



Knowledge Organiser Booklet

Year 1

Summer 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.





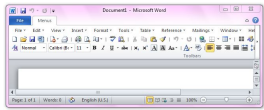
Add pictures to help support you to remember things. Use the cards to make up questions.

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

This is your Year 1 Computing Knowledge Organiser for Summer 1. Digital Writing

Tier 2 Vocabulary

Key Vocabulary




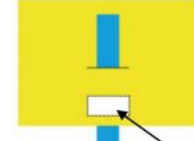

interpret	keyboard	mouse	spacebar	backspace	toolbar
to find out what something means	part of a computer that is used to input information	a small, movable device that lets you control things on a computer	the wide key at the bottom of a keyboard that is used to make a space	a button on the right of the keyboard that moves you back one space	a bar across the top of the screen that has buttons for commands
We can interpret any information to help us to understand it.	We use a keyboard to add letters and numbers to a document.	A mouse usually has two buttons which we can use to make choices on the computer.	The space bar lets us add spaces to our writing so that it can be read clearly.	Pressing the backspace will move the cursor back and delete the last letter that was typed.	I can use the options in the toolbar to control what I want my document to do.
To interpret the meaning of the French poem, I would need to be able to speak French.	To add writing to a digital poster, we will need to use the keyboard .	To select font styles and sizes, we will need to use the mouse .	We use finger spaces when we write in our books, but on a computer we use the spacebar .	If I make a mistake when I am typing, I can use the backspace to remove it and type it again.	To change the font style or colour I will need to make choices from the toolbar .
To use the toolbar correctly, we will need to interpret what the icons mean.					

How this connects with previous learning



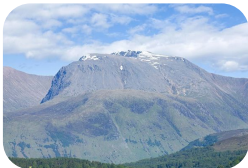



How this connects with future learning

In Nursery and Reception, you made choices about colour and materials to make artworks.	In Reception, you explored digital art using a drawing app.	In Nursery and Reception, you developed talk to work out how things work and why they might happen.	In year 2, you will use a computer to create music.	In year 2, you will compare creating music digitally and non-digitally.	In year 3, you will use a computer to create and publish documents.
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This is your Year 1 Design Technology Knowledge Organiser for Summer 1. Sliders and Levers

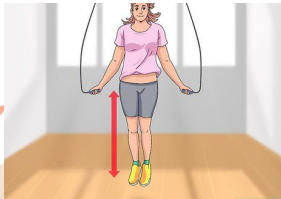

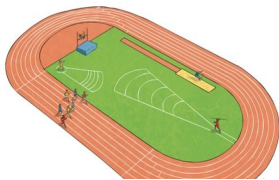




DT Themes			Tier 2		Key Vocabulary			
mechanism	user	purpose	slider	lever	pivot	bridge		
A device used to create movement in a product.	A person or thing that uses something.	The reason something is made or done.	A rigid bar which moves backwards and forwards along a straight line.	A rigid bar which moves around a pivot.	A pin or central point on which something balances or turns.	A short strip used to keep sliders in place and control movement.		
Our mechanisms will make part of our poster move.	We are users of our playground.	The purpose of your poster is to teach people about England.	Sliders move in a straight line.	Levers move in a curve.	The lever turns around the pivot .	We will make bridges using strips of card.		
We can create a simple mechanism with sliders and levers.	We need to think about what the user will want from our product.	The purpose of wearing a coat is to keep our bodies warm and dry.	A slider always needs a slot.	A lever can be used with or without a slot.	We will use paper fasteners to make our pivots .	The bridge will help our mechanism move correctly.		
Mechanisms are used in books with moving parts.	People that use our posters will learn about England.	Every product has a specific purpose .						
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 Summer 1, you will design, make and evaluate a fabric doll for a small child.	In Year 2, you will design, make and evaluate a toy vehicle.	In Year 3, you will make a greetings card using levers and linkages.	

This is your Year 1 **Geography** Knowledge Organiser for Summer 1. The United Kingdom

Tier 2 Vocabulary			Key Vocabulary			
compare	physical	country	capital city	mountain	sea	coast
to discover the similarities and differences between things	relating to things in nature	a large area of land where people live under the same government	the city where the government is located	a very high area of land with steep sides	a body of salt water completely or partly surrounded by land	the land that is next to the sea
We will compare the four countries in the United Kingdom.	We will compare physical features across the United Kingdom.	We live in the country called England.	Each country has a capital city .	There are mountains in every country in the United Kingdom.	The English Channel is a sea to the south of England.	There are many different types of coast . They may be sandy, rocky or muddy.
My sister is tall compared to me.	We explored the physical and human geography in a local park.	There are four countries in the United Kingdom.	London is the capital city of England.	Ben Nevis in Scotland is the largest mountain in the United Kingdom.	The North Sea is to the east of the United Kingdom.	The cliffs of Dover are part of the coast of England.
We compared the taste of different fruits.	Mountains are a type of physical geography.					
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 learned about human and physical features in geography	In spring 1, you learned about human and physical features in found in England.		In year 2, you will learn about the continents and oceans of the world.	In year 2, you will compare a small area of the United Kingdom and a small area of Egypt.	In year 3, you will explore the journey of a river.







This is your Year 1 **Physical Education** Knowledge Organiser for Summer 1. Run, Jump, Throw

Key Vocabulary

skipping	power	track	relay race	partner	sprint
This is the act of jumping over a rope that is held and swung.	The strength used to complete an action or movement.	A special path for running or racing other people. It is often in the shape of an oval.	A relay race is an event in which four people work as a team to reach the finish line first. Each person completes part of the course.	Working with a partner means there are two of you trying to complete a task. Partners help each other to do well.	This is when you run as fast as you possibly can. We can sprint against other people to find out who is the fastest.
People can skip for exercise, for fun, or as a warm up activity.	The stronger you are, the more power you can put into a movement.	Sports that you play on a track are called track events .	Relay races take place in lots of different sports, such as running, cycling and swimming.	In PE you will often work with a partner to practise a skill or to play a game.	Sprint races can be different distances, but they are not usually very far as you can't sprint for long.
					
How this connects with previous learning				How this connects with future learning	
In Nursery you learnt to change direction and perform different actions at speed.	In Reception you learnt to coordinate body parts in a variety of activities.			In Year 2 you will learn to throw and handle a wider variety of objects.	In Year 2 you will improve running and jumping movements over sustained periods.
				In Year 2 you will begin to apply your knowledge and skills in Athletics.	

This is your Year 1 **Physical Education** Knowledge Organiser for Summer 1. Attack, Defend, Shoot

Key Vocabulary

compete	over-arm	under-arm	send	throw	defend
To take part in a contest or game.	Throwing a ball with your arm or hand above your shoulder.	Throwing a ball with your arm or hand below your shoulder.	Transferring an object, like a ball to a teammate.	Using my hands to move the ball from one place to another.	The action of stopping the opposition from scoring.
My friend and I are going to compete against each other in a race.	When throwing a Javelin we use an over-arm action.	In order to make a good under-arm throw you need to face the target, swing your arm and let go of the ball as your arm moves forward.	When we send a ball to a teammate we have to use control.	When we throw a ball we need to remember to get into position, aim the ball and look at the target.	The team defended so well that the opposition didn't score any points.
					

How this connects with previous learning

In Nursery you learned to stretch, reach and extend.

In Reception you learned to coordinate body parts in activities.



How this connects with future learning

In Year 2 you will begin to hit and and return a ball.

In Year 3 you will be able to show basic passing skills in handball.

In Year 4 you will begin to make it difficult for the opposition to score.

This is your Year 1 Religious Education Knowledge Organiser for Summer 1. Christian Beliefs

Tier 2 Vocabulary

Key Vocabulary

describe

To say what something is like or what happened.

In Reception you were able to **describe** a good friend.

In Year 1 you will learn how to **describe** some of the important ceremonies and events in different religions.

You will also learn how to **describe** good and bad, right and wrong from the Christian stories that you have heard.

Christianity

Christianity is a religion that follows the teachings of **Jesus Christ**.

People who follow **Christianity** are called **Christians**.

The bible is the holy book of **Christianity**. It was written by lots of different people over a long period of time.



God

Christians believe in one **God** who is kind and loving.

Christians believe that **God** created heaven and earth. They believe he helps people and is kind and forgiving.

Christians believe that praying is a way of speaking with **God**. People pray for thanks or to ask for help.



Jesus Christ

Jesus Christ was a man who lived a long time ago. **Christians** believe he is the son of **God**.

Jesus told stories that show people how to live. He performed miracles and helped people to prove that he was the son of **God**.

Jesus' most important message was to love **God** and look after one another.



symbol

A **symbol** can be an object, shape or sign used to represent something else.

The cross and fish are important **Christian symbols**. You can find these in **Christian** churches.

Stories in the bible have special messages and **symbols** in them to help **Christians** lead a good life.



belief

A **belief** is when you feel sure that someone or something exists or is true.

Christians hold a **belief** that **Jesus Christ** was sent by **God** to show people how to live a good life.

All of the **beliefs** of **Christians** are set out in the Bible to show people how to make good choices.



How this connects with previous learning

In Reception you learnt about the church as a special place of worship for **Christians**.

In Year 1 you have learnt to name symbols from different religions and explained why they are important.



How this connects with future learning

In Year 2 you will learn more about Muslim and Jewish beliefs.

In Year 3 you will learn why people choose to believe in **God** and how it makes a difference to their lives.

In Year 4 you will learn more about **Christianity** and how people express their faith through hymns and worship.

This is your Year 1 Science Knowledge Organiser for Summer 1. 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 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

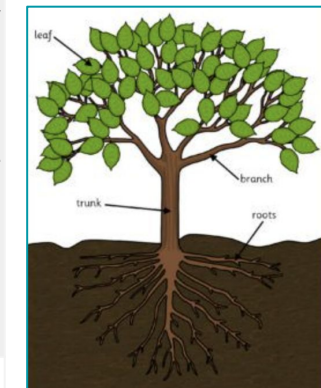
Observing closely

Taking measurements

Gathering and recording results

Presenting results

Interpreting results



bark



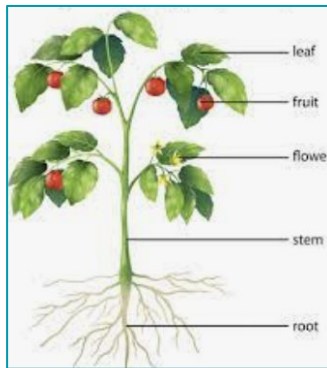
berries



blossom



seeds



leaf

fruit

flower

stem

root



silver birch



plane



English oak



sycamore



spruce



daisy



crocus



daffodil



rose



buttercup



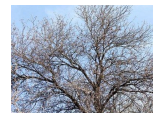
dandelion



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.

This is your Year 1 Science Knowledge Organiser for Summer 1. 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.

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