

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

- How seasonal changes might affect the modes of transport we use to get to school.
- About the difference between physical/natural features (woods, rivers, cliff, sea, vegetation etc.) and human features (houses, streets, bridges, tunnels, monuments etc.).
- How to use maps.
- How to use simple compass directions and directional language.
- How different types of transport produce different amounts of pollution.
- The names of the seven continents and five oceans.

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

- How transport differs around the world.

In **ICT & Computing**, we'll be finding out:

- How to create an algorithm using blocks of code
- How computers follow sequences of instructions

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

- How to create futuristic paintings of transport that capture speed and movement.
- How to capture the effect of water in artwork.

Topic coverage web

## Getting Around



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

- About road safety and the meanings of different road signs .
- About bike safety.

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

- About lift, weight, thrust and drag.
- About the buoyancy and weight of different materials..
- About the advantages and disadvantages of different types of fuel.

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

- How transport has changed in the lifetime of older generations.
- When different modes of transport were invented.

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

- How to make a vehicle to transport a 'small world' figure from one place to another.

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

- How to create our own sound journeys, using instruments to make the sounds of different forms of transport.
- How to make a music video.

# Powerful Knowledge

Human features of an environment are things that are made by humans e.g. houses, streets, bridges, tunnels and monuments.

Physical features of an environment are natural things such as woods, rivers, cliff, sea, vegetation.

There are seven continents in the world, made up of lots of different countries. The continents are called Africa, Antarctica, Asia, Australia, Europe, North America and South America.

There are five oceans covering the surface of our globe: the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Arctic Ocean and the Southern Ocean

The hottest countries are located on or near to the equator and countries get colder the further away from the equator they are located.

There are different types of fuel that can power a machine or vehicle, such as wind power, solar power, gasoline/petrol, jet fuel, gas, electricity and human power (kinetic energy).

Boats are one of the oldest forms of transport. People used to lash wooden logs or bundles of reeds together to make rafts, or hollow out trunks to make dug-out canoes.

The earliest pictures of wheeled transport are around 5,000 years old and show carts being pulled by donkeys.

Cars have only been used as a mode of transport for just over 100 years.

The first aeroplane was invented in 1903.



## Taddington and Priestcliffe Knowledge organiser Infant Autumn Term 1

### Overarching theme: Journeys and Exploration

Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of, individuals and civilizations, from local and global perspectives.

### Getting Around: Explanation of the theme

Journeys are part of our every-day lives. We use many different forms of transport to get around and many of these are recent inventions. Transport differs vastly across different countries and climates.

## Key Vocabulary

Vehicles

Transportation

Climate

Countries

Continents

Pollution

### Curriculum drivers

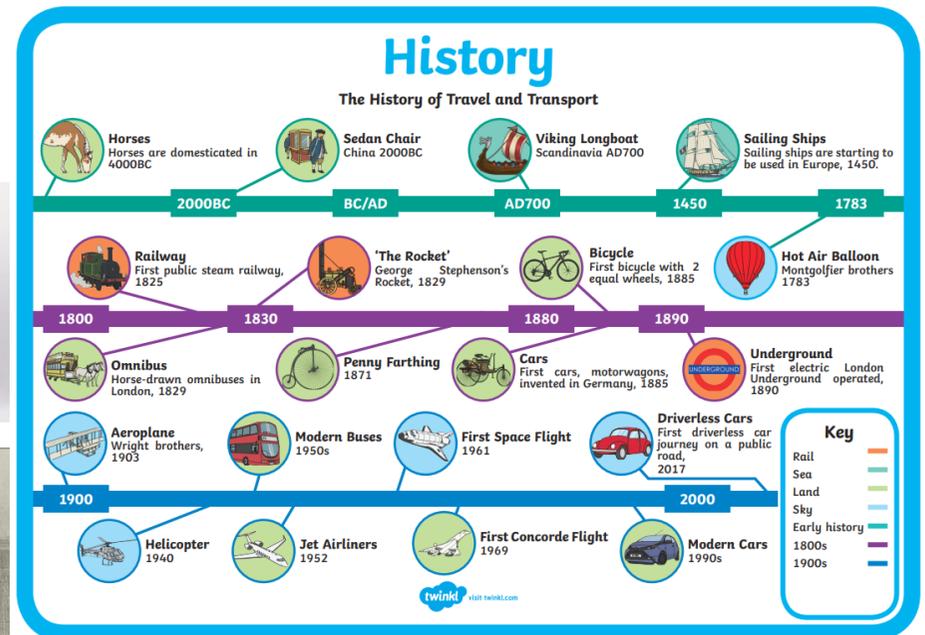
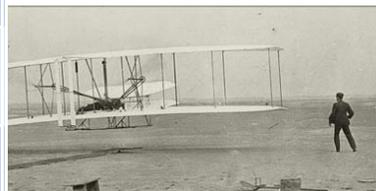
Enterprise  
Possibilities



Inquiry  
Community



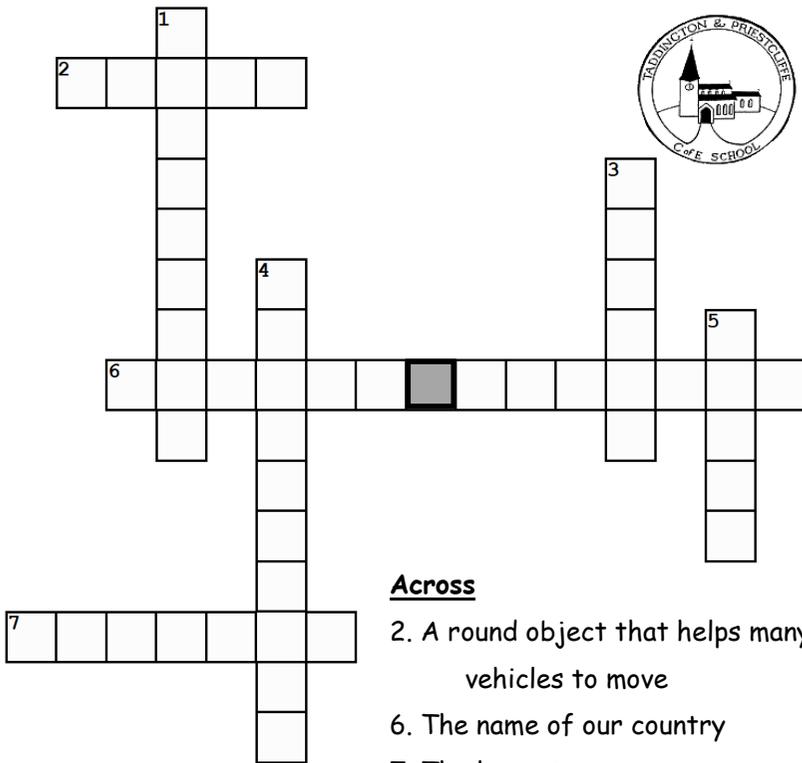
### Key Images





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Low stakes quiz

What is the name of the imaginary circle around the earth that divides it into the Northern Hemisphere and the Southern Hemisphere?



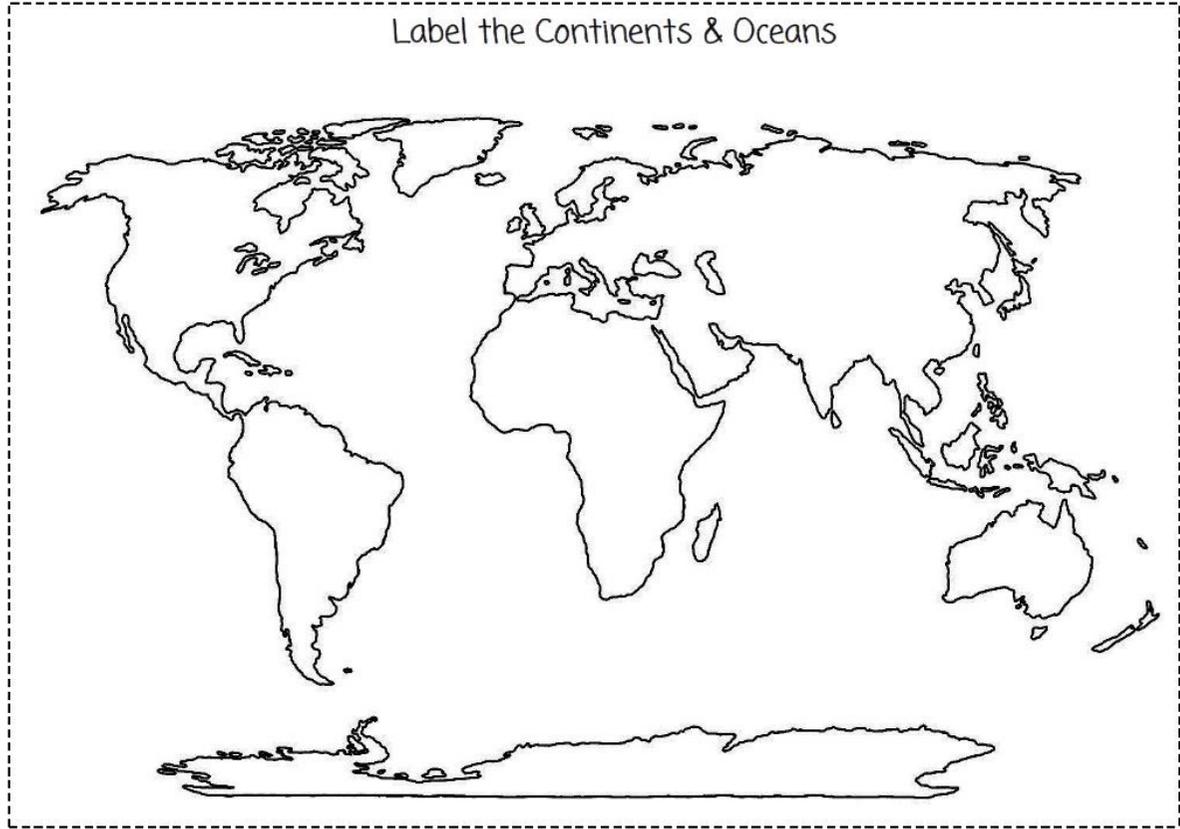
**Across**

- 2. A round object that helps many vehicles to move
- 6. The name of our country
- 7. The largest ocean

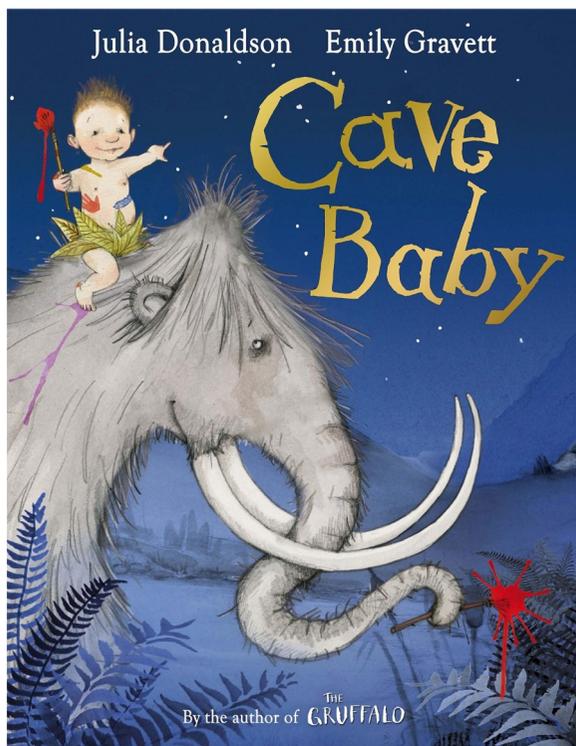
**Down**

- 1. A mode of transport that can fly between countries
- 3. A human feature that can help us cross water
- 4. The coldest continent
- 5. A physical feature made up of lots of trees

Did your grandparents use the same sort of transport as you?  
Explain your answer.



Most cars use  for power.  
However, this can cause  which is bad for the environment.  
Cars that run on  instead can help.



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## Literacy Autumn Term 1: Year 1 and Year 2

### Book 1: Cave Baby

#### Overarching theme: Journeys and Exploration

Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of, individuals and civilizations, from local and global perspectives.

#### **Word Reading**

- Apply phonic knowledge and skills as the route to decode words
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read these books to build up their fluency and confidence

#### **Reading Comprehension**

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

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences
- Recognising and joining in with predictable phrases
- Learning to appreciate rhymes and poems, and to recite some by heart

##### **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 teacher
- Explain clearly their understanding of what is read to them
- Discussing the sequence of events in books and how items of information are related (- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Recognising simple recurring literary language in stories and poetry
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary

#### **Writing Transcription (Spelling and Handwriting)**

- Words containing each of the 40+ phonemes already taught
- Apply simple spelling rules and guidance, as listed in English Appendix 1
- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- 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
- Learning to spell more words with contracted forms

#### Overview and outcomes

This is a two-week sequence for Cave Baby by Julia Donaldson and Emily Gravett. The children will begin by sharing experiences of times they have been 'naughty' or done 'naughty' things. Part of the classroom will be set as a role-play area as the setting of 'Cave Baby'. There will be paper on the walls and paint available for children to paint 'on the walls'. There will be dressing up opportunities in this area as 'cave-people'. Children will explore the text, looking at the various animals and joining in as the text is read, e.g. 'Sabre-Toothed Tiger'. By the end of the first week, children will know the text and be able to retell it using puppets, small world etc. The children will then go on to explore the features of single-clause sentences and create their own caption-sentences, eventually retelling the story in sequences of sentences and writing sorry letters in role.

#### **National Curriculum Coverage**

#### **Vocabulary, Grammar & Punctuation**

- 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
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Expanded noun phrases for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]

#### **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
- Develop positive attitudes towards and stamina for writing by:
- Writing narratives about personal experiences and those of others (real and fictional) (Y2)
  - Writing about real events (Y2)
  - Writing for different purposes (Y2)
  - Writing down ideas and/or key words, including new vocabulary (Y2)
  - Evaluating their writing with the teacher and other pupils (Y2)

#### Key sentence type: Compound Sentences

Compound sentences contain two or more clauses that can stand alone, linked by a connective word such as 'and'.

**Compound sentence = main clause + connective + main clause**

E.g. The hare is furry and has large feet.



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## Literacy Autumn Term 1 : Year 1 and Year 2

### Book 2: The Journey Home

#### Overarching theme: Journeys and Exploration

Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of, individuals and civilizations, from local and global perspectives.

#### Writing Transcription (Spelling and Handwriting)

Add prefixes and suffixes:

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

#### Reading Comprehension

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

- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Being introduced to non-fiction books that are structured in different ways
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary

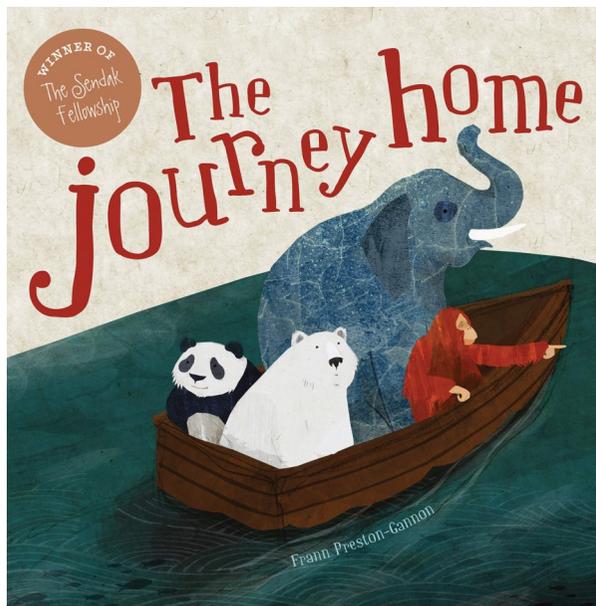
**Understand both the books that they can already read accurately and fluently and those that they listen to by:**

- Drawing on what they already know or on background information and vocabulary provided by the teacher
  - Answering and asking questions
- Explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

#### Key sentence type: Questions

These sentences ask something and end with a question mark.

E.g. Have you seen a creature like this?



#### Overview and outcomes

This is a three-week planning sequence. This text explores issues of conservation and starts to explore whether we can escape the issues that endangered animals face on a day-to-day basis. Children create fact files on endangered animals as well as writing short persuasive pieces on why we need to save a particular endangered animal. Children will be able to identify how a sentence is formed by its grammatical structure as a question, a command, a statement or an exclamation. Children will be encouraged to edit work, being aware of tense and word choice. Word classes (nouns/verbs/adjectives) will be referred to throughout.

#### National Curriculum Coverage

##### Vocabulary, Grammar & Punctuation

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
- Expanded noun phrases to describe and specify, e.g. the blue butterfly
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Correct choice and consistent use of present tense and past tense throughout writing
- Commas to separate items in a list

##### Writing (Composition)

**Develop positive attitudes towards and stamina for writing by:**

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

**Consider what they are going to write before beginning by:**

- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence

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

- Evaluating their writing with the teacher and other pupils
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

##### Word Reading

- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings (Y1)
- Read other words of more than one syllable that contain taught GPCs (Y1)
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

## Unit 1 Numbers to 10



In this unit we will ...

- ✂ Sort and count objects to 10
- ✂ Count and write to 10
- ✂ Count backwards from 10 to 0
- ✂ Count one more and one less
- ✂ Compare and order numbers
- ✂ Learn to use a number line

You can count to find how many there are. How many ⚡ are there?



We will need some maths words. Do you know some of these?

Sort   Groups   Digits   Count back  
One more   One less   Matched  
Fewer   Greater than   Equal to  
Most   Least   Fewest  
Greatest   Number line

Do you remember how to say these numbers? Count to 10!

1 2 3 4 5 6 7 8 9 10



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## Year 1 Maths Autumn Term 1

## Unit 2 Part-whole within 10



In this unit we will ...

- ✂ Use the part-whole model
- ✂ Write number sentences
- ✂ Find different ways to make a number
- ✂ Make number bonds
- ✂ Compare number bonds

How could you put these flowers into 2 groups? Use ○ to help you!



Here are some maths words. Have you used any of these before?

Groups   Part-whole model  
Number sentence

How many different ways can you make 5? Use ○ to help.



## Unit 3 Addition and subtraction within 10



In this unit we will ...

- ✂ Add parts to find the whole
- ✂ Find a missing part
- ✂ Practise using number bonds
- ✂ Find fact families
- ✂ Solve word problems

Do you remember what this is called? Use it to find one more than 3.



We will need some maths words. Which ones mean the same thing?

Altogether (say 'all-too-geth-er')  
In total   Plus   Add

We need these too! Use them to make number sentences.

