

Knowledge & Skills Organiser – Yr R/1/2 Tawny Owls Summer Term

Subjects covered in the national curriculum:

Geography/History

Naming the continents and oceans of the World. Learning about the physical and human features of each continent.

Learn about the Columbus and his voyages and Charles Darwin, his life and his discoveries.

Maths

Reasoning and Word Problems

Number: Place Value

Number: Addition and Subtraction

Number :Fractions

Geometry: Shape, Position and Direction

Measure: Mass/Weight, Capacity and Volume

Measure: Money/Time

Number: Multiplication and Division

Statistics

RE

How does a celebration bring communities together?

English

Imitating, innovating and inventing our own story using the story The Sheep and the Goat by Pie Corbett, The Enormous Crocodile by Roald Dahl (Y2) and Something Fishy (Y2).

Exploring other narratives: The Storm Whale, Mavis the Magical Cat and Sidney Spider.

Exploring poetry - What Am I?

Writing non-chronological reports about animals.

Once in a Lifetime - Produce a poster advertising a position for an explorer and write a letter to apply. (Y2)

Tell Me A Dragon by Jackie Morris - explore dragon poetry and description and write instructions to trap a dragon. (Y2)

Art/DT

Art- Drawing, printing and painting different animals and their habitats considering camouflage, patterns and symmetry.

D.T. – Moving pictures. Designing and making a picture with two moving mechanisms. Use their design criteria to evaluate it.

Computing

Computing skills – clicking, dragging, turning on, shutting down, manipulating an application by moving and resizing it, saving work, logging on and off.

Painting – using different colours and brushes, creating shapes, fill areas with colour, undo, redo, save and add text.

Science

Naming parts of the body and senses. Naming, grouping and classifying animals. Understand what animals need to survive.

Seasonal changes in weather.

Longitudinal study – Butterfly growing.

TOPIC TITLE Animal Mania



Enrichment

Zoo/Farm trip

The skills you will develop in this topic:

Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate continents and oceans and describe features studied ♣ understand geographical similarities and differences through studying the human and physical geography of each continent.

Art: ♣ use a range of materials creatively to design and make products ♣ use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Design Technology ♣ Explore a range of existing products ♣ Design and make a moving picture based on design criteria, exploring mechanisms e.g. levers and sliders. ♣ generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components ♣ evaluate their ideas and products against design criteria

History ♣ the lives of significant individuals in the past who have contributed to national and international achievements – Christopher Columbus and Charles Darwin.

Science asking relevant questions and using different types of scientific enquiries to answer them ♣ making systematic and careful observations and, where appropriate, taking accurate measurements ♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ♣ reporting on findings from enquiries, including oral and written explanations ♣ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ♣ observe changes across the four seasons; the weather associated with these seasons and how day length varies. ♣ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ♣ identify and name a

variety of common animals that are carnivores, herbivores and omnivores♣ describe and compare the structure of a variety of common animals♣identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

RE: discussion and reasoning, exploring ideas (theology), comparing and developing lines of enquiry (social human science), reflection.

The knowledge I will need to know:

Geography- Where are the continents and oceans? What animals live there? What is the weather like there? What features does it have?

History – Who is Christopher Columbus? Where did he travel to? What did he discover there?

Who is Charles Darwin? What do we know about his discoveries?

Science – What is the weather like in Summer? What happens to the length of the day? What parts of the body can you name? What are the 5 senses called? What are carnivores, herbivores and omnivores? What are mammals, fish, reptiles, birds and amphibians?

RE- I will know how people from different faiths celebrate festivals like Ramadam and Eid, Baisakhi, Diwali. I will understand how these celebrations bring people together.

Home Learning ideas:

- Research about each continent thinking about weather, animals that live there and any special features it has.
- Read stories with animals in.
- Choose an animal and research and write facts about it.

Vocabulary I need to know:

Geography –field, river, coast, cliff, ocean/sea, map, globe, feature, key, human, physical, rural, city, town, village, forest, buildings, continent, Africa, Asia, South America, North America, Europe, Australia, Antarctica, season, weather.

History – Charles Darwin, Christopher Columbus, Galapagos Islands, Caribbean, Asia, expedition, explorer.

Science – season, weather, fish, mammal, reptile, amphibian, bird, herbivore, carnivore, omnivore, touch, sound, taste, smell, sight, head, knees, feet, toes, hands, fingers, neck, arms, legs, body.

Art –design, observe, colour, material, paint, texture.

D.T – make, plan, evaluate, criteria, tools, appeal, practical, equipment, template, slider, lever, mechanism.

RE – Community, celebration, worship, Festival, identity, belief, tradition, Ramadan, Eid, Diwali, Baisakhi.

By the end of our topic the children will:

Have an opportunity to present their learning to other children and adults.