Year 1/2 Knowledge Organiser

Year 1/2 Curriculum Information

Welcome

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 and tables will be given out on Wednesdays to be practised at home and weekly tests will take place on the following Tuesday.

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

SHAWLANDS PRIMARY SCHOOL

Long Term Year Plan
Year 1 and 2
Cycle B
Odd-Even years

Year 1 and 2

	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	The Great Fire of London		Technology		Kings, Queens & Castles	
Geography		Local area (Odizzi)		United Kingdom (Oddizz)		Mugumareno Village, Zambia
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

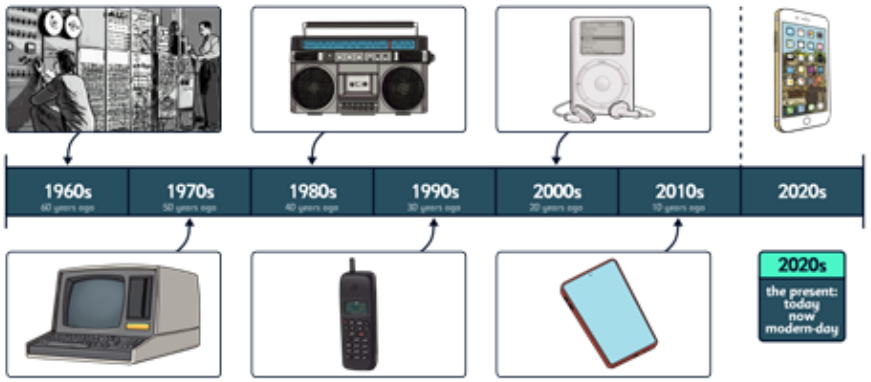
Spring Term 1

History: Technology
Art: Drawing—sketches of Pudding Lane/self portraits
PSHE: Worry and Anger
Science: Working Scientifically
PE: Gymnastics

History Intent— Technology

Changes in Technology

A timeline to help us



Key history vocabulary to help us

before	- at an earlier time	**new**	- recently existed
after	- later in time	**then**	- at that past time
past	- having happened or gone by at an earlier time	**now**	- in these times, or at this time
present	- happening now, in this time	**same**	- identical, similar, not different
old	- something not new that has existed before	**different**	- not the same as another

Changes in how we write

Sixty years ago, the **typewriter** was the main form of written communication apart from by hand. Technology has advanced over the years, and how we write has changed. After the typewriter came the **Personal Computer (PC).** Along with the invention of the internet and then the **World Wide Web by Tim Berners-Lee,** people could send emails, which meant they could send the written word anywhere in the world. Next came **laptops,** which could be taken with you wherever you worked. Then an American computer scientist called Alan Kay introduced the tablet, and now in the **modern day,** people can write, send emails and even print, all from their **mobile phones.**

Changes in how we talk

Sixty years ago, some people had a telephone in their homes, but it would have looked **different** to our **modern-day** telephones. They were called **rotary** telephones. If people didn't have a phone in their homes, they would have used a public **telephone box** to make their calls.

In the **modern day**, we use our home phones and **mobile phones** to make calls, and we can **video call** people anywhere in the world. This means we can see their faces as well as hear their voices. This is all possible because of **advances in technology.**

Changes in how we are entertained

Sixty years ago, people had **televisions** in their homes. The picture was in black and white, and there were only three channels to choose from: BBC1, BBC2 and ITV. Colour television was introduced in 1967.

In the **1970s,** people began playing **video games** on a television set.

Portable music devices were available in the **1980s** as people began to listen to their favourite music through headphones.

Today, much of our entertainment comes from our **SMART TVs, gaming consoles** and **mobile phones.**

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

PSHE Intent— Worry and Anger

Key Facts

- There are a normal range of emotions *(e.g. happiness, sadness, anger, fear, surprise, nervousness)* and scale of emotions that all humans experience in relation to different experiences and situations
- You can seek support in many ways, from a variety of different sources and it is important to recognise the triggers for seeking support

Ask me a question!

- If you feel worried, what actions could help you to feel better?
- Why is it important to talk and share your worries with someone?
- Who could you talk to about your feelings?
- How can we control the feeling of anger?

I will learn the following new words/phrases:

Fidgety	*To make small, restless movements using your hands or other body parts.*
Annoyed	*Irritated, disturbed, or slightly angry.*
Worry	*To feel anxious or troubled about actual or potential problems.*
Anger	*A strong feeling of annoyance, displeasure, or hostility.*
Manage	*Maintain control over or be in charge of.*
Control	*The power to influence or direct people's behaviour or the course of events.*
Trust	*Firm belief in the reliability, truth, or ability of someone or something.*

By the end of these topics, I should:

- be able to recognise and name emotions and their physical effects
- know the difference between pleasant and unpleasant emotions
- learn a range of skills for coping with unpleasant/uncomfortable emotions
- understand that feelings can be communicated with and without words
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Science Intent—Working scientifically

I can ask my own questions about what I notice.

I can gather and record data.

I can use simple equipment.

I can use different types of scientific enquiry including:

- Observing changes over time.
- Noticing similarities, differences and patterns.
- Grouping and classifying things.
- Carrying out simple tests that compare.
- Finding things out using secondary sources of information, such as books and the Internet.

I can use the correct scientific language to talk about my learning.