



# Knowledge Organiser Booklet

## Year 1

## Spring 2



Name		Class	
------	--	-------	--

# Contents

Page 3	Using Your Knowledge Organiser Guide	Page 8	Physical Education Knowledge Organiser
Page 4	Computing Knowledge Organiser	Page 9	Religious Education Knowledge Organiser
Page 5	Design Technology Knowledge Organiser	Page 10	Science Knowledge Organiser
Page 6	History Knowledge Organiser	Page 11	Notes Page
Page 7	PSHE Education Knowledge Organiser	Page 12	School Values

# 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.


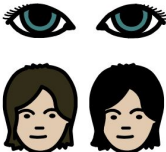
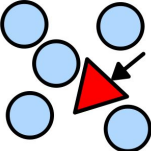

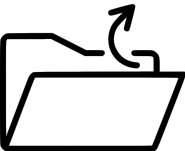
Add pictures to help support you to remember things. Use the cards to make up questions.

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

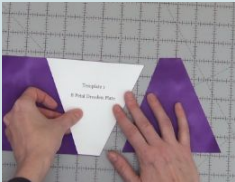





data	property	similar	different	record	retrieve
Facts and information that are collected together.	A word that can be used to describe an object.	Things that are nearly the same as each other.	Things that are not the same.	To take down information.	To find and move information.
We can collect <b>data</b> to help us to make decisions.	One <b>property</b> of an iPad is delicate.	An iPad and a mobile phone are <b>similar</b> devices.	An iPad and a car are <b>different</b> devices.	On an iPad we can <b>record</b> the <b>properties</b> of an object in <b>different</b> ways.	We can save what we have done to our device and then <b>retrieve</b> it later.
Weather presenters study <b>data</b> to decide what the weather will be like.	A chromebook has more than one <b>property</b> . It is both plastic and electronic.	Some objects can be grouped together because they are <b>similar</b> .	Some objects cannot be grouped together because they are <b>different</b> .	We <b>record</b> important information so that we can remember it next time.	To look at <b>data</b> that we have already collected, we will need to <b>retrieve</b> it.
When we group objects we are creating <b>data</b> that helps us to understand them.					
How this connects with previous learning			How this connects with future learning		
In Nursery, you identified <b>similarities</b> and differences in patterns.	In Reception, you named and labelled minibeasts in order to group them.	In Reception, you selected and manipulated shapes according to their <b>properties</b> .	In Year 2, you will learn how to organise <b>data</b> based on attributes.	In Year 2, you will learn how to present <b>data</b> in the form of pictograms and block diagrams.	In Year 3, you will create branching databases and select attributes to separate objects into two <b>similarly</b> 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 shape drawn to assist in cutting out shapes..
Our clothes are made from different <b>textiles</b> .	We will make a template as our <b>pattern</b> piece.	We will <b>construct</b> our dolls by joining our fabrics together.	<b>Fabric</b> is used to make products such as clothes, curtains and sheets.	We <b>staple</b> our work to the display boards.	We will <b>pin</b> our templates to fabric to help us mark it out accurately.	We will make <b>templates</b> out of paper before cutting this out of fabric.
Products can be made from one <b>textile</b> or a range of different <b>textiles</b> .	Our <b>pattern</b> pieces will make sure that we can make the same product again and again.	We <b>constructed</b> our moving posters of the English landscape.	Some <b>fabrics</b> are thick and some <b>fabrics</b> are thin.	We can <b>staple</b> paper together to make a book.	We usually <b>pin</b> when we want to attach items temporarily.	We will draw round our <b>templates</b> using chalk.
We will use <b>textiles</b> to make our dolls.						

### How this connects with previous 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.



### How this connects with future learning

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 now had to be made from brick or stone, and every parish has 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.

# This is your Year 1 PSHE Education Knowledge Organiser for Spring 2. Citizenship

## Key Vocabulary

different	influence	responsibility	rule	similar	save/spend
<p><b>Different</b> means partly or completely unlike, not the same or not ordinary.</p> <p>If two people or things are <b>different</b>, they are not like each other in one or more ways.</p> <p>Differences make us all special and unique.</p> <p>We celebrate our differences and are proud of what makes us special and unique.</p> 	<p>An <b>influence</b> 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.</p> <p>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.</p> 	<p><b>Responsibility</b> means being in charge of our own actions and being accountable for them.</p> <p>When you are responsible, you are dependable and make good choices.</p> <p>Following rules to keep yourself and others safe is being responsible.</p> <p>If we have a pet, we have a responsibility to look after them.</p> 	<p>A <b>rule</b> is something that tells us what is allowed and not allowed.</p> <p>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.</p> <p>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.</p> 	<p>If two things or more are <b>similar</b>, they have features that are the same.</p> <p>If you are <b>similar</b> to someone, you are alike but not identical.</p> <p>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.</p> 	<p>People have jobs to earn money. There are lots of different jobs that people can do. People <b>spend</b> money to pay for things they need and want. People may <b>save</b> money which means keeping it safe for something special in the future.</p> <p>It is important to keep money safe. Banks and building societies can help to keep money safe.</p> <p>You should never take something from a shop without paying - this is stealing.</p> 

### 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 <b>strength</b> to carry out fitness training over a long period of time.	Being fit and healthy will help you to have a strong and healthy <b>heart</b> .	<b>Muscles</b> help you do everything from holding your body still to running a marathon.	As she attempted the hard exercise she lost her <b>balance</b> .	It is important to <b>control</b> your body whilst doing exercise.	During fitness training it is important to build good <b>stamina</b> .
					
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.	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 <b>stretch</b> before dancing and exercise.	During dance you can <b>swing</b> your limbs from side to side.	Movement and music can change the <b>mood</b> of a dance.	The dance routine gave the crowd a <b>feeling</b> of joy.	The <b>theme</b> of the dance was to always be kind.	When practising dance it is important to give yourself <b>space</b> .
					
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

To discover the similarities and differences between things.

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

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

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

### faith

A system of religious beliefs and its teachings.

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

People from around the world follow these different faiths.



### community

A group of people with common interests.

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

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



### symbol

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

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

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



### wedding

A ceremony in which two people are married.

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

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



### Shabbat

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

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

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



### 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

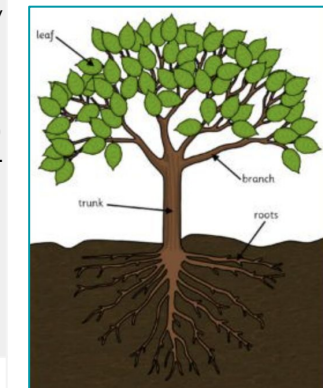
**Observing** closely

**Taking measurements**

**Gathering and recording** results

**Presenting** results

**Interpreting** results



bark



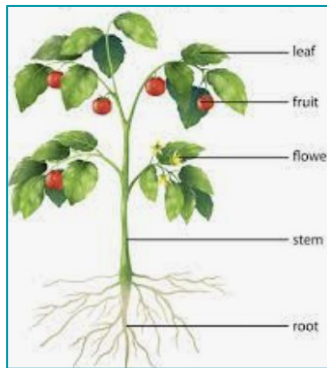
berries



blossom



seeds



silver birch



plane



English oak



sycamore



spruce



daisy



crocus



daffodil



rose



buttercup



dandelion



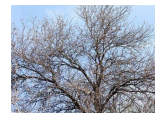
grass



ivy

## 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.



## 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