

Structures – Constructing Windmills

Essential Vocabulary	
Client	The person who you are designing something for
Net	A flat 2D shape that can become a 3D shape once assembled
Stable	Object does not easily topple over
Structure	Something that has been made and put together. For example, a bridge, a chair.
Windmill axle	The point from which the turbine or sails move
Windmill structure	The parts that makes the windmill stand up
Windmill turbine	The parts that move in the wind
Test	To find out if something works

Links to Prior Learning
<ul style="list-style-type: none"> In Reception, children will have been exposed to different types of structures, although they may not have been named 'structures' during their time in reception. Children will have been exposed to the design, make an evaluate process in design technology. Children will have constructed objects in their continuous provision.

Key Knowledge
<ul style="list-style-type: none"> To understand that the shape of materials can be changed to improve the strength and stiffness of structures. To understand that cylinders are a strong type of structure (and, therefore, they are the main shape used for windmills and lighthouses). To understand that axles are used in structures and mechanisms to make parts turn in a circle. To begin to understand that different structures are used for different purposes. To know that a structure is something that has been made and put together.

Key Skills
<ul style="list-style-type: none"> Learning the importance of a clear design criteria. Including individual preferences and requirements in a design. Making stable structures from card, tape and glue. Learning how to turn 2D nets into 3D structures. Following instructions to cut and assemble the supporting structure of a windmill. Making functioning turbines and axles which are assembled into a main supporting structure.

Key Questions
<ul style="list-style-type: none"> What materials are best suited for stability? Why do we have wind turbines? What makes wind turbines move? What is a mechanism? Why do we use nets to help us construct a shape?





Year 1- African printing



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Essential Vocabulary

Africa	Is the second largest continent in the world.
Print	To make a copy.
Mono print	A form of printmaking where the image can only be made once.
Rubbings	An impression of a design, made by rubbing on paper laid over it with different media.
Natural	Existing from nature.
Man-made	Made or caused by human being.
Pattern	A repeated decorative design.
Evaluate	To form an idea about something.

Links to Prior Learning

- EYF5- mark making and experimenting with media and materials.

Key Knowledge

- Printing makes a copy.
- Adinkra Symbols originate from West Africa in Ghana and appear on a variety of things, including fabrics, sculptures, and artwork.
- Adinkra cloth is made by block printing as well as screen printing.

Key Questions

- Can we locate the continent Africa?
- What is printing?
- What does Adinkra mean?
- How do you make a repeated pattern?
- What is the difference between natural and man-made things?
- Can you name any media?
- Do you like your work? What would you change?

Key skills

Printing with objects (natural and man-made)



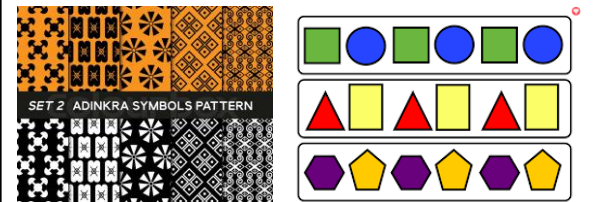
monoprint



Rubbings



Repeating pattern



Year 1 – Autumn 1– Art

Events Beyond Living Memory - What impact did the Great Fire of London have on the city of London?

Essential Vocabulary	
Significant	Something that is important
Anniversary	A special day that marks an important event that happened in the past
Remembrance	Thinking about and remembering something or someone special from the past
Flammable	Something that can easily catch fire and burn
Ignite	When something starts to burn or catch fire
Commemorate	Doing something special to remember and honour a person or an event that happened in the past
Bakery	A shop or place where delicious bread and cakes are made and sold
Event	Something that happens
Impact	When something makes a big difference or has a strong effect on something else

Links to Prior Learning
<ul style="list-style-type: none">Chronology of events and dates in Understanding of the World in Reception.

Key Knowledge
<ul style="list-style-type: none">London is the capital city of England.The Great Fire of London took place 2nd -6th September 1666.13,200 houses and 87 churches were burned.St Paul's Cathedral and The Royal Exchange burned.Wooden walls, thatched roofs, open fires and wood burning ovens all contributed to the spread of the fire.In 1666, there was no organised fire brigade.London was rebuilt using bricks. Spaces were left between buildings and the streets were wider.Samuel Pepys wrote about the Great Fire of London.

Key Questions
<ul style="list-style-type: none">Why is the Great Fire of London significant?When did the Great Fire of London start?How can we describe fire?How did the fire start?Why did the Great Fire spread so quickly?Could more have been done to slow the spread of the fire?What happened to people who lost their homes in London?How was London rebuilt?Who was Samuel Pepys?






The Music Year Theme: Classical Music (Autumn 1) and Happy Holidays! (Autumn 2)

Essential Vocabulary	
Pulse	The regular heartbeat of the music; its steady beat
Rhythm	Long and short sounds or patterns that happen over the pulse.
Pitch	The position of the note.
Call and response	Two separate musical phrases, the second one responds to the first.
Links to Prior Learning	
In EYFS, children will have learned how to create loud and soft sounds with their voice, how to tap a beat on an instrument such as a tambourine and how to express feelings in music.	

Key Questions
Listening <ul style="list-style-type: none"> What is the mood/feeling of pieces of the piece of music? Who is the composer/writer? Which genre is the piece of music?
Singing <ul style="list-style-type: none"> What are the key principles to warming up our voices? Is your voice ready for singing? Why/why not?
Perform (Vocal) <ul style="list-style-type: none"> How can you engage with the audience? What were your reflections on the live/recorded performance?

Key Knowledge
<ul style="list-style-type: none"> Recognising the mood and feeling of pieces of music, for example Mozart's Rondo alla Turca. Knowledge of various chants, simple songs and rhymes which can be recalled from memory. Recognising when to begin singing following a count in.

Wider Opportunities	
Listening suggestions for this term	
	Fur Elise by Ludwig van Beethoven
	Ave Maria by Franz Schubert
	The Little Drummer Boy by Bing Crosby
Music groups in our local area	
<ul style="list-style-type: none"> Trafford Music Service (choirs and instrument lessons) Sale Youth Choir One Education Music Centre Greater Manchester Music Hub 	

Gymnastics - Balancing and Spinning



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Essential Vocabulary	
Spin	turn or cause to turn or whirl round quickly.
Routine	sequence of actions regularly followed
Formation	an act of giving form or shape to something or of taking form
Balance	An even distribution of weight enabling someone or something to remain upright and steady
Space	A continuous area or expanse which is free
Body parts	Any part of a human such as a limb or organ

Links to Prior Learning
<ul style="list-style-type: none"> Find a space in EYFS Using outdoor provision in EYFS to balance Work carefully in all learning Being aware of different body parts in EYFS



Key Knowledge
<ul style="list-style-type: none"> How to start and finish a sequence What symmetrical shapes are What good gym work looks like How to work with a partner in different formations How to start linking my moves To comment positively on my partner's work What different options there are, of performing with a partner

Key Skills
<ul style="list-style-type: none"> Perform controlled spins Support my body weight in symmetrical balances Spin on apparatus Work with a partner on points to perform routines in Perform a sequence different formations Perform a combination of symmetrical and asymmetrical spins on patches Hold balances at different levels Spin out of balances to form a sequence

Key Questions
<ul style="list-style-type: none"> How can I make sure my spin is controlled? How can I work collaboratively with a partner? How can I be safe on apparatus? How can I check if I am symmetrical? What makes it easier to balance? What makes it harder to balance? Which parts of the sequence are you going to find tricky? How can you improve your sequence?



Year 1 – Autumn 2 – P.E



SEASONAL CHANGES

Essential Vocabulary	
Seasons	There are four seasons, spring, summer, autumn and winter. Each season has its own type of weather associated to it.
Deciduous	Deciduous trees lose their leaves in autumn and grow new ones in spring.
Evergreen	Evergreen trees keep their leaves all year round.
Weather	Weather is what the sky and air outside are like, such as cold and cloudy.
Sun	The Sun is a very hot star that put planet orbits. Life on Earth depends on light and heat from the Sun.

Key Knowledge
Observe changes across the four seasons.
Observe and describe weather associated with the seasons and how day length varies.

Links to Prior Learning
<ul style="list-style-type: none"> Children can talk about the changes they observe in their environment (EYFS Reception) Children will know about and recognise the signs of Spring (Reception) Children will recognise the signs of Summer (Reception) Children will compare and contrast the 4 seasons (Reception)



Key Questions
<ul style="list-style-type: none"> What are the four seasons? What happens to our environment as the seasons change? What is the typical weather in each season? How does the day length vary from season to season? Which season has the longest day length? Which season has the shortest day length?

Enquiry Skills – Science Disciplines
<ul style="list-style-type: none"> Ask simple questions recognising that they can be answered in different ways Observe closely, using simple equipment perform simple tests Identify and classify use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. Use their observations and ideas to suggest answers to questions. Talk about what they have found out and how they found it out. Begin to use simple scientific language.

Non-Fiction: Recount - Diary



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Essential Vocabulary	
diary entry	A text written by a person (real or fictional) to recount something that happened to them. It is written in the past tense, in the order in which the events happened and usually includes the writer's emotions or opinions about what has happened.
pronoun	A word that is used instead of a noun in order to prevent repeating the noun, for example: I, he, it
coordinating conjunction	A word that joins together two ideas, such as 'and,' 'but' or 'so.' We are learning to use 'and' this half term.
plural	More than one of something. We create plurals when we are writing by adding the suffixes -s or -es. For example: girls, boxes.
phoneme	An individual unit of sound. These can be made up of one letter (eg: 't'), or more letters (eg: 'igh'). Phonemes are blended together to create words: 'l-igh-t.'
grapheme	When phonemes are written down they are called graphemes.
past tense	Writing shows that something has already happened.
connecting adverbs	Words that link ideas together or help to sequence them. We are learning how to use <i>first</i> , <i>next</i> , <i>after that</i> , <i>finally</i> this half term.
command	A sentence type that tells the reader to do something using an imperative verb such as: go, put, pour, mix.

Key Knowledge
We will be exploring the book 'Nibbles The Book Monster' by Emma Yarlett this half term. Our main writing outcome is a diary entry, which we will write as if we were the central character in the book, Nibbles, based on his adventures.
We will also draw on other books, such as <i>Goldilocks and the three bears</i> by Emma Chichester Clark, <i>Little Red Riding Hood</i> , <i>Jack and the Beanstalk</i> , <i>The Gruffalo</i> by Julia Donaldson and <i>Where the wild things are</i> by Maurice Sendak. We will be creating our own wanted posters, retelling stories and taking part in drama activities where we will meet characters from the books and ask them questions.

Key Skills
<ul style="list-style-type: none"> Join words and events using <i>and</i> Punctuate sentences using a capital letter and a full stop Use capital letters for names of people Sequence sentences to form short narratives (link ideas or event by pronoun) Spell words containing the phonemes already taught Use plural noun suffixes -s and -es Include some simple description 1st person (based on own experiences) Write about events in order, using the past tense

Key Questions
<ul style="list-style-type: none"> Which fairytales do you know? Who is your favourite fairytale character and why? What do you enjoy eating? Have you ever eaten something you shouldn't have? What does it mean to be 'naughty'? How would you feel if everyone thought you were 'naughty'? How would you feel if your favourite book got damaged? How can we help people to make the right choices? How can we change the ending of a story?



Links to Prior Learning
<ul style="list-style-type: none"> Literacy – fairytales, nursery rhymes and traditional tales (Reception) Personal, Social and Emotional Development – feelings and choices (Reception)

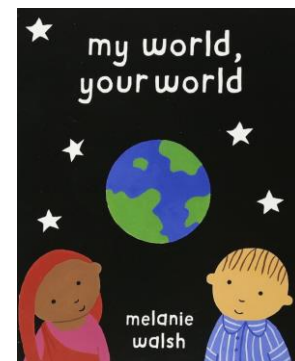
PSHE/RSE Knowledge Organiser Year 1 Autumn 2

Who is Special to us?

Essential Vocabulary	
different	something that sets us apart from others
unique	a special quality that makes us different
belonging	feeling accepted, valued and included
community	a group of people who support and help each other
happy	a positive and joyful feeling

Links to Prior Learning
<ul style="list-style-type: none">• What is special about me? (Nursery and Reception)• Me and My Relationships (Nursery and Reception)• Valuing differences (Nursery and Reception)

Key Knowledge
<ul style="list-style-type: none">• understand relationships with ourselves and others• know about people who care for us• understand about families and other groups we belong to

RSE No Outsiders
<p>My World Your World by Melanie Walsh</p> <p>Children will learn about their place in the world and sharing our world with lots of different people.</p> 

Key Questions
<ul style="list-style-type: none">• Who is in my family?• Who cares for me?• What other groups do I belong to?• What is the same and different about families?• What do families like to do together?



Christianity: Christmas: Gifts and Giving.



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Essential Vocabulary

New Testament	The second division of the Christian Bible.
Magi	Magi, singular Magus, also called Wise Men, in Christian tradition, the noble pilgrims "from the East"
Gold	It is a bright, slightly orange-yellow, dense, soft metal in pure form.
Frankincense	A hardened gum-like material (resin) that comes from the trunk of the Boswellia tree
Myrrh	A yellow, fragrant, sap-like resin that comes out of cuts in the bark of certain Commiphora trees, including the Commiphora myrrham tree
Gratitude	The quality of being thankful; readiness to show appreciation for and to return kindness.
Selflessness	Concern more with the needs and wishes of others than with one's own.

Links to Prior Learning

- Which stories are special and why? EYFS
- Which times are special and why? EYFS

Key Knowledge

- The idea of giving associated with Christianity originates when the three magi gave gifts at the birth of Jesus Christ.
- The three magi were: Melchior, Caspar, and Balthazar.

Key Skills

- Recognise and name features of religions and beliefs.
- Recall features of religious practices- festivals, worship, rituals.
- Recognise different symbols and actions that express a community way of life.
- Listen to spiritual, and moral stories.

Key Questions

- What bible stories show how Christians view giving?
- Why do we give gifts?
- Is it the most important element of Christmas?
- Are gifts always tangible or can gifts be intrinsic?
- Is buying a gift for another person a waste of money?
- If poverty is such an important issue, should we give to charity instead of each other?

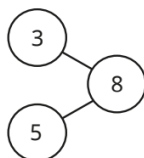
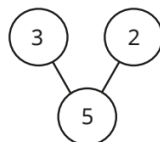
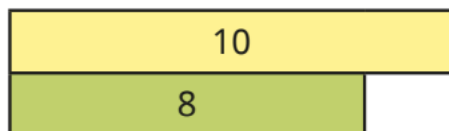
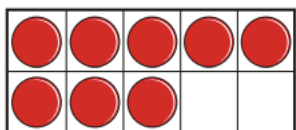
Addition and Subtraction (within 10) - Number



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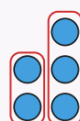
Essential Vocabulary	
Altogether	Including everything in total
In total	Including everything added together
Add/plus	Join to something to increase the size, number or amount.
Equal to	Where to quantities are the same
Count on	A mental math skill where, when adding two numbers, you begin counting from the largest number and add the second number to it.
Take away/subtract	To take away from something else to decrease the size, number or amount
Difference	The difference in quantity between two numbers

Links to Prior Learning
<ul style="list-style-type: none"> Representing number bonds to 5 in Reception Using a part-whole model in Reception Partitioning numbers into parts in Reception

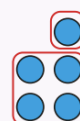


Our Small Steps of Learning

- Step 1 Introduce parts and wholes
- Step 2 Part-whole model
- Step 3 Write number sentences
- Step 4 Fact families - addition facts
- Step 5 Number bonds within 10
- Step 6 Systematic number bonds within 10
- Step 7 Number bonds to 10
- Step 8 Addition - add together
- Step 9 Addition - add more
- Step 10 Addition problems
- Step 11 Find a part
- Step 12 Subtraction - find a part
- Step 13 Fact families - the eight facts
- Step 14 Subtraction - take away/cross out (How many left?)
- Step 15 Take away (How many left?)
- Step 16 Subtraction on a number line
- Step 17 Add or subtract 1 or 2



$$2 + 3$$



$$1 + 4$$

Key Questions

- Is the whole greater than the part?
- What happens when you put the parts back together?
- How many different ways can you split the whole into two parts?
- What is the total?
- What does "=" mean?
- How can you partition the whole?
- If 8 is the whole, what could the parts be?
- How many more do you need to make 10?
- What is the addition sentence?
- What is ____ plus ____?
- How many more are added?
- How can you use number bonds to help you?
- What is the subtraction sentence?

Key Knowledge

- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer)
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract 1-digit and 2-digit numbers to 20, including zero

Year 1 - Autumn 1 & 2- Maths