












Topic	History	Theme	Children	Year Group	1
Key Question	Who is Jewish and what do they believe?				
Subject	RE				

### Key Vocabulary

 Jewish	 mezuzah	 Hanukkah
 Star of David	 candlesticks	 dreidel
 Shema	 Shabbat	 Jerusalem

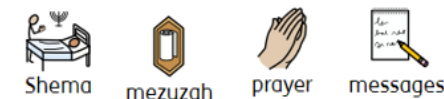


### Prior Knowledge

What is precious to us? What is precious to Jewish people?



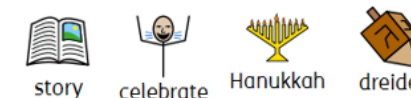
What does a mezuzah remind Jewish people about?



How and why do Jewish people celebrate Shabbat?



What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?



### Key Knowledge



The Torah is written in a language called Hebrew. Many Jewish people believe it is the language of God.



The Star of David is the symbol of Judaism. It is named after King David of ancient Israel and Judah. This shape can often be seen in windows in synagogues.



Topic	History	Theme	Children	Year Group	1
Key Question	How have toys changed?				
Subject	Science - Seasonal Changes				

## Key Vocabulary

**spring** – the season after winter and before summer



**daylight** – natural light from the Sun



**night** – a period of darkness each day when there is no daylight



**weather** – the conditions outside – weather can change daily



**season** – a part of the year

**rain**



**sleet**



**cloud**



**sun**



**wind**



**snow**



## Key Knowledge

There are four seasons in one year.

The season names are spring, summer, autumn and winter.

In spring, plants start to grow.

In spring, some trees regrow their leaves.

Season - a part of the year

In spring, there are more hours of daylight and the nights start to become shorter.

In spring, plants start to grow.

In spring, some trees regrow their leaves.

There are more daylight hours and the nights are shorter in spring.

The weather often changes quickly in spring.

## Prior Knowledge

A year is split into four seasons - Spring, Summer, Autumn and Winter. Autumn is the season when leaves change colour and fall from the trees. Winter is the season when it's cold outside and sometimes it snows.





Topic	History	Theme	Children	Year Group	1
Key Question	How have toys changed?				
Subject	Design and Technology				

## Prior Knowledge

I know a number of transport have wheels.  
I know the shape of wheels.

Accurate	Neat, correct shape, size and pattern with no mistakes.
Axle	A long straight rod which connects to a rotating part (e.g. the wheels of a car).
Axle holder	The part of a mechanism which holds the axle steady.
Chassis	The body of a car.
Design	To make, draw or write plans for something.
Fix	To mend something so that it will work properly again.
Mechanic	A person who can build or mend vehicles or other machines.
Mechanism	Parts of an object that move together to make something work.
Model	A practise version that lets you test out your idea and see how it will look and work.
Test	To find out whether something works as it should.
Wheel	A circular object that turns round. It can be fixed to a vehicle like a car or bicycle to allow the vehicle to move easily over the ground.

## Key Knowledge

To know that wheels need to be round to rotate and move.

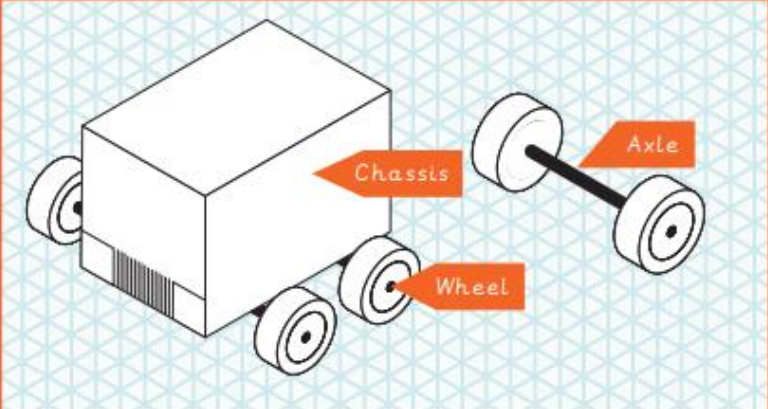
To understand that for a wheel to move it must be attached to a rotating axle.

To know that an axle moves within an axle holder which is fixed to the vehicle or toy.

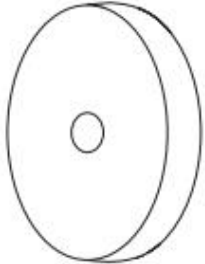


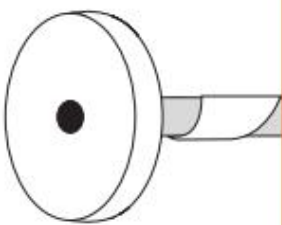
To know that the frame of a vehicle (chassis) needs to be balanced.

To know some real-life items that use wheels.

How do wheels move?  
The wheels need to be round and balance the body of the vehicle.



The wheels need to be attached to an axle. The axle needs to fit inside the axle holder but must not be attached to the axle holder otherwise the wheels will not turn properly.

Wheel	Axle	Axle holder
		
		



Topic	History	Theme	Children	Year Group	1
Key Question	How have toys changed?				
Subject	Music				

## Prior Knowledge

I understand timbre, pulse and rhythm.  
I can play a number of instruments.

## Vocabulary

**Timbre** The quality of sound e.g. smooth, scratchy, twinkly.

**Pulse** The heartbeat of the music. Sometimes called the 'beat'.



We can clap along in time, we can move our bodies in time, we can march in time to the beat of the music.

**Rhythm** A pattern of long and short sounds.



## Key Knowledge

- Chant the well-known phrase, "I'll huff..."
- Make changes to their voices to represent a character.

- Choose a suitable sound to represent a specific point in a story.

- Play a rhythmic pattern along with their spoken words.

- Identify and hold up the correct sign to correspond to some music.

- Play/chart along with the elements of a story with prompting from the teacher.

We are listening to a classical 'symphonic fairytale' called 'Peter and the Wolf' composed by Prokofiev in 1936.



A symphony is a piece of music which has been composed to be played by a full orchestra. Symphonies are usually quite long pieces which are divided into parts.

## Instruments



Different instruments have different 'timbres'. In 'Peter and the Wolf', the animals are represented by instruments with different timbres.

Peter - Violin



Cat - Clarinet



Hunter - Timpani



Duck - Oboe



Wolf - French horn



Grandfather - Bassoon

Bird - Flute





Topic	History	Theme	Children	Year Group	1
Key Question	How have toys changed?				
Subject	Computing				

### Prior Knowledge

I know how to use Purple Mash to explore different apps.  
I can add text using the keyboard.

### Key Knowledge

#### Key Questions

**What is coding?**

Writing instructions in a way that a computer can interpret them to make a program.

**Why is it useful to design before coding?**

It helps you to get a clear idea of what you want your program to do. You can use the design to decide which objects you need to add, what to call them and what actions they should perform.

**How can you make characters move in a 2Code program?**

In design mode, add a character. Change properties such as the name and scale. Exit from design mode and drag your character's code block into the coding window. From the properties menu, select right, left, up or down.

### Key Learning

- To understand what instructions are and predict what might happen when they are followed.
- To use code to make a computer program.
- To understand what object and actions are.
- To understand what an event is.
- To use an event to control an object.
- To begin to understand how code executes when a program is run.
- To understand what backgrounds and objects are.
- To plan and make a computer program.

### Key Vocabulary

**Action**  
Types of commands which are run on an object. They could be used to move an object or change a property.

**Code**  
Instructions written using symbols and words that can be interpreted by a computer.

**Event**  
Something that causes a block of code to be run.

**Algorithm**  
A precise step by step set of instructions used to solve a problem or achieve an objective.

**Command**  
A single instruction in a computer program.

**Execute**  
To run a computer program.

**Background**  
The part of the program design that shows behind everything else. It sets the scene for the story or game.

**Debug/Debugging**  
Finding a problem in the code and fixing it.

**Input**  
Information going into the computer. Can include moving or clicking the mouse, using the keyboard, swiping and tilting the device.

**Animation**  
An object that moves on screen.

**Background**  
An image inserted into a file that sits behind text, objects, or buttons.

**Clip-art Gallery**  
A place in software such as 2Create a Story where a library of images can be found and inserted into a file.

**E-book**  
A book that can be read on the computer or on a tablet.

**Edit**  
Edit means to change something. For example, change some text to improve it.

**Font**  
The style of text used in a piece of writing on a computer or tablet.

**Sound**  
Sounds can be uploaded into software from a file or created.

**Sound Effect**  
A sound other than speech or music made for use in a play, film or computer file.

**Text**  
Words, letters, numbers or symbols entered into a computer, such as writing text in 2Create a Story.



Topic	History	Theme	Children	Year Group	1
Key Question	How have toys changed?				
Subject	History				

### Prior Knowledge

There are different types of toys that move in different ways.  
 Names of common materials and what they look and feel like.  
 The chronology of my family history and that people who are older than me, were born before me.  
 There was a time before my grandparents were born.  
 An understanding of which toys I played with as a baby, toddler and 5 year old.

### Key Knowledge

- Toys have changed over time. They have existed for thousands of years.
- Toys were made out of the materials available at the time. In the past, these were mainly wood, paper and metal.
- Modern toys are mainly made of plastic as this is usually easier to make things with and considered safer.
- People who lived before us played with different toys.
- 'Past' means what has happened before now
- 'Present' means what is happening right now
- Some toys our parents and grandparents played with are the same and some as those we play with now and some are different.

Victorian Toys    Early 20<sup>th</sup> Century Toys    Grandparents' Toys    Parents' Toys    Your Toys

after    before    3 4 1 5 2  
↓  
1 2 3 4 5  
chronology    same    different

plastic    wood    generation    hand made

new    now    old    past    present

then    era    similar    current



Topic	History	Theme	Children	Year Group	1
Key Question	How have toys changed?				
Subject	Spanish - My Ideal House				

## Prior Knowledge

una piscina



una cafetería



un cine



un parque



una panadería



una escuela



una pista de patinaje



## Mi casa ideal

sound in:

ñ

- un cuarto de ba<sup>ñ</sup>o
- dise<sup>ñ</sup>ar

sound in:

j

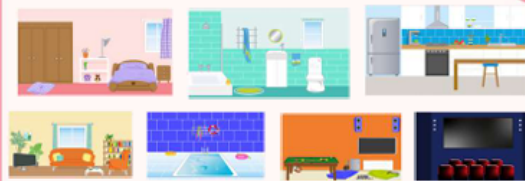
- un cuarto de jue<sup>j</sup>gos

accents

- un sal<sup>o</sup>n
- una pel<sup>i</sup>c<sup>u</sup>la

phonics

7 key rooms of the house.



A key phrase for each room of the house in Spanish like:



En mi casa ideal hay un cine.

(In my dream house, there is a cinema room).

vocabulary

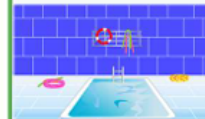
As this is an introductory unit, there is no grammar taught.

There will however be an opportunity to introduce the concept of gender in Spanish (however this is not taught explicitly):



un dormitorio

masculine singular indefinite article/determiner



una piscina

feminine singular indefinite article/determiner

grammar

## What I will learn:

- Objective 1: I will be introduced to 2 key rooms of the house and say a phrase about these rooms.
- Objective 2: I will be introduced to a 3<sup>rd</sup> room of the house and say a phrase about this room.
- Objective 3: I will be introduced to a 4<sup>th</sup> room of the house and say a phrase about this room.
- Objective 4: I will be introduced to a 5<sup>th</sup> room of the house and say a phrase about this room.
- Objective 5: I will be introduced to a 6<sup>th</sup> room of the house and say a phrase about this room.
- Objective 6: I will be introduced to a 7<sup>th</sup> room of the house and say a phrase about this room.