



**KS1**

Curriculum Objectives & Knowledge Organiser

Autumn 2019

# AUTUMN 1 – Cycle 2 – WONDERFUL WOODLEY– KS1



## GEOGRAPHY

### **G2- To investigate patterns**

**M1c**-Identify land use around the school.

**M1a**--Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).

### **G3- To communicate geographically**

**M1c**-key human features,

including: city, town, village, factory, farm, house, office and shop

**M1d**-Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.

**M1e**-Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

### **G1- To investigate places**

**M1e**-Use aerial images and plan perspectives to recognise landmarks and basic ph-ysical features.

**M1d** -Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.

## DESIGN & TECHNOLOGY

### **DT1- To master practical skills**

**Materials M1d**-Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).

**Materials M1c**- Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).

**Materials M1b**- Measure and mark out to the nearest centimetre.

**Materials M1a**- Cut materials safely using tools provided.

### **-DT2- To design, make, evaluate and improve**

**M1b**-Make products, refining the design as work progresses.

**M1c**- Use software to design.

## COMPUTING

Basic ICT skills :-

-Logging on/off laptops

-navigating desktop/start using cursor

-basic word processing

-saving/retrieving work

-accessing public drive

**DATA BASE FOR HOUSE TYPE/TRAVEL etc:**

**Use simple databases to record information in areas across the curriculum.**

-To explore how computers can help us to present data in different ways (by selecting different tools).

-To discuss what may happen if data is not entered accurately.

-To use tools to present data which they can talk about.

## PSHE –

**Core value: Love**

- To give reasons for their beliefs and opinions.

**PSHE:**

- To name and explain rules and ways of keeping physically and emotionally safe e.g. ICT use, road safety, fire safety etc.
- To recognise feelings that they/other people experience and how to respond to comfortable and uncomfortable feelings.

### **Autumn 1 – Staying Safe**

- To know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety.

Lesson resources:

- Clicky's online safety rap

- Smartie the Penguin

<https://www.childnet.com/resources/smartie-the-penguin>

## BRIGHT Learners

**B is for Brave**

Asks others for help when faced with a challenge

With encouragement, will attempt again to solve a problem

Usually persists when participating in activities of personal interest

Has an awareness of the steps to being a brave learner (Six Bs).

## **CORE VALUE – LOVE**

## MUSIC

### **Mu1- To perform**

**M1b**- To follow instructions on how and when to sing or play an instrument.

**M1c**- Make and control long and short sounds, using voice and instruments.

### **Mu2- To compose**

**M1d**- Choose sounds to create an effect.

**M1b**- To clap rhythms.

## ART

### **AD2- To master techniques**

**Drawing M1d**-Show different tones by using coloured pencils.

**Drawing M1a**-Draw lines of different sizes and thickness.

**Digital Media M1a**-Use a wide range of tools to create different textures, lines, tones, colours and shapes.

## RE DISCOVER

### **Process Approach**

**1. Engage 2. Investigate 3. Evaluate 4. Express**

**Theme-What did Jesus teach?**

**Concept-Gospel**

**Key Question- is it possible for everyone to be kind all the time?**

**Religion- Christianity**

## Topic Questions

How has Woodley changed over the years?

What things do we have in our area that help us?

What is the Geography of the local area like?

## ENGLISH

**Genres:**

Stories from familiar settings – Favourite stories

**The Tiger who came to Tea**

**Thank you letters:** Descriptive writing about ourselves/people with different roles

## TOPIC MATHS

Coordinates/grid references

Reading and interpreting data – Travelling to school survey

Tally marks

## P.E

**Gymnastics**

-travelling using space, high/low levels

-balancing

-sequences, starting/finishing position

**Games**

-Multi Skills FOMS

- Balance, Co-ordination, Agility



# Wonderful Woodley

# AUTUMN 1 – Cycle 2 – WONDERFUL WOODLEY– KS1

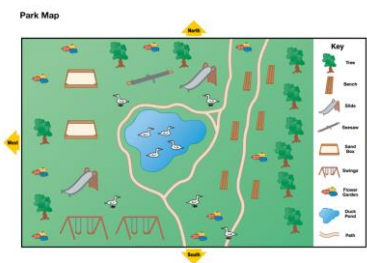


## Topic Overview

We will be exploring our local environment, starting with our school and broadening to wider Woodley.

We will take the children on a walk of Woodley to identify various human and physical features. We will discuss people who help us.

We will then move onto map work and looking at, and using simple grid references.



## Key Words

**Village:**

a small area where people live.

**Town:**

an area where you find houses and shops which is bigger than a village.

**City:**

a large town it sometimes has a cathedral.

**Factory:**

a place where things are made.

**Farm:**

a place where animals live.

**Office:**

a building where people work.

**Map:**

a picture showing you where things are in an area.

**Key:**

tells you what the symbols on a map mean.

**GP Surgery:** a place people go to see a doctor or nurse.

## Big Questions

What is this place like?

What or who will I see in this place?

What do people do in this place?



## Important facts

Woodley was once an airfield.  
Woodley is a town.  
Woodley is part of a bigger town called Reading.