key Words

Beat	The basic rhythmic unit of a measure.
Direction	A course along which someone or something moves.
Counts	<i>Counts of 8 helps us to stay in time with the music and we can mix up how we move within those counts to make our dance look interesting.</i>
Commands	Give an order
Pathway	The path a dancer takes whilst moving
Choreography	<i>Need to copy, remember and repeat actions.</i>

Dance Term 4

Sticky Knowledge

- I can use counts of 8 to move in time and make my dance look interesting.
- I can explore pathways in my dance.
- I can create my own dance using actions, pathways and counts.
- I can explore speeds and actions.
- I can copy, remember and repeat actions that represent the theme.
- I can copy, repeat, create and perform actions that represent the theme.

Year 1: PSHE Knowledge Mat

Rights and Responsibilities

Subject Specific Vocabulary			By the end of this unit, I will be able to answer these questions:
Risk	a chance of getting hurt or losing something		Key objectives: I can give some examples of how I look after myself - at school or at home. I can give examples of how I look after my environment – at school or at home I can also say some ways that we look after money.
Environment	all the things together that surround animals and humans in the natural world,		
Responsibility	Something for which a person is responsible; duty		
Danger	a chance of getting hurt or losing something		
Safe	providing protection from harm, loss, or danger		
Help	to help during a time of trouble		
Money	Money is the coins or bank notes that you use to buy things, or the sum that you have in a bank account.		

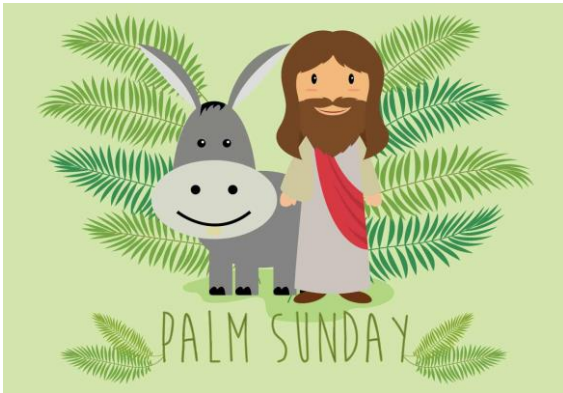

PSHE Term 4

Sticky Knowledge

- I know that I need to be “looked after” and I know who is responsible for doing this.
- I know what I look after and how I do this.
- I know the environment is all the things together that surround animals and humans in the natural world
- I know what money is and how it is used in our society.
- I know how I can keep myself safe and how to look after myself.

Year 1: RE Knowledge Mat

Palm Sunday

Subject Specific Vocabulary			By the end of this unit, I will be able to answer these questions:
Religion	The belief and worship of a God or Gods.		Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?
Christianity	Christians are people who believe that Jesus Christ is the Son of God, and who follow his teachings and those of the Christian churches.		Jesus arrived as a king, but did he leave as one?
Easter	A Christian festival to celebrate Jesus coming back from the dead.		
Disciples	Jesus' special friends and followers.	Key objectives:	Did Jesus he look/behave like a king? Did Jesus want to be welcomed in this way?
Resurrection	To come back from the dead.	I can discuss how I might treat a special person and say why.	
Crucified	To be nailed to a cross.	I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean.	
Palm Sunday	The Sunday before Easter when we remember how people welcomed Jesús into Jerusalem by waving palm leaves,	I can recognise that Jesus must be special to Christians to be welcomed in this way and start to explain their beliefs about Him	
Good Friday	A Christian holiday to remember the crucifixion of Jesus.		
Easter Sunday	The day of Jesus' resurrection.		



RE Term 4

Sticky Knowledge

- Easter is a Christian festival to celebrate Jesus coming back from the dead.
- Palm Sunday is the Sunday before Easter when we remember how people welcomed Jesús into Jerusalem by waving palm leaves.
- Jesus arrived as a king, but did he did not leave as one.
- Good Friday is a Christian holiday to remember the crucifixion of Jesus.
- Easter Sunday is the day of Jesus' resurrection.

Year 1: ICT Knowledge Mat

Grouping Data

Subject Specific Vocabulary		Software	By the end of this unit, I will be able to answer these questions:
Data	The word used to describe information. This could be facts, observations, numbers, graphs or measurements		How can I group these objects?
Group	A collection of people, things, or ideas that are in one place or are related by characteristics		What label will I give these objects?
Collect	To bring together into one place	<p>Key objectives:</p> <p>I can choose how to group objects</p> <p>I can describe groups of objects</p> <p>I can record how many objects are in a group</p> <p>I can decide how to group objects to answer a question</p> <p>I can compare groups of objects</p> <p>I can record and share what I have found</p> <p>I understand that work created by others does not belong to me even if I save a copy</p> <p>I understand the benefits of naming my electronic work.</p> <p>I can demonstrate ways of naming files to help me find them later.</p>	Can these objects go into more than one group?
Similar	Having resemblance or likeness		What are the properties of this object?
Labels	A slip that is attached to something to identify or describe it.		How can I record the number of objects in each group?
Describe	to tell someone the appearance, sound, smell, events, etc., of (something or someone) : to say what something or someone is like.		



ICT Term 4

Sticky Knowledge

- I know how to group objects
- I know how to record how many objects are in a group
- I can decide how to group objects to answer a question
- I can compare groups of objects
- I can record and share what I have found
- I understand that work created by others does not belong to me even if I save a copy
- I understand the benefits of naming my electronic work.
- I can demonstrate ways of naming files to help me find them later.

Year 1: D.T Knowledge Mat

Where does food come from? Making a Healthy Fruit Salad

Subject Specific Vocabulary			By the end of this unit, I will be able to answer these questions:
Exotic	Something that comes from a country that is far away.		What foods are healthy?
Healthy	Good for your health.		What makes food healthy?
Unhealthy	Bad for your health.		Why should we eat a healthy, balanced diet?
Fruit	The sweet and fleshy product of a tree or other plant that contains seed and can be eaten as food.	Key objectives:	Where do fruits and vegetables come from?
Salad	A cold dish of various mixtures of raw or cooked vegetables.	I can use my own ideas to make something.	
Diet	The kinds of food that a person, animal, or community normally eats	I can make a simple plan before making.	
Plan	An intention or decision about what someone is going to do	I can use appropriate resources and tools. I can cut food safely. I understand where food comes from. I understand about having a healthy and varied diet.	

DT Term 4

Sticky Knowledge

- I know that some foods are good for your health, including fruits and vegetables.
- Healthy foods are those that provide you with nutrients you need to sustain your body's well-being and retain energy.
- We should eat a healthy, balanced diet to get the energy we need for the day, to help us grow and repair and to help our body stay strong and fight illnesses.
- Fruits and vegetables come from plants.