

Year 1/2

Knowledge

Organiser



Year 1/2 Curriculum Information

Welcome

Here is all the information that you will need for Spring 2. 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.

Cycle B

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	<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



Geography: The United Kingdom

Music: I wanna play in a band

DT: Vehicles

RE: What do Muslims Celebrate?

PSHE: Computer Safety

Science: Animals including humans

PE: Dance and Movement

Geography Intent— The United Kingdom

Knowledge organiser – United Kingdom

What will we be learning?

- The location of the four countries.
- The four capitals and surrounding seas.
- Human and physical features of the UK.
- Human and physical features of the capital cities.
- Sharing our understanding of the UK.

Key facts

The countries of the United Kingdom:
England, Scotland, Wales and Northern Ireland.

The four capital cities:
London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland).

Key knowledge

The United Kingdom is part of the continent of Europe.
It is made up of four countries, which all have their own capital city.
Each country has its own flag. The United Kingdom also has a flag, which is sometimes called the Union Jack.
The United Kingdom is an island: it is surrounded by water.
The UK has human and physical features. Human features are made by people and physical features are made by nature.



Place names	Geographical terms and processes	Locational terms
Ben Nevis English Channel Europe Ireland Irish Sea North Sea My town or local area	city country river sea town village	across northern

Glossary

capital city: the city where a country's government is, such as London or Edinburgh

country: an area of land that has its own government, such as the UK or France

feature: something you would find in a place that is usually there (such as a hill or a house)

Music Intent— I wanna play in a band



Knowledge Organiser – I Wanna Play In A Band — Year 2, Unit 3

1 – Listening: I Wanna Play In A Band

Find the pulse as you are listening to the music: You can be a rockstar and play air guitar, or just dance, clap hands and stamp your feet!

Instruments/voices you can hear: keyboard, drums, bass, electric guitar, singers.



2 – Musical Activities

Find the pulse!

- You decide what you will be.

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite food
- Make up your own rhythms

Singing in all the different styles!

Playing instruments using up to three notes – F or D and C. *Which part did you play?*

Improvise using the notes F + G:

- Challenge 1** Clap and Improvise
- Challenge 2** Sing, Play and Improvise
- Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes F + G or F, G + A.

3 – Perform & Share

A class performance of I Wanna Play In A Band. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Have a think...

What did you like doing best?



Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



Being a rock star?



This unit is about playing together in a band and rock music

Words you need to know: Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

DT Intent— Vehicles



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RE Intent— What do Muslims celebrate?

Lesson 1	To find out about the Islamic New Year.	Children will understand Islam as the religion followed by Muslims. They will find out who Muhammad was and how he founded Islam. They will find out what is commemorated during the Islamic New Year and how Muslims celebrate this today.	<ul style="list-style-type: none"> Do children understand that Muslims follow the religion Islam? Can children explain who Muhammad was? Can children say what Muslims remember on the Islamic New Year?
Lesson 2	To find out about the Day of Ashura.	Children will find out what the Day of Ashura means to Muslims. They will find out that Shi'a and Sunni Muslims observe this day in different ways. They can then either explore the story of Moses freeing the Israelites or they can find out about some of the important prophets in Islam. The plenary introduces your class to Muslim mosques.	<ul style="list-style-type: none"> Do children know the Day of Ashura happens after the Islamic New Year? Can children name two Prophets of Islam? Do children know where Muslims go to worship?
Lesson 3	To find out about Mawlid al-Nabi.	Children will find out how and why Muslims celebrate the Prophet Muhammad's birthday. They will be encouraged to think about why his birthday is a quiet celebration. During their independent learning activities, they will either think about things they are thankful for or they will have a look at some pictures from Mawlid al-Nabi celebrations and discuss what they can see.	<ul style="list-style-type: none"> Can children explain how some Muslims celebrate the Prophet Muhammad's birthday? Do children understand why the Prophet Muhammad is important for Muslims? Do children know what the Qur'an is and why it is important for Muslims?
Lesson 4	To find out about Ramadan.	Children will find out about the well-known Muslim festival of Ramadan. They will discover what Muslims do during Ramadan and why, and will also have the option of exploring a section of the Qur'an during their independent learning. During the plenary, they will think about what it means to be part of a community.	<ul style="list-style-type: none"> Do the children know that Ramadan is an important part of Islam? Can the children say something Muslims do during Ramadan? Can the children say which book Muslims read from during the Taraweeh Prayers?
Lesson 5	To find out Eid al-Fitr.	Children will identify that Eid is celebrated to mark the end of Ramadan. They will discover some of the ways in which Eid is celebrated, such as wearing special clothes, sharing food and sweets with friends and family, and praying together. During the plenary, children will consider why some Muslims give money to charity during Eid.	<ul style="list-style-type: none"> Can children say the event Eid marks the end of? Can children explain how Muslims celebrate Eid? Do children understand why Muslims give money to charity during Eid?
Lesson 6	To find out about the Hajj.	Children will find out what a pilgrimage and why Muslims are expected to undertake the pilgrimage to Mecca at least once in their lifetime. They will find out some of the ways in which the pilgrimage promotes unity between Muslims and what happens at the Hajj. During the plenary, children will recap what they have learnt about each of the Muslim celebrations they have studied.	<ul style="list-style-type: none"> Do children understand what a pilgrimage is? Can children explain where Muslims travel to on their pilgrimage? Can children remember information about each Muslim celebration?

PSHE Intent— Computer Safety

1decision PSHE Knowledge Organiser

Module: Computer Safety

Topic: Image Sharing and Computer Safety Documentary



Years
1-3

Key Facts

- It is important to establish boundaries in friendships, with peers, and others
- There may be times where you have to seek and give permission in relationships with friends, peers and adults
- Sometimes people behave differently online, including by pretending to be someone they are not
- By rationing the amount of time you spend online, you can positively impact your physical and mental health

Ask me a question!

- What types of information can you share online?
- How can you stay safe online?
- Are there any types of images that you shouldn't share online?

I will learn the following new words/phrases:

Permission	Allowing someone to do something.
Opinion	A view or judgement formed about something, not necessarily based on fact or knowledge.
Rules	An instruction which tells you what you are allowed or are not allowed to do.
Declaration	An important spoken or written agreement.

By the end of these topics, I should:

- understand how your online actions can affect others
- be able to name the positive and negative ways you can use technology
- know the risks of sharing images without permission
- understand the types of images that you should and should not post online
- understand how your online activity can affect others
- be able to identify the positives and negatives of using technology
- know who and how to ask for help
- be able to list rules for keeping and staying safe





Science Intent— Animals including Humans

Grouping animals

Fish

Fish live in **water** and have **gills**, **scales** and **fins** on their body.



Birds

Birds have **feathers**, **beaks** and **wings**.
Most birds **can fly**.



Mammals

Mammals have **fur or hair**.
They drink **milk** from their mother
when they are young.



Amphibians

Amphibians are born in **water** but then
develop **lungs** and live on **land**.



Reptiles

Reptiles are **cold-blooded** animals
with scales that **live on land**.



Nutrition

Carnivores

Carnivores just eat **other animals** (meat).



Herbivores

Herbivores just **eat plants**.



Omnivores

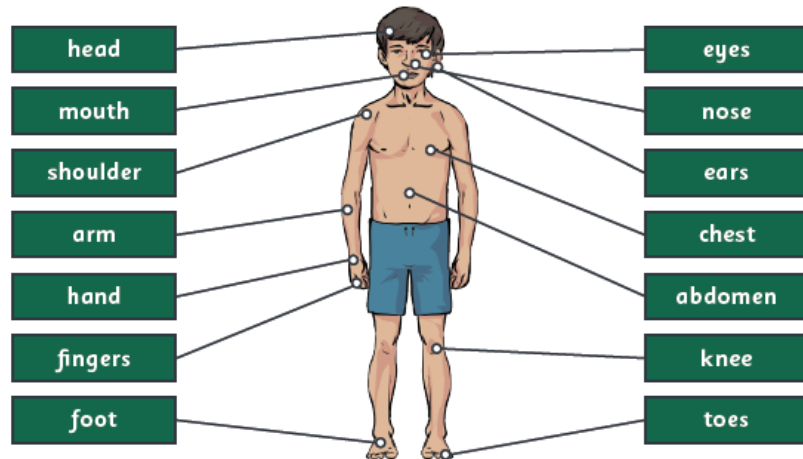
Omnivores eat both **plants and meat**.





Science Intent— Animals including Humans

Body parts



Our senses

We can **see**.
We see with our eyes.



We can **hear**.
We hear with our ears.



We can **touch**.
We touch with our hands.



We can **smell**.
We smell with our nose.



We can **taste**.
We taste with our tongue.



Key Vocabulary

amphibian - an animal that is born in water but later develops lungs and lives on land

animal - a living thing

bird - an animal with feathers, a beak and wings that can usually fly

carnivore - an animal that just eats meat

fish - an animal that lives in the water that has scales, fins and gills

herbivore - an animal that just eats plants

mammal - an animal with fur or hair that feeds on milk from its mother when they are young

omnivore - an animal that eats both plants and meat

reptile - an animal with scales that is cold-blooded and lives on land

senses - something that helps us gather information about the world (sight, hearing, touch, smell and taste)



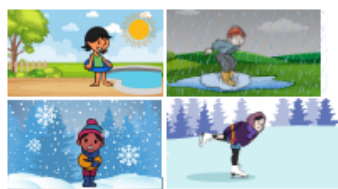
Get Set 4 Education

Knowledge Organiser Dance Year 1

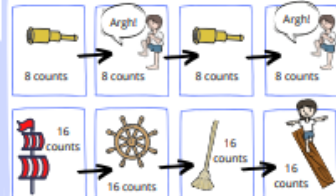
About this Unit

Here are some themes that you may explore in this dance unit...

The Weather



Pirates



How would these toys move?

TOYS



On Safari



Key Vocabulary

action	direction	
balance	fast	quickly
beat	level	slow
copy	pathway	slowly
counts	pose	timing



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



Ladder Knowledge



Actions:

Actions can be linked to create a dance.

Dynamics:

You can create fast and slow actions to show an idea.

Space:

There are different directions and pathways within space.

Relationships:

When dancing with a partner it is important to be aware of each other and keep in time.

Performance:

Stand still at the start and at the end of the dance. It will let the audience know when you have started and when you have finished.

Movement Skills

- actions
- dynamics
- space
- relationships

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

Social respect, work safely, collaboration, communication
Emotional empathy, confidence, acceptance, determination, kindness
Thinking creativity, select and apply actions, copy and repeat actions, provide feedback, recall

Strategies

Use big, clear actions. It will help the audience to see you clearly.

Healthy Participation



- You should be bare foot for dance.
- Ensure you always work in your own safe space when working on your own.

Home Learning

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

Animal Dance

How to play:

- Create a short dance that uses the movements of an animal of your choice.
- Try not to just act like the animal, but use their movements e.g. the way they crawl, walk, sleep or jump.
- Think about how quickly or slowly they move.
- Think about how they move e.g. bouncy, smoothly.
- Choose some music that suits your animal too.

Show your dance to a family member or friend.



www.getset4education.co.uk

This unit will help you to:

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

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



@getset4education136