Literacy Knowledge

Year 1 need to....

- Listen to, enjoy and talk about poems, stories and non-fiction texts.
- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Year 2 need to....

- Recognise simple recurring literary language in stories and poetry.
- Be introduced to non-fiction books that are structured in different ways.
- Listen to, discuss and express views about a wide range poetry, stories and non-fiction at a level beyond that at which they can read independently.
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Use relevant strategies to build their vocabulary.
- Participate in discussions, presentations, performances, role play, improvisations and debates.

Maths Knowledge

Year 1 need to....

- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number.
- Add and subtract one-digit and two-digit numbers to 20, including zero – including number bond facts
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
- Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half); mass/weight (for example, heavy/light, heavier than, lighter than); capacity and volume (for example, full/empty, more than, less than, half, half full, quarter); time (for example, quicker, slower, earlier, later)

Year 2 need to....

- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers using tens and ones
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
- Recognise, find, name and write fractions ⅓, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

PE Knowledge

Year 1 and Year 2 need to know that....

- Ball skills need balance, agility and co-ordination.
- How to send and receive equipment
- How to catch a ball or beanbag on a bounce.
- How to catch a ball from a throw.
- how to throw and catch accurately
- Underarm throwing and overarm throwing are used for different sports
- Sending receiving and attacking and defending are sport skills to used in games

PSHE Knowledge

Year 1 and Year 2 need to know that....

- Some everyday products in our homes can be harmful if not used properly. These include: medicines; cleaning products etc
- They do not have to do things that may make them unsafe or worried for themselves or others. There are people they can ask for help and should keep trying until they are heard
- There are rules for keeping physically and emotionally safe, including safety online, responsible use of ICT, differences between secrets and surprises, understanding not to keep adults' secrets, safety in the sun, road safety, cycle safety and safety in the environment (including rail, water and fire safety).

Brief overview of the topic....

The purpose of this topic is to teach children about a key event in history beyond their living memory. Historical sources, artefacts such as pictures will enhance their learning and skills to become a historian. Year 1 will learn the significance of this event and how it affected the place and people at the time and now. Year 2 will learn to order events on a timeline and use historical accounts to form an opinion.

Key Vocabulary

London, St Pauls, River Thames, Pudding Lane, monument, buildings, city, re-build, water pump, fire engine, timeline, explosion, destroyed, fire, bakery, Charles II, Samuel Pepys,

London's Burning

History Knowledge

Year 1 need to know that....

- Significant historical events include those that cause great change for large numbers of people.
- Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.

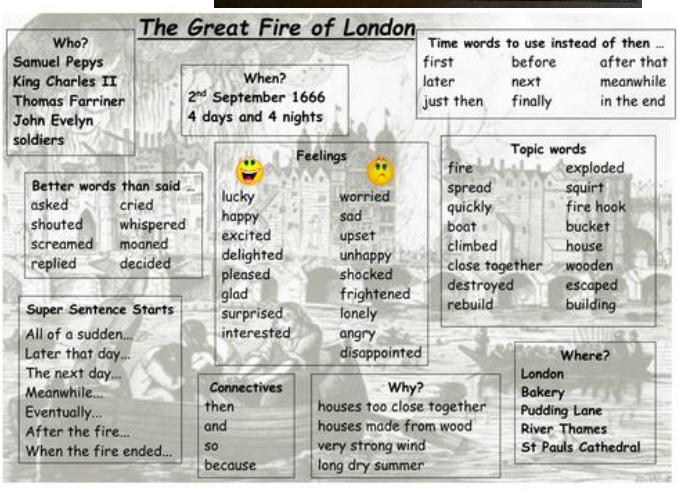
Year 2 need to know that....

- Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.
- A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.
- Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar

RE Knowledge

Year 1 and Year 2 need to know that....

- There are many different religions in the world
- People believe in different things
- Christians believe in God and Jesus
- Muslims have different beliefs to Christians
- Jewish people have different beliefs to Muslims
- It is important to learn and respect different opinions beliefs and ways of life



Innovation week
ART and DT

Year 1 need to know that....

- Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past).
- The primary colours are red, yellow and blue.
- Discussion and initial sketches can be used to communicate ideas and are part of the artistic process.
- Different materials are suitable for different purposes, depending on their specific properties.
- An axle is a rod or spindle that passes through the centre of a wheel to connect two wheels.

Year 2 need to know that....

- A landscape is a piece of artwork that shows a scenic view.
- The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.
- Common themes in art include landscapes, portraiture, animals, streets and buildings, gardens, the sea, myths, legends, stories and historical events.
- Properties of components and materials determine how they can and cannot be used. For example, plastic is shiny and strong but it can be difficult to paint.
- A mechanism is a device that takes one type of motion or force and produces a different one. A mechanism makes a job easier to do. Mechanisms