

# Key Stage 1

## Autumn Term

### Cycle A

# Bright Lights, Big City



## Year 1 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (within 10)					Number: Addition and Subtraction (within 10)					Geometry: Shape	Consolidation/ Autumn term assessments
On-going: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 -9:15) Time/Counting in groups of 2,5,10, writing numbers in words and numerals, days of the week/months of the year						KIRFS A1 = Write numbers in words 0 -10, order and write numerals to 20 KIRFS A2 = I know number bonds for each number to 6.						
Spring	Number: Place Value (within 20) (Multiples of 2, 5, 10 to be included)			Number: Addition and subtraction (within 20)			Number: Place Value (within 50) (Multiples of 2, 5, 10 to be included)		Measurement : Length and Height	Measurement : Weight and Volume	Consolidation/ Spring term assessments	
On-going: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 – 9:15) Time/Counting in groups of 2,5,10, writing numbers in words and numerals, days of the week/months of the year/ 2D and 3D shape						KIRFS Sp1 –I know doubles to 20 and halves of even numbers to 20. KIRFS Sp2 -I know number bonds to 10.						
Summer	Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)			Number: Fractions		Geometry: Position and Direction	Number: Place Value (within 100)		Measurement: Money	Measurement: Time		Consolidation/ Summer term assessments
On-going: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 – 9:15) Time/Counting in groups of 2,5,10, writing numbers in words and numerals, days of the week/months of the year/ 2D and 3D shape						KIRFS S1 I can tell the time. Half past and o clock KIRFS S2 -I know number bonds for each number up to 10.						

## Years 1/2 Mixed age planning– Yearly Overview

Years 1/2 Mixed age planning – Yearly Overview												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value (Year 1 within 10)				Number: Addition and Subtraction (Year 1 within 10)					Geometry: Properties of Shape (Year 1 one week)		
On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 - 9:15) Time, counting in groups of 2,5,10, and 3s, writing numbers in words and numerals,  KIRFS A1 = Write numbers in words 0 -10, order and write numerals to 20 KIRFS A2 = I know number bonds for each number to 6. KIRFs Autumn 1: Bonds to 20 KIRFs Autumn 2: x2 and ÷ 2 facts												
Spring	Year 1 Number: Place Value (within 20) Year 2 Measurement: Money	Year 1 Number: Addition and Subtraction (within 20) + Place value to 50  Year 2 Number: Multiplication and Division					Measurement: Length and Height		Measurement: Mass, Capacity and Temperature (Year 1 Volume)  Year 1 Number: Multiplication and Division Week 11 and 12			
On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 - 9:15) Time, x2 x5 x10, counting in 3s, shape, SATs style questions  KIRFS Sp1 –I know doubles to 20 and halves of even numbers to 20. KIRFS Sp2 -I know number bonds to 10. KIRFs Spring 1: Doubles and halves to 20 KIRFs Spring 2: x10 and ÷ 10 facts												
Summer	Number: Fractions			Year 1 Place value to 100 (Week 5)  Measurement: Time		Year 1 Money  Year 2 Statistics		Geometry: Position and Direction		Consolidation		
On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 - 9:15) Time, x2 x5 x10, counting in 3s, shape, SATs style questions  KIRFS S1 I can tell the time. Half past and o clock KIRFS S2 -I know number bonds for each number up to 10. KIRFs Summer 1: Time KIRFs Summer 2: x5 and ÷ 5 facts												

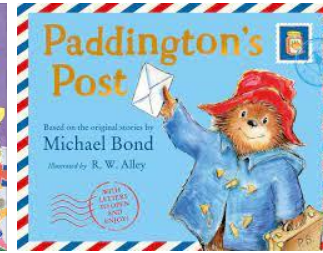
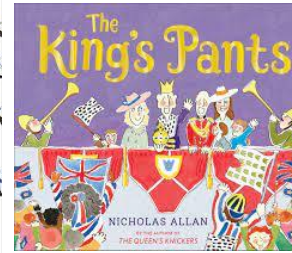
## Year 2 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value				Number: Addition and Subtraction					Geometry: Properties of Shape		
On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 -9:15) Time, counting in groups of 2,5,10, and 3s, writing numbers in words and numerals, KIRFs: Wednesdays												
Spring	Measurement: Money		Number: Multiplication and Division					Measurement: Length and Height		Measurement: Mass, Capacity and Temperature		
On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 -9:15) Time, x2 x5 x10, counting in 3s, shape, SATs style questions KIRFs: Wednesdays												
Summer	Number: Fractions			Measurement: Time			Statistics		Geometry: Position and Direction		Consolidation	
On-going daily: Flashbacks (to recap on previous learning/Wakey Wakey 8:55 -9:15) Time, x2 x5 x10, counting in 3s, shape, SATs style questions KIRFs: Wednesdays												
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# Milverton English Thematic Map -Year 1/2 Cycle A – Autumn Term – Bright Lights, Big City

## Motivational Core Texts:



various non-fiction texts – Great Fire of London

Main Genres:	Genre Success Criteria:
Recount: To Recount - Queen's/King's Afternoon tea & Drama day (Samuel Pepys and Thomas Farriner)	<ul style="list-style-type: none"> <li>• Scene-setting opening (SWs)</li> <li>• Chronological order</li> <li>• Temporal connectives</li> <li>• Past tense</li> <li>• Specific names of people, places, and objects.</li> <li>• Incidents of interest / amusement, using details</li> </ul>
Non-Chronological Reports: To Inform - Queen Elizabeth II/King Charles III/ London landmarks	<ul style="list-style-type: none"> <li>• Title</li> <li>• Group into specific categories</li> <li>• 3rd person</li> <li>• Often present tense e.g. whales are large</li> <li>• Use facts.</li> <li>• May have sub-headings/key questions</li> <li>• Technical vocabulary</li> </ul>
Narrative: To Entertain - The Queen's Hat/King's Pants	<ul style="list-style-type: none"> <li>• Beginning, middle and ending</li> <li>• Opening includes a description of the setting and introduces character(s).</li> <li>• Sensory description (see, hear, smell, touch, taste)</li> <li>• Powerful verbs, adjectives and similes</li> </ul>
Letters: To Enquire – Questions for the King	<ul style="list-style-type: none"> <li>• Date on the top right</li> <li>• Address, if appropriate</li> <li>• Formal greeting (Dear Your Majesty)</li> <li>• Formal sign off (Yours sincerely)</li> <li>• Questions</li> </ul>
Dairies: To Recount – Samuel Pepys	<ul style="list-style-type: none"> <li>• 1st person</li> <li>• Chronological order</li> <li>• Key events/dates</li> <li>• Feelings/emotions</li> <li>• Personal opinions</li> </ul>
Speech Writing: To Persuade & Inform: Samuel Pepys statements, exclamations and questions	<ul style="list-style-type: none"> <li>• Start by stating the issue</li> <li>• Support arguments with reasons and factual evidence</li> <li>• Statements, questions and exclamations</li> <li>• Superlatives (biggest, fastest, greatest, best!)</li> </ul>
Poetry: To Entertain – 'Twas the Night Before Christmas	<ul style="list-style-type: none"> <li>• Sensory</li> <li>• Simile / comparative</li> <li>• Alliteration</li> <li>• Repetitive text</li> <li>• Pattern in words / shape / rhythm</li> <li>• Simple rhyming pairs</li> <li>• Rhyme at end of line</li> </ul>



# Milverton Primary School Knowledge Map – Year 1/2, Science, Cycle A, Autumn 1 and 2 -Bright Lights, Big City

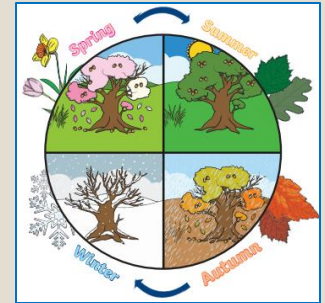


## Key Vocabulary

## Seasonal Changes

Seasons	There are four seasons each year. Spring, Summer, Autumn, Winter
	<ul style="list-style-type: none"> <li>Trees grow leaves</li> <li>Weather becomes warmer</li> <li>Days become longer</li> <li>Baby animals born</li> </ul>
	<ul style="list-style-type: none"> <li>Trees have full green leaves</li> <li>Weather is usually warm</li> <li>Days are bright and long</li> </ul>
	<ul style="list-style-type: none"> <li>Leaves on trees become brown and fall</li> <li>Weather becomes more rainy and cold</li> <li>Days become shorter</li> <li>Animals prepare to hibernate</li> </ul>
	<ul style="list-style-type: none"> <li>No leaves on trees</li> <li>Weather is cold and there can be snow</li> <li>Days are dark and short</li> </ul>

Weather	
Rainy	Water falling from the clouds
Cloudy	Some clouds in the sky
Snowy	Snow falls from cold clouds
Sunny	The sun is shining brightly in the sky
Stormy	Thunder and lightning, wind and rain
Foggy	Low clouds we can see



## Hours of Daylight

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

## Seasonal Clothes

Spring	Summer	Autumn	Winter


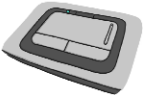




# Milverton Primary School Knowledge Map – Year 1/2, Computing, Cycle A, Autumn 1

## Bright Lights, Big City



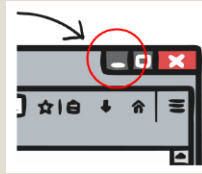
### Parts of the computer

	Parts of the computer
<b>Mouse</b>	Used to move objects around the screen 
<b>Trackpad</b>	Used on a laptop instead of a mouse 
<b>Monitor</b>	The screen on the computer 
<b>Keyboard</b>	Used to type letters and numbers 

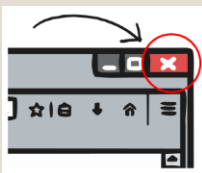
### Computing skills

Key Vocabulary	
Drag	Move an object on the screen using your mouse or trackpad
Save	Save a piece of work so you can use it again
Folder	A place on the computer that you can save your work
Application	A program that you can use to write, draw or search the internet
Window	A single screen on your computer

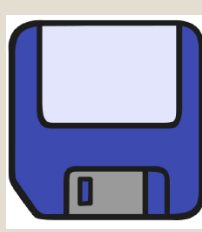
Minimise



Close




Save


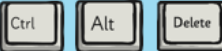


Logging on:


Switch on your computer.




Practise logging on and logging off.

Don't use the mouse or trackpad.



Shutting down:



Click the start button.

Click the arrow next to shutdown.





# Milverton Primary School Knowledge Map – Year 1/2, Computing, Cycle A, Autumn 2

## Bright Lights, Big City



Edit

->

Format

->

Publish

### Little Pine Tree

In summertime my branches  
were a place for birds to nest,  
In autumn my branches  
Were their place for food and rest,  
And now that wintertime is here,  
I hope to be,  
All glistening bright with snowflakes...  
The little bird's Christmas tree!

### Little Pine Tree

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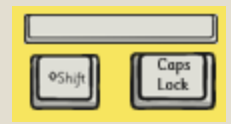
## Word processing skills

Key Vocabulary	
Type	Use the keyboard to write words and sentences
Symbols	A character that isn't a letter or number such as ! ? £
Edit	To change something
Format	Changing the way text looks by using fonts, size and colour
Select	Use your mouse to choose something to edit

Undo and redo



Space bar, shift



**Bold**, *italics*, underline



Key skills:

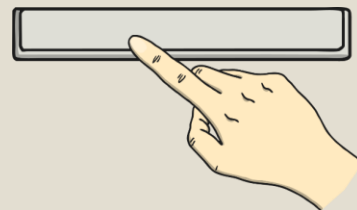
Use two hands to type



Use the shift key for capital letters



Use the space bar to type one space between words



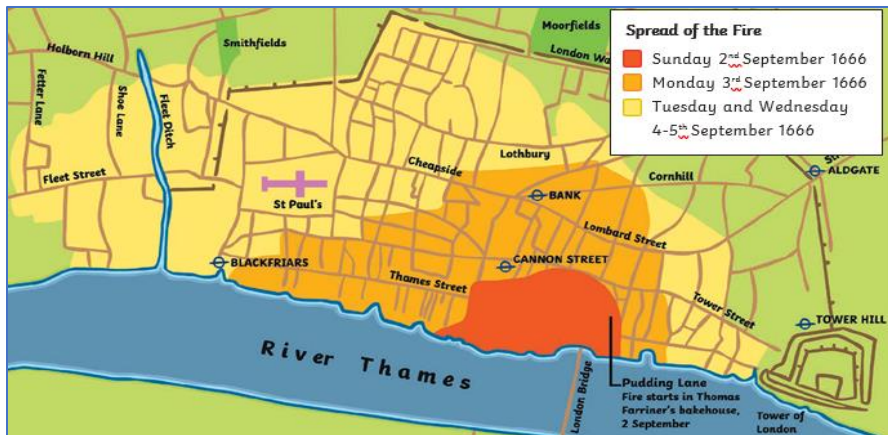




# Milverton Primary School Knowledge Map – Year 1 and 2, History, Cycle A, Autumn 2 Bright Lights, Big City



## Location



## Timeline of Main Events

Monday 3<sup>rd</sup> September 1666  
The fire gets very close to The Tower of London.

Tuesday 4<sup>th</sup> September 1666  
St Paul's Cathedral is destroyed by the fire.

Sunday 2<sup>nd</sup> September 1666  
The fire starts at 1 a.m.  
Mid-morning: Samuel Pepys starts to write about the fire in his diary.

Wednesday 5<sup>th</sup> September 1666  
The wind dies down and the fire spreads more slowly.

Thursday 6<sup>th</sup> September 1666  
The fire is finally put out.  
Thousands of people are left homeless.

## Artefacts and written sources



2<sup>nd</sup> -6<sup>th</sup> September 1666  
Samuel Pepys' diary




A coin from 1666



Newspaper

## Vocabulary

<b>bakery</b>	A place that makes bread, cakes, etc.
<b>water Squirt</b>	
<b>diary</b>	A book that people write about their lives in.
<b>firebreak</b>	A gap that stops a fire spreading to nearby buildings.

## Historical Figures



Samuel Pepys



Thomas Farriner



King Charles II

**Visits:** Drama Day with Samuel Pepys and Thomas Farriner



## Milverton Primary School Knowledge Map – Year 1 and 2, History, Cycle A, Autumn 2 Bright Lights, Big City



### Key Main Events and Historical Figures

<b>When and where did the fire start?</b>	<b>The fire started on Sunday 2<sup>nd</sup> September 1666 in Thomas Farriner's bakery on Pudding Lane.</b>
<b>Why did the fire spread so quickly?</b>	<b>In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.</b>
<b>How did people try to put the fire out?</b>	<b>People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.</b>
<b>How and when was the fire put out?</b>	<b>By Thursday 6<sup>th</sup> September, the wind had died down. This meant that people were able to put out the flames.</b>
<b>What happened after the fire was put out?</b>	<b>King Charles II ordered that buildings should be rebuilt from brick or stone and that streets should be made wider. This was to stop another fire from spreading like the Great Fire of London did.</b>

#### Trips, Visits and workshops

In school drama workshop:  
Samuel Pepys and pudding lane  
The Drama Hut



# Milverton Primary School Knowledge Map: Geography Year 1 and 2 Cycle A – Autumn 1 Bright Lights, Big City!



## Key vocabulary

**City** A city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.

**Capital city** The capital city is a city or town where the central government of a country is.

**Landmark** An object or feature of a landscape or town that is easily seen and recognized from a distance.

**Human features** Things that have been made or changed by people, such as: houses, bridges and castles.

**Physical features** Things that have occurred naturally, such as: rivers, forests and seas.

**Compass rose** This is printed on a map to show direction (north, south, east and west).

**Route** A way of getting from a start point to a finish point.

## Key questions and answers

What is the capital of England? **London**  
What **human** and **physical** features are in London? **Buildings, landmarks, roads, shops, city. River, park, lake, wood.**

## Names of London landmarks

### Human and physical features

**London Eye**



**Westminster Abbey**



**Big Ben**



**Tower of London**



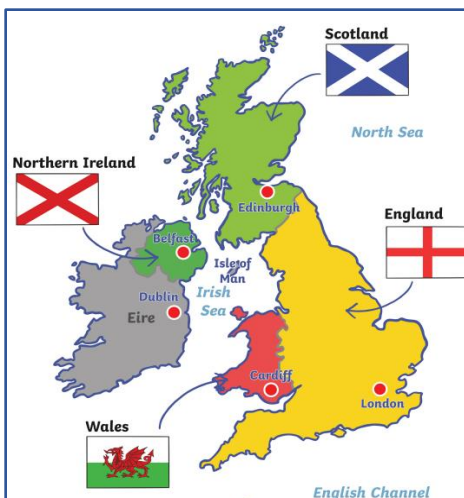
**Tower Bridge**



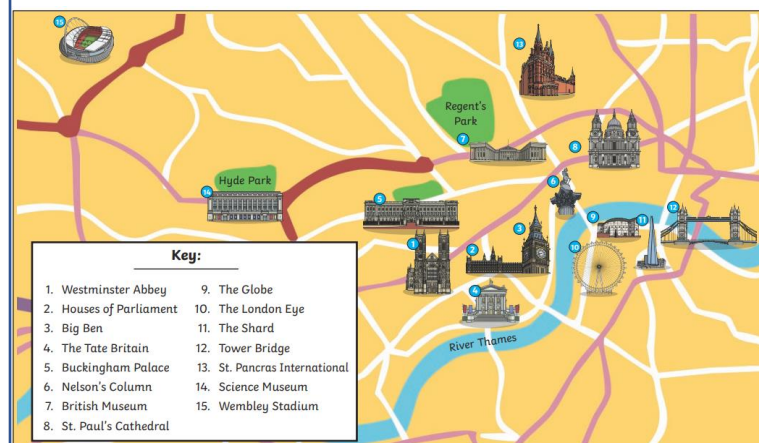
**River Thames**



## Names and locations



## Map of London





# Milverton Primary School Knowledge Map – Year 1 and 2, RE, Cycle A, Autumn 2, How and why do we celebrate special and sacred times?

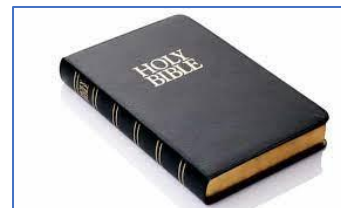


## Rituals



Menorah and the lighting of candles.

The Holy Bible: The Christian sacred text.








The Torah: The Jewish sacred text.



## Special and Sacred Times

This term we will be looking at why we celebrate special and sacred times, focusing on Hanukkah and Christmas.

## Key Vocabulary

Tradition	A set way of celebrating something.	
Festival	A day or period of celebration.	
Christmas	A Christian holiday celebrating the birth of Jesus.	
Diwali	A Hindu and Sikh festival celebrating the victory of light over darkness.	
Hanukkah	An 8 day holiday honoring the Maccabees's victory over King Antiochus, who forbade Jews to practice their religion.	

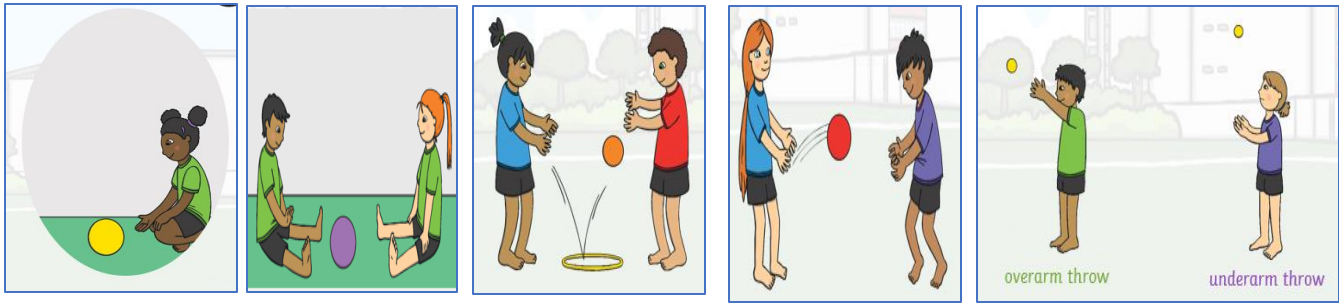




Milverton Primary School Knowledge Map – Year 1 and 2, PE, Cycle A,  
Autumn 1 Bright Lights, Big City Throwing and Catching

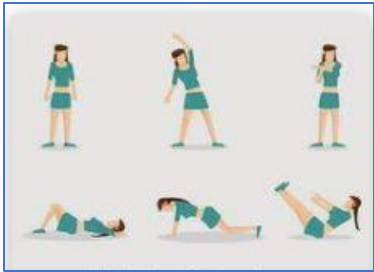


Sending and Receiving



Health and Fitness

Why should we warm up and cool down our bodies? **To keep our muscles stretchy and healthy and allow our heart to work.**



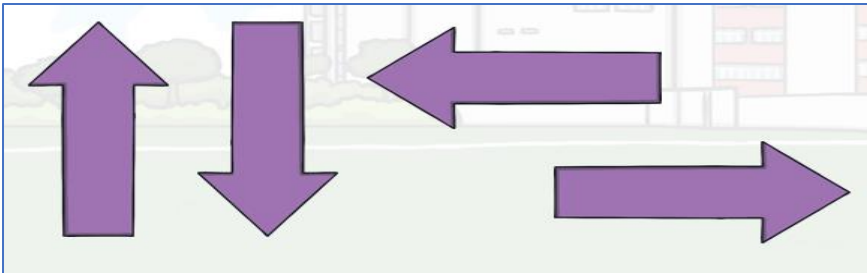
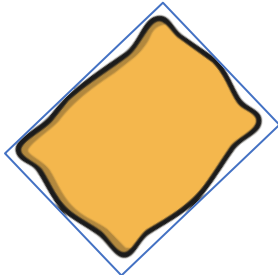
Key Vocabulary	
throw	
catch	
forwards	
backwards	
sideways	
underarm	
roll	
track	
obstacle	
bounce	

ball

quoit

beanbag

Moving





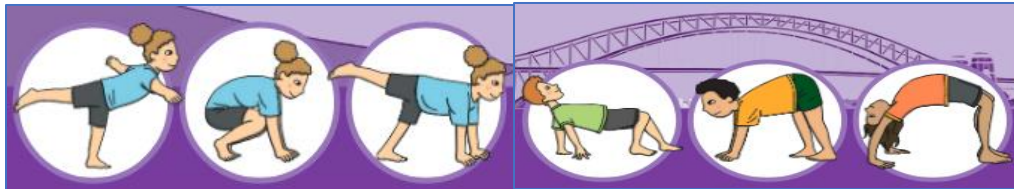
# Milverton Primary School Knowledge Map – Year 1 and 2, PE, Cycle A, Autumn 2 Bright Lights, Big City/Gymnastics



## Rolls



## Balances



## Shapes



## Travelling sequence



## Health and Fitness

What can we do to stay healthy?  
Exercise, eat fruit and vegetables and drink water.



## Key Vocabulary

 curl	 relax	 shape	 roll
 travel	 stretch	 sequence	 direction
 speed	 control	 balance	 climb
 jump	 still	 movement	 land
 action	 tense	 body	 idea

# Milverton Primary School – Year 1 & 2 – Autumn Cycle A Knowledge Organiser - Physical Education



## Games skills Throw and Catch Bench Ball and Handball

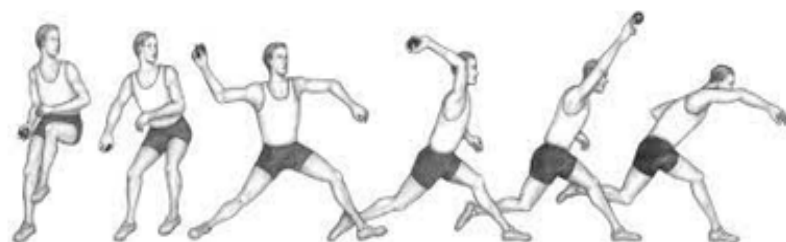
### Key Vocabulary

#### Bench ball and Handball

Pass	Catch
Under arm throw	Over arm throw
Attack and defend	Pivot – spin around on one foot
Intercept	Shoot
Score	Pass and <u>Move</u>
Find Space on the court	Jump Stop

### Key Knowledge – Coaching Points

	Send & <u>Receive</u>	Attack and <u>Defend</u>	Moving	Scoring	Tactics and Rules
Bench Ball and Handball	<p><b>Over arm throw</b></p> <ul style="list-style-type: none"> <li>Stand Sideways on, draw the arm back, move the arm forwards and twist the hips for more power, Follow through across your body</li> </ul> <p><b>Underarm throw</b></p> <ul style="list-style-type: none"> <li>Draw arm back, swing forwards, step forwards for more power, release the object in front of you, aim for a target</li> </ul> <p><b>Two hands Pass</b></p> <ul style="list-style-type: none"> <li>Two hands on ball, push ball forwards towards target, step forwards for more power</li> </ul> <p><b>Catch</b></p> <ul style="list-style-type: none"> <li>Watch the object in the air, hold out both hands in front of you, clap hands around the object, pull it into your body</li> </ul>	<ul style="list-style-type: none"> <li>Throw to your partners hands so they can catch easily</li> <li>Put your hands out so your partner can know where to throw to</li> <li>Stand in front of an attacker to make their pass or shot more difficult</li> <li>Try to intercept a pass from another player</li> </ul>	<ul style="list-style-type: none"> <li>'Jump Stop' on 2 feet to get good balance for throwing and catching</li> <li>Move into a space to make the pass easier</li> <li>Step into your throw for more power</li> <li>Have feet balanced ready to catch</li> <li>Bend your knees as you pull the object into your body</li> </ul>	<p><b>Bench ball</b></p> <ul style="list-style-type: none"> <li>You score by passing to the player who is stood on the bench</li> <li>1 point if the player on the bench can catch while stood on the bench</li> </ul> <p><b>Handball</b></p> <ul style="list-style-type: none"> <li>You score by throwing the ball into the goal</li> <li>1 point is given for a goal</li> <li>Aim to the bottom corners for the best shot</li> </ul>	<ul style="list-style-type: none"> <li>You cannot run with the ball</li> <li>You must pass or shoot when you catch the ball</li> <li>The game starts with a free pass from one of the teams</li> <li>Move into space to receive a pass</li> <li>Have both hands ready to catch</li> <li>Watch the object into your hands</li> <li>You cannot touch other players or snatch the ball from them</li> </ul>







# Milverton Primary School Knowledge Map – 1/2 D&T Autumn Term – Levers and Sliders



## Key vocabulary

**Mechanism** A device used to create movement in a product.

**Lever** A rigid bar which moves around a pivot. Levers are used in many everyday products. In this project children will use card strips for levers and paper fasteners for pivots.

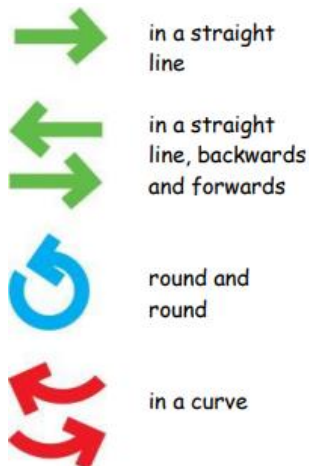
**Pivot** The point where the lever turns.

**Slider** A rigid bar which moves backwards and forwards along a straight line. Unlike a lever, a slider does not have a pivot point

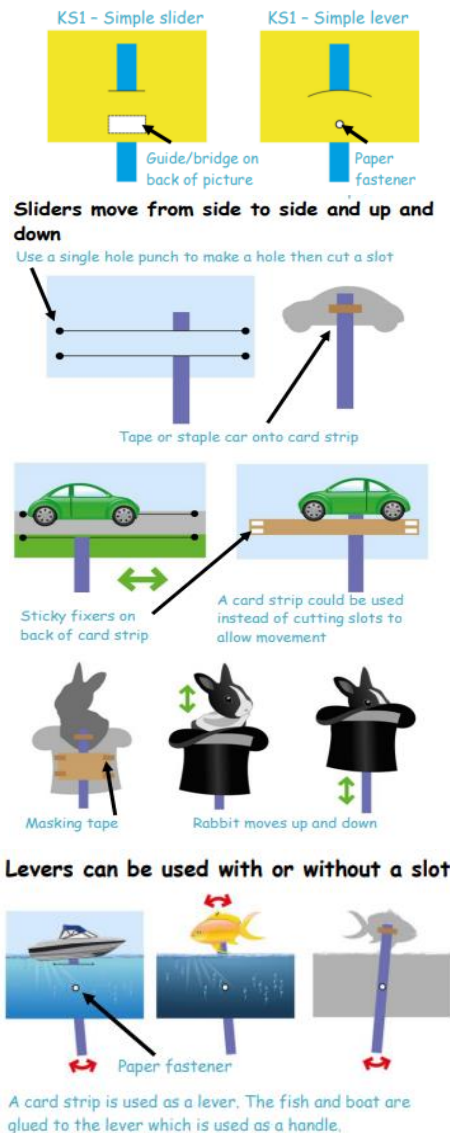
**Slot** The hole through which a lever or slider is placed to enable part of a picture to move.

**Guide** A short card strip used to keep sliders in place and control movement.

## How simple mechanisms move:



## Techniques



## Imagine and Plan

-Effective sliders and levers should move smoothly.

-They should create a movement that fits the picture.

You need to think about who your product is for and what its purpose is.

-Consider where you will place your slot and guide for a slider.

-Consider where your pivot point will be for a lever.

## Materials and equipment

Sliders and levers can be made using card, lollipop sticks or another thin, firm material

You will need scissors, a hole punch, glue or tape and a split pin.

## Evaluate

How well does your mechanism work? Does it move smoothly?

Does it meet its purpose?

Who would use your mechanism? What would they like about it?

What else could you do to improve your mechanism?



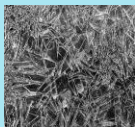









# Milverton Primary School Knowledge Map – Year 1 and 2, Art, Cycle A, Autumn 1 Bright Lights, Big City



## Key Vocabulary

Pastels	A way of drawing using powder.	
Colour	Looking at the effects of colour in artwork.	
Texture	The design and looks of different objects.	
Pattern	A repeating group of lines or shapes.	
Shape	The outline of someone or something.	
Landscape	A drawing or painting of a natural area.	
Cityscape	A drawing or painting of a city.	
Mosaics	A pattern made of different shapes and colours.	

## Landscape with Fountain 1907



## Houses of Parliament 1902

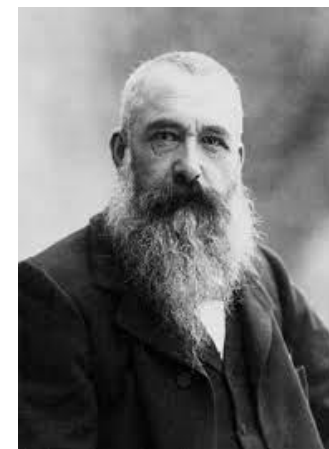


## Key Artists

### Jean Metzinger



### Claude Monet



## Styles and Periods

Impressionism – gets its name from a painting by Monet called 'Impression, Sunrise'

Neo – Impressionism – using small dabs of different colours to create a painting.





# Milverton Primary School Knowledge Map – Music, Y1&2, Autumn Cycle A, **Bright Lights, Big City**



## Whole Class Ensemble Teaching – Glockenspiel.

### Key Vocabulary:

- Pulse/Beat
- Pitch
- Rhythm
- Glockenspiel
- Beater
- Note
- Rest

### Singing:

- Posture
- Diction



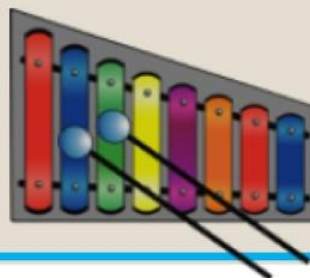
### Standard Notation:

- Music can be written down
- It's a language with rules
- Familiarity with appearance of traditional notation – stave, clef and notes



### Instrument: Glockenspiel

- Correct beater hold
- Care, respect and correct use of instrument
- Silence and attention before and after playing
- Identifying and playing the correct notes and beginning to play correct rhythm and not during rests.
- Copy back short musical patterns and improvise own responses.



### Listening:

- Quiet, still bodies are best.
- Do I like this music?
- What can I hear?  
(Instrument Identification)



### Audience:

- Attention
- Respect
- Enjoyment
- Appreciation



### Music to learn, play and listen to:

- Easy E, Strictly D, Play your music, Drive
- Evelyn Glennie
- London's burning, London Bridge, National Anthem



# Milverton Primary School Knowledge Map – PSHE (Anti-Bullying, SLS and Taking Care) Autumn

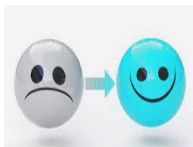


## Key Vocabulary – Anti Bullying

bully



feelings



## What should you do if you are being bullied?

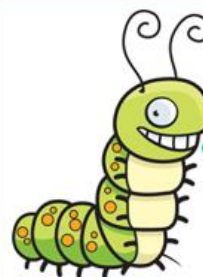


You should tell the bully to stop.

## Autumn Super Learning Skills (SLS)

### COLLABORATION

Colin the Caterpillar



I can...

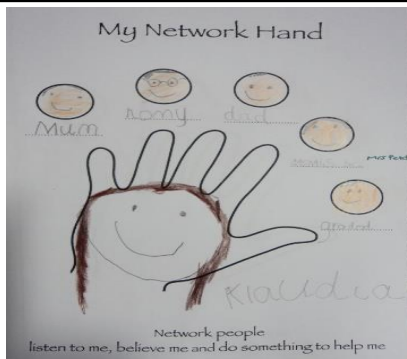
- \*Talk using my partner, group and audience voices
- \*Show good listening skills
- \*Take on a role during group activities
- \*Take turns and help others

## Key Vocabulary – Taking Care

Safe



Network



Early warning signs



### MOTIVATION

Monty the Moth



I...

- \*Am an independent learner
- \*Try my best every time
- \*Use the success criteria to help me
- \*Evaluate my learning and try to make it better
- \*Am proud of what I do!