

Year 1/2

Knowledge

Organiser



Year 1/2 Curriculum Information

Welcome

Here is all the information that you will need for Summer 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

	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: Mugumareno Village, Zambia

DT: Moving Mini-Beasts

RE: Who was Buddha?

Music: Friendship song

PSHE: Is it safe to play with?

Science: Habitats

PE: Athletics and Q&A

Geography: Mugumareno Village, Zambia

Knowledge organiser – Mugurameno Village, Zambia

What will we be learning?

- Locating Zambia on a map.
- Exploring physical and human features.
- Locating the village of Mugurameno.
- Finding out how the river is used in the village.
- Looking at the villagers' houses.
- Comparing our life with that of the villagers.

Key facts

- Zambia is a country in southern Africa.
- Zambia has a tropical climate, so it's warm for most of the year. There is a dry season and a wet season.
- There are many national parks in Zambia where the government protects the land and its special wildlife.
- Mugurameno is a village in rural Zambia.

Key knowledge

- Mugurameno village is located right next to the River Zambezi and close to the Lower Zambezi National Park.
- People in Mugurameno use the river for many things: washing, fishing and watering crops. One of the main crops is maize, which is used for making nshima (a sort of porridge).
- People often build their own homes out of bricks made from local clay soil.
- While life is busy for the children of Mugurameno, they go to school and find time to play.



Place names	Geographical terms and processes	Locational terms
Africa Lusaka River Zambezi Southern Africa Victoria Falls Zambia	crop farm flood market waterfall wildlife	eastern northern southern western

Glossary

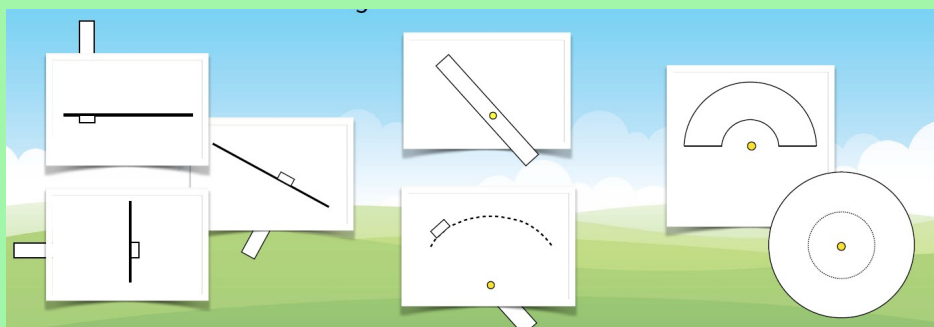
crops: plants that are grown to be used or sold (such as rice, corn or fruit)
population: the number of people living in a place
wildlife: the wild animals and plants in an area

Moving Minibeasts

**sliding
mechanism**

**lever & pivot
mechanism**

**wheel
mechanism**



Can children explain how a sliding mechanism works?

Can children make their own moving pictures using a sliding mechanism?

Can children evaluate the sliding mechanisms they have made, and identify areas where they could be improved?

Do children understand the terms 'lever' and 'pivot'?

Can children combine and join materials to make their own lever and pivot mechanisms?

Can children explain how their lever and pivot mechanism works?

Can children describe what a pivot is?

Can children cut out and join components to create a wheel mechanism?

Can children evaluate their work and identify areas for future development?

Can children design their own moving picture?

Can children choose a suitable moving mechanism for their design?

Can children explain how the mechanism will make their picture move?

Can children follow a design to create a picture with a moving mechanism?

Can children work safely with a variety of tools and materials to create a moving mechanism?

Can children identify ways in which they can improve their finished products?

Do children understand what it means to evaluate?

Can children evaluate their own moving picture?

Can children identify ways to improve their moving picture?

Who was Buddah?

The Wheel Of Life

It symbolises the cycle of birth, life, death and rebirth.

The Parasol

It symbolises being sheltered and protected.

The Fish

It symbolises peace and harmony.

The Vase

It symbolises long life.

The Lotus Flower

It symbolises beauty and learning.

The Conch Shell

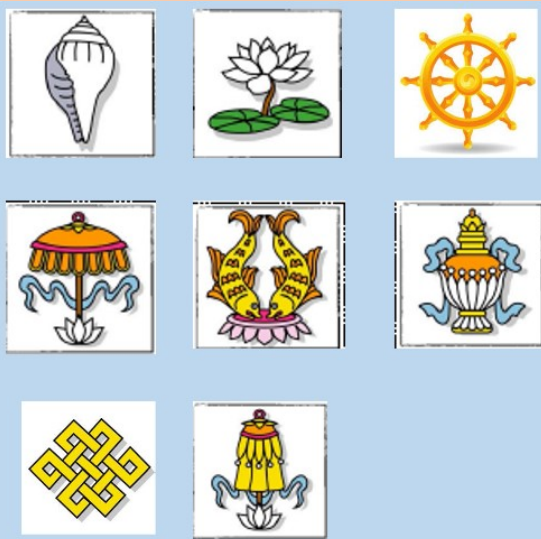
It symbolises Buddhism spreading around the world.

The Knot

It symbolises the way all life on Earth is connected.

The Banner

It reminds Buddhists of a great victory by Buddha.



To understand how Siddhartha Gautama came
To be known as 'the Buddha'.

To recognise Buddhist symbols which explain why Buddha was special.
To explain the meaning of a Buddhist parable.

To explain what Buddha taught Buddhists about how to live their lives.

To recognise where and how Buddhists worship.

To understand how and why the life of the Buddha is celebrated during Vesak.

Music: Friendship song



Knowledge Organiser – Friendship Song – Year 2, Unit 5

1 – Listening: Friendship Song

Find the pulse as you are listening to the music: Dance, move, sway with your friends

Instruments/voices you can hear: Keyboard, drums, bass, a female singer, a glockenspiel



2 – Musical Activities

Find the pulse!

- You can decide how to find the pulse!

Clapping Rhythms

- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythms

Singing in two-parts

Playing instruments using up to three notes

– C or E and G. *Which part did you play?*

Improvise using the notes C + D

- 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 C + D or C, D or E.

Which notes did you use?

3 – Perform & Share

A class performance of Friendship Song. 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?



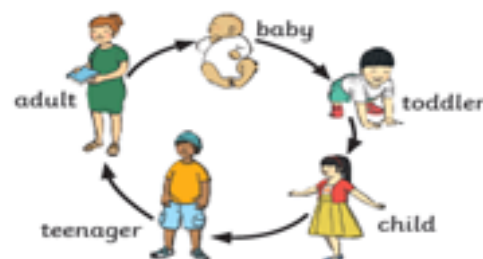
This unit is about being friends

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

Animals and their Habitats

Key Vocabulary

adult	A fully grown up animal or plant.
develop	To grow and become stronger.
life cycle	The changes living things go through to become an adult.
offspring	The child of an animal.
reproduce	When living things make a new living thing of the same kind.
young	Offspring that has not reached adulthood.
live young	Offspring that has not hatched from an egg.

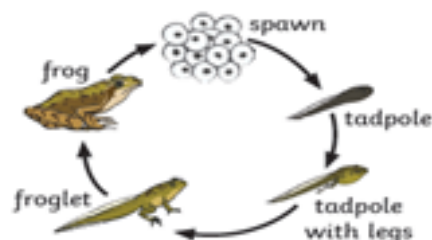


Key Knowledge

Examples of **habitats**:



Food chains. The arrows mean 'is eaten by'.



Key Vocabulary

habitat	A habitat is the natural place something lives. A habitat provides living things with everything they need to survive such as food, shelter and water.
microhabitat	A microhabitat is a very small habitat in places like under a rock, under leaves or on a branch. Minibeasts live in microhabitats . The microhabitats have everything they need to survive .
depend	Many living things in a habitat depend on each other. This means they need each other for different things.
survive	This means to stay alive.
life processes	These are the things that all living things do. They move, breathe, sense, grow, make babies, get rid of waste and get their energy from food.
living	Things that are living have all the life processes .
dead	Things that are dead were once living . They did have all the life processes but don't now.
never living	Things made out of metal, plastic or rock were never living . They never had the life processes .
food chain	A food chain shows how each animal gets its food. Food chains are one of the ways that living things depend on each other to stay alive.
food sources	This is the place a living things food comes from.

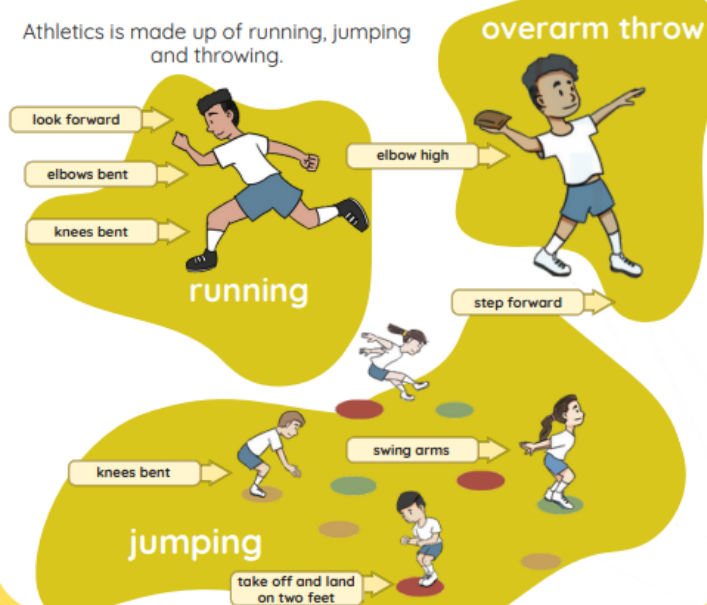
PE– Athletics and Q&A



Knowledge Organiser Athletics Year 1

About this Unit

Athletics is made up of running, jumping and throwing.



Key Vocabulary

balance	hop	safely
bend	jog	target
control	jump	time
direction	leap	underarm
further	overarm	walk
	quickly	

Ladder Knowledge



Running:

Swing your arms, it will help you to run faster.

Jumping:

Landing on the balls of your feet helps you to land with control. Bend your knees, it will help you to jump further.

Throwing:

Stepping forward with your opposite foot to throwing hand will help you to throw further.

Movement Skills

- run
- balance
- agility
- co-ordination
- hop
- jump
- leap
- throw

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

Social work safely, collaboration
Emotional perseverance, independence, honesty, determination
Thinking reflection, comprehension, select and apply skills

Rules

Rules help you to play fairly.

Healthy Participation



- Behave and move in a safe way.
- Wait to take turns when told to.



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



This unit will help you to:

- change direction
- balance
- move different body parts at the same time
- be faster
- move for longer
- be stronger



Home Learning

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

Fill it Up

What you need: six socks and two pots

How to play:

- Players have one pot each that they place 6m apart. Place six socks in the centre.
- Players start at their pot and run to the middle, taking one sock back to their pot. Continue until there are no socks left in the middle, then run to your opponents pot to collect one sock at a time.
- Who is the first to have 5 socks in their pot?
- Playing by yourself? From a pile of socks 6m away, how many can you get into your bucket in 1 minute?

Top tip: take small steps so that you can change direction quickly.



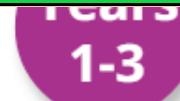
www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit. @getset4education136

PSHE Intent— Is it safe to play with?

Module: Hazard Watch

Topic: Baseline/Summative Assessment and Hazard Watch



Key Facts

- There are associated risks with legal and illegal harmful substances
- If you need to seek help or advice, it is important that you ask for it and keep trying until you are heard
- Families are important for children growing up because they can give love, security and stability
- It is important to recognise and report feelings of being unsafe

Ask me a question!

- How do our special adults keep us safe?
- What kind of objects or items do adults keep us safe from?
- What could you do if you spot a potential danger or hazard at home, at school, or in the community?

I will learn the following new words/phrases:

Potential	<i>A chance that something will happen in the future.</i>
Sibling	<i>A brother or sister.</i>
Community	<i>A group of people living in the same place or sharing a common interest.</i>
Hazard	<i>A danger or risk.</i>
Danger	<i>Likely to cause harm or injury. Something that is not safe.</i>

By the end of these topics, I should:

- know what items are safe to play with and what items are unsafe to play with
- be able to name potential dangers in different environments
- know what food and drink items are safe or unsafe to eat or drink
- be able to name dangers that can affect others, for example younger siblings

