

Year 1/2

Knowledge

Organiser



Year 1/2 Curriculum Information

Welcome

Here is all the information that you will need for Autumn 1. Please use this document to assist with your child's learning at home.

Useful information

Twitter

Please follow your class Twitter page for regular updates on what is happening during the school day.

Year 1—@brilliantbees22

Year 1/2—@MrColvilleY1_2

Year 2—@MissHargreaves3

P.E.

For P.E. days , children should come to school in their P.E. kit and not their uniform.

P.E. day

Year 1—Friday

Year 1/2—Monday

Year 2—Thursday

Homework

Spellings will be given out on Fridays to be practised at home and weekly tests will take place on the following Friday.

Each half-term, three optional homework projects will be set on the school website for the children to have a go at. They are welcome to bring in any of their project work to share with the class.

Cycle B

	Aut 1 (8 weeks)	Aut 2 (7 weeks)	Spr 1 (5 weeks)	Spr 2 (5 weeks)	Sum 1 (7 weeks)	Sum 2 (7 weeks)
VALUE	Be Happy	Be Caring	Be Safe	Be Aspirational	Be Healthy	Be Forward-thinking
History	<u>The Great Fire of London</u>		<u>Technology</u>		<u>Kings, Queens & Castles</u>	
Geography		<u>Local area (Odizzi)</u>		<u>United Kingdom (Oddizz)</u>		<u>Mugumareno Village, Zambia</u>
Art	Painting- colour mixing Primary/secondary colours Warm/cold colour patterns- Kadinsky	1 x Collage- Matisse- fireworks	Drawing- Sketches of Pudding Lane – L S Lowry Drawing- self portraits	1 x Printing- Blossom/ sponges	Sculpture- Andy Goldsworthy- nature/collage Designer- Orla Kiely	1x Sculpture- clay pot/ coil
DT		Perfect Pizzas inc. design using ICT		Vehicles		Moving Mini-beasts
Computing	Programming Bee-bots – 4 lessons – 1, 3, 4 and 5 only Creating Media Digital imagery – 3 lessons – 1 – 3 only		Programming Scratch Jr – 4 lessons – 1, 2, 4 and 5 only Data Handling International Space Station – 3 lessons – 1, 2 and 5 only		Online Safety Online Safety – Year 2 – all 4 lessons	
RE		Christmas Celebrations		What do Muslims celebrate?		Who was Buddha?
French (Optional)	Greetings (Early Language Unit)		Transport (Early Language Unit)		In the Jungle (Early Language Unit)	
Music		Hands. Feet, Heart		I wanna play in a band		Friendship Song
PSHE	Prevention accidents (shoelaces) Healthy eating, brushing.	Bullying Petty arson Preventing accidents (water spillages)	Worry, anger.	Computer safety – imagine sharing.	Living in our world.	Is it safe to play with?
Science	Materials – compare suitability. Uses of everyday materials – find out how the shapes of solid objects can be changed (e.g. squashing, squeezing).	Humans – exercise, food and hygiene.	Animals including humans – offspring, basic needs of animals.	Plants – observe and describe how seeds and bulbs grow in to mature plants.	Living things. Food chains.	Habitats.
Science Investigation 6 investigations	Which fabric will be best for a superhero cape? (Bank end)	Exercise – how heart rate changes.	Visit from baby/child – plan and answer scientific questions Butterfly life cycle investigation.	Growing bean plants – what plants need to grow	Investigation what animals might live in our school grounds. Link to food chains.	Make and observe a wormery.
PE	Bat & ball and Net, Wall, Striking & Fielding Tennis	Games-Invasion Rugby	Gymnastics & Health, Exercise & Fitness	Dance and movement	Games-Invasion Basketball	Athletics and O&A



Autumn Term 1

History: The Great Fire of London

Art: Colour Mixing

Computing: Bee– Bots and Digital imagery

French: Greetings

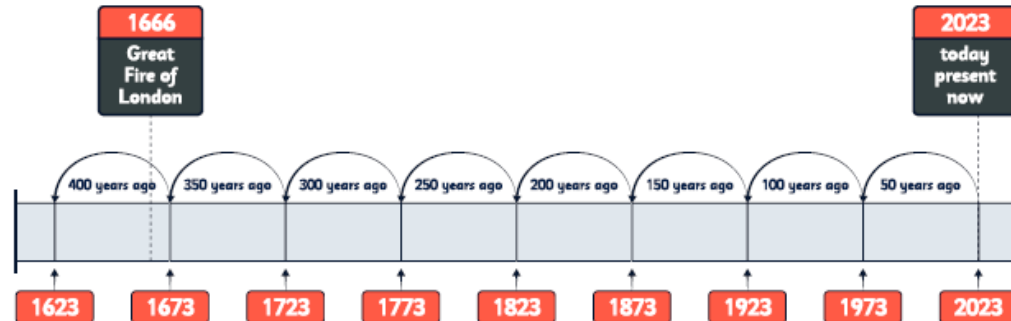
PSHE: Preventing accidents

Science: Materials

PE: Tennis

History Intent— Great Fire of London

A timeline to help us



Key history vocabulary to help us

London	Pudding Lane	Thomas Farriner
bakery	wooden houses	leather buckets
water squirter	water pump	fire hook
Samuel Pepys	King Charles II	archaeologist
Christopher Wren	1666	monument
past	present	before
after	St. Paul's Cathedral	Lord Mayor

London in 1666

London in 1666 was very different to what London is like now in the present day.

- The **houses were made of wood** and built **very close together**.
- The streets were **cramped**.
- There was **no fire brigade** or firefighters.
- There were **no telephones**.
- There were **no cars** or buses.



Significant historical figures

These people were around at the time of the Great Fire of London, and they all played an important part in it. You will find out more about them in your lessons.

- **Thomas Farriner**, a baker. The fire started in his bakery on Pudding Lane.
- The **Lord Mayor** of London decided how the fire should be put out.
- **Samuel Pepys** wrote about the events of the Great Fire of London in his diary.
- **King Charles II** was the monarch at the time of the Great Fire. He made important decisions about how to stop the fire from spreading and how the city should be rebuilt afterwards.
- **Christopher Wren** was an architect involved in the planning, designing and building the new city after the fire.



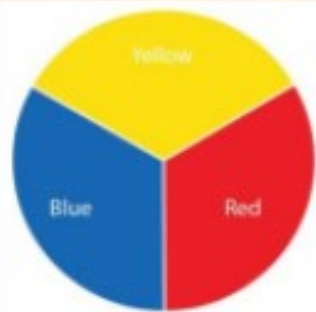
How do we find out about the past?

We can find out about the past by:

- looking at and reading **non-fiction books**
- searching the **internet**
- **talking** to people who were around at the time that we want to find out about
- watching **video clips** or TV shows about the time in history we want to find out about
- visiting **museums**
- looking at **photographs**
- looking at **objects from the past**



Art Intent— Colour Mixing



Primary Colours

Primary colours are yellow, red and blue. They can not be made by mixing any other colours. That is why they are called Primary.

Secondary colours are made by mixing 2 of the primary colours equally. That means exactly the same amounts of each colour.



Primary and Secondary Colours

Artists use warm and cool colours to encourage feelings about what they create.

Black and white are not Primary colours. Black is made up of all the colours. White is the absence of any colour. But both are useful to make tints and shades.



SHADES

base color
+ black



TINTS

base color
+ white



Tints are described as 'Presence of light'. They are made by adding white to a colour to lighten it. Shades are described by 'Absence of light'. They are made by adding small amounts of black to make a colour darker. You have to be careful not to add to much.

Primary Colour	Colours that can not be made by mixing other colours.
Secondary colour	Colours made by mixing two primary colours.
Tint	Where a colour is added to white to make a lighter colour
Shade	Where black is added to a colour to make it darker.
Warm colours	Made of yellows, reds and oranges
Cool colours	Made of blues, greens and purples.
Motifs	Shapes and symbols

Computing Intent— Bee-Bots

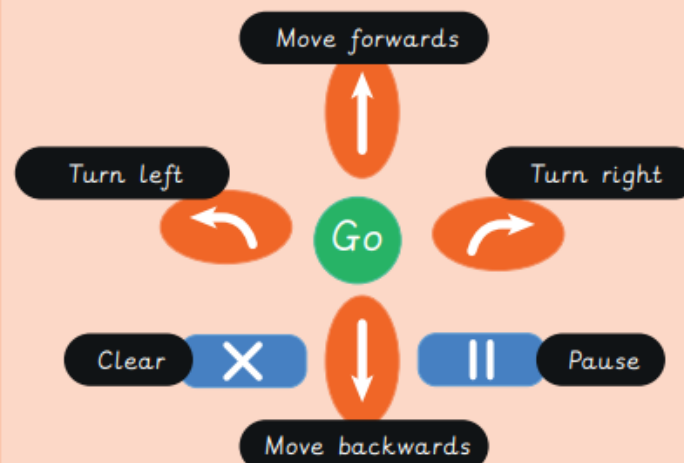
Programming - Bee Bot

Algorithm	A clear set of instructions to carry out a task.
Bee-Bot	A small programmable floor robot, with seven buttons (forwards, backwards, turn right, turn left, go, pause and clear).
Computing code	Words, numbers and symbols that make a computer language.
Computer program	A series of instructions, that are written for a computer to follow. Also known as apps.
Explain	Give clear information about something to someone.
Explore	Look at something new to learn more about it.
Instructions	A list of commands and directions on how to do something.
Predict	To make a guess.
Tinker	To explore and play with something to discover what it can do.
Video	Moving pictures, that make up a film or cartoon.

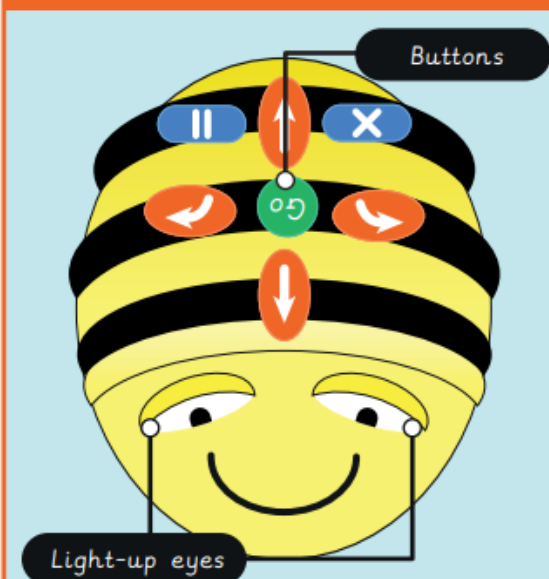
Key facts

Kapow Primary

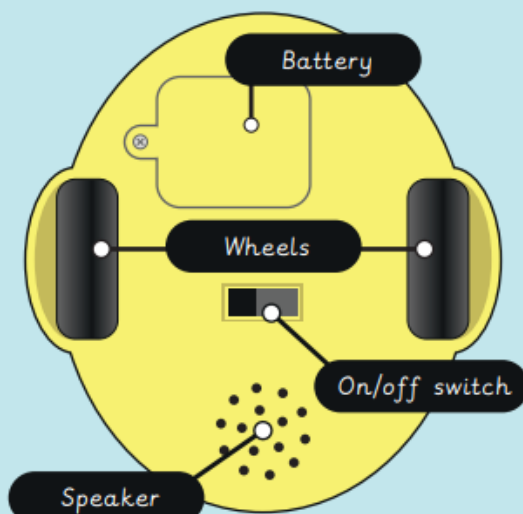
Bee-Bot buttons:



On top of the Bee-Bot



Under the Bee-Bot



Where will the instructions take Bee-Bot?



Computing Intent— Digital Imagery

Digital imagery

Camera	A device used to take, or record, pictures of people and objects.
Crop	When you change the height and/or width of an image.
Delete	To remove from a computer, text or files such as images.
Download	To save a file from the internet or another computer.
Drag and drop	When you move and place text or a file on a computer.
Editing software	Any software program that lets you change an image or video in any way.
Image	A picture.
Import (software)	To place another file into a document, such as an image.
Photograph	Still images that are taken by a camera.
Resize	To change the height and width of an object.
Save as	Lets you name and store a file on a computer.
Search engine	A website that lets you search for information on the internet.
Sequence	A set order or pattern for something to follow.
Smart device	An electronic device, connected to other devices or the internet.
Storage space	A place for keeping information for future use.
Visual effects	The process where images are created or changed.



Tell an adult if you see something online that makes you feel unhappy.

Check that there is enough light



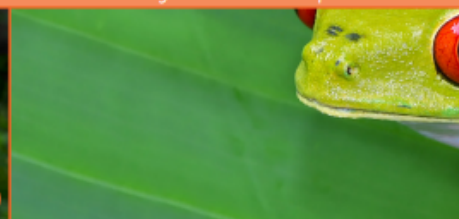
Check the camera frame, to position your photograph



Hold the camera still, because movement can blur the photo



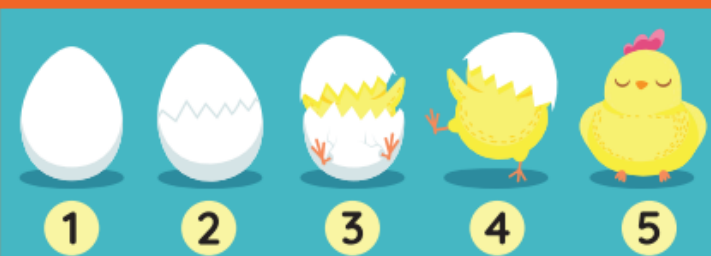
Make sure you get all of the subject in the photo



Key facts

Kapow Primary

An example of a sequence: egg-hatching



Different types of camera:



When taking photographs, remember to:



Modern Foreign Languages Intent

Greetings



Les salutations

phonics

sound in:

- on** • bonjour
- ou** • bonjour
- oi** • au revoir

silent letters

- salut

guttural 'r'

- au revoir



How to say hello and say your name:



Salut ! Je m'appelle...

Hello! My name is...

How to ask how somebody is feeling:

Ça va ?



How are you feeling?

How to reply, say goodbye and see you later:



Ça va bien. Au revoir. À plus tard !

I am well. Goodbye. See you later!

vocabulary

grammar

As this is an introductory unit, there will be no grammar introduced. We will see more grammar in the units that follow.

What I will learn:

- ☐ Objective 1: I will learn how to greet people in French.
- ☐ Objective 2: I will learn how to say my name in French.
- ☐ Objective 3: I will learn how to ask somebody how they are feeling in French.
- ☐ Objective 4: I will learn how to reply with how I am feeling in French.
- ☐ Objective 5: I will learn how to say 'goodbye' in French.
- ☐ Objective 6: I will learn how to say 'see you later' in French.



Modern Foreign Languages Intent

Greetings—Vocabulary



Les salutations

Bonjour !
/Salut !



Ça va mal.



Au revoir !
/À plus tard !



Ça va bien.



Je m'appelle...



Comme ça, comme ça.



PSHE Intent— Preventing Accidents

Key Facts

- For a healthy family life, it is important to care for, protect, and spend time with each other

By the end of these topics, I should:

- Know the reasons to make sure your laces are tied
- Learn how to tie up laces properly
- Know rules to keep yourself and others safe
- Understand the differences between safe and risky choices

Ask me a question!

- What could happen if we did not tie our shoelaces or fasten our shoes correctly?
- Can you list some rules to help keep us safe?
- Can you think of any situations where rushing or being impatient could cause an accident?

I will learn the following new words/phrases:

Laces	A cord or leather strip used to fasten a shoe.
Buckle	A flat, rectangular frame with a pin used to fasten a shoe or belt.
Velcro	Two pieces of cloth that stick together used to fasten clothes, bags, shoes etc.
Accident	An event that happens by chance.
Rules	An instruction which tells you what you are allowed or are not allowed to do.
Unsafe	Not safe; dangerous.



PSHE Intent— Healthy Eating and Brushing Teeth

Key Facts

- There are risks associated with an inactive lifestyle and a poor diet, such as obesity and tooth decay
- There are many benefits of good oral hygiene, including dental flossing and regular check-ups at the dentist

By the end of these topics, I should:

- know that food is needed for our bodies to be healthy and to grow
- understand that some foods are better for good health than others
- be able to list different types of healthy food
- understand how to keep yourself and others healthy
- know the differences between healthy and unhealthy choices
- understand why we need to brush our teeth
- be able to practise brushing your teeth
- know the differences between healthy and unhealthy choices
- be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy

I will learn the following new words/phrases:

Ingredients	<i>Items that are used to make food, a product, etc.</i>
Energy	<i>The power and ability to be physically and mentally active.</i>
Repair	<i>To put something that is damaged, broken, or not working correctly, back into good condition.</i>
Vitamins	<i>A group of natural substances that are necessary in small amounts for the growth and good health of the body.</i>
Natural	<i>Derived from nature; not made or caused by humankind.</i>
Saturated fat	<i>A type of fat found in meat, eggs, milk, cheese, etc</i>
Decay	<i>To become gradually damaged, worse, or less</i>

Ask me a question!

- What foods keep us healthy?
- Why do we need food?
- Why is it important to brush our teeth?





Science Intent— Materials

Key Vocabulary

object	A thing that can be used. For example a door, chair, car, table are all objects .
material	Materials are what an object is made from.
hard	Not easily broken or bent.
soft	If something is soft , it is easy to cut, fold or change the shape of.
stretchy	Can be pulled to make it longer or wider without breaking.
shiny	Reflects light easily.
dull	Doesn't reflect light. Doesn't look bright or shiny .
rough	If something is rough , it feels and looks uneven or bumpy.

Key Knowledge

Materials:



plastic



wood



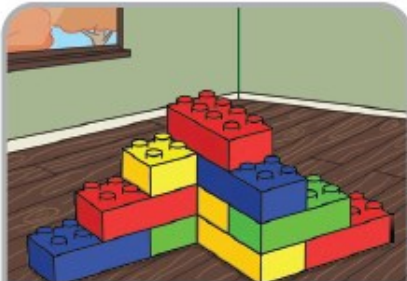
metal



water



glass



plastic toys



wooden furniture



metal tools



drinking water



glass window



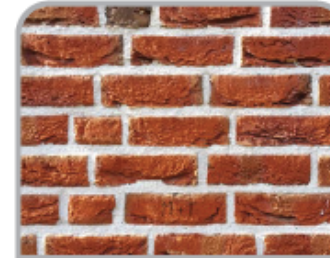
Science Intent—Materials

Key Vocabulary

smooth	Smooth objects have no lumps or bumps.
bendy	Bendy things can be bent easily into a curved or folded shape.
not bendy	If something is not bendy , it can't be bent easily into a curved or folded shape.
waterproof	If something is waterproof , it keeps water out. It keeps things dry.
not waterproof	Not waterproof materials let water in.
absorbent	If something is absorbent , it soaks liquid up.
not absorbent	If something is not absorbent , it does not soak up liquid.
transparent	Transparent objects can be seen through.
opaque	Opaque objects can't be seen through.

Key Knowledge

Materials:



brick



fabric



paper



stone



paper books



brick houses



fabric clothing



stepping stones