# Knowledge Organiser Booklet Year 1

## Summer 2

| Name | | Class | |
|---|---|---|---|

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# Use your knowledge organisers to help you remember more.

| | Check it! | Link it! | Test it! |
|---|---|---|---|
| 1 | Write down the key words and definitions. | Create a mind map with all the information you can remember from your knowledge organiser. | Use your knowledge organiser to write down key facts or information onto cards. |
| 2 | Try doing this without the help of your knowledge organiser. | Check your knowledge organiser to see if there are any mistakes on your mind map. | Add pictures to help support you to remember things. Use the cards to make up questions. |
| 3 | Check your work and make any corrections using your green pen. | Try to make connections, linking the information together. | Ask a friend or a member of your family to quiz you on what you remember! |

# This is your Year I Art & Design Knowledge Organiser for Summer 2. Making Birds

## Art Themes

### space

The emptiness or area around, or within objects (including architecture).

There is a lot of **space** inside the room.

We can tie string to our 3D bird sculptures so they can float in **space.**

### form

A shape or object with three dimensions (3D).

We can make 3D bird **forms** using paper and card.

We can take inspiration from the way artists use **form** in their work.

## Tier 2

### construct

To build or put together.

We can use different **construction** techniques to make a sculpture.

Many things need to be **constructed** e.g. buildings and roads.

## Key Vocabulary

### observational drawing

Drawing what you can see.

We can create **observational drawings** of birds.

**Observational drawing** is different from drawing using our imagination.

### mark making

Different marks used to make art e.g. dots, dashes, lines, ...

We can use a range of **mark making** in our drawings.

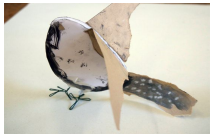
We use **mark making** when using different media including paint, pencil and charcoal.

### 3D

Solid shapes that take up space.

**3D** art is different to 2D art which is flat e.g. on paper.

**3D** forms can be looked at from different angles.



### sculpture

Sculpture is 3D artwork.

We will create **sculptures** of birds.

With **sculpture**, we have to decide how our art will look on all sides.

## How this connects with previous learning

In Reception, you made butterfly forms from salt dough.

You created printed designs in Year I.

Earlier in Year I, you made spiral drawings using different media.

## How this connects with future learning

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.

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

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

## Tier 2 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.**

## Key Vocabulary

### 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

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.

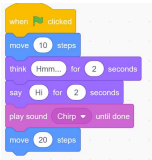
To create an algorithm, we need to connect different **blocks** together.


### 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.

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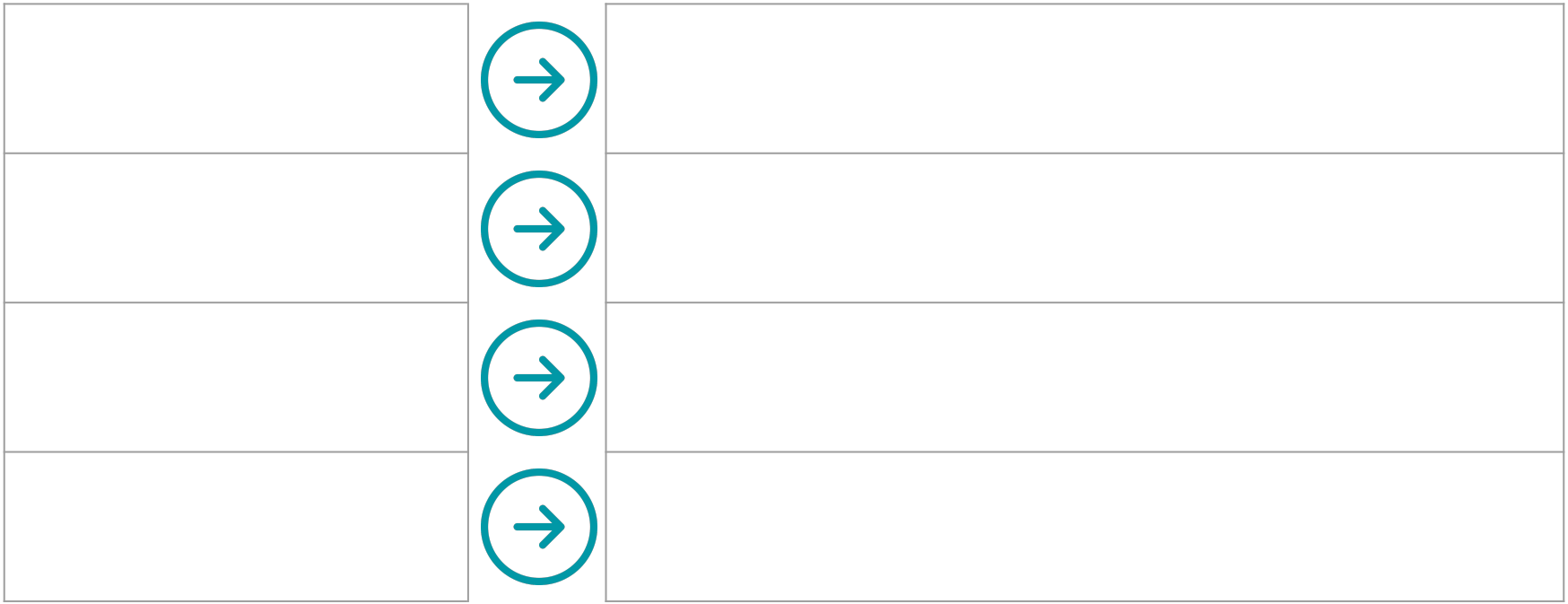

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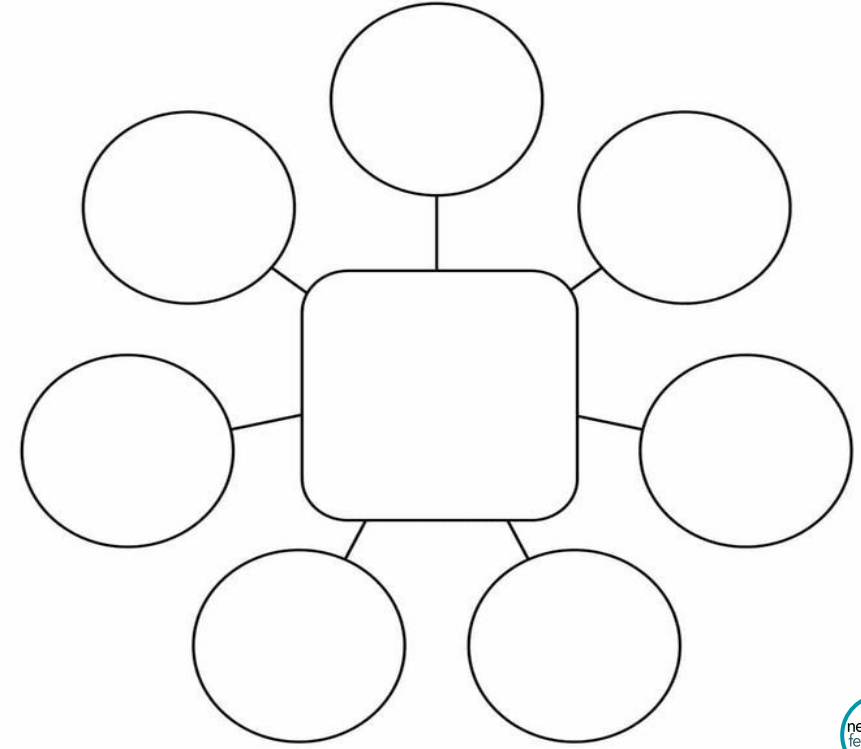

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# This is your Year I History Knowledge Organiser for Summer 2. Monarchy

## Historical Themes

### Empire

A group of nations that is ruled by the same leader or leaders.

The British **Empire** is a term used to describe all the places around the world that were once ruled by Britain.

### leadership

The person or people who are in control of a group

Kings and Queens are all **leaders** in some way.

The **Prime Minister** is also an important **leader** in the country, they lead the government.

## Tier 2

### significant

Having important meaning

King Charles II, Queen Victoria and Queen Elizabeth II are all **significant** monarchs. Important changes and events have happened during their **reigns**.

## Key Vocabulary

### Parliament

**Parliament** is the law-making group in the United Kingdom.

Britain's **Parliament** is made up of two houses: the House of Lords and the House of Commons.

They hold their meetings in the Houses of **Parliament** in London.

### Prime Minister

The **Prime Minister** is the leader of the government and is always a member of **parliament**.

During Queen Victoria's **reign**, there were 33 **Prime Ministers.**

Lord Melbourne was her first **Prime Minister** and she trusted him very much.

### reign

The time that a monarch has ruled.

Queen Elizabeth II had the longest **reign** of any monarch. She celebrated 70 years as monarch during her Platinum Jubilee in 2022.

### coronation

A **coronation** is a special ceremony where a new King or Queen is crowned.

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.

## Things you learnt in previous topics

In 'Living History', you discovered that we can interview older people to find out what life was like before we were born.

In 'The Great Fire of London', you explored King Charles II's **leadership** during and after the fire.

In 'The Great Fire of London', you learnt that King Charles II had the power to make any laws he wanted.

## How this connects with future learning

In year 2, in 'The Victorians', you will learn more about Queen Victoria and the events that happened during her **reign.**

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.

In Year 3 you will learn about different rulers and monarchs (Pharaohs) from Ancient Egypt.

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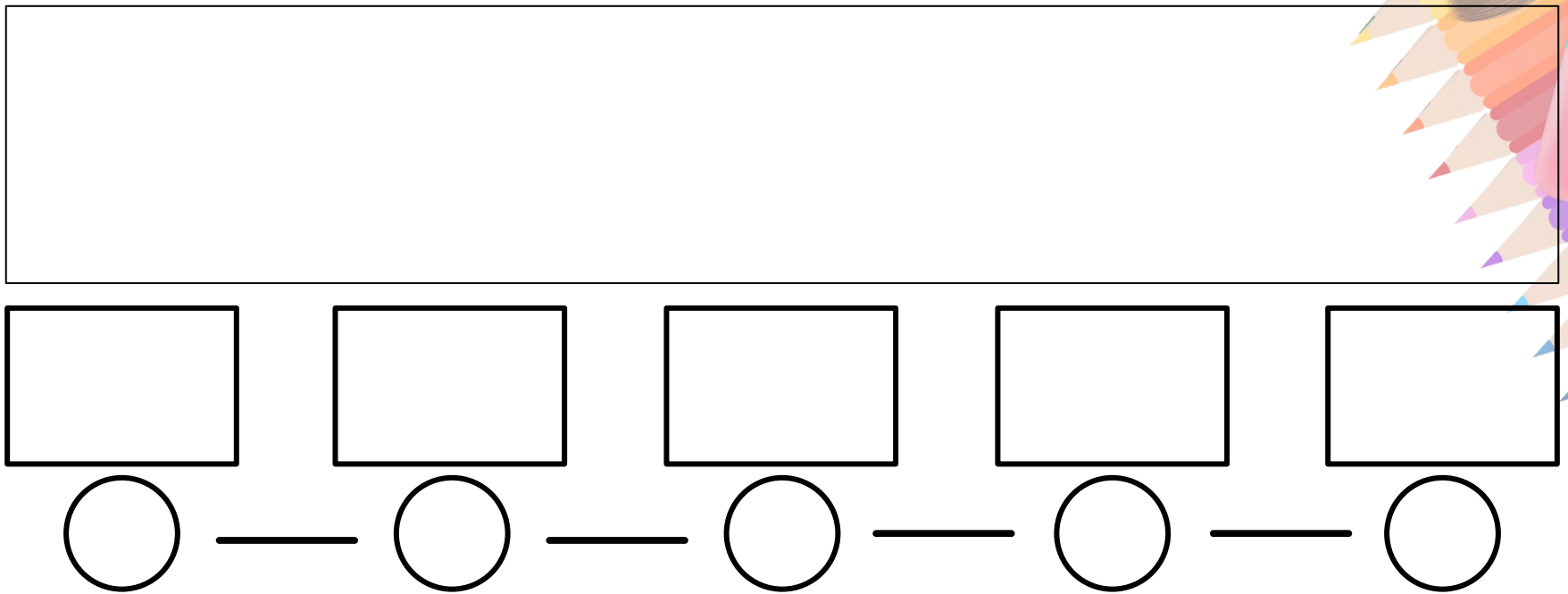

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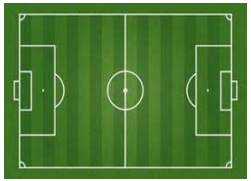
# This is your Year I Physical Education Knowledge Organiser for Summer 2. Attack, Defend, Shoot!

## Key Vocabulary

| cooperate | defend | heart rate | pitch | shoot | attack |
|---|---|---|---|---|---|
| To cooperate means to work together towards the same end goal. | Defend means to stop the opposition from scoring. | The number of times your heart beats over a period of time. | An area designed for a specific sport or activity. | Hitting, kicking or throwing a ball towards a target. | When a team moves forward to try and score points. |
| The players **cooperate** as a team to pass the ball to each other. | My team **defend** so well that the opponent is finding it hard to score points. | When I begin to exercise my **heart rate** increases. | Football, hockey and rugby are all examples of sports played on a **pitch.** | He **shot** from the middle of the field and still managed to score. | My team **attack** so well - today we scored 5 goals. |
|  |  |  |  |  |  |

## How this connects with previous learning

| | |
|---|---|
| In Nursery you learnt to work with others to control objects. | In Reception you learnt to balance and how to manage your body. |

## How this connects with future learning

| | | |
|---|---|---|
| In Year 2 you will learn to use different bats and techniques to strike a ball. | In Year 3 you will need to use shooting techniques when playing netball. | In Year 4 you will learn to pass and move to set up attacks in tag rugby. |

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

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# This is your Year I Physical Education Knowledge Organiser for Summer 2. Attack, Defend, Shoot 2!

## 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.

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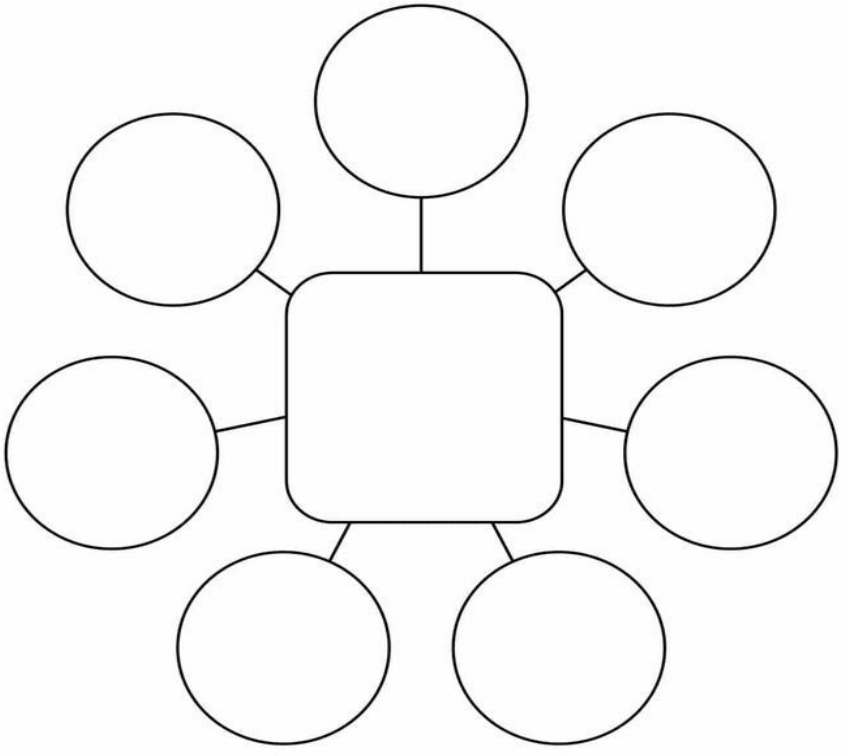

# This is your Year I Science Knowledge Organiser for Summer 2. Seasonal Changes

## 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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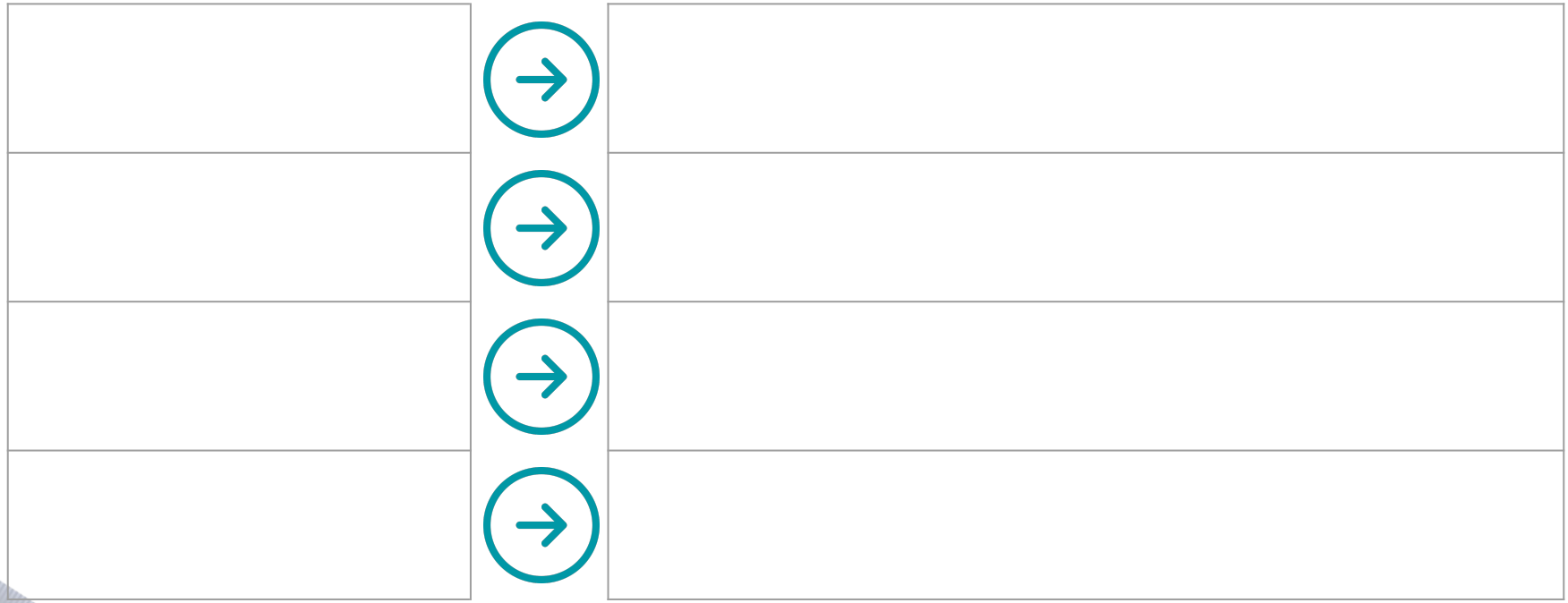

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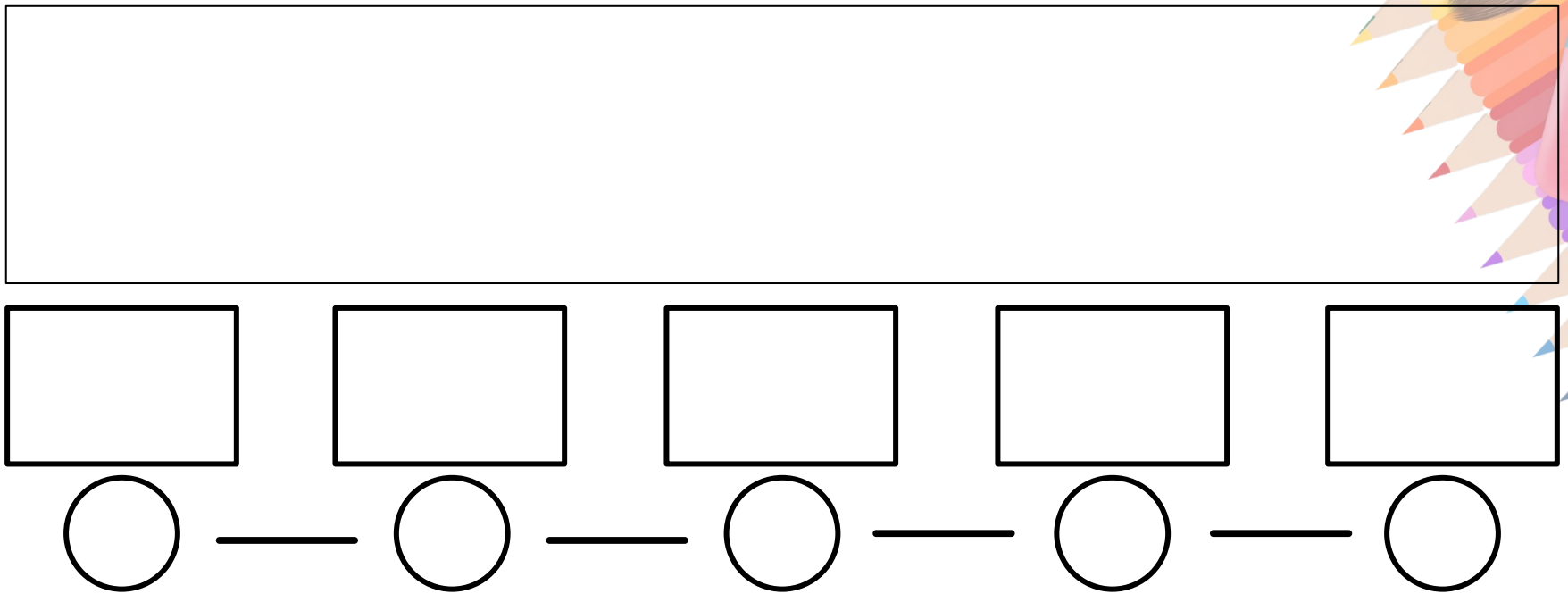

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# At New Wave Federation, we demonstrate...

new wave federation

- Collaboration
- Creativity
- Focus
- Kindness
- Responsibility