

Knowledge Organiser Booklet

Year 1

Spring 2



Name		Class	
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Use your knowledge organisers to help you remember more.

1

Check it!

Write down the key words and definitions.



2

Try doing this without the help of your knowledge organiser.

3

Check your work and make any corrections using your green pen.

Link it!

Create a mind map with all the information you can remember from your knowledge organiser.



Check your knowledge organiser to see if there are any mistakes on your mind map.

Try to make connections, linking the information together.



Test it!

Use your knowledge organiser to write down key facts or information onto cards.

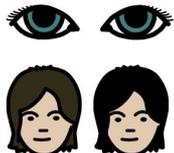
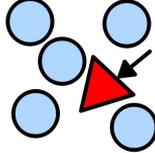
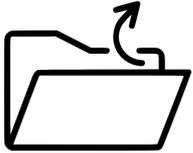
Add pictures to help support you to remember things. Use the cards to make up questions.

Ask a friend or a member of your family to quiz you on what you remember!

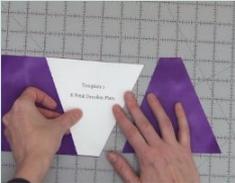
This is your Year 1 Computing Knowledge Organiser for Spring 2. Grouping Data

Tier 2 Vocabulary

Key Vocabulary

data	property	similar	different	record	retrieve
Facts and information that are collected together.	A word that can be used to describe an object.	Things that are nearly the same as each other.	Things that are not the same.	To take down information.	To find and move information.
We can collect data to help us to make decisions.	One property of an iPad is delicate.	An iPad and a mobile phone are similar devices.	An iPad and a car are different devices.	On an iPad we can record the properties of an object in different ways.	We can save what we have done to our device and then retrieve it later.
Weather presenters study data to decide what the weather will be like.	A chromebook has more than one property . It is both plastic and electronic.	Some objects can be grouped together because they are similar .	Some objects cannot be grouped together because they are different .	We record important information so that we can remember it next time.	To look at data that we have already collected, we will need to retrieve it.
When we group objects we are creating data that helps us to understand them.					
How this connects with previous learning			How this connects with future learning		
In Nursery, you identified similarities and differences in patterns.	In Reception, you named and labelled minibeast in order to group them.	In Reception, you selected and manipulated shapes according to their properties .	In Year 2, you will learn how to organise data based on attributes.	In Year 2, you will learn how to present data in the form of pictograms and block diagrams.	In Year 3, you will create branching databases and select attributes to separate objects into two similarly sized groups.

This is your Year 1 Design and Technology Knowledge Organiser for Spring 2. Templates and Joining

DT Themes		Tier 2		Key Vocabulary		
textiles	pattern	construct	fabric	staple	pin	template
Types of cloth or fabric.	The repeated or regular way in which something happens or is done.	To build or put together.	Cloth that is woven or knitted.	To hold together or attach using a staple or staples.	To hold together or attach using a pin.	A pattern used as a guide for drawing or cutting.
Our clothes are made from different textiles .	We will make a template as our pattern piece.	We will construct our dolls by joining our fabrics together.	Fabric is used to make products such as clothes, curtains and sheets.	We staple our work to the display boards.	We will pin our templates to fabric to help us mark it out accurately.	We will make templates out of paper before cutting them out of fabric.
Products can be made from one textile or a range of different textiles .	Our pattern pieces will make sure that we can make the same product again and again.	We constructed our moving posters of the English landscape.	Some fabrics are thick and some fabrics are thin.	We can staple paper together to make a booklet.	We usually pin when we want to attach items temporarily.	We will draw round our templates using chalk.
We will use textiles to make our dolls.						
How this connects with previous learning				How this connects with future learning		
In Reception, you used a range of materials to make a sea creature.	In Reception, you designed and made a soft toy.	In Autumn 2, you designed, made and evaluated a fruit salad for a celebration.		In Year 2, you will design, make and evaluate a toy vehicle.	In Year 2, you will design, make and evaluate a bag.	In Year 3, you will make a greetings card using levers and linkages.

This is your Year 1 History Knowledge Organiser for Spring 2. Great Fire of London

Historical Themes

Tier 2

Key Vocabulary

innovation

A new idea, a new product or a new way of doing something.



After the Great Fire of London, there were **innovations** in fire safety - buildings had to be made from brick or stone and every parish had to have leather buckets and other fire equipment.

leadership

The person or people who are in control of a group.



Charles II was the King at the time of the Great Fire of London, he was the **leader** of England. It was King Charles II's job to **lead** the rebuilding London after the fire.

record

To keep information by writing it down.



We know about the Great Fire of London because Samuel Pepys and other **eyewitnesses** made a **record** of what happened in their diaries.

overcrowded

An **overcrowded** place has too many things or people in it.



London was **overcrowded** because lots of people had moved to the city to find a job. There were lots of houses and people.

leather bucket

A **bucket** made from **leather** with a rope handle, it only held a small amount of water.



There were no fire brigades. Instead, people fought fires within their own parishes using equipment stored in the local church. Firefighting involved using buckets, axes and water squirts.

monument

A structure built to remember an important person or event.



A **monument** to the Great Fire was built between 1671 and 1677 to remember the Great Fire of London and to celebrate the rebuilding of the City.

eyewitness

A person who has seen something happen and can talk about it or write it down.



Samuel Pepys was an **eyewitness** to the fire and wrote about it in his diary



Things you learnt in previous topics

In Year 1 'Now and Then', you learnt that timelines are used to show events in chronological order.

In Year 1 'Now and Then', you found out that we can learn about things in the past by looking at primary sources,

In Year 1 'Now and Then', you explored a range of artefacts that tell us about the past.



How this connects with future learning

Later in Year 1, you will explore the **leadership** of other kings and queens and the events in their reigns.



In Year 2, in 'The Victorians', you will learn about incredible **innovations** during that time, including photography and transport.

Key Vocabulary

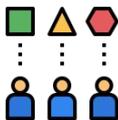
different

Different means partly or completely unlike, not the same or not ordinary.

If two people or things are **different**, they are not like each other in one or more ways.

Differences make us all special and unique.

We celebrate our differences and are proud of what makes us special and unique.



influence

An **influence** is to have an effect on the behaviour of someone or something. If you influence someone, you have the power to make other people agree with your opinions or do what you want.

Sometimes the decisions of others influence our choices. For example you might want the same toy as your friend. Watching adverts or commercials can influence what we spend our money on or encourage to buy something.



responsibility

Responsibility means being in charge of our own actions and being accountable for them.

When you are responsible, you are dependable and make good choices.

Following rules to keep yourself and others safe is being responsible.

If we have a pet, we have a responsibility to look after them.



rule

A **rule** is something that tells us what is allowed and not allowed.

Rules in school help to keep us safe and help us to learn. There may be different rules to follow depending on the location and who the rules are for.

Rules in our community help people to get on with each other and help keep it safe for residents and a positive, clean and tidy place to live.



similar

If two things or more are **similar**, they have features that are the same.

If you are **similar** to someone, you are alike but not identical.

Examples of physical similarities are having the same hair or eye colour or being the same height. Some examples of similar tastes are liking the same sports team or having the same favourite food.



save/spend

People have jobs to earn money. There are lots of different jobs that people can do. People **spend** money to pay for things they need and want. People may **save** money which means keeping it safe for something special in the future.

It is important to keep money safe. Banks and building societies can help to keep money safe.

You should never take something from a shop without paying - this is stealing.



How this connects with previous learning

In Nursery, we learnt the reasons for rules, identifying right from wrong and tried to behave accordingly.

In Reception, we discussed similarities and differences between people. We began to understand classroom expectations and the importance of routines.



How this connects with future learning

In Year 2, we will explore the different roles and responsibilities people have in our community. We will learn about the difference between needs and wants.

In Year 3, we will learn about the UN rights of the child. We will explore the benefits of recycling. We will learn about the role and impact of different charities.

In Year 4, we will begin to understand the role of local government. We will explore career choices. We will identify and challenge stereotypes in the workplace.

This is your Year 1 PE Education Knowledge Organiser for Spring 2. Fitness

Key Vocabulary

strength	heart	muscles	balance	control	stamina
The amount of force you can put out or the amount of weight you can lift.	The heart is the strongest muscle in the body, it allows blood to be pumped around the body.	A piece of soft tissue throughout the body. Allowing movement and support of internal organs.	An even distribution of weight enabling someone or something to remain upright and steady.	To use power to manage or command something or someone.	The ability to keep on going even if something is hard or requires great effort.
You need a lot of strength to carry out fitness training over a long period of time.	Being fit and healthy will help you to have a strong and healthy heart .	Muscles help you do everything from holding your body still to running a marathon.	As she attempted the hard exercise she lost her balance .	It is important to control your body whilst doing exercise.	During fitness training it is important to build good stamina .
					
How this connects with previous learning			How this connects with future learning		
In Nursery, you were beginning to explore balance and how to manage your own body.	In Reception, you learnt to explore balance and manage your own body and you were able to stretch, reach, and extend.		In Year 2, you will identify some benefits whole-body exercise and improve repetitions over time.	In Year 3, you will learn to control movement in response to instructions and demonstrate agility and speed.	In Year 4, you will investigate effective ways of performing running, jumping and throwing activities.

This is your Year 1 PE Education Knowledge Organiser for Spring 2. Dance

Key Vocabulary

stretch	swing	mood	feeling	theme	space
To spread out or reach out to the full length in order to make loose and flexible.	To move or cause to move back and forth or from side to side while suspended.	An emotional state of mind or feeling.	An emotional state or reaction. The ability to sense things by touch.	An underlying message or the big idea of a story.	The immediate space you take up within the general area.
It is important to stretch before dancing and exercise.	During dance you can swing your limbs from side to side.	Movement and music can change the mood of a dance.	The dance routine gave the crowd a feeling of joy.	The theme of the dance was to always be kind.	When practising dance it is important to give yourself space .
					
How this connects with previous learning			How this connects with future learning		
In Nursery, you learnt how to copy, repeat and perform some basic actions to music.	In Reception, you learnt to recognise that a wide range of actions can be performed to music.		In Year 2, you will develop and perform basic movements with control and consistency. You will work as part of a group to perform a simple sequence to music.	In Year 3, you will include freeze frames in routines. You will practise and perform a variety of different formations in dance.	In Year 4, you will learn to perform different styles of dance fluently and clearly and adapt dances to include the use of space, rhythm and expression.

This is your Year 1 Religious Education Knowledge Organiser for Spring 2. Faith Communities

Tier 2 Vocabulary

Key Vocabulary

compare

faith

community

symbol

wedding

Shabbat

To discover the similarities and differences between things.

A system of religious beliefs and its teachings.

A group of people with common interests.

A sign, shape or object that is used to represent something else.

A ceremony in which two people are married.

The Jewish day of rest and religious worship that is celebrated on a Saturday.

In Reception, you **compared** religious celebrations and places of worship.

There are six main **faiths**: Christianity, Islam, Judaism, Sikhism, Hinduism and Buddhism.

People belong to many different types of **communities**.

Symbols are used to represent an idea, object or message.

A **wedding** is an important celebration which is celebrated in different ways depending on the **community**.

In Judaism, a day starts when the sun rises and ends when the sun sets.

In Year 1, you will **compare** a range of different faiths.

People from around the world follow these different faiths.

Being part of a **community** makes people feel special and brings a sense of belonging.

Religious **symbols** are used to represent a particular **faith**.

A religious wedding ceremony is often held in a place of worship and is performed by a spiritual or religious leader.

Shabbat is the most important day of worship in the home. It is celebrated from sunset on Friday to sunset on Saturday.

In this unit, we will ask you to **compare** the similarities and differences of world religions.



How this connects with previous learning

In Nursery, you celebrated different religious festivals and read stories that represented different types of people.

In Reception, you compared different religious communities through stories.



How this connects with future learning

In Year 2, you will compare sacred texts from different religions.

In Year 2, you will make comparisons with different religious traditions.

In Year 3, you will ask questions and suggest individual responses to ideas about God.

This is your Year 1 Science Knowledge Organiser for Spring 2. Plants

Scientific Enquiry



identifying & classifying

Identifying means knowing what something is and naming it. We will identify plants in our local area by matching them to named images on simple charts.

study over time (observing)

A **study over time** looks for links between various things and patterns over a period of time, such as one year. We will make weekly **observations** of how different plants (including trees) on the school grounds and in our local area change. We will gather results through photographs, film, labelled drawings.

Working Scientifically

Asking scientific questions

Planning an enquiry

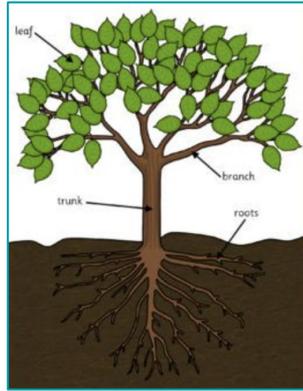
Observing closely

Taking measurements

Gathering and recording results

Presenting results

Interpreting results



bark



berries



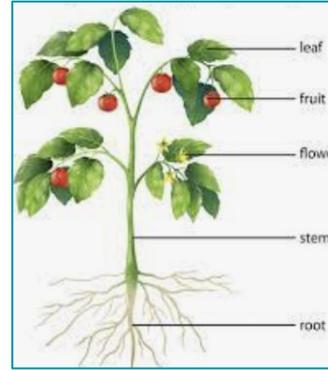
blossom



seeds

Subject Specific Vocabulary

There are many different plants which all have specific names. These can be identified by looking at the key characteristics of the plant. Plants have common parts, but they vary between the different types of plants. Some trees keep their leaves all year while other trees drop their leaves during autumn and grow them again during spring.



deciduous

Deciduous trees lose their leaves with the change of seasons. Examples include silver birch and hawthorn trees.



evergreen

Evergreen trees keep their leaves throughout the whole year. Examples include pine and fir trees.



silver birch



plane



English oak



sycamore



spruce



daisy



crocus



daffodil



rose



buttercup



dandelion



grass



ivy

Things you learnt in previous topics

In Nursery and Reception, you explored the similarities and differences in living things. You made observations of plants. You explained why some things occur, like a plant growing from a seed and talked about changes you saw in the environment around you.



How this connects with future learning

In Year 2, you will observe and describe how seeds and bulbs grow into plants. You will describe how plants need water, light and a suitable temperature to grow. You will identify and name a variety of plants and animals in their habitats.



To help you remember and recall key information, you can make your own notes here.

At New Wave Federation, we demonstrate...

The logo for New Wave Federation is a circular emblem with a blue border. Inside the circle, the words "new wave" are written in a black, lowercase, sans-serif font, and "federation" is written below it in a teal, lowercase, sans-serif font. A stylized, light blue wave graphic is positioned behind the text.

new wave
federation

Collaboration

Creativity

Focus

Kindness

Responsibility