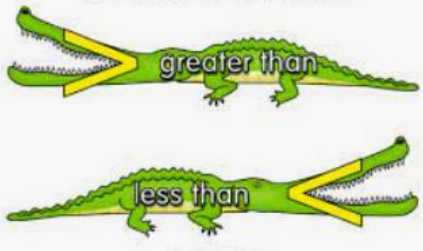
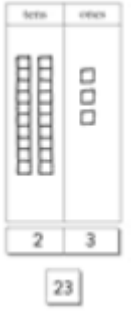


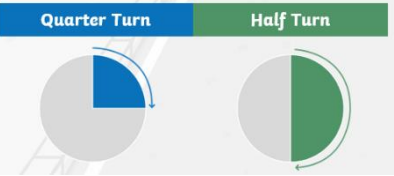
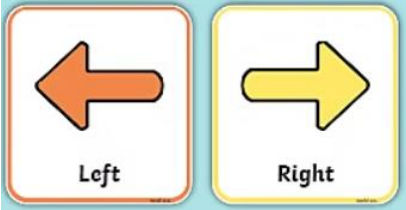
Year 1 Summer Term 2 Knowledge Organiser

Subject	Key vocabulary	Meaning	Key facts	Key knowledge	Key Skills I will learn	I know more I can do.....
Maths – Length & Height, Weight & volume	–					
	<	Less than (Smaller)				
	>	Greater than (Bigger)				
	Place Value	The value of each digit in a number, a digits value depends on where it is placed in a number.				
	Digit	The way to show a number				
	Turn	Moving an object or picture a set amount				
	Direction	Which way to move				
	Money	£s and pence				
	O’Clock	Minute hand points to the 12				
	Half Past	Minute hand points to the 6				
	Before	Something that has happened first				
	After	Something that has happened second				
	Morning	When the day begins				
	Afternoon	After lunch				
Evening	From tea time and after					
Yesterday	The day before today					
Tomorrow	The next day after today					

Greater Than (>) and Less Than (<) Crocodiles

Quarter Turn Half Turn

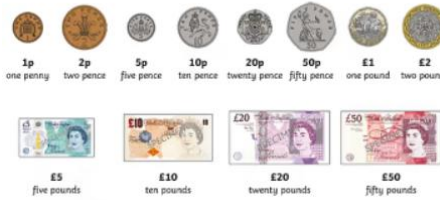

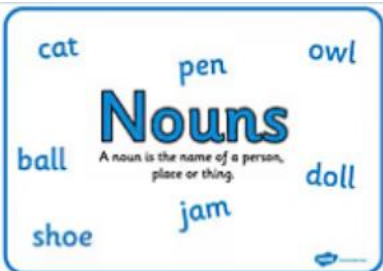



- I can understand that the 1st digit in a number is the 10s
- I can understand that the 2nd digit in a number is the 1s
- I can understand that the symbol opens to the greatest number and points to the smallest number
- I can understand that turns can be described as fractions
- I can know that I can use left and right to direct someone
- I know I can order events based on the time they happened.
- I know which hand is the minute hand on a clock
- I know which hand is the hour hand on a clock.


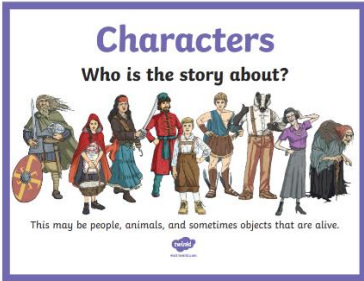
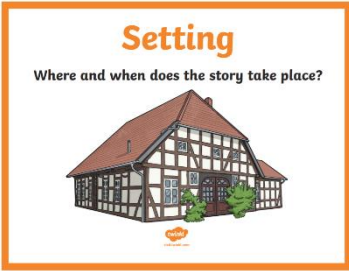
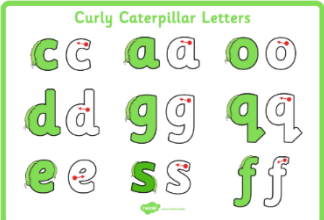
- I can say how many 10s and 1s are in a number
- I can say if a number is less than or greater than another number
- I can order events based on the time that they happened.
- I can name the 7 days of the week
- I can name the 12 months of the year
- I can say which day was yesterday from any day of the week
- I can say which day will be tomorrow from any day of the week
- I can say the time to o'clock
- I can say the time to half past
- I can draw the hands on a clock for o'clock times
- I can draw the hands on a clock for half past times.

- I can understand what numbers are less than or greater than based on my 10s and 1s knowledge
- I can talk about the days of the week with the language yesterday and tomorrow.
- I can tell the time on a clock to the hour and half past the hour
- I can talk about time in relation to parts of the day.


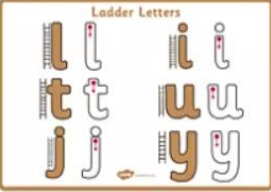
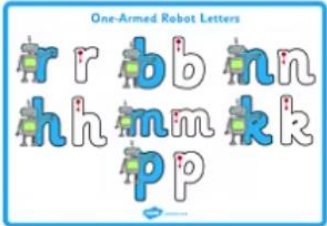

Year 1 Summer Term 2 Knowledge Organiser

<p>English – Instruction writing, Non-fiction writing, Stories from another culture</p>			<p>British Coins and Notes</p>  <p>Days Of The Week Yesterday and tomorrow.</p> <table border="1" data-bbox="801 494 1176 829"> <thead> <tr> <th>Yesterday</th> <th>Today</th> <th>Tomorrow</th> </tr> </thead> <tbody> <tr> <td></td> <td>Wednesday</td> <td></td> </tr> <tr> <td></td> <td>Friday</td> <td></td> </tr> <tr> <td></td> <td>Sunday</td> <td></td> </tr> <tr> <td></td> <td>Saturday</td> <td></td> </tr> <tr> <td></td> <td>Tuesday</td> <td></td> </tr> <tr> <td></td> <td>Thursday</td> <td></td> </tr> <tr> <td></td> <td>Monday</td> <td></td> </tr> </tbody> </table>	Yesterday	Today	Tomorrow		Wednesday			Friday			Sunday			Saturday			Tuesday			Thursday			Monday				
	Yesterday	Today	Tomorrow																											
	Wednesday																													
	Friday																													
	Sunday																													
	Saturday																													
	Tuesday																													
	Thursday																													
	Monday																													
	<p>recount</p> <p>Sentence</p> <p>Adjective</p> <p>Noun</p> <p>Verb</p> <p>Curly caterpillar letters</p>	<p>Writing which tells the reader about an event</p> <p>A group of words put together to mean something</p> <p>A describing word</p> <p>People, place or objects</p> <p>Doing words</p> <p>Letters that start with the c shape, C, a, d, g, q, e</p>	 <p>Verbs A verb is a doing or action word.</p>  <p>Nouns A noun is the name of a person, place or thing.</p>	<ul style="list-style-type: none"> - I can understand that a sentence needs a capital letter, full stop and finger spaces - I can understand that a verb is a doing word - I can understand that noun is a person, place or object 	<ul style="list-style-type: none"> - I can write clear sentences which make sense. - I can write my sentence with a capital letter, full stop and finger spaces - I can include adjectives in my sentences - I can form my letters correctly 	<ul style="list-style-type: none"> - I can use my skills to write a recount of an event. - I can use my skills to write a leaflet. 																								

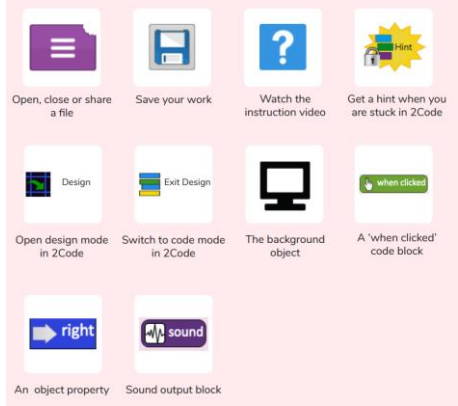
Year 1 Summer Term 2 Knowledge Organiser

	Reach over robot letters	Letter that start at the top, go down the body of the shape, back up and over in an arch, r, h, n, m, b, p	 <p>A poster titled 'Adjectives' with the definition: 'An adjective is a word that describes a noun (the name of a thing or a place)'. Examples include green, clever, long, helpful, and beautiful.</p>  <p>A poster titled 'Characters' with the question 'Who is the story about?'. It shows various characters and states: 'This may be people, animals, and sometimes objects that are alive.'</p>  <p>A poster titled 'Setting' with the question 'Where and when does the story take place?'. It features an illustration of a large, half-timbered house.</p>  <p>A poster titled 'Curly Caterpillar Letters' showing examples of letters with curly shapes: c, a, o, d, g, q, e, s, f.</p>	<ul style="list-style-type: none"> - I can understand that an adjective is a describing word - I can describe how to form all of my letters 		
	story	A description of something that has happened, either true or made up				
	Fiction	Something that is made up or not true				
	Non-fiction	Something that is factual and true				
	Ladder letters	Letters which start at the top and continue down into a curve at the bottom				
	Zig zag monster letters	Letters which go in a diagonal motion at some point in the letter.				

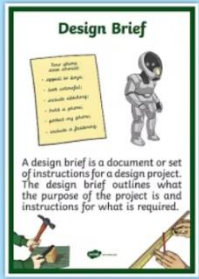
Year 1 Summer Term 2 Knowledge Organiser

			  																													
Science – Seasonal changes & weather patterns	Seasons	There are 4 seasons each year	<p>Daylight hours each month:</p> <table border="1"> <thead> <tr> <th>Month</th> <th>Sept</th> <th>Oct</th> <th>Nov</th> <th>Dec</th> <th>Jan</th> <th>Feb</th> <th>Mar</th> <th>Apr</th> <th>May</th> <th>June</th> <th>July</th> <th>Aug</th> </tr> </thead> <tbody> <tr> <td>Hours of Daylight</td> <td>13</td> <td>11</td> <td>9</td> <td>8</td> <td>10</td> <td>11</td> <td>14</td> <td>15</td> <td>16</td> <td>16</td> <td>14</td> <td>14</td> </tr> </tbody> </table> 	Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Hours of Daylight	13	11	9	8	10	11	14	15	16	16	14	14	<ul style="list-style-type: none"> - I know that there are the longest amount of daylight hours in Summer. - I can understand that my environment changes in Summer 	<ul style="list-style-type: none"> - I can recognise the weather that happens in Summer - I can identify signs of summer. 	<ul style="list-style-type: none"> - I can sort weather into weather that is seen in Summer and weather that isn't.
	Month	Sept		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug																		
	Hours of Daylight	13		11	9	8	10	11	14	15	16	16	14	14																		
	Summer	In summer, the weather gets hotter. The daytime is long and the nights are short. Summer has the longest days. The trees are full of leaves and there are lots of flowers, bees, butterflies and other insects.																														
weather	The weather includes the temperature outside, the wind direction and strength as well as rain, cloud, snow and sun.																															
Daylight	Daylight is when it is light outside. The amount of daylight changes with each season.																															
History Previous half term																																


Year 1 Summer Term 2 Knowledge Organiser

Geography	continents	One of the worlds continuous expanses of land.	<ul style="list-style-type: none"> *North America *South America * Europe * Africa * Asia *Antarctica *Oceania 	I am aware that there are 7 continents	- Identifying continents from looking at a map	<ul style="list-style-type: none"> - I can name each continent - I can remember a famous landmark from a continent
	countries	A nation with its own rules occupying a particular area of land.				
	landmarks	Famous object or feature – it makes for an easily recognisable location				
Computing – Programming & Coding & word processing (To be completed across Summer 1 and Summer 2)	Action	Types of commands which are run on an object. They could be used to move and object or change a property.		<ul style="list-style-type: none"> - I can understand what a code is. - I can understand where codes can be found. - I can understand what instructions are. - I can understand what object and actions are. 	<ul style="list-style-type: none"> - I can predict what might happen when instructions are followed. - I use code to make a computer program - I can plan and make a computer program. 	<ul style="list-style-type: none"> - I can experiment with making codes and begin to debug them when a problem occurs.
	Code	Instructions written using symbols or words that can be interpreted by a computer				
	Event	Something that causes a block of code to be run				
	Algorithm	A precise step by step set of instructions used to solve a problem or achieve and objective				
	Command	A single instruction in a computer program				
	Execute	To run a computer program				
	Background	The part of the program design that shows behind everything else. It set the scene for the story or game.				
	Debug/Debugging	Finding a problem in the code and fixing it.				





Year 1 Summer Term 2 Knowledge Organiser

DT – Designing and making motor cars	Input	Information going into the computer. Can include moving or clicking the mouse, using the keyboard, swiping and tilting the device.				
	Instructions	Detailed information about how something should be done.				
	Properties	All objects have properties that can be changed in design or by writing code e.g. image, colour, and scale properties				
	Scene	The background and objects together create a scene.				
	Object	An element in a computer program that can be changed using actions or properties.				
	Run	The cause the instruction in a program to be carried out.				
	Sound	This is a type of output command that makes a noise.				
	Output	Information that comes out of a computer e.g. sound.				
	Scale	The size of an object.				
DT – Designing and making motor cars	Brief	An outline of what model or product is wanting to be made.				
	Design	A drawing which is annotated with features of the model and materials which could be used.				
	Create	Physical process of making the model which has been designed.				
	Evaluate	Comparing the model made with the original design, thinking about it's suitability to the brief.				




Year 1 Summer Term 2 Knowledge Organiser

			<p>Model Design</p>  <p>Evaluation: DT project Year 2 Name: _____ Name of article designed: _____</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">What I did well:</td> <td> <ul style="list-style-type: none"> • • • </td> </tr> <tr> <td>What I could improve:</td> <td> <ul style="list-style-type: none"> • • • </td> </tr> </table>	What I did well:	<ul style="list-style-type: none"> • • • 	What I could improve:	<ul style="list-style-type: none"> • • • 			
What I did well:	<ul style="list-style-type: none"> • • • 									
What I could improve:	<ul style="list-style-type: none"> • • • 									
<p>Music (Continues over Summer 1 and Summer 2)</p>	songs	A set of words or a poem set to music and meant to be sung.	listening to, appraising and learning a variety of fun and enjoyable songs.	- I can hear the beat and rhythm	- I can listen carefully	- I can listen in order to find the beat in the music - I can share my thoughts about the song				
	Percussion instruments	An instrument that makes a sound when it is hit, shaken or scraped.		- I can keep time to the beat	- I can listen carefully	- I can play an instrument in time with the beat.				
	Sea shanties	A genre of traditional folk song that was once commonly sung as a work song to accompany rhythmical labour aboard large merchant sailing vessels.		- I can understand where sea shanties originate from - I can understand what a round in music is - I can understand what tempo is - I can understand what pitch is	- I can sing a simple sea shanty song - I can sing a song in the form of a round	- I can experiment with adding more rounds to a song and discuss which sounds best and why.				
	note	The sound made which can vary in pitch								
	tempo	The speed of the music or song								

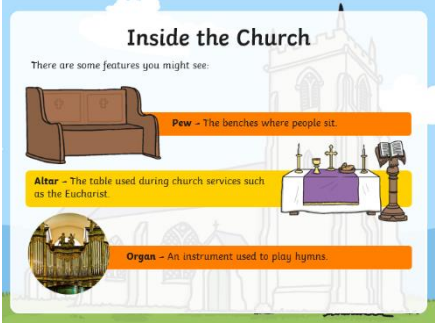
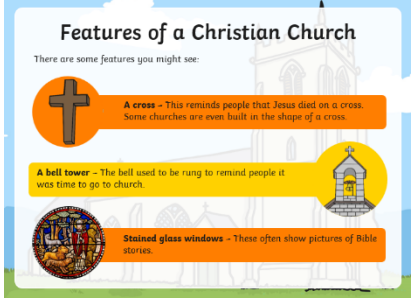
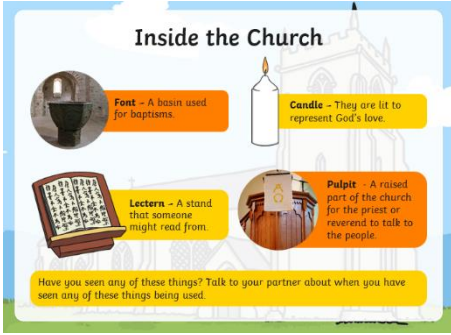
Year 1 Summer Term 2 Knowledge Organiser

	<p>round</p>	<p>When each voice enters after a set interval of time, at the same pitch, using the same notes.</p>	<p>Sailors working on ships</p>    <p>Tempo</p> <p>Round</p> <p><i>Row Your Boat: Round</i></p> 			
<p>PE – Hockey, Athletic races</p>	<p>running</p>	<p>An action to move quickly with the correct technique using arms and legs as effectively as possible.</p>		<ul style="list-style-type: none"> - I can describe what balancing means - I can explain how to run effectively 	<ul style="list-style-type: none"> - I can effectively balance a variety of objects on different parts of my body. 	<ul style="list-style-type: none"> - I can balance an object on a part of my body without dropping it,

Year 1 Summer Term 2 Knowledge Organiser

	Hockey	Sport which involves a hockey stick to hit a ball and score goals.	<p>Balance</p>  <p>Running</p>  <p>Hockey</p> 	<ul style="list-style-type: none"> - I can explain how to hold a hockey stick - I can explain why hockey sticks are held in a particular way. - I can explain which part of the hockey stick is used to hit the ball. 	<ul style="list-style-type: none"> - I can run using bent arms which swing forwards and backwards to propel my legs faster. - I can effectively hold a hockey stick - I can use a hockey stick to hit a ball and manoeuvre it in a variety of directions. 	<p>showing control over my body.</p> <ul style="list-style-type: none"> - I can run a length of the field in 30 seconds. - I can dribble a hockey ball around a set of cones.
	Balance	the ability to maintain a controlled body position during task performance				
RE -	church	A building where Christians go to worship God		<ul style="list-style-type: none"> - I can understand that different features of the church have a different purpose - I can name different parts of the church - I can understand that the church can also mean the people who 	<p>I can describe each features use or purpose.</p> <ul style="list-style-type: none"> - I can describe the role that people who belong to the church have. 	<p>I can identify different features of the church and their purpose when shown a picture.</p> <p>I can name the people of the</p>
	font	A ceremonial pool of water where babies are baptised or Christened				
	Stained Glass windows	To show events of the bible in pictures				

Year 1 Summer Term 2 Knowledge Organiser

	Alter	A table to place the bible and the sacraments for Holy Communion (Bread & Wine)	  	use or work for the church. - I can name people who work for or use the Church		church and their role when shown a picture.
	Pews	Wooden benches for worshippers to sit on				
	Pulpit	a raised platform in a church, usually enclosed, where the minister stands to speak to the congregation				
	Congregation	A group of people who attend church for spiritual guidance (Like children in class)				
	Vicar	A person who helps others learn and talk about God. (Like a teacher at school)				
	Bishop	Is in charge of the vicars oversees their work. (Like a headteacher)				
	Arch Bishop	Is in charge of the bishops (Like inspectors who check schools) There are 2 Archbishops of Canterbury and York				
The Queen	Head of the church and in charge of the archbishops.					
prayer	A way to talk to a spiritual leader e.g. God, Allah					
Lord's prayer	A prayer that Christian's believe Jesus taught his disciples.					
PSHE	Strengths	Something that someone is good at.	*Individual strengths *Individual abilities *Perseverance *Celebrate individual strengths of ourselves and those our friends have	I can recognise what strengths are.	I can recognise my own strengths and what makes me individual	I can celebrate my strengths. I can celebrate the strengths of my friends.

Year 1 Summer Term 2 Knowledge Organiser