



Religious Education – Holy Week

Key Vocabulary

Holy Week	Jesus	Hosanna
Palm Sunday	Last Supper	
Bread	wine	body
Blood	disciples	Veronica
Mary	death	crucifixion

Learning Outcomes

- To recall and develop knowledge of the events of Holy Week.
- To know the story of Palm Sunday.
- To know what Jesus said and did at the Last Supper table.
- To know the story of Jesus carrying the cross.

Unit overview

Within this unit, you will develop your understanding of the important events of Holy Week and how they tell of the last days of Jesus' life on earth. This unit focuses on Palm Sunday, the Last Supper and the Stations of the Cross. This unit builds on work in Nursery and Reception by learning about Holy Week.

Bible References

- Luke. 19: 28-39 – The story of Palm Sunday
- Matthew. 26: 20-30 – The Last Supper

Windows of reflection (things to think about)

- Why do you think God sent his only son onto Earth?
- What does this tell us about what God thinks of us?

Prayer tasks linked to unit and tasks to completed

- *Please submit these tasks onto Purple Mash for your teacher to mark.
- To discuss and write what happened on each day of the last week of Jesus' life.
- To create our own palms and re-enact the story of Palm Sunday.
- To write down the thoughts of the disciples during the Last Supper.
- To retell the story of Jesus carrying his cross and his death.



attentive
faith-filled
generous
intentional
hopeful
learned
eloquent
compassionate
active
curious
wise
grateful
discerning
truthful
prophetic

Subject: R.E.

Unit Name: Lent

Key Vocabulary

Lent	Jesus
Change	Prodigal Son
Zacchaeus	Jericho

Unit overview

Within this unit, you will develop your understanding of Lent as a time of change and growing to be more like Jesus by following his example. We will be exploring various aspects of Jesus' message and ways Christians can apply these to real life situations.

This unit builds on work in Nursery and Reception from learning more about Lent.



Windows of reflection
(things to think about)

- Why do you think Lent is such a special season in the Church's year?
- Why do you think Jesus gave people a chance to change?

Bible References

Luke. 19: 1-10 – The Story of Zacchaeus

Learning Outcomes

- To know that Lent is a special season when we try to follow Jesus more closely by listening to his words and learning from his actions.
- To be able to reflect on the words and actions of Jesus and apply them to real life situations.
- To hear and talk about stories of Jesus giving people a chance to change.
- To take part in prayer celebrations about Lent as a season of change when we try to follow Jesus more closely.

Prayer tasks linked to unit

- To discuss and write down what we have learnt about Lent.
- To apply the words and actions of Jesus to real life situations by thinking of your own experiences and how we can respond in a way Jesus would.
- To write down the reasons we believe Jesus gave people a chance to change.
- To write our own prayers for Lent.



loving
hopeful
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faith-filled
attentive
learned
creative

Subject: Maths
Topic: Place Value (Within 50).

Key Vocabulary

fifty greater than
less than Equal to
number track tens
ones Whole part model
compare representations
more less

Unit overview

In this unit we will build upon children's prior knowledge of place value. We will spend time consolidating work with smaller numbers between 1-20 before moving on to numbers within 50. The children will be partitioning numbers to explore their place value.

- Learning Outcomes**
- To look at numbers to 50.
 - To identify tens and ones.
 - To represent numbers to 50.
 - To find one more and one less.
 - To compare objects within 50.
 - To order objects within 50.
 - To count in 2s and 5s.

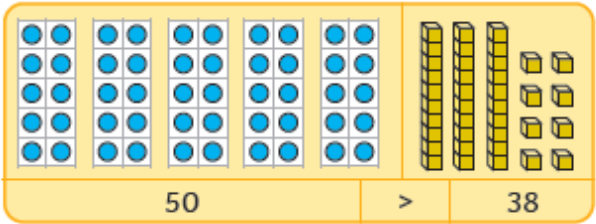
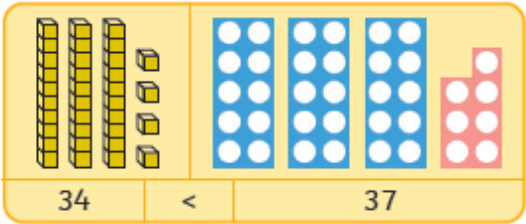
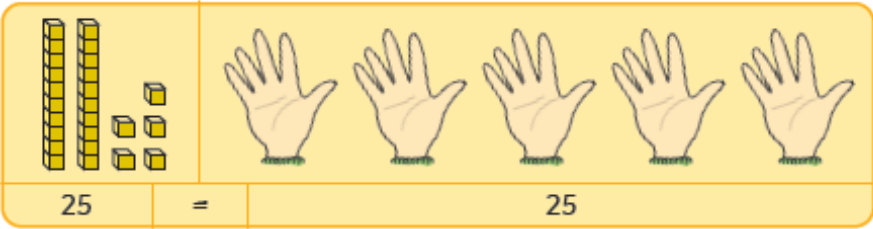
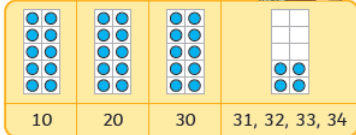
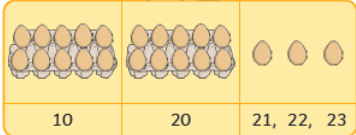
Books linked to topic you may wish to read:
Number and place value – Oxford Owl.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

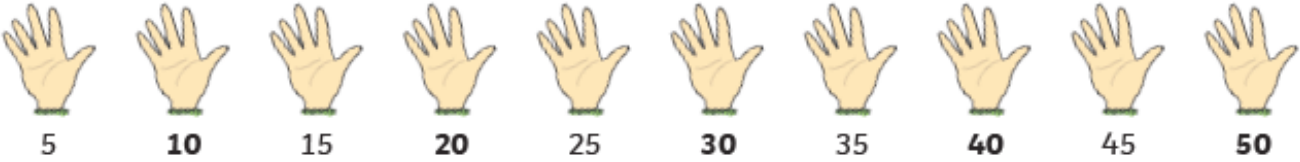


One more than 43 is 44

49 is one less than 50



Counting in Fives





Subject: Maths

Topic: Measurement: Length, Height, Weight and Volume.

Unit overview

In this unit we will build upon children's prior knowledge of measurement. We will be comparing different lengths and heights and begin to measure them using a ruler. We will also be comparing different weights and looking at capacity.

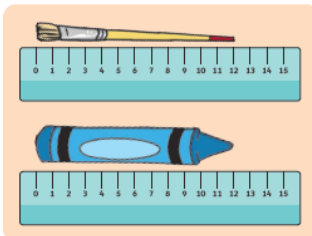
Learning Outcomes

- To compare lengths.
- To measure length.
- To measure mass.
- To compare mass.
- To introduce capacity and volume.
- To measure capacity.
- To compare capacity.

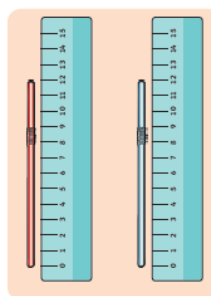
Key Vocabulary

height	length
shorter	longer
ruler	scale
taller	measure
weight	volume
capacity	mass
compare	

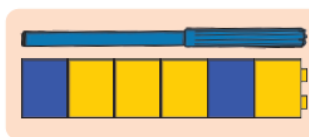
The same length.



The same height.



This pen is 6 cubes long.



This ruler is to scale.



We can use different containers to measure volume.



Capacity is the total amount of liquid a container can hold.

Volume is the amount of liquid that is in the container. This can vary.

We can use different types of scales to measure mass.



Books linked to topic you may wish to read:

Shapes and Measuring Age 5-6

Equal Shmequal by Virginia Kroll.

Me and the measure of things by Joan Sweeney.



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Subject: History

Topic: Transport and travel

Learning Outcomes

- How do we travel around today?
- What transport did people use in the past?
- How have boats changed over time?
- How have cars changed since they were first invented?
- What is it like to travel by bus today and what was it like in the past?
- How have bicycles changed since they were first invented?
- How were the first trains different from trains today?
- Why were underground railways built?
- How has air travel changed over time?
- How have humans travelled in space?

Unit overview

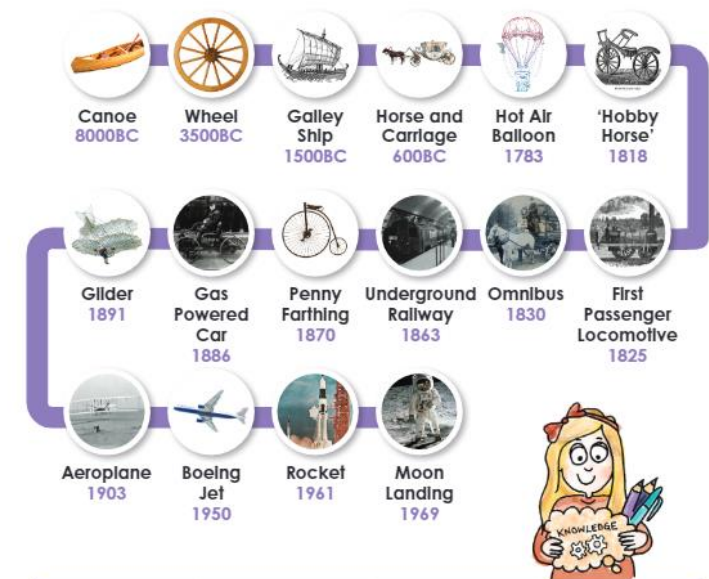
In this unit, children are taught to explore how people used travel in the past and find out about significant events such as the Wright brothers and the first space flight in 1961. They will compare and contrast old modes of transportation with how we travel today and understand how technology has changed transport. Finally, children will predict what the future might look like.

Key Words


carriage	a part of a train that carries passengers
congestion	lots of traffic
engine	a machine with moving parts that powers something
glider	an aircraft without an engine
Journey	travelling from one place to another
locomotive	the first steam trains
mode	a type of (e.g. a type of transport)
omnibus	the first buses, meaning 'for all'
passengers	people who travel on a vehicle
petrol	liquid fuel for cars
propellers	blades that spin round on boats and planes
steam powered	gets power from the heat of steam
transport	to take people or goods from one place to another
underground	railway below the floor
vehicle	a thing used for transporting people or goods
wind powered	gets power from the wind

Significant People

			
George Stephenson	The Wright Brothers	Yuri Gagarin	Neil Armstrong
Invented the first passenger locomotive.	Invented the first aeroplane.	Russian astronaut who was the first to fly in space.	The first astronaut to land on the moon.



Significant People

			
Amelia Earhart	Katherine Johnson	Hedy Lamarr	Garrett Augustus Morgan
First female pilot to fly solo across the Atlantic Ocean.	NASA mathematician and "human computer."	Invented technology for GPS, wifi and bluetooth.	Invented the traffic light signal.





loving hopeful
 attentive curious
 faith-filled learned wise
 generous eloquent grateful discerning
 intentional compassionate
 truthful active

Subject: Science
Topic: The Amazing Animals

- Learning Outcomes**
- Can we name and describe a variety of animals?
 - Can we group animals into categories according to their characteristics?
 - What do mammals have in common?
 - How are reptiles and amphibians different?
 - Can we identify a range of birds?
 - Can we compare a variety of common fish?
 - Can we compare and contrast animals from different categories?
 - What do animals eat?
 - Why is it a big responsibility to own a pet?
 - What are the basic parts and functions of the human body?

Unit overview

This unit will extend children’s knowledge further about the five vertebrate animal groups, amphibians, birds, fish, mammals and reptiles. The children will compare and contrast different animal groups. They will investigate the importance and responsibility of having a pet.

All living things:

eat	grow	breathe	reproduce	move	get rid of waste	react
-----	------	---------	-----------	------	------------------	-------

herbivores	omnivores	carnivores
eat plants	eat animals and plants	eat meat
elephant, deer, rabbit, cow, sheep	hedgehog, human being, badger, hen	shark, lion, crocodile, eagle, fox

The 5 Senses

slight	hearing
smell	taste
touch	

Key Words

cold blooded	animals that can become hotter and colder	gills	body part used to breathe underwater
lungs	body part used to breathe air	reproduce	to have babies
skeleton	bones that support the body	skin	outer covering of the body
vertebrate	an animal that has a backbone or spine	warm blooded	animals with body temperatures that usually stay the same

amphibians	cold blooded animals that live in water and on land. They lay eggs in water and are born with gills to breathe underwater. Amphibians have soft skin	
birds	birds are warm blooded. They have feathers, wings and a beak. Birds lay eggs. Most birds can fly	
fish	fish have gills to breathe underwater. Most fish are cold blooded and lay eggs. They have scales to protect their bodies and fins to help them swim	
mammals	warm blooded animals with fur or hair. They give birth to live young and feed their young with their milk. Humans are mammals	
reptiles	cold blooded animals that live in water and on land. They lay eggs on land and have lungs to breathe air. Reptiles have dry, scaly skin	


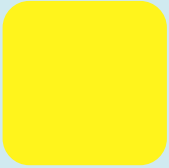

Hue	Describing an exact colour: sky blue, dark green, rose pink
Mix	Combining two or more colours together
Pattern	Pattern is a design in which shapes, colours or lines are repeated
Primary colours	Red, yellow and blue
Print	Transferring an image onto another surface, e.g. finger printing
Secondary colours	Orange, green and purple and made by mixing two primary colours together

Artists

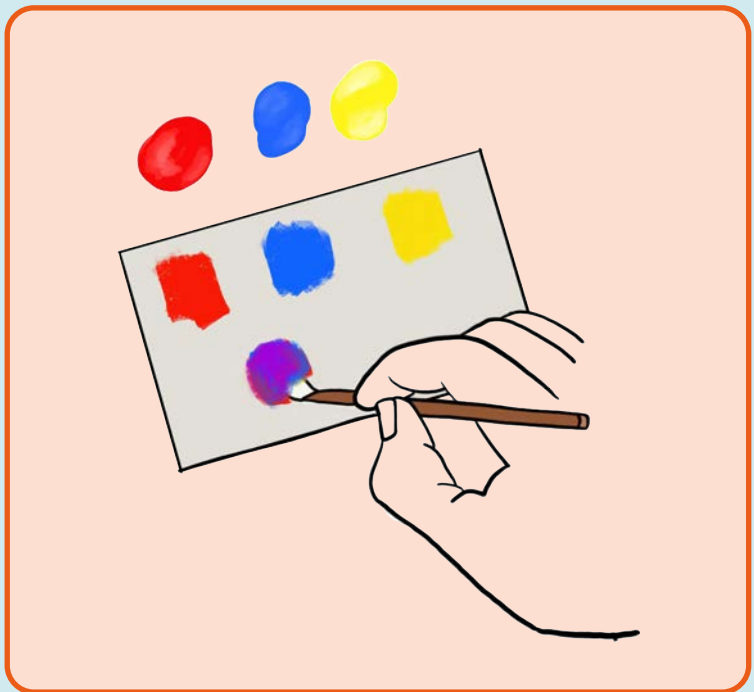
Jasper Johns




Clarice Cliff




Primary colours








Mix secondary colours

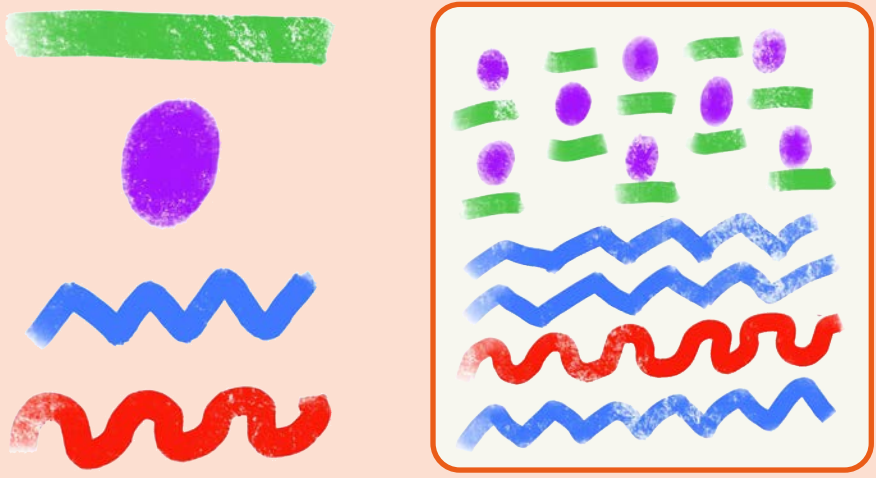



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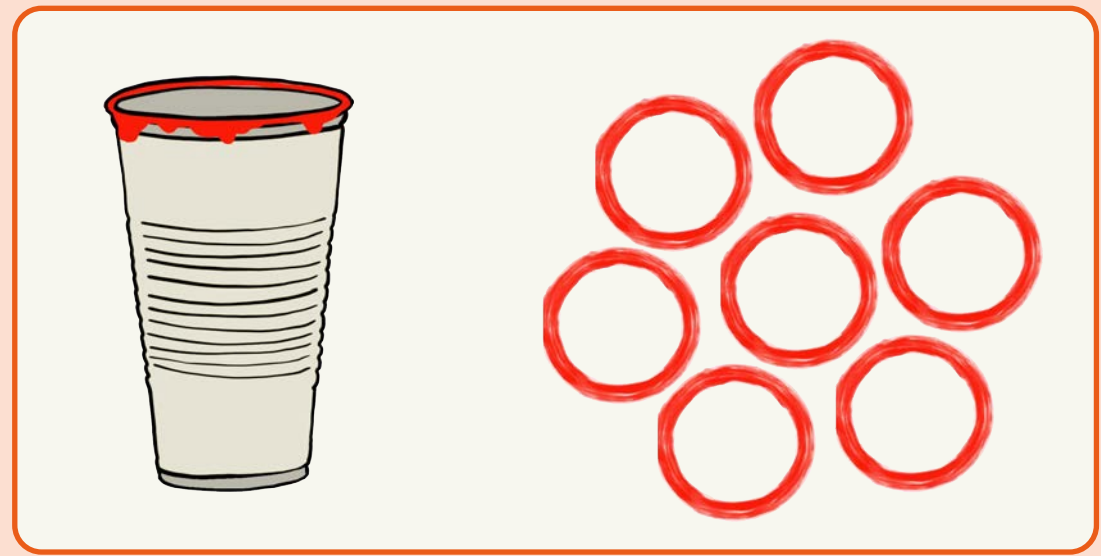

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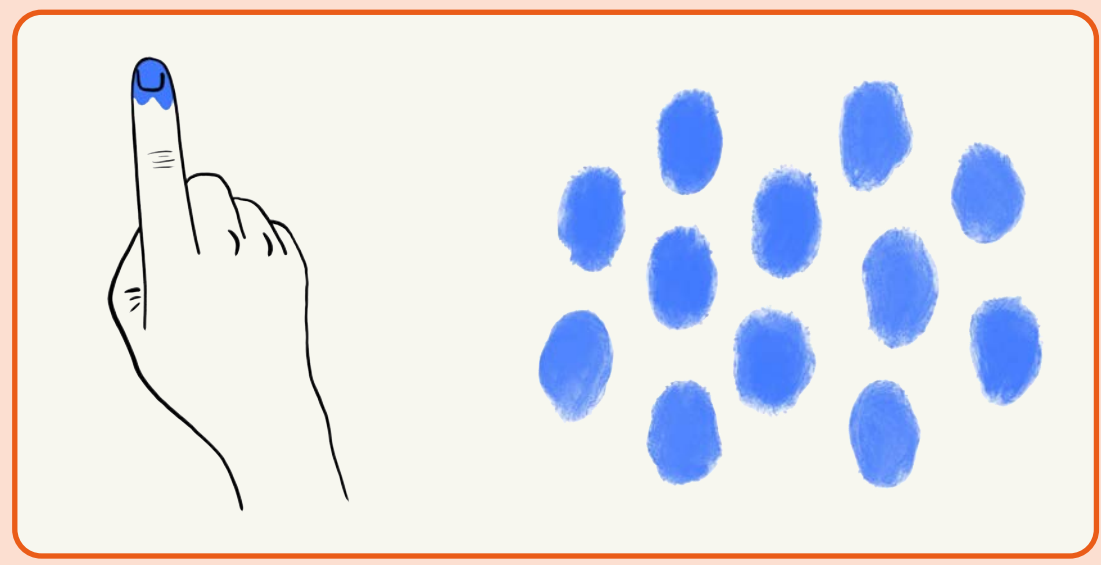
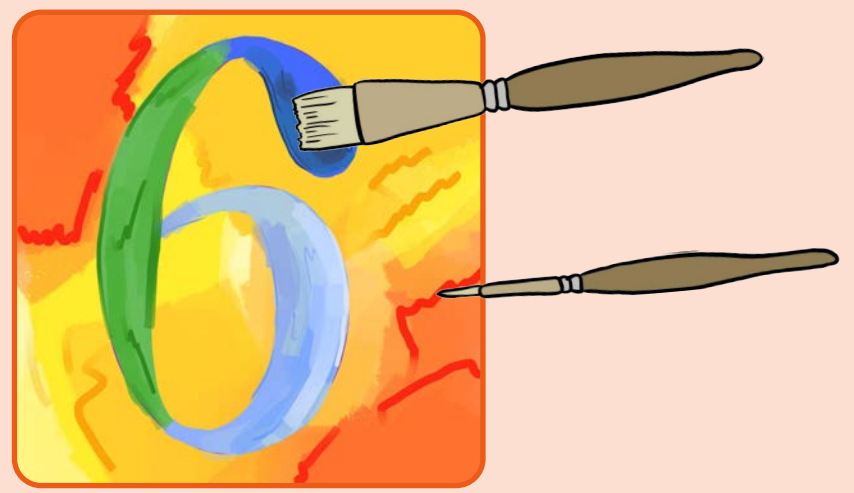
Create patterns by repeating shapes, colours, lines



Create patterns by printing



Different brushes make different marks



Food - Fruit and vegetables

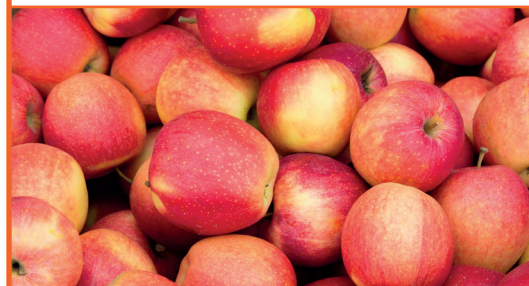
Blender	A machine that mixes ingredients together into a smooth liquid.
Carton	A container made out of card which holds liquid products such as milk and orange juice.
Fruit	The part of a plant that contains seeds.
Healthy	When everything in your body and head feels good.
Ingredients	Items that make up a mixture, for example, foods that make a recipe.
Peel	The tough skin around certain fruits and vegetables, such as oranges.
Peeler	A tool which helps you to remove the tough skin off fruits and vegetables.
Recipe	A set of instructions for making or preparing a food item or dish.
Slice (verb)	To cut pieces off something with a knife.
Smoothie	A combination of fruits and vegetables blended together to make a smooth drink.
Stencil	A shape which you can draw around.
Template	A stencil which you use to help you draw a shape more easily on to different materials.
Vegetable	Parts of plants that can be eaten by people as food. The parts may be the leaves, roots or stem. Vegetables do not contain any seeds



You should try to eat five portions of fruit and vegetables every day!

Key facts

Fruits



Apples



Oranges



Strawberries



Bananas

Vegetables



Potatoes



Broccoli



Onions



Carrots

Year 1: Musical vocabulary (Under the sea)

Creating music to show life under the sea.



Instruments



Celeste



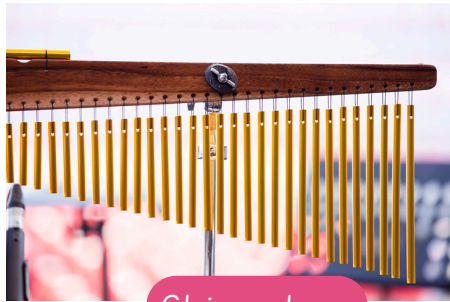
Glockenspiel



Bells



Triangle



Chime bars

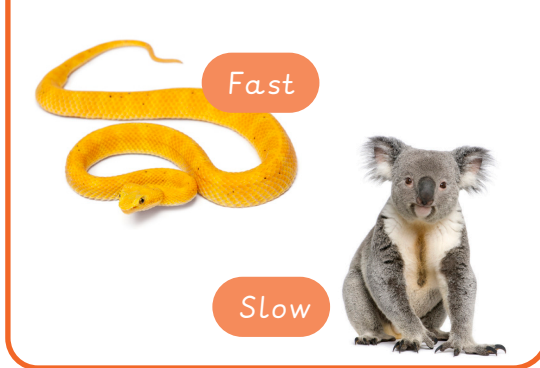
Vocabulary

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

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



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



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



Pitch How high or low a sound is.



Rhythm A pattern of long and short notes.



About this Unit

Invasion games are games where there are two teams and two goals. Teams try to score in the opposite team's goal. Examples include football, handball, rugby, netball, basketball, hockey.

In invasion games, if your team has the ball you are called attackers. If your team doesn't have the ball you are defenders.



Look at the images below, who are the attackers and who are the defenders?



Key Vocabulary



attacker

marking

defender

points

dodge

score

goal

space



If you enjoy this unit why not see if there is a club in your local area that plays an invasion game. This could be a basketball, football, handball, hockey, netball or tag rugby club.

Healthy Participation



- Make sure any equipment not used is stored out of the way.

Rules

Rules help you to play fairly.

Tactics

Tactics are a plan that help us to do what we want to do when playing games.

Spread out

Stay with a partner

Keep the ball

Send the ball quickly to a teammate



Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Touch Down

What you need: two players, two markers and a ball

How to play:

- Place the two markers approx. 8 big steps apart.
- One person begins at one marker with the ball, other person begins in the middle.
- Person with the ball attempts to score by running and placing it on top of their opponent's marker.
- If their opponent tags the person with the ball, they have to start again at their marker.
- Have three attempts to score then switch roles.
- Make this harder by dribbling the ball with feet or hands.



www.getset4education.co.uk



Ladder Knowledge

Sending & receiving:

look at your partner before sending the ball.

Dribbling:

moving with a ball is called dribbling.

Space:

being in a good space helps you to pass the ball.

Attacking:

moving away from a partner helps your team to pass you the ball.

Defending:

staying with a partner makes it more difficult for them to receive the ball.

Movement Skills

- dribble
- throw
- catch
- kick
- receive
- run
- change speed
- change direction

This unit will also help you to develop other important skills.

Social supporting others, communication, co-operation, kindness

Emotional perseverance, confidence, honesty

Thinking comprehension, identifying strengths and areas for development, select and apply



About this Unit

Yoga is a type of exercise that uses balances (called poses) and breathing to help your body and mind stay healthy and strong....It's like a secret superpower!

Imagine stretching your body like a playful cat or pretending to be a tree swaying in the wind. Each movement or pose has a name. By doing these poses, you can make your muscles stronger, feel more relaxed and improve how flexible you are.

Start...

'I am ready to be mindful'
(hands on heads)

'I am ready to share my ideas'
(hands on throat)

'I am ready to try my best'
(hands on heart)

Each lesson you will start and finish your lesson sitting with crossed legs.

You will say.....

Finish...

'I think kind thoughts'
(hands on heads)

'I speak kind words'
(hands on throat)

'I act with a kind heart'
(hands on heart)

Ladder Knowledge



Balance:
focusing on something still will help you to balance.

Flexibility:
yoga helps to improve flexibility which you need in everyday tasks.

Strength:
you can use strength to move slowly and with control.

Movement Skills

- balance
- flexibility
- strength
- co-ordination

This unit will also help you to develop other important skills.

Social move safely, listen to others, collaborate

Emotional concentration, focus, identify feelings

Thinking observation, copy and repeat, recognise, create, select and apply

Strategies

- Use the start and finish sayings during your day to make good choices.
- If you feel angry, sad, mad, nervous or like you need a moment, try one of the breathing activities from your lessons.

Healthy Participation



- Don't wear shoes or socks to make sure that you do not slip.
- Stretch slowly and breathe deeply, never force a pose.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Hand Breath

What you need: a quiet space

What to do:

- Close your mouth and breathe in and out through your nose.
- Hold out your left hand.
- With the index finger of your other hand trace the fingers of your left hand.
- Breathe in as you trace up a finger, breathe out as you trace down a finger.
- Continue a few times through all fingers.



www.getset4education.co.uk

Key Vocabulary



balance

breath

copy

feel

focus

listen

pose

slowly

stretch

If you enjoy this unit why not see if there is a yoga club in your local area.



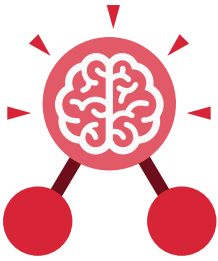
This unit will help you to:

- balance
- move different body parts at the same time
- be more flexible
- be stronger

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136



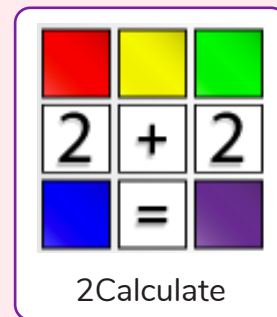
Unit: 1.8

Spreadsheets

Key Learning

- To know what a spreadsheet program looks like.
- How to open 2Calculate in Purple Mash.
- How to enter data into spreadsheet cells.
- To use 2Calculate image tools to add clipart to cells.
- To use 2Calculate control tools: lock, move cell, speak and count.

Key Resources



Key Questions

What does a spreadsheet look like?

It has a grid of cells. These are in rows and columns.

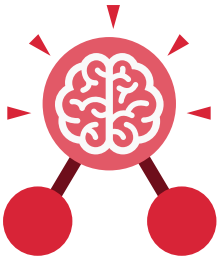
The cells can be coloured, and you can type into them. You can use the toolbox to do different things with the data in the cells.

How could you use a spreadsheet to add up values?

You can enter numbers and operators such as +, -, x in the cells. Entering an equals sign in the correct cell will perform calculations.

How could you use the count and speak tools?

The count tool will count the number of cells containing the same value or colour as it. The speak tool will say this number each time you click on the cell or the number changes.



Unit: 1.8

Spreadsheets

Key Vocabulary

Arrow keys

On a standard keyboard these can be used to move around the cells of a spreadsheet.

Backspace key

Use this key to delete the character before the current cursor position.

Cursor

An indicator on a computer screen identifying the point that will be affected by input from the user. Often a blinking vertical line.

Columns

Vertical reference points for the cells in a spreadsheet.

Cells

An individual section of a spreadsheet grid. It contains data or calculations.

Clipart

Simple pictures and symbols available for computer users to add to documents.

Count Tool

In 2Calculate, this counts the number of cells with a value that matches the value of the cell to the left of the tool.

Delete key

Use this key to remove the contents of a cell.

Image Toolbox

Use this to insert images into cells.

Lock tool

This tool prevents cell values being changed.

Move cell tool

This tool makes a cell's contents moveable by drag-and-drop methods.

Rows

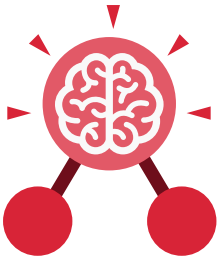
Vertical reference points for the cells in a spreadsheet.

Speak Tool

This tool will speak the contents of a cell containing a number each time the value changes.

Spreadsheet

A computer program that represents information in a grid of rows and columns.



Unit: 1.8

Spreadsheets

Key Images



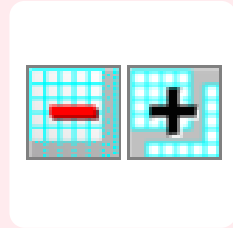
Open, close or share a file



Save your work



Open a previously saved file



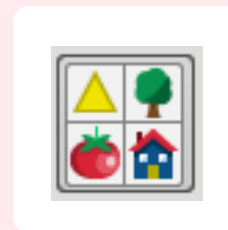
Increase or decrease spreadsheet size



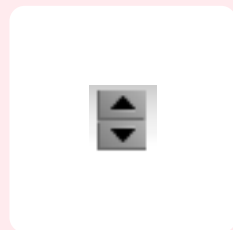
The 2Calculate toolbox



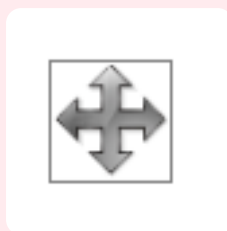
The 2Calculate image toolbox



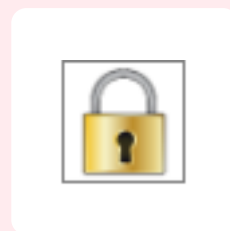
Clipart Picker



The 2Calculate control toolbox



Move cell tool



Lock cell tool



Speak tool



Count tool