



# 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

	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)			
<p>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,</p> <p>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</p>													
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			
<p>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</p> <p>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</p>													
Summer	Number: Fractions			Year 1 Place value to 100 (Week 5)  Measurement: Time		Year 1 Money  Year 2 Statistics		Geometry: Position and Direction		Consolidation			
<p>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</p> <p>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</p>													

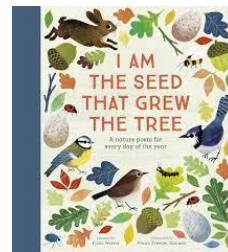
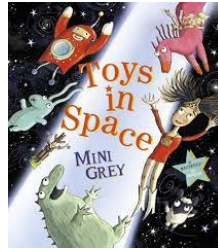
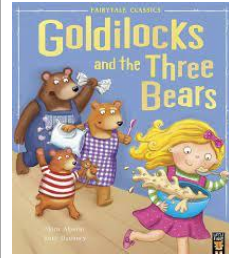
# Year 2 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	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												KIRFs Autumn 1: Bonds to 20 KIRFs Autumn 2: $\times 2$ and $\div 2$ facts
<b>Spring</b>	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, $\times 2$ $\times 5$ $\times 10$ , counting in 3s, shape, SATs style questions KIRFs: Wednesdays												KIRFs Spring 1: Doubles and halves to 20 KIRFs Spring 2: $\times 10$ and $\div 10$ facts
<b>Summer</b>	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, $\times 2$ $\times 5$ $\times 10$ , counting in 3s, shape, SATs style questions KIRFs: Wednesdays												KIRFs Summer 1: Time KIRFs Summer 2: $\times 5$ and $\div 5$ facts



# Milverton English Thematic Map-Year 1/2 Cycle B – Autumn Term – Toys, Toys, Toys

## Motivational Core Texts:



Various non-fiction texts – Toys

Poem:  
Fireworks by Joshua Seigal

Main Genres:	Genre Success Criteria:
<p>Recount : To Recount – Summer Holidays/Trip</p>	<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>
<p>Non-Chronological Reports: To Inform – All about Toys</p>	<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.w hales are large</li> <li>• Use facts.</li> <li>• May have sub-headings/key questions</li> <li>• technical vocabulary</li> </ul>
<p>Narrative: To Entertain– Fairy Tale Innovations and alternate endings to lost in space</p>	<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>• Pow erful verbs, adjectives and similes</li> </ul>
<p>Letters: To Inform – Letter from the Big, Bad Bun and from the room of the Lost Toys</p>	<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>
<p>Instructions: To Instruction– How to build a rabbit shelter</p>	<ul style="list-style-type: none"> <li>• Title explains w hat the instructions are for.</li> <li>• ' What you need' box lists materials in order</li> <li>• Short, clear, sequenced steps ('first' 'then' 'next')</li> <li>• Numbered instructions in the right order</li> <li>• Imperative (bossy) v verbs in the present tense to begin each instruction</li> <li>• Adverbs</li> <li>• Diagrams linked to instructions</li> </ul>
<p>Description: To Describe– Wanted Posters – Goldilocks</p>	<ul style="list-style-type: none"> <li>• Sensory</li> <li>• Simile/adjectives/adverbs/powerful verbs</li> <li>• alliteration</li> </ul>
<p>Poetry : To Entertain–Using the senses – Harvest, Fireworks and the Nativity</p>	<ul style="list-style-type: none"> <li>• Sensory</li> <li>• Simile / comparative</li> <li>• Alliteration</li> <li>• Repetitive text</li> <li>• Pattern inw ords / shape / rhythm</li> <li>• Simple rhyming pairs</li> <li>• Rhyme at end of line</li> </ul>

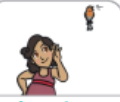


## Key Vocabulary

### Senses



sight



hearing



touch



taste



smell

### Senses

Sight	Your eyes let you see all the things around you.
Hearing	Your ears let you listen to all the sounds around you. Some animals have big ears for excellent sense of hearing.
Touch	Your skin gives you the sense of touch. You can tell if something is warm, cold, smooth or rough without looking at it.
Taste	Your sense of taste comes from your tongue. You can tell if something tastes bitter or sweet. You might have some tastes you like and some you don't.
Smell	You smell using your nose. Your nose can tell if things smell nice or not.

## Animals including Humans

### Mammals



human



mouse



dog



cow

### Birds



penguin



chicken



flamingo



robin

### Fish



goldfish



tuna



shark



eel

### Reptiles



snake



tortoise



lizard



alligator

### Amphibians



frog



toad



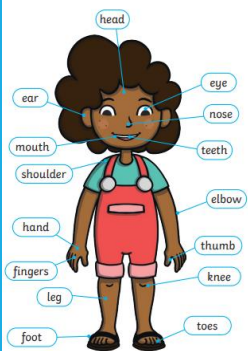
newt



salamander

Amphibians	Amphibians live in the water as babies and on land as they grow older. They have smooth, slimy skin.
Birds	All birds have a beak, two legs, feathers and wings.
Fish	Fish live and breathe under water. They have scaly skin, fins to help them swim and they breathe through gills.
Mammals	Mammals are animals that breathe air, grow hair or fur and feed on their mother's milk as a baby.
Reptiles	All reptiles breathe air. They have scales on their skin.
Carnivore	Animals that mostly eat other animals (meat) are carnivores.
Herbivore	Animals that only eat plants are herbivores.
omnivore	Animals that eat both plants and other animals are omnivores.

### Parts of the Body



### Animal Parts

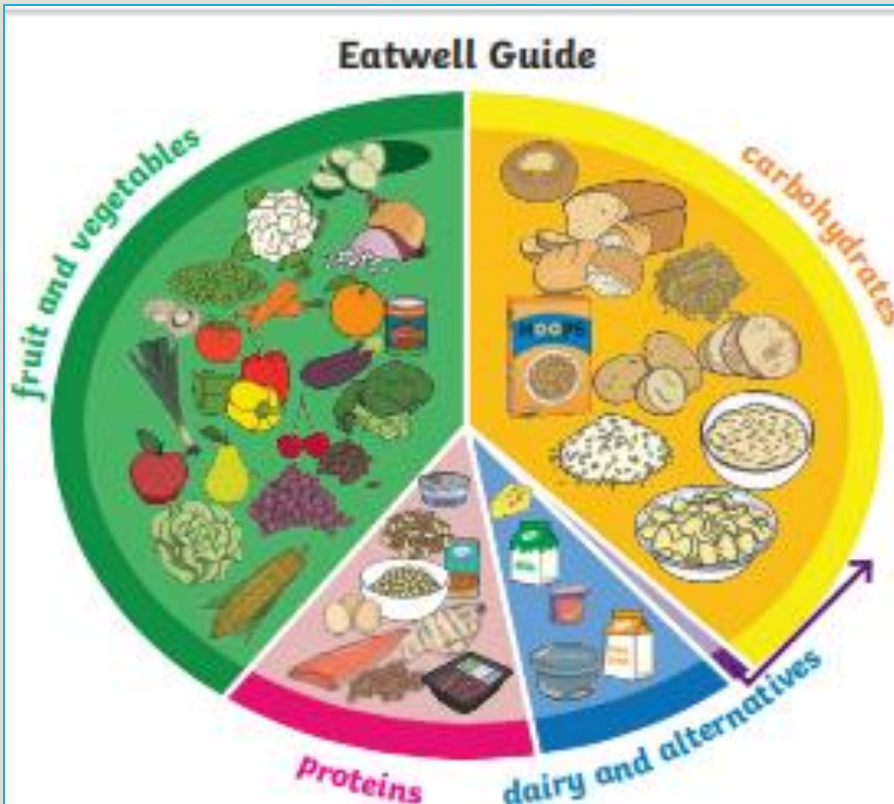
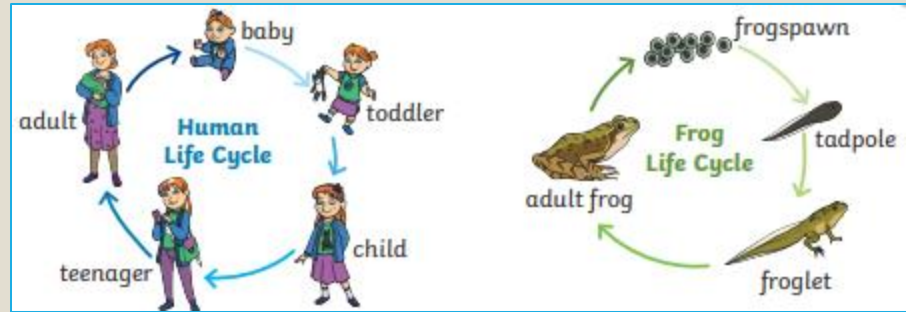




## Key Vocabulary

Adult	A fully grown animal or plant
Develop	To grow bigger and become stronger
Life cycle	The changes living things go through to become an adult
Offspring	The child of an animal
Young	Offspring that has not reached adulthood
Live young	Offspring that has not hatched from an egg

## Animals including Humans



Eat less often and in small amounts.



Being active and exercising keeps our bodies and minds healthy.

To stop germs from spreading, it is important to be hygienic.



Water, lower fat milk and sugar-free drinks.

To stay alive, all animals have three basic needs for survival:

air



water



food



Diet	The food and water that an animal needs
Exercise	A physical activity to keep your body fit
Germs	Tiny living things that can cause disease
Hygiene	How we keep ourselves and the world around us clean so we can stay healthy and stop spreading germs
Nutrition	Food needed to live


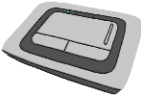




# Milverton Primary School Knowledge Map – Year 1/2, Computing, Cycle A, Autumn 1

## Bright Lights, Big City



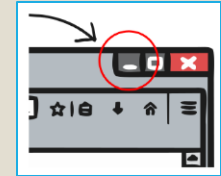
### Parts of the computer

	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 

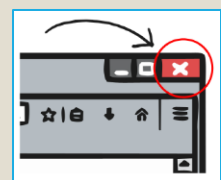
### Computing skills

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

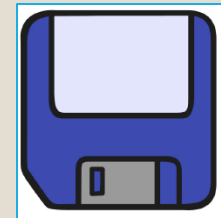
Minimise



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!

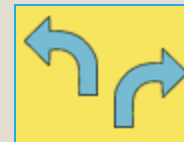
**Little Pine Tree**  
 In summertime my branches  
 Were a place for birds to nest,  
 In autumn my branches  
 Were their place for food and rest,  
 And now that wintertime is here,  
 I hope to be,  
 All glistening bright with snowflakes...  
 The little bird's Christmas tree!

**Little Pine Tree**  
 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!

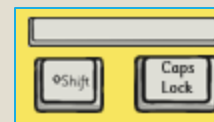
### Word processing skills

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

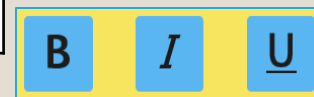
Undo and redo



Space bar, shift



**Bold**, *italics*, underline

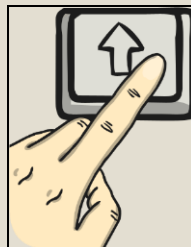


Key skills:

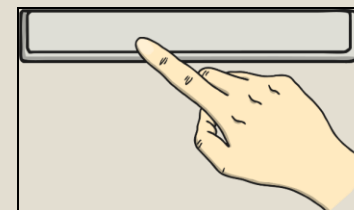
Use two hands to type



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 B, Autumn 1 Toys, Toys, Toys



## Culture and past times

Key Facts	
How long have toys existed?	Toys have existed for thousands of years. They were made out of the materials that were available at the time. Even stones and string have been made into toys.
What were toys made of during the Victorian age?	Toys were mainly made of wood, paper and metal during the Victorian age.
What toys did Victorian children play with?	Rich Victorian children played with toys such as clockwork trains, rocking horses, tea sets and dolls. Poorer children played with homemade toys such as peg dolls, wooden boats and rags stuffed with sawdust to make balls or toy animals.
What are modern toys made of?	Modern toys are mainly made of plastic. This is because it is usually safer and easier to make things with.
How are modern toys different?	Many modern toys use electricity to work. Computers and consoles were invented in the 20th century.

### Trips, Visits and workshops

The Black Country Living Museum:

- Guided tour by historical character
- Workshop Toys Past and Present
- 1912 school lesson

### Artefacts

Parents and children's toys

Metal hoop and stick

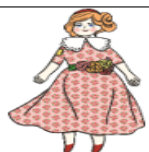
Wooden cup and ball



## Timeline of Main Events

### 19<sup>th</sup> century

Toys: wooden dolls, wooden doll houses, tea sets, ball and cup, spinning top, toys soldiers, leather footballs.



### 21<sup>st</sup> century

Toys: handheld games consoles, virtual reality.



### 20<sup>th</sup> century

Toys: teddy bears, Barbie dolls, Action Man, electronic toys, computers, games consoles.





## Milverton Primary School Knowledge Map – Year 1 and 2, History, Cycle B, Autumn 1 Toys, Toys, Toys



### Key Vocabulary

<b>Victorian</b>	The time of Queen Victoria's reign. 1837-1901.
<b>20th century</b>	The 20th century was 1900-1999.
<b>21st century</b>	We are in the 21st century. It started in the year 2000 and will end in 2099.
<b>wooden toys</b>	Lots of toys were made of wood. Boats, train sets and cup and ball were all made of wood. Some toys are still made of wood.
<b>paper toys</b>	Some toys, like paper windmills, were made out of paper.
<b>metal toys</b>	Toy soldiers and some spinning tops were made out of metal.
<b>plastic toys</b>	Most modern toys are made of plastic. Toy soldiers, dolls and ride-on cars are usually made of plastic.

dolls



Meccano



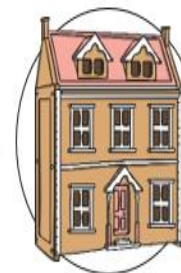
teddy bears



board games



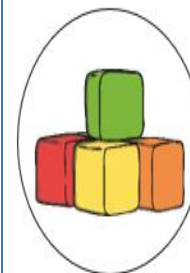
doll house



ball and cup



building blocks



Computer games and consoles





### Key vocabulary

**Map** – A draw guide of an area

**Key** – Pictures that are an easy and simple way to show important things on a map

**Bird's eye view** – A picture drawn or taken from above

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

**Local Landmark** – Something that is significant to that local area.

**Compass** – Directions North, South, East and West

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### Local Landmarks of Leamington Spa and Warwick

St Mark's Church



The River Avon, Warwick



Milverton Primary School



St Nicholas Park

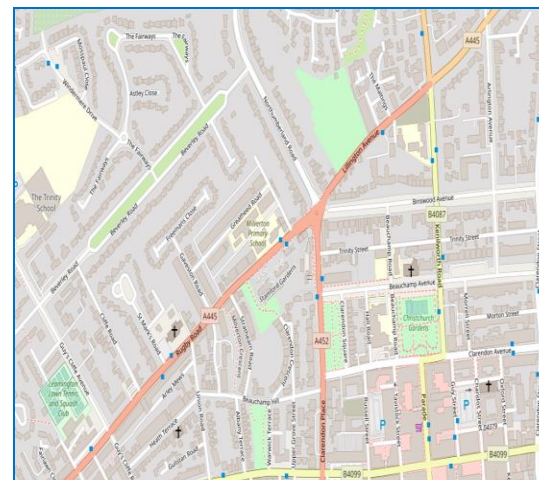
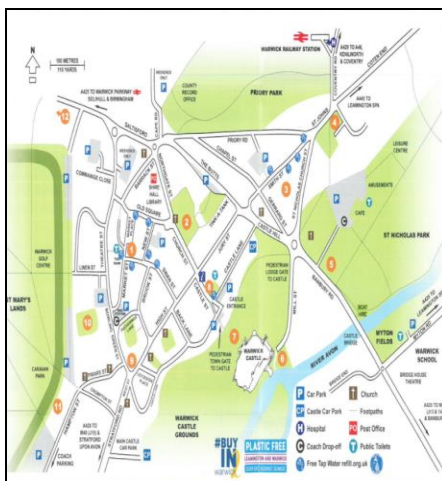


Warwick Castle



### Names and locations

### Map of local area and Milverton School



### Compass rose



North  
South  
East  
West

### Key questions and answers

What is a map? A map is a **picture of a place, usually drawn from above**. Maps can be printed on paper and folded; they can be three dimensional like a globe or even on a phone. The closer you look at a map, the more detail you see.



## What does it mean to belong to a faith?

- Learn that we are all individuals that belong to different groups and communities.
- Learn that there are different religions and that to be part of a religion then you are part of a group.
- Research and discuss how people demonstrate their faith throughout different religions.

## How do religions show belonging?

Christians have baptisms where babies are welcomed into the Christian community.

Muslims welcome people by whispering the 'Call to Prayer' to them.

Jewish people celebrate Shabbat, a special meal that is eaten on Friday nights.

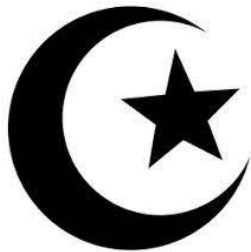
## Key Vocabulary

Belonging	Feeling that you are a part of something.
Religion	A particular system of faith and worship.
Allah	The Arabic word for God.
Shabbat	The Jewish celebration of God creating the world and having a day of rest.
Baptism	A Christian celebration where a person has water placed on their head or is submerged into water.

## Different Religious Symbols:



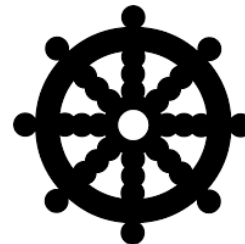
Christianity



Islam



Judaism



Buddhism



## Rules and Tactics

- **Hopscotch** – I know each player aims a small object inside one of the squares on the hopscotch grid, then hops from square to square, hopping over the square with their rock in it. Each player's goal is to hop all the way down to the end and back without the other foot touching the ground.
- **Skipping** - Using a rope to develop co-ordination whilst jumping and following set patterns and traditional games on my own or with a group.
- **Hoops** – To develop agility, co-ordination and competitive tactics with balancing a hoop and using it in races and games.
- **Drills** – To copy and repeat military style exercises using balance, agility and co-ordination.
- **Hokey Pokey Man** – I understand the rules of a Victorian game using running and team game.



Hopscotch



Skipping rope



Hula hoop

## Key vocabulary

**Balance** - the ability to hold your body upright and steady without falling down. This could be sitting, standing, walking or running.

**Co-ordination** - Different parts of your body working together.

**Travel** – Moving from one place to another.

**Evaluate** - Looking for the things that the person is doing well and the things that they could improve

## Health and Safety

- Exercise in a safe space, be mindful of others.
- Keep your head up and know what is around you.
- Warm up properly.
- Make sure liquids are kept away from the dance area.
- Bend your knees when landing any jumps.
- Hair should be tied back.
- Jewelry should be removed.
- Appropriate clothing and footwear should be worn.

## Key vocabulary

**Balance** - the ability to hold your body upright and steady without falling down. This could be sitting, standing, walking or running.

**Co-ordination** - Different parts of your body working together.

**Travel** – Moving from one place to another.

**Movement pattern** – Repeating a sequence of movements.

**Unison** - Performing exactly the same movements with a partner or group at the exactly the same time.

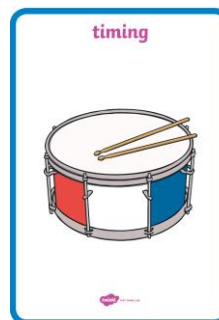
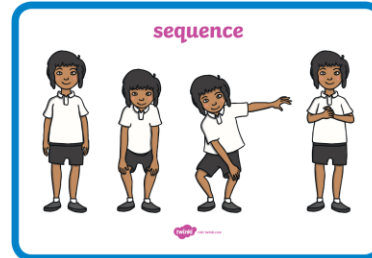
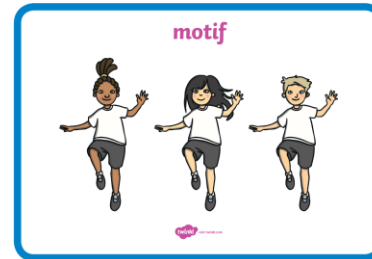
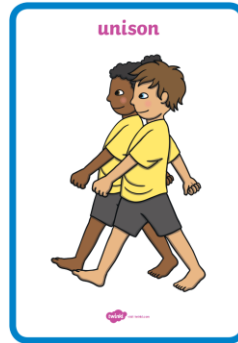
**Canon effect** - Performing the same action one after another.

**Motif** – A group of movements related to a theme.

**Sequence** – Performing different movements one after another.

**Rhythm** – Moving in time to music, following the beat

**Evaluate** - Looking for the things that the person is doing well and the things that they could improve



## Motif

In this unit, you will be creating a motif based on toys past and present.

You will think about the speed, weight and size of my movements.



- Exercise in a safe space, be mindful of others.
- Keep your head up and know what is around you.
- Warm up properly.
- Make sure liquids are kept away from the dance area.
- Bend your knees when landing any jumps.
- Hair should be tied back.
- Jewellery should be removed.
- Appropriate clothing and footwear should be worn.

Health and Safety

## Music

Toshimitsu Tanoka  
Gymnopede no1 – Satie  
The Jazz suite no1 foxtrot – Shostakovich  
Radetsky march - Strauss



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



## Invasion - Basketball Tri Golf and Kurling



### Key Vocabulary

Basketball	Tri Golf & <u>Kurling</u>
Basketball, Basket, Backboard	Golf Club – putter and wedge
Jump shot	Hole
Foul – illegal contact with others	par
Chest Pass, Bounce pass	<u>Kurling</u> stone
Dribble	Target
Side line pass to restart the game	End

### Key Knowledge – Coaching Points

	Send & Receive	Attack and Defend	Moving	Scoring	Tactics and Rules
Basketball	<ul style="list-style-type: none"> <li>Chest pass – pushing the ball with two hands to throw the ball to receiver</li> <li>Step forwards when passing</li> <li>Bounce pass – same action aiming ball to bounce <u>half way</u> between players</li> <li>Arms <u>out-stretched</u> to give a target for the passer</li> <li>Receive the ball with two hands</li> </ul>	<ul style="list-style-type: none"> <li>Move up the court to get closer to the basket to score</li> <li>Pass to teammates or dribble to move up the court</li> <li>Stay in between the attacker and the basket to defend</li> </ul>	<ul style="list-style-type: none"> <li>When moving with the ball you must dribble, bouncing with one hand</li> <li>Jump stop, land on two feet</li> </ul>	<ul style="list-style-type: none"> <li>Throw the ball in a rainbow shape arc into the basket</li> <li>2 points for a basket</li> <li>A shot from distance is called a jump shot</li> </ul>	<ul style="list-style-type: none"> <li>When you pick up from a dribble, you cannot bounce it again</li> <li>A side line pass is given when the ball goes out</li> <li>Don't foul by making contact</li> </ul>
Tri Golf	<ul style="list-style-type: none"> <li>Two hands on the club</li> <li>hold the club on the handle and swing gently</li> </ul>	<ul style="list-style-type: none"> <li>Try to get the ball in the hole</li> </ul>	<ul style="list-style-type: none"> <li>Walk to play the ball where it lands</li> </ul>	<ul style="list-style-type: none"> <li>Get the ball in the hole counting how many shots it has taken</li> <li>The best player takes the least <u>amount</u> of shots to get the ball in the hole</li> <li>Par is the suggested <u>amount</u> of shots you should take</li> </ul>	<ul style="list-style-type: none"> <li>Aim to hit the ball so it will roll and stop as close to the hole as possible</li> <li>Try to make the ball go in a straight line</li> </ul>
<u>Kurling</u>	<ul style="list-style-type: none"> <li>On two knees and one hand</li> <li>Use one hand to slide the <u>kurling</u> stones along the floor</li> </ul>	<ul style="list-style-type: none"> <li>Aim to get your stone as close to the centre of the target</li> <li>If a <u>team mate</u> has a stone in a good place slide another stone in front to defend the stones position</li> </ul>	<ul style="list-style-type: none"> <li>Walk to see whose stones were the closest</li> </ul>	<ul style="list-style-type: none"> <li>The closest stone to the centre wins 1 point</li> <li>If the same colour is the next closest <u>stone</u> they get another point</li> </ul>	<ul style="list-style-type: none"> <li>The game starts when the first team slides their stone towards the target</li> <li>Players go in order</li> <li>No body touches the stones until the scores have been decided</li> </ul>





**Key Concept: Design, Make, Evaluate and Improve**

**Research**

1) Puppets are objects used in theatrical performances. They are similar to dolls. They often use strings or other means to make the puppet move and look alive.  
 2) Puppets have been used in England for hundreds of years. **Samuel Pepys** was the first person to record a Punch and Judy show in 1662.

**Making**

Select from a wide range of materials including thread, felt, googly eyes, pipe cleaners, fabric, buttons, sequins etc

**Sew using running stitch and blanket stitch**

Different stitches can be used to join pieces of material.

**over stitch**      **running stitch**

I can join 2 pieces of material using a running stitch or over stitch.

Different types of puppets

This is a **marionette**. Marionettes are controlled by strings. This marionette is made from wood.

This is a **finger puppet**. Finger puppets are made of fabric, often felt. They are controlled by people's fingers.

This is a **sock puppet**. What are they made of? Socks, of course! This sock puppet has buttons for eyes and wool for hair. It is moved by someone's hand.

This is a **hand puppet**. It is made of fabric and is controlled by someone's hand.

This is a **rod puppet**. Rod puppets are controlled by a wooden stick. This rod puppet has a wooden head, a fabric hat with tassels and metal bells.

**Key skills: I can name and describe different types of puppets.**

**Key vocabulary**

<b>Stocking</b>	Christmas decoration in the shape of a sock
<b>Needle</b>	A thin metal object which thread is passed through the eye
<b>Thread</b>	Thin material used in sewing
<b>Test</b>	When you have made something, you try it out to see if it works how you want it to.
<b>Evaluate</b>	After you have tested your design, you think about what works well/what has gone well and what could be better. You can also evaluate a project at the end.
<b>Improve</b>	After evaluating, you consider what could be better and make changes to make the design better.

**Design**  
 I use my own ideas to make a glove puppet.  
 I can choose tools and resources.  
 I can make a simple plan before making.

**Testing and improving**

Evaluate

Reflect and evaluate your end product against your design criteria.

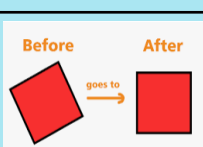
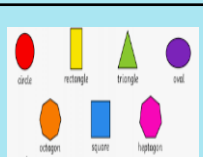
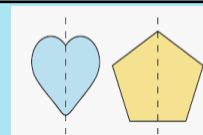
**Key skills: I can explain what went well with my work.**



# Milverton Primary School Knowledge Map – Year 1 and 2, Art Cycle B, Autumn 1 Toys, Toys, Toys!



Vocabulary	
<b>print</b>	transfer an image onto another surface (paper, fabric)
<b>Colour</b>	Looking at the effects of colour in artwork.
<b>Repeat pattern</b>	Similarities and repetition in colour or shape
<b>retro</b>	Ideas taken from a period in time (1960's)
<b>symmetrical</b>	Exactly the same parts facing each other (mirror image)
<b>2D shape</b>	A 2 dimensional shape is flat.
<b>rotate</b>	To turn around a fixed point
<b>fashion</b>	When something is liked by many people (clothes, music, furniture)



## Significant Artist

- Orla Kiely (said *Kylie*) is a modern designer.
- Orla was born and raised in Dublin, Ireland.
- She qualified as a textile designer at the National college of Art and Design before completing a Master's degree in Knitwear at the Royal Collage of Art in London in 1993



## Painting and Textiles

- I know that printing is a form of painting.
- I know that printing can be completed on many different materials including paper and fabric.
- I understand that artists take their inspiration from different periods in time like Orla Kiely was inspired by the 1960's.
- I know how to make a repeated pattern thinking about symmetry, colour, shape and rotation.

## Collect ideas, adapt and refine

Children will research different Kiely prints and designs and then create their own pattern for car, label and wrapping paper.



## Styles and Periods Modern Designers



### Focus Key Concept: **Perform** (Whole Class Ensemble Teaching – Glockenspiel.)

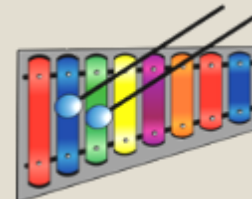
#### Key Vocabulary:

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

#### Instrument Techniques:

##### 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 Techniques:

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



#### Singing Techniques:

- Posture
- Diction



#### Audience Techniques:

- Attention
- Respect
- Appreciation



#### Standard Notation:

- Music can be written down
- It's a language with rules
- Musical notes are named after letters A-G, and these are labelled on the glockenspiel

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

- Hands, Feet, Heart
- Little Peter Rabbit
- Sleeping Bunnies





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

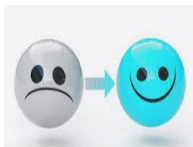


## Key Vocabulary – Anti Bullying

bully



feelings



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

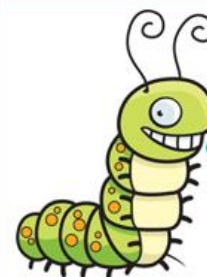


You should tell the bully to stop.

## Autumn Super Learning Skills (SLS)

### COLLABORATION

Colin the Caterpillar



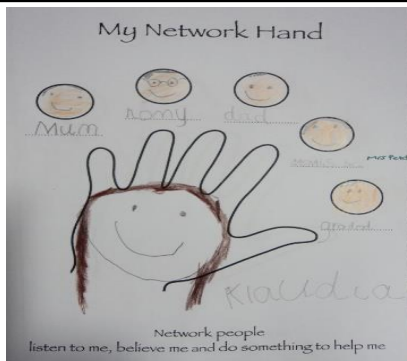
- I can...
- \*Talk using my partner, group and audience voices
  - \*Show good listening skills
  - \*Take on a role during group activities
  - \*Take turns and help others

## 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!