

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

Subjects covered in the national curriculum:

Geography/History

History of cars, planes and trains and how it has changed over the years.

Plan a trip to Gambia and compare Gambia to our locality.

English

Imitating, innovating and inventing our own story using the story The Naughty Bus. (YR – The Marvellous Moon Map and The Train Ride.)

Exploring poetry And the Cars go... and writing instructions on how to make a vehicle.

Alien Poetry

Write a letter to apply to be an astronaut

Phonics and Guided Reading/Book Talk

Art/DT

Art- Making planets using a variety of different media.

D&T-designing and making vehicles using wheels and axles then evaluating them.

Computing

Digital Writing – using a computer to write and change text.

Online Safety – safe image searches, personal information and what is email?

Maths

YR – counting forwards and backwards to 10, one more and one less, representing zero, composition of numbers and comparing to 10, combining 2 groups, days of the week, measuring time and height, building, matching and printing with 3D shape.

Y1– Addition and subtraction, crossing 10. Order and compare number to 50. Measure and compare length and height. Measure and compare weight/mass volume/capacity.

Y2 - Find the total of money, give change. Make equal groups and arrays. 2,5-, and 10-times tables Divide by 2,5 and 10. Odd/even numbers. Make and interpret tally charts, bar charts and pictograms. Recognise properties of 2D and 3D shapes. shapes. Recognise quarter, half, third, three-quarters, two quarters of a shape or number. Count in fractions.

TOPIC TITLE

Wacky Races



Science

Longitudinal study – Observe the changes in a tree throughout the year.

Space and the Solar System – What is beyond the sky?

RE

How does a celebration bring communities together?

What does a cross mean to a Christian?

Enrichment

Planetarium.

Trip on the train.

RSE

My Relationships / My Beliefs

Calm or Relaxed

Scared or Afraid

The skills you will develop in this topic:

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

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 ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ 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, including textiles according to their characteristics ♣ evaluate their ideas and products against design criteria

History ♣ recall changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ♣ learn about events beyond living memory that are significant nationally or globally- e.g. first aeroplane flight, moon landing ♣ lives of significant individuals in the past who have contributed to national and international achievements e.g. Neil Armstrong.

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. ♣ learn about the planets in the Solar System.

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

RSE: Identify similarities and differences in our lives, likes, dislikes and be able to make choices, ♣ identify calming relaxation / breathing and yoga strategies, know why should we try to be calm, ♣ to listen to others, play and work co-operatively, resolve arguments, ♣ to know what makes me scared, to know it is okay to be afraid, to know how I can overcome my worries

The knowledge I will need to know:

Geography- Where is Gambia? What are the similarities and differences between Gambia and where we live? How would we travel there?

History- Who invented the car/plane/train? How has transport changed? How were they invented?

Science – What is the weather like in Spring? What happens to the length of the day? What planets are in the Solar System? Which planet is nearest the Sun? Which is the furthest?

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.

RSE- How are people similar or different? Why should we try to be calm? What could we do to calm down? Why is it important to listen to others? How could we resolve conflicts?

Home Learning ideas:

- Research about the Solar System.
- Research about the inventions of the car, plane and train.
- Read stories with transport in.

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- past, present, vehicle, transport, plane, train, car, space travel.

Science – season, weather, Solar System, planet, moon, star, Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, table, chart, star, sphere, light source, space, planet.

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

D.T – make, plan, evaluate, criteria, tools, appeal, practical, equipment, stable, template, textiles.

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

RSE- similar, different, calm, relax, co-operatively, argument, scared, afraid, worry

By the end of our topic the children will:

Participate in a Space Day at the end of term. The children will become astronauts.