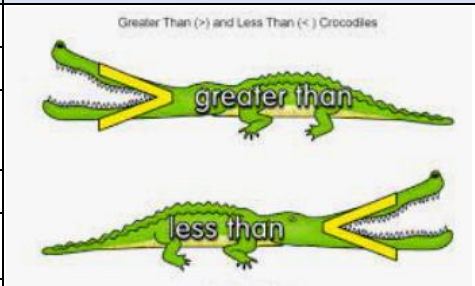
Year 1 Summer Term 2 Knowledge Organiser

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)		- 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 had 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.
	>	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				

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<tr>
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<tr>
<td rowspan="5">English – Non- Fiction Information Leaflet/ A recount of Class trip workshops</td>
<td>recount</td>
<td>Writing which tells the reader about an event</td>
<td rowspan="5"></td>
<td rowspan="5">- 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</td>
<td rowspan="5">- 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</td>
<td rowspan="5">- I can use my skills to write a recount of an event.
- I can use my skills to write a leaflet.</td>
</tr>
<tr>
<td>Sentence</td>
<td>A group of words put together to mean something</td>
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<tr>
<td>Adjective</td>
<td>A describing word</td>
</tr>
<tr>
<td>Noun</td>
<td>People, place or objects</td>
</tr>
<tr>
<td>Verb</td>
<td>Doing words</td>
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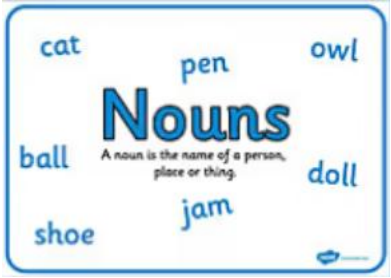
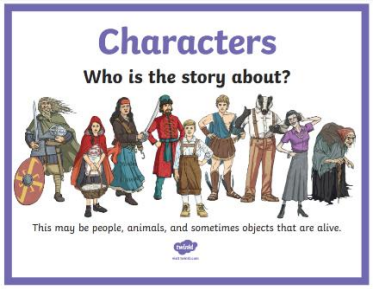
	Curly caterpillar letters	Letters that start with the c shape, C, a, d, g, q, e	  	that noun is a person, place or object - I can understand that an adjective is a describing word - I can describe how to form all of my letters		
	Reach over robot letters	Letter that start at the top, go down the body 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				
	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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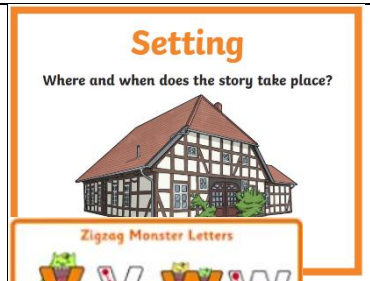

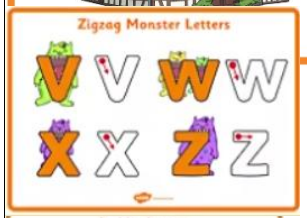

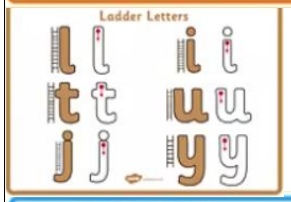

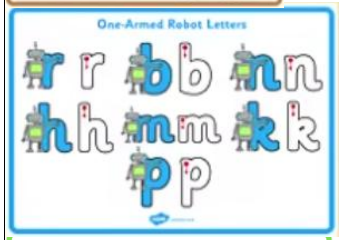

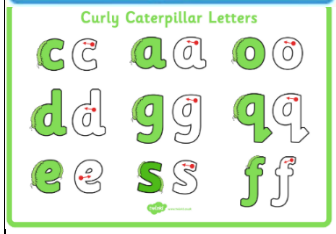

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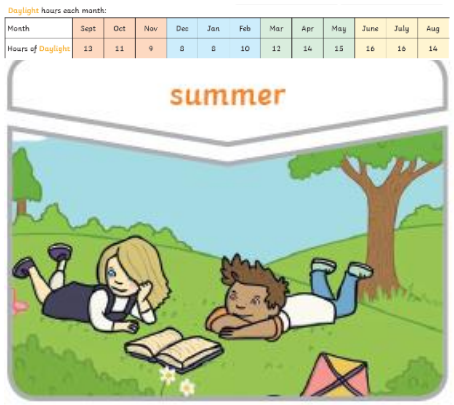
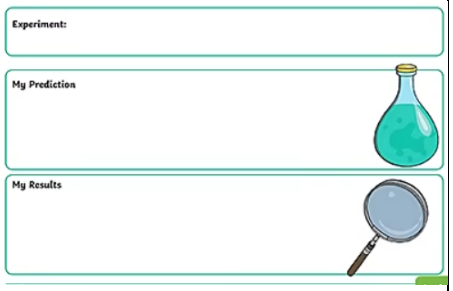
Science – Plants continued and seasonal changes & working scientifically	Seasons	There are 4 seasons each year		- I know that there are the longest amount of daylight hours in Summer. - I can understand that my environment changes in Summer	- I can recognise weather that happens in Summer - I can identify signs of summer.	- I can sort weather into weather that is seen in Summer and weather that isn't.
	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.				
	Observations	What can be found out through looking and noticing things	Observations Experiment 	- I can understand why we carry out experiments - I can understand why a fair test is needed - I know there are a variety of common wild and garden plants - I know there are a variety of common trees - I understand the difference between a deciduous and an evergreen tree is - I can name the parts of a plant and tree	- I can use observation skills to see what is happening in the experiment - I can describe how I am going to keep my experiment a fair test - I can explain what my experiment has found out - I can record my results so others can see what I have found out - I can identify a variety of common wild and garden plants - I can identify a variety of trees	- I can begin to think about what I would like to find out through an experiment. - I can observe the seasonal changes for spring at Forest school. - I can identify some common wild plants and common garden plants at home or
	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.				
	Wild plants	A wild plant seed grows where it falls. It doesn't need to be planted or cared for as it grows.				
	Garden plants	Garden plants are plants that people choose to grow in their gardens.				
	deciduous	A deciduous tree loses its leaves each year.				

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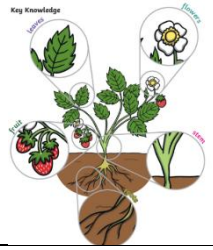
	evergreen	An evergreen tree keeps its green leaves all year round, even in the winter.		- I understand that as the seasons change – there are changes in temperature, hours of daylight, growth of plants and wild animals and new life.	- I can identify deciduous and evergreen trees - I can identify the different parts of plants and trees. - I can give examples of seasonal changes for both spring and summer.	in my surrounding area
	roots	Roots take in water and nutrients from the soil and keep the plant in the ground.				
	stems	The stem holds the plant up and carries the water and nutrients from the roots to the leaves and flowers .				
	leaves	Leaves catch sunlight to help the plant to make its own food.				
	flowers	Flowers attract insects and birds.				
	petal	Petals are the colourful part of the flower				
	Fruit	Fruit contains the plant's seeds. Sometimes humans try to grow fruit without seeds because it's easier to eat.				
	seed	Seeds grow into new plants.				
	bulb	Bulbs grow into new plants.				
History Previous half term						

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Geography	continents	One of the worlds continuous expanses of land.		*I understand that a continent is a large land mass. *I am aware that there are 7 continents. *I am aware that these 7 continents have names. *I am aware that there are famous landmarks on each continent.	*I can explain what a continent is. *I can recall the names of the 7 continents. *I can Identify the continents from looking at a map.	*I can share my knowledge of the 7 continents with my family and friends and sing them 'The Continent Song'.
	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 – Coding			Purple Mash: 2Code	- 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.	- 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.	- 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				
	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				
	Instructions	Detailed information about how something should be done.				
DT – Designing and making motor cars/	Brief	An outline of what model or product is wanting to be made.		*I understand the importance of creating a detailed design of my model. *I understand that I shall need to collect the	* I can draw and label a design of my model. * I can make my model – trying to stick as closely to my design as possible. * I can say what went well about my build and what I	*I can design, make and evaluate models at home.
	Purpose	The reason behind making the model – what and who will it be made for?				

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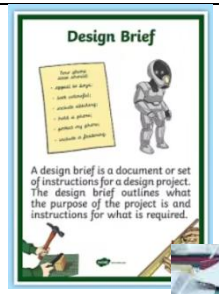
	Design	A drawing which is annotated with features of the model and materials which could be used.	 Model Design Evaluation: DT project Year 2 Name: Name of article designed: What I did well: • • • What I could improve: • • •	resources that I require to make my design. *I understand that I will need various resources to attach and join materials together. *I can understand the importance of evaluating my finished product.	would do differently, if I were to repeat it.	
	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.				
Music	songs	A set of words or a poem set to music and meant to be sung.		- I understand what a beat is - I understand that I need to listen carefully to find the beat in the music	- I can listen carefully - I can move/ clap to the beat	- I can share my thoughts about songs - I can move in time to the beat
	Percussion instruments	An instrument that makes a sound when it is hit, shaken or scraped.				

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	tempo	The speed of the music or song	charanga®			
PE – Hockey, Athletic races	Running	An action to move quickly with the correct technique using arms and legs as effectively as possible.	Balance Running Hockey 	- I can describe what balancing means - I can explain how to run effectively - 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.	- I can effectively balance a variety of objects on different parts of my body. - 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.	- I can balance an object on a part of my body without dropping it, showing control over my body. - I can dribble a hockey ball around a set of cones.
	Hockey	Sport which involves a hockey stick to hit a ball and score goals.				
	Balance	the ability to maintain a controlled body position during task performance				

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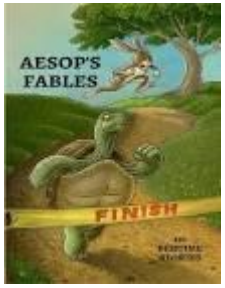
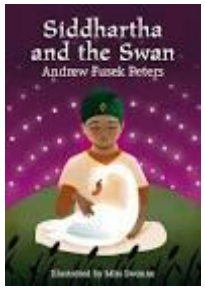
RE: Why Do People Tell Stories?	Stories	Stories can be told from memory or read from books. Many stories have special messages that they give the reader. Stories are told in the many religions of the world and they often teach us important lessons.	 	● I can understand that storytelling is a shared, community experience ● I can understand that there are different types of story [e.g. parable, fable] ● I can understand that religious communities have special shared stories that help them to express meaning or to explain things that they believe [e.g. about God or how the world began], or to celebrate & 'belong' together ● I understand that these shared stories	* I can retell stories that I have experienced during my learning *I can talk simply about the meanings of stories or what people might learn from them e.g. about God or how to live * I can use appropriate vocabulary when I talk e.g. about stories, artefacts or people *I can give examples of how stories might help people (communities) to live their lives or to find comfort	* A can share a lesson that I have learned from a story with my family and friends.

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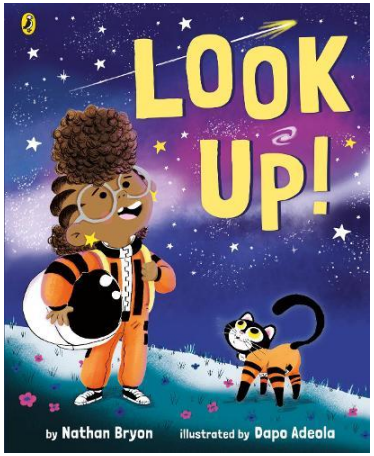
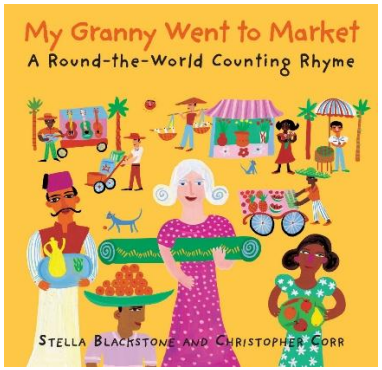
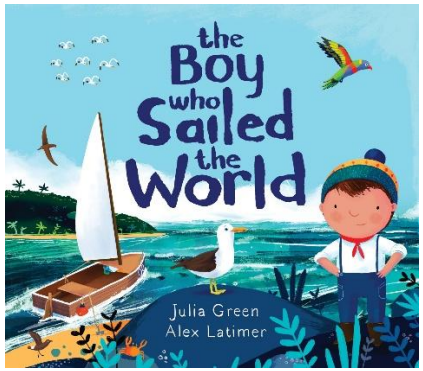
	Fable	A short story that provides a lesson. There is a moral to the story.		help to give people and communities identity ● I understand that stories can help us to understand life [e.g. to know right from wrong, or how to be a 'better' person] ● I understand that some stories are a source of comfort	* I can suggest why stories may be special to different communities * I can respond with sensitivity to different types of story, recognising that these are often special to other people * I can recognise that some stories explore difficult questions or give hope to people in difficult times * I can give simple reasons for my views	
PSHE: The story Project – Look Up	Strengths	Something that someone is good at.		I can recognise and understand what makes me individual. I can recognise and understand what my strengths and abilities are. I understand that I can support others in an area I have a strength in. I understand the meaning of perseverance. I understand the effects of spending too much time on devices. I understand how to keep myself safe on the roads.	I can celebrate and be proud of my individuality. I can celebrate and be proud of my strengths and abilities. I can help/ teach others something that I am good at. I can use a strategy to help me to persevere. I can come off a device calmly when my screen time is over. I make sure I am listening to my grown-up when I am close to a road.	I can use my strengths to support others. I can use my strengths/ abilities to inspire others. I can celebrate the strengths of my friends. I can support friends and family members to keep trying/ persevere when things are tricky.
	Abilities	Something that someone is able to do.				
	Perseverance	To be determined to complete your goal. To stick at it and not give up.				
	Device	A phone/ tablet/ Ipad/ computer				

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