

Key Knowledge Overview

Term: **Spring 1** Topic: **In the Deep Dark Woods...** Year: **1**

Subject	Key Knowledge	Rag rated at end of unit
Science	<p style="text-align: center;"><u>Growing Plants</u></p> <ul style="list-style-type: none"> ● Identify and name common wild and garden plants, including evergreen and deciduous trees, identify and describe basic structure of a variety of common flowering plants (Inc. trees) ● Observe changes to plants over time. Identify and name different parts of plants and trees. ● Label different parts of plants and trees. How plants change and grow in different seasons. 	
History	<ul style="list-style-type: none"> ● N/A 	
Geography	<ul style="list-style-type: none"> ● To locate and name the countries and capital cities of the UK on a map ● Use the 4 compass points to read and give directions ● To use geographical language such as forest, field, town, village, river, sea, coast, cliffs, mountains etc. to describe areas of the UK 	
Art and Design	<p style="text-align: center;"><u>Printing</u></p> <ul style="list-style-type: none"> ● To explore direct printmaking with a variety of objects <ul style="list-style-type: none"> ● To make, and print with, negative stencils. ● To combine printing techniques already learned to produce a layered printed image. <ul style="list-style-type: none"> ● To make a clay slab relief block for printmaking <ul style="list-style-type: none"> ● To use colour, light to dark tones 	
Design Technology	N/A	
RE	<p style="text-align: center;"><u>Special things in nature</u></p> <ul style="list-style-type: none"> ● To recognise special things such as, pets, flowers, gardens, seasons. ● Know that all life depends on light and water. ● To know St Francis of Assiss story. <p style="text-align: center;"><u>Hinduism</u></p> <ul style="list-style-type: none"> ● To recognise the lotus symbol. ● Know that many Hindu homes have a tulsi plant ● Identify the god Vishnu ● To know that during Divali, Hindus have Diva lamps. 	
RSE	<p style="text-align: center;"><u>What keeps us healthy?</u></p> <ul style="list-style-type: none"> ● To know what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) ● To understand that things people put into or onto their bodies can affect how they feel ● To know how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy 	

	<ul style="list-style-type: none"> • To know why hygiene is important and how simple hygiene routines can stop germs from being passed on • To know what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 	
Computing	<p style="text-align: center;"><u>Animated Storybooks</u></p> <ul style="list-style-type: none"> • To continue a previously saved story. <ul style="list-style-type: none"> • To add animation to a story. • To add sound to a story, including voice recording and music the children have created. <ul style="list-style-type: none"> • To work on a more complex story, including adding backgrounds and copying and pasting pages. • To use additional features to enhance their stories. • To share their e-books on a class display board. 	
PE	<p style="text-align: center;"><u>Ball Skills-Hands 2</u></p> <ul style="list-style-type: none"> • To explore different ways of passing a ball to a partner (throwing, bouncing, pushing etc.) <ul style="list-style-type: none"> • To pass a ball with accuracy using hands <ul style="list-style-type: none"> • To receive a ball using hands • To pass a ball at different speeds. • To apply passing and receiving techniques to a game. 	
Music	<p style="text-align: center;">Round and Round: Understanding pitch. Using symbols to represent sounds. Using pitch to create an effect. Dimensions of music- rhythm pitch and pulse.</p>	

Phonics- big focus on phonics, blending for reading and segmenting for writing. Planning will include lots of opportunities for early writing skills to be applied.