









Subject	RE	Theme	Creation	Year Group	1
Key Question	Who do Christians say made the world?				

Key Vocabulary		
 creation	 creator	 natural
 man made	 praise	 grace




**Prior Knowledge**

Christians believe that:  
 God created the universe.  
 The Earth and everything in it are important to God.  
 God has a unique relationship with human beings as their Creator and Sustainer.  
 Humans should care for the world because it belongs to God.

**Key Knowledge**

'Creation' is just the start of a 'big story' for the Bible and, Christians say, for humans too.  
 Christians believe God created the world, so they should be thankful. One key way for Christians to show thankfulness to God is for them to be generous to those with less. In Matthew 10:8, Jesus said to his followers, 'Freely you have received, freely give.'  
 God rests on the seventh day, not because he is tired, but because resting is such a great thing to do!  
 Recognise the link with the day of rest as one way that God looks after humans; so humans should look after the world.

**DAYS OF CREATION IN GENESIS ONE** © AIG 2004

<b>DAY 1</b>  EARTH, SPACE, TIME & LIGHT	<b>DAY 2</b>  ATMOSPHERE	<b>DAY 3</b>  DRY LAND & PLANTS
<b>DAY 4</b>  SUN, MOON & STARS	<b>DAY 5</b>  SEA & FLYING CREATURES	<b>DAY 6</b>  LAND ANIMALS & MAN



Subject

DT

Theme

Creation

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1

### Prior Knowledge

I know a range of ways to join materials.  
 I can design projects.  
 I know about puppets from our previous topic about toys old and new.

Decorate	To add details to a design to improve its appearance.
Design	To make, draw or write plans for something.
Fabric	A natural or man-made woven or knitted material that is made from plant fibres, animal fur or synthetic material.
Glue	A sticky liquid that can join two things together.
Model	A practise version, often on a smaller scale, that lets you test out your idea and see how it will look and work.
Hand puppet	A toy that you can make move by putting your hand inside it
Safety pin	A 'U' shaped pin with a cap where the needle slots in securely after fastening.
Stencil	A shape that you can draw around.
Technique	A way of doing something to complete a task.
Template	A stencil which you use to help you draw a shape more easily on to different materials.

### Key Knowledge

Join fabrics together using pins, staples or glue.

Design a puppet and use a template.

Join their two puppets' faces together as one.

Decorate a puppet to match their design.

You will use a variety of techniques to create your puppet including cutting, gluing, stapling and pinning.

What colour fabric will you choose for your puppet?  
 What colour hair will your puppet have?  
 What kind of eyes, nose and ears will your puppet have?



Subject

Computing

Theme

Creation

Year Group

1

### Prior Knowledge

- Algorithms
- Logical decision making
- Sequencing instructions
- Following instructions
- Coding a 'turtle'
- Creating programs using sequencing and repeat.
- Visual use of the Logo programming language.
- Program logic and structure.



### 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.

#### Input

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

#### Debug/Debugging

Finding a problem in the code and fixing it.

#### Background

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

### Key Knowledge

#### code view

code blocks

objects

command

actions

event

algorithm

debugging

#### design view

execute program (run code)

objects

attributes

background

#### Instructions

Detailed information about how something should be done.

#### Properties

All objects have properties that can be changed in design or by writing code e.g. image, colour and scale properties.

#### Scene

The background and objects together create a scene.

#### Object

An element in a computer program that can be changed using actions or properties.

#### Run

To cause the instruction in a program to be carried out.

#### Sound

This is a type of output command that makes a noise.

#### Output

Information that comes out of the computer e.g. sound.

#### Scale

The size of an object in 2Code.

#### When clicked

An event command. It makes code run when you click on something (or press your finger on a touchscreen).



Subject

Art and Design

Theme

Creation

Year Group

1

## Prior Knowledge

I can use a range of materials to mark make.  
I have done observational drawings in EYFS.

Bridget Riley

Zaria Forman

Renata Bernal

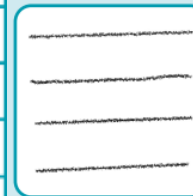
Wassily Kandinsky

Ilya Bolotowsky

## Key Knowledge

- Show knowledge of the language and literacy to describe lines.
- Show control when using string and chalk to draw lines.
- Experiment with a range of mark-making techniques, responding appropriately to music.
- Colour neatly and carefully, featuring a range of different media and colours.
- Apply a range of marks successfully to a drawing.
- Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.

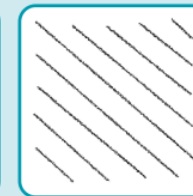
<b>Geometric</b>	Mathematical shapes with straight lines, angles and point
<b>Horizontal</b>	Flat or level with the ground and not at an angle to it
<b>Irregular</b>	When shapes or lines are not formed of the same sizes
<b>Line</b>	A mark on a surface can be different lengths, widths and create shapes
<b>Mark-making</b>	The creation of different lines, patterns and shapes
<b>Observation</b>	To look at something carefully
<b>Regular</b>	A consistent size or pattern
<b>Texture</b>	A surface quality that is not flat
<b>Vertical</b>	Pointing straight up at a 90 degree angle from a horizontal base



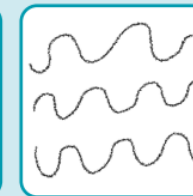
Horizontal



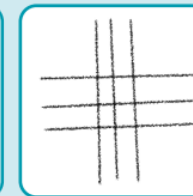
Vertical



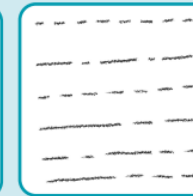
Diagonal



Wavy



Cross-hatched



Broken



Subject	Music	Theme	Creation	Year Group	1
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### Prior Knowledge

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

#### Percussion instruments

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

#### Tuned percussion

Percussion instruments you **can** play tunes on.

Glockenspiel



Chime bars



Xylophone

#### Untuned percussion

Percussion instruments you **cannot** play a tune on.

Drum



Tambourine



Maracas



Claves



### Key Knowledge

Explain what pitch means.  
 Identify whether a note is higher or lower.  
 Create a pattern using two pitches, then play or sing it.  
 Explain what tempo means.  
 Identify simple tempo changes in music.  
 Perform a pattern that gradually gets faster (accelerando).  
 Contribute to a group composition and performance by creating, selecting, combining and performing sounds.  
 Suggest improvements to their work.

#### Accelerando

A musical term to describe when the speed of the music gets faster and faster.

#### Compose

To create or write an original (new) piece of music.

#### Pitch

How high or low a sound is.

#### Tempo

The speed of the music (fast or slow).





Subject	Spanish	Theme	Creation	Year Group	1
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### Prior Knowledge

I know how to say 1-5 in Spanish.  
 I know the names of ten mini beasts.  
 I know seven key places in a town.  
 I know seven key rooms in a house.

**phonics**

sound in: **ll** • amarillo 

sound in: **j** • rojo 

**accents** • superheroe  
 • superheroína

**vocabulary**

The colour for each superhero in Spanish.



Simple phrases in Spanish like:

**Sé volar.**  
**Sé saltar.**  
**Sé correr.**

**grammar**

The concept of gender in Spanish :

**Soy un superhéroe.**

**Soy una superheroína.**

### What I will learn:

- Objective 1: I will be introduced to the superhero character Vera and the colour 'green' in Spanish.
- Objective 2: I will be introduced to the superhero character Azure and the colour 'blue' in Spanish.
- Objective 3: I will be introduced to the superhero character Amarilda and the colour 'yellow' in Spanish.
- Objective 4: I will be introduced to the superhero character Nathan and the colour 'orange' in Spanish.
- Objective 5: I will be introduced to the superhero character Rubina and the colour 'red' in Spanish.
- Objective 6: I will be introduced to the superhero character Morane and the colour 'purple' in Spanish.



Topic	Plants	Theme	Creation	Year Group	1
Key Question	What do plants need to grow?				
Subject	Science				

### Prior Knowledge

I know that plants grow.  
 I know that some trees lose their leaves in the autumn and winter.  
 I can observe and draw pictures of plants.



### Key Knowledge

The names of some common garden plants.  
 The difference between deciduous and evergreen trees:

- Deciduous trees lose their leaves in the autumn every year.
- Evergreen trees have green leaves all year round.

Living things usually grow from the ground.  
 The names of some common wild plants.

