



JOHN HELLINS PRIMARY SCHOOL

Being the best we can be

Year Group

Year 1



Term

Spring



Project
Title/Theme

Bright Lights, Big City



Subject

Select Subject



Notes

Superb starter: have a stage in the classroom and the children will use props to create a performance for their peers to watch. We will watch a clip of a performance to then reenact. Mix it up in the middle: Bake rolls - linking to the Great fire of London. Ending: Trip to MK museum Key texts: Beegu, Claud, Last Tree in the City, Katie in London Classroom: Hanging airplane from the middle of the room with countries hanging from it. There will be fabrics and lights around the room Visits/Visitors: MK Museum

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Year Group	Term	Project Title / Theme	Subject	Objective	Skills	Vocab
Year 1	Spring	Bright Lights, Big City	Art	<p>To know that Constructing is a 3D art process (constructing is the process of assembling) (3D form)</p> <p>To know that modelling is a 3D art process (clay) (modelling is an additive process where soft material is worked by the artist to build up a shape or form. Clay can be changed or re-worked) (3D form)</p> <p>To know some famous buildings in London and around the world (3D form)</p> <p>To know that architects are people who design buildings (3D form, design)</p> <p>To know that different media can be used to create texture in 3d form using clay (texture)</p> <p>To know that texture is an element of art (texture)</p> <p>To know that different pencil pressure will create dark or light marks (drawing)</p> <p>To know that proportion is a principle of art (drawing)</p> <p>To know that mixing and layering media will create a collage (Textiles and collage)</p> <p>To know that textiles are in</p>	<p>To be able to create 3d forms by constructing using junk modelling</p> <p>To be able to construct by bending, folding and balancing To be able to articulate the role of an architect</p> <p>To be able to describe the texture of objects in the environment</p> <p>To be able to use scissors, rolling pins, knives, forks, cutters and stamps to create texture in clay</p> <p>To be able to make simple joins by manipulating modelling material or pasting carefully</p> <p>To be able to use tools to carve into clay (knives, clay sculpture tool, clay carving tool)</p> <p>To be able to describe the texture of objects in the environment</p> <p>To be able to use scissors, rolling pins, knives, forks, cutters and stamps to create texture in clay</p> <p>To be able to make simple joins by manipulating modelling material or pasting carefully</p> <p>To be able to use tools to carve into clay (knives, clay sculpture tool, clay carving tool)</p> <p>To be able to use pencil pressure to create drawings/sketches for a purpose (lighter marks to be rubbed out/not seen, darker marks for shading or creating depth)</p>	<p>Pencil, wax. chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p> <p>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</p> <p>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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				everyday items (any item that is made from fabric) (textiles)	<p>To be able to explore proportion between sky lines and ground, landscapes and cityscapes</p> <p>To be able to create collage artwork by mixing different media (painted strips of paper, teared paper, tissue paper, card, newspaper)</p> <p>To be able to name different types of textiles in the environment (clothing, curtains, shoes)</p> <p>To be able to use textiles in weaving using a card loom</p>	
Year 1	Spring	Bright Lights, Big City	Computing	<p>To know how to create a code on a BeeBot and an app.</p> <p>To know how to follow instructions online or on an app.</p> <p>To know how to debug program (problem solve).</p> <p>To know how to use technology safely and respectfully.</p>	<p>To be able to program a code into a BeeBot.</p> <p>To be able to program a code into an app (such as CodeMonkey, Scratch Jr.).</p> <p>To be able to debug (solve problems) a code when needed.</p> <p>To be able to use technology safely and respectfully at all times.</p>	Code, instruction, app, problem solving, debug, program, programming, website, online.

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Year 1	Spring	Bright Lights, Big City	DT and Cooking and Nutrition	<p>To know how to design a purposeful, functional and appealing product based on design criteria (technical knowledge)</p> <p>To know how to evaluate ideas and products against the design criteria – does their structure match their design? (Evaluating)</p> <p>To know how structures can be made stronger and more stable (Technical knowledge)</p> <p>To know which tools and resources to use for joining, cutting, shaping and finishing (technical knowledge)</p>	<p>To be able to use a range of tools and equipment appropriately and safely</p> <p>To be able to design and shape materials and components for building</p> <p>To be able to make products more stable by adding further components – making the base wider</p>	Design, make, evaluate, structure, stable, safety, functional, product, design criteria, joining, cutting, shaping

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Year 1	Spring	Bright Lights, Big City	Geography	<p>To know the four countries of the United Kingdom. (England, Wales, Scotland and Northern Ireland).</p> <p>To know the abbreviation for the United Kingdom is 'UK'. (Review prior learning).</p> <p>To know the surrounding seas of the UK (English Channel, the North Sea, the Irish Sea and the Atlantic Ocean)</p> <p>To know the capital cities of the United Kingdom. (London (England), Cardiff (Wales), Edinburgh (Scotland), and Belfast (Northern Ireland)).</p>	<p>To be able to locate the United Kingdom and its four countries, using a world map.</p> <p>To be able to locate the surrounding seas and ocean of the United Kingdom, using an atlas.</p> <p>To be able to locate the capital cities of the United Kingdom, using an atlas.</p>	<p>Atlas, map, world, United Kingdom, UK, England, Wales, Scotland, Northern Ireland, city, capital city, London, Cardiff, Edinburgh, Belfast, ocean, Atlantic Ocean, Irish sea, North Sea, English Channel.</p>

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Year 1	Spring	Bright Lights, Big City	History	<p>To know where, when and how the most memorable buildings on the planet were built and their significance - Eiffel Tower and Taj Mahal</p> <p>To know the events beyond living memory that are significant nationally or globally, like the Great Fire of London and the first balloon flight and why they are so significant in history</p>	<p>To be able to sequence events in their own life.</p> <p>To be able to sequence artefacts that are from obviously different eras.</p> <p>To be able to match objects with people of different ages.</p> <p>To be able to recognise the difference between past and present in their own life.</p> <p>To be able to recount stories from the past.</p> <p>Be able to tell the difference between fact and fiction. Be able to decide if adults talking about the past is reliable.</p> <p>To 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	Music	<p>To know that live and recorded music sounds different.</p> <p>To know how to describe music using music related vocabulary.</p> <p>To know how to use rhyming words.</p>	<p>To be able to appreciate live music (singers or bands) and recorded music are different.</p> <p>To be able to use adjectives to describe a piece of music, such as ""The music is loud and has a fast tempo/speed.""</p> <p>To be able to use rhyming words to make up a short rhyme.</p>	<p>Rhyme, rhythm, descriptive words: light, heavy, bright, hollow, dull, warm, smooth, scratchy, tempo: fast and slow, dynamics: loud and soft, because..., appreciate, live music.</p>

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Year 1	Spring	Bright Lights, Big City	PE	<p>To know how to control body parts during a balance. (Multi-Skills Activities)</p> <p>To know what agility is.</p> <p>To know how to co-ordinate themselves with equipment.</p> <p>To know what co-operation is.</p> <p>To know how to hold an archery bow. (Archery)</p> <p>To know how to load a arrow onto a bow.</p> <p>To know how to shoot a bow and arrow.</p> <p>To know how to hold and roll a goalball. (Goalball)</p> <p>To know how to stop a ball in goalball.</p> <p>To know the objectives of goalball.</p> <p>To know how to hold and roll a kurling stone. (Kurling)</p> <p>To know the order of play in a game of kurling.</p> <p>To know how to hold and roll a boccia ball. (Boccia)</p> <p>To know the order of play in a game of boccia.</p>	<p>To be able to balance with control and use various body parts of the body to do so.</p> <p>To be able to show agility with some control.</p> <p>To be able to co-ordinate with the use of some equipment.</p> <p>To be able to co-operate, compete and challenge themselves as a team in various games.</p> <p>To be able to hold an archery bow with support.</p> <p>To be able to load a arrow onto a bow with support.</p> <p>To be able to shoot a bow and arrow with support.</p> <p>To be able to roll a goal ball towards a target.</p> <p>To be able to defend a bench with their body.</p> <p>To be able to take part in a goalball game with or without a blindfold.</p> <p>To be able to roll kurling stone towards a target.</p> <p>To be able to take turns in a kurling inspired game.</p> <p>To be able to roll a boccia ball towards a target.</p>	<p>Balance, Move, Agility, Co-ordination, Teamwork, Turn-taking, Equipment, Compete, Challenge.</p> <p>Bow, Pull, Arrow, Flight, Shoot, Load.</p> <p>Roll, Goalball, Blindfold, Inclusion, Defend, Goal.</p> <p>Boccia, Ball, Inclusion, Turn-taking</p> <p>Ball, Send, Receive, Throw, Catch, Score, Game.</p>

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				<p>To know how to safely catch a ball. (Ball Skills)</p> <p>To know a variety of ways of stopping a ball.</p> <p>To know a variety of ways to send a ball.</p> <p>To know how to score a game.</p>	<p>To be able to take turns in a game of boccia.</p> <p>To be able to catch a soft ball safely.</p> <p>To be able to throw and catch with a partner.</p> <p>To be able to stop and control a variety of different balls.</p> <p>To be able to send a variety of different balls.</p> <p>To be able take part in a ball game while scoring points.</p>	

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Year 1	Spring	Bright Lights, Big City	RE	<p>To know what are the Sikh stories from the Gods (EYFS know the Milk and Jasmine flower, use Duni Chand and the silver needle) (Stories)</p> <p>To know how the concept of Seva affects Sikh children. (Kindness)</p> <p>To understand who Jewish people believe in (EYFS know the Torah, talk about the people in the Torah)</p> <p>To understand where and how Jewish people worship (EYFS know Jewish people marry, extend to what the building is like and how they pray) (Places of worship)</p>	<p>To be able to use religious keywords to describe similarities and differences between the main beliefs of the six major world religions</p> <p>To be able to use religious keywords and facts to describe the important events in the lives of religious founders</p> <p>To be able to use religious keywords to describe what the important symbols of each religion are</p> <p>To be able to use religious keywords to describe a religious place of worship and a Sacred Scripture</p> <p>To be able to describe what religious people do to show that they are committed to God</p> <p>To be able to retell a religious story</p> <p>To be able to recall and name different beliefs and practises about festivals and ways of life</p> <p>To be able to describe some reasons why people belong to a particular religion.</p> <p>To 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>To be able to compare one aspect of their own experiences in life so far with those of others</p> <p>To be able to describe what their influences in life are and compare and</p>	<p>Guru, Seva, Khalsa, Acceptance, Equality, Family life, Five K's Forgiveness, Gurdwara, Kaur, Meditation, Nishan Sahib, One Creator (Ek Onkar), Respect, Sharing, Sikh, Sikhism (Sikhi), Singh, Ten Gurus, Truth, Turban.</p> <p>Hanukkah, weddings, Synagogue: Ark, Kippah, Tallit, Torah Scrolls, Yad, Shabbat: Kosher Two Candles, Challah, Wine, Jewish Life: Chanukah, Covenant, Dreidel, Maccabees, One God (YHWH), Purim, Rosh Hashanah, Shofar</p>

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					<p>contrast these with the influences that other people have in their lives</p> <p>To be able to recognise religious symbols</p> <p>To be able to ask questions about faith communities in their school</p> <p>To be able to ask questions about puzzling aspects of life.</p> <p>To be able to compare your answers with the answers that a religious person would give.</p> <p>To be able to ask questions about matters of right and wrong and suggest</p> <p>To be able to answers that show understanding of moral and religious issues</p> <p>To be able to identify what special things happen to them and others</p> <p>To be able to identify what is special to them</p>	

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Year 1	Spring	Bright Lights, Big City	Science	<p>To know how to identify and name a variety of everyday materials, including wood, plastic, glass, metal, and rock.</p> <p>To know how to distinguish between an object and the material from which it is made including: wood and door, money coin and metal, window and glass, plastic and ruler, rock and stone.</p> <p>To know the simple physical properties of a variety of everyday materials including: hard, soft, rough, light, heavy, flexible, transparent, opaque, waterproof, absorbent and shiny.</p>	<p>To be able to compare and group together a variety of everyday materials (As above) on the basis of their simple physical properties, using physical objects to classify.</p> <p>To be able to ask simple questions and make a prediction: Which object will float and which will sink? (Conduct a simple scientific test to conclude)</p>	object, material, hard, soft, stretchy, shiny, dull, rough, smooth, bendy, waterproof, absorbent, transparent, opaque, properties

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