

Year 1/2

Knowledge Organisers

Autumn One

Art



Hanslope Primary School Art Knowledge Organiser

Year 1 & 2: Explore & Draw

How does this link to my previous learning?

- To develop previous drawing skills and collage, using a variety of materials creatively
- To learn about famous artists and their work.

National Curriculum Links:

- To develop drawing, printing and collage skills through art and design techniques by using colour, pattern, texture, line, shape, form and space.

How does this link to my future learning?

- To improve drawing skills, using a variety of materials.
- To improve observational drawing skills from close observational looking.
- To develop the appreciation of great artists, architects and designers in history.

What key vocabulary will I learn:

Natural Forms – an object that has not been changed or altered and is in its original state found in nature.

Seasonal Change – the way objects in nature change throughout the seasons of the year.

Patterns – a repeated decorative design.

Symmetry – similarity or exact correspondence between different things.

Graphite – grey, crystalline form of carbon which occurs as a mineral in rocks.

Brusho – a transparent, highly pigmented watercolour ink.

Wax Resist – a way of adding wax to certain areas of a painting surface to resist the subsequent layers of paint applied.

Collage – a piece of art created by sticking various different materials such as pictures, objects from nature or fabrics onto a backing.

Composition – the act of creating a piece of artwork.

Documentation – the process of classifying and annotating objects or texts.

Reflect – to think critically about artwork created.

What will I know by the end of this unit:

- To understand how artists explore the world, seeing things in new ways, and bring things back to their studios to create art.
- To understand that we too can go into our own environments even when they are familiar to us, and learn to see with fresh eyes and curiosity.
- To know that we can use things we find to draw from, using close observational looking.
- That we can explore and use art materials, be inventive with how we use them, taking creative risks and enjoying accidents as well as planned successes.
- To use the shape of the page and the way we arrange elements on the page to create compositions which we like.

Computing



Hanslope Primary School Computing Knowledge Organiser

Year 1/2 Computer systems and networks

How does this link to my previous learning?

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

National Curriculum Links:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

How does this link to my future learning?

- Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.

What key vocabulary will I learn:

- **Information Technology** - the study or use of systems (especially computers and telecommunications) for storing, retrieving, and sending information.
- **Computer** - an electronic device for storing and processing data, typically in binary form, according to instructions given to it in a variable program.
- **Device** - a thing made or adapted for a particular purpose, especially a piece of mechanical or electronic equipment.
- **Barcode** - a machine-readable code in the form of numbers and a pattern of parallel lines of varying widths, printed on a commodity and used especially for stock control.
- **Scanner** - a device for examining, reading, or monitoring something.
- **Communication** - means of sending or receiving information, such as phone lines or computers.

What will I know by the end of this unit:

- To recognise the uses and features of information technology
- To identify the uses of information technology in the school
- To identify information technology beyond school
- To explain how information technology helps us
- To explain how to use information technology safely
- To recognise that choices are made when using information technology



History



Hanslope Primary School Autumn 1

History Knowledge Organiser

Year 1/2: What is history?

How does this link to my previous learning?

- Links to understanding the world in EYFS

National Curriculum Links:

- Changes within living memory.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference
- Significant historical events, people and places in their own locality.

How does this link to my future learning?

- How were schools different in the past?

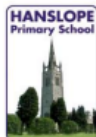
What key vocabulary will I learn:

- change
- different
- event
- future
- history
- living memory
- memory
- past
- present
- similar
- timeline

What will I know by the end of this unit:

- Create a personal timeline by ordering three events correctly on a simple timeline.
- Use the vocabulary 'before' and 'after' when talking about their timeline.
- Recognise what is similar and different between the 'past' and 'now'.
- Identify how people spend their holidays differently.
- Describe what photographs tell us about holidays in the past.
- Identify similarities and differences between holidays in the past and now.
- Order photographs on a timeline.
- Find answers to simple questions about the past.
- Identify features of holidays in the past.
- Describe what holidays in the past were like and compare them to now.
- Find similarities and differences.

Music



Hanslope Primary School Music Knowledge Organiser

Year 1/2 – Keeping the pulse (Theme: My favourite things)

How does this link to my previous learning?

- They have been able to sing the melodic shape of familiar songs.
- Responding to what they have heard.
- They have been able to play instruments with increasing control to express their feelings and ideas.

National Curriculum Links:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

How does this link to my future learning?

- This links to future learning in Autumn 2: Tempo (Theme: Snail and Mouse).

What key vocabulary will I learn:

- Speaking voice: Using the voice to speak with a beat.
- Singing voice: Using the voice to sing different sounds that can be high or low.
- Pulse: The heartbeat of the music; sometimes called the 'beat'.
- Sound pattern: When long and short sounds repeat in a certain way.

What will I know by the end of this unit:

- Clap the rhythm of their name in time to the pulse.
- Sway or tap in time to the pulse.
- Sing a rhythm in time with the pulse.
- Copy rhythms based on word patterns using an instrument.
- Keep the pulse while playing a rhythm on an instrument.
- Follow instructions during a performance.

P.E



Hanslope Primary School Autumn 1

PE Knowledge Organiser

Year 1: OAA and Send and Return 1

How does this link to my previous learning?

- Builds upon the foundational concepts learnt in EYFS

National Curriculum Links:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

How does this link to my future learning?

- Provides the foundation skills for OAA and Send and Return for Year 2.

Send and Return:

- Be able to slide a beanbag to a target.
- Be able to hit a ball in different ways with their hands.
- Be able to move towards a ball to return it.
- Be able to work with a partner to stop and return a beanbag.
- Be able to rally with a partner.
- Be able to send a ball into space to make it harder for our opponent.

What will I know by the end of this unit:

OAA:

- Be able to follow simple step-by-step instructions to complete a basic task.
- Be able to identify what a symbol is and match basic symbols.
- Be able to participate in a hoop dance following a set step pattern.
- Be able to communicate and cooperate with a partner.
- Be able to say what a range of basic symbols represent.
- Be able to use decision-making and creative skills to hide items.

What key vocabulary will I learn:

- Send
- Return
- Target
- Opponent
- Rally
- Symbols
- Pattern
- Communicate
- Decision



Hanslope Primary School Autumn 1

PE Knowledge Organiser

Year 2: OAA and Send and Return 1

How does this link to my previous learning?

- OAA and send and return in Year 1

National Curriculum Links:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

How does this link to my future learning?

- Links to OAA in Year 3 and puts foundations in for specific sports

Send and Return:

- Be able to stay on their toes to move quickly to the ball.
- Be able to identify which hand is dominant in a game.
- Be able to use basic rules of serving to a partner.
- Be able to develop agility and use it in a game.
- Be able to use the correct grip to hit a self-fed ball.
- Be able to use the ready position in a rally.

What will I know by the end of this unit:

OAA:

- Be able to participate and offer help in a group activity.
- Be able to apply some problem-solving skills such as perseverance.
- Be able to understand and then communicate a movement pattern to a partner.
- Be able to use tactile and clear verbal cues to guide a blindfolded partner.
- Be able to repeat accurately, practise an action, and show improvement.
- Be able to identify a map key and explain what it is used for.

What key vocabulary will I learn:

- Send
- Return
- Target
- Opponent
- Rally
- Symbols
- Pattern
- Communicate
- Decision
- Logical
- Perseverance
- Accurately
- Map key



Hanslope Primary School PSHE Knowledge Organiser – Year 1/ Year 2

Autumn 1: Families and relationships

How does this link to my previous learning?

In EYFS/ Year 1, children focused on:

- Identifying different feelings.
- Relating feelings to colours.
- Learning coping strategies to help me when I am feeling sad/ angry.
- Exploring facial expressions.
- Understand that families look after us.

What key vocabulary will I learn:

Key vocabulary

care	emotion	family
friendship	listen	love
manners	positive	relation
remember	respect	share
support	team	trust

National Curriculum Links:

In KS1, children need to explore how families are different to each other. Explore friendly behaviour. Recognise how other people show their feelings. Identify how we can care for others when they are sad.

How does this link to my future learning?

This year, pupils will:

- Understand that families offer love, kindness and support.
- Explore how families are different to others.
- Identify ways in which we can care for others.

What will I know by the end of this unit:

- Understand that their families include a range of different people.
- Understand friendships sometimes have problems and how we can fix them.
- Understand why manners are important
- Explain how being friendly can make others feel included.
- Understand the skills to work in a group.
- Understand why to do when feeling different emotions.

Science



Hanslope Primary School Science Knowledge Organiser

Year One/Two – Materials (Indoor focus)

How does this link to my previous learning?

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
- I can talk about things in my own environment and know how these might be different from one another

What key vocabulary will I learn:

- **Stretch**- to make something longer without ripping
- **Bend**-to force something to curve
- **Twist**- to force or bend something out of shape
- **Squash**- to crush or squeeze something
- **Suitability**- being right for a purpose
- **Man made materials** – materials that have been made by humans
- **Natural materials** -materials that come from plants, animals or the earth
- **Object** – Anything you can see, touch or hold.
- **Material**- What an object is made from.
- **Hard** -not easily broken or bent
- **Soft** – if something is soft, it is easy to cut, fold or change the shape of
- **Stretchy** – can be pulled to make it longer or wider
- **Waterproof**- something that keeps water out
- **Absorbent**- will soak up water quickly

National Curriculum Links:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

How does this link to my future learning?

- States of matter (Year 4)
- Properties and change of materials (Year 5)

What will I know by the end of this unit:

- I can describe an object including the material it is made from
- I can identify and name a variety of common materials including wood, plastic, glass, metal, water and rock
- I can talk about and describe the properties of different materials
- I can compare materials and sort them into groups, explaining my reason
- I can describe the changes to some materials by squashing, bending, twisting and stretching.
- I can identify and compare the suitability of a variety of everyday materials for particular uses
- I can begin to describe ways to sort materials
- I can begin to recognise that some changes can be reversed (reversible) and others cannot (non-reversible)
- I know that materials can have useful properties for a given job (including being waterproof, strong, hard, soft, flexible, rigid, light or heavy)