



Knowledge Organisers - Summer 2



Science

History

Art

PSHE

Computing

R.E.

P.E.

Music

English

Maths

Year 1

Knowledge Organiser – Animals and their needs – Science – Year 1

Key Vocabulary	Definition
Animal	A living thing that moves and breathes
Mammal	A warm-blooded animal, with a backbone, that has hair or fur (most mammals live on land)
Amphibian	A cold-blooded animal that can live in water and on land
Reptile	A cold-blooded animal that breathes air and has dry, scaly skin
Bird	A warm-blooded animal that has feathers, a beak, wings and can usually fly
Fish	An animal with a backbone, but no arms and legs that lives completely underwater, has scales and gills
Pet	An animal kept and cared for in a person's home
Omnivore	Animals that eat both meat and plants.
Carnivore	Animals that eat meat.
Herbivore	Animals that eat plants.

Key Knowledge:
I can name and describe common animals.
I can group animals according to their features.
I can describe an animal using scientific words
I know what animals need to survive
I understand that we can group animals according to what they eat.

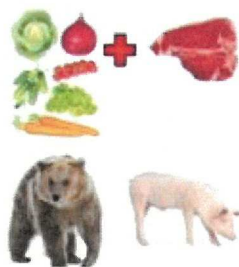
HERBIVORES



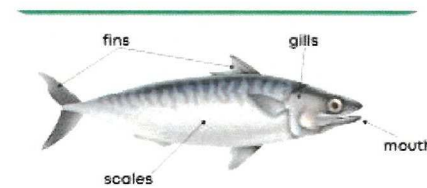
CARNIVORES



OMNIVORES



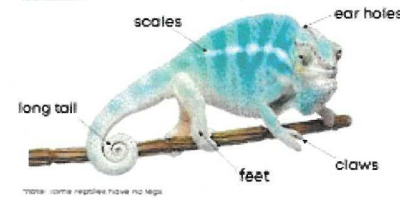
Fish



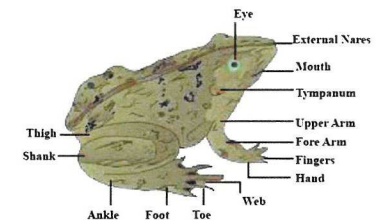
Bird



Reptile



Amphibian



a pet needs:



food



water



shelter



space



medicine



love



Year 1 - Knowledge Organiser- History- Rights and Responsibilities

Key Vocabulary	Definition
Declaration of Rights	William and Mary signed the Declaration of Rights when they became King and Queen. It was an important piece of paper that said parliament could make laws and guide the King and Queen.
Parliament	A group of people chosen to represent the people who live in a country and make decisions for them.
Election	The occasion when people choose who they would like to be in parliament.
Prime Minister	The leader of the government.
Government	The group of people who make up the leading party in the parliament.
Party	A group of people who work together to gain power in parliament.
Vote	A choice, marked on a piece of paper with a cross.
Budget	The government's plan to spend money on things the country needs.
Services	Things that the government provide for the country, such as schools, hospitals, the police force, and the fire service.

Key Knowledge:

- I know that William and Mary made an important promise.
- I know that parliament discuss and make decisions about our country.
- I know that the Prime Minister is in charge of our government.
- I know that the Prime Minister leads the country.
- I understand that adults vote to choose the people who run our country.

King James II	
William and Mary	
Keir Starmer	

1685: James II became King

1688: The Glorious Revolution

1689: Mary II and William of Orange sign the 'Declaration of Rights'

1721: Robert Walpole became the most important minister 'Prime Minister'

2017 Theresa May was the Prime Minister.

2024 Keir Starmer is the current Prime Minister.

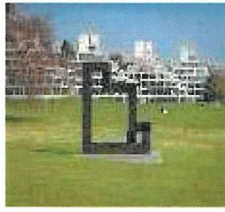
Knowledge Organiser - Investigating Sculpture - Visual Arts - Year One

Key Vocabulary:

purpose	the reason why a building has been made and what it is used for
sculpture	art that is made through changing wood, metal or other materials
sculptor	a person who makes a sculpture
3D art	art that you can hold and see all around
2D art	a flat piece of art, for example a drawing or a photo
statue	a carved or cast figure of a person or animal
chandelier	a large, decorative hanging light with branches for several light bulbs or candles
monument	a statue, building, or other structure created to commemorate a notable person or event
solid	not hollow or containing spaces or gaps
abstract	art that does not attempt to represent something, but achieves its effect using shapes, colours, and textures

Local Sculpture

Abstract Art: Sainsbury Centre (UEA)



Sculptures in Kings Lynn, Norfolk:



Key Knowledge:

I know 3D art is art you can hold and see all around.

I understand some sculptures remind us of something from history.

I know how to design my own sculpture.



Family Group 1949 By Henry Moore



Angel of the North 1996 by Antony Gormley



King Charles I in Trafalgar Square, London by Hubert Le Sueur



Chandelier in the entrance of the Victoria and Albert Museum, London By Dale Chihuly

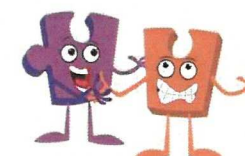
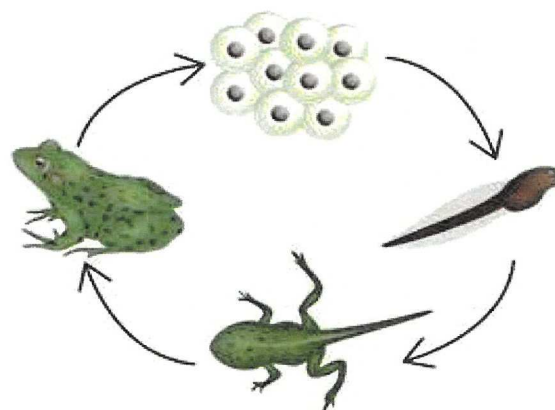
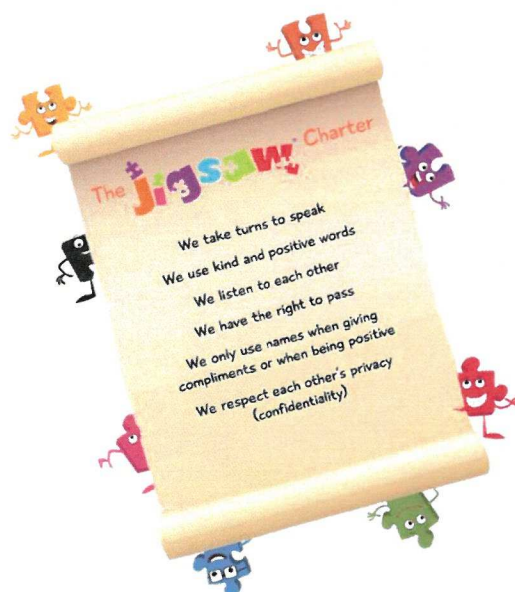
Knowledge Organiser – PSHE – Changing me - Year One



Key Vocabulary	
Life Cycle	The sequence of changes that a living thing goes through as it grows and develops. Birth, growth, reproduction, aging, and death are all stages in the life cycle of an animal.
Baby	A very young girl or boy.
Adult	A grown up person.
Adulthood	The part of life when a person is grown up. The adult years.
Grown-up	Someone who has become an adult.
Change	To become different
Grow	To become larger and older by natural development.

Key Knowledge

- I am starting to understand the life cycles of animals and humans.
- I can tell you some things about me that have changed and some things about me that have stayed the same
- I can tell you how my body has changed since I was a baby/
- I can identify the parts of the body that make boys different to girls and can use the correct names for these.
- I understand that every time I learn something new I change a little bit.
- I can tell you about changes that have happened in my life.



Reflective questions

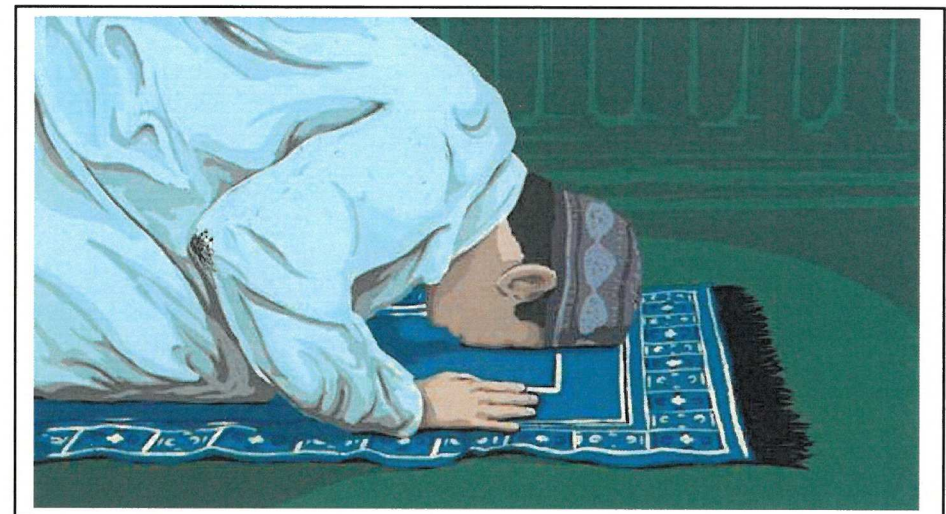
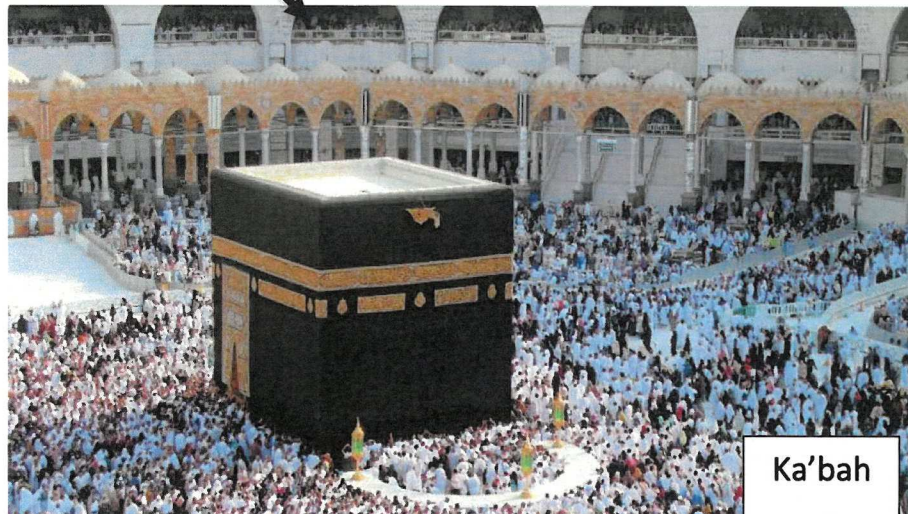
Ask me this...

- Can you describe a life cycle of an animal?
- How do you tell the difference between a boy and a girl?
- What are the right names for the body parts that make boys and girls different?

R.E. Year 1 – Summer 2 Knowledge Organiser
Enquiry: Does praying at regular intervals help a Muslim in his/her everyday life?

Key vocabulary	Definition
Commitment	A strong belief in an idea
Salah	Islamic prayer and worship of Allah. Carried out five times a day at set times.
Allah	The name for God in the Arabic language.
Qur'an	The Holy book of Islam revealed to the Prophet Muhammad (PBUH).
Makkah	City where the Prophet Muhammad (PBUH) was born and where the Ka'bah is located.
Ka'bah	A cube-shaped structure in the center of the Grand Mosque in Makkah.

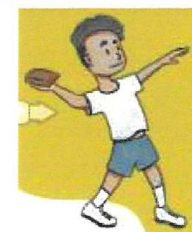
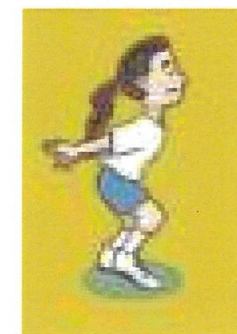
Key Knowledge
I know what a commitment is.
I know that the Qu'ran teaches Muslims to pray 5 times a day.
I know what a Muslim does when they pray.
I can explain the different stages of Muslim prayer.
I can explain how I would show commitment to achieving one of my goals.



Knowledge Organiser – PE – Athletics – Year 1

Key Vocabulary	Definition
Throwing	Using force to move an object through the air.
Balance	Putting your weight onto one leg and using your arms to help support you.
Speed	How fast or slow a movement is.

Skill Development
To move at different speeds over varying distances. To develop balance and changing direction quickly. To explore hopping, jumping and leaping for distance. To develop throwing for distance and accuracy.

Skills	
Overhead throw	
Running	
Jumping	

Music Knowledge Organiser – Year 1 Unit 6: Highs and Lows

Key Vocabulary	
Pulse or steady Beat	The steady underlying beat of a piece of music.
Rhythm Patterns	Patterns of sound made around the steady beat using long and short sounds.
Melody	The tune of a song created from pitched notes.
Melodic Patterns	Groups of pitched notes, e.g. fragments of melodies.
Tempo	The speed of the music, e.g., fast or slow.
Dynamics	How loudly or quietly music is played or sung.
Musical Symbols	Shapes that can be used to write down our music for others to play.



Unit Objectives
To understand the difference between a rhythm pattern and a melodic pattern.
To identify different pitches (highs and lows) in music and in sounds around the school.

I Can Statements:
I can listen to a song and play a game with arrows (↑ ↓ →) to show if the notes go up, down, or stay the same.
I can tell the difference between rhythm and pitch, and I can draw the shape of the tune in the air.
I can be a 'sound detective' and listen for high, low, and middle sounds all around me.
I can create my own body percussion pattern with stomps and claps, and use symbols like circles and triangles to write it down.
I can be a star performer, sing my song and play my percussion piece for an audience, and afterwards talk about my favourite musical moments.



Year: 1

Unit: 6

Genre: Fast Forward Story

Text: The Tiger Who Came to Tea

The Tiger Who Came to Tea



Judith Kerr

Talk 4 Reading

- Phase 1** - Be “hooked” into the text to activate prior knowledge and contextual reading
- Phase 2** - Investigation/deepen understanding - access and read the text/s with fluency and expression, show understanding at a deeper level.
- Phase 3** - Independently complete a reading activity/answer questions in relation to comprehension focus, vocabulary, literal retrieval and inference.

Talk 4 Writing

- Imitate**
Learn the key vocabulary.
Draw a story map and box up together.
Explore toolkits for writing.
- Innovate**
Box up the innovated text and make changes.
Learn the toolkit features.
- Invent** Write own fast forward story.

Writing Knowledge Organiser

Use place starters	In a small town... On the other side of the town... In a little cottage by the sea...
Complex sentences – relative clause	Once upon a time there was a little girl called Josie who lived in a little town.
Similes ‘as’ and ‘like’	The rainbow was like an enormous coloured bridge in the sky. The gold was as bright as the sun.
Adverbs to describe how something does something.	Josie gently led the unicorn away. The vet rubbed the unicorn’s leg carefully.
Bring the events to a conclusion-	Finally , Sophie climbed onto the horse’s back... In the morning Sophie and her mummy went shopping... The little old man was so happy he invited everyone to tea...



Year: 1

Unit: 7

Genre: Instructions

Text: How to Find Gold



Talk 4 Writing	
Imitate	Learn the key vocabulary. Draw a story map and box up together. Explore toolkits for writing.
Innovate	Box up the innovated text and make changes. Learn the toolkit features.
Invent	Write own instructions.

Talk 4 Reading	
Phase 1 - Be "hooked" into the text to activate prior knowledge and contextual reading	
Phase 2 - Investigation/deepen understanding - access and read the text/s with fluency and expression, show understanding at a deeper level.	
Phase 3 - Independently complete a reading activity/answer questions in relation to comprehension focus, vocabulary, literal retrieval and inference.	

Writing Knowledge Organiser	
Connectives as sentence signposts	First, Next, After that, Finally First, find a bowl and spoon.
Imperative verbs	Put, mix, take, pour Next, slowly pour the salt into the bowl
Commas in lists- e.g. when writing ingredients or tools	...a small mixing bowl and spoon, a fairy-sized container, a spoonful of salt from the deepest ocean,
Adverbs for information	Lift the pot carefully onto the table.
Punctuation Full stop Question mark Exclamation mark.	If so, do not despair. Have you ever dreamed of a visit from a fairy? Help is at hand. Fairies are attracted to magical fairy dust so read on and discover how you can make your very own fairy dust!
End with a final note.	Be careful where you sprinkle your fairy dust as some humans might try and trap your fairy and keep them locked in a cage!

Year 1 – Money

UK Coins



1p

one

penny coin



2p

two

pence coin



5p

five

pence coin



10p

ten

pence coin



20p

twenty

pence coin



50p

fifty

pence coin



£1

one

pound coin



£2

two

pound coin

UK Notes



£5

5 pound



£10

10 pound



£20

20 pound

Counting in Coins



= 5p



= 4p



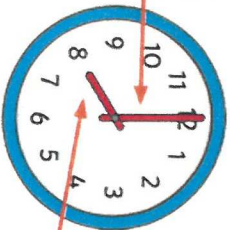
= 15p



= 20p

Telling the Time

The long hand is the minute hand.



The short hand is the hour hand.

The time is 8 o'clock.

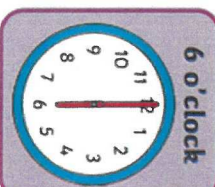
Telling the Time to the Hour

At the hour, the minute hand points to 12.

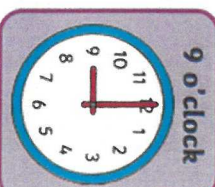
3 o'clock



6 o'clock



9 o'clock

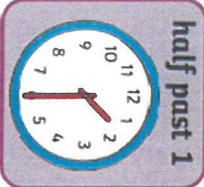


The hour hand points to the hour.

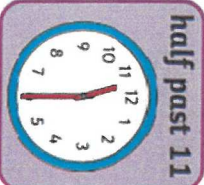
Telling the Time to the Half Hour

At half past, the minute hand is half way round the clock pointing to the 6.

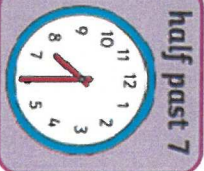
half past 1



half past 11



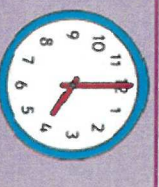
half past 7



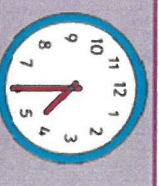
The hour hand will be halfway between one hour and the next.

Comparing Time

A  is faster than a .
A  is slower than a .



4 o'clock is earlier than half past 4.



Half past 4 is later than 4 o'clock.

Before and After

before



after



first



next



finally

First, I brush my teeth.

Next, I look at a book.

Finally, I go to sleep.

I brush my teeth **before** I look at a book.

I go to sleep **after** I look at a book.

Days of the Week

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Months of the Year

January

February

March

April

May

June

July

August

September

October

November

December