

Year 1/2

Paddington at the Tower

	The irresistible, classic bear from Darkest Peru, who was found on Paddington station, causes havoc while out sight-seeing! When Paddington visits the Tower of London he makes sure he has enough marmalade sandwiches to sustain him - a whole suitcase in fact! Unfortunately, it is not only bears who like sandwiches as Paddington is soon to discover...
	Non-Chronological Report
Text Types	Narrative
	Working Scientifically
Science	Earth and Space
	Motion and Forces
History	Significant Individuals: Guy Fawkes and the Houses of Parliament
	Location and Places
Geography	Physical and Human Processes
	Interpreting Geographical Information
Art	Textiles (make bunting)
	Design, Make and Evaluate Process
DT	Structures
	(Make London souvenir)
Residential/ Trips	Visit the Tower of London and Pudding Lane
	Hold a garden party, plot geographic landmarks, outdoor observations of nature (linked to RE)
Outdoor Education Ideas	PE
	Music
Computing	Charanga: Your Imagination
	Text
Online Safety	Education for a Connected World: Self-Image and Identity
	Special People
RE	Rights, Rules and Responsibilities
	Cit5 RR12
PSHCE	What would I like to be when I am older? (aspirations)
Careers and Employability	



Key Features: Non-Chronological Reports

Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement. (Sharks are often seen around the coasts of Britain but they rarely attack people. In 2006, a man was surfing in Cornwall when he was badly bitten but it was the only incident recorded there for twenty years.)

Purpose: To provide detailed information about the way things are or were. To help readers/listeners understand what is being described by organising or categorising information.		
Generic structure	Language features	Knowledge for the writer
In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes: - an opening statement, often a general classification (Sparrows are birds); - sometimes followed by a more detailed or	- Often written in the third person and present tense. (They like to build their nests ... It is a cold and dangerous place to live.) - Sometimes written in the past tense, as in a historical report. (Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.) - The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for	- Plan how you will organise the information you want to include, e.g. use paragraph headings, a spidergram or a grid. - Gather information from a wide range of sources and collect it under the headings you've planned. - Consider using a question in the title to interest your reader (Vitamins – why are they so



Key Features: Narrative

Narrative is central to children's learning. They use it as a tool to help them organise their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively.

The range of narrative that children will experience and create is very wide. Many powerful narratives are told using only images. ICT texts tell stories using interactive combinations of words, images and sounds. Narrative poems such as ballads tell stories and often include most of the generic features of narrative. Narrative texts can be fiction or non-fiction. A single text can include a range of text types, such as when a story is told with the addition of diary entries, letters or email texts.

Purpose:		
The essential purpose of narrative is to tell a story, but the detailed purpose may vary according to genre. For example, the purpose of a myth is often to explain a natural phenomenon and a legend is often intended to pass on cultural traditions or beliefs.		
Generic structure	Language features	Knowledge for the writer
The most common structure is: - an opening that establishes setting and introduces characters; - a complication and resulting events; - a resolution/ending. Effective writers are not constrained by predictable narrative structure. Authors and storytellers often modify or adapt a generic structure, e.g. changing chronology by not telling the events in order (time shifts, flashbacks, backtracking). Children can add these less predictable narrative structures to their own writing repertoires.	Language features vary in different narrative genres. Common features: - presented in spoken or written form; - may be augmented/supplemented/party presented using images (such as illustrations) or interactive/multimedia elements (such as hypertext/ images/ video/ audio); - told/written in first or third person (I, we, she, it, they); - told/written in past tense (sometimes in present tense); - chronological (plot or content have a chronology of events that happened in a particular order); - main participants are characters with recognisable qualities, often stereotypical	- Decide on your intended style and impact. - Plan before writing/telling to organise chronology and ensure main events lead towards the ending. - Visualise the setting and main characters to help you describe a few key details. - Rehearse sentences while writing to assess their effectiveness and the way they work together. - Find some different ways of telling what characters think and feel, e.g. describe what they did or said. - Use some strategies to connect with the reader/listener e.g. use repetition of the same phrase or the same language pattern; ask them a question or refer to the reader as 'you'. What on earth was happening? Who do you think it



Science Knowledge Organisers: Earth and Space (Year 1/2)



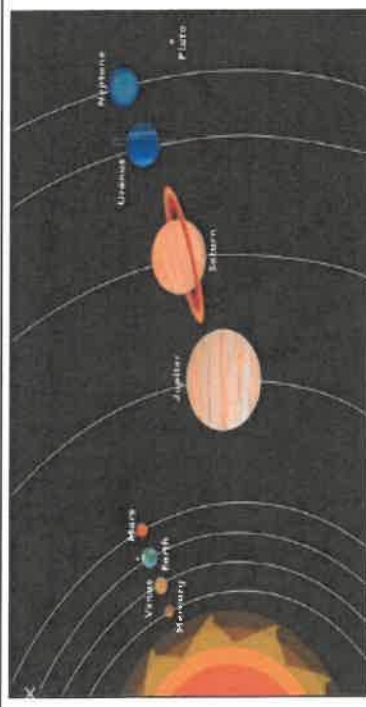
Knowledge Organiser: Earth and Space (Year 1 and 2)

Key Knowledge

Effects of climate change:





Key Scientists/ People/ Dates/ etc

Stephen Hawking (1942–2018) was an author, researcher of black holes and space time theories. He studied maths, science, chemistry and physics.



Key Vocabulary

Earth
The planet on which we live, the world.

Space
The area that contains the entire universe beyond the earth, outer space. Earth is a planet in space.

Seasons
There are four seasons each year, autumn, winter, spring and summer.

Autumn
In autumn, the weather begins to get colder. The leaves start to fall from the trees. The amount of daylight becomes less. This means the daytimes are shorter and the night times are longer.

Winter
In winter, the weather is much colder. Sometimes it is cold enough to freeze, leaving frost and ice on the ground. It sometimes snows. Many trees have bare branches as all their leaves have fallen off. The daytimes are the shortest in the year and the night times are the longest.

Spring
In spring, the weather starts to get warmer. The leaves begin to grow on the trees and some trees may blossom (have flowers). Plants begin to grow and you may see baby animals like lambs around. The daytimes start to get longer.

Summer
In summer, the weather gets hotter. The daytime is long and the nights are short. Summer has the longest days. The trees are full of leaves and there are lots of flowers, bees, butterflies and other insects.

Weather
The weather includes the temperature outside, the wind direction and strength, as well as rain, cloud.

Daylight
Daylight is when it is light outside. The amount of daylight changes with each season.

Key Knowledge (continued)

autumn	winter	spring	summer
			
The Four Seasons			
autumn September October November	winter December January February	autumn September October November	winter December January February
spring March April May	summer June July August	spring March April May	summer June July August

Daylight hours each month:

Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Hours of Daylight	13	11	9	8	8	10	12	14	15	16	16	14

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." — Dr. Seuss,



Science Knowledge Organisers: Motion and Forces (Year 1/2)

Knowledge Organiser: Motion and Forces (Year 1 and 2)

Key Knowledge



Squash an object by pushing both hands together.



Bend an object by grabbing both ends of the object and bringing the ends inwards together.



Twist an object by turning your hands in opposite directions.



Stretch an object by pulling your hands slowly and gently apart.

Key Vocabulary

Squash Squash an object by pushing both hands together.

Bend Bend an object by grabbing both ends of the object and bringing the ends inwards together.

Twist Twist an object by turning your hands in opposite direction.

Stretch Stretch an object by pulling your hands slowly and gently apart.

Gravity Gravity is a force which draws an object towards its center. It is the force which keeps planets in orbit around the sun.

Magnetise To make an object magnetic.

Spin To make or turn around in a circle over and over again.

Slide Move smoothly along a surface while keeping contact with it.

Repel Drive or force back or away.

Force Force is the push or pull on an object that causes it to accelerate.

Pull A force drawing someone or something in a particular direction.

Push An act of pushing someone or something in order to move them away.

Bounce An act of jumping or moving up and down.

Spring Move or jump suddenly or rapidly upwards or forwards.

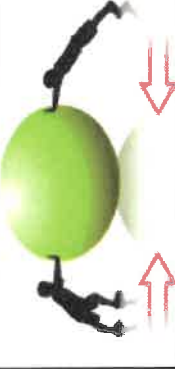
Key Scientists/ People/ Dates/ etc



PUSH



PULL





Albert Einstein (1879–1955) was a German physicist who developed the theory of relativity, which meant that even the smallest amount of mass could be turned into energy.

Key Knowledge (continued)



up



down



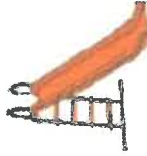
stretch



rub



spin



slide



pull



spring



push



roll



bounce



gravity



magnetise



repel



force



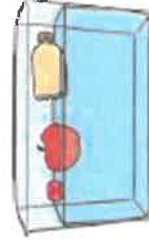
fast



slow



sink



float

History Knowledge Organisers: Guy Fawkes (Year 1/2)

— GUY FAWKES

Overview

Guy Fawkes (1570-1606) was an important member of an English Catholic group who wanted England to become Catholic again.

He is famous for trying (and failing) to blow up the Houses of Parliament in the 1605 Gunpowder Plot.

He and his friends wanted to blow up important buildings in London where the King and his leaders were, so that a Catholic person could rule England instead.

He was **executed** before he was able to do this, and was arrested on November 5th 1605.

It is in memory of this event that people in Britain celebrate Bonfire Night every November 5th.

Times in His Life

Early Life

- Guy Fawkes was born in 1570 in Stonegate, York.
- When Guy was 8 years old, his father died. His mother remarried a man who had secret Catholic links.
- The Church of England was the official religion of the time, but Fawkes' school was also thought to be run by Catholics.

Eighty Years War

- Around 1590, Fawkes travelled to Europe to fight for Catholic Spain in the Eighty Years War against the Netherlands and France.
- Known as 'Guido Fawkes' throughout this time, Fawkes rose to Captain. He tried to get Philip II to support a rebellion in England, but failed.

Answers to Important Questions and Key Vocabulary

Why did Guy Fawkes want a Catholic monarch to rule?		-In Britain at the time, people were deeply religious. Most people were either a Catholic or a Protestant. Two different kinds of Christianity. -There had been lots of arguments about whether England should be Catholic or Protestant. Other Catholic and Protestant countries were involved. -People believed that in fighting for their religion they were doing what God wanted. -Fawkes told the police that he intended to blow up the Houses of Parliament. -However, he gave a false name (John Johnson) and would not give up any of his friends. -James I men tortured him to get to the truth. -Most men involved in the plot were put on trial, starting on Monday 27th January 1606. -The King watched the trial in secret. -The men were all found guilty of high treason. -The men were then executed on 30th January 1606. -As it was considered to be such a bad crime, the men were given the worst kind of execution. -The courts were sending a message to other traitors. -On 3rd November, Londoners were encouraged to celebrate the King's escape from being killed by lighting bonfires. -Parliament decided that every 5th November from then on would be a thanksgiving celebration. -Even though many men were involved in the plot, Guy Fawkes is the one who everyone remembers.	Key Vocabulary Gunpowder Plot Conspirator Catholic Protestant Bonfire Treason Houses of Parliament Eighty Years War Cellar Execution Fireworks
What did he tell the police?			
What happened to Guy Fawkes in the end?			
How is Guy Fawkes remembered now?			

Top 10 Facts!

- Bonfire Night is also sometimes known as 'Guy Fawkes Night'.
- Some people throw a doll (normally made of rags or wood) into their bonfire - this is called a 'guy'.
- In total, 19 men were involved with the plot.
- Guy Fawkes was not actually the leader of the plot - a man called Robert Catesby was.
- Guy Fawkes' main job was to keep guard of the gunpowder, and light it when told to.
- 'Guido' is the Italian name for 'Guy'. Guy Fawkes lived it because Italy was Catholic.
- There were 36 barrels of gunpowder in the basement - much more than was needed!
- The warning letter that Lord Montagu received still exists!
- The second part of the planned plot was to start an uprising in Northern England.
- On Bonfire Night, people sometimes eat Parkin Cake, which is made of oatmeal and treacle.

Guy Fawkes Timeline

1 st April 1570: Guy Fawkes is born in York.	21 st March 1603: King James I was crowned in York.	20 th May 1604: Guy met others involved in the plot for the first time.	March 1605: Guy hid a basement beneath House of Parliament with gunpowder.	5 th November 1605: 3 rd January 1606: Guy Fawkes is put to death.
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Geography Knowledge Organisers: Location and Places (Year 1/2)



Knowledge Organiser: Location and Places Year 1 and 2

Key Knowledge

Country	Flag	Capital city
England		London
Wales		Cardiff
Scotland		Edinburgh
Northern Ireland		Belfast

The flag of the United Kingdom is made up of each of the four flags and is called the Union Jack.



There are four seas that surround the United Kingdom: The North Sea




Key Vocabulary

Country A large area of land where people live under the same government

City A large town that usually has a cathedral

Capital City The main city in the country, usually where the government are located

Continent A group of countries on one large expanse of land

Island An area of land surrounded by water

British Isles Great Britain, Ireland and all nearby islands

United Kingdom England, Scotland, Wales and Northern Ireland

Coast Land next to the ocean or sea

Sea Salt water covering most of Earth (71%)

Compass An instrument to show North, East, South and West

Environment A particular geographical area

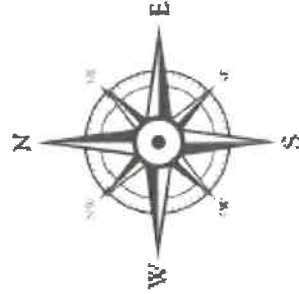
Terrain How high or low the land is



Key Knowledge (continued)

The seven continents: North America, South America, Africa, Europe, Asia, Australasia and Antarctica.

The five oceans: Pacific, Atlantic, Southern, Indian and Arctic.



Key Features of the UK

Bodies of water	Terrain	Cities, towns and
There are lakes all over the UK. Lough Neagh in Northern Ireland is the biggest lake in the UK. There are many other famous lakes like Loch Ness and Loch Lomond in Scotland and Lake Windermere in England. In England, there is a whole area of lakes called the Lake District. Because it is a small island, the UK's rivers are not very long. The Severn, is its longest river. It starts in Wales and ends in England. The Thames, The Trent and The Mersey are other famous rivers.	The UK Terrain is very varied, ranging from the Highlands of Scotland to the lowland fens of England. The Highlands in Scotland and Snowdonia in Wales are the most mountainous parts of the UK. Lots of coastal areas are low-lying, especially in the east and south of England. Most of the UK is made up of gently rolling hills with some big mountains in the middle. Ben Nevis is the highest mountain in the UK. It is in Scotland in the Highlands.	Majority to the people in the UK live in cities. The biggest city in the UK is London. Most of the cities in the UK are in England. This is because it is the flattest and biggest country in the UK. The fewest people live in Northern Ireland because it has a smaller area.

Geography Knowledge Organisers: Physical and Human Processes Years (Year 1/2)

Knowledge Organiser: Physical and Human Processes Year 1 and 2



Key Knowledge

Understand seasonal and daily weather patterns in UK.



Understand the location of hot and cold areas of the world in relation to the Equator and North and South poles.

The World's Deserts



Key Vocabulary

Equator An imaginary line around the earth at an equal distance from the North and South Poles.

North Pole

The point on the surface of the earth that is furthest north.

South Pole The point of the earth that is furthest south.

Beach An area of sand or small stones (called **shingle**), next to the sea or a lake.

Cliff A high area of rock with a very steep side, often at the edge of the sea or ocean.

Coast Land next to the ocean or sea.

Forest A large area of land that is thickly covered with trees.

Hill

An area of land that is higher than the land around it, but not as high as a mountain.

Mountain
A very **high hill**, often with rocks near the top.

Sea Salt water covering most of Earth (71%).

Ocean The mass of salt water that covers most of the earth's surface.

River A natural flow of water that continues in a long line across land to the sea.

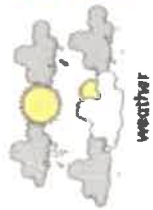
Valley An area of low land between hills or mountains, often with a river flowing through it; the land that a river flows through.

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Key Knowledge (continued)

Use basic geographical vocabulary referring to key physical and human features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human: city, town, village, factory, farm, house, office, port, harbor and shop



weather



beach



coastline



forest



hills



river



mountain



valley



cliff



seasons



sea or ocean



vegetation

Key Vocabulary

Soil
The top layer of the earth in which plants, trees grow.

Vegetation

Plants in general, especially the plants that are found in a particular area or environment.

Season

Any of the four main periods of the year: spring, summer, autumn and winter.

City

A large town that usually has a cathedral.

Town

A place with many houses, shops, etc. where people live and work. It is larger than a village but smaller than a city.

Village

A very small town located in a country area.

Port

A town or city with a **harbour**, especially one where ships load and unload goods.

Harbour

An area of water on the coast, protected from the open sea by strong walls, where ships can shelter.



"The more that you read, the more things you will know. The more that you learn, the more places you'll go." — Dr. Seuss,



"A cord of three strands is not easily broken." Ecclesiastes 4:12
Inspiring a love of learning through the bonds of family, faith and friendship.

Geography Knowledge Organisers: Interpreting Geographical Information (Year 1/2)



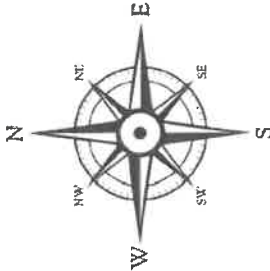
Knowledge Organiser: Interpret Geographical Information Year 1 and 2

Key Knowledge

Use world maps, atlases and globes to identify UK and its countries as well as any other countries studied.




Country	Flag	Capital city
England		London
Wales		Cardiff
Scotland		Edinburgh
Northern Ireland		Belfast



Key Vocabulary

Atlas	A book of maps.
Globe	Spherical map of the world.
United Kingdom	England, Scotland, Wales and Northern Ireland
England	The country forming the largest and southernmost part of Great Britain and of the United Kingdom. Capital city is London.
Scotland	The country forming the northernmost part of Great Britain and of the United Kingdom. Capital city is Edinburgh.
Wales	The country to the west of England. Capital city is Cardiff.
Northern Ireland	A province of the United Kingdom occupying the north-east part of Ireland. Capital city is Belfast.
North, East, South and West	Four compass points. The sun rises in the east and sets in the west.
Key	Symbols used on a map or plan.
Clockwise	Turning around in the same direction as the hands of a clock, to the right.
Anticlockwise	The opposite direction to the movement of the hands of a clock, moving to the left.

Key Knowledge (continued)



Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

For example, here is an aerial photograph of London.

Key landmarks are: The River Thames, Tower bridge, The Shard, The Gherkin and The Tower of London.



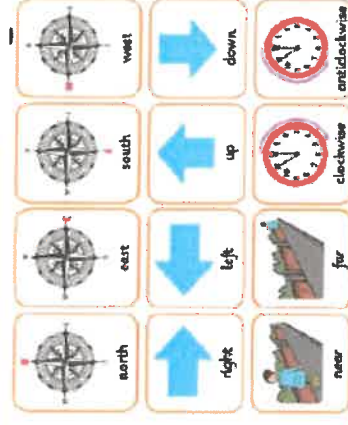
Devise a simple map and use and construct basic symbols in a key.

For example:

Maps of the UK

Treasure maps

Sketch maps of the local area



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A code of three strands to our early years. * Ecclesiastes 4:12
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Art and Design Knowledge Organisers: Textiles (Year 1/2)

Knowledge Organiser: Textiles Y1 and Y2

Examples of Textile Art

Key Vocabulary

Weave	Passing strips or threads over and under each other to create a piece of art work.
Stitch	Moving a needle and thread through fabric to either create a pattern or to join it together.
Plait	To weave three or more strands together.
Dip dye	Tying parts of a fabric and dipping it in a dye to produce coloured patterns on it.
Fabric	Material such as felt, cotton, canvas, lace and leather.
Repeating pattern	When a pattern happens over and over again in the same order.
Technique	Ways that materials are used to make different effects such as colours, lines and shapes.

Plaiting

Plaiting is a form of weaving three or more strands together to form a pattern. It is also known as braiding.

Fibres and Threads

People all over the world have been weaving for thousands of years. Weaving is used to make things like furniture, baskets, clothes and rugs.

When weaving, colours can be used randomly or repeated patterns can be created.

Materials can be glued or stitched together to hold or join them.

Plaiting can be used to hold fibres or threads together, to make them stronger or to make a piece of work look nice.

Dip dye is used to make plain fabrics look more exciting and colourful. The fabric is tied in different ways and dipped in coloured dye. It is then left to dry and unfied.

Key Knowledge

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"A kind of fibre strands is not really found." "Gardenside 412
Inspiring a love of learning through the
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Joining Materials

In textile work, materials are usually joined together using glue or stitching.



Dip Dyeing



Tying the fabric in different ways will give different effects.



Stripes

Dots

Spiral

Weaving



A basket being weaved in Malaysia.



A chair being weaved in the Maldives.



Clothes being weaved in Peru.



A rug being weaved in America.



Famous Textile Artists

Slit Tapestry Red/Green by Gunta Stolz



Intuitive Imitation by Rodrigo Franzao



Rainbow Rope Net by Toshiko MacAdam



Australia by Marion Clayden



<https://www.tate.org.uk/Arts>

<https://www.nationalgallery.org.uk/>

Design Technology Knowledge Organisers: Design, Make and Evaluate Process (Year 1/2)

Knowledge Organiser: Y1 and Y2 Design, Make and Evaluate

Research

What can people buy or use already?

Design

Explore your ideas.

Make

Use your design to make your product.

Evaluate

How successful was it?

Key Vocabulary

Design	Planning what you are going to make and drawing a sketch of it.
Make	Putting the parts together to create something.
Evaluate	Thinking about how successful something was. Did it work?
Function	The reason you are making something. Why are you making it and what do you want it to do?
Product	The item you have made or are making.
Template	A pattern used as a guide for drawing round and cutting out.
Mock up	A model of your product that you use to see if it is going to work.

Key Knowledge

Before designing a product, a designer will look at products that already exist to see what works well and what does not work so well on them.

A product needs to be designed carefully to make sure that the person using it will like it and be able to use it easily.

A variety of tools and equipment can be made to make a product such as scissors, glue, card, material, whisk, cooker.

The designer must choose the best material for their product and the best way of making it.

Products are evaluated so that the designer knows what worked well, what didn't work well and what needs to be changed to make it better.

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Designing		Making		Evaluating	
Who is it for?		Remember to follow your design plan.		Does your product look good?	
How will it work?		Is it working or do you need to change anything?		Does your product work in the way that you wanted it to?	
What are you going to use?		Does it look attractive or do you need to add anything?		Did it meet the design criteria?	
How are you going to put it together?				What worked well?	
				What did not work so well?	
				What would you change if you made it again?	
				What do other people think of your product?	

Health and Safety					
Wear an apron to protect your clothes.	Wash hands when cooking or after messy work.	Walk safely around the room.	Keep your work area clear and organised.	Clean up any spillages straight away.	Follow the instructions carefully.
		 			
Concentrate on what you are doing.	Use your tools safely.	Concentrate on what you are doing.			
					

Design Technology Knowledge Organisers: Structures (Year 1/2)



Knowledge Organiser: Y1 and Y2 Structures

What is a Structure?

Structures are things that are built for a purpose. They can be large like buildings or bridges or they can be small like tables and chairs.

A freestanding structure can support its own weight without being attached to something else. They need to be well designed, strong, stiff and stable to do this.

Build	Creating something by putting parts and materials together.
Structure	A building or object made from different parts.
Attach	Joining two or more pieces together.
Stiff	When something cannot easily be bent.
Stable	When something is fixed down firmly and is not likely to fall over.
Fold	When you bend something over on itself.
Base	The bottom or lowest part of a structure or object.

Key Knowledge

A structure needs a wide base to make it more stable and prevent it from falling over.

Some materials are stronger than others and are more suitable to create a structure with.

Folding, twisting, rolling and layering can be used to strengthen and stiffen materials.

Structures can be made stronger by carefully choosing how the pieces are attached together and what they are attached with.

A framework inside a structure can help to support it and make it much stronger.

 Bridges	 Towers	 Buildings
 Transport	 Construction equipment	 Boxes
 Furniture	 Play equipment	 Household items

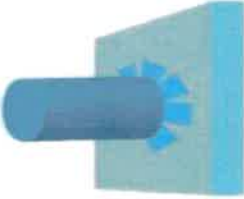
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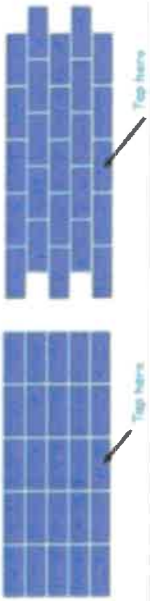
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A framework is a structure that supports a building, vehicle or object.



A wide and solid base can help a structure to stand and support its own weight.



The way bricks and materials are arranged can make them stronger and more secure.



Folding



Layering

Making

paper

stronger



Rolling



Twisting

Famous Structures and Engineers



The Burj Khalifa in Dubai is the tallest freestanding structure in the world.
It has a wide base and a narrow top. The steps down the side help to protect it from the wind. It is made from concrete and steel.



Isambard Kingdom Brunel
Born: 1806
Died: 1859
He designed and built dockyards for ships, steamships, bridges, tunnels and railways.



The Forth Bridge is a long railway bridge in Scotland. It is made of steel, which is a very strong material. The frame, is built in triangles with strong concrete arms supporting it.

Physical Education Knowledge Organisers: Outdoor and Adventurous (Year 1/2)



Knowledge Organiser: OAA Year 1/2

Key Knowledge

Why OAA?

Team building games are a great tool for helping children learn to work together, listen carefully, communicate clearly and think creatively. They also give children the chance to get to know each other, build trust and develop vital life skills.

Children learn to:

- Follow a simple map or diagram
- Communicate simple instructions
- Work collaboratively with a partner or small group
- Suggest ideas to solve tasks
- Listen to other's ideas
- Understand the rules of a game

- Balancing
- Travelling actions



Key People/ Dates/ etc

Jessica Watson 18th May 1993—

Jessica Watson OAM is an Australian sailor who was awarded the Order of Australia Medal after attempting a solo global circumnavigation at the age of 16. Departing Sydney on 18 October 2009, Watson headed north-east, crossing the equator in the Pacific Ocean before crossing the Atlantic and Indian Oceans. She is the youngest person to sail solo and unassisted around the world.



Key Vocabulary

Solve	Find an answer to or explanation for
Teamwork	Working together in a group with other people to solve a problem or activity
Lead	Be in charge or organize and direct
Symbol	A sign, shape or object representative of different features on a map, ie a triangle for a mountain
Navigate	Plan and direct a course especially using a map or instruments
Collaborate	Work jointly on a project or activity
Grid	A network of lines that cross each other to form a series of squares or rectangles
Route	A way or course taken in getting from a starting point to a destination
Map	A diagram representation of an area of land or sea showing physical features, cities, roads etc.
Direction	A course along which someone or something moves



"A cord of three strands is not easily broken." Ecclesiastes 4:12
Inspiring a love of learning through the bonds of family, faith and friendship.

Key Knowledge (continued)



-  Camp site
-  Caravan site
-  Garden
-  Golf course or links
-  Information centre, all year / seasonal
-  Nature reserve
-  Riding, Park and ride, all year / seasonal
-  Picnic site
-  Selected places of tourist interest
-  Telephone, public / motoring organisation
-  Viewpoint
-  Visitor centre
-  Walks / Trails
-  Youth hostel



Scavenger Hunts

Music Knowledge Organisers: Your Imagination (Year 1/2)



Knowledge Organiser – Your Imagination – Year 1, Unit 5

1 – Listening: Your Imagination

Find the pulse as you are listening to the music: Use your imagination as you move, What did you see as you listened and closed your eyes?

The instruments/voices you can hear: Keyboard, drums, bass, a female singer. Can you recognise any of these instruments in the other songs?



2 – Musical Activities

Find the pulse!

- Can you be a pop star finding the pulse?

Clapping Rhythms

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

Singing and have fun using your imagination

Playing instruments using one or two notes: C or C + G. Which part did you play?

3 – Perform & Share

A class performance of Your Imagination – with singing and playing. 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?

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Have a think...

What did you like doing best?



Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



Words you need to know: Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination



Computing Knowledge Organisers: Multimedia (Year 1/2)

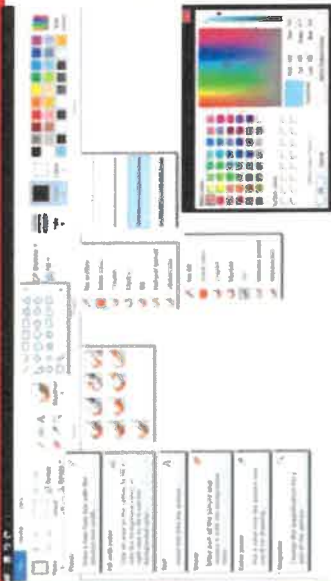
Knowledge Organiser: Year 1 and 2 Multimedia



Key Knowledge Key Vocabulary

Mouse	Used to point and click on objects in the screen.
Keyboard	Used to type letters and numbers on the screen.
Font	The style of writing.
Paste	Used in conjunction with 'copy' to use the same information again.
Save	Allow your creations to be stored so you can use them again.
Open	Retrieve the work that you have saved.

You can use different tools such as brushes, pens, rubber stamps and shapes to change how your work looks so that you can present it in the way you want.



You will be able to type faster and more accurately if you learn to type with two hands.



You will often need the space bar and enter key on a keyboard, especially when you are typing a written document.



Religious Education Knowledge Organiser: Special People (Year 1/2)

 R.E: SPECIAL PEOPLE  KNOWLEDGE ORGANISER	
 Overview -Almost all of us have someone in our lives who is special. Lots of us have many people who are special to us! -We each have our own special qualities and characteristics. These make us unique! -Many religious people, for example Christians, Hindus and Sikhs, have special people that mean a lot to them and their religion. -In these religions, some special people (and their teachings) are often <u>sacred</u>. Guru Nanak, the founder of Sikhism and one of ten Sikh Gurus.	 In Hinduism Rama and Sita -Rama and Sita are special individuals in Sikhism. -The story goes that Rama was a good man, who was married to a beautiful princess called Sita. -They were banished into a forest with Lakshman, Rama's brother, by his stepmother. -In the forest, <u>Ravana</u>, a demon king with ten heads, kidnapped Sita. Rama and Lakshman, with the help of the monkey king, Hanuman fought Ravana for ten days until they defeated him. -Rama was heroic, brave, noble and loving. -Sita was loyal, devoted, faithful and loving. -To Hindus, Rama & Sita show how to be a perfect husband & wife. Celebrating them at Diwali -When Rama and Sita returned to their kingdom, people welcomed them with rows of 'diyas' (small clay lamps). -Today, Hindus celebrate Diwali in October/November time. People light their own diya in homes, streets and temples. -By doing so, they celebrate how good defeated evil. 
 In Christianity Jesus Christ -Jesus Christ is the central person in Christianity. -To Christians, he is the most important person who ever lived. -He lived around 2,000 years ago in the land that is now called Israel. -In his life, Jesus showed people how to live in a kind and caring way. -Jesus performed miracles, including helping the sick to get better, and looked after people that had been turned away by others. -Christians call him the Son of God, and pray for him to help them in their lives. -Christians try to follow the <u>good example</u> that Jesus set for them about how to live. Celebrating him at Christmas -Christians celebrate the birth of Jesus at Christmas time (in December). -Jesus' mother, Mary, was visited by Gabriel the angel, and told that she would give birth to the Son of God. -She (and her partner, Joseph) travelled to Bethlehem. There, Jesus was born in a stable. The new baby was visited by shepherds and by wise men. -The scene in which Jesus was born is called the 'nativity'. -At Christmas time, people put up lights to brighten the winter darkness - this shows how Jesus was the 'light of the world'. They also give each other gifts. 	 In Sikhism Guru Nanak -Guru Nanak is the founder of Sikhism. -He lived around 500 years ago in Punjab (now in Pakistan and India). -Sikhs believe that one day, whilst he was bathing, he was taken by God for three days. -When he returned, he spread messages from God to those around him about how to be good. -He became the first of the Ten Gurus, who led the Sikh religion. 
What makes me special? What makes my friend/family special? Which special people are special to me? Why? How can I feel special?	Personal Spirituality - Key Questions What special things have I often done in my life? What special quality do I others have? Who do other people think are special? Why?

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