



English

Fiction To know how to tell the story of We're Going on a Bear Hunt through storytelling and drama.
 To know how to use capital letters at the start of sentences and full stops.
 To know that we should say out loud what we are going to write about before writing it.
 To begin to know how to check sentences make sense.
 To know how to use previously taught phonemes in writing.

Non-fiction: To know how to write warning posters
 To know how to write a letter to Rudolph

Grammar and Punctuation: To know how to use capital letters, full stops and finger spaces in our writing.
 To begin to know how to use question marks to demarcate a question.

Reading: To know how to predict what might happen in a story based upon what is already been read.
 To know how to discuss the title and events of stories that we are reading using the books.

Maths

Addition and Subtractions (within 10)
 To know how to write number sentences.
 To know the fact families to 10.
 To know how to identify number bonds to 10.
 To know how to add and subtract within 10.

Geometry – shape
 To know how to recognise 2D and 3D shapes.
 To know how to sort 2D and 3D shapes.
 To know how to find patterns using 2D and 3D shapes.

Music

Charanga
 Rhythm In The Way We Walk and Banana Rap
 Pulse, rhythm and pitch, rapping, dancing and singing.
 To know how they can enjoy moving to music by dancing, marching, being animals or pop stars.
 To know how to sing using notes of different pitches (high and low).

History

To know about sequencing events in their life
 To know how to sequence photographs from different time periods in their life
 To know how to describe key memories

Snowdrop Class – Autumn 2
 I wonder if I would have liked our school a long time ago?



Victorian Day

Physical Education

Gymnastics - rolling

To know how to copy sequences and repeat them.
 To know how to roll and curl in different ways.
 To know how to move with some control and awareness of space.
 To know how to link two or more actions to make a sequence.
 To know how to climb safely on low level equipment.
 To know how to stretch and curl to develop flexibility.

Games – ball skills – throwing and catching
 To know how to use a simple underarm throw.
 To know how to make my body curled, tense, stretched and relaxed.

Personal, Social and Health Education

Jigsaw piece – 2

Celebrating Differences

To know that people have differences and similarities
 To know what bullying means
 To know who to tell if they or someone else is being bullied or is feeling unhappy
 To know skills to make friendships
 To know that people are unique and that it is OK to be different

Computing

Pictograms

To know how to change content on a file such as text, sound and images.
 To know how to name my work.
 To know how to save my work.
 To know how to find my work.

Lego Builders

To know how to explain that an algorithm is a set of instructions.
 To know that a computer program turns an algorithm into code that the computer can understand.
 To know that I can work out what is wrong when the steps are out of order in instruction.

Religious Education

Should we celebrate Harvest or Christmas?
 To know how to explore and compare reasons for celebrating Harvest and Christmas
 To know that not everyone celebrates the same festivals

Art and Design

Observational drawing of various parts of the school using sketchbooks
 To know about taking rubbings from various parts of the school to show texture.
 To know how to create a collage of the school using rubbings.
 To know how to start to record simple media explorations in a sketch book.
 To know how to experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.
 To begin to know how to control the types of marks made with the range of media.
 To know how to draw on different surfaces with a range of media.
 To know how to investigate textures by describing, naming, rubbing, copying.
 To know how to produce an expanding range of patterns and textures.
 To begin know how to understand how colours can link to moods and feelings in art.



Year 1 – Autumn 2 – Knowledge Organiser

Enquiry Question: I wonder if I would have liked our school a long time ago?



Subject Specific Vocabulary	
Old	something from the past/a long time ago
New	something that is only just made or discovered/seen for the first time
Memories	something remembered from the past
Living Memory	a time period that can be remembered by people who are still alive
Timeline	chronological order of when occasions occurred
Grandparent's time	what life was like when our Grandparents were little
The Older Generation	a group of people (of a similar age) who were born before us and have different life experiences
Date order	placing events into order based on the date in which they happened
Year	a period in time which lasts 365 days
Decade	a period of 10 years
Century	a period of 100 years
Long ago	in the distant past
Changes	how something has been made to be different
Different	not the same
Similar	having a resemblance in appearance, character, or quantity, without being identical
Sources	a person, place of thing that we can learn from/about
Drawing	a picture or diagram
Remembering	being about to recall something from the past
Photographs	a pictures taken using a camera

Key Knowledge

A school was first known to have operated in the village in 1750, with a purpose-built building being used in 1827. Our current school, Stanford in the Vale Primary School was first opened in 1873, after being built under the supervision of the local architect William Penstone, following the design of George Edmund Street. The school playing field was acquired in 1960 and the school was extended in 1963. When the school first opened there were only two classrooms, which are currently Year 3 and 4. Now the school has 7 classrooms, with amazing outdoor facilities for children within Foundation and Year 1. The current Year 3 classroom was, at one point, the school Library. The school has always had links with The Church of England, which continues today.

Images and Diagrams

