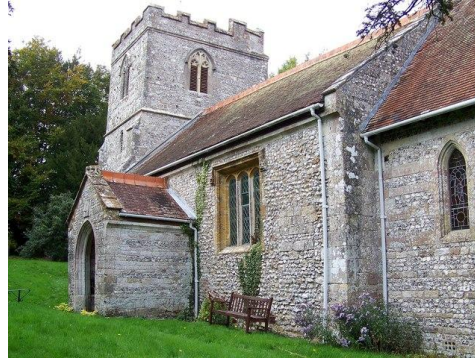# Knowledge Organiser
Robins Class Year 1 and 2
Spring Term 2

Robins Class Long Term Plan (Year A)

What is the geography of Milborne?

Dazzle Me:
A walk around Milborne with iPads and clipboards.

Science- Life Cycles and Food Chains

Vocabulary
Invertebrate
Amphibian
Life cycle
Reptile
Mammal
Predator
Carnivore
Herbivore
Omnivore
Pupa
Chrysalis

Skills
- **Explain** how to perform simple tests to answer a question
- **Describe** animals obtain their food from plants and other animals, using the idea of a simple food chain,
- **Identify** and classify animals
- **Identify and** name different sources of food using their observations and ideas to suggest answers to questions
- **Observe,** through video or first-hand observation and measurement, how different animals, including humans, grow;
- suggesting ways to find answers to their questions.gathering and recording data to help in answering questions
- **Observe** closely, using simple equipment

Home Learning
Keep tadpoles or caterpillars and record their development on paper or through photos/videos uploaded to Tapestry.
Make models to show the life cycle of a caterpillar, frog or toad.

Art and Design   Textiles, weaving and collage

Vocabulary
Join
3D
Layer
Weave
Design
Improve
Decorate
Effect
Textile
Fabric
Detail

Skills
Learn from first hand **observations**
Develop their ideas – try things out, change their minds
Identify what they might change in their current work or develop in future work
Select different materials
Cut, stick and manipulate a range of materials

Home Learning
Make a collage at home, take a photo and upload on Tapestry or bring it in.

Computing- word processing and graphics

Vocabulary

Log on/off
Password
Store
Delete
Font
Text
Shift
Backspace
Pause

Skills

YR 1
Create, store and retrieve digital content
Use websites
Use camera
Record and playback sound

YR 2
Retrieve and manipulate digital content
Navigate internet with simple searches
Use the internet for learning, communicating with others, making choices and navigating through sites

apps/programs
Pic collage, perfect video, garageband, Doodle, morph

Home Learning
Take photos to record life cycle of frog or caterpillar.
Make a video to explain the food chain.
Use Doodle to send messages to class friends.
Use Google Earth to find your house and the school

Geography

Vocabulary:

Place, people, environment, landscape, community, natural, physical geography, human geography, global, United Kingdom, country, nation, city, capital, continent, ocean, Europe, equator, sea, tropical, buildings, geographical information system (GIS), local area.

Home Learning

Draw/sketch or make a map of the journey from your house to school. Label the map with important buildings and/or roads. Perhaps you could add photos too.

Skills

- **Identify** and **describe** physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments.
- Use a number of GIS layers of *Google Earth* to **identify** and **observe** familiar physical and human geographical features of the immediate vicinity of our school.
- **Identify** and **locate** where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe.
- Using a range of layers in *Google Earth GIS* imagery, **identify, describe** and offer **reasons** for changes in land use they can **observe** and **record** in the local area of the school.
- **Understand** that the many different uses of land **observed** in the local area can be grouped into a small number of categories.
- Through fieldwork **observe** and **record** in a variety of ways, significant examples of physical and human geographical features of the local area.