

# Year 1 - 3d Form - Claude Monet



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## Essential Vocabulary

Artist	A person who creates paintings or drawings as a profession or hobby.
Clay	A stiff sticky fine grained earth that can be molded when wet and is dried and baked to make pottery, bricks and ceramics.
Tools	Tools used to draw on, add grooves, sculpt and add texture to clay.
Moldings	To make clay into a particular shape or into an object.
Sculpture	The art of making three-dimensional forms.
Air-drying clay	Clay that will dry when exposed to air.
Monet	A French impressionist artist
3 dimensional	Something which has length, width and depth.

## Links to Prior Learning

- EYFS- 3d Form- experimenting with media and materials.

## Key Knowledge

- Claude Monet was a French painter who established impressionist painting
- Sculpture is creating a 3 dimensional representation of something which has length, width and depth.
- Use your hands to roll, mould and shape the clay.
- Use tools such as stampers, rollers and sculpting tools.
- Join two pieces of clay together by scoring the edges you want to join and brushing on 'slip'. Slip is a watery clay solution that you can use a bit like glue.

## Key Questions

- Who was Claude Monet?
- What is sculpture?
- How do I shape the clay?
- What can I use to add texture to the clay?
- Can I join pieces of clay together?
- Do you like your work? What would you change?

## Key skills

### 3d Form sculpting with clay

#### Rolling



#### Kneading



#### Shaping



#### Creating Texture



# Year 1 - Spring 1 - Computing

## Programming - Bee Bots

Essential Vocabulary	
Forwards	Move ahead.
Backwards	Move back.
Turn	Change direction.
Clear	Erase or reset.
Go	Start moving.
Commands	Orders for the computer.
Instructions	Detailed steps.
Directions	Guidance for tasks.
Left	Direction to the left.
Right	Direction to the right.
Plan	Steps to achieve a goal.
Algorithm	Step-by-step procedure.
Program	Instructions for a computer.
Route	Path to a destination.

Links to Prior Learning
This is the first formal teaching of programming. In Reception, children have seen and played with Bee-bots as well as a variety of devices with buttons

Key Skills
<ul style="list-style-type: none"> <li>Follow an instruction</li> <li>Recall words that can be acted out</li> <li>Give directions</li> <li>Compare forwards and backwards movements</li> <li>Start a sequence from the same place</li> <li>Predict the outcome of a sequence involving forwards and backwards commands</li> <li>Explain what my program should do</li> <li>Choose the order of commands in a sequence</li> <li>Debug my program</li> <li>Identify several possible solutions</li> <li>Plan two programs</li> <li>Use two different programs to get to the same place</li> </ul>

Key Knowledge
<p>Robots: Robots are machines that we can program to do human jobs.</p> <p>Robots help us to do things, for example to help us clean, mow and learn!</p>


Key Questions
<p>How do we make Bee-Bot move in a specific direction?</p> <p>What happens when we give Bee-Bot multiple commands?</p> <p>Can we program Bee-Bot to follow a particular path or route?</p> <p>How do we make Bee-Bot turn left or right?</p> <p>Why is it important to plan our Bee-Bot's journey before programming?</p>

Online Safety Focus
<p><u>Online Bullying</u></p> <ul style="list-style-type: none"> <li>Recognise that certain behaviours online can upset others.</li> <li>Give examples of behaviours that are unlikely to upset others.</li> <li>Give examples of behaviours that can make others feel more pleasant emotions (e.g. happy, satisfied, proud, etc.)</li> </ul>

Essential Vocabulary	
Physical geography	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
Human geography	city, town, village, factory, farm, house, office, port, harbour and shop
Weather	sunny, windy, rainy, snowy, cloudy, stormy, hot, cold, winter, spring, summer, autumn.
A local study	local, village, town, city, county, country, continent, school, home, house, fieldwork, north, east, south, east, compass, locate, route, map, aerial view, caravan, terrace, detached, semi-detached, terrace.

Spring 1 - Key Knowledge
<ul style="list-style-type: none"> <li>• Knowledge of the human and physical features of the local area.</li> <li>• Knowledge of how the landscape is changing with maps and aerial photographs as prompts to explain why.</li> <li>• Knowledge of the seasonal and daily weather patterns in the local area and U.K.</li> <li>• Knowledge of the local area on a personal, local and global level.</li> <li>• Knowledge of the different house types.</li> <li>• Knowledge of how land use and landscapes can be changed by humans.</li> </ul>

Spring 2 - Key Knowledge and Fieldwork Skills
<ul style="list-style-type: none"> <li>• Knowledge of the human and physical features of the environment around school.</li> <li>• Observations to study the local geography and the human activity evident in the local area</li> <li>• Charts to express opinions</li> <li>• Identification of different land use types</li> </ul>

Story Stimulus
 <p>The Stick Man by Julia Donaldson.</p>

Fieldwork Visit
<ul style="list-style-type: none"> <li>• Fieldwork case study - Local community of Sale Moor - A study of our local study area and evidence of changing weather.</li> </ul>

Key Skills
<ul style="list-style-type: none"> <li>• Name and locate the 4 countries and capital cities of the U.K, including the surrounding seas.</li> <li>• Use of basic vocabulary relating to human and physical geography and use of mathematical vocabulary to describe position, location and direction.</li> <li>• Use of world maps, atlases and globes to identify the U.K, other countries, continents and oceans as well as hot and cold areas of the world in relation to the equator and the poles.</li> <li>• Use of simple compass directions and/or a simple map to follow a route and ability to make a simple map with symbols.</li> </ul>




# The Music Year Theme: Music from Manchester (Spring 1) and LGBTQ+ musicians (Spring 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 Autumn, children will have learned to sing simple songs, chants and rhymes from memory as well as developed a sense of confidence and ownership over a performance space.

Key Knowledge
<ul style="list-style-type: none"> <li>Recognising the mood and feeling of pieces of music, for example Holst Mars from The Planets.</li> <li>Knowledge of some of the inter-related dynamics of music (pulse, rhythm and pitch) in relation to listening exercises.</li> <li>Knowledge of how to maintain steady beats, respond to the pulse in music and how to combine sound effects to compose a piece of music which tells a story.</li> </ul>

Key Questions
<b>Listening</b> <ul style="list-style-type: none"> <li>What is the mood/feeling of pieces of the piece of music?</li> <li>Who is the composer/writer?</li> <li>Which genre is the piece of music?</li> </ul>
<b>Singing</b> <ul style="list-style-type: none"> <li>What are the key principles to warming up our voices?</li> <li>Is your voice ready for singing? Why/why not?</li> </ul>
<b>Perform (vocal / instrumental)</b> <ul style="list-style-type: none"> <li>How can you engage with the audience?</li> <li>Can you hear the difference between the sounds e.g. high and low?</li> <li>What story are you telling through your music making?</li> </ul>

Wider Opportunities	
Listening suggestions for this term	
	Elton John I'm still standing
	Blossoms Charlemagne
	Sam Smith Writing's on the Wall
Music groups in our local area	
<ul style="list-style-type: none"> <li>Trafford Music Service (choirs and instrument lessons)</li> <li>Sale Youth Choir</li> <li>One Education Music Centre</li> <li>Greater Manchester Music Hub</li> </ul>	



# Fiction - Journey



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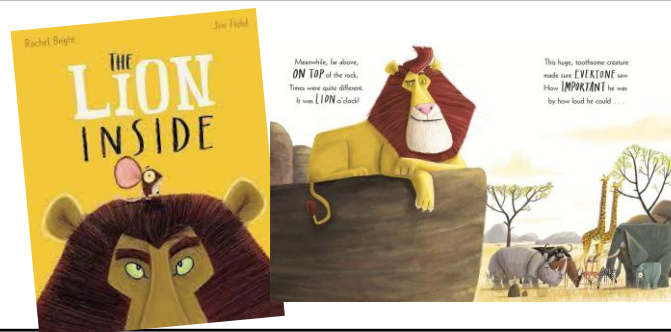
## Essential Vocabulary

clause	A group of words that contain a subject (something or someone) and a verb (doing something). For example: the lion pounced.
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 clauses that make sense on their own, such as 'and,' 'but,' 'or' and 'so.'
prefix	A letter or group of letters added to the start of a root word to make a new word, such as unhappy.
suffix	A letter or group of letters added to the end of a root word to make a new word, such as quickest or helper
setting	Where the story takes place. One story can have lots of settings, such as a forest and a castle.
savanna	The African savanna is a warm, tropical grassland with a few spread-out trees. It is home to lions, elephants, giraffes, buffalo, rhinos, leopards and cheetahs among many other animals and birds.
foe	An enemy.

## Key Knowledge

Our writing this half term will be inspired by Rachel Bright and Jim Field's book 'The Lion Inside'. We will write our own stories about a small animal who befriends a large animal in the African savanna. We will engage in a range of drama activities that will help us explore the motivations of the characters in the story, writing recounts and descriptions in character about journeys we go on and new friends that we make.

We will retell the story in sections, and use this to help us plan the beginning, middle and end of our own narratives. We will even write letters to the authors of the book, explaining what we did and didn't like about the story, and asking them a question.



## Links to Prior Learning

- Literacy - fairytales, nursery rhymes and traditional tales (Reception), Adventure Stories (Year 1)
- Personal, Social and Emotional Development - Think Equal curriculum (Reception)
- Understanding the World - Natural World (Reception)

## Key Questions

- Which other stories do you know that have animals in them?
- How do you feel when you meet someone new?
- What does it mean to be a good friend?
- Is it important to be similar to your friends?
- What makes you feel better when you are feeling unhappy?
- Do we need to change in order to grow?
- What does it mean to be brave?
- What can we learn from the animal kingdom?

## Key Skills

- Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks
- Join words and clauses using *and*
- Use of the prefix *un-* accurately (eg: unhelpful)
- Add the suffixes *-ed*, *-ing*, *-er*, *-est* to root words (eg, jumped, standing, quicker, slowest)
- Use some story language
- Describe the setting and new characters
- Write simple sentences in sequence
- Link ideas with pronouns
- Include a beginning, middle and end

Year 1 - Spring 1 - English

# Place Value (within 20) - Number



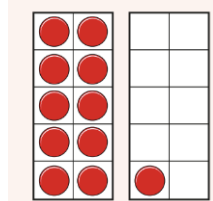
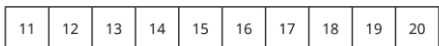
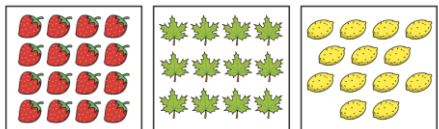
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## Essential Vocabulary

Count back	a method of learning subtraction by taking away the smaller number from the larger number by counting backward from the larger number.
One more	An additional one
One less	Taking one away
Most	Greatest in amount, quantity, or degree.
Least	Smallest in amount, extent, or significance
Number bond	A pair of numbers that always add together to make another, larger, number.
Fewest	The smallest number of.
Greatest	The largest number of.

## Links to Prior Learning

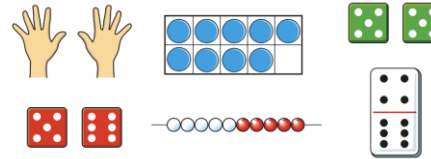
- In the beginning of Year 1 learning about place value within ten
- In Reception using tens frames to recognize numbers.
- In EYFS working out one more than and one less than



## Our Small Steps of Learning

Step 1	Count within 20
Step 2	Understand 10
Step 3	Understand 11, 12 and 13
Step 4	Understand 14, 15 and 16
Step 5	Understand 17, 18 and 19
Step 6	Understand 20
Step 7	1 more and 1 less
Step 8	The number line to 20
Step 9	Use a number line to 20
Step 10	Estimate on a number line to 20
Step 11	Compare numbers to 20
Step 12	Order numbers to 20

• Which pictures show 10?



## Key Questions

- What number comes after ?
- What number comes before ?
- How many ways can you make 10?
- If you have one full ten frame, what number have you got?
- How can you show me 11 in three different ways?
- How much more than 10 is 12?
- How can you write the numbers 17, 18 and 19?
- What is the same and what is different about 17, 18 and 19?
- How many tens make 20?
- What is the same and what is different about finding 1 more and finding 1 less?
- What does "estimate" mean?

## Key Knowledge

- Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number
- 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), most, least
- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- Read and write numbers from 1 to 20 in numerals and words
- Given a number, identify 1 more and 1 less

Year 1 - Spring 1

# Addition and Subtraction (within 20) - Number

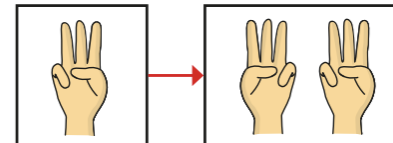
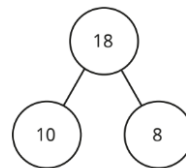


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Essential Vocabulary	
Altogether	Including everything in total
In total	Including everything added together
Add/plus	Join to something to increase the size, number or amount.
Equal to	Where 2 quantities are the same
Count on	A mental math skill where, 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

Key Knowledge
<ul style="list-style-type: none"> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>Add and subtract 1-digit and 2-digit numbers to 20, including zero</li> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> </ul>

Our Small Steps of Learning	
Step 1	Add by counting on within 20
Step 2	Add ones using number bonds
Step 3	Find and make number bonds to 20
Step 4	Doubles
Step 5	Near doubles
Step 6	Subtract ones using number bonds
Step 7	Subtraction - counting back
Step 8	Subtraction - finding the difference
Step 9	Related facts
Step 10	Missing number problems



Key Questions
<ul style="list-style-type: none"> <li>Is it quicker to add 4 to 9 or to add 9 to 4? Is the answer the same?</li> <li>If you know that 4 plus 2 is equal to 6, how can you use this to work out 14 plus 2?</li> <li>What do you notice about <math>14 + 2</math> and <math>12 + 4</math>? How many tens are there in each addition? How many ones are there?</li> <li>How does knowing the number bonds to 10 help you to work out the number bonds to 20?</li> <li>If double 2 is 4, what do you think double 3 is?</li> <li>What is the greatest double you can roll on a normal dice?</li> <li>What does double mean?</li> <li>What is double _____?</li> <li>What does "difference" mean?</li> <li>If you know the whole and a part, how can you find the other part?</li> </ul>

Links to Prior Learning
<ul style="list-style-type: none"> <li>Representing number bonds to 5 in Reception</li> <li>Using a part-whole model in Reception</li> <li>Partitioning numbers into parts in Reception</li> <li>Adding and subtracting to 10 at the beginning of Year 1.</li> </ul>

# Dance - Animals



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Essential Vocabulary	
Shape	the designs created by dancers on the same stage
Movement	the movement of the body in a rhythmic way, usually to music and within a given space
Action	What a dancer does eg travelling, turning, elevation, gesture, stillness, use of body parts, floor-work and the transference of weight
Mirroring	dancers to do the same travel, jump, shape or balance at exactly the same time
Pattern	a repetition of lines, shapes, and/or movements that results in a spatial or movement design
Sequence	a form of dance in which a preset pattern of movements is followed, usually to music which is also predetermined

Links to Prior Learning
<ul style="list-style-type: none"> <li>• Creating shapes in EYFS</li> <li>• Start and finish sequences in EYFS</li> <li>• Move confidently in different ways in EYFS</li> <li>• Providing feedback to peers</li> </ul>

Key Knowledge
<ul style="list-style-type: none"> <li>• How to translate ideas into simple theme related shapes, movements, actions</li> <li>• How to use words of a poem to create shape or movement</li> <li>• That we need to control our speed to ensure safety</li> <li>• How to turn what I see into ways of moving</li> <li>• How to listen to other people's ideas and vocalise my own thoughts</li> <li>• Use simple technical language to give feedback</li> </ul>
Key Skills
<ul style="list-style-type: none"> <li>• Use my body and create theme related shapes, movements and actions</li> <li>• Use my body to ex- press simple theme related shapes, movements and feelings</li> <li>• Show different levels when I travel</li> <li>• Use pictures to create shapes, movements and actions</li> <li>• Remember a basic sequence of movement when led by a teacher</li> <li>• Identify what good looks like</li> </ul>



Key Questions
<ul style="list-style-type: none"> <li>• Can I perform simple movement patterns?</li> <li>• Can I demonstrate agility, balance and co-ordination?</li> <li>• How can I communicate well with my partner?</li> <li>• Can I start to link skills to perform actions and sequences of movement?</li> <li>• How to communicate feedback to others using simple technical language?</li> </ul>



Year 1 - Autumn 2 - P.E



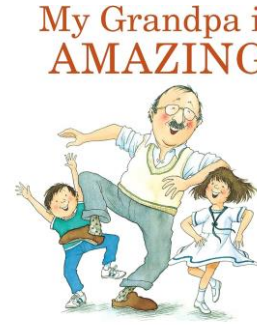
# PSHE/RSE Knowledge Organiser Year 1 Spring 1

## What Helps us Stay Healthy?

Essential Vocabulary	
healthy	feeling good, being active, eating well and taking care of our bodies
doctor	someone who helps us take care of our health
medicine	something that can help us feel better when we are feeling unwell
hygiene	keeping clean and looking after our bodies
germs	we cannot see germs but they can make our bodies ill and we can spread them

Links to Prior Learning
<ul style="list-style-type: none"><li>EYFS - who helps me stay safe?</li></ul>

Key Knowledge
<ul style="list-style-type: none"><li>knowing what healthy means and who helps us stay healthy</li><li>understand that what we put into our bodies can affect how we feel</li><li>know that sometimes people take medicines</li><li>understand hygiene and how we can take care of ourselves on a daily basis</li></ul>

RSE No Outsiders
<p>My Grandpa is Amazing by Nick Butterworth</p> <p>Children will learn that people are different ages. They will discuss growing up and what it means to be older.</p>  <p>Nick Butterworth</p>

Key Questions
<ul style="list-style-type: none"><li>what does it mean to be healthy?</li><li>who can help me stay healthy?</li><li>what is medicine?</li><li>what does hygiene mean?</li><li>what are germs?</li></ul>



Wash, wash, wash your hands  
Until they're nice and clean;  
Fronts and backs, fingers, thumbs  
And everything in-between.

# What makes some places sacred?



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Essential Vocabulary	
Altar	A table or flat-topped block used as the focus for a religious ritual, especially for making sacrifices or offerings to a deity.
Crucifix	A crucifix is a cross with an image of Jesus on it.
Font	Fonts hold consecrated water used in baptism.
Lectern	A lectern is a stand with a slanted top that is used to hold a microphone, book, or other materials while speaking.
Minbar	A pulpit in a mosque where the imam (leader of prayers) stands to deliver sermons.
Ner Tamid	Lamp that burns perpetually in Jewish synagogues
Torah	The compilation of the first five books of the Hebrew Bible, namely the books of Genesis, Exodus, Leviticus, Numbers and Deuteronomy.
Kippah	Is a brimless cap, usually made of cloth
Wudu	A cleansing ritual or ablution that is an important part of purity and cleanliness in Islam before performing worship.

• Key Knowledge
<ul style="list-style-type: none"> <li>The sacred places may have special entrances, rituals, clothing to abide by when visiting to worship.</li> <li>Church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross; baptismal pool; pulpit</li> <li>Synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkah, bimah</li> <li>Mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.</li> </ul>
Key Skills
<ul style="list-style-type: none"> <li>Recognise and name features of religions and beliefs.</li> <li>Recall features of religious practices- festivals, worship, rituals.</li> <li>Recognise different symbols and actions that express a community way of life.</li> </ul>

Key Questions
<ul style="list-style-type: none"> <li>What does sacred mean?</li> <li>What does it mean to be holy?</li> <li>What places are special to us and why?</li> <li>Why do we have things that are sacred?</li> <li>Why is important to respect things that are sacred to people?</li> <li>Are sacred things sacred to all or a few?</li> <li>Are there similarities between different places of worship?</li> <li>How are symbols and artefacts used in worship?</li> </ul>

Links to Prior Learning
<ul style="list-style-type: none"> <li>Which places are special and why? EYFS</li> </ul>



# ANIMALS INCLUDING HUMANS

## Essential Vocabulary

Amphibians	An animal that is able to live both on land and in water.
Mammals	An animal that breathes air, has a backbone and grows hair at some point during its life.
Omnivores	An animal that eats both plants and meat.
Carnivores	An animal that eats only meat.
Herbivores	An animal that eats only plants.

## Key Knowledge

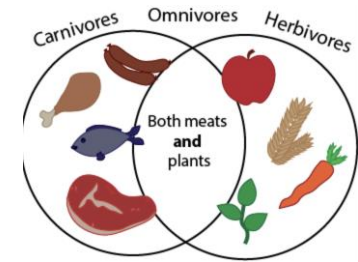
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  
Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).  
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

## Links to Prior Learning

Children will be able to differentiate between nocturnal and diurnal animals (Reception)  
Children will know the difference between herbivores and carnivores (Reception)  
Children will know the names of body parts: heads, arms, hands, legs, feet, neck (Nursery)

## Key Questions

What happens during a life cycle?  
Which animals have a back bone?  
What can fish, reptiles and amphibians do?  
Which species do not have a backbone?  
How do human bodies work?



## Enquiry Skills - Science Disciplines

- 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.