



Churchfields Infants' School: Year One Curriculum Information

Spring Term 2: 'Fire! Fire!'



Outlined below is a summary of the skills children will work on during their half term in Year One, along with some activities children will complete, key vocabulary that will be taught and ideas of how you can help to develop this learning at home. Information about learning, teaching and children's development in English and Maths can be found in separate documents.

Subject	Skills	Activities	Key Vocabulary	How can you help at home?
Art and Design	Refer to separate medium term planning for this subject (as adapted from Kapow scheme of learning)			
Computing	<p style="text-align: center;">We Are TV Chefs</p> <ul style="list-style-type: none"> -Understand what algorithms are -Use technology purposefully to create, organise, store, manipulate and retrieve digital content -Recognise common uses of technology beyond school -Break down a process into simple, clear steps (an algorithm) -Use different features of a video camera -Use a video camera to capture moving images -Edit a video to include an audio commentary -Develop collaboration skills -Discuss their work and think about how it could be improved <p>Revision:</p> <ul style="list-style-type: none"> <i>-How to stay safe when using technology</i> <i>-Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i> <i>-Recognise common uses of technology beyond school</i> <i>-Understanding what algorithms are</i> <i>-Record audio</i> 	<p style="text-align: center;">We Are TV Chefs</p> <ul style="list-style-type: none"> -Working out an algorithm for a common task -Learning how to use different features of a video camera and how to record video on a tablet -Working collaboratively to film a recipe, using ground rules for filming -Editing a video to include audio commentary -Discussing their own and others' work, thinking about how it could be improved <p>Revision:</p> <ul style="list-style-type: none"> <i>-Using audio to enhance a piece of work</i> <i>-Accessing saved work from previous sessions</i> <i>-Using algorithms to plan and create a finished piece of work</i> <i>-Evaluating finished work against success criteria</i> <i>-Editing own work</i> 	<ul style="list-style-type: none"> computing technology tablet keyboard log on log off username password online safe trusted adults privacy algorithm audio edit frame narration pattern storyboard video camera abstraction decomposition 	<ul style="list-style-type: none"> -Continue to reiterate messages delivered at school around internet safety and rules to follow so that children can ensure they are safe online. Consider use of filters and parental controls if you don't already to minimise risk when your child uses technology and continue to ensure they are never unsupervised when using devices -You could encourage your child to explore recording short portions of their day as a kind of diary of what they get up to (maybe over the Easter break?) to allow them to experiment with the controls on simple video cameras (on a phone or device, or you may have a separate camera?) as they have been at school -You could perhaps do some cooking of your own at home by following a simple recipe with your child. How do the instructions in the right order help you to be successful? Are they clear enough to follow? What would happen if they weren't? -If you're feeling really brave, you could allow your child to choose their own recipe to record over the holiday to create their own cooking show? They could either narrate as they go, or record audio over the top of their video separately of that's easier to support stage fright and doing too many things at once!
Design and Technology	Food	-Design, make and evaluate a loaf of bread (CC history unit)	<ul style="list-style-type: none"> recipe ingredients 	-Explore key kitchen items and utensils safely together:

	<p>-Explain what a product is for and how it will work (purpose)</p> <p>-Develop design criteria relevant to a brief</p> <p>-Explore and evaluate existing products</p> <p>-Use pictures/drawings and words to plan; communicate ideas</p> <p>Revision:</p> <p><i>-Understanding the stages of designing, making and evaluating</i></p> <p><i>-Selecting suitable tools/equipment</i></p> <p><i>-Practising safe hygiene and food handling</i></p>	<p>Revision:</p> <p><i>-Significance of bread/bakery in The Great Fire of London (CC history unit)</i></p> <p><i>-Tastes, smells and textures of identified foods</i></p>	<p>kneading</p> <p>shaping</p> <p>yeast</p> <p>dough</p> <p>proofing</p> <p>rising</p> <p>bread</p>	<p>*What are the items?</p> <p>*What are they used for?</p> <p>-Talk about different types of bread and how they can be presented (e.g. sliced, baguette, buns, plaits...)</p> <p>-Bake together (this does not need to be bread; you could bake a cake or another item of your choice). Allow your child to help with measuring and weighing out ingredients as this also supports them with their maths learning</p> <p>-Practise handling utensils and food in a safe and hygienic way</p>
Geography	N/A	N/A	N/A	N/A
History	<p>The Great Fire of London</p> <p>- learn about events beyond living memory that are significant nationally</p> <p>- know where the people and events studied fit within a chronological framework (making links with prior learning)</p> <p>- understand some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>- understand cause and consequence</p> <p>Revision:</p> <p><i>- revisit different ways we can find out about the past</i></p> <p><i>- revisit the difference between past and present</i></p> <p><i>- what skills do historians use to find out about the past?</i></p>	<p>The Great Fire of London</p> <p>- comparing London then and now</p> <p>- placing The Great Fire of London on their class timeline</p> <p>- discuss the causes of The Great Fire of London: why did it spread and why did it destroy so much? Which were the most important?</p> <p>- finding out about Samuel Pepys</p> <p>- considering the impact of The Great fire: what changed as a result?</p> <p>- fire station visit</p> <p>- Rainbow Theatre Great Fire of London workshop</p> <p>Revision:</p> <p><i>- using timeline</i></p> <p><i>- understanding how some things were different in the past and some were the same</i></p>	<p>bakery</p> <p>Thomas Farriner</p> <p>burning</p> <p>spark</p> <p>escaping</p> <p>fire</p> <p>fire hook</p> <p>firefighter</p> <p>King Charles II</p> <p>Pudding Lane</p> <p>rebuild</p> <p>River Thames</p> <p>St Paul's Cathedral</p> <p>Tower of London</p> <p>spread</p> <p>destroyed</p> <p>wind direction</p> <p>design</p> <p>thatched roof</p> <p>timber</p> <p>narrow</p> <p>diary</p> <p>Samuel Pepys</p> <p>rebuilt</p> <p>original (sources)</p>	<p>- visit The Monument, built to remember The Great Fire of London</p> <p>- explore the following three short animations together:</p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-great-fire-of-london-home/zph4g7h</p> <p>- consider the following:</p> <p>*Why did the Great Fire of London happen?</p> <p>*What happened during the Great Fire of London?</p> <p>*What happened after the Great Fire of London?</p> <p>- this video could also be watched/explored together:</p> <p>https://www.bbc.co.uk/newsround/37222884</p> <p>- can you take this quiz to check your understanding of The Great Fire of London?</p> <p>https://www.bbc.co.uk/cbbc/quizzes/grisly-great-fire-quiz</p> <p>- can you find out some information about Molly Williams? Why was she significant and how is this related to The great Fire of London?</p> <p>Facts to remember:</p> <p>- Great Fire of London started: 1666 (2nd September)</p> <p>- how cities and towns were different over 400 years ago e.g. narrow</p>

				streets, houses were made of timber with thatched roofs
Music	<p>Round and Round</p> <p>-Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>-Play tuned and untuned instruments musically</p> <p>-Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>-Experiment with sounds using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)</p> <p>-Create a simple melody of one, two or three notes</p> <p>-Learn how the notes of a composition can be written down</p> <p>Revision:</p> <p><i>- treat instruments carefully and with respect</i></p> <p><i>- learn the names of the instruments they are playing</i></p> <p><i>- learn about voices and how to change the pitch of our voices and when playing tuned instruments</i></p> <p><i>- learn the names and pattern of the notes in a simple instrumental accompaniment to a piece of music</i></p> <p><i>- begin to play a simple accompaniment on a tuned instrument (using one or two notes)</i></p>	<p>Round and Round</p> <p><u>Listen and Appraise</u></p> <p>-Listening to high-quality music and discussing in more depth, using what they have learnt so far</p> <p><u>Building Musical Knowledge</u></p> <p>-Experimenting with dynamics (loud and quiet sounds) and the effect they can have on a performance</p> <p><u>Singing</u></p> <p>-Singing using increased control over pitch and dynamics to create an effect</p> <p><u>Playing</u></p> <p>-Playing tuned instruments with increased control, moving between a small number of notes</p> <p>-Listening to and following instructions from a musical leader about when to start and stop playing</p> <p><u>Improvisation</u></p> <p>-Improvising simply using an instrument (tuned)</p> <p><u>Composition</u></p> <p>-Creating melodies using tuned instruments</p> <p><u>Performance</u></p> <p>-Perform a simple accompaniment using instruments</p> <p>Revision:</p> <p><i>-Experimenting with high and low sounds, using voices and tuned instruments</i></p> <p><i>-Listening to and following instructions from a musical leader about when to start and stop singing</i></p>	<p>keyboard</p> <p>bass</p> <p>guitar</p> <p>percussion</p> <p>trumpets</p> <p>saxophones</p> <p>pulse</p> <p>rhythm</p> <p>pitch</p> <p>improvise</p> <p>compose</p> <p>perform</p> <p>audience</p> <p>names of instruments (tuned and untuned)</p>	<p>-These are some of the pieces of music children will listen to and appraise as part of this unit:</p> <ul style="list-style-type: none"> • Livin' La Vida Loca by Ricky Martin • Imperial War March by John Williams • It Had Better Be Tonight by Michael Bublé • Why Don't You by Gramophonedzie • Oya Como Va by Santana <p>You may like to listen to these pieces at home and discuss them with your child. Do they like them? What types of instruments can they hear? What about any voices? Are they male or female or both? A soloist or a group? What is the structure of the music (comment on verse/chorus/instrumental sections)?</p> <p>-Listen out for dynamics in a piece of music – how do they affect it? Explore at home!</p> <p>-Share some music you enjoyed or enjoyed in the past with your child – what do they think?</p> <p>-Encourage your child to experiment with instruments you may have at home (either untuned or tuned instruments)! If you don't have any, maybe you could make your own or improvise with items you have indoors that you could play (think pots and pans in your kitchen as a starting point!)</p> <p>-Take any opportunities you can for your child to listen to live music! This could be a band at a party or wedding, a small group performing a concert, the orchestra at a theatre or a larger performance by a whole orchestra! You can't replicate the feeling of listening to music live!</p>
PE	Refer to separate medium term planning for this subject			
RE	Refer to Redbridge Agreed Syllabus documentation for this subject			

<p>RSHE</p>	<p>-Know who their trusted grown ups are -Know that their body parts covered by their underwear belong to them -Know that their body parts covered by their underwear are private -Understand public vs private -Understand that a sense of belonging can impact on their identity Revision: <i>-Know why and how to ask for help if experiencing difficulties maintaining friendships</i> <i>-Know how to build new friendships in safe settings</i> <i>-Know how to make others feel welcome and not excluded</i> <i>-Respond appropriately to different children, understanding they may hold different boundaries around play</i> <i>-Continue to respect personal space</i></p>	<p>-Range of discussion, responding to scenarios and engaging with stories and videos related to topics covered Revision: <i>-Responding appropriately to different children whose boundaries of play may differ slightly from yours</i> <i>-Discussing things you could tell a trusted adult about, including worries</i> <i>-Continue to practise consideration for the personal space of others</i></p>	<p>trust trusted adult body underwear pants/knickers private tell share worry/concern safety public private belong/belonging</p>	<p>-Ensure your child knows who their trusted grown ups are -Reinforce messages about our private areas and remind children about how to react if somebody asks to see them https://www.youtube.com/watch?v=LnroT_xz7USI -Discuss reasons when it is safe for somebody else to see your private parts, and who these people might be (a parent at bath time, a doctor etc. -Help your child to distinguish between private and public activities (i.e. going to the toilet should be done in private) -Discuss all the groups you belong to as a family and individually and how that makes your family/you/them special!</p>
<p>Science</p>	<p>Seasonal Changes (x1) -Developing understanding of seasons to include months of the year -Seasonal observations/changes (spring) – link to Autumn 1 and Autumn 2 Scientific Enquiry (x4) Revision: <i>-This unit builds on the substantive knowledge (primarily from the 'Everyday Materials' work), but also provides further opportunities for the development of disciplinary knowledge and encouraging children to think like scientists</i></p>	<p>-Observations/ photographs Link texts: As per Autumn 1 -Bubble investigation (linking to work on everyday materials) -Constructing a bridge to escape from the fire (linking to work on everyday materials)</p>	<p>As per Autumn 1</p>	<p>-You could work with your child to recap the seasons and learn the months of the year; which months are associated with each season? -Perhaps you could research and carry out your own scientific investigation of choice; can you make a prediction about what will happen? Can you record your results? Can you discuss the findings?</p>