



Knowledge Organiser Booklet

Year 1

Summer 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 Art & Design Knowledge Organiser for Summer 2. Making Birds

Art Themes		Tier 2	Key Vocabulary			
space	form	construct	observational drawing	mark making	3D	sculpture
The emptiness or area around, or within objects (including architecture).	A shape or object with three dimensions (3D).	To build or put together.	Drawing what you can see.	Different marks used to make art e.g. dots, dashes, lines, ...	Solid shapes that take up space.	Sculpture is 3D artwork.
There is a lot of space inside the room.	We can make 3D bird forms using paper and card.	We can use different construction techniques to make a sculpture.	We can create observational drawings of birds.	We can use a range of mark making in our drawings.	3D art is different to 2D art which is flat e.g. on paper.	We will create sculptures of birds.
We can tie string to our 3D bird sculptures so they can float in space .	We can take inspiration from the way artists use form in their work.	Many things need to be constructed e.g. buildings and roads.	Observational drawing is different from drawing using our imagination.	We use mark making when using different media including paint, pencil and charcoal.	3D forms can be looked at from different angles.	With sculpture , we have to decide how our art will look on all sides.
						
How this connects with previous learning				How this connects with future learning		
In Reception, you made butterfly forms from salt dough.	You created printed designs in Year 1.	Earlier in Year 1, you made spiral drawings using different media.		In Year 3, you will design your own collages using different shapes and colours.	In Year 4, you will make 3D sculptural forms inspired by food.	In Year 5, you will design and construct models of shelters.

This is your Year 1 Computing Knowledge Organiser for Summer 2. Programming Animations

Tier 2 Vocabulary

Key Vocabulary

contrast

To be different from something else.

Two **contrasting** instructions would make the **sprite** do different things.

The weather during the summer is a **contrast** to the weather during the winter.

The instructions used to operate a Beebot are in **contrast** to the instructions used to move a **sprite**.

sprite

An image that can be programmed in Scratch.

A **sprite** can be moved around on screen using commands.

Just like with a Beebot, we can give commands to move a **sprite** where we want it to go.



value

An amount represented by a number.

Some parts of a code have a number that can be changed.

Changing a **value** in an algorithm can change what happens to the **sprite**.

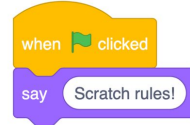


block

A set of instructions that can be joined on to another set of instructions.

Blocks make up scripts, which make a project work.

To create an algorithm, we need to connect different **blocks** together.

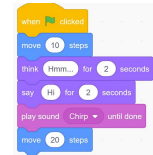


implement

To make something happen in a project.

An algorithm is **implemented** to control a **sprite**.

To animate a **sprite** in Scratch, we will have to **implement** an algorithm.



unambiguous

Clear and precise.

For a project to work properly, our instructions must be **unambiguous**.

A **sprite** will only move the way we want it to if the instructions are **unambiguous**.



How this connects with previous learning

In Nursery and Reception, you practised solving problems by breaking them down into steps.

Earlier in Year 1, you learned about what algorithms are and how they are used.

Earlier in Year 1, you used logical reasoning to predict the behaviour of simple programs on a Beebot.









How this connects with future learning

In Year 2, you will recap using algorithms to operate a Beebot.



In Year 2, you will use Scratch Jr to program quiz questions.

In Year 3, you will create a musical instrument using Scratch.

This is your Year 1 History Knowledge Organiser for Summer 2. Monarchy




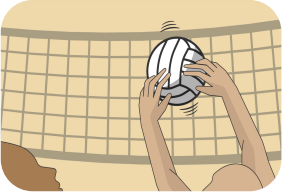



Historical Themes		Tier 2	Key Vocabulary			
Empire	leadership	significant	Parliament	Prime Minister	reign	coronation
<p>A group of nations that is ruled by the same leader or leaders.</p>	<p>The person or people who are in control of a group or leaders.</p>	<p>Having important meaning</p>	<p>Parliament is the law-making group in the United Kingdom.</p>	<p>The Prime Minister is the leader of the government and is always a member of parliament.</p>	<p>The time that a monarch has ruled.</p>	<p>A coronation is a special ceremony where a new King or Queen is crowned.</p>
<p>The British Empire is a term used to describe all the places around the world that were once ruled by Britain.</p>	<p>Kings and Queens are all leaders in some way.</p> <p>The Prime Minister is also an important leader in the country, they lead the government.</p>	<p>King Charles II, Queen Victoria and Queen Elizabeth II are all significant monarchs. Important changes and events have happened during their reigns.</p>	<p>Britain's Parliament is made up of two houses: the House of Lords and the House of Commons.</p> <p>They hold their meetings in the Houses of Parliament in London.</p>	<p>During Queen Victoria's reign, there were 33 Prime Ministers.</p> <p>Lord Melbourne was her first Prime Minister and she trusted him very much.</p>	<p>Queen Elizabeth II had the longest reign of any monarch. She celebrated 70 years as monarch during her Platinum Jubilee in 2022.</p>	<p>Westminster Abbey is the coronation church. All kings and queens are crowned here. The last monarch to be crowned here was King Charles III on 6th May 2023.</p>
						
Things you learnt in previous topics			How this connects with future learning			
<p>In 'Living History', you discovered that we can interview older people to find out what life was like before we were born.</p>	<p>In 'The Great Fire of London', you explored King Charles II's leadership during and after the fire.</p>	<p>In 'The Great Fire of London', you learnt that King Charles II had the power to make any laws he wanted.</p>		<p>In year 2, in 'The Victorians', you will learn more about Queen Victoria and the events that happened during her reign.</p>	<p>In year 2, in 'The Victorians', you will learn that the British Empire grew during Victoria's reign to the largest empire anyone had ever seen.</p>	<p>In Year 3 you will learn about different rulers and monarchs (Pharaohs) from Ancient Egypt.</p>

This is your Year 1 Physical Education Knowledge Organiser for Summer 2. Hit, Catch, Run

Equipment	Key Vocabulary				
<p>base</p> <p>Bases are the points you need to run to. These are marked out using cones. There can be any number of bases, but in rounders and baseball there are four - one at each corner of the pitch.</p> 	<p>bat</p> <p>To hit a ball with your hand or with a bat.</p> <p>The person who is battling is called the batter. They hit balls to score points for their team.</p>	<p>throw</p> <p>To send an object through the air using your arm.</p> <p>Baseball, rounders and cricket involve throwing a ball to a batter.</p>	<p>catch</p> <p>To take hold of something in motion.</p> <p>Many sports involve catching a ball to help your team or score points.</p>	<p>field</p> <p>To catch or pick up a ball and throw to a teammate.</p> <p>The aim of fielding is to get the ball to a base so that you can get the batter out.</p>	<p>retrieve</p> <p>To bring something back.</p> <p>When fielding, the faster you retrieve a ball, the more likely you will get a player out.</p>
<p>How this connects with previous learning</p> <p>In Nursery you learn to send and receive objects with different parts of your body.</p> <p>In Reception you learnt to send and receive objects with more accuracy and work with teammates.</p>			<p>How this connects with future learning</p> <p>In Year 2 you will find different ways to score runs in a game and develop your knowledge of fielding.</p> <p>In Year 2 you will also begin to play the role of wicket keeper or backstop.</p> <p>In Year 3 you will learn the rules for rounders and cricket and strategies for scoring runs.</p>		

This is your Year 1 Physical Education Knowledge Organiser for Summer 2. Send and Return

Key Vocabulary

hit	send	collect	net	throw	roll
<p>A hit in sports generally refers to making contact with a ball or other object with a bat, racket, or other piece of equipment.</p>	<p>In sports, send refer to a player making a strong pass or throw to a teammate.</p>	<p>In sports, collect can refer to a player receiving or controlling a ball or other object with their feet, hands, or equipment.</p>	<p>In sports, net refers to the structure that is used to divide the playing area such the net in tennis and volleyball prevent the ball or other object from leaving the playing area.</p>	<p>In sports, throw means to use your hands to move a ball or other object to another player or towards a target.</p>	<p>In sports, roll means to move a ball or other object along the ground using your feet or hands.</p>
<p>In baseball, hitting is when a player uses a bat to hit a ball thrown by the pitcher.</p>	<p>When we send a ball to a teammate we have to use control.</p>	<p>In basketball, a player might need to collect a pass from a teammate in order to keep possession of the ball.</p>	<p>Examples include the net in soccer, volleyball.</p>	<p>Baseball, rounders and cricket involve throwing a ball to a batter.</p>	<p>Examples of sports that involve rolling include bowling, soccer, and basketball.</p>
					
<h3>How this connects with previous learning</h3>			<h3>How this connects with future learning</h3>		
<p>In Nursery you learnt to: hit objects with a variety of bats, rackets and other pieces of equipment.</p>	<p>In Reception you learnt to: send and receive a variety of objects with different body parts.</p>			<p>In Year 2 you will learn to: track the path of a ball over a net and move towards it.</p>	<p>In Year 3 you will learn to: Implement rules of sports such as handball, football and hockey.</p>
<p>In Year 4 you will learn to defend and stop attacks by blocking and intercepting.</p>					

This is your Year 1 Science Knowledge Organiser for Summer 2. Seasonal Changes

Scientific Enquiry

study over time (observing)

A **study over time** looks for patterns across a period of time, such as one year. We will make weekly **observations** of the weather including temperature and rainfall; length of day; plants and animals. We will record results using photographs, tables and labelled diagrams.

pattern seeking

Pattern seeking is looking for **patterns** when making observations and measurements. We will present results from the study over time in different ways to compare seasons. We will interpret results to describe general weather types and changes in day length over the seasons. We will also be able to describe patterns in seed and plant growth, leaves on trees, the minibeasts found outside and the clothes people wear.



Working Scientifically

Asking scientific questions

Planning an enquiry

Observing closely

Measuring

Gathering and recording results

Presenting results

Interpreting results

Subject Specific Vocabulary

seasons



The cycle of weather changes. These cause changes to plant growth, leaves on trees and the clothes people wear.

spring



The season after winter and before summer. It is usually hotter and drier in the spring than winter.

summer



The season after spring and before autumn.

autumn



The season after summer and before winter.

winter



The season after autumn and before spring. It is usually colder and wetter than summer.

weather



The conditions outside.

rain



Water that falls from the sky in drops.

windy



When the air outside is moving a lot.

snow



Flakes of ice that fall from the sky.

sunny



Warm or cold weather with lots of sunshine.

sunrise

The time in the morning when the sun can first be seen.

sunset

The time in the evening when the sun can no longer be seen.

day length

In the UK, the day length is longest in mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again.

Things you learnt in previous topics

In Nursery and Reception, you learnt about similarities and differences in places, objects, materials and living things. You talked about the features of your own immediate environment and how environments might vary from one another. You made observations of animals and plants and explained why some things occur and talked about changes.



How this connects with future learning

In Year 3, you will recognise that light from the sun can be dangerous and that there are ways to protect your eyes. In Year 5, you will use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. In Secondary School, you will learn about the seasons and the Earth's tilt and the day length at different times of year.

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new wave
federation

Collaboration

Creativity

Focus

Kindness

Responsibility