

Hill Top Academy

Year 1 Spring Scheme of Learning





## Everyday Materials

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>➤ distinguish between an object and the material from which it is made</li> <li>➤ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>➤ describe the simple physical properties of a variety of everyday materials</li> <li>➤ compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<ul style="list-style-type: none"> <li>● Science is a way to understand our world by carefully thinking about it and testing our guesses with observations and experiments (retrieval)</li> </ul>	
	<p><b>Knowledge Components</b></p>	<p><b>New Vocabulary</b></p>
	<ul style="list-style-type: none"> <li>● Know that an object is made from/of a material and know some examples of materials in the real world</li> <li>● Know that materials can be hard, soft, strong, weak, absorbent, heavy, light, solid and runny, smooth and rough; these descriptions denote the properties of a material.</li> <li>● Know from observation how to distinguish between materials made of wood, plastic, glass, metal, water, rock</li> <li>● Know that matter (stuff) is made from tiny building blocks</li> </ul>	<p>absorption, matter, property, wood, plastic, glass, metal, water, rock</p>



## The Great Fire of London

In this sequence of history, pupils will use artefacts and historical sources to understand the causes and consequences of the Great Fire of London.

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>➤ events beyond living memory that are significant nationally or globally.</li> </ul>	<p><b>Knowledge Components</b></p> <p><u>Topic Specific knowledge</u></p> <ul style="list-style-type: none"> <li>• I know that London was recovering from The Great plague in 1665.</li> <li>• I know that London was infested by rats and that they were responsible for the plague.</li> <li>• I know houses were built very close to each other and made of wood.</li> <li>• I know the fire started on Pudding lane, September 1666 in the house of Thomas Farriner who was the king's baker.</li> <li>• I know the bakers maid was the first person to die in the fire.</li> <li>• I know that because the houses were made of wood and were close together, the fire spread very quickly.</li> <li>• I know that the type of fire appliances used in those days could not cope with the fire.</li> <li>• I know that people tried to escape the fire using boats to cross the river.</li> <li>• I know the London Mayor was called Thomas Bloodworth.</li> <li>• I know the reaction of the Lord Mayor was poor.</li> <li>• I know that water pumps around London Bridge burnt and could not be used to help put out the fire.</li> <li>• I know that after five days, the wind direction changes which helped the fire die down.</li> <li>• I know that 13,000 houses and 87 churches were destroyed.</li> <li>• I know that only 8-10 people were reported to have died.</li> <li>• I know that homes were rebuilt.</li> <li>• I know that Sir Christopher Wren rebuilt St Pauls Cathedral and a monument that was built on the site where the fire started.</li> <li>• I know that each parish had to provide their own fire-fighting equipment after the fire.</li> <li>• I know that a famous man called Samuel Pepys kept a diary of the events and that is one of the reasons we know about what happened.</li> </ul> <p><u>Chronological</u></p> <ul style="list-style-type: none"> <li>• I know that History is the study of the past.</li> <li>• I know that the Great Fire of London occurred in 1666.</li> <li>• I know that the Great Fire of London occurred beyond time that I or anyone living can remember.</li> <li>• I know how to order the events of the Great Fire of London on a given timeline.</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>• I know how to look at pictures to find information.</li> <li>• I know how to look at objects to find information.</li> </ul>	<p><b>New Vocabulary</b></p> <p>Plague London Houses Pudding Lane Thomas Farriner Wood Lord Mayor Thomas Bloodworth London Bridge Rebuilt St Pauls Cathedral Sir Christopher Wren Samuel Pepys 1666 Great Fire</p>



## Great Fire of London

In this unit of learning, pupils will explore pieces of art work depicting the Great Fire of London. Pupils will learn basic skills for a range of media including charcoal, pen and chalk and will focus of different drawing techniques to produce a final image.

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<p>Pupils should be taught how to</p> <ul style="list-style-type: none"> <li>➤ to use a range of materials creatively to design and make products</li> <li>➤ to use drawing to develop and share their ideas, experiences and imagination</li> <li>➤ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>➤ about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to use appropriate language to describe colours, media, equipment and textures.</li> <li>• I know how to use graphic tools, fingers, hands, chalk, pens and pencils.</li> <li>• I know how to use and begin to control a range of media.</li> <li>• I know how to draw on different surfaces and coloured paper.</li> <li>• I know how to produce lines of different thickness and tone using a pencil.</li> <li>• I know how to produce different patterns and textures from observations, imagination and illustrations.</li> </ul>	<p>Model, collage, textiles, rolling, kneading, shaping, texture, construct, join, natural, man-made</p>
	<p><b>Knowledge Components</b></p> <p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>• I know how to experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>• I know how to begin to control the types of marks made with the range of media.</li> <li>• I know how to draw on different surfaces with a range of media.</li> <li>• I know how to 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.</li> </ul> <p><u>Textiles and collage</u></p> <ul style="list-style-type: none"> <li>• I know how to create images from imagination, experience or observation.</li> <li>• I know how to use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</li> </ul>	<p><b>New Vocabulary</b></p> <p>Differences Similarities Background Shade Change Sculpture Manipulate Shaping Slip Form</p>



## Design and Make a House

Pupils will plan and design a representation of a house. They will explore the different types of resources and equipment needed to create a house and will be able to explain why they have chosen these.

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<p>Pupils should be taught;</p> <ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ select from and use a range of tools and equipment to perform practical tasks</li> <li>➤ explore and evaluate a range of existing products</li> <li>➤ evaluate their ideas and products against design criteria</li> <li>➤ build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>	<p><b>Knowledge Components</b></p> <p><u>Design – developing, planning and communicating ideas.</u></p> <ul style="list-style-type: none"> <li>• I know how to use pictures and words to plan my design.</li> <li>• I know how to use my own ideas to plan a design.</li> <li>• I know that I can orally explain my ideas.</li> </ul> <p><u>Make – Working with tools, equipment, materials and components to make quality products.</u></p> <ul style="list-style-type: none"> <li>• I know how to explain what I am making.</li> <li>• I know how to select and explain the resources I am using.</li> <li>• I know how to measure, mark out, cut and shape a range of materials.</li> </ul> <p><u>Evaluate – Evaluating processes and products</u></p> <ul style="list-style-type: none"> <li>• I know how to describe how my product works.</li> <li>• I know how to evaluate my products by asking questions about what I have made and how I have gone about it.</li> </ul> <p><b>Workshop</b></p> <ul style="list-style-type: none"> <li>• I know how to arrange pieces of the construction before building.</li> <li>• I know how to make a structure/model using different materials.</li> <li>• I know how to make my model stronger if it needs to be.</li> </ul>	<p><b>New Vocabulary</b></p> <p><u>Free Standing Structures</u>  cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder, design, make, evaluate, user, purpose, ideas, design criteria, product, function</p>



In the Groove

Pupils will learn about different styles of music. Focusing on six different styles to learn to listen and appraise.

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>➤ The teaching of music is enriched by developing pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</li> <li>➤ Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.</li> </ul>	<p><b>Knowledge Components</b></p> <ul style="list-style-type: none"> <li>• I know how to listen for different types of sounds.</li> <li>• I know how to identify sounds that represent different things (ideas, thoughts, feelings, moods etc.).</li> <li>• I know how to say what they like or dislike about a piece of music.</li> <li>• I know how to listen to a piece of music, describing if it is fast or slow, happy or sad.</li> <li>• I know how to listen to short, simple pieces of music and talk about when and why they may hear it e.g. a lullaby or Wedding march.</li> <li>• I know how to order sounds to create an effect (structure- beginnings/endings)</li> <li>• I know how to create short musical patterns</li> <li>• I know how to take part in singing showing awareness of melody</li> <li>• I know how to sing a melody accurately at their own pitch</li> </ul>	<p><b>New Vocabulary</b></p> <p>Lullaby, represents, sounds, tempo, fast, slow, short, simple, effect, musical patterns, melody, pitch</p>



**Dance**

Pupils will be able to move rhythmically in time to music and copy simple actions.

Pupils will work co-operatively with peers and link movements.

**Yoga**

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<p>Pupils should be taught how to;</p> <ul style="list-style-type: none"> <li>➤ Develop fundamental movement skills</li> <li>➤ Become increasingly competent and confident</li> <li>➤ Access a broad range of opportunities to extend agility, balance and coordination, individually and with others</li> <li>➤ Engage in co-operative physical activities</li> <li>➤ Developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>➤ Perform dances using simple movement patterns</li> </ul>	<p><b>Knowledge Components</b></p> <ul style="list-style-type: none"> <li>• I know how to suggest basic ways to improve dance motifs</li> <li>• I know what a basic understanding of timing is in dance</li> <li>• I know how to copy and repeat simple actions</li> <li>• I know how to use different levels (height)</li> <li>• I know how to use different tempos (speed)</li> <li>• I know how to change and vary direction</li> <li>• I know how to link movements to form simple dance phrases</li> <li>• I know how to respond to different stimuli for dance</li> <li>• I know how to understand the importance of being physically active</li> <li>• I know how to work cooperatively with others</li> </ul>	<p><b>New Vocabulary</b></p> <p>Balance Travel Expression Emotion Story Mirroring Canon Unison Movement patterns Compositional ideas Direction Levels Tempo Performance Evaluate</p>



**Christianity**

**Why was Jesus welcomed like a king by the crowds on Palm Sunday?**

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### Operating Systems

Pupils will use <http://www.silveos.com/> to explain what an operating system is and the types of software included in it. All software runs on top of an operating system.

### Light Bot

Controlling a robot, simple flash program written. Students have to create a program as they move it, then pass to a friend. Introduces algorithms and programs.

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary				
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>➤ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>➤ create and debug simple programs</li> <li>➤ use logical reasoning to predict the behaviour of simple programs</li> <li>➤ use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>➤ recognise common uses of information technology beyond school</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="618 499 1760 547">Knowledge Components</th> </tr> </thead> <tbody> <tr> <td data-bbox="618 547 1760 1347"> <p><b><u>Operating Systems</u></b></p> <ul style="list-style-type: none"> <li>• I know that computers need precise instructions</li> <li>• I know that computers have no intelligence and that computers can do nothing unless a program is run.</li> </ul> <p><b><u>Light Bot</u></b></p> <ul style="list-style-type: none"> <li>• I know that all software executed on digital devices is programmed</li> <li>• I know that computers need precise instructions</li> </ul> </td> </tr> </tbody> </table>	Knowledge Components	<p><b><u>Operating Systems</u></b></p> <ul style="list-style-type: none"> <li>• I know that computers need precise instructions</li> <li>• I know that computers have no intelligence and that computers can do nothing unless a program is run.</li> </ul> <p><b><u>Light Bot</u></b></p> <ul style="list-style-type: none"> <li>• I know that all software executed on digital devices is programmed</li> <li>• I know that computers need precise instructions</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1783 499 2132 547">New Vocabulary</th> </tr> </thead> <tbody> <tr> <td data-bbox="1783 547 2132 1347"> <p>Computer, precise, instructions, intelligence, program</p> <p>Software, digital device</p> </td> </tr> </tbody> </table>	New Vocabulary	<p>Computer, precise, instructions, intelligence, program</p> <p>Software, digital device</p>
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Jigsaw

<u>Dreams and Goals</u>	<u>Healthy Me</u>
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Weekly Celebration	Pieces	PSHE Education (Developed from National Framework DfEE 2000)	Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)
Have made a healthy choice	1. Being Healthy	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy	I feel good about myself when I make healthy choices
Have eaten a healthy, balanced diet	2. Healthy Choices	I know how to make healthy lifestyle choices	I feel good about myself when I make healthy choices
Have been physically active	3. Clean and Healthy	I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly	I am special so I keep myself safe
Have tried to keep themselves and others safe	4. Medicine Safety	I understand that medicines can help me if I feel poorly and I know how to use them safely	I know some ways to help myself when I feel poorly
Know how to be a good friend and enjoy healthy friendships	5. Road Safety	I know how to keep safe when crossing the road, and about people who can help me to stay safe	I can recognise when I feel frightened and know who to ask for help
Know how to keep calm and deal with difficult situations	6. Happy, Healthy Me Assessment Opportunity ★	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	I can recognise how being healthy helps me to feel happy

Healthy Unhealthy Balanced  
 Exercise Sleep Healthy  
 Unhealthy Balanced Exercise  
 Sleep Choices Clean Body  
 parts Toiletry items, e.g.  
 toothbrush, shampoo, soap  
 Hygienic Safe Medicines  
 Healthy Unhealthy Trust  
 Safety Green Cross Code  
 Eyes Ears Look Listen Wait  
 Keeping clean Healthy  
 Chapter