










Topic	Seaside	Theme	Leadership	Year Group	1
Key Question	How should we care for the world and for others, and why does it matter?				
Subject	RE				

Key Vocabulary		
 kingdom	 paralysed	 neighbour
 sukkot	 tzedekah	 Etrog
 Lulav	 obey	 sacred

What should I already know?

God created the universe.
The Earth and everything in it are important to God.
Humans should care for the world because it belongs to God.

Key Knowledge

Give examples what Jesus said about the importance of people.
Identify two examples of religious believers caring for people.
Say what you know about the Jewish practice of Tzedekah.
Identify the links between the teaching in the Torah and caring.
Give simple reasons why Jesus told the story of the Good Samaritan.
Answer questions such as what would it be like if everyone followed the golden rule?
Describe different ideas about what God might be like from reading the creation story.
Share their own creative ideas about what the creation story says about God.



Topic	Seaside	Theme	Leadership	Year Group	1
Subject	DT				

What should I already know?

I have explored different fruits and vegetables.
I have looked at a range of seeds.
I know how to stay safe when cooking and preparing food.
I know about a healthy, balanced diet.

Key Knowledge

Describe fruits and vegetables and explain how to identify fruits.
Name a range of places that fruits and vegetables grow.
Describe basic characteristics of fruit and vegetables.
Prepare fruits and vegetables to make a smoothie.

Skills



Vocabulary

- cut** To use a knife to make something smaller.
- fruit** The part of a plant that has the seeds in.
- ingredients** The foods needed to make a recipe.
- juice** To get the juice out of a fruit or vegetable.
- juicer** Something used to get juice from a fruit.
- leaf** The flat green part of a plant that grows from a branch or stem.
- root** Part of a plant that takes water and other things from the soil.
- seed** New plants grow from it.
- stem** The long, thin part of a plant that holds it up.
- table knife** A tool used for cutting.
- vegetable** Any part of a plant that you can eat.



Topic	Seaside	Theme	Leadership	Year Group	1
Subject	Music				

What should I already know?

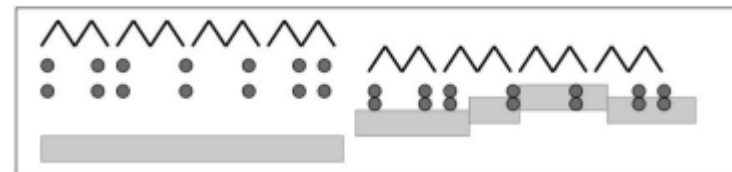
- I understand timbre, pulse and rhythm.
- I can play a number of instruments.

Key Knowledge

- Create movements that match the music, explaining why they are moving in that way.
- Identify descriptive sounds within the music.
- Recreate and then adapt descriptive sounds heard using their voice or body.
- Make appropriate instrument choices to represent a descriptive sound.
- Control instruments and voices to make both quiet and loud sounds.
- Follow simple instructions during a group performance.
- Create their own graphic score and play from it.
- Make more than one sound on their instrument and with their voice.

Vocabulary

Graphic score Pictures, symbols, lines or shapes to represent sound.



Dynamics The volume of the music (loud or quiet).



Tempo The speed of the music (fast or slow).



Pitch How high or low a sound is.

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

Vocal sounds Sounds made with your vocal chords, such as talking, singing, humming and shushing.

Instruments

Percussion instruments Instruments which are played by shaking, tapping or scraping with your hand or a beater.



Topic	Seaside	Theme	Leadership	Year Group	1
Subject	Spanish				

What should I already know?

I know how to say 1-5 in Spanish.
 I have learnt how to say simple colours in Spanish.
 I know that un and una are used to show if a noun is masculine or feminine.

Key Knowledge

I will learn how to say 10 minibeasts and will learn to follow some instructions in Spanish in preparation for the race.
 I will listen to and watch the story of the sports day race in Spanish and find out who wins.

Las minibestias

phonics

ll sound in:
 • Guillermo 

j sound in:
 • abeja 

ñ sound in:
 • araña 

r sound in:
 • Raquel, la rana 

vocabulary

10 minibeasts in Spanish.



Simple instructions in Spanish.

 **sentaos**



Topic	Seaside	Theme	Leadership	Year Group	1
Key Question	Why do people visit the seaside for holidays?				
Subject	Geography				

What should I already know?

Identifying the 4 countries that make up the United Kingdom.
 Identifying and creating our own maps.
 I know about puppet shows.

Key Knowledge

The UK (United Kingdom) is made up of four main countries; England, Scotland, Wales, Northern Ireland and many other small islands.
 The coastline around the UK is where you find seaside resorts. A seaside resort has many physical features, such as the beach, bays, cliffs and caves which have been made naturally. Human features found at the seaside might include; the pier, a lighthouse and a fairground. These features are all man-made.
 There are lots of seaside resorts in the United Kingdom that have been popular for many years, such as St Ives, Bournemouth, Blackpool and Brighton.
 In Victorian times, people would travel to the seaside to enjoy activities such as a puppet show or to go sea bathing.



Local	A place nearby to where you live.
national	A place within the same country.
United Kingdom	England, Scotland, Wales and Northern Ireland.
feature	An interesting or important part.
physical	A feature that has been formed by nature.
human	A feature that has been made or changed by humans.
coast	The part of the land nearest to the sea.
cliff	A high and steep rock face, usually near the sea.
bay	Part of the coast where the land curves in and is surrounded by the sea on three sides.
harbour	A place where ships or boats moor (tie up).
pier	A structure built out into the water for people to walk on.



Grace darling