

### Year 1 Summer Term 1 Knowledge Organiser

Subject	Key vocabulary	Meaning	Key facts	Key knowledge	Key Skills I will learn	I know more I can do.....																																																		
Maths – Multiplication & Division, Fractions	Equal Groups	Groups of items which have the same amount in each group	<p><b>Count by 2's</b></p> <table border="1"> <tr><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td><td>12</td><td>14</td><td>16</td><td>18</td><td>20</td></tr> <tr><td>22</td><td>24</td><td>26</td><td>28</td><td>30</td><td>32</td><td>34</td><td>36</td><td>38</td><td>40</td></tr> <tr><td>42</td><td>44</td><td>46</td><td>48</td><td>50</td><td>52</td><td>54</td><td>56</td><td>58</td><td>60</td></tr> <tr><td>62</td><td>64</td><td>66</td><td>68</td><td>70</td><td>72</td><td>74</td><td>76</td><td>78</td><td>80</td></tr> <tr><td>82</td><td>84</td><td>86</td><td>88</td><td>90</td><td>92</td><td>94</td><td>96</td><td>98</td><td>100</td></tr> </table>	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50	52	54	56	58	60	62	64	66	68	70	72	74	76	78	80	82	84	86	88	90	92	94	96	98	100	<ul style="list-style-type: none"> <li>- I can understand that equal groups must have the same amount in each group</li> <li>- I can understand that when I add equal groups I am adding the same number again</li> <li>- I can understand that arrays have columns <b>the lots number</b> which go down and rows which go across <b>the of number</b></li> <li>- I can understand that when I double a number I am adding the same number to itself</li> <li>- I can understand that <math>\frac{1}{2}</math> is 1 of 2 equal groups or parts</li> <li>- I can understand that <math>\frac{1}{4}</math> is 1 of 4 equal groups or parts</li> </ul>	<ul style="list-style-type: none"> <li>- I can count in 2s, 5s &amp; 10s to 100</li> <li>- I can identify equal and unequal groups</li> <li>- I can add equal groups together to find a whole</li> <li>- I can create an array from the description of 3 lots of 2</li> <li>- I can know my doubles to 20</li> <li>- I can create equal groups</li> <li>- I can share a number in to a variety of number of groups and say how many I have in each group</li> <li>- I can group a number or an amount into a specified number and say how many groups I have.</li> <li>- I can identify a <math>\frac{1}{2}</math> of a shape</li> <li>- I can identify a <math>\frac{1}{4}</math> of a shape</li> <li>- I can find half of a number or quantity by sharing into 2 equal groups.</li> <li>- I can find a <math>\frac{1}{4}</math> of a number or a quantity by sharing into 4 equal groups.</li> </ul>	<ul style="list-style-type: none"> <li>- I can understand what numbers are multiples of 2,5 or 10</li> <li>- I can confidently create an array using practical resources</li> <li>- I can understand why I might need to share a number or a quantity</li> </ul>
	2	4	6	8	10	12	14	16	18	20																																														
	22	24	26	28	30	32	34	36	38	40																																														
	42	44	46	48	50	52	54	56	58	60																																														
	62	64	66	68	70	72	74	76	78	80																																														
	82	84	86	88	90	92	94	96	98	100																																														
	Adding equal groups	Adding the same number each time to find a total																																																						
	Array	A structured picture arranged in rows and columns, of how many in my array																																																						
	Rows	Lines that go across																																																						
Columns	Lines that go down, how many lots in my array																																																							
Double	A number that has been added to itself																																																							
Sharing Equally	A number which is split up into a specified number of groups with the same amount in each group																																																							
Grouping	Placing a specified amount in a group from a whole number or amount.																																																							
Half ( $\frac{1}{2}$ )	One of two equal pieces																																																							
Quarter ( $\frac{1}{4}$ )	One of four equal pieces	<p><b>Counting by 5's</b></p> <table border="1"> <tr><td>5</td><td>10</td><td>15</td><td>20</td><td>25</td></tr> <tr><td>30</td><td>35</td><td>40</td><td>45</td><td>50</td></tr> <tr><td>55</td><td>60</td><td>65</td><td>70</td><td>75</td></tr> <tr><td>80</td><td>85</td><td>90</td><td>95</td><td>100</td></tr> </table> <p><b>Counting in 10s to 100</b> Year 1 – Number – number and place value</p> <p>Equal Groups Adding Equal Groups</p>	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100																																		
5	10	15	20	25																																																				
30	35	40	45	50																																																				
55	60	65	70	75																																																				
80	85	90	95	100																																																				

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$$2 + 2 + 2 + 2 + 2 =$$

How many fingers altogether?



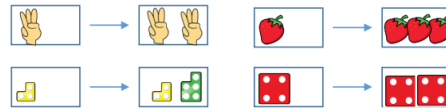
$$5 + 5 + 5 =$$

Array

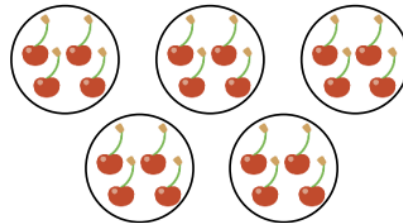


There are 3 lots of 2

Double



Sharing Equally

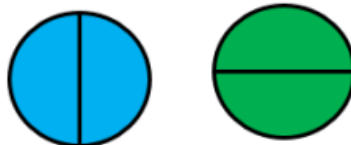


Grouping


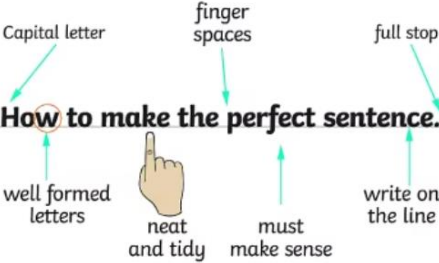


There are \_\_\_\_ altogether.  
There are \_\_\_\_ equal groups of \_\_\_\_



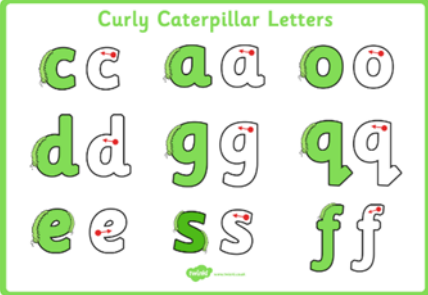
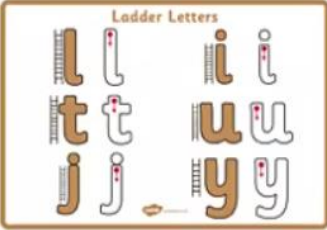
Half



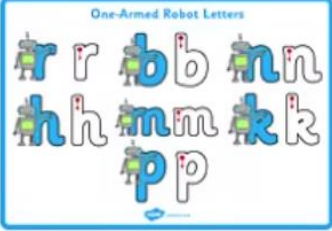




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			<p>Quarter</p> 			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">English – Story writing, leaflet writing</p>	<p>Story</p>	<p>A description of something that has happened, either true or made up</p>	<p>Capital letter      finger spaces      full stop</p> <p><b>How to make the perfect sentence.</b></p> <p>well formed letters      neat and tidy      must make sense      write on the line</p>  <div data-bbox="801 687 1099 898" style="border: 1px solid blue; padding: 5px;"> <p>cat      pen      owl</p> <p><b>Nouns</b></p> <p><small>A noun is the name of a person, place or thing.</small></p> <p>ball      doll</p> <p>shoe      jam</p> </div> <div data-bbox="954 895 1245 1098" style="border: 1px solid yellow; padding: 5px;"> <p>jog      draw      laugh</p> <p><b>Verbs</b></p> <p><small>A verb is a doing or action word.</small></p> <p>cook      play</p> <p>work      sing</p> </div>	<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 describe how to form all of my letters</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 form my letters correctly</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> <li>- I can use my skills to write a leaflet.</li> </ul>
	<p>Sentence</p>	<p>A group of words put together to mean something</p>	<div data-bbox="801 1110 1122 1345" style="border: 1px solid green; padding: 5px;"> <p>green      clever      long</p> <p><b>Adjectives</b></p> <p><small>An adjective is a word that describes a noun (the name of a thing or a place).</small></p> <p>helpful      beautiful</p> </div>			
	<p>Adjective</p>	<p>A describing word</p>				
	<p>Noun</p>	<p>People, place or objects</p>				

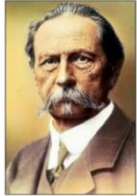

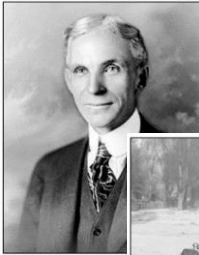


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	Verb	Doing words				
	Curly caterpillar letters	Letters that start with the c shape, C, a, d, g, q, e				
	Reach over robot letters	Letter that start at the top, go down the body of the shape, back up and over in an arch, r, h, n, m, b, p				
	recount	To retell an event or an experience				
	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.				

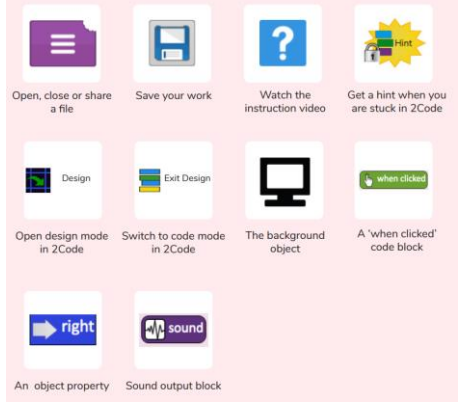
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	leaflet	a printed sheet of paper containing information or advertising	 			
Science – Seasonal Changes, Working Scientifically	Observations	What can be found out through looking and noticing things	 <p>Observations</p> <p>Experiment</p> <p>Experiment:</p> <p>My Prediction</p> <p>My Results</p>  	<ul style="list-style-type: none"> <li>- I can understand why we carry out experiments</li> <li>- I can understand why a fair test is needed</li> </ul>	<ul style="list-style-type: none"> <li>- I can use observation skills to see what is happening in the experiment</li> <li>- I can describe how I am going to keep my experiment a fair test</li> <li>- I can explain what my experiment has found out</li> <li>- I can record my results so others can see what I have found out</li> </ul>	<ul style="list-style-type: none"> <li>- I can begin to think about what I would like to find out through an experiment.</li> <li>- I can observe the seasonal changes for spring at Forest school.</li> <li>- I can understand that animals can be grouped into 5 main categories (mammals, reptiles, birds,</li> </ul>
	Experiment	A test that is carried out under controlled conditions to find something out				
	Fair test	How to keep the test controlled and to ensure accurate results				
	Predict	What you think will happen				
	Aim	What you want to discover				
	Results	What was found out				
	Recording	Showing the results of the experiment through pictures or words.				


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						fish and amphibians.) - I know the meaning and can give examples of carnivores, herbivores and omnivores.
History – Changes within living memory	Changes within living memory	Changes to society that can be known and be remembered by someone who is still alive	 <p>Karl Benz</p> 	<ul style="list-style-type: none"> <li>- I can understand what an inventor is.</li> <li>- I can understand the cars have changed since they were first invented.</li> <li>- I can understand what a pilot is</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain who Karl Benz is and what his achievement are.</li> <li>- I can explain who Henry Ford is and what his achievements are</li> <li>- I can explain the changes to cars since they were first invented</li> <li>- I can explain who Amelia Earhart is and what her achievements are</li> </ul>	<ul style="list-style-type: none"> <li>- I can order cars throughout time and explain which are in the past and which are more present.</li> <li>- I can explain the difference between the first car and the most modern cars.</li> </ul>
	Significant historical figure	Someone who has achieved something that has changed society.	 <p>Henry Ford</p> 			
	Past	Something that has already happened	 <p>Amelia Earhart</p>			

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Geography	Next Half term					
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"> <li>- I can understand what a code is.</li> <li>- I can understand where codes can be found.</li> <li>- I can understand what instructions are.</li> <li>- I can understand what object and actions are.</li> </ul>	<ul style="list-style-type: none"> <li>- I can predict what might happen when instructions are followed.</li> <li>- I use code to make a computer program</li> <li>- I can plan and make a computer program.</li> </ul>	<ul style="list-style-type: none"> <li>- I can experiment with making codes and begin to debug them when a problem occurs.</li> </ul>
	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.				
	Input	Information going into the computer. Can include moving or clicking the mouse, using the keyboard, swiping and tilting the device.				

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	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.				
Art – Sketching	Cross hatching	Form of shading which creates a darker picture. Sets of lines which are drawn crossed over each other.	 <p>Hatching</p>	<ul style="list-style-type: none"> <li>- I can understand what cross hatching is and why it is used.</li> <li>- I can understand what hatching is and why it is used.</li> <li>- I can explain how line sketching is used and why it is used.</li> <li>- I can understand who John Burningham was and what his achievements were.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use hatching to create detail to my sketch</li> <li>- I can use cross hatching to add different shades to my sketch</li> <li>- I can use a simple line sketch to create a drawing with control</li> <li>- I can understand how John Burningham's achievements have impacted society.</li> </ul>	<p>I can produce a drawing on the style of John Burningham</p> <p>I can talk about John Burningham and his achievements.</p>
	hatching	Form of shading to create detail. Lines which are drawn in one direction and don't overlap.				
	Line sketching	Form of drawing that uses small lines to control the direction of the drawing.				
	John Burningham	Autor and Illustrator of children's books.				

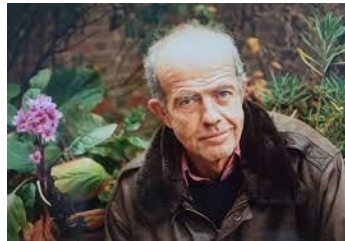


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Cross Hatching



Sketch




John Burningham






Mr Gumpy's motor car





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DT		Next Half Term				
PE – Tennis	Tennis	A game in which players strike a ball with a racket over a net.	Balance  Hand-eye coordination Sending and receiving	<ul style="list-style-type: none"> <li>- I can explain how to hold a tennis racket</li> </ul>	<ul style="list-style-type: none"> <li>- I can balance a ball on a tennis racket</li> </ul>	<ul style="list-style-type: none"> <li>- I can confidently work with a partner to send and receive a ball using a racket.</li> </ul>
	Music (Continues over Summer 1 and Summer 2)	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.	<ul style="list-style-type: none"> <li>- I can hear the beat and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>- I can listen carefully</li> </ul>
Percussion instruments		An instrument that makes a sound when it is hit, shaken or scraped.		<ul style="list-style-type: none"> <li>- I can keep time to the beat</li> </ul>	<ul style="list-style-type: none"> <li>- I can listen carefully</li> </ul>	<ul style="list-style-type: none"> <li>- I can play an instrument in time with the beat.</li> </ul>
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.		<ul style="list-style-type: none"> <li>- I can understand where sea shanties originate from</li> <li>- I can understand what a round in music is</li> </ul>	<ul style="list-style-type: none"> <li>- I can sing a simple sea shanty song</li> <li>- I can sing a song in the form of a round</li> </ul>	<ul style="list-style-type: none"> <li>- I can experiment with adding more rounds to a song and discuss which sounds best and why.</li> </ul>
note		The sound made which can vary in pitch		<ul style="list-style-type: none"> <li>- I can understand what tempo is</li> </ul>		
tempo		The speed of the music or song		<ul style="list-style-type: none"> <li>- I can understand what pitch is</li> </ul>		

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<p>RE – What is</p>	<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>Islam</p>	<p>A faith which believes in Muhammad being the prophet of Allah</p>				<p>- I will be able to create a poster</p>

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	Allah	The god which Muslim's believe in who has 99 names.	 <p>Muslim</p>	<ul style="list-style-type: none"> <li>- I can understand that there are other faiths in the world</li> <li>- I can understand that the holy book of Islam is called the Qur'an</li> <li>- I can understand that people who have the faith of Islam are called Muslims</li> <li>- I can understand that Muslim's believe in Allah and the prophet Muhammad</li> <li>- I can understand Allah has 99 names which mean different things.</li> <li>- I can know that a prophet is a messenger</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe how to handle and care for the Qur'an.</li> <li>- I can describe the meanings of some of Allah's 99 names.</li> <li>- I can compare Allah and God</li> <li>- I can compare the Qur'an to the Bible.</li> </ul>	<ul style="list-style-type: none"> <li>- about how to handle the Qur'an</li> <li>- I will be able to understand that every religion has an almighty figure and an important text which they pray from.</li> </ul>
Prophet	A messenger	 <p>Qur'an</p>				
Qur'an	The holy book of Islam					
Muslim	Someone who has the religion and faith of Islam					

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PSHE	An emotion	A strong feeling that can be altered depending on a person's mood, environment or personal situation.	<ul style="list-style-type: none"> <li>• Calm</li> <li>• Happy</li> <li>• Sad</li> <li>• Frustrated</li> <li>• Angry</li> </ul>	To be aware of various emotions	I can judge what I am feeling	I can discuss what emotions are
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### Our Storytime reading books are:

