HISTORY

Study the lives of significant individuals in the past

Year 1
Spring Term

Significant people make big differences in their lifetime

Mary was a pioneering **palaeontologist**

She studied fossils to understand the past

Mary Anning

1799

1800

Mary was **born** in **1799**
Most people were quite poor.

Mary was a fossil collector who lived in the **coastal town** of Lyme Regis.

1837

Victoria became queen in 1837.

1847

Mary's father showed her how to get **fossils** out of rocks and cliffs.

When Mary's father died she sold fossils to **visitors**.

She discovered the fossil of an **ichthyosaur**.

Mary discovered the fossil of a **plesiosaur**.

Henry was Mary's friend and an artist.
Mary was poor. He sold drawings of her fossils and gave her money.

Mary **died** in **1847**.

Mary helped us to know more about the prehistoric past.
This is her **legacy**.

David is a scientist who makes films about natural places and wildlife.

David Attenborough

1926

David was **born** in **1926**.
Simple cars were being driven.

1952

Elizabeth II became queen in 1952.

1978

David filmed 'Life on Earth' with rare mountain gorillas.

1985

He was knighted by Queen Elizabeth II.
He is called **Sir** David Attenborough.

2000
2001

2017
2020

David made a film about the oceans and seas called Blue Planet in 2001.
He filmed Blue Planet II in 2017.

He has shown us the wonders of the world.
He warns us about the dangers of pollution.
This is his **legacy**.

Year 1: Printmaking

Core content:

Explore the marks that can be made using different printing techniques.

Learn how to make and use a stencil and relief printing block.

Technical vocabulary:

Printmaking – creating artworks by printing.

Stencil – a piece of card, plastic or metal, into which shapes have been cut. A picture is created by drawing or painting through the holes.

Relief printing – printing from a block that has recessed areas.

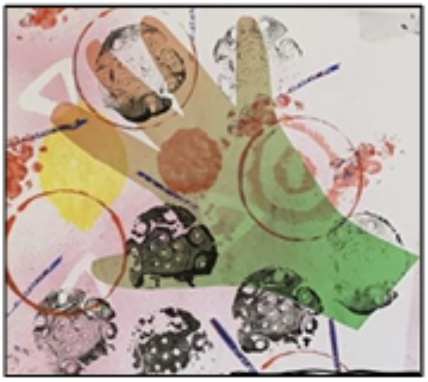
Overprinting – to print onto a surface that has already been printed on.

Stroking – the movement of a brush when painting.

Stippling – drawing or painting using small dots.

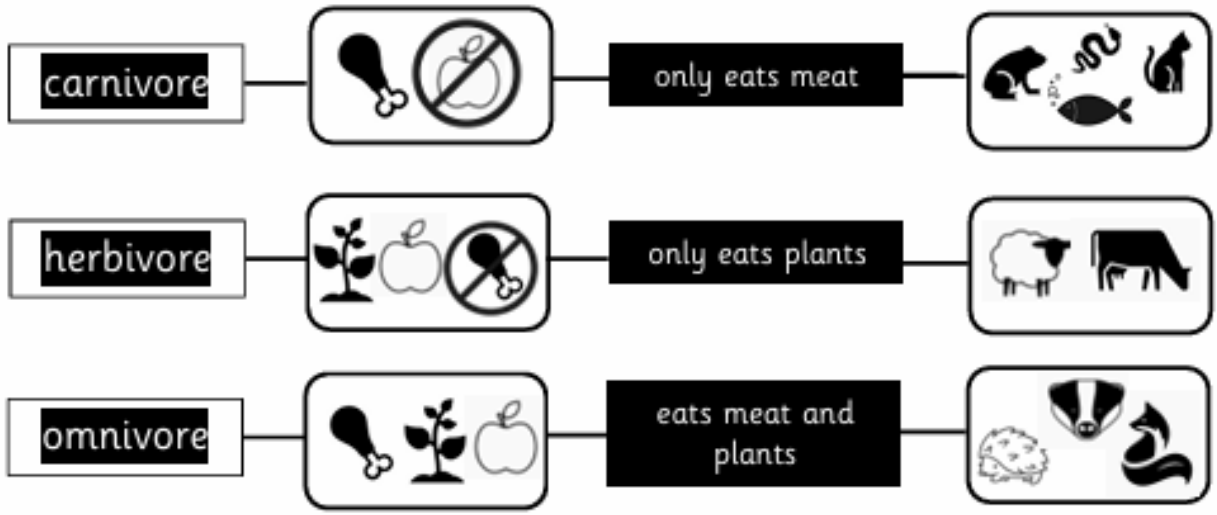
Connections:

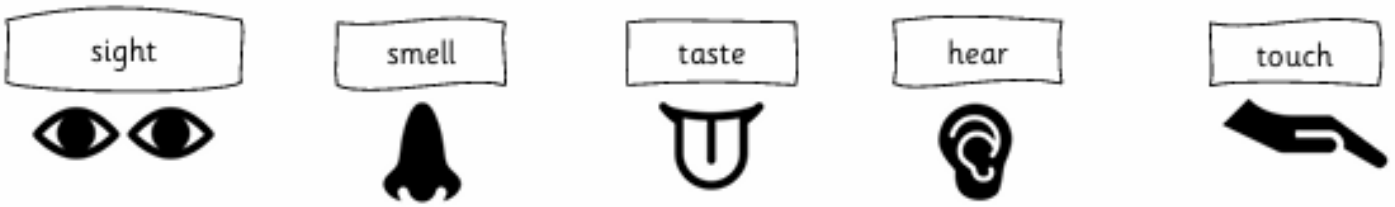
Karen Lederer (born 1986)
American printmaker



Science ANIMALS INCLUDING HUMANS Year 1 _____Term

Mammals	Birds	Amphibians	Reptiles	Fish
warm-blooded	warm-blooded	cold -blooded	cold-blooded	cold-blooded
skin fur or hair	feathers wings beaks	skin water in and out	scales	scales
live young	eggs with shells	soft eggs spawn	eggs with harder shells	soft eggs
breathe air	breathe air	breathe underwater then air	breathe air	breathe underwater
human cat dog cow whale	robin blackbird sparrow duck	frog or toad	snake lizard	salmon cod trout





GEOGRAPHY

INTRODUCE

Location study of continents and oceans

Year __

_____ Term

There are 7 continents

A continent is very large piece of land that covers a big part of the earth

7

continents

1. Asia
2. Africa
3. Antarctica
4. Australia
5. Europe
6. North America
7. South America

There are 5 oceans

An ocean is an enormous sea

1. Atlantic
2. Arctic
3. Indian
4. Pacific
5. Southern

5

oceans

The United Kingdom is in the continent of Europe

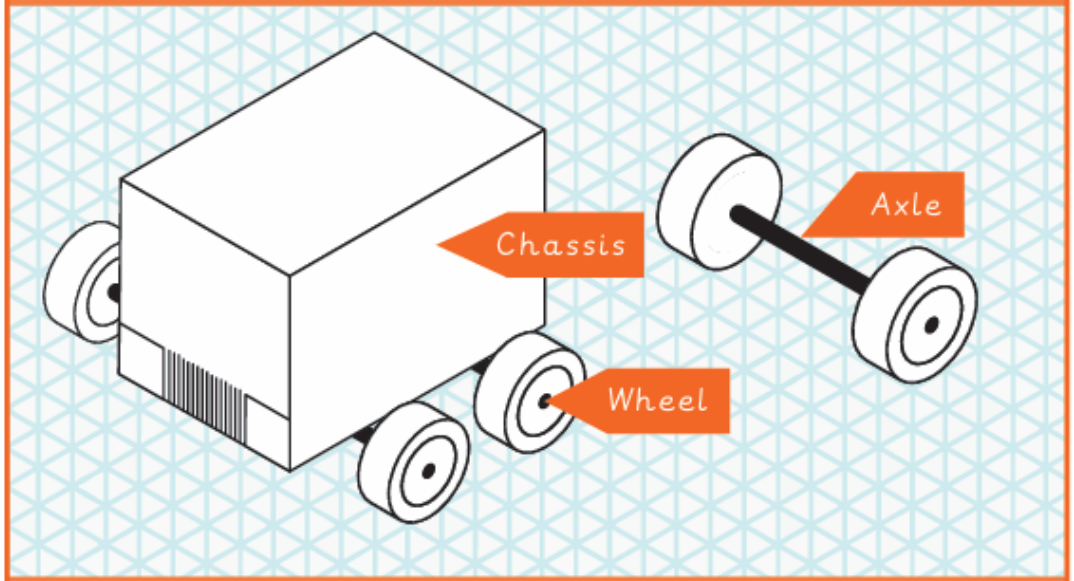
Mechanisms - Wheels and axles

Accurate	Neat, correct shape, size and pattern with no mistakes.
Axle	A long straight rod which connects to a rotating part (e.g. the wheels of a car).
Axle holder	The part of a mechanism which holds the axle steady.
Chassis	The body of a car.
Design	To make, draw or write plans for something.
Fix	To mend something so that it will work properly again.
Mechanic	A person who can build or mend vehicles or other machines.
Mechanism	Parts of an object that move together to make something work.
Model	A practise version that lets you test out your idea and see how it will look and work.
Test	To find out whether something works as it should.
Wheel	A circular object that turns round. It can be fixed to a vehicle like a car or bicycle to allow the vehicle to move easily over the ground.

Wheels are on many objects, not just vehicles.
Have you seen any of these?

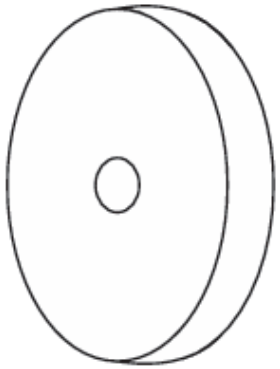
Key facts

How do wheels move?
The wheels need to be round and balance the body of the vehicle.



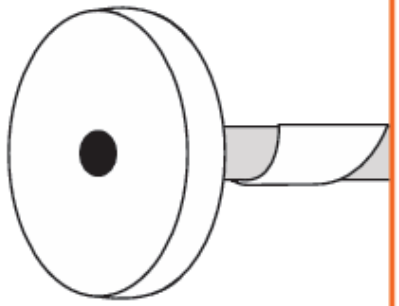
The wheels need to be attached to an axle.
The axle needs to fit inside the axle holder but must not be attached to the axle holder otherwise the wheels will not turn properly.

Wheel



Axle

Axle holder



Year 1: Musical vocabulary (Under the sea)

Creating music to show life under the sea.

Instruments

Celeste

Glockenspiel

Bells

Triangle

Chime bars

Vocabulary

Pulse — The heartbeat of the music. Sometimes called the beat.

Dynamics — The volume of the music (loud or quiet).

Loud

Quiet

Tempo — The speed of the music (fast or slow).

Fast

Slow

Timbre — The quality of sound e.g. smooth, scratchy, twinkly.

Pitch — How high or low a sound is.

High

Low

Rhythm — A pattern of long and short notes.

Knowledge Organiser
Recount from personal experience (Year 1)

Recount orally

Orally recount a real event that you have experienced.

Time order

Explain an event in the order that it happened.

Compose orally and write

Say and rehearse a sentence before recording it.

Re-read for sense

Re-read your sentences to check they make sense.

Year 1 Unit 2: Addition and subtraction within ten (2 weeks)

Video: The part-whole model

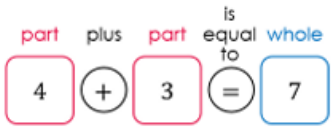
Video: Count on or count all?

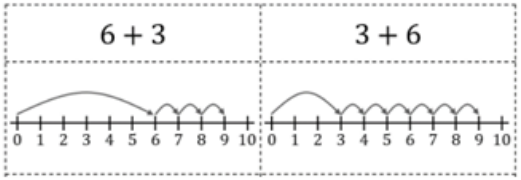
'Part-whole' modelling misconceptions

Taking the example 3 + 2, it can be tempting to start modelling this concretely by placing three cubes in one part, two cubes in the other part as well as placing five cubes in the whole. This means there are physically a total of ten cubes instead of the required five. Therefore, to ensure the modelling reflects the equation, place three cubes in one part and two cubes in the other before combining and moving them to the whole.

Before you start...

- *Complete the Pre-Unit Quiz to assess pupils on the required pre-requisite knowledge and address any gaps.*
- *Consider how confident pupils are with one to one correspondence.*
- *Have pupils been exposed to part-whole language? How confident are they in its use?*
- *How secure are pupils with numbers within ten?*





Although understanding of commutativity (L4), is a Y2 objective on the National Curriculum, it is explored here to support pupils in developing a conceptual understanding of addition and subtraction facts within 10 and to support them in going on to develop number bond fluency.

Understanding addition

L1: Use the count-all strategy for addition
L2: Use the count-on strategy for addition
L3: Link equations to problem solving contexts
L4: Understand commutativity

Pupils explore two strategies for addition within ten. They begin with 'count all' before moving on to the more efficient 'count on' strategy. The use of part-whole language, represented using the model, is key in developing pupils' understanding of the relationship between numbers, manipulatives and the abstract equation and it is important that this is modelled consistently, encouraging pupils to use the language. In Lesson 3, pupils consider a range of contexts and create problems, connecting this to part-whole models and equations. Number lines, tracks and bead strings support conceptual understanding. In Lesson 4, pupils apply their understanding of part-whole relationships to recognise that addition is commutative: it doesn't matter what order you add the parts in, the whole will be the same.

? *How can you ensure that pupils have multiple opportunities to hear and use part-whole language?*

Understanding subtraction

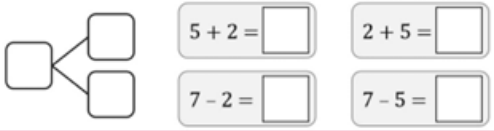
L5: Subtract using partitioning
L6: Count back in ones to subtract
L7: Link equations to problem solving contexts

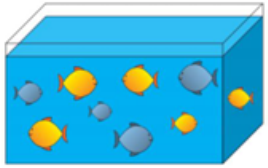
Pupils build on their understanding of part-whole relationships to subtract using partitioning. The same models and language used in previous lessons are applied to subtraction to support pupils in making connections. In Lesson 6, pupils use representations to subtract by counting back in ones. Lesson 7 returns to the same problem contexts as Lesson 3 with pupils creating and representing their own subtraction problems using these contexts.

? *What opportunities will you provide to allow pupils to make connections between different strategies and between addition and subtraction?*

There are five large fish and four small fish. Five plus four is equal to nine.

There are nine fish altogether. Five are yellow. Nine subtract five is equal to four. Four are grey.





The language of subtraction

Pupils have experienced different language for subtraction including 'subtract' and 'take away'. In these lessons, partitioning structures do not involve 'taking away'. This term should only be used when objects are being physically taken away and removed from the situation. In partitioning situations across this unit, consistently use 'subtract'.

Exploring the relationship between addition and subtraction

L8: Recognise the relationship between addition and subtraction
L9: Explore problems involving addition and subtraction

In the final two lessons of the unit, pupils build on their understanding of addition and subtraction. Using the models explored in earlier lessons, pupils apply their understanding of part-whole relationships to recognise the relationship between addition and subtraction. They write four possible equations for one part-whole model, explaining using the language of part and whole. Lesson 9 provides an opportunity to problem solve using addition and subtraction strategies explored within the unit.

? *How will you effectively use part-whole relationships to support pupils in recognising that you can use understanding of addition when working with subtraction?*

Complete the Post-Unit Quiz to assess pupils on the unit's key learning. Use the results to plan any further consolidation, interventions or Maths Meeting content.

Lesson 10 is a suggested consolidation lesson. You may wish to extend Lesson 9 over two lessons, following pupil-generated lines of enquiry, or use the lesson as suits the needs of pupils.