



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

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 of 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.



Subject

DT

Theme

Leadership

Year Group

1

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.

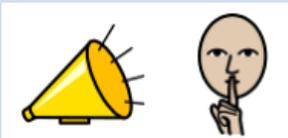


Subject	Music	Theme	Leadership	Year Group	1
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Key Knowledge

Sections of music can be described as loud, quiet or silent and the meaning of these terms. Notation is read from left to right.

Key Vocabulary

Dynamics		How loud or quiet music sounds.
Seaside		A place by the sea with waves and sand.

What should I already know?

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

Music - Dynamics (Seaside)

instrument

An object played to make musical sounds, e.g. a piano, drum, etc.



symbol

A small drawing that shows sounds.

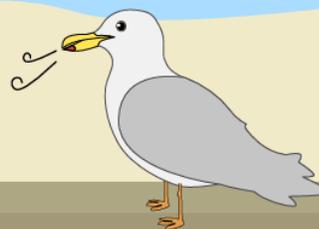
volume

How loud or quiet a sound is.



soundscape

The mixture of different sounds that are heard in a particular place.





Subject

Spanish

Theme

Leadership

Year Group

1

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 be introduced to the characters, Anita and her teddy bear, Osito, and will learn how to say 'a picnic' in Spanish and hear this in the song.
 I will learn how to say 'the forest' and will hear this in the song.
 I will learn how to say 'a sandwich' and will hear this in the song.
 I will learn how to say 'a juice' and will hear this in the song.
 I will learn how to say 'hide-and-seek' and will hear this in the song.
 I will listen to the story of Anita and Osito's day out and will find out what they do.

Anita y Osito

phonics

sound in:

CO • escondite
 • ¿Cómo estás?



sound in:

ll • bocadillo



accents

like in:

• sí
 • ¿Qué...?

vocabulary

5 key elements from the story.



A key phrase for each element from the story in Spanish like:



Vamos de picnic.



Subject

Computing

Theme

Leadership

Year Group

1

What should I already know?

- Basic understanding of what technology is.
- Experience using digital tools and saving work.
- Awareness of online safety and responsible use.
- Ability to observe and record simple information.

Key Vocabulary

Computer

An electronic device for storing and processing data.

Technology

Science and engineering knowledge put into practical use to solve problems or invent useful tools.

Key Knowledge

Technology uses knowledge to solve problems

Technology in School



What else did you find?

What technology helps with each situation?

Technology outside



Technology at home





Subject

Science

Theme

Leadership

Year Group

1

Key Knowledge

Seasonal plant and animal changes - More plant growth and peak animal numbers occur in summer.

Daylight hours - Summer has the longest daylight hours, while winter has the fewest.

Temperature differences - Summer is the warmest season, and winter is the coldest.

The four seasons - Children will understand spring, summer, autumn and winter.

Comparing seasons - They will examine similarities and differences between all four seasons.

Weather observations - Children will track and describe weather changes over a week.

Clothing choices - They will think about how weather impacts what people wear.

Predicting seasonal changes - They will guess what happens when summer shifts to autumn.

Linking seasons and nature - They will connect seasonal changes to tree leaves and animal activity.

Factual recall - They will remember key facts, like which seasons are coldest or warmest.

Key Vocabulary

summer



the season after spring and before autumn

season

one of four parts of the year

daylight



light from the Sun

weather



the conditions outside

night



a period of darkness each day when there is no daylight

rainy



record



write information

windy



winter



the season after autumn and before spring

cloudy



autumn



the season after summer and before winter

sunny



spring



the season after winter and before summer

What should I already know?

Winter - It is the coldest season, with the fewest daylight hours. Some trees lose their leaves, and animals may hibernate.

Autumn - Leaves change colour and fall from trees. Temperatures get cooler, and animals prepare for winter.

Spring - Flowers start to bloom, trees grow new leaves, and the weather gets warmer after winter.



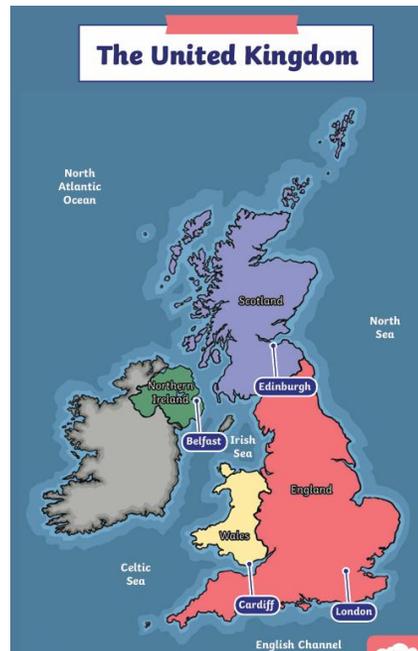
Topic	Seaside	Theme	Leadership	Year Group	1
Key Question	What is it like by the coast?				
Subject	Geography				

What should I already know?

- Know the four countries that make up the UK.
- Know the capital cities of these 4 countries.
- Know the names of the seas that surround the UK.
- Know that the continent we live in is Europe.
- Know some characteristics of the four countries in the UK e.g. Scotland has lots of mountains.

Key Knowledge and Skills

- Know and understand the terms: coast, cliff, beach, sea, ocean.
- Identify the coast as where land meets sea.
- Locate UK coasts using maps.
- Use basic compass directions (N, E, S, W).
- Identify Weston-Super-Mare on a map.
- Recognise human and physical features.
- Know human features in a coastal town: port, shop, office, harbour, town.
- Describe how people live and work in coastal areas.
- Label physical and human features.
- Describe human use of the coast.
- Understand local changes over time.



Key Vocabulary

Cliff		A tall, steep rock face, like a giant wall
Beach		A sandy or pebbly place by the water
Sea		A big salty water area smaller than an ocean,
Ocean		A HUGE, deep-water place that covers most of the Earth.
Physical		Natural things you see in the world, like mountains, rivers, and trees.
Human		Things people build or change, like houses, roads, and cities.
Compass		A small tool that helps you know which direction to go
Town		A place where lots of people live, with houses, schools and shops.
Port		A place near water where boats and ships park.
Shop		A place where you can buy things like toys, food and clothes.
Office		A place where people work at desks.
Harbour		A safe place near land where boats can rest and stay.
Local		Something close to where you live.