

Dear Parents,

Over the next term, Years 1 and 2 will be following a unit of work that looks at the theme of '**VIPs of the Past**'. During this unit we will be focusing on History, Music, Art and Global.

Children will be reading, researching, writing, illustrating, working on their own and working in groups. We will be checking to see how well your child has learned through particular activities and asking children to explain their work, perhaps to you. In addition, the children will complete a quiz on the Key Vocabulary and Powerful Knowledge. In this booklet you can see in advance what we will be asking the children (quiz) and what they need to know (knowledge organiser).

We already know the interest you take in your child's work. If you can, please discuss with your child the work they have done as the term progresses and let them teach you. If your child has some work to research, please help them, but without actually doing the work. If you have the chance to further their interest in the ideas of this theme please take it, but your enthusiasm and interest is most important.

By the end of the unit, we hope your child will have achieved all of the learning targets. We hope they will have had an enjoyable time in the classroom. And we hope you will have enjoyed seeing your child work with enthusiasm. If you have any comments or questions, please get in touch.

# VIPs of the Past

In **History** we'll be finding out:

- About the different decisions that rulers had to make in the past
- How to use a living graph to explore how a person from history might have been feeling
- About the life of a famous explorer using maps and role play
- How to compare the lives of two different explorers
- About the achievements of important scientists and inventors
- About what life was like at different times in the past



In **Global** we'll be finding out:

- About the idea of 'fairness' and what it means
- Why some people in the past wanted to make change

In **Art**, we'll be finding out:

- What we can learn about a person from their portrait
- How to create a portrait of a friend
- About the work of famous artists
- How to paint a scene in the style of a famous artist

In **Music** we'll be finding out:

- About the life and music of a famous composer
- How to use music to tell the story of our famous composer

## Powerful Knowledge

Qin Shi Huang was the 'first emperor' of China and helped to stop wars in the country.

Elizabeth I was queen of England over 450 years ago and helped to bring peace to the country.

Florence Nightingale set up the first training school for nurses. She was nicknamed 'The Lady with the Lamp' because of how she cared for her patients.

Christopher Columbus was an explorer who helped to make links between Europe and America.

Sir Edmund Hillary was the first person ever to climb Mount Everest (the tallest mountain in the world). He did this in 1953.

Edward Jenner was the first doctor to successfully create a vaccine to protect people from a disease.

Alexander Graham Bell is an American inventor who is famous for creating the very first telephone.

L S Lowry and Pablo Picasso were famous artists.

Wolfgang Amadeus Mozart was a composer.



Taddington and Priestcliffe  
Knowledge organiser  
Infant Autumn Term 2

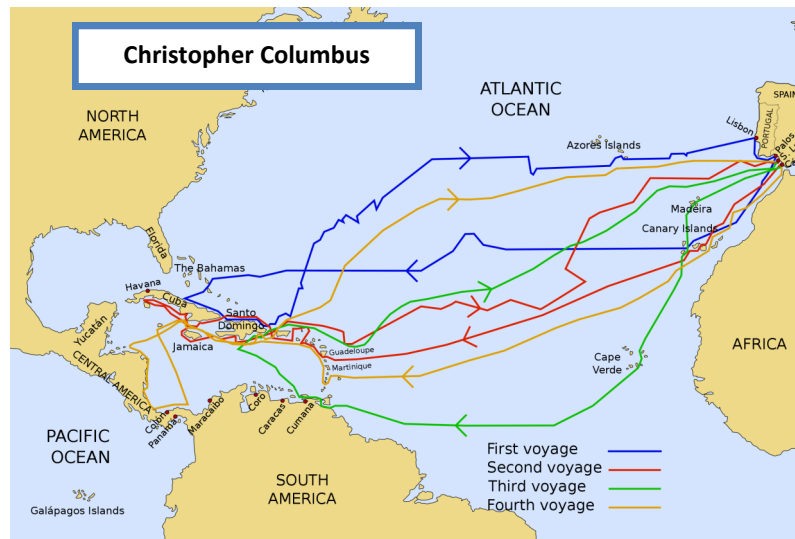
### Overarching theme: Brave, Bold and Superheroes

Inquiry into interconnectedness of individuals and civilizations, from local and global perspectives, past, future and present, peace and conflict resolution.

### VIPs of the Past: Explanation of the theme

A huge range of people have contributed to make the world what it is today. Scientists, rulers, artists, writers, explorers and many others have shaped our history and we want to find out what qualities these famous people possess.

## Key Images



## Key Vocabulary

scientist

ruler

explorer

campaigner

communication

adaptability

morality

cooperation

### Curriculum drivers

Enterprise  
Possibilities



Inquiry  
Community



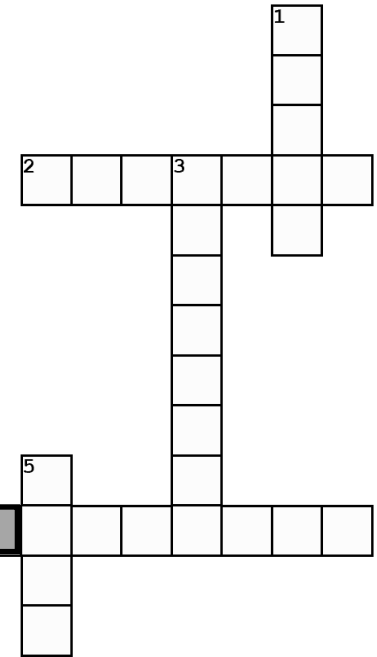
Pablo Picasso

Who painted this?

Why were his paintings famous?



Taddington and  
Priestcliffe  
Low stakes quiz



Who is this lady?

What is she famous for?

Who is this man?

What is he famous for?



Who painted this?

Why were his paintings famous?

### Across

2. Edward Jenner invented the first what?
6. Sir Edmund Hillary was the first person to climb what?

### Down

1. What country was Qin Shi Huang Emperor of?
3. Wolfgang Amadeus Mozart was a famous what?
4. Florence Nightingale was nicknamed the Lady with the ...
5. The inventor of the telephone was called Alexander Graham ...

What qualities do you think our VIPs of the past would have needed to achieve what they did?



## Literacy Autumn Term 2 Year 1 and Year 2



Taddington and Priestcliffe  
Knowledge organiser

### Overarching theme: Brave, Bold and Superheroes

Inquiry into interconnectedness of individuals and civilizations, from local and global perspectives, past, future and present, peace and conflict resolution.

### Overview and outcomes

This is a three-week planning sequence using Send for a Superhero by Michael Rosen and Katharine McEwen in which children create their own superheroes and use them to defeat baddies set to destroy their school. During the sequence, they write letters and emails asking for help, create wanted posters, generate character descriptions for their invented superheroes and then create their own version of the Send for the Superhero story.

### National Curriculum Coverage

#### Word Reading

-Apply phonic knowledge and skills as the route to decode words

#### Writing Transcription (Spelling and Handwriting)

-Common exception words

- Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs

-Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

-Formation of nouns using suffixes such as -ness, -er and by

### Key Sentence Type:

#### **Exclamations**

An exclamation is a forceful statement which expresses high levels of emotion or excitement.

E.g. What big eyes you have!

#### Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

-Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Understand both the books they can already read accurately and fluently and those they listen to by:

-Drawing on what they already know or on background information and vocabulary provided by the

#### Writing (Composition)

Write sentences by: -

-Saying out loud what they are going to write about

- Composing a sentence orally before writing it

-Sequencing sentences to form short narratives

-Re-reading what they have written to check that it makes sense

-Discuss what they have written with the teacher or other pupils Read aloud their writing clearly

#### Vocabulary, Grammar & Punctuation

-Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun

- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)

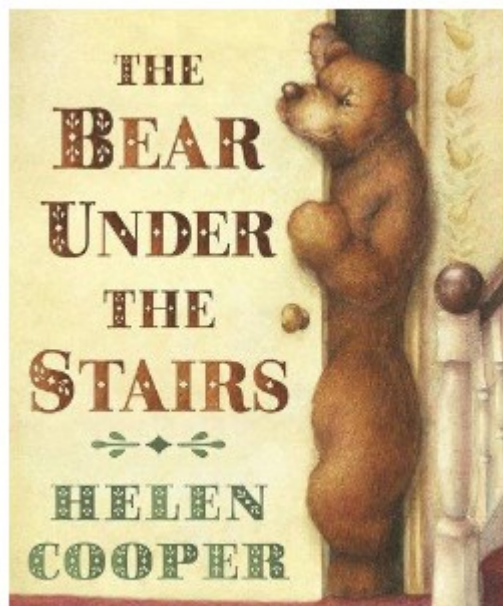
-How words can combine to make sentences

-Joining words and joining clauses using and

-Sequencing sentences to form short narratives

-Separation of words with spaces





## Literacy Autumn Term 2 Year 1 and Year 2



Taddington and Priestcliffe  
Knowledge organiser

### Overarching theme: Brave, Bold and Superheroes

Inquiry into interconnectedness of individuals and civilizations, from local and global perspectives, past, future and present, peace and conflict resolution.

#### Writing Transcription (Spelling and Handwriting)

-Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones

#### Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

#### Vocabulary, Grammar & Punctuation

- Joining words and joining clauses using and
- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation

### Overview and outcomes

This is a three-week sequence in which children will look at the book *The Bear Under the Stairs* and use it as a model to write letters from the main character to the bear and back. Children write their own story of a child who is scared of something that might be in the house. Children write a comparison between real bears and toy bears.

### National Curriculum Coverage

#### Writing (Composition)

Develop positive attitudes towards and stamina for writing by:

-Writing narratives about personal experiences and those of others (real and fictional)

Consider what they are going to write before beginning by:

Encapsulating what they want to say, sentence by sentence

-Make simple additions, revisions and corrections to their own writing by:

- Re-reading to check that their writing makes sense and that verbs to

#### Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

-Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

- Recognising simple recurring literary language in stories and poetry  
-Understand both the books that they can already read accurately and fluently and those that they listen to by:

### Key sentence types

#### Questions

These sentences ask something and end with a question mark.

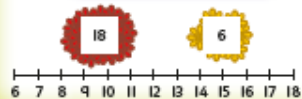
E.g. What have we learnt about appearance?

## Unit 3 Addition and subtraction 2



In this unit we will ...  
 ✦ Add two 2-digit numbers  
 ✦ Subtract 2-digit numbers  
 ✦ Add three 1-digit numbers  
 ✦ Solve word problems

How many more red  
 are there than yellow?  
 Use this to find out.



We will need some maths words.  
 Do you remember them?

total      tens      ones  
 subtract      difference  
 bar model      represent

This will help! Use it to  
 find the total of  $16 + 7$ .



Taddington and Priestcliffe  
 Knowledge organiser

Year 2 Maths Autumn Term 2

## Unit 4 Money



In this unit we will ...  
 ✦ Count coins and notes  
 ✦ Compare different amounts of money  
 ✦ Find different ways to make the same amount  
 ✦ Work out the amount of change  
 ✦ Solve two-step problems involving money

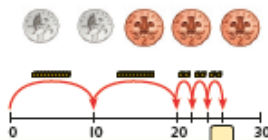
Do you remember these coins?



We will need some maths words and  
 symbols. Which have you met before?

pounds (£)      pence (p)  
 coins      notes  
 change

We can use  $\pounds$  and  $\pounds$  to help us. How  
 much money is there here?

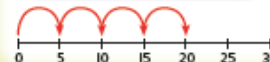


## Unit 5 Multiplication and division 1



In this unit we will ...  
 ✦ Decide if groups are equal  
 ✦ Form multiplication sentences  
 ✦ Use arrays  
 ✦ Practise the 2, 5 and 10 times-tables  
 ✦ Solve multiplication word problems

We use these a lot, don't we?  
 You can use a number line for  
 multiplication as well. Can you  
 find  $4 \times 5$  using the number line?



We will need some maths  
 words and symbols. Which of  
 these have you seen before?

equal groups      multiplication ( $\times$ )  
 times-tables      times

We can use an array to help us  
 when we multiply. Can you use  
 20 counters to make this array?  
 Can you move the counters to  
 make a different array?

