

Knowledge Organisers

1st Summer Term

Science

Geography

Art /DT

PSHE

Computing

P.E.

Music



R.E.

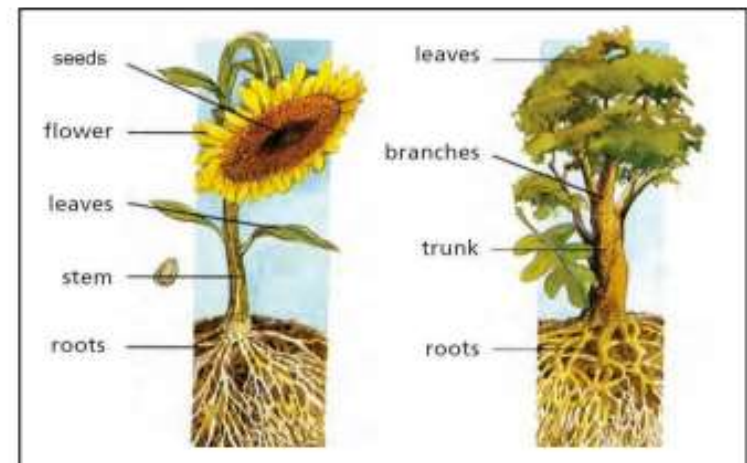
Year 1

Knowledge Organiser - Plants - Science – Year 1

Key Vocabulary:	
Plants	A living thing that grows in one place such as an oak tree, a sunflower or a tomato plant.
Roots	The part of a plant that acts as an anchor, fixing the plant into the ground. They also absorb water and minerals to help the plant grow.
Stem	The part of the plant that grows above the ground. The leaves and flowers grow from it. The stem is also used to transport water and minerals around the plant.
Leaves	A plant's leaves absorb sunlight and turn it into energy that the plant uses to grow.
Seeds	The small part of a flowering plant that grows into a new plant.
Disperse	To spread over a wide area
Edible	Something which is safe for us to eat.

Acorn (oak)	Poppy Seed	Sycamore Seed
Dispersal: Gravity and Animal	Dispersal: Pepper Pot	Dispersal: Wind
		

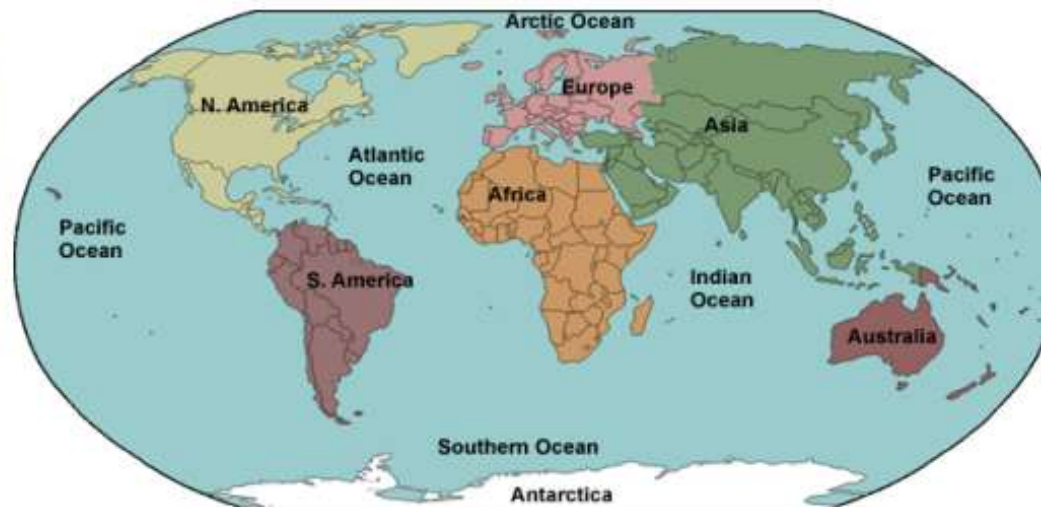
Key Knowledge:	
I know plants need warmth, light and water to grow.	
I know the roots, stem, leaves and flower of a plant.	
I understand that plants spread their seeds to grow new plants.	
I know some plants are grown for food.	
Deciduous Trees	Evergreen Trees
Lose their leaves during autumn. <i>e.g. Oak Tree</i>	Keep their leaves all year round. <i>e.g. Fir Tree</i>
	



Knowledge Organiser - Geography – Seven Continents – Year 1

Key Vocabulary:	
Earth	The plant that we live on.
Globe	A rounded model of our Earth.
Continent	One of the world's seven main areas of land.
Climate	The weather conditions in an area over a long period of time.
Ocean	A wide expanse of sea.
Southern Hemisphere	The half of Earth which is south of the equator.
Northern Hemisphere	The half of Earth which is north of the equator.
Equator	An imaginary line drawn on the earth dividing the earth into Northern and Southern hemispheres.
Diverse	Something that is very different, not all the same.

The rice terraces of the Philippines.



Key Knowledge:

I know that there are seven continents in the world.

I know that there are five seas in the world.

I know we live on the continent of Europe.

I know some things that are the same and things that are different between the continents.



Map of Europe

Knowledge Organiser - Freestanding Structures - Design Technology - Year One

Key Vocabulary:

freestanding structure	a structure that stands on its own foundation or base without attachment to anything else.
frame structure	a structure made from thin components e.g. tent frame
shell structure	a hollow structure with a thin outer covering.
stable	in relation to a freestanding structure, the extent to which it is likely to fall over if a force is applied.
buttress	a structure added to a wall, tower or framework to make it more stable and/or reinforce it.
brick bonding	arranging bricks in a wall to improve the performance of the structure or improve its appearance.
mock-up	3-D representation of a product.
tower	a tall, narrow building, either free-standing or forming part of a building such as a church or castle.
skyscraper	a very tall building of many storeys.
bridge	a structure carrying a road, path, railway, etc. across a river, road, or other obstacle.

Freestanding Structures:



Chair



Table



Eiffel Tower,
France



Leaning Tower of Pisa,
Italy

Frame Structures:



a tent



A climbing
frame



The Forth Bridge,
Scotland



Golden Gate Bridge,
San Francisco

Techniques for assembling freestanding structures



Show children how to join sheet materials and reclaimed boxes together using different tapes and glues.



Key Knowledge:

- To be able to join components together to make a strong structure.
- To explore how a structure can be made stronger, stiffer and more stable.
- To understand how to strengthen, stiffen and reinforce structures by joining materials together.
- To be able to design a purposeful structure.
- To use a wide range of materials and components to build a structure.
- To test and evaluate a structure against design criteria.

Fun Fact:
Frame Structures can
also be Freestanding

Knowledge Organiser – PSHE – Relationships - Year One

Key Vocabulary	
Family	A group consisting of one or two parents, their children and close relations.
Belong	To feel comfortable and happy in a particular situation or with a particular group of people.
Friend	A person you know well and like, and who is not usually a member of your family.
Caring	Kind, helpful and showing that you care about other people.
Hug	To put your arms around somebody and hold them tightly, especially to show that you like or love them.
Touch	To put your hand or another part of your body onto somebody/something.
Secret	Known about by only a few people; kept hidden from others.
Like / Dislike	Someone's opinion whether they like something or not.



Key Knowledge

I can identify the members of my family and understand that there are lots of different types of families.

I know appropriate ways of physical contact to greet my friends and know which ways I prefer.

I know who can help me in my school community.



Types of families



Reflective questions

Ask me this...

Can someone still be a part of your family but not live at your house?

What is a friend?

Can you say what you like and dislike?

Knowledge Organiser - Programming: Moving a Robot

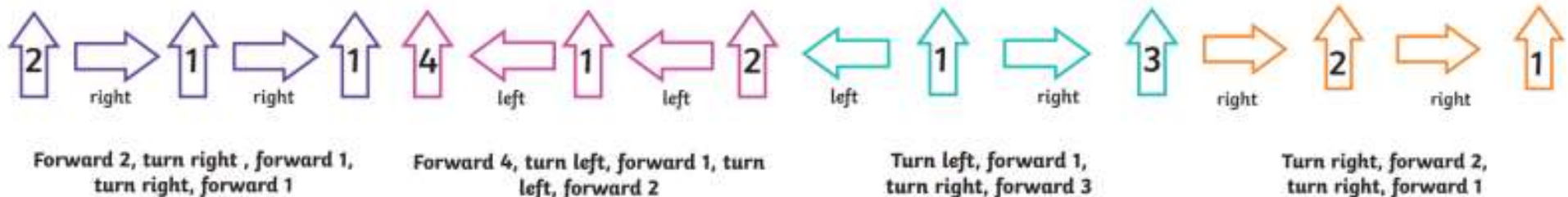
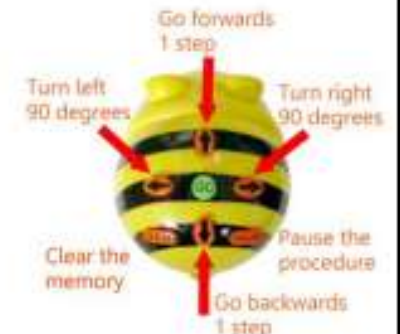
Key Vocabulary	Definition
Forwards	To move ahead in a straight line.
Backwards	The reverse of moving forwards - there is no turn involved.
Left / Right	Left and right are opposite directions and are another way in which you can move.
Turn	To move around a centre point/ rotate in a circular direction.
Clear	To delete or free up information.
Go	The command used to tell a robot to start following instructions.
Command	An instruction or an order to be followed.
Instruction	A direction or order to be followed.
Directions	Information on which way to go.
Plan	A way to do something that is thought out ahead of time.
Algorithm	A set of instructions for solving a problem, particularly with computers.
Program	A sequence of instructions that allow a computer to perform a task.
Route	A road or course of travel from one place to another.

Key Knowledge
To be able to explain what a given command will do.
To be able to act out a given instruction.
To combine "forwards" and "backwards" commands to make a sequence.
To combine four direction commands to make sequences.
To plan a simple program.
To find more than one solution to a problem.

This is a beebot, a programmable floor robot. Yours might look slightly different, but it will behave the same way!

This shows you what each button does.

The button in the centre is "Go" - this starts the program you made.



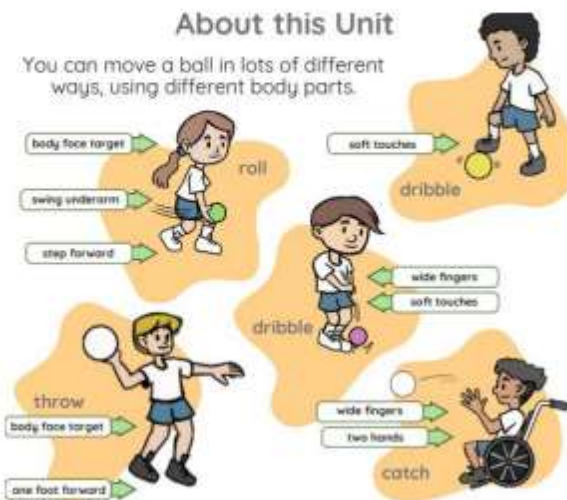
Knowledge Organiser – PE – Ball Skills 1 – Year 1

Key Vocabulary	Definition
Sending	Look at the target when sending a ball.
Catching	Have hands out ready to catch
Tracking	Watch the ball as it comes towards them and scoop it up with two hands.
Dribbling	Keeping the ball close will help with control.

Technique	
Throwing	Aim with your non-throwing arm. Use your other arm to 'swing' or 'launch' the ball towards your target.
Catching	Fingers down and make your hands as large as possible. As the ball hits your hands, close them and bring them towards your body.

About this Unit

You can move a ball in lots of different ways, using different body parts.



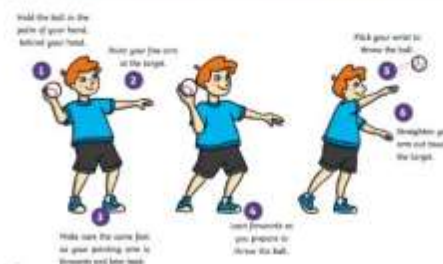
Strategies

Skills

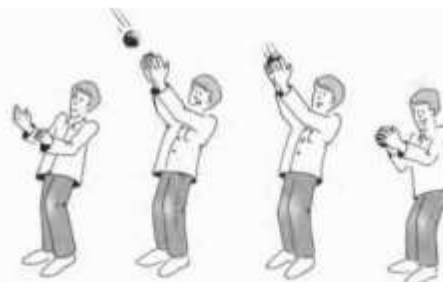
Ready position



Throwing



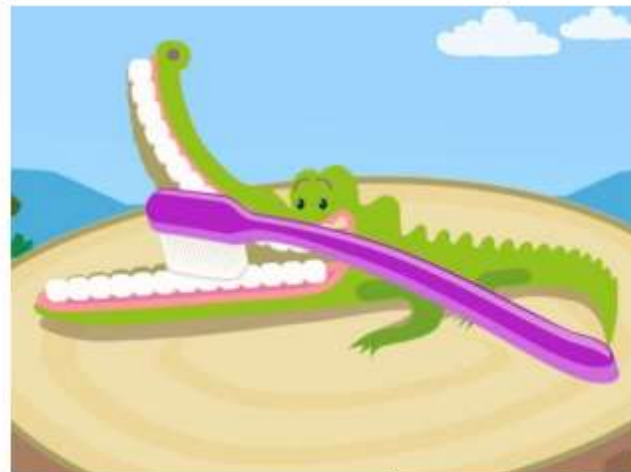
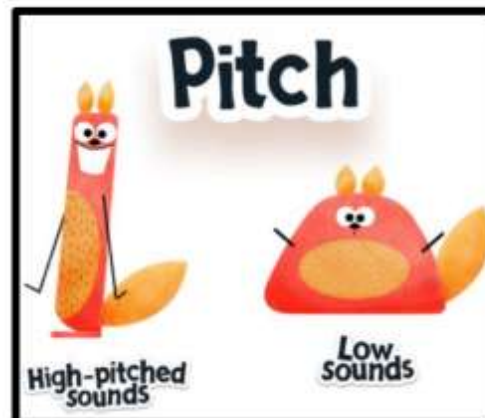
Catching



For all ball skills use these tips:

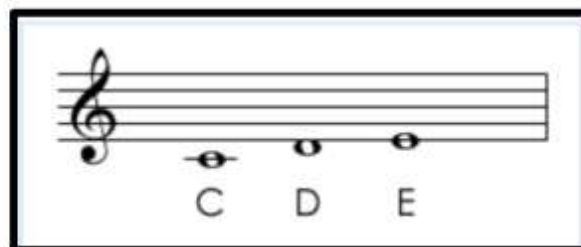
Track the ball as it comes towards.
Point your hand or foot towards your target when sending the ball.
Cushion the ball as you receive it.

Key Vocabulary	Definition
Pulse/Beat	The regular heartbeat of the music, the steady beat
Rhythm	Long and short sounds or patterns that happen over the pulse, the steady beat
Pitch	Highness or lowness of a sound
Tempo	The speed of the music
Dynamics	Loudness or quietness of a sound
Timbre	The tone of the sound
Solo	To play/sing on your own
Improvisation	To make something up without preparing first.
Structure	How the song is made up e.g. verse, chorus



Songs covered

- Getting Dressed
- Dress Up
- Brush Our Teeth
- Get Ready
- Up And Down
- Star Light, Star Bright



R.E. Year 1 Summer 1 Knowledge Organiser

Enquiry: Is Shabbat important to Jewish children?

Key vocabulary	Definition
Creation story	The story of how God created the world in 7 days.
Shabbat	The Sabbath. Starts at sunset on Friday and ends on Saturday night
Sabbath	Sabbath means rest. Sabbath is a Holy day of the week for Jewish people
Commandment	A rule.
Synagogue	Jewish place of worship- sometimes called a temple
Kippah	A skull cap traditionally worn by the boys and men though sometimes girls and women choose to wear them too.
Tallit	The tallit is a shawl that is worn when praying.
Challah	Braided bread eaten at the Shabbat meal
Torah	Scrolls containing the first five books of the Hebrew bible

Key Knowledge
I can tell you my favourite day and why it is special.
I know the creation story and how it relates to the Sabbath.
I know what happens at the Shabbat meal and can say some of the things on the Shabbat table.
What happens at the synagogue during Shabbat?
I know why Shabbat might be important to Jewish children.
I understand why having regular rest and peace might be good for us.



Synagogue



Torah and Yad



2 candlesticks

Kiddish cup

2 Challah bread