

Year 1/2

Knowledge

Organiser



Year 1/2 Curriculum Information

Welcome

Here is all the information that you will need for Spring 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 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.

	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 (Oddizzi)</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)	<u>Greetings (Early Language Unit)</u>		<u>Transport (Early Language Unit)</u>		<u>In the Jungle (Early Language Unit)</u>	
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



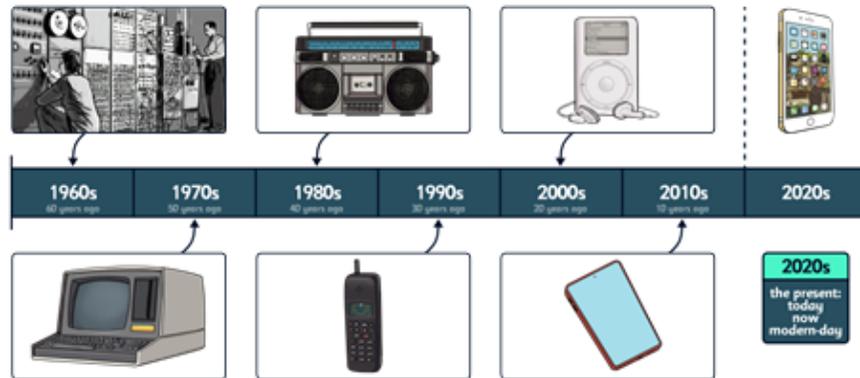
Spring Term 1

History: Technology
Art: Drawing/ Line Drawing
Computing: Programming
PSHE: Worry and Anger
Science: Working Scientifically
PE: Gymnastics

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

Art Intent— Drawing/ Line Drawing

Key vocabulary

Tone- The relative lightness and darkness.

Observation- Look (take times to look at the work of art), describe (Talk about what you see in the work of art), think (Interpret and assign meaning to the work of art) and connect (relate what you see to your own life, or to other works of art or images you have seen).

Self-Portrait- A self-portrait is where a person is both the subject and the artist.

Portrait- A portrait is when an artist creates artwork of another particular person such as Mona Lisa or Edward VI.

Portraits

A portrait is a picture of one person or a small group of people. People can make portraits in lots of ways, using different materials, techniques, equipment and colours.

Artists may choose to create portraits of people they know or they may be paid to create a portrait of somebody. An artist often tries to show the person's character so a portrait might show how important, kind or strong someone is.



Lowry streets/buildings



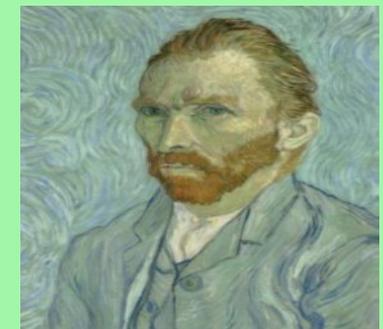
Van Gogh fishing boats



Lowry- Portrait of Ann



Hokusai power of the waves



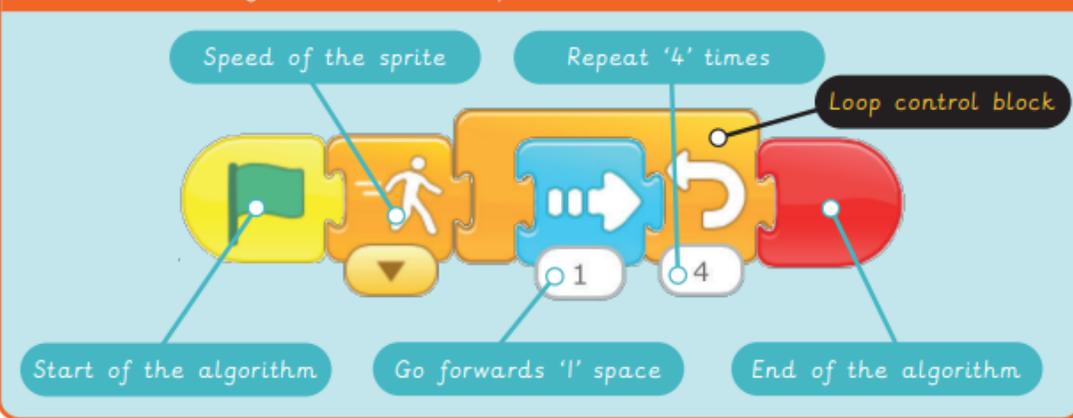
self portrait by Van Gogh

Computing Intent— Scratch Jr

Programming - Scratch JR

Algorithm	A clear set of instructions to carry out a task.
Animation	Pictures or photographs in a sequence to give the illusion of movement.
Bug	An error or mistake in computer code.
Code (computer)	A set of instructions written in programming language, to tell a computer what to do.
Code (verb)	To write in programming language (code).
Debug	To fix the error in code.
Icon	A small image which represents something or someone.
Imitate	To copy.
Instructions	A list of commands and directions on how to do something.
Loop	A repeated sequence of instructions.
Repeat	To do the same again.
Scratch JR	A simple, block-based coding application, in which you can instruct Scratch the cat.
Sequence	A set order or pattern for something to follow.

A Scratch JR algorithm with a loop:



Key facts

Scratch JR is an application for tablets.



Code blocks let you build algorithms:

Triggering blocks:



Motion blocks:



Looks blocks:



Sound blocks:

End blocks:



Control blocks:



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

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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- know the difference between pleasant and unpleasant emotions
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- understand that feelings can be communicated with and without words



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.





Knowledge Organiser Gymnastics Year 1

About this Unit

In gymnastics you learn to move your body in really fun ways. There are also lots of shapes that you can make with your body. In gymnastics, these shapes have special names.



Key Vocabulary



action	jump	speed
balance	level	squeeze
control	point	star
direction	roll	straight
	shape	travel

Ladder Knowledge



Shapes:

You can improve your shapes by extending parts of your body.

Balances:

Balances should be held for 5 seconds.

Rolls:

You can use different shapes to roll.

Jumps:

Landing on the balls of your feet helps you to land with control.

Movement Skills

- travelling actions
- shapes
- balances
- shape jumps
- barrel roll
- straight roll
- forward roll

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

- Social** respect, collaboration, sharing, work safely
- Emotional** confidence, self regulation, perseverance
- Thinking** comprehension, select and apply action, creativity

Strategy

Use a starting and finishing position so that people know when your sequence has begun and when it has ended.

Healthy Participation



- Remove shoes and socks.
- Make sure the space is clear before using it.

Home Learning

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

Crabs and Scorpions



What you need: two markers, one player, one person to time

How to play:

- Mark a 6m distance using two markers.
- Place 10 x socks at the start marker.
- Transport the socks one at a time from one marker to the other.
- How many socks can you move in 2 minutes?

Rules:

- Socks must be carried on stomach on the way there (crab)
- Players must travel back on their hands and feet stomach facing down (scorpion).



www.getset4education.co.uk

If you enjoy this unit why not see if there is a gymnastics 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



Knowledge Organiser Gymnastics Year 2

About this Unit

In gymnastics you learn to move your body in really fun ways. From balancing to rolling and jumping. In gymnastics you can link these actions using travelling actions to create sequences. Sequences are like stories with a beginning, middle and end.

Here are some cool ways to travel.



Key Vocabulary

balance		
direction	pike	speed
level	roll	star
link	sequence	straddle
pathway	shape	tuck

Ladder Knowledge



Shapes: Some shapes link well together.	Balances: Squeezing your muscles helps you to balance.	Rolls: There are different teaching points for different rolls.	Jumps: Looking forward will help you to land with control.
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Movement Skills

- shapes
- balances
- travelling actions
- shape jumps
- barrel roll
- straight roll
- forward roll

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

Social	leadership, work safely, respect
Emotional	confidence, independence
Thinking	select and apply actions, creativity

Strategy

Use shapes that link well together, it will help your sequence to flow.

Healthy Participation



- Remove shoes and socks.
- Make sure the space is clear before using it.

Home Learning

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

Gymnastics Obstacle Course



What you need: a dressing gown rope, two pillows and toy

How to play:

- Create a gymnastics course by placing out the rope, pillows and toy.
- Balance along the rope, jump and land on each of the pillows then create a balance by creating the same shape as your chosen toy.
- Place the items further apart and link your actions using different travelling actions e.g. crawl, spin, hop, lunge etc.



www.getset4education.co.uk

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



This unit will help you to:

- balance
- move different body parts at the same time
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