



Year Group	Term (Autumn/Spring/Summer)	Theme	Subject	Key Knowledge	Key Skills	Key Vocab
Year 1	Spring	Bright Lights, Big City	History	<p>To know when cars and bikes were invented and how they have changed over the years</p> <p>To know where, when and how the most memorable buildings on the planet were built and their significance</p> <p>To know the events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p>	<p>Be able to sequence events in their own life.</p> <p>Be able to sequence artefacts that are from obviously different eras.</p> <p>Be able to match objects with people of different ages.</p> <p>Be able to recognise the difference between past and present in their own life.</p> <p>Be able to recount stories from the past. Be able to tell the difference between fact and fiction. Be able to decide if adults talking about the past is reliable.</p> <p>Be able to find answers to simple questions about the past from various sources such as artefacts.</p>	<p>Memory, life, year, baby, adult, life span, decade, century, ancient, modern, long ago, timeline, date order, similar, different, because, important, living memory, remembers, 1960s, toys, materials, wood, plastic, simple mechanical inventions, homes, houses, grandparents' time, the older generation, memories, drawing, photograph, camera, detective, opinion, artefact</p>
Year 1	Spring	Bright Lights, Big City	Geography	<p>To know the names of the four countries and their capital cities of the United Kingdom.</p> <p>To know the names of the seas and ocean that surround the United Kingdom.</p> <p>To know the abbreviation for the United Kingdom is 'UK'</p> <p>To know what recycling is and why it is important.</p> <p>To know the names of the seven continents.</p> <p>To know the names of the five oceans.</p> <p>To be able to identify the basic process of the water cycle.</p> <p>To know some materials can be recycled and others cannot.</p>	<p>To be able to name, locate and know surrounding seas of the United Kingdom, including capital cities.</p> <p>To be able to use world maps, atlases and globes to identify countries, continents and oceans.</p> <p>To be able to sort different items that can and cannot be recycled.</p>	<p>Human, physical, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, office, port, harbour shop, North, South, East, West, Equator, World, Continent, Country, near, far, left, right, hot, cold, street, shop, coast, port, United Kingdom, forest, wood, England, Wales, Scotland, Northern Ireland, Irish Sea, The Channel, North Sea, Atlantic Ocean, recycle, plastic bottle, clingfilm, foil, tin, glass bottle, cardboard box, paper, plastic carrier</p>
Year 1	Spring	Bright Lights, Big City	RE	<p>To know what are the Sikh stories from the Gods</p> <p>To know how the concept of Seva affects Sikh children</p> <p>To understand who Jewish people believe in</p> <p>To understand where and how Jewish people worship</p>	<p>Be able to use religious keywords to describe similarities and differences between the main beliefs of the six major world religions</p> <p>Be able to use religious keywords and facts to describe the important events in the lives of religious founders</p> <p>Be able to use religious keywords to describe what the important symbols of each religion are</p> <p>Be able to use religious keywords to describe a religious place of worship and a Sacred Scripture</p> <p>Be able to describe what religious people do to show that they are committed to God</p> <p>Be able to retell a religious story</p> <p>Be able to recall and name different beliefs and practises about festivals and ways of life</p> <p>Be able to describe some reasons why people belong to a particular religion.</p> <p>Be able to describe the different ways that religious people celebrate and practise their way of life and express their belief in God.</p> <p>Be able to compare one aspect of their own experiences in life so far with those of others</p> <p>Be able to describe what their influences in life are and compare and contrast these with the influences that other people have in their lives</p> <p>Be able to recognise religious symbols</p> <p>Be able to ask questions about faith communities in their school</p> <p>Be able to ask questions about puzzling aspects of life.</p> <p>Be able to compare your answers with the answers that a religious person would give.</p> <p>Be able to ask questions about matters of right and wrong and suggest</p> <p>Be able to answers that show understanding of moral and religious issues</p> <p>Be able to identify what special things happen to them and others</p> <p>Be able to identify what is special to them</p>	<p>Guru, Seva, Khalsa, Acceptance, Equality, Family life, Five K's Forgiveness, Gurdwara, Kaur, Meditation, Nishan Sahib, One Creator (Ek Oankar), Respect, Sharing, Sikh, Sikhism (Sikhi), Singh, Ten Gurus, Truth, Turban.</p> <p>Hanukah, weddings, Synagogue: Ark, Kippah, Tallit, Torah Scrolls, Yad, Shabbat: Kosher Two Candles, Challah, Wine, Jewish Life: Chanukah, Covenant, Dreidel, Maccabees, One God (YHVH), Purim, Rosh Hashanah, Shofar</p>

Year 1	Spring	Bright Lights, Big City	Art	<p>Know famous self-portraits of artists Know different textures and how to create them, building on previous experience Know the elements of art Know how to group colours by their specific qualities eg warm, cold, shiny and smooth Know how different implements make different marks Know how to manipulate objects such as in clay work and weaving Know how the printing process works</p>	<p>Drawing Learn pencil types, and explore their properties. Develop control of a greater variety of drawing tools for detail in pictures. Use a pencil to create lines of different thickness in drawings experimenting with mark making Show different tones by using coloured pencils Colour own work neatly & stay in lines Explore proportion between sky lines and ground, landscapes and cityscapes Observe the anatomy of the face and limbs Colour: Ensure they know the names of all the colours, and the terms primary and secondary colours Begin to introduce mixing of colours to make new colours Find collections of colour - different sorts of green, blue, purple etc Use language to evaluate - light/dark Continue to explore applying colour with a range of tools for enjoyment Texture Simple paper and/or material weaving using a card loom Mix colours and painted strips of paper to weave with Add objects to the weaving - buttons, twigs, dried flowers Explore colour in weaving Build on skills of using various materials to make collages - using some smaller items Use texture to provide information - e.g. manmade/natural materials, a 'journey' of where they have been etc Sort according to specific qualities, e.g. warm, cold, shiny, smooth etc Discuss how textiles create things - curtains, clothing, decoration 3D Form Use rolling, cutting carving & moulding clay Use both hands and tools to build Construct sculptures to represent personal ideas Use materials to make known objects for a purpose, i.e puppet Cut shapes using scissors Carve into media using tools Pinch and roll coils and slabs using a modelling media Make simple joins by manipulating modelling material or pasting carefully Have a discussion on weight and texture Printing Press, roll rub & stamp to create prints Mimic print from the environment eg wallpaper Create patterns and pictures by printing from objects using more than one colour. (Klee) Develop impressed images with some added pencil or decorative detail Relief printing - string, card, etc Use equipment and media correctly, to produce clean image Use appropriate language to describe tools, process, etc Pattern Awareness and discussion of patterns around them - pattern hunt Experiment creating repeating patterns and symmetry on paper using drawing or printing of own design. Link to Maths Textiles / Collage Use weaving to create a pattern Learn to plait Use dip dye Join material using glue/stitch Sort and arrange materials Mix materials to create texture</p>	<p>Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay 3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, card, equipment, glue, masking tape, newspaper, paper, safely, scissors, Sellotape, stencil, tools, control, crayon, draw, felt tip, line, pen, pencil, wax crayon, colour mixing, consistency, darkening, lightening, easel, paint paintbrush, painting palette, sponge, cardboard, impress, pattern, print, printing, printmaker, repeated pattern, rubbing, sponge, string, surfaces, 3D, attach, clay, dough, junk modelling, join, mould, quill. Sculpt, sculptures, collage, cut, join, overlap, scrunch, tear, catalogue</p>
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Year 1	Spring	Bright Lights, Big City	Computing	To know how to create a code. To know how to follow instructions online or on an app. To know how to debug program. To know how to use technology safely and respectfully.	Use technology safely and respectfully, keeping personal information private and identify where to go for help and support. Create and debug simple programs. Use technology purposefully to create digital content.	Debug, create, organise, store, manipulate, device, instructions, code, safety, website, online.
Year 1	Spring	Bright Lights, Big City	DT and Cooking and Nutrition	To know how to design a purposeful, functional and appealing product based on design criteria To know how to evaluate ideas and products against the design criteria. To know how structures can be made stronger and more stable. To know which tools and resources to use for joining, cutting, shaping and finishing	Follow procedures for safety Using a range of tools and equipment appropriately and safely Measure, mark out, cut and shape materials and components	Design, make, evaluate, structure, stable, safety, functional, product, design criteria, joining, cutting, shaping
Year 1	Spring	Bright Lights, Big City	Music	To know that live and recorded music sounds different. To know how to describe music using music related vocabulary. To know how to use rhyming words.	Appreciation and composition: listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using inter-related dimensions of music.	Rhyme, rhythm, descriptive words: light, heavy, bright, hollow, dull, warm, smooth, scratchy, tempo: fast and slow, dynamics: loud and soft.
Year 1	Spring	Bright Lights, Big City	Science	Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Asking simple questions and recognising they can be answered in different ways Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ... for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?	object, material, hard, soft, stretchy, shiny, dull, rough, smooth, bendy, waterproof, absorbent, transparent, opaque, properties
Year 1	Spring	Bright Lights, Big City	NOTES	Key Question: What is life like in a City? Superb Starter - Use paper and tape to build a free-standing structure, resembling a sky scraper. MIUITM - Trip to Salcey Forest. In connection with the story "Last Tree in the City". Texts: "Beegu", "Last Tree in the City", "Claude in the City", "Katie in London". Cross Curricular Writing - Diary of Samuel Pepys, missing posters. Environment areas: construction, reading, small world, maths and role play, writing. City themed classroom with an aeroplane hanging from the ceiling. Year 1 reading spine on display at all times.		