Year 1

In Year 1 children are encouraged to be independent and resilient when learning. Our main focuses are embedding our phonics into our reading and writing and fostering a love of learning. Children come to realise that reading is not just words on a page and they develop a deeper understanding of the reading skills needed through being exposed to inference, prediction, retrieval, vocabulary and sequencing.

Through the transition period children are taught how to work as a team and as an individual, which can be shown when using the Kagan strategies for learning and they build on teamwork especially during outdoor week. Our curriculum allows for creativity and pride in their work and their ideas. This has been achieved by the Take One Picture art week and our on site gallery showing. Also we try to incorporate cross curricular activities such as cooking which are linked to healthy eating, maths, and instruction writing.

In each term the curriculum is enriched by purposeful school visits to either hook and engage or move learning forward. For example when learning about plants we visited a local historical site with a nursery and when studying portraits went to the National Portrait Gallery. The children's confidence grows and they are further motivated by the opportunities given to share their knowledge and work with others at their class assemblies, festival of learning and KS1 Christmas performance.

In Year 1 children are taught to take more responsibility for their belongings and actions. During our circle times children are guided in how to approach problems and solve them using the breathe, think and do approach. Personal safety is first introduced in Year 1 when we explore e-safety, this helps them to keep safe online. Their well-being is supported by a class worry monster which is introduced after one of our first texts ‘A Huge Bag of Worries’.

Year 1 Autumn Knowledge organiser

What makes me, me?

Science focus	Animals, including Humans Animals
National Curriculum Objective	Identify and name a variety of common animals including birds, fish, amphibians, reptiles and mammals describe & compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify and name a variety of common animals that are carnivores, herbivores & omnivores Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
Key Knowledge	
Humans	
Human beings	• We are called humans • We are from the family of animals called mammals
Basic parts of the human body	Hair, head, ears, eyebrows, eyes, nose, mouth, chin, neck, shoulder, chest, elbow, arm, wrist, hand, tummy, knee, leg, ankle and foot
There are 5 human senses	Touch, taste, smell, sight and hearing
Animals	
6 types if animals	• Invertebrates • Fish • Amphibians • Reptiles • Birds • Mammals
Common invertebrates	Crab, jellyfish, worm
Common fish	Goldfish, cod, shark
Common amphibians	Frog, toad, newt
Common reptiles	Snake, crocodile, lizard
Common birds	Sparrow, chicken, owl
Common animals	Human, dog, lion
Animals that eat meats	Animals that eat other animals are called carnivores
Animals that eat plants	Animals that eat other animals are called herbivores
Animals that eat both meat and plants	Animals that eat other animals are called omnivores

Common carnivores	Lion, tiger, brown bear
Common Herbivores	Cow, sheep, rabbit
Common Omnivores	Human, pig, rat

Key Skills
To begin to use simple secondary sources to find answers. To begin to find information to help me from books and computers with help. Identify and classify with some support. To begin to observe and identify, compare and describe. To begin to use simple features to compare objects, materials and living things and, with help, decide how to sort and group them

Key Vocabulary	
Invertebrates	Animals with no backbone
Fish	An animal with gills and fins that lives in water
Amphibians	An animal which can live on land or in water
Reptiles	An animal which has dry, scaly skin and lays eggs on land
Birds	An animal with feathers, wings and a beak that is usually able to fly
Mammals	An animal that feeds its young with milk from the mother and has skin usually more or less covered with hair

Key Questions
Why might our bodies change as we got older? How would your lifestyle change if you only ate meat? Would you rather be a gorilla or a shark? Why?

Assessment
Which animal am I? Interpret clues to identify and justify who the animals are and present back.

History Focus	How the school has changed since Victorian times
National Curriculum Objective	Significant historical events, people and places in their own locality

Historical Background
Upland School first began in the schoolroom of a local chapel on June 25th 1894. Building of the school in Church Road began immediately, financed by the newly formed Bexleyheath School Board. On July 27th 1896 the children moved to the new building with Infants on the ground floor and older children upstairs. On January 14th 1901 the Infants moved across the playground to the Infant school and apart from the eight years between April 1922 and September 1930 remained there **archives@bexley.gov.uk**

Key Knowledge.(Timeline of events)	
1894	Upland Primary School first opened

1896	Upland School building opened
1901	Separate infants and junior schools
2005	New building opened for Upland School

Key Skills
Place known events and objects in chronological order. Sequence events and recount changes within living memory. Use common words and phrases relating to the passing of time. Describe some simple similarities and differences between artefacts. Sort artefacts from 'then' and 'now'. Identify some similarities and differences between ways of life in different periods**.**

Key Vocabulary	
History	The study of past events
Local area	Places belonging to the area where you live
Past	Gone by in time
Similarities	Things which are the same or similar
Differences	Things which are different

Key Questions
What one thing would you bring back from the Upland of the past and why? What do you think has had the biggest effect on the school since it was opened? How would you change the school in the future?

Assessment
Create a history rap on how Upland has changed since 1894.

Geography	Our School
National Curriculum Objective	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Knowledge - Where do I live?	
Key landmarks we should know	Danson Park
	Broadway Shopping Centre (highstreet)

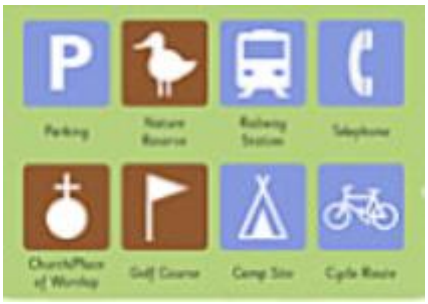
	Christ Church

Key Knowledge - Our classroom


Key Knowledge - Where is our school?	
Address	Church Road, Bexleyheath, DA74DG

Key Knowledge - Fieldwork around the school


Key Knowledge - How do I get to school?	
Transport	
Route	

Key Knowledge - Map symbols


Ask simple geographical questions e.g. What is it like to live in this place? Use simple observational skills to study the geography of the school and its grounds. Use simple maps of the local area e.g. large scale, pictorial etc. Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.

Make simple maps and plans e.g. pictorial place in a story. Understand how some places are linked to other places e.g. roads, trains.

Key Vocabulary	
Bird's eye view	A view from above.
Map	A drawing that shows where things are. Maps may show things, such as rivers and lakes, forests, buildings, and roads
Compass	A compass is a tool for finding direction
Postcode	A Postcode is a combination of letters and numbers which explains where a place is.

Key Questions
What makes Upland school different to a primary school located in the countryside? What local landmark would you replace and why? If you could only travel South from the school, what would you find and why?

Assessment
Orienteering around the school grounds.

Art focus	Van Gogh
National Curriculum Objective	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Knowledge	
Born	Netherlands
Languages spoken	Dutch, English and French
Jobs	• Teacher • Artist
Paintings	Painting over 2000 but only sole 1 whilst he was alive
Died	1890
Famous works	• The bedroom • Starry Night • Sunflowers • Self portrait with a bandaged ear
Famous quotes	'I dream my painting and then I paint my dream'

Key Skills
Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk, begin to control the types of marks made with the range of media, draw on different surfaces with a range of media, start to record simple media explorations in a sketchbook, develop a range of tone using a pencil and use a variety of drawing

techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines, investigate textures by describing, naming, rubbing, copying, produce an expanding range of patterns and textures, explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Vocabulary	
Artwork	Work created by an artist
Tools	Something to help you perform a task
Techniques	A way of carrying out a task

Design and technology focus	Moving Picture
National Curriculum Objective	Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge Use mechanisms [for example, levers, sliders, wheels and axles], in their products
Challenge	To create a moving picture that can be manipulated by a Nursery pupil, based on a memory from their lives. 

The Journey

Key Technical Knowledge	Design	Make	Evaluate
What types of moving mechanisms are there? Lever, slider, pivot, wheel… **How can we strengthen our mechanisms so they are robust?** Stronger, stiffer materials. Duplication of materials to strengthen. **How can we hide our mechanisms on our moving picture?** Slots to house mechanisms behind the picture Flaps to hide mechanisms.	1. Clearly understand the criteria for the project 2. Explore a range of existing products 3. Explore examples of sliders, levers, pivots and wheels 4. Explore themes for the chosen design, e.g. how would levers be used in a seaside scene? 5. Draw mock ups of a range of designs 6. Choose a design and create a final design with jotting of materials needed and mechanisms to use	<u>Skills Practice</u> Cutting accurately with scissors to create slots and tabs Joining techniques: gluing, stapling… Learning how to use split pins Layering picture to hide mechanisms 1. Create 'first draft' mechanisms for the final design 2. Create a blank paper prototype of the final design 3. Adapt mechanisms for final draft	<u>Before Making</u> Explore and evaluate existing moving pictures Evaluate the prototype and make final design tweaks <u>After Making</u> Evaluate how effectively the final product meets the 'challenge'.

	7. Create a resource list of materials needed for the final design.	4. Agree a class timescale for making the final picture 5. Make the picture	

Key Skills
(Design) Begin to draw on their own experience to help generate ideas and research conducted on criteria, begin to understand the development of existing products: What they are for, how they work, materials used, start to suggest ideas and explain what they are going to do, understand how to identify a target group for what they intend to design and make based on a design criteria, begin to develop their ideas through talk and drawings. **(Make)** Begin to make their design using appropriate techniques, explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products, with help measure, mark out, cut and shape a range of materials, explore using tools e.g. scissors and a hole punch safely, begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape, begin to use simple finishing techniques to improve the appearance of their product. **(Evaluate)** Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria), when looking at existing products explain what they like and dislike about products and why, begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.

Key Vocabulary	

PE focus	Ball Skills - Hands
National Curriculum Objective	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities

Key Knowledge	
The focus of learning is to develop bouncing (dribbling). Pupils will understand why we need to keep the ball away from the defender.	
Pupils will explore different ways of sending (passing) the ball to their partner.	
Pupils will learn and understand why we need to be accurate when sending the ball. Pupils will learn why and how we aim when sending a ball.	

Key Skills
To develop our control and accuracy when dribbling and passing a ball. To explore different ways to pass the ball to a partner. To learn and understand why we need to be accurate when passing and dribbling the ball.

Key Vocabulary	
Dribbling	Bouncing the ball with one hand or two hands, while walking, running or standing in one spot.
Control	Keeping the ball close to our body so defenders can't intercept the ball.
Accuracy	Passing or throwing the ball to a still or moving target with success.
Passing	Different ways a ball can travel to a partner.

Key Questions

What does the word, 'dribbling,' mean? Why do we need to control the ball? Why do we need to move into space? What does the word, 'space,' mean? Why do we need to look for space when we are moving? Why do we need to keep the ball close to us? How many different ways can we send a ball? Where do we need to look when sending the ball? What does the word, 'accuracy,' mean? Why do we need to be accurate when sending the ball?

Year 1 Spring Knowledge organiser

How can I look after myself?

History Focus	Famous Nurses
National Curriculum Objective	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

Historical Background
Florence Nightingale was a British nurse who saved many soldiers lives during the Crimean War. Edith Cavell was a British nurse who cared for soldiers on both sides during World War 1.

Key Knowledge (Timeline of events)	
1820	Florence Nightingale was born
1854	The Crimean War began
1854	Florence and her nurses go to Crimea. They cleaned the hospitals to make them safer and save more lives
1856	The Crimean War ended
1860	Florence opened a school for nurses in London
1865	Edith Cavell was born
1910	Florence Nightingale Died
1914	World War 1 began and Edith went to help soldiers in Belgium
1917	Edith was killed by the German army for helping soldiers to escape

Key Skills
Find answers to some simple questions about the past from simple sources of information.Ask and answer relevant basic questions about the past. Identify some similarities and differences between ways of life in different periods.

Key Vocabulary	
Crimean War	A war between Russia and England, France and Turkey
Injured	To be hurt of have an injury
Dehydration	When someone is very thirsty and needs water
Hospital	A building where injured and sick people can be cared for by Drs and Nurses
Charity	A non-profit organisation used to raise money for others in need
World War 1	A war between 1914 - 1918. Many countries were involved including Britain, france and Germany.

Key Questions

Who was the bravest nurse? Which nurse would you prefer to be treated by and why? Why do you think Edith Cavell is significant? How did Florence Nightingale impact nursing?

Assessment
Picture of hospital during Crimean war and now. Write a list of similarities and differences. More able could be asked to explain which hospital they would receive better treatment at.

Art Focus	Sculpture
National Curriculum Objective	To use a range of materials creatively to design and make products About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Challenge	To create a photographic portfolio of 3d art that responds to an abstract theme - compassion linked to the nurses studied.

The Journey			
Possible sketch book study focuses	Design	Types of Sculpture	Intentional sculpture (a sculpture design to portray the warm, fuzzy feeling of compassion)
• Sketches of real sculpture • Texture rubbings • Word association with theme • Vocabulary work around texture and form • Photographic record of process and product • Response to own and others' art • Learning about Eva Rothschild	• Time should be invested in practising using tools and techniques, e.g.: Rolling Cutting Scoring Smoothing Joining Carving • Design through making (don't assume that 3D work can be envisioned in 2D) • Use of iPads to take photos	Additive	• Clay—individual work https://www.bbc.co.uk/education/clips/zs62v4j • Clay - contributing small sculpture to large whole class sculpture

Key knowledge about Eva Rothschild	
Born	1972, Dublin
Famous works	• Cold corners • Legend

Key Skills
Experiment in a variety of malleable media such as clay,. Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Use tools and equipment safely and in the correct way. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Look at and talk about own work and that of other artists and the techniques they had used.

Key Vocabulary	

Design and technology focus	Healthy eating
National Curriculum Objective	Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.
Key Knowledge	
Know that all food comes from plants or animals	• Bread/pasta - wheat • Fruit and Vegetables - plants • Meat/Fish/Eggs - animals (pork/pig, beef/cow etc.)
Know the difference between fruit and vegetables	Fruit has seeds, vegetables don't.
Look at different types of farming	• Crops • Fishing • Dairy
Name 5 food groups on 'Eat Well plate'	• Protein • Carbohydrate • Fats • Fruit and vegetables • Dairy and alternatives
Sort foods into those groups	• Protein (chicken/fish/beef/eggs/beans) • Carbohydrate (potato/pasta/bread) • Fats (oils/spreads) • Fruit and vegetables (banana/carrots/cucumber/raisins) • Dairy and alternatives (milk (soya)/cheese/yoghurt)
Techniques used to prepare food	• Cutting • Peeling • Grating
Key Skills	
Begin to understand that all food comes from plants or animals. Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught. Start to understand how to name and sort foods into the five groups in 'The Eat well plate' Begin to understand that everyone should eat at least five portions of fruit and vegetables every day. Know how to prepare simple dishes safely and hygienically, without using a heat source. Know how to use techniques such as cutting, peeling and grating	
Key Vocabulary	

Science focus	Plants
National Curriculum Objective	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. identify and describe the basic structure of a variety of common flowering plants, including trees

Key Knowledge	
A plant	A living thing that usually grows from the ground
The main parts of a plant	• Flowers • Leaves • Stem • Roots
5 common plants to identify	• Tulips • Daffodils • Roses • Bluebells • Foxgloves
The main parts of a tree	• Crown • Leaves • Twigs • Branches • Trunk • Roots
5 Common trees to know	• Ash • Beech • Birch • Maple • Oak

Key Skills
Perform simple tests with support. To begin to discuss my ideas about how to find things out. To begin to say what happened in my experiment. Gather and record data with some adult support, to help in answering questions. Begin to record simple data. Begin to record and communicate their findings in a range of ways. Can show my results in a simple table that my teacher has provided. Begin to talk about what they have found out and how they found it out.

Key Vocabulary	
Seed	The part of a flowering plant can develop inta a new plant
Evergreen	A plant or tree that keeps its leaves all year
Deciduous	A tree that loses its leaves in Autumn and grows new ones in Spring

Diagrams and Symbols


Key Questions
What effect might the length of the roots have on a plant or a tree? How would you care for an indoor plant differently to an outside plant? What would happen to a plant if it was planted under a tree?
Assessment
Make an instruction manual for how to plant and look after a plant.

PE focus	Ball Skills - Feet
National Curriculum Objective	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
Key Knowledge	
Pupils will develop their understanding of the meaning of the word, 'control,' and why it is important to keep the ball close to them.	
The focus of learning is to develop using our feet to move with a ball.	
The focus of learning is to explore kicking (passing) a ball.	
Key Skills	
To develop our control and accuracy when dribbling and passing a ball. To explore different ways to pass the ball to a partner. To learn and understand why we need to be accurate when passing and dribbling the ball.	
Key Vocabulary	
Dribbling	Kicking the ball with one or two feet, while walking or running.
Control	Keeping the ball close to our body so defenders can't intercept the ball.
Accuracy	Passing the ball to a still or moving target with success.
Passing	Different ways a ball can travel to a partner.
Key Questions	
What does the word, 'dribbling,' mean? Why do we need to control the ball? Why do we need to look for space when we are moving with the ball? Why do we need to keep the ball close to us? What could go wrong in a game if we kick the ball to far away from us? Where do we need to look when passing the ball? What does the word, 'accuracy,' mean? Why do we need to be accurate when passing or kicking the ball?	

Year 1 Summer Knowledge organiser

What can the weather do?

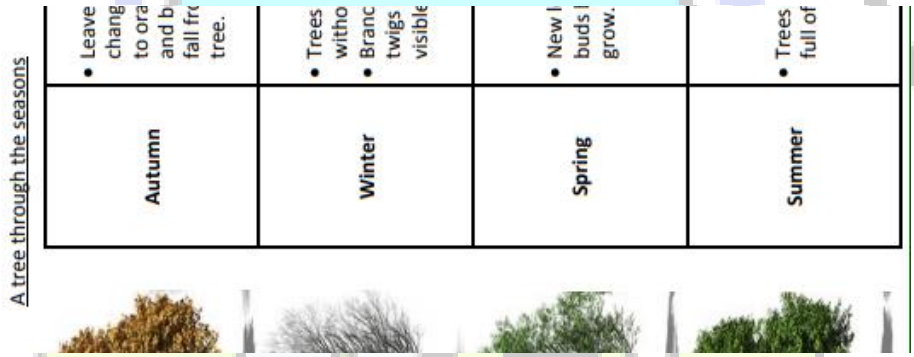
Science focus	Seasonal changes
National Curriculum objective	Observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies
Key Knowledge: Seasons	
What is a season?	The year is divided into four parts according to the weather and daylight hours. Each part is called a season.
Does the whole world have the same seasons?	No - the seasons happen at different times in the top half of the world (Northern Hemisphere) compared with the bottom half of the world (Southern Hemisphere)
Where are we?	In England, we are in the Northern Hemisphere.
What are the seasons called?	Autumn Winter Spring Summer
When are the seasons in England?	**Autumn**: September, October, November **Winter**: December, January, February **Spring**: March, April, May **Summer**: June, July, August
Key Knowledge: Weather and daylight during the seasons	
Autumn	Temperatures get progressively colder The weather is very changeable 12 hours of light per day on average.
Winter	Temperatures are at their coldest The weather is generally wet, windy and cloudy at the start of the season becoming drier and much colder in the later part of the season. 8 hours of light per day on average
Spring	Early spring can be quite cold, and occasionally the lowest temperatures of the year can occur in March There is a fair chance of snow earlier in the season often in March Temperatures get progressively warmer throughout the season. 13 hours of light per day on average.
Summer	The warmest and sunniest of the seasons Thunderstorms are more likely in the Summer. 16 hours of light per day on average.
Key skills	
Gather and record data with some adult support, to help in answering questions. Begin to record simple data. Begin to record and communicate their findings in a range of ways. Can show my results in a simple table that my teacher has provided. Begin to observe closely, using simple equipment. Use simple observations and ideas to suggest answers to	

questions. To observe simple changes over time and, with guidance, begin to notice patterns and relationships. To say what I am looking for and what I am measuring. To know how to use simple equipment safely. Use simple measurements and equipment with support (eg hand lenses and egg timers) Begin to progress from non-standard units, reading cm, m, cl, l, °C

Key Vocabulary

Weather	The conditions outside
Temperature	The measure of how hot something is
Seasons	The parts a year is divided into
Leaves	Usually flat and green growing from a stem
Thunderstorm	A storm of heavy rain with thunder and lightning

Diagrams



Key Skills

Chart the weather daily and produce recorded weather reports focusing on type of weather, daylight hours and temperature.
Predict the weather for the next day based on wind direction and cloud conditions.
Investigate seasons in the Southern Hemisphere. Investigate animal behaviours during the seasons.

Key questions

Would you prefer to live in a country with two seasons or four seasons? Why?
How would the contents of Jeff's suitcase be different if he was visiting the UK in January to if he was visiting in August?
How do we benefit from a temperate climate?

Assessment

Create and label a seasonal diagram.

Science focus	Everyday materials
National Curriculum objective	Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock describe the simple physical properties of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties
Key Knowledge: Materials	
What does material mean?	All objects have a name like 'a door'. Material is the 'stuff' an object is made from.
Everyday materials you need to know	Wood Plastic Glass Metal Water Rock
Key Knowledge: Names of some common properties of materials	
Hard	Not easily broken
Soft	Easy to cut, fold or change shape
Stretchy	Can be made longer or wider without breaking
Stiff	Doesn't change shape easily
Shiny	Reflects light easily
Dull	Not very bright or shiny
Rough	Has an uneven surface
Smooth	An even surface with no lumps or bumps
Bendy	Can be bent easily
Waterproof	Keeps out water
Absorbent	Soaks up liquid easily
Transparent	Easy to see through
Opaque	Not able to see through
Key Knowledge: Some common materials and their properties	
Wood	Hard, strong, stiff
Plastic	Strong, shiny, bendy

Glass	Transparent, smooth, stiff
Metal	Hard, strong, shiny
Water	Runny, wet, clear
Rock	Hard, strong

Key Knowledge: Comparing and Grouping Materials	
You can put materials into different groups by answering these questions about the material.	Hard or Soft? Stretchy or Stiff? Shiny or Dull? Rough or Smooth? Bendy or Not Bendy? Waterproof or Not waterproof? Absorbent or Not Absorbent? Transparent or Opaque?

Key vocabulary	
Properties	A way to describe something
Material	The 'stuff' an object is made out of.
Liquid	Liquids can flow or be poured easily.
Surface	An outside part or layer of something
Object	A thing that can be seen and touched.

Diagrams and Symbols

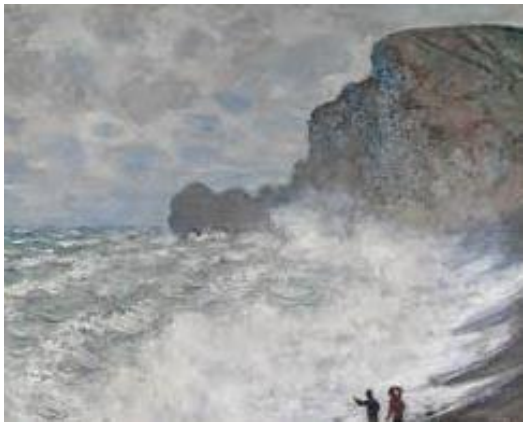
	
Wood	Plastic
	
Glass	Metal
	
Water	Rock

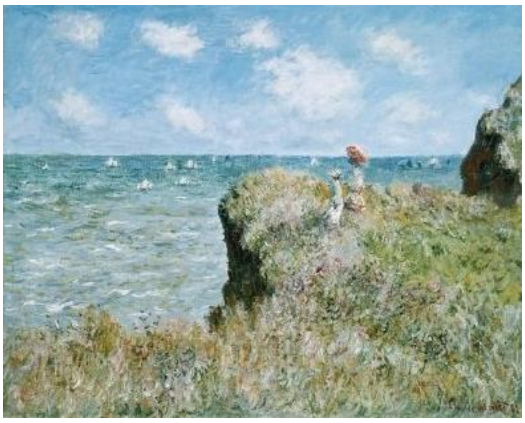
Key Questions

Use 'feely bags' to describe the properties through touch alone.
Can we find an example of rough plastic, smooth plastic, transparent plastic, opaque plastic…
What would be the best material for a chair? Why?
Why do we require some materials to be waterproof?
What would buildings look and feel like if glass wasn't transparent?

Assessment
Choose materials to make an umbrella and justify your choices. Draw and annotate your design. Are the material choices important?

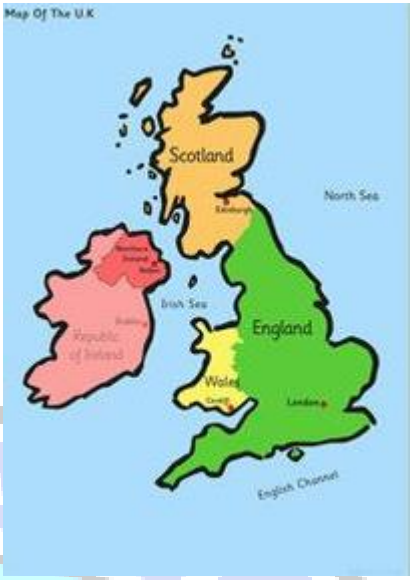
Art focus	Claude Monet
National Curriculum objective	To use painting to develop and share their ideas, experiences and imagination
Key Knowledge	
Born	1840, Paris, France
Painting style	Impressionist
Died	1926
Famous works	• Lavacourt under snow • Springtime • Autumn effect at Argenteuil • La Falaise a Fecamp
Key Vocabulary	
Impressionist	Painters who did not want to paint what they could see but their version (or impression of it)
Landscape	An area of land as you can see it





Key Skills
Experiment with a variety of paint; different brush sizes and tools, explore lightening and darkening paint without the use of black or white, begin to control the types of marks made with the range of paint, paint on different surfaces with a range of media, start to record simple media explorations in a sketchbook, start to mix a range of secondary colours, moving towards predicting resulting colours, explore the work of a range of Claude Monet and making links to their own work and look at and talk about own work and that of other artists and the techniques they had used.

Summer 1 :Geography focus	What is it like where we live?
National Curriculum objective:	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
Geographical Background	
We will focus on our locality. Transport links, population density and distances of travel will be important. We will consider statistical information about who lives locally from council census data, local newspapers and online, a local studies archive and the Office of National Statistics. We will also research local area maps on the internet.	
Key knowledge	
Our area	Bexley
Our county	Greater London
Countries in the UK and their capital cities	• England (London) • Scotland (Edinburgh) • Wales (Cardiff)

	• Northern Ireland (Belfast)
Seas around the UK	
Our climate	Our climate is temperate. Temperate means we have mild temperatures. Warm summers and cool winters.
Climate in the 4 regions of the UK	North is colder than South West is wetter than East
UK landmarks (Top 2 in each capital, according to Trip Advisor)	London: Big Ben, Tower of London, Edinburgh: Edinburgh Castle, Royal Yacht Brittania, Cardiff: Principality Stadium, Cardiff Bay Belfast: Titanic Belfast, Waterfront Hall
The seasons	• Autumn • Winter • Spring • Summer
Types of weather in Autumn	• Rain • Sunny • Cloudy • Windy
Changes in Autumn	In autumn the amount of time it is light becomes less, the leaves start to change colour and fall off the trees.
Key Skills	
Ask geographical questions e.g. what is it like to live in this place? Express own views about a place, people, environment. Describe seasonal weather changes. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	
Key Vocabulary	
Climate	General weather in one place
Temperature	How hot or cold the air is
Weather	Weather is the way the air and the atmosphere feels. It includes the outside temperature, strength of the wind, and whether it is raining, sunny, hailing, snowing, sleeting, foggy, or cloudy.
Thermometer	Equipment used to measure the temperature
Key Questions	

What type of weather would you want when you are doing…..? Why? What is the difference between weather and climate?

Assessment
Weather report different seasons given to each group with information given about each area within the UK.

PE focus	Tennis and Athletics
National Curriculum Objective	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
Key Knowledge	
To master basic ball control with a tennis racket.	To learn to run in a coordinated & fluent way.
To introduce hitting a tennis ball through a forehand shot.	To learn to take off & land in a coordinated & controlled way.
To show an understanding of why we hit or throw the ball into a space.	To recognise and describe what their bodies feel like during different types of activity.
Key Skills	
Tennis To develop my hand eye coordination and agility through tennis. To develop my personal control with a racket and ball i.e balancing, keepy ups, under arm throw. To explore hitting a tennis ball with a forehand shot. To develop movement skills and understand why it's important to be in line with the ball. **Athletics** To develop my running style when sprinting. To explore different throwing styles when throwing for accuracy and distance**.** To improve my technique when jumping for distance.	
Key Vocabulary	
Forehand shot	A type of shot used in tennis.
Control	Keeping the ball close to our racket or returning the ball into a space.
Travel (movement)	Different ways to travel in tennis i.e backwards and sideways.
Athletics	the sport of competing in track and field events, including running races and various competitions in jumping and throwing.
Sprinting	Running for speed.
Key Questions	
Tennis What does close control look like? How do i hold the racket? Why? Why do we try to hit the ball with control and accuracy? Why is it important to stand in line with the ball? Why do we hit the ball into a space? Why do we not stand still in tennis? Why do we need to return (recover) to the middle of the court (baseline) to be ready? What does the ready position look like?	

Athletics

How do we run? What should we do with our head when we are sprinting? Why? Do we feel quicker when we apply the correct running technique? What should we do with our arms when we are sprinting? Why? Why do we need to be able to throw in sport? What sports involve throwing? What should we do with our body position/stance when we throw? Why? Can we throw further when we apply the correct technique? What is the difference between throwing for accuracy and throwing for distance?