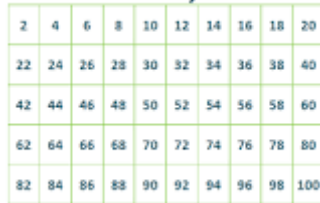
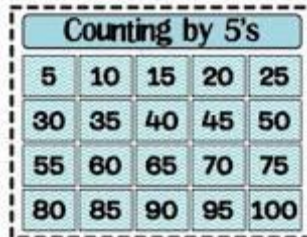
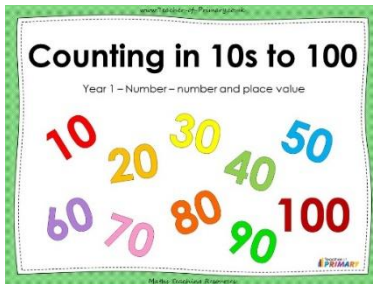


Subject	Key vocabulary -	Meaning	Key facts	Key knowledge	Key Skills I will learn	I know more I can do.....	
Maths – Multiplication & Division, Fractions	Equal Groups	Groups of items which have the same amount in each group		<ul style="list-style-type: none"><li>- I can understand that equal groups must 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></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</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>	
	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						

## Year 1 Summer Term 1 Knowledge Organiser

### Equal Groups

#### Adding Equal Groups



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

How many fingers altogether?



$$5 + 5 + 5 =$$

#### Array



- I can understand that  $\frac{1}{4}$  is 1 of 4 equal groups or parts

and say how many groups I have.

- I can identify a  $\frac{1}{2}$  of a shape
- I can identify a  $\frac{1}{4}$  of a shape
- I can find half of a number or quantity by sharing into 2 equal groups.
- I can find a  $\frac{1}{4}$  of a number or a quantity by sharing into 4 equal groups.
-

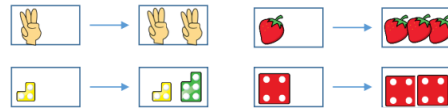
## Year 1 Summer Term 1 Knowledge Organiser



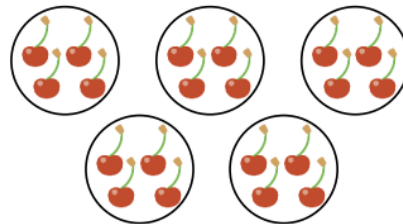
There are 3 lots

of 2

Double



Sharing Equally

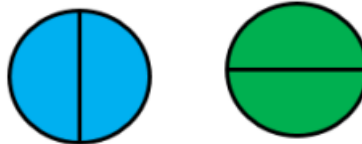


Grouping





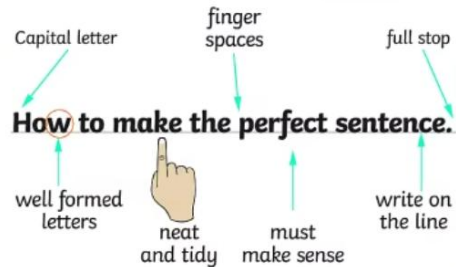
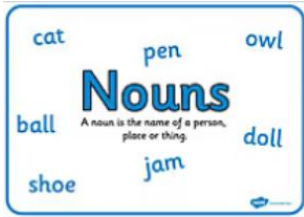


There are \_\_\_\_ altogether.  
There are \_\_\_\_ equal groups of \_\_\_\_

Half





Quarter



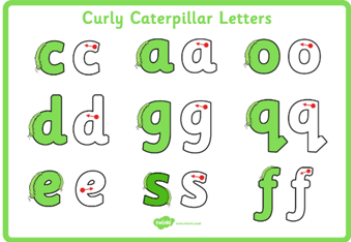
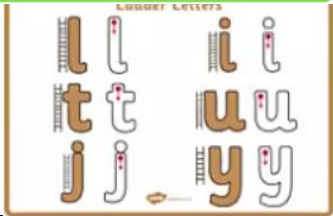

# Year 1 Summer Term 1 Knowledge Organiser

			 			
English - Story writing, Instructions, Amelia Earhart - Biography	Story	A description of something that has happened, either true or made up	 <p><b>How to make the perfect sentence.</b></p>   	<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> <li>- I understand that stories have a beginning, middle and end</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> <li>- I am able to create a beginning, middle and end for my own story</li> <li>- I am able to use the main features of instructions when writing my own.</li> <li>- I am able to recount and</li> </ul>	<ul style="list-style-type: none"> <li>- I can use my skills to re-write or re-tell a familiar story</li> <li>- I can use my skills to write or tell my own version of a familiar story.</li> <li>- I can write or tell my own stories.</li> <li>- I can recognise</li> </ul>
	Sentence	A group of words put together to mean something				
	Adjective	A describing word				
	Noun	People, place or objects				

## Year 1 Summer Term 1 Knowledge Organiser

	Verb	Doing words	 	<ul style="list-style-type: none"> <li>- I understand the main features of instructions.</li> <li>- I understand that a Biography recounts the main events in a person's life.</li> </ul>	record the main events in Amelia Earhart's life.	<p>e</p> <p>instructions at home - e.g - cookery books.</p> <ul style="list-style-type: none"> <li>- I can recount the main events in my own life.</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				
	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				

## Year 1 Summer Term 1 Knowledge Organiser

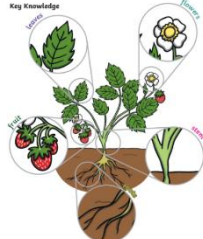
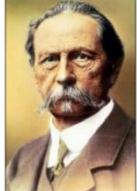

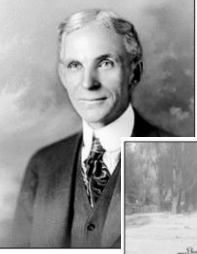

	Zig zag monster letters	Letters which go in a diagonal motion at some point in the letter.	   			
	Recount	To re-tell the main events.				
	Biography	To re-tell the main events in a person's life.				
	Instructions	Written or verbal directions to help somebody to complete a task. They are short and to the point.				
Science – Seasonal Changes, Working	Observations	What can be found out through looking and noticing things	 <p>Observations</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> <li>- I know there are a variety of common</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</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</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	Experiment			



## Year 1 Summer Term 1 Knowledge Organiser



	Predict	What you think will happen	<div>Experiment:</div> <div>My Prediction</div> <div>My Results</div> <div><div>seeds</div><div>bulbs</div></div> <div>Trees</div> <div><div>cedar</div><div>horse chestnut</div><div>oak</div></div> <div>Wild Plants</div> <div><div>dandelion</div><div>daisy</div><div>buttercup</div><div>nettles</div><div>ivy</div><div>dog rose</div><div>clover</div><div>brambles</div></div> <div>Garden Plants</div> <div><div>fuchsia</div><div>pansy</div><div>sweet pea</div><div>sunflower</div><div>rose</div><div>lavender</div><div>iris</div></div>	wild and garden plants	experiment a fair test	seasonal changes for spring at Forest school.
	Aim	What you want to discover		- I know there are a variety of common trees	- I can explain what my experiment has found out	- I can identify some common wild plants and common garden plants at home or in my surrounding area
	Results	What was found out		- I understand the difference between a deciduous and an evergreen tree is	- I can record my results so others can see what I have found out	
	Recording	Showing the results of the experiment through pictures or words.		- I can name the parts of a plant and tree	- I can identify a variety of common wild and garden plants	
	Wild plants	A wild plant seed grows where it falls. It doesn't need to be planted or cared for as it grows.		- 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 a variety of trees	
	Garden plants	Garden plants are plants that people choose to grow in their gardens.			- I can identify deciduous and evergreen trees	
	deciduous	A deciduous tree loses its leaves each year.			- I can identify the different parts of plants and trees.	
	evergreen	An evergreen tree keeps its green leaves all year round, even in the winter.			- I can give examples of seasonal changes for both spring and summer.	
	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.				

# Year 1 Summer Term 1 Knowledge Organiser



	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 – 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>  <p>Benz's car</p>  <p>Henry Ford</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</li> </ul>
	Significant historical figure	Someone who has achieved something that has changed society.				
	Past	Something that has already happened				



## Year 1 Summer Term 1 Knowledge Organiser

			<p>The first factory built motor car</p>  <p>Amelia Earhart</p>			modern cars.
Geography	Next Half term					
Computing - Maze Explorers	Code	Instructions written using symbols or words that can be interpreted by a computer		<ul style="list-style-type: none"> <li>- To understand the functionality of the direction keys.</li> <li>- To understand how to create and debug a set of instructions (algorithm).</li> <li>- To understand how to change and extend the algorithm list.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use the direction keys and number keys in a set of instructions.</li> <li>- I can create an algorithm.</li> <li>- I can correct an algorithm if need be.</li> </ul>	<ul style="list-style-type: none"> <li>- I can give clear instructions at home for which colours to use when building a lego/ block tower.</li> <li>- I can use positional language.</li> </ul>
	Algorithm	A precise step by step set of instructions used to solve a problem or achieve and objective				
	Run	The cause the instruction in a program to be carried out.				

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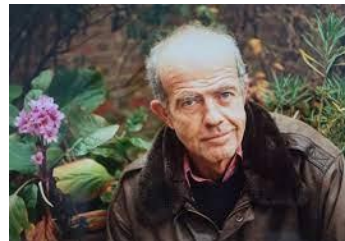
							
Art - Sketching	Cross hatching	Form of shading which creates a darker picture. Sets of lines which are drawn crossed over each other.	 © Sandrine Pelissier	Hatching	- I can understand what cross hatching is and why it is used.	- I can use cross hatching to create detail to my sketch	I can produce a drawing on the style of John Burningham I can talk about John Burningham and his achievements.
	hatching	Form of shading to create detail. Lines which are drawn in one direction and don't overlap.			- I can understand what hatching is and why it is used.	- I can use cross hatching to add different shades to my sketch	
	Line sketching	Form of drawing that uses small lines to control the direction of the drawing.			- I can explain how line sketching is used and why it is used.	- I can use a simple line sketch to create a drawing with control	
	John Burningham	Author and Illustrator of children's books.			- I can understand who John Burningham was	- I can understand how John Burningham's	

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Cross  
Hatching



Sketch


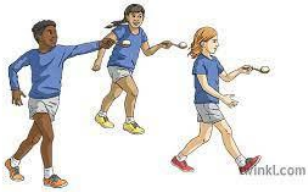



John Burningham




and what his  
achievements  
were.

achievements  
have impacted  
society.



## Year 1 Summer Term 1 Knowledge Organiser

			Mr Gumpy's motor car			
						
DT		Next Half Term				
PE - Tennis	Tennis	A game in which players strike a ball with a racket over a net.	<p>Balance:</p>  <p>Hand-eye coordination:</p>  <p>Sending and receiving:</p>	<ul style="list-style-type: none"> <li>- I can understand how to hold a tennis racket</li> <li>- I understand what sending a ball means.</li> <li>- I understand what receiving a ball means.</li> <li>- I understand the importance of watching the ball all of the time.</li> </ul>	<ul style="list-style-type: none"> <li>- I can balance a ball/ beanbag on a tennis racket.</li> <li>- I can send a ball to a partner.</li> <li>- I can receive a ball from a partner.</li> <li>- I can focus on the ball when sending and receiving.</li> </ul>	<ul style="list-style-type: none"> <li>- I can confidently work with a partner to send and receive a ball - either by throwing and catching or using a racket.</li> </ul>
	Sending a ball in tennis	To either throw or bat the ball to a partner.				
	Receiving a ball in tennis	To either catch or hit a ball that has been sent from a partner.				
	Hand eye coordination In tennis	To watch the ball into your hands or onto the racket.				

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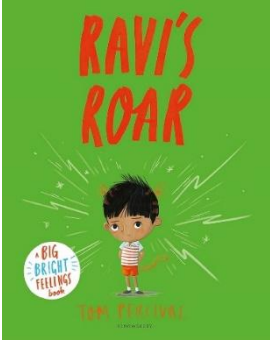
						
Music	songs	A set of words or a poem set to music and meant to be sung.		<ul style="list-style-type: none"> <li>- I can understand that the songs we are learning have a beat.</li> <li>- I can understand that that I need to keep in time with the beat.</li> <li>- I understand that each song is related to a certain time of day.</li> </ul>	<ul style="list-style-type: none"> <li>- I can listen carefully to each song and tune in to the beat of it.</li> <li>- I can join in with and enjoy singing along with my friends.</li> <li>- I can play a percussion instrument in time with the beat.</li> </ul>	<ul style="list-style-type: none"> <li>- I can listen in order to find the beat in the music</li> <li>- I can share my thoughts about a song</li> </ul>
	Percussion instruments	An instrument that makes a sound when it is hit, shaken or scraped.				
	tempo	The speed of the music or song.				
RE - What is important for Muslim families?	Islam	A faith which believes in Muhammad being the prophet of Allah		<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> </ul>	<ul style="list-style-type: none"> <li>- I can describe how to handle and care for the Qur'an.</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>- I will be able to explain that every Islam has an almighty figure and an important</li> </ul>
	Allah	The god which Muslim's believe in who has 99 names.				
	Prophet	A messenger				

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	Qur'an	The holy book of Islam	 	<ul style="list-style-type: none"> <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 that a prophet is a messenger</li> </ul>	<ul style="list-style-type: none"> <li>- I can compare a mosque to a church.</li> </ul>	<p>text which they pray from.</p>
	Muslim	Someone who has the religion and faith of Islam				



## Year 1 Summer Term 1 Knowledge Organiser

PSHE - Story Project	<p>An emotion</p>	<p>A strong feeling that can be altered depending on a person's mood, environment or personal situation.</p> <ul style="list-style-type: none"> <li>• Calm</li> <li>• Happy</li> <li>• Sad</li> <li>• Frustrated</li> <li>• Angry</li> </ul>		<ul style="list-style-type: none"> <li>- I understand how to judge what I am feeling and whether my behaviour is appropriate and proportionate.</li> <li>- I understand that there are different levels of emotions and can act out the 5 point scale for basic emotions.</li> <li>- I understand why someone might have an inappropriate reaction.</li> <li>- I understand the importance of giving my brain a rest and know some ways to relax.</li> </ul>	<ul style="list-style-type: none"> <li>- I can judge what I am feeling.</li> <li>- I can scale the different levels of basic emotions.</li> <li>- I can sympathise if someone has an inappropriate reaction from time to time.</li> <li>- I can think of a way to relax, if I feel I need to.</li> </ul>	<ul style="list-style-type: none"> <li>- I can discuss what emotions are and the different emotions with my family.</li> </ul>
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## Year 1 Summer Term 1 Knowledge Organiser

Our Storytime reading books are:

