

Year 1 Religious Education- Giving: Change

Approximately 4 weeks of learning time

Key terminology

change

Lent

Good Friday

Easter Sunday

Alleluia

cross

resurrection



Prior Learning

Children will have a basic understanding about Easter and Lent and the Easter story from their learning in Reception.

RE Objectives

To explore how we change and grow.

To understand that Lent is an opportunity to change. Ash Wednesday Lent begins.

To read the psalm A new start (Joel 2:13)

To retell the story of Palm Sunday (Mark 11:1-11)

To learn that Jesus died on Good Friday (Luke 23:33-35, 38-43)

To retell the story of Easter Sunday (Mark 16:1-6)

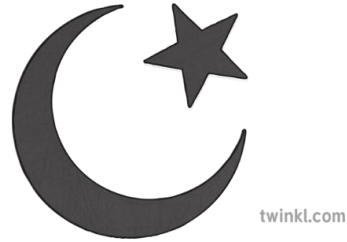
Key Knowledge

- I know that we change and grow
- I know that Lent is a time to change in preparation for the celebration of Easter.



Year 1 Religious Education- Islam

Approximately 2 weeks of learning time



Key terminology
Muhammad
Allah
preached
kindness

Prior Learning

EYFS study- The children already have a basic understanding about Islam from their learning in Reception.

RE Objectives

To learn that Muslims pray five times a day.

To learn that Muslims can pray anywhere.

To learn about the prayer rooms in the Mosque.

To learn that Muslims go to the Mosque to pray, just as Christians go to Church to pray.

To look at the Islamic tiles in the prayer rooms and design one.

Key Knowledge

- I know that Muhammad preached kindness.



Reading	<ul style="list-style-type: none"> - Make links between what they have read and their own experiences. - Find the rhyming pattern used in the text
Writing	<ul style="list-style-type: none"> - Find and write a list of rhyming words. - Write a stanza that follows the rhyming pattern of the book.
Grammar and Punctuation	<ul style="list-style-type: none"> - Write in and maintain the simple present tense.
Oracy	<ul style="list-style-type: none"> - Use voice appropriately while maintaining the rhythm and melodic nature of the book.



Terminology

Rhyming Pattern

Stanza

Present Tense

Non-fiction books

Vocabulary

Adjectives

First Person Pronoun

Verb

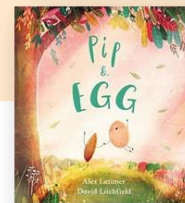
Past tense

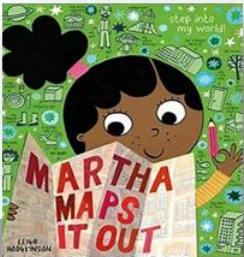
Personal Pronouns

Subjects

Objects

Reading	<ul style="list-style-type: none"> - Retell the story by using picture prompts. - Identify the beginning, middle and end of a story.
Writing	<ul style="list-style-type: none"> - Learn how to write using subject specific vocabulary. - Write simple sentences to create a coherent explanation of the life cycle of an egg or seed.
Grammar and Punctuation	<ul style="list-style-type: none"> - Identify and use the past tense in simple sentences (and maintain this).
Oracy	<ul style="list-style-type: none"> - Recognise and talk about the emotional journey of the characters and how it changes throughout the story. - Give explanations as to why characters are feeling a certain way.



Reading	 <ul style="list-style-type: none"> - Understand how the text breaks the normal left to right reading convention. - Analyse how the author entertains and informs the reader. - Recognise that non-fiction books are structured in different ways.
Writing	<ul style="list-style-type: none"> - Use the simple features of a non-fiction book to make simple relevant and appropriate vocabulary choices. - Make independent changes to choice of adjectives to make writing more precise.
Grammar and Punctuation	<ul style="list-style-type: none"> - Identify and use first person pronoun combined with a verb. - Use simple adjectives to enhance the precision of description. - Use present tense in simple sentences (and maintain this).
Oracy	<ul style="list-style-type: none"> - Use gestures precisely to support the delivery of their map. - Project voice appropriately for the size of group.

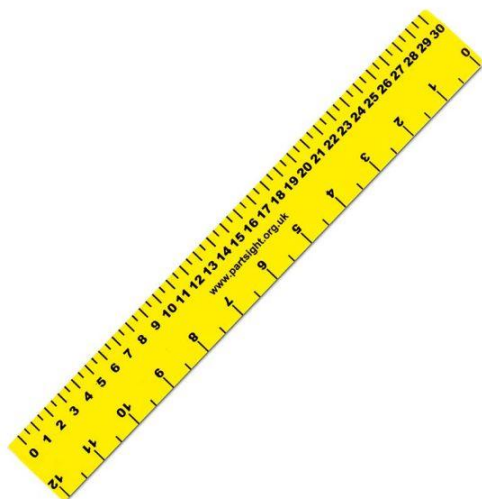
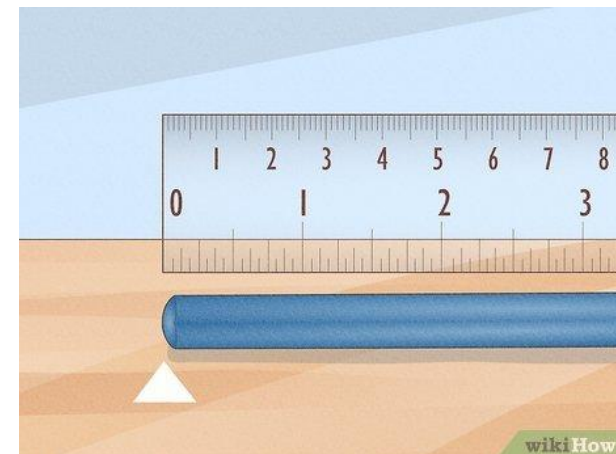
Reading	<ul style="list-style-type: none"> - Understand how characters' actions, feelings and motivations contribute to the story. - Understand and discuss how the characters feelings differ from one another at key moments in the book.
Writing	<ul style="list-style-type: none"> - Understand and use the past tense when writing a diary entry. - Decide on the most important events to include to engage the reader. - Use illustrations from the book to generate ideas for writing about the journey.
Grammar and Punctuation	<ul style="list-style-type: none"> - Identify and use the simple past tense in writing (and maintain this) - Identify and use personal pronouns as subjects and objects.
Oracy	<ul style="list-style-type: none"> - Begin to work as a small group to develop explanations. - Use what has been read to support ideas and opinions.



Year 1 Mathematics- Measurement- Length

Approximately 4 weeks of learning time

Prior Learning	EYFS: Pupils have learnt about length and distance in Reception
Maths Objectives	<ul style="list-style-type: none">- To order lengths and heights.- To compare lengths and heights using taller, tallest, longer, longest, shorter, shortest and equal to.- To order the heights of the children from tallest to shortest.- To measure using non-standard units.- To learn that lengths and heights are measured in metres and centimetres.- To measure objects in m and cm.



Measuring Length in Centimeters

Use the centimeter rulers below to find the length of each item.

<p>_____ centimeters</p>	<p>_____ centimeters</p>
<p>_____ centimeters</p>	
<p>_____ centimeters</p>	
<p>_____ centimeters</p>	

Year 1 Mathematics- Measurement- Time- 2 weeks of learning time

Prior Learning	<i>Pupils have learnt about halves and quarters in Spring 1 in Year 1.</i>
Maths Objectives	<ul style="list-style-type: none">- <i>To sequence events in chronological order.</i>- <i>To find times earlier and later using clocks.</i>- <i>To solve time problems.</i>



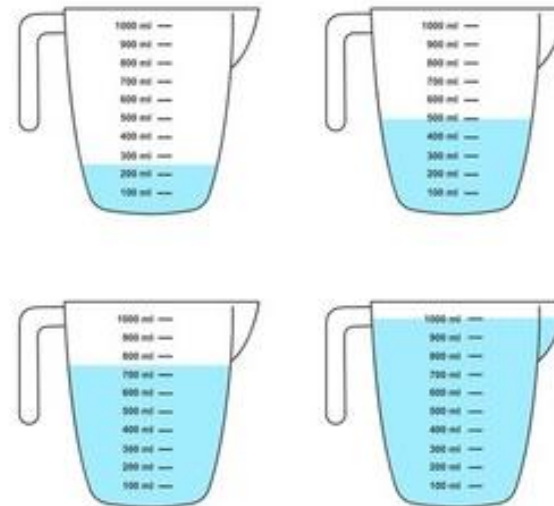
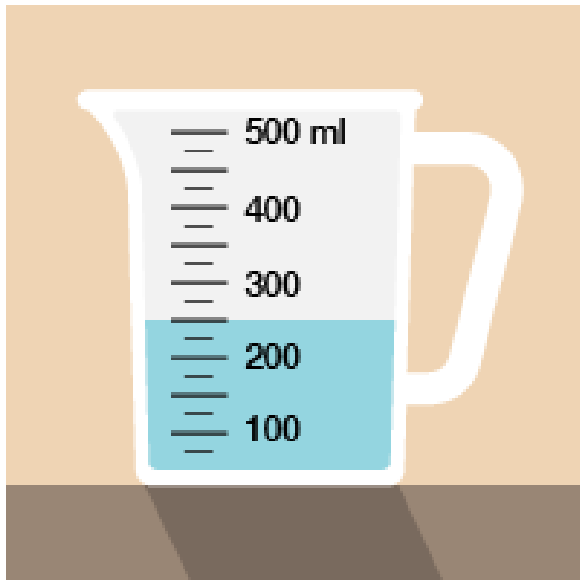
Year 1 Mathematics- Measurement: Weight: 2 weeks of learning time

Prior Learning	<i>EYFS: Pupils learnt about mass and capacity in Reception</i>
Maths Objectives	<ul style="list-style-type: none">- To order weights by holding objects and looking at pictures.- To compare weights using heavier, lighter, more than, less than and equal to.- To weigh using balances and non-standard units.- To learn that mass is measured in grams and kilograms.- To weigh objects using scales and kg and g.



Year 1 Mathematics- Measurement: Capacity: 2 weeks of learning time

Prior Learning	EYFS: Pupils learnt about mass and capacity in Reception
Maths Objectives	<ul style="list-style-type: none">- To measure liquids using terms full, half full, empty, more than, less than.- To compare different volumes.- To learn that volume is measured in litres and millilitres.- To measure capacity using l and ml.



History: Ships and Seafaring Through Time- Approximately 6 weeks

Key terminology	
develop	To make something better
reed	A tall, string plant that looks like grass and grows in or near water
paddle	A pole with a flat end, which is used to move a boat through water
change	To make it different
sail	A large piece of fabric that uses the power of the wind to move something
oar	A tool with a rounded end which is attached to a boat and is used to move it through water
rudder	A long oar at the back of the boat used to steer ships and boats through the water
trade	To buy and sell things
exploration	To go to new places to learn about unknown things
Sailing ship	A large boat that uses sails to help it move across the water.
expedition	A long journey someone goes on for a special reason
route	A particular way to get to one place from another.
sailor	A person whose job it is to work on a ship
hammock	A bed made of fabric which hangs between two poles
navigation	Finding the way from one place to another
Sea shanty	A song sung by sailors as they were doing their work
Shantyman	The leader of a group of sailors who sing songs.

Learning Objectives

Pupils should be taught about:

- The earliest experiments of humans floating
- Development of the first boats
- Stories about trade and exploration at sea in the 2nd century
- Developments in seafaring in the 3rd century
- Seafaring in classical poetry and their historical settings.
- The enduring legacy of seafaring and the language that is still used today.

How and why have ships and seafaring changed throughout history?



Geography- Where are we?- Approximately 6 weeks.

Key terminology	
Aerial photograph	A photograph taken from the air
map	A drawing of a place, as it would appear looking from above. It shows where things are
symbols	Show important landmarks, places and areas
key	A guide which explains what the symbols on a map mean.
compass	To find out which direction you are facing. It is an important tool for map readers.
Capital city	The place where all of the important decisions for a country are made
landmark	Places that are easily recognised or unique. They can be natural or man-made.
lake	A large area of water surrounded by land. A natural landmark
loch	The Scottish word for lake. A natural landmark.
mountain	Higher and steeper than a hill. A natural landmark.
ocean	A large area of salt water
coast	Where the land meets the sea or ocean
sea	Smaller than an ocean. They are where the land and ocean meet.

Learning Objectives

Pupils should be taught about:

- Identifying where we are on the UK map
- Know the capital cities of the UK and the seas and oceans that surround the UK.
- To identify and apply the four points of a compass
- Locating the areas studied so far: Rookhope, our local cities using compass directions and describe them in more detail.
- Locating places we know about in the UK.
- Looking at ariel photographs of our school, locating places in our school and drawing a sketch map of our route to school.
- Know the names of the seven continents and five oceans and where they are on a map.
- Locating the places from our case studies- Townsville, Assisi

How do maps help us in our lives?



Science- Animals, including humans- All about animals. Approximately 6 weeks.

Key terminology

mammal

lungs

reptile

amphibian

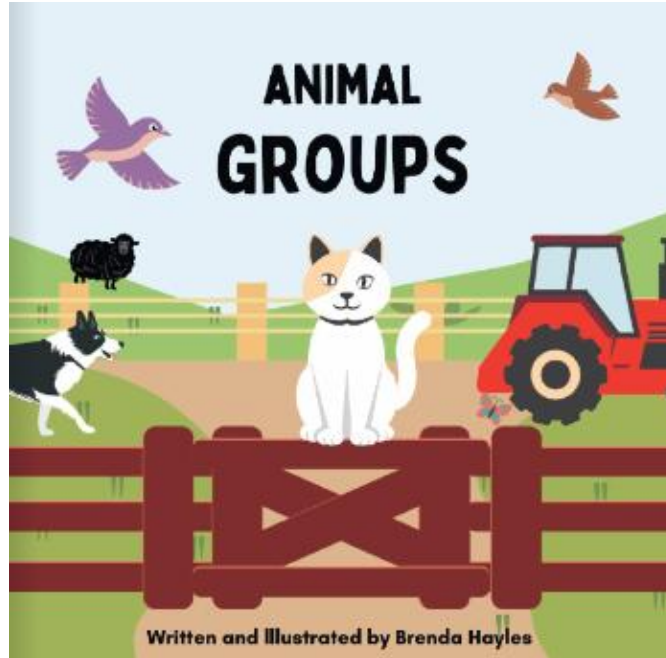
gills

tadpole

scales

fins

habitat



Learning Objectives

- Name and label the basic parts of an animal
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Describe and compare the structure of a variety of common animals
- Learn about the differences between amphibians, reptiles and fish.
- Learn about the differences between mammals and birds
- Know some similarities and differences between different animals
- Explore the differences between wild animals and pets.

Key Knowledge

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Explain the characteristics of an animal
- Describe and compare the structure of a variety of common animals.

DT- Textiles: Puppets- Approximately 6 weeks

Key terminology

decorate

design

fabric

glue

model

Hand puppet

Safety pin

sew

staple

stencil

template



Learning Objectives

- Using a template to create a design for a puppet
- Cutting fabric neatly with scissors
- Using joining methods to decorate a puppet
- Sequencing the steps taken during construction.
- Reflecting on a finished product, explaining likes and dislikes.
- To know that 'joining technique' means connecting two pieces of material together
- To know that there are various temporary methods of joining fabric by using staples, glue or pins.
- To understand that different techniques for joining materials can be used for different purposes.
- To understand that a template is used to cut out the same shape multiple times
- To know that drawing a design idea is useful to see how an idea will look.

Key Knowledge

- To know that 'joining technique' means connecting two pieces of material together
- To know that there are various temporary methods of joining fabric by using sewing, staples, glue or pins
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Music- Instruments of the orchestra and Boomwhacker performance- Approx 6 weeks

Key terminology

orchestra

string

brass

woodwind

percussion

Learning Objectives

Pupils should be taught to:

- Identify the difference between instruments that you blow into and instruments with strings
- Identify string, brass, woodwind and percussion instruments
- Learn a song using the boomwhackers



PE: Dance– 6 weeks of learning time.

Key Vocabulary:

- Dance
- Move
- Imagination
- Rhythm
- Speed
- Level
- Direction
- Emotion

Key learning:

- To copy simple dance moves
- To move around the space safely
- To make up a short dance, after watching one
- To dance imaginatively
- To change rhythm, speed, level and direction
- To dance to express emotion



PE: Invasion Games– 6 weeks of learning time.

Key Vocabulary:

- Tactics
- Attack
- Opponent
- Defend
- Team

Key learning:

- To recognise simple tactics to attack an opponent
- To recognise simple tactics to defend against an opponent
- To identify when to apply attacking and defending tactics
- To explore ways to attack and defend as a team
- To demonstrate simple attack and defending tactics in a team game

