

Knowledge Organiser

Spring term 2



Bluebell Class Year 1 and 2

#respectforall



Respect for self...

We are kind to ourselves and responsible for our own learning.



Respect for others...

We are kind to each other. Our differences make us stronger.

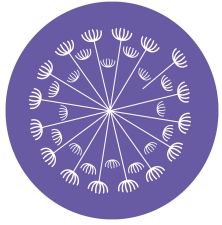


Respect for our world...

We are part of nature.

We will work together to make our world a better place.

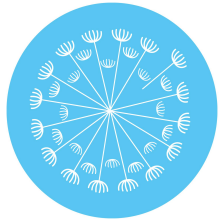




Respect for **self**



Respect for **others**



Respect for our **world**

Our inquiry question:

What is my favourite wildflower and why?



Our harmony principle is cycle.

Dazzle me: Planting wildflowers.

Literacy - Instructions



TalkforWriting™

Vocabulary:

Capital letters, nouns, adjectives, full stop, conjunction, plural, verb, adverb, comma,, question mark, exclamation mark. Imperative verb, time connective, alliteration

Children need to:

Year 1:

Spell words with the phonemes taught.
Spell common exception words.
Name the letters of the alphabet in order.
Form lower case letters in the correct direction.
Form capital letters correctly.

Year 2:

Spell common exception words
Learn alternative ways of spelling phonemes already known.
Distinguish between homophones and near homophones.
To write in the correct tense.
Form lower case letters the correct size and begin to join
Write capital letters the correct size and orientation.

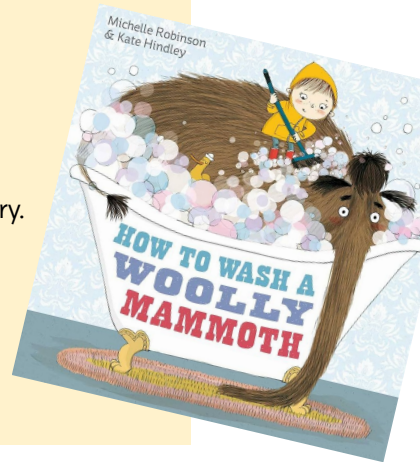
Skills:

Year 1

Compose a sentence orally before writing it down.
Sequence sentences to form short narratives.
Discuss what they have written with the teacher or another pupil.
Read their writing aloud, clearly.
Punctuate sentences with capital letters and full stops.
Write simple instructions using time words first, next etc.
and imperative verbs e.g. Cut the card.... Paint your design...

Year 2

Extend sentences using relative conjunctions
Commas in lists may be used to separate required ingredients/materials.
Write down ideas and key words, including new vocabulary.
Evaluate their writing with the teacher or another pupil.
Read their writing aloud with correct intonation.
Punctuate sentences with capital letters, full stops, exclamation marks and questions marks.



Maths



Year 1 - Place Value within 50

Identify and **represent** numbers using objects and **pictorial representations** including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s

Key Questions

What number comes next?

What number comes after?

Will you say the number to?

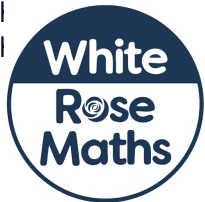
What numbers sound similar? • What number comes before

Possible sentence stems • The number that comes after is • The number that comes before is • I will/will not say the number
National Curriculum links • Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number ? when counting from ??, because ...

Stem Sentences

TI
TI

ull, so I know
s in 10.



Th	H	T	O
1,000 1,000	100 100 100 100 100		1 1 1 1 1 1 1 1

Year 2 - Multiplication and division

Calculate mathematical statements for **multiplication** and **division** within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.

Key questions

Are the groups equal or unequal?

How do you know?

How can you make the groups equal?

How many groups are there?

How many are in each group?

What is the same and what is different about these two pictures?

Do all equal groups look the same?

Stem Sentences

There are __ equal groups.

There are __ in each group.

There are __ groups of __.

There are __ altogether.

The groups are equal/unequal because ...

Celebrate mistakes!

Teach your child that it's good get stuck! This is how we learn best. Allow time for resilience building.



Maths- Stem sentences

Year 1

I solved the problem by...
I already know that...so...
I wonder why...

I have ... tens here and ... ones here.
I will have altogether.

I have ... tens here and ... tens here.
I will have altogether.

... is the whole number. I subtract tens.
I am left with



Year 2

I noticed that...
I think...because...
I checked by...



There are ____, ____, and ____. Altogether there are_____.

When we add three numbers, the total will be the same whichever we add first.

I know that $_ + _$ is equal to $_$ so $_$ tens + $_$ tens is equal to $_$

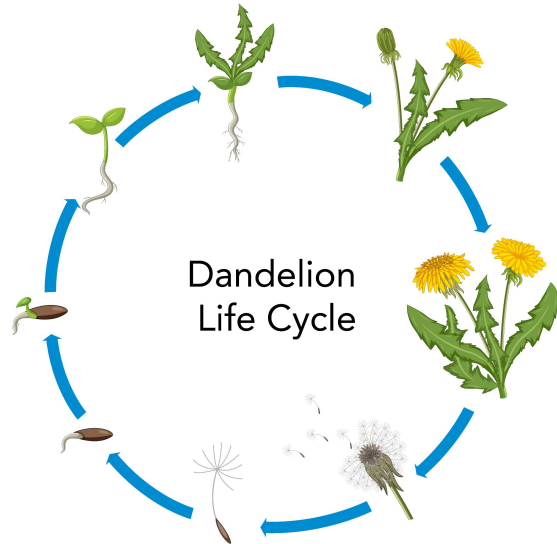
When we find ten more, the tens digit changes and the ones digit stays the same e.g.

When we find ten less, the tens digit changes and the ones digit stays the same.

Science - Plants

Vocabulary:

roots, leaves, evergreen, deciduous, light, cycle, seeds, bulbs, seasons, pollen, Germination, reproduction, bulb, seed, fair test, habitat, leaf, stem, flower, branch, root, pollen, deciduous, evergreen, wild, garden, fertilise, sepal, weed, stigma, stamen



Skills

Describe and understand a healthy diet

Year 1

Name the roots, trunk, branches and leaves of a tree

Observe and know about the changes in the season

Recall the seasons and know about the type of weather in each season

Identify things

Explain what I have found out

Year 2

Identify and **classify** things

Explain and **understand** what I have found out

Recognise how a habitat provides for the basic needs of living things there (plants and animals)

Identify and name plants and animals in a range of habitats

Describe how seeds and bulbs grow into plants

Home Learning:

Grow some plants or seeds at home. Keep a record of their growth on a bar chart or through pictures.

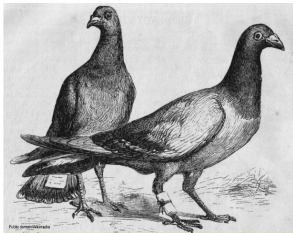
Go for a walk and identify the plants you see on the way.

Keep a record of how many plants you eat in a week.

History - Why was Charles sent to prison?

Vocabulary:

war, prison, crime, enemy, army, pacifist, deserter, secret; code, front line, soldier, trench, punish, defence, public, conviction, police, communication, telephone, internet, postcard, letter, telegraph, message, cypher, desperate; rescue; village, memorial, dedication, honour, commemorate, habitat, food chain, carnivore, herbivore, omnivore.



Skills

Recognise some of the ways in which the First World War changed how adults were able to behave in Britain;

Describe and **suggest** reasons why communication was such a challenge during the First World War and consequently explain why messenger pigeons were so important to the armed forces overseas;

Compare and **contrast** means of communication in Britain during the time of the First World War with today;

Identify and **describe** some of the ways in which the ways of life of children, members of their families and local communities changed in Britain during the First World War; offer reasons for the causes of some of the changes in ways of life they have identified;

Describe the variety of ways in which horses were used during the First World War and explain why their use was so important to the war effort;

Describe the variety of ways in which other animals were used during the First World War and explain why their use was so important to the war effort;

Know and **understand** through explanation some of the ways in which animals are used by the military, rescue and support services and organisations in Britain today.

Design technology - Weaving / Food

Vocabulary

Weave, design, improve, healthy, balanced, peeler

Home Learning:

Design and make your own flapjack or muesli recipe, take a photo or bring some in for us to taste.

Skills

Learn from first hand **observations**

Develop their ideas – try things out, change their minds

Identify what they might change in their current work or develop in future work

Use a range of materials creatively to **design and make** products

Understand and **apply** the principles of nutrition

Design, make and **evaluate** a coleslaw or fruit salad

Select, prepare and use the appropriate food and tools

Understand the importance of a balanced diet

P.E. - Target games

Vocabulary

level, direction, speed, catch, rally, strike, pushing, bounce

Skills

Year 1

Throw a tennis ball, **catch** a rebound with the same hand after 1 bounce.

Throw a tennis ball, **catch** a rebound with the same hand without a bounce.

Roll a size 4/5 ball up, down and around the body standing or seated with one hand contact.

Floor Movement Pattern: **Side step** with 180 degree pivot

Year 2

Throw a tennis ball, **catch** a rebound with the opposite hand after 1 bounce.

Throw a tennis ball, **catch** a rebound with the opposite hand without a bounce.

Strike a large soft ball along the ground with your hand 5 times in a rally.

Transfer a size 4/5 ball from one hand to the other when appropriate.

Floor Movement Patterns: **Skip** to 90 degree knees, opposite to 90 degree elbows;

Hop-scotch



Computing – internet search

Vocabulary:

Log on/off, password, store, delete, font, text, shift, backspace, pause

Home Learning:

Take photos to record life cycle of frog or caterpillar.
Use Doodle at home
Search the internet safely

Apps to explore:

Pic collage, perfect video, garageband, Doodle, morph, what3words. Google Earth

Skills

Year 1

Create, store and retrieve digital content
Use websites
Use camera
Record and playback sound

Year 2

Retrieve and manipulate digital content
Navigate internet with simple searches
Use the internet for learning, communicating with others, making choices and navigating through sites

A digital footprint is a record of everything you do online! What you share, comment, search, post, like – it can affect your reputation so be careful!



Music

Vocabulary:

Timbre, Dynamic, Tempo, Pitch, Pulse, Rhythm, Ta and Tete

Stem sentences:

Pitch is how high or low a sound is. Let's sing this song at a higher pitch.

Dynamic is how loud or quiet the music is. Let's sing this song at a quieter dynamic.

Tempo is how fast or slow the music is. Let's sing this song at a faster tempo.

Ta and Tete tell us how long or short the sounds are.
A **rest** is a 'shh' note.

Melody is the tune. Let's all sing the melody.

Structure is the order of the sounds.

Ostinato is a repeating pattern. Can we clap an ostinato to accompany this song?

Timbre is what a sound sounds like.

Skills:

To learn some basic Glockenspiel skills · To start to follow simple dot notation · To further develop understanding of pitch and melody

Playing a piece with 3 or 5 notes on the Glockenspiel · Playing an ostinato on the Glockenspiel

Playing in time as a class ensemble

Improvising melodic patterns using three notes

Dot notation for pitch and Ta/Tete notation for rhythm



RE - Judaism

Vocabulary:

Judaism, Shabbat, Jewish, special, occasion, Sabbath, synagogue, blessings, ceremony, prayer.

Home Learning:

Have a special meal at home with your family.
Help to cook your favourite meal, lay the table, help to clear the table and wash up afterwards.

Skills:

Identify things that are special to Jewish people during Shabbat.
Discuss things you do with your family at the weekend.

Identify some of the things that Jewish people do to celebrate Shabbat.
Discuss a special time I have shared a meal with my family.

Explain why Shabbat is important to Jewish children.
Discuss what makes a family occasion special to me and begin to **explain** how a Jewish child might feel sharing Shabbat with their family.



Key question:
Is Shabbat important to Jewish children?



Being My Best



I can ...

I can name a few different ideas of what I can do if I find something difficult.

I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.

Key questions

Growth Mindset

What can you do if you find something difficult?

Do you need just one idea to help, if you find something difficult?

How have your ideas helped you?

Keeping Healthy

Which foods are healthy and why?

Why do we need to eat different foods?

What jobs do different foods have in the body?

Vocabulary:

starchy dairy protein sugar practise fruit
difficult learning make mistakes hygiene
cereal bread spread try water energy help
healthy support vitamins vegetables germs