



Knowledge Organiser Booklet

Year 1

Spring 1



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!


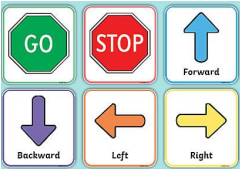



This is your Art & Design Knowledge Organiser for Spring 1: Simple Printmaking

Art Themes		Tier 2	Key Vocabulary			
colour	texture	compare	printmaking plates	relief printing	rubbings	repeat
The look that something has in the light. They can be primary, secondary or tertiary.	The feel or look of a surface.	To discover the similarities and differences between things.	The creation of a base design from which multiple images are made.	Relief printing is when you carve into a printing plate which you press on to paper to make your print.	A rubbing is a copy of the texture of a surface made by rubbing a crayon over paper on top of the texture.	A repeat is when lots of copies can be made from the same print plate.
Different colours are connected with different emotions e.g. blue can make us feel calm.	A cat's fur has a soft texture but a tortoise shell has a knobbly texture .	In Reception, we compared colours and how different colours made us feel.	In Reception, we made prints using potatoes as our printing plates .	We used potatoes for relief printing .	We can do rubbings over different surfaces in the classroom.	Using potatoes we made repeat copies of the same design.
We can create prints using a range of different colours .	In our artwork we can show soft and rough textures .	We can compare how using different materials to print creates different effects.	In Year 1 we will use plasticine and card to make printmaking plates .	In relief printing the lines we carve don't show up as colours in our prints.	We can do rubbings of leaves.	Our print plates allow us to produce a repeat design.
						
How this connects with previous learning				How this connects with future learning		
In Reception, you used The Colour Monster book to explore how colours can be used to express feelings.	In Reception, you found bumpy and soft textures in your classroom.	In Reception, we noticed a range of textures in nature e.g. a pebble has a smooth texture and bark has a rough texture .		In Year 2, we will explore our environment and take rubbings from different surfaces.	In Year 4, we will look at repeat designs using tessellation.	In Year 6, we will learn about how relief printing is used to communicate messages.

This is your **Computing** Knowledge Organiser for Spring 1: Moving a Robot

Tier 2 Vocabulary

Key Vocabulary

predict	command	code	precise	technology	properties
A sensible guess about what might happen.	A single instruction.	A set of instructions.	Clear and accurate.	Using science for practical purposes.	A word that can be used to describe an object
We can predict what happens when we write an algorithm.	A command is a single instruction used to control a computer.	Code is a set of instructions we make to communicate with computers.	To make the Bee-bot move you will need to give it precise instructions.	Technology surrounds us including our cars, fridges, clocks and televisions.	A Bee-bot's properties are that it tough and brightly coloured.
We can predict what might happen at the end of a story.	One command can make a Bee-bot move.	A set of instructions that makes the Bee-bot do things is called code .	Listen carefully to the teachers precise instructions.	Using technology helps humans do things quickly.	The properties of an iPad are fragile and reflective.
We can predict what the Bee-bot will do after you give it instructions.					
How this connects with previous learning			How this connects with future learning		
In Reception, you created and followed simple maps.	In Reception, you used Bee-bots to explore directional language and instructions.	In Reception, you have used technology to create stories and take photographs.	In Year 1 Summer 2, you will learn to write algorithms to program animations.	In Year 2, you will revisit the floor robot to create robot algorithms.	In Year 3, you will create your own programs featuring sequences.

This is your **Geography** Knowledge Organiser for Spring 1: England






Tier 2 Vocabulary

Key Vocabulary

contrast	significant	river	valley	cliff	forest	port
To show the differences between two or more things.	Having important meaning.	A large amount of fresh water flowing toward a lake, ocean or other body of water.	A low stretch of land between mountains or hills.	A high area of land with a steep side.	A large area where trees grow close together.	A place where ships load and unload goods or passengers
The park is north of the school. In contrast , the station is south of the school.	My school is significant to me because I learn lots there.	I travelled in a boat on the river .	Dovedale valley is found in the Peak District.	A cliff is a physical geographical feature.	Lots of animals and plants can be found in a forest .	Lots of boats can be found at a port .
There are cliffs in Dover. In contrast , London has no cliffs.	The Peak District is significant because it is a protected park.	The River Thames travels through London before meeting the sea .	Lots of valleys have a river flowing through them.	The white cliffs of Dover are a popular landmark.	The Forest of Dean is in the west of England.	There is a port in Dover.
I like to play in the park. In contrast , my friend likes to go the cinema.	London is significant because it is the capital city of England.					
How this connects with previous learning				How this connects with future learning		
In Reception, you found landmarks in the local area.	In Autumn 1, you used the compass points north, south, east and west to describe location.	In Autumn 1, you learned about human and physical features in Geography.		In Summer 1, you will learn about the countries and capital cities in the United Kingdom.	In Summer 1, you will learn about physical geography across the United Kingdom.	In Year 2, you will learn about the continents and oceans of the world.

This is your PSHE Knowledge Organiser Health and Wellbeing - Year 1 - Spring 1

Key Vocabulary

allergy	emotions	germs	ill	relax	sun safety
<p>An allergy is a strong reaction to something which does not affect all people.</p> <p>We call things people are allergic to 'allergens' for example, nuts, eggs or dust. Some of the ways people react to allergens are sneezing, itching, rashes, swelling or not being able to breath. It is likely that they will need a special medicine when they have a reaction.</p> <p>We can help people with allergies by keeping things they are allergic to away from them and by not sharing snacks or food without checking with an adult.</p>	<p>Emotions are the range of feelings that someone can have, such as happiness, anger, excitement, pride, sadness.</p> <p>Different situations make us feel different emotions. We can have more than one feeling at the same time. How we are feeling can affect our bodies inside and out.</p> <p>If you are worried about anything, talk to an adult you trust at home or at school.</p>	<p>Germs are very small living thing that can make us ill.</p> <p>Most germs are spread through the air in sneezes, coughs, or even breaths. Some pass from person to person by touching something that is contaminated.</p> <p>Washing our hands well is often the best way to remove germs which can make us ill. We should wash our hands regularly and especially when we cough or sneeze, after touching animals and before cooking or eating.</p>	<p>Being ill is not feeling well because of an illness or disease.</p> <p>We all get ill sometimes and this is normal. Having a balanced, healthy diet; being active and exercising as well as getting enough sleep will help to reduce and fight illnesses.</p> <p>Some people have jobs which help us to keep healthy and look after us when we are ill. For example: doctors, nurses, pharmacists and dentists.</p>	<p>To relax means to rest or take a break.</p> <p>Getting the right amount of sleep every night helps us rest and stay healthy and well.</p> <p>We can use relaxation techniques such as muscle relaxation, breathing exercises and laughter to relax.</p> <p>Activities such as walking, swimming, reading and yoga can help us relax.</p>	<p>The sun gives us heat and light and helps our bodies make vitamin D which helps keeps our bones and teeth strong.</p> <p>The sun also gives us ultraviolet light (UV) which can give us sunburn. This means we need to practise sun safety.</p> <p>We can use the five S's to help us remember how to be safe in the sun: slip – on a t-shirt slop – on some sunscreen slap – on a hat, sunglasses shade</p>
					

How this connects with previous learning

In Nursery, we began to learn about being healthy by washing our hands and blowing our noses. We also learnt about different foods and which ones are good for our bodies.

In Reception, we learnt how to make good food choices throughout the day and keep hydrated. We learnt about positive and negative feelings and how to express them.



How this connects with future learning








In Year 2, we will describe a range of feelings and develop simple strategies for managing them. We will understand what it means to have a healthy diet and look after our teeth.

In Year 3, we will explore the different aspects of our identities. We will learn how to break down barriers by identifying small, achievable goals.

In Year 4, we will explore growth mindsets and understand that mistakes are useful. We will identify how to take responsibility for our own happiness.








This is your **Physical Education** Knowledge Organiser for Spring 1: Gymnastics

Key Vocabulary

balance	body tension	control	extension	movement	link
The ability to stay upright and in control of your body movements.	A balance of generated force from different muscle groups.	The ability to direct your body movements	Moving a joint to its straightest position.	Physical exercise that requires balance, strength flexibility and agility.	A pattern putting different skills together.
I am able to balance after jumping.	I can hold my balance using body tension .	I can control my landing when jumping off apparatus.	When making a tall shape, extending my arms and toes make me more straight.	During a forward roll we use different body movements .	I can link two different roles during a sequence.
					
How this connects with previous learning		How this connects with future learning			
In Nursery, we learned how to balance on different body parts.	In Reception, we learned a variety of shapes, jumps, balances and rolls				
		In Year 2, we will learn to describe and explain how performers can transition and link elements.	In Year 2, we will learn to perform basic actions with control and consistency.	In Year 3, we will learn to modify actions independently using different directions and shapes.	

This is your **Physical Education** Knowledge Organiser for Spring 1: Fitness

Key Vocabulary

plank	heart rate	squat	muscles	strength	jumping
A core exercise that involves holding a position similar to a push up.	The number of times the heart beats per minute.	To sit on your heels with your knees bent up close to your body.	A specific body part that helps us move.	The ability of a muscle to apply force.	Using your legs to launch your body into the air.
I held a plank for one minute to improve my strength.	My average heart rate is 60 BPM.	I can do 10 squats in 30 seconds.	My muscles grew as I got older and trained more often.	The children had enough strength to lift the bench.	I like jumping in the air to improve my fitness.
					
How this connects with previous learning		How this connects with future learning			
In Nursery, we learnt how to use different body parts in PE.	In Reception, we learnt why exercise is important.			In Year 3, we will learn how to use determination to keep moving even when tired.	In Year 3, we will learn how to develop strength in a range of exercises.
				In Year 4, we will learn how we benefit from exercise and ways people enjoy it.	

This is your Religious Education Knowledge Organiser for Spring 1: 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 Science Knowledge Organiser for Spring 1: Animals & the Human Body

Scientific Enquiry



identifying & classifying



Identifying means knowing what something is and naming it. We will **identify** different animals on a fieldtrip and by using secondary sources. **Classifying** means grouping things together if they have something in common. We will **classify** animals using features such as if they have fur or feathers and if they eat other animals or plants.

pattern seeking



Pattern seeking means looking for links between variables. We will investigate our senses to compare textures, sounds and smells. We will make close observations of parts of the body, compare them and take measurements using non-standard units.

Working Scientifically

Asking scientific questions

Planning an enquiry

Observing closely

Measuring (taking measurements)

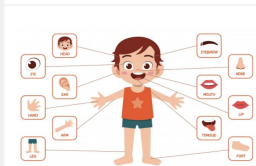
Gathering and **recording** results

Presenting results

Interpreting results

body parts

A **body part** is a part of an animal body. It could be: head, arm, eyes, ears, nose, mouth, teeth or tongue.



Humans have five **senses**. We use:



our eyes for sight
our nose for smell
our skin for touch
our tongue and mouth for taste
our ears for hearing



animal

Animals are living things. There are 5 animal groups: mammals, amphibians, reptiles, fish and birds. Mammals you might see in our local area are: foxes, squirrels, mice, dogs and cats.



Birds you might see in our local area are: pigeons, robins, coots and parakeets.

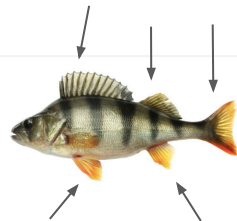


Some animals eat other animals (carnivores). Some animals eat plants (herbivores). Some animals eat animals and plants (omnivores).

Key Vocabulary

fin

A **fin** is the thin, flat body part of a fish which is used for swimming or balance.



beak

A **beak** is the nose and mouth of birds and turtles. **Beaks** are used to catch food and eat other animals such as worms and small fish.



feather

A **feather** is the soft, light part of an animal that grows from the skin and covers the body. **Feathers** can help some animals fly.

Feathers can help to keep an animal warm and dry.



tail

A body part that extends from the backbone or rear of an animal. **Tails** can be used for balance and to brush away insects.



fur

Fur is a thick growth of hair that covers the skin of many different animals, especially mammals.



scales

Scales are a small hard plate that grows out of the skin. Scales help protect the animal.



Things you learnt in previous topics

In Reception, you observed and talked about similarities and differences between different living things. You also made observations of animals and explained why some things happen and talked about changes.



How this connects with future learning

In Year 2, you will describe how animals get food from plants and other animals. You will identify different sources of food. In Year 6, you will describe how living things are organised into groups according to common features, including microorganisms, plants and animals. You will be able to give reasons for organising plants and animals based on specific features.



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

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