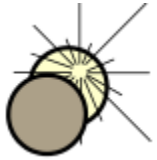
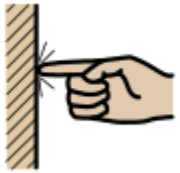
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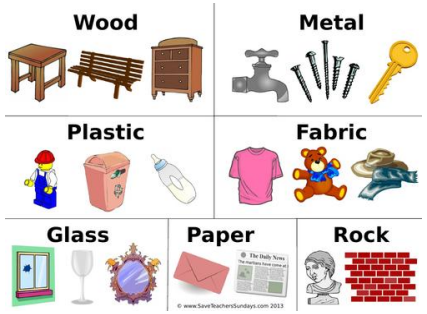
Topic	The Great Fire of London	Value	Trust	Year Group	1
Subject	Science - Materials				

Key Vocabulary

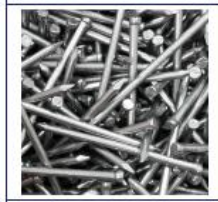
Material 	The substance used to make an object
shiny 	Having a smooth, reflective surface.
dull 	Lacking brightness
soft 	Something that is not hard and easy to touch
hard 	Something that is not easily broken

Key Knowledge

- Materials are the substances that things are made from.
- We use lots of different materials every day, e.g. metal, plastic, wood and glass.
- Different materials have different physical properties which make them useful for different things.
- A property is a quality that describes what something is like or how it behaves.
- Some materials are used to make many different things.



Properties of Materials

Metal	Glass	Wood	Plastic	Fabric	Paper
					
• hard • strong • shiny	• transparent • smooth • stiff	• hard • strong • stiff	• strong • shiny • bendy	• soft • bendy • opaque	• absorbent • dull • smooth

What should I already know?

The names of some materials e.g. wood and plastic.
What materials some common objects are made from.
That objects feel and look different based on the material they are made from.
That materials can sometimes change e.g. melting.

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Topic	Great Fire of London	Value	Trust	Year Group	1
Key Question	Why did the great Fire of London spread so far & so fast?				
Subject	History				

Key Vocabulary


London


bakery


fire


water


cathedral


river


Pudding


Lane

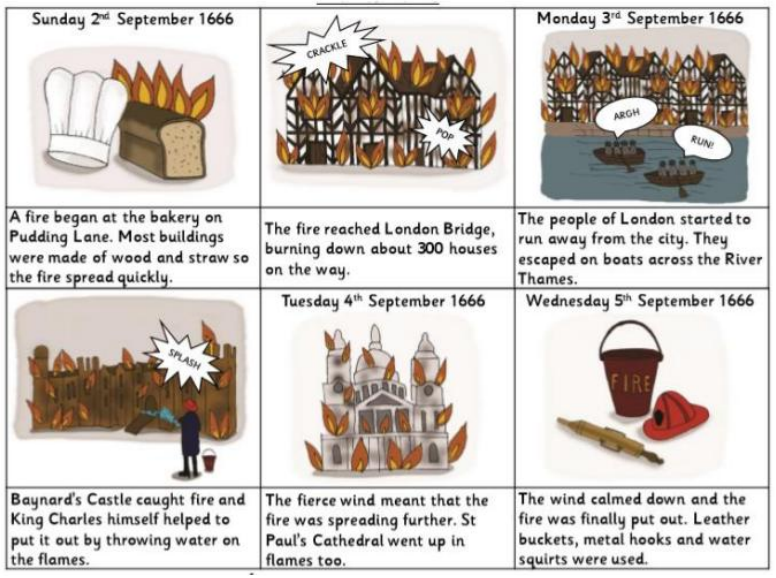

Thomas Farriner

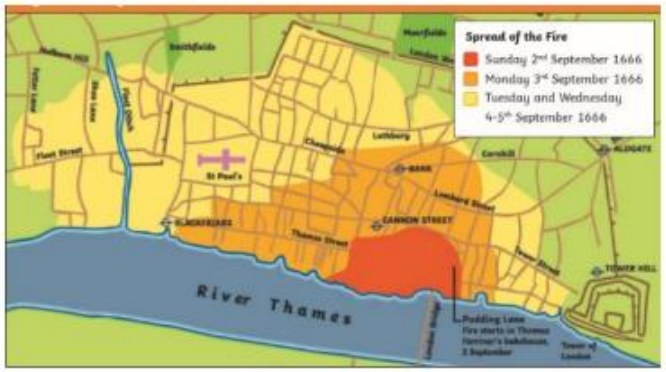

King Charles II

What should I already know?

How to stay safe in a fire and how to call for help from the Fire Service.
The difference between past and present.

Key Knowledge





What will I learn?

- That the Great Fire of London happened in September 1666.
- That the fire began in a bakery in Pudding Lane.
- Before the fire began, there had been a drought that had lasted 10 months in the city of London.
- At the time of the fire, lots of homes were made from wood and straw and were built very close together.
- That we now know what happened because people wrote their experiences.
- That Samuel Pepys wrote a diary.
- That to fight the fires people would have used leather buckets, metal hooks and water squirt.

Ridgeway Farm CE Academy - Knowledge Organiser

Subject	RE	Value	Trust	Year Group	1
Key Question	Who is Jewish and what do they believe?				

Key Vocabulary

 Jewish	 mezuzah	 Hanukkah
 Star of David	 candlesticks	 dreidel
 Shema	 Shabbat	 Jerusalem

Key Knowledge

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

 mezuzah
 candlesticks
 challah
 bread

What does a mezuzah remind Jewish people about?

 Shema
 mezuzah
 prayer
 messages

How and why do Jewish people celebrate Shabbat?

 creation
 holy
 day
 prayer
 tidy
 Shabbat
 table

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

 story
 celebrate
 Hanukkah
 dreidel

What should I already know?

People can have different ideas and beliefs.
Christianity is one religion out of many.

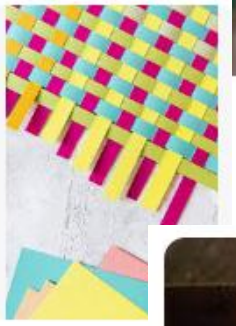
Ridgeway Farm CE Academy - Knowledge Organiser

Topic	The Great Fire of London	Value	Trust	Year Group	1
Subject	Art and Design: Woven Wonders				

Key Vocabulary

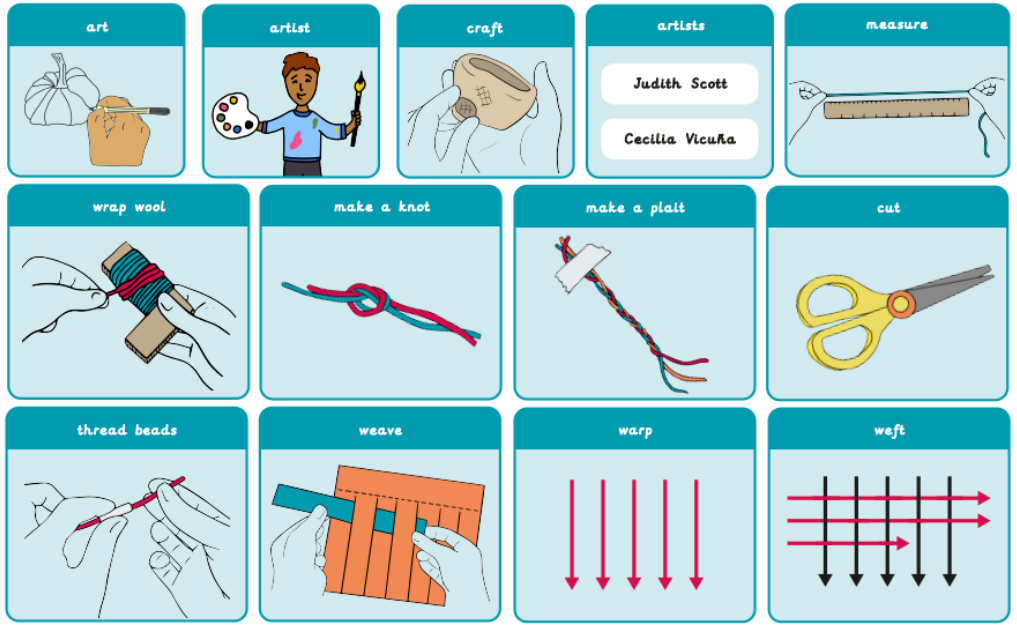
warp	weave
weft	thread
plait	wool
knot	loom







Key Knowledge



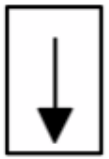
What should I already know?

To use scissors accurately and safely to cut a range of materials.
To thread a range of materials in different ways e.g. beads on string.
To have explored a range of joining techniques for paper and card and be able to make choices about which technique to use.
To be able to fold, cut and curl paper.

Ridgeway Farm CE Academy – Knowledge Organiser

Topic	The Great Fire of London	Value	Trust	Year Group	1
Subject	Design and Technology – Structures: Constructing a pencil pot				

Key Vocabulary

 base	 better	 compare
 design	 freestanding	 stable
 structure	 unstable	 user
 worse	 pencil pot	

Key Knowledge

- Design: Identify who a product is for (the user) and what it is for (the purpose). Think about what others need and how designs solve problems.
- Develop ideas: Explore existing products, share ideas and use simple drawings to communicate designs.
- Select materials and tools: Choose suitable materials and explain choices. Select and use tools, such as scissors and glue, safely and appropriately.
- Make: Develop cutting skills by cutting straight lines and simple shapes, using card and other materials. Use measuring aids, such as lolly sticks, to create even spacing.
- Evaluate: Talk about existing products, compare designs for different purposes and share what they like about their own and others' work. Listen to feedback and use it to improve designs.
- Technical knowledge: Explore different types of structures, including buildings and freestanding structures. Build stable structures using card, supports and cylinders.

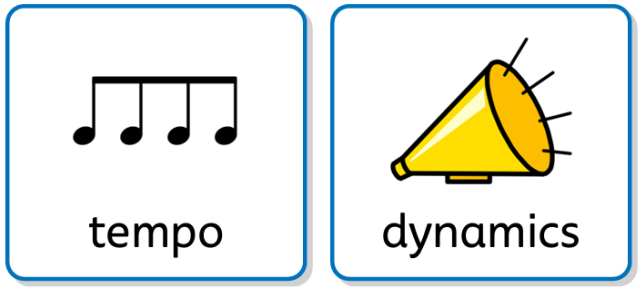
What should I already know?

How to share ideas and talk about what they like and dislike.
How to recognise different materials and describe their simple properties.
How to use basic tools, such as scissors and glue, with support.
How to join materials together using simple techniques.
How to draw simple pictures to communicate ideas.
How to recognise different structures and identify what they are used for.

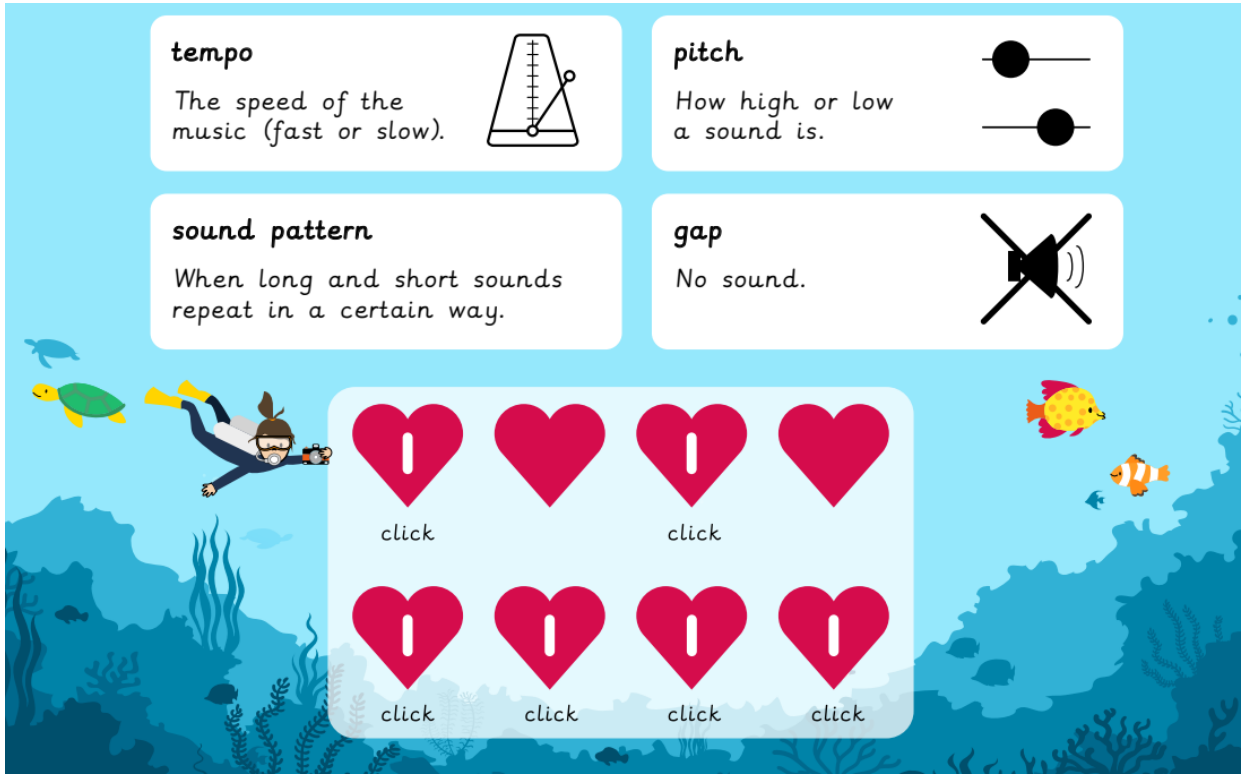
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Topic	The Great Fire of London	Value	Trust	Year Group	1
Subject	Music - Musical Symbols: Under the Sea				

Key Vocabulary



Key Knowledge



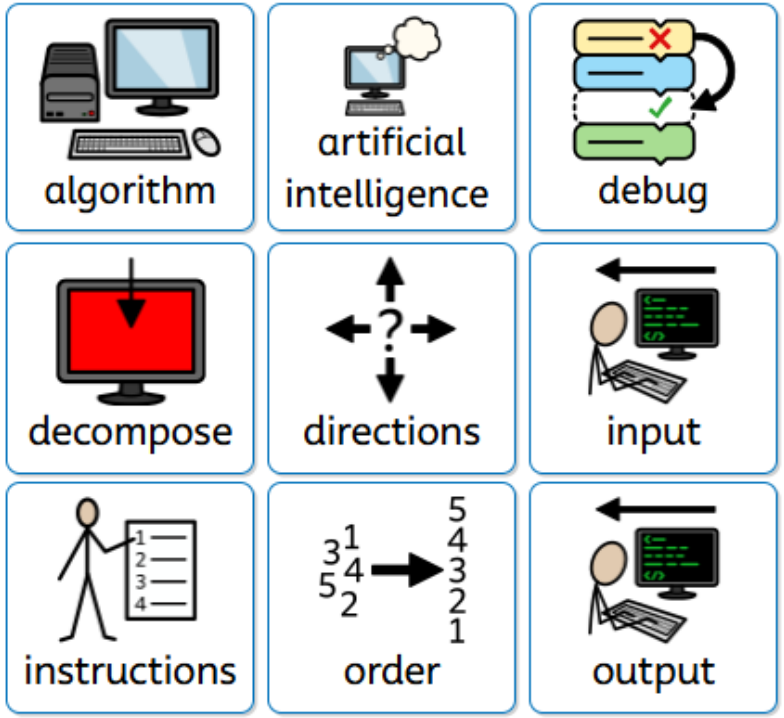
What should I already know?

To identify high and low-pitched sounds.
To show tempo changes.
To perform a piece of music.

Ridgeway Farm CE Academy – Knowledge Organiser

Topic	The Great Fire of London	Value	Trust	Year Group	1
Subject	Computing – Algorithms				

Key Vocabulary



Key Knowledge and Skills

- Recognising that some devices are input devices and others are output devices.
- Learning that decomposition means breaking a problem down into smaller parts.
- Using decomposition to solve unplugged challenges.
- Developing the skills associated with sequencing in unplugged activities.
- Following a basic set of instructions.
- Assembling instructions into a simple algorithm.
- Learning to debug instructions when things go wrong.
- Learning to debug an algorithm in an unplugged scenario.

- An algorithm is when instructions are put in an exact order.
- Decomposition means breaking a problem into manageable chunks, which is important in computing.
- Errors in an algorithm are called bugs and fixing these is called debugging.

What should I already know?

That computers can follow given instructions.
To have planned using an algorithm design.