

**What will I need to remember for future learning?**

Christians believe that God is the **creator** of the world. We should take care of God's **creation**.

Christians believe that we should say **thank you** to God for all that he gives us.

In the **Easter** story, Jesus died on a cross to put people right with God (**salvation**).



**Key Vocabulary**

**Definition**

**Creation**

God making the universe.

**Creator**

A person who invents, produces or makes things.

**Thank you**

To show how grateful you are for something.

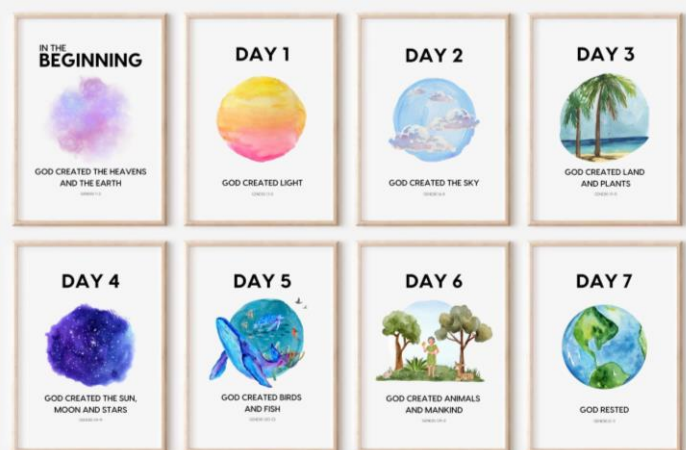
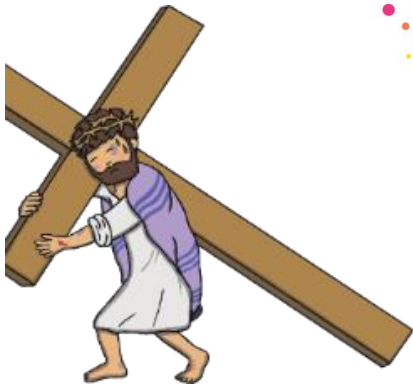
**Easter**

A Christian festival that takes place in Spring each year.

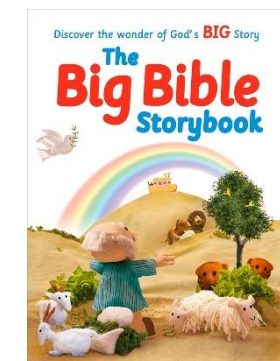
**Salvation**

Being put 'right' with God. Jesus gave his life to save people.

Key images



Key texts  
Genesis 1:1-2:3

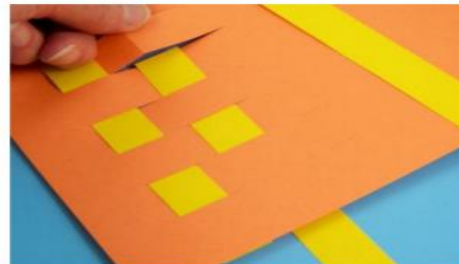
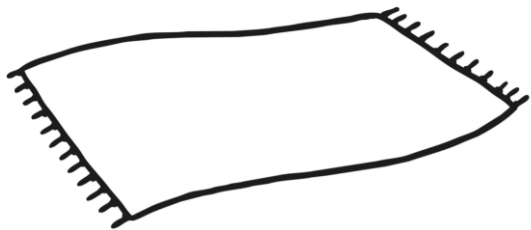


# Art Year 1 Spring 2 Textiles : Magic Carpet

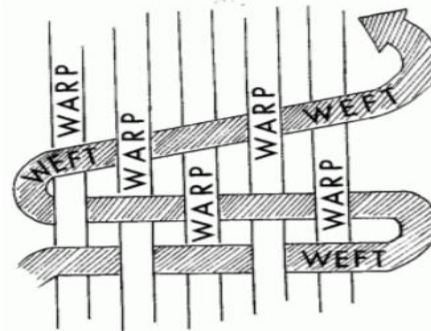
What will I know by the end of the unit?

Sort <b>materials</b> according to specific qualities—warm cold, shiny, smooth.	There are different types of fabrics and textiles, such as threads, cottons, wool, raffia and grass and be able to discriminate between them.
Different <b>fabrics</b> , papers and accessories can be used to create and develop imagery.	Knot and <b>weave</b> fabrics together and develop overlapping skills.
Be able to use <b>complimentary</b> and <b>contrasting</b> colours to show different feelings and moods.	

Key Vocabulary	Definition
<b>Weaving</b>	A method used to produce cloth where wool or strips of material or paper are threaded under and over threads on a loom.
<b>Materials</b>	Variety of paper, fabric ribbons used to create art work.
<b>Overlap</b>	To place one part over so it covers part of another.
<b>Weft</b>	The horizontal strings in a weaving.
<b>Warp</b>	The vertical strings in a weaving
<b>Wool</b>	A fibre made from animal hair.



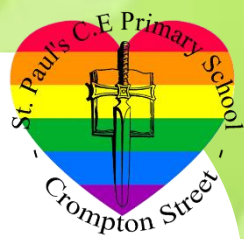
**Paper weaving**  
You can use a simple up and over technique to weave paper.



**Key text.**

<https://www.youtube.com/watch?v=idMsZ7lvxcU>  
A Magic Carpet Ride – sensory story

# History Year 1 Spring 2 How did the fire change London?



What do I need to know from previous topics?
Fire can spread quickly and is very dangerous.
There was no electricity many years ago, so they used candles.

What will I need to remember for future learning?
The Great Fire of <b>London</b> started in Thomas Farriner's <b>bakery</b> in Pudding Lane on 2 <sup>nd</sup> September 1666.
Houses in London during 1666 were made from wood, causing the fire to spread quickly.
It hadn't rained for months so the city was very dry. In 1666, lots of people had houses made from wood which burns easily. Houses were built too close together and there was no organised fire brigade.
The fire burned for 4 days. As the wind died down and changed direction the fire became under control and was finally put out.

How does this topic impact on our lives today?
We now have brick houses, to prevent fires.
We have better water systems to support put out a fire.



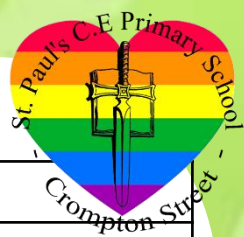
Important people  
 Thomas Farriner  
 Samuel Pepys  
 King Charles II

Key Vocabulary	Definition
<b>River Thames</b>	The main river flowing through London. People travelled on boats down the river to move their possessions during the fire.
<b>Bakery</b>	A place where bread or cakes are made and sold
<b>Diary</b>	A personal record of life's events
<b>London</b>	The capital city of England and the United Kingdom
<b>Embers</b>	Small pieces of glowing coal or wood in a dying fire
<b>Flammable</b>	When something burns easily
<b>St. Paul's Cathedral</b>	A Christian building razed to the ground in the fire and rebuilt using designs



Timeline				
<b>Sunday 2<sup>nd</sup> September 1666</b> A fire starts in Thomas Farriner's bakery on Pudding Lane. As news of the fire spreads, people run to escape its path.	<b>Monday 3<sup>rd</sup> September 1666</b> Fire-fighters try to tackle the fire but it spreads quickly. People carry their possessions to safety using a horse and cart or boats on the River Thames.	<b>Tuesday 4<sup>th</sup> September 1666</b> Houses are pulled down in an attempt to stop the fire spreading. St. Paul's Cathedral is destroyed.	<b>Wednesday 5<sup>th</sup> September 1666</b> The fire starts to burn more slowly as the wind dies down.	<b>Thursday 6<sup>th</sup> September 1666</b> The fire is finally under control and put out. People are left homeless.

# Science Year 1 Spring 1 What materials could we use to make Callum's new house?



What do I need to know from previous units?	
We can use our senses to explore different natural materials.	Natural materials are made of things from nature not humans.
<b>What will I know by the end of the unit?</b>	
<b>Materials</b> have different physical properties which makes them useful for different things.	We use lots of different materials everyday e.g. metal, plastic, wood and glass.
Materials can be sorted according to their properties E.g. hard, soft, waterproof, rough etc.	<b>Opaque</b> objects can't be seen through.
<b>Transparent</b> objects can be seen through. Glass is a transparent material.	If something is waterproof, it keeps water out and it keeps things dry.

Key Vocabulary	Definition
<b>Material</b>	Materials are what an object is made from.
<b>Properties</b>	The property of a material is something about it that we can measure, see or feel and helps us decide whether or not it is the best material.
<b>Absorbent</b>	If something is absorbent, it soaks liquid up..
<b>Rough</b>	If something is rough, it feels and looks uneven or bumpy.
<b>Shiny</b>	Reflects light easily.
<b>Waterproof</b>	If something is waterproof, it keeps water out. It keeps things dry.
<b>Dull</b>	Doesn't reflect light. Doesn't look bright or shiny.
<b>Transparent</b>	Transparent objects can be seen through.

Key diagrams:

Materials:



plastic



wood



metal

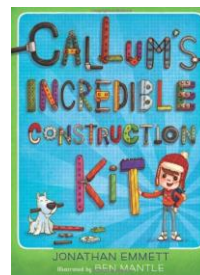


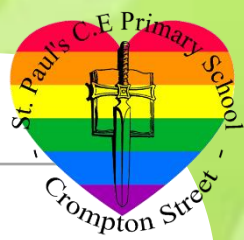
water



glass

Key Texts





What will I know by the end of the unit?	
The way we behave can be <b>helpful or unhelpful, kind or unkind</b> . Our behaviour can affect those around us.	It is important for us all to look after and <b>care for the school environment</b> .
There are lots of ways a family might <b>spend money</b> at home.	Different notes and coins have different values. It is important to <b>keep money safe</b> .
When someone is ill or injured there are lots of way we can help because everyone deserves to be treated with <b>kindness</b> . We can call for someone else and talk to the person to tell them they will be OK.	

Key Vocabulary	Definition
<b>Behaviour</b>	What people do and how they act.
<b>Environment</b>	Everything in the world around us which can affect our lives.
<b>Responsible</b>	Making good choices and looking after something. E.g Pet, equipment, plant etc
<b>Money</b>	Coins or notes used to buy goods and services and to pay people for their work.
<b>First Aid</b>	The first help given to someone who is ill or injured and is in need of help.

British Values – Rule of Law

- Following the rules set by law
- Understanding what is right and wrong
- Consequences for when rules are broken



Mini Minds



Dreamasaurus

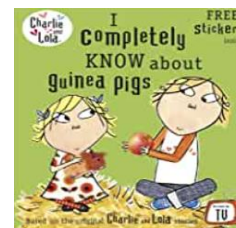
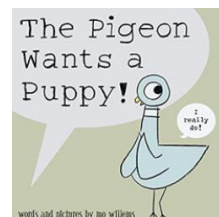


Happyasaurus



Creativeasaurus

Key Texts



Key Dates

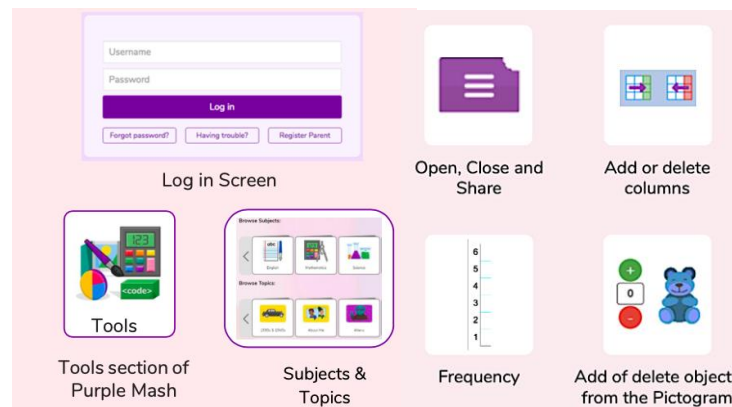
- 8<sup>th</sup> March –International Women’s Day
- 18<sup>th</sup> March-Global Recycling Day
- 2<sup>nd</sup> April- World Autism Day



## Computing Year 1 – Spring 2: Pictograms; Lego Builders

What will I know by the end of the unit?	
<b>Data</b> is a collection of information, used to help answer questions.	To achieve a specific effect when building something, accurate instructions must be followed.
A <b>pictogram</b> is a visual way of representing data.	Correcting errors in an algorithm or program is called <b>debugging</b> .
We can look at data represented in pictograms and ask questions as a way of interrogating data.	The order of instructions for a task affects the results.
Programs such as 2Count enable people to create pictograms on a computer. This has the advantage of being able to easily modify data and share it with lots of people.	Computer programs need precise instructions to follow, and these are called <b>algorithms</b> . If instructions are vague, outcomes will vary for any given task.

Key Vocabulary	Definition
<b>collecting data</b>	To gather facts and information.
<b>pictogram</b>	A visual way of representing data.
<b>compare</b>	Looking at what is the same and what is different.
<b>record results</b>	Writing down what you have found out.
<b>algorithm</b>	A precise, step-by-step set of instructions used to solve a problem or achieve an objective.
<b>code</b>	Instructions that a programmer enters into a computer that causes the computer to perform a certain way.
<b>computer</b>	An electronic device for storing and processing data.
<b>debugging</b>	To find and remove errors from computer hardware or software.
<b>program</b>	An algorithm that has been coded into something that can be run by a machine (for example, a computer or a robot).



## Design and Technology Year 1 Spring

## Mechanisms- Rocket Cards

Design brief: Design and make my own rocket card using levers and sliders

### What will I know by the end of the unit?

Simple **mechanisms** can move in a straight line, round and round and in a curve.

How to correctly hold scissors and identify what is a slider and **lever**.

How to correctly create a working **slider** and lever, and identify an slider and lever in an existing product.

Key Vocabulary	Definition
<b>Slider</b>	A rigid bar which moves backwards and forwards in a straight line.
<b>Lever</b>	A rigid bar which moves around a pivot.
<b>Slot</b>	A wide, thin hole that allows a slider to move.
<b>Mechanism</b>	A device used to create movement in a product.
<b>Rigid</b>	Something that is strong and that will not bend.
<b>Pivot</b>	A fixed part that holds a lever in place as it turns.

### Techniques and diagrams:

