



How do we know what happened a long time ago?

Autumn Term 2024

Year 1

<p><u>D.T.</u> <u>Bread-making</u></p> <p>Know how to identify the purpose of a design and the intended user. Know how to identify the key features of an existing product. Know how to generate ideas through comparing existing products. Know how to describe their design by using pictures, diagrams and words. Know how to select appropriate resources and tools. Know how to explain which tools they are using and why. Know how to use tools safely. Know how to measure materials to use in a model or structure with increasing accuracy and independence. Know how to make some simple judgements about their products and ideas against design criteria. Know how to suggest how their products could be improved, evaluating products and components use. Know where food comes from Know the names and sort foods into the five groups of the 'eat well' plate · Cut, peel or grate ingredients safely and hygienically · Measure or weigh using measuring cups or electronic scales · Assemble or cook healthy ingredients</p>	<p><u>Science</u> <u>Everyday Materials</u></p> <p>Know how to distinguish between an object and the material from which it is made Know how to describe materials using their senses, using specific scientific words. Know how to explain what material objects are made from. Know how to explain why a material might be useful for a specific job. Know to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses. Know the names of some different everyday materials e.g. wood, plastic, metal, water and rock. Know how to sort materials into groups by a given criterion. Know how to find out and explain how solid shapes can be changed by squashing, bending, twisting and stretching. Know to ask simple questions and recognise that they can be answered in different way. Know how to Perform simple tests. Know how to identify and classify materials. Know how to use their observations and ideas to suggest answers to question.</p>	<p><u>History</u> <u>Significant Events - Great Fire of London & Gunpowder Plot</u></p> <p>Know the difference between things that happened in the past and the present. Know how to use the words of the past and present when telling others about an event. Know how to order a set of events based on when the happened - begin to use dates 2nd Sept 1666/6th Sept 1666/5th Nov 1605 Know how to ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why...? Know some ways we find out about the past e.g. using artefacts, pictures, storied and websites/use a wide range of sources. Begins knowing how to identify the difference between primary and secondary sources. Know to compare the differences within a locality, over time. Know why a significant person in the past may have made decisions in order to bring about change. Know how to identify similarities and differences between ways of life in different periods, including their own lives. Know to talk, write, draw and role play events and people from the past.</p>	<p><u>Geography</u></p> <p>Know geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (London), and of a small area in a non-European country (Peru) Know how to record and compare seasonal changes and daily weather patterns in the United Kingdom Know how to name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Know how to compare key physical and human features of two contrasting areas. Know how to use simple compass directions, such as north, south, east and west to describe the location of features and routes on a map. Know how to use aerial photographs to devise a simple map and construct basic symbols in a key to recognise landmarks of local area such as schools, shops and parks. Know how to label a diagram/photograph using some geographical vocabulary. Know how to identify key features of a locality by using a map.</p>	<p><u>P.E.</u> <u>Cricket/Swimming</u></p> <p>Know how to control a bat and get into a bowling position Know how to use a bat and bowl with more accuracy Know how to catch and receive a ball and score a run, in cricket Know how to run up and bowl a ball in cricket Know how to bat and ball during a cricket game Know how to bowl, ball and field in a competition <u>Gymnastics - Directions and Pathways</u></p> <p>Know how to move in different directions in straight lines with control and body tension Know how to move in different directions using curved pathways on the floor and apparatus with neatness and control Know how to jump along different pathways on the floor and apparatus showing good body tension Know how to link different pathways together neatly and jump in a turn. Know how to create a sequence</p>
<p><u>Key Vocab</u></p> <p>diagram, components, folding, rolling, assemble, template, tools, equipment, sort, measure, fix, join</p>	<p><u>Key Vocab:</u></p> <p>suitability, properties, materials, object, hard, soft, stretchy, shiny, dull, rough, waterproof, transparent, opaque, absorbent, bendy</p>	<p><u>Key Vocab:</u></p> <p>eyewitness, firebreak, fire hooks, flammable, London, Tower of London, Pudding Lane, diary, bakery, St. Pauls Cathedral, embers, thatched roof, gunpowder, plot, Catholics, Protestants, barrel</p>	<p><u>Key Vocab:</u></p> <p>similarities, differences, city, town, physical, human, continent, Europe, South America, compass points, weather, aerial view, symbol, route, plan, capital</p>	<p><u>Key Vocab:</u></p> <p>Position, field, bowl, bat, catch, body tension, control, pathways</p>
<p><u>Art</u></p> <p>Know how to control lines and begin to add more detail to line drawings. Know how to use charcoal and pastels to create different drawing styles. Know how to produce patterns and textures that would replicate those in the real world. Know how to mix primary colours to make secondary colours. Know how to create and experiment with shades of colour and name some of these. Know how to control a brush to create shape and detail. Know how to select and apply different materials to create raised texture. Know how to mould, form and shape and bond materials to create a 3D form. Know how to build layers of a range of materials to create an image and apply a range of different kinds of media to embellish and add details on their collage and explain what effect this has.</p>	<p><u>Computing</u> <u>Technology around us</u></p> <p>Know what is and what is not technology in our school and or classroom Know the main parts of a desktop or laptop computer Know how to use a mouse appropriately Know how to use a computer keyboard for a purpose. Know how to create, organise, store, manipulate and retrieve digital content. Know how to use computers responsibly, respectfully and safely.</p> <p><u>Digital Painting</u></p> <p>Know some of the freehand tolls available for digital painting Know how to create shape sand lines using the correct tools. Know how to create a digital painting in the style of an artist Know the correct choice of tool to use when painting a digital picture and be able to explain why chosen</p>	<p><u>Music</u> <u>Charanga Music Units:</u> <u>Hey You! By Joanna Mangona</u> <u>An old school Hip Hop Tune</u></p> <p>Know how to use Warm-up Games Know how to play flexible games. Know how to find the pulse in music Know how to copy back rhythms heard Know how to rap and sing the song Hey You! Know how to play instrumental parts using a variety of instruments Know how to compare a simple melody using simple rhythms Know how to perform and share thoughts and feelings about their own or others performances</p>	<p><u>R.E.</u> <u>Judaism</u></p> <p>Know the symbols of Judaism. Know about the Jewish festival of Shabbat. Know about the story of Moses. Know what festivals that are important to Jews. Know about the Jewish Festival of Sukkot. Know about the Jewish Festival of Rosh Hashanah. (Jewish New Year). Know how to retell the story of Hanukah and explain how the Jewish festival is celebrated. Know how to recognise the words of the Shema as a Jewish prayer. Know how to give an account of the story of Jesus' birth and why Jesus is important for Christians. Know how to retell the story of Jesus' Birth.</p>	<p><u>P.S.H.E.</u> <u>Being Me</u></p> <p>Know how to identify some of my hopes and fears for this year. Know and understand the rights and responsibilities for being a member of my class and school. Know the rights and responsibilities for being a member of my class. Know how to listen to other people and contribute my own ideas about rewards and consequences. Know and recognise the choices I make and understand the consequences. <u>Celebrating Difference</u></p> <p>Know that I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). Know that bullying is sometimes about difference. Know what is right and wrong. Know that it is OK to be different from other people and to be friends with them. Know how to tell you some ways I am different from my friends.</p>
<p><u>Key Vocab:</u></p> <p>line, dark, light, contrast, primary colour, secondary colour, pattern, complimentary, contrasting, scrunch, roll</p>	<p><u>Key Vocab:</u></p> <p>information technology, devices, capture, portrait, landscape, format, composition, focus, light sources, flash, autofocus, editing</p>	<p><u>Key Vocab:</u></p> <p>rhythm, pulse, sing, music, sound, pitch, low, high, listen, loud, quiet, fast, slow, steady beat, tempo</p>	<p><u>Key Vocab:</u></p> <p>Jewish, Judaism, Shabbat, Moses, Sukkot, Rosh Hashanah, Hanukak, Shema, Jesus</p>	<p><u>Key Vocab:</u></p> <p>goals, fears, hopes, responsibilities, rights, rules, consequences, stereotypes, assumptions, bullying, differences, unique</p>