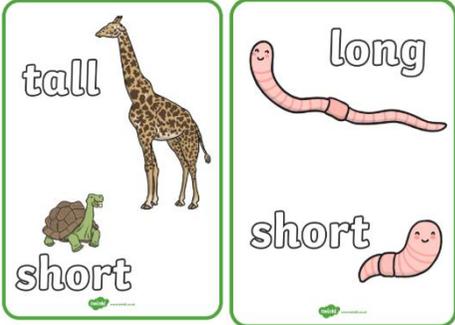
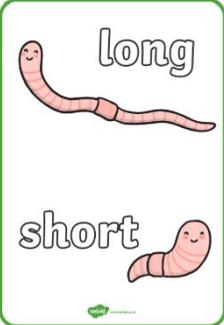
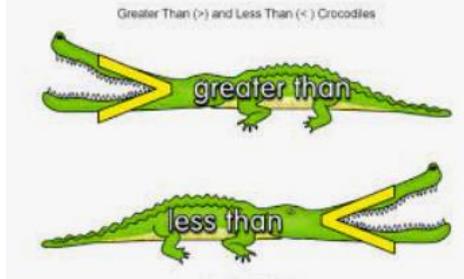


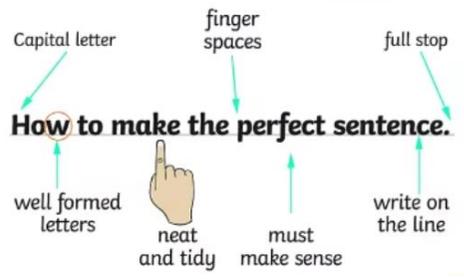
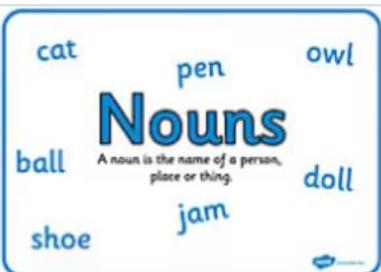
### Year 1 Spring Term 2 Knowledge Organizer

Subject	Key vocabulary –	Meaning	Key facts	Key knowledge	Key Skills I will learn	I know more I can do.....																																																		
Maths – Length & Height, Weight & volume	length	How long something is when you measure across	<p style="text-align: center;">Full                  Empty                  Half-Full</p> 	<ul style="list-style-type: none"> <li>- I can say if something is tall</li> <li>- I can name say if something is short</li> <li>- I can say if something is full</li> <li>- I can say if something is empty</li> <li>- I can say is something is heavy</li> <li>- I can say if something is light</li> <li>- I can know where to start measuring with a ruler</li> <li>- I can understand we measure length and height in cm</li> <li>- I can understand that the 1<sup>st</sup> digit in a number is the 10s</li> <li>- I can understand that the 2<sup>nd</sup> digit in a number is the 1s</li> <li>- I can understand that the symbol opens to the greatest number</li> </ul>	<ul style="list-style-type: none"> <li>- I can compare objects and say which is taller</li> <li>- I can compare objects and say which is lighter</li> <li>- I can compare objects and say which is heavier</li> <li>- I can order objects in order of their height or length</li> <li>- I can measure how long or tall objects are using a ruler</li> <li>- I can measure weight using a non-standard measure</li> <li>- I say how many 10s and 1s there are in a 2-digit number.</li> <li>- I can use the symbols, &lt; &amp; &gt; to compare numbers</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain which direction I measure if I want to know how long something is</li> <li>- I can explain which direction I measure if I want to know how tall something is</li> <li>- I can explain why something is longer/taller/heavier/lighter</li> <li>- I can use my 10s and 1s knowledge to help me compare numbers</li> </ul>																																																		
	height	How tall something is when you measure up																																																						
	Taller	When something has more height																																																						
	shorter	When something has less height or length																																																						
	longer	When something has more length																																																						
	tallest	When something has more height																																																						
	shortest	When something has less height or length																																																						
	longest	When something has more length																																																						
	weight	How heavy something is based on how much force is pulling the objects towards earth																																																						
	mass	How much matter an object is made up of																																																						
	capacity	Amount an object or container can hold. E.g. liquid or rice					<table border="1" style="width: 100%; text-align: center; font-size: small;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49
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	31	32	33					34	35	36	37	38	39	40																																										
	41	42	43					44	45	46	47	48	49	50																																										
	volume	Amount of space a 3D shape has																																																						
	heavier	When something weighs more																																																						
lighter	When something weighs less																																																							
heaviest	When something weighs the most																																																							
lightest	When something weighs the least																																																							
full	When an object has no capacity left																																																							
empty	When an object has all its capacity left																																																							
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																																																							
10s	The first digit in a 2-digit number																																																							

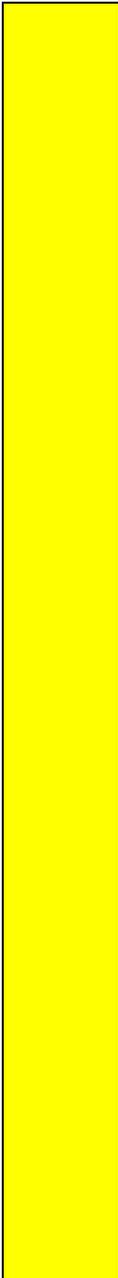
### Year 1 Spring Term 2 Knowledge Organizer

1s	1s	The second digit in a 2-digit number	 <p style="font-size: small; text-align: center;">Greater Than (&gt;) and Less Than (&lt;) Crocodiles</p>	-		
	<	Less than (Smaller)				
	>	Greater than (Bigger)				
English – Recount, Descriptive Writing, Non-fiction writing, Traditional Tales from another culture	recount	Writing which tell the reader about an event		<ul style="list-style-type: none"> <li>- I can understand that a sentence needs a capital letter, full stop and finger spaces</li> <li>- I can understand that a verb is a doing word</li> <li>- I can understand that noun is a person, place or object</li> <li>- I can understand that an adjective is a describing word</li> <li>- I can understand that a diary entry is recount of a day's events.</li> </ul>	<ul style="list-style-type: none"> <li>- I can write clear sentences which make sense.</li> <li>- I can write my sentence with a capital letter, full stop and finger spaces</li> <li>- I can include adjectives in my sentences</li> <li>- I can record a day's events using personal pronoun 'I'</li> <li>- I can think of and write important information on my poster.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use my skills to re-write a familiar story</li> <li>- I can use my skills to write my own version of a familiar story.</li> </ul>
	Traditional tales	A story that has been told and re-told for many years, and consequently, becomes a story that almost everyone knows.				
	Sentence	A group of words put together to mean something				
	Adjective	A describing word				
	Noun	People, place or objects				

Year 1 Spring Term 2 Knowledge Organizer

	Verb	Doing words	 <p><b>How to make the perfect sentence.</b></p> <p>Capital letter, finger spaces, full stop, well formed letters, neat and tidy, must make sense, write on the line.</p>   	<ul style="list-style-type: none"> <li>- I can understand that posters can be used to provide information.</li> <li>- I can recall the main events of a traditional tale.</li> <li>- I can describe how to form my curly caterpillar letters and my reach over robot letters</li> </ul>	<ul style="list-style-type: none"> <li>- I can re-write the main events of a traditional tale.</li> <li>- I can form my curly caterpillar letters and reach over robot letters correctly</li> </ul>
	Curly caterpillar letters	Letters that start with the c shape, C, a, d, g, q, e			
	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			
	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			
	Poster	An informative piece of paper. They are usually large and decorative. They are often used for important reminders or for advertising purposes.			
	Character	Who (person or animal) is the story about			

Year 1 Spring Term 2 Knowledge Organizer



Setting

Where the story happens

**Characters**  
Who is the story about?



This may be people, animals, and sometimes objects that are alive.

**Setting**  
Where and when does the story take place?



**Curly Caterpillar Letters**

c c a a o o  
d d g g q q  
e e s s f f

**One-Armed Robot Letters**

r r b b n n  
h h m m k k  
p p

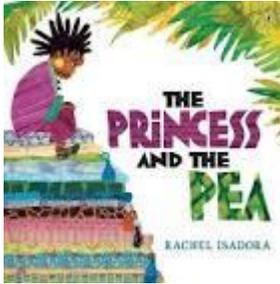
Year 1 Spring Term 2 Knowledge Organizer

History	<p>Historical event Something that is a large event which is remembered for a long time.</p>	<p>Past Something that has already happened</p> <p>Questions When something is asked to find out information</p> <p>Recount A record of an event that has happened.</p> <p>Evidence Pictures or Paintings or Written recounts of an event.</p> <p>Samuel Pepys A famous person who wrote a Diary about the great fire of London.</p> <p>The Great Fire of London A large Fire that destroyed large parts of London in 1666.</p>	 <p>Samuel Pepys</p>  <p>Diary</p>  <p>Painting showing the great fire of London</p>	<ul style="list-style-type: none"> <li>- I know I can ask questions to find out information</li> <li>- I know that we can learn from lots of different sources of evidence</li> <li>- I can understand Samuel Pepys was famous for writing about the Great Fire of London.</li> <li>- I can understand that the Great Fire of London was a significant event in history.</li> <li>- I know how long the Great Fire of London lasted.</li> </ul>	<ul style="list-style-type: none"> <li>- I can ask appropriate questions related to the information I am trying to discover</li> <li>- I can discover information about the Great Fire of London from different sources of evidence</li> <li>- I can talk about the recount Samuel Pepys wrote in his diary.</li> <li>- I can recall details about the Great Fire of London.</li> <li>- I am able to order the events of the fire in a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use the questions I have thought of to discover information about the Great Fire of London.</li> <li>- I can discuss if the sources I gather information from are reliable or not and why some accounts may differ from each other.</li> </ul>
	Past	Something that has already happened.				
	Questions	When something is asked to find out information.				
	Recount	A record of an event that has already happened.				
	Evidence	Pictures, paintings or a written recount of an event.				

## Year 1 Spring Term 2 Knowledge Organizer

Geography	Samuel Peyps	A significant person in history. He wrote about the Great Fire of London in his diary as he was there at the time.				
	The Great Fire of London	A large fire that destroyed a large part of London in 1666.				
Geography	Previous half term					
Computing	Algorithms	A set of instructions that must be followed carefully		<ul style="list-style-type: none"> <li>- I can understand that an algorithm is a set of instructions</li> </ul>	<ul style="list-style-type: none"> <li>- I am able to follow a set of instructions</li> </ul>	<ul style="list-style-type: none"> <li>- I could use coloured blocks and ask my family to build something following my instructions</li> </ul>
	Pastels	Colourful medium – consisting of a powdered pigment and binder.		<ul style="list-style-type: none"> <li>- I can understand that pastels are a soft medium and can be blended.</li> </ul>	<ul style="list-style-type: none"> <li>- I am able to blend pastels.</li> <li>- I can create an 'Arc of Fire' from the Great Fire of London out of pastels.</li> </ul>	<ul style="list-style-type: none"> <li>- I can demonstrate how to blend to friends and family.</li> </ul>
Art	Charcoal	A lovely medium from which you can create many effects.		<ul style="list-style-type: none"> <li>- I can understand that charcoal is a delicate medium and that it is good for creating some dramatic silhouette effects.</li> </ul>	<ul style="list-style-type: none"> <li>- I can create a silhouette image of the 17<sup>th</sup> century London skyline. This will be done over the top of my pastel 'Arc of Fire'.</li> </ul>	<ul style="list-style-type: none"> <li>- I can demonstrate my capabilities with charcoal at home.</li> </ul>

### Year 1 Spring Term 2 Knowledge Organizer

	Line drawing	Use of pencils to create an image.		<ul style="list-style-type: none"> <li>- I can use my knowledge of dragons to imagine my own.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use a pencil to create my very own dragon.</li> </ul>	<ul style="list-style-type: none"> <li>- I can recreate my dragon at home and tell my family all about my imaginary dragon.</li> </ul>
	Watercolours	A lovely medium. Consisting of water soluble pigment particles.		<ul style="list-style-type: none"> <li>- I know that the colour and effect of my painting will depend on how much water I use with my watercolour paints.</li> </ul>	<ul style="list-style-type: none"> <li>- I am able to experiment with watercolours and the amount of water I use.</li> <li>- I can use water colour paints to paint my dragon.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use watercolours to create pictures at home.</li> </ul>
	Collage (in the style of Rachel Isadora – Author and Illustrator of Traditional Tale from another culture ‘The Princess and The Pea’)	Assembling different forms of artwork in order to create something new.		<ul style="list-style-type: none"> <li>- I am aware of the style of art work that Rachel Isadora has used in the Princess and the Pea.</li> </ul>	<ul style="list-style-type: none"> <li>- As a class we can create lots of different sheets of painted paper and then use these to create a collage of an image from the story.</li> </ul>	<ul style="list-style-type: none"> <li>- I can discuss what a collage is with my family at home.</li> </ul>
DT		Previous Half Term				
Music – Charanga – Learning to Listen	Listen	We are able to hear sounds with our ears. We can also feel sounds in our bodies.		<ul style="list-style-type: none"> <li>- I can learn songs for our Mother’s Day assembly, our class assembly and the Easter Church service.</li> </ul>	<ul style="list-style-type: none"> <li>- I can sing and perform the songs for our Mother’s Day assembly, class assembly and the Easter Church service.</li> </ul>	<ul style="list-style-type: none"> <li>- I can practise and perform all of these songs at home with my family.</li> </ul>

Year 1 Spring Term 2 Knowledge Organizer

PE - Gymnastics	balance	A position which holds the body in a shape which needs to be controlled.		<ul style="list-style-type: none"> <li>- I can explain what a balance is</li> <li>- I can explain what a shape is</li> <li>- I can explain difference ways to travel</li> <li>- I can explain a gymnastic sequence</li> </ul>	<ul style="list-style-type: none"> <li>- I can demonstrate a balance</li> <li>- I can demonstrate a shape</li> <li>- I can demonstrate different ways to travel</li> <li>- I can demonstrate a gymnastic sequence</li> </ul>	<ul style="list-style-type: none"> <li>- I can show and hold a balance for 5 seconds</li> <li>- I can show a variety of shapes which are linked together with various ways of travelling to create a gymnastic sequence.</li> </ul>
	shape	Placing the body in positions to create an effect.				
	travelling	Ways to move across a space to link movements together.				
	sequence	A series of movements that are put together.				

Balance

Shape

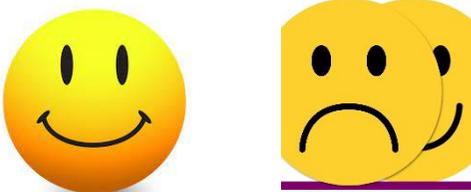
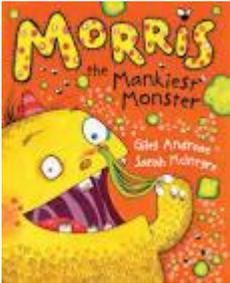
Travelling

sequence

Year 1 Spring Term 2 Knowledge Organizer

	<p>Stories</p>	<p>Stories can be told from memory or read from books. Many stories have special messages that they give the reader.</p> <p>Stories are told in the many religions of the world and they often teach us important lessons.</p>		<p>-</p>	<p>-</p>	<p>-</p>
<p>RE – Why do people tell stories? Easter Pause Day</p>	<p>Easter</p>	<p>festival of the Christian Church, celebrating the resurrection of Christ</p>		<ul style="list-style-type: none"> <li>- I can name key events of the Easter Story</li> <li>- I can name symbols of Easter</li> <li>- I can name events of the Easter Story that I think are happy or sad</li> <li>- I am aware that many stories, whether they are religious or not have a message or lesson for the reader.</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe the meaning of different symbols of Easter</li> <li>- I can discuss why I think events of the Easter Story are Happy or Sad</li> <li>- I am able to explain what the message is in several stories.</li> </ul>	<ul style="list-style-type: none"> <li>- I can create a simple story depicting key events:</li> <li>- Jesus arriving in Jerusalem on a Donkey</li> <li>- The last Supper</li> <li>- Jesus being betrayed by Judas</li> <li>- Jesus being arrested</li> <li>- Jesus being put on the cross</li> </ul>
	<p>Good Friday</p>	<p>The day that Jesus died on the cross and was placed in the tomb.</p>				
	<p>Easter Sunday</p>	<p>The day that Jesus rose from the dead.</p>				
	<p>Happy</p>	<p>feeling or showing pleasure or contentment.</p>				
	<p>Sad</p>	<p>feeling or showing sorrow</p>				

Year 1 Spring Term 2 Knowledge Organizer

	Symbol	a mark or character used as a conventional representation of an object	 <p><b>Easter Eggs and Baby Chicks</b></p> <p><b>Why are they a symbol we associate with Easter?</b> Eggs have been a symbol of spring since ancient times.</p> <p><b>What do they represent?</b> Eggs and chick symbolise new life. The chick hatching from the egg symbolises new life.</p> 			<ul style="list-style-type: none"> <li>- Jesus being placed in the cave</li> <li>- Jesus resurrecting on the 3<sup>rd</sup> day</li> <li>- I can understand that the Easter Story is both happy (Jesus being resurrected) and sad (Jesus dying)</li> </ul>
	Egg	Represents the empty tomb. New life and new beginnings.				
	Chick	Represents new life				
	Cross	To remind us that Jesus dies on the cross				
PSHE – Story Project	Personal Hygiene	Ensuring that you wash regularly – to make sure that you are getting rid of any germs.		<ul style="list-style-type: none"> <li>- I understand how some diseases are spread and can be controlled.</li> <li>- I understand the importance of personal hygiene.</li> <li>- I understand the importance of brushing my teeth in the</li> </ul>	<ul style="list-style-type: none"> <li>- I can think of ways to reduce the spread of germs.</li> <li>- I can remember to wash my hands regularly.</li> <li>- I can brush my teeth in the morning and at night time.</li> <li>- I can make healthy choices</li> </ul>	<ul style="list-style-type: none"> <li>- I am able to discuss ways in which I can stay healthy with my family.</li> </ul>

### Year 1 Spring Term 2 Knowledge Organizer

	<p>Healthy Lifestyle</p>	<p>To make healthy lifestyle choices in order to look after your body as best you can.</p>		<p>morning and in the evening.</p> <ul style="list-style-type: none"> <li>- I understand the consequences of not making the right choices to live a healthy lifestyle.</li> <li>- I can describe the right choices to make to live a healthy lifestyle e.g – healthy food, rest, exercise, brushing teeth, water.</li> </ul>	<p>with the help of my family.</p> <ul style="list-style-type: none"> <li>- I can suggest some ways in which to live a healthy lifestyle.</li> </ul>	
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Books we shall read:

