

Year 1 Knowledge Organisers Spring Term 2

RE

Year 1 - Branch 4

Desert to Garden



Key Vocabulary

Temptation	
Last Supper	
Ash Wednesday	
Lent	
Palm Sunday	
Crucifixion	
Resurrection	
Family Fast Day	
Easter	

Scripture

- Jesus enters Jerusalem (Lk 19:28-38)
- Jesus teaches in the temple (Lk 19:47-48)
- The widow's mite (Lk 21:1-6)
- The last supper (Lk 22:7-23)
- The Crucifixion and death of Jesus (Lk 23:33-46)
- The angel's message (Lk 24:1-8)



What will we learn?

Make simple connections between Jesus' time in the desert (Lk 4:1-13) and Christians praying and fasting for forty days in Lent. (RVE)	
Recognise that Jesus shows the importance of giving to others, making simple connections with the story of the widow's mite (Lk 21:1-6) and the season of Lent.	
Correctly sequence the events of the last week of Jesus' life.	
Recognise that angels bring God's message and are a sign the Jesus is the Son of God, truly alive.	
Recognise that the Church teaches that Jesus suffered, died, and rose again.	
Recognise simple connections between the use of ashes and the Christian belief that Lent is an opportunity for a new start.	

Computing

Key Skills

Problem Solve

Responsible

Digitally Literate

Purposeful

Sequence

Computing - Programming 2: Digital Bee-Bots



command	One instruction that tells a computer or robot what to do.
error	A mistake that stops instructions from working correctly.
instructions	A set of commands that make a computer or robot do a job.
program	To give a computer or robot a set of instructions to follow.

Where will the instructions take the Bee-Bot?



Digital Bee-Bot commands



move the Bee-Bot to its home space



forward (one square)



stop the program



rotate left one quarter turn



start the program



rotate right one quarter turn



pause for one second



backward (one square)



clear the memory



Memory - where commands are stored until cleared

Science

Key Skills

Explain

Investigate

Observe

Predict

Evaluate

Classify

Question

Science - Comparing animals



Animal groups

mammals



- Fur or hair.
- Drink milk from their mothers.
- Give birth to live young.

birds



- Two wings and two legs.
- Beak and feathers.
- Lay eggs.

reptiles



- Dry, scaly skin.
- Breathe with lungs.
- Lay eggs.

amphibians



- Moist skin.
- Live on land and water.
- Lay eggs.

fish



- Scales.
- Gills.
- Lay eggs.

herbivores



eat plants

carnivores



eat animals

omnivores



eat plants and animals

Animal body parts

beak

shell

fin

tail

horn

trunk

paws

wings

gills

claws

whiskers

snout

D&T

Key Skills

Plan

Design

Make and construct

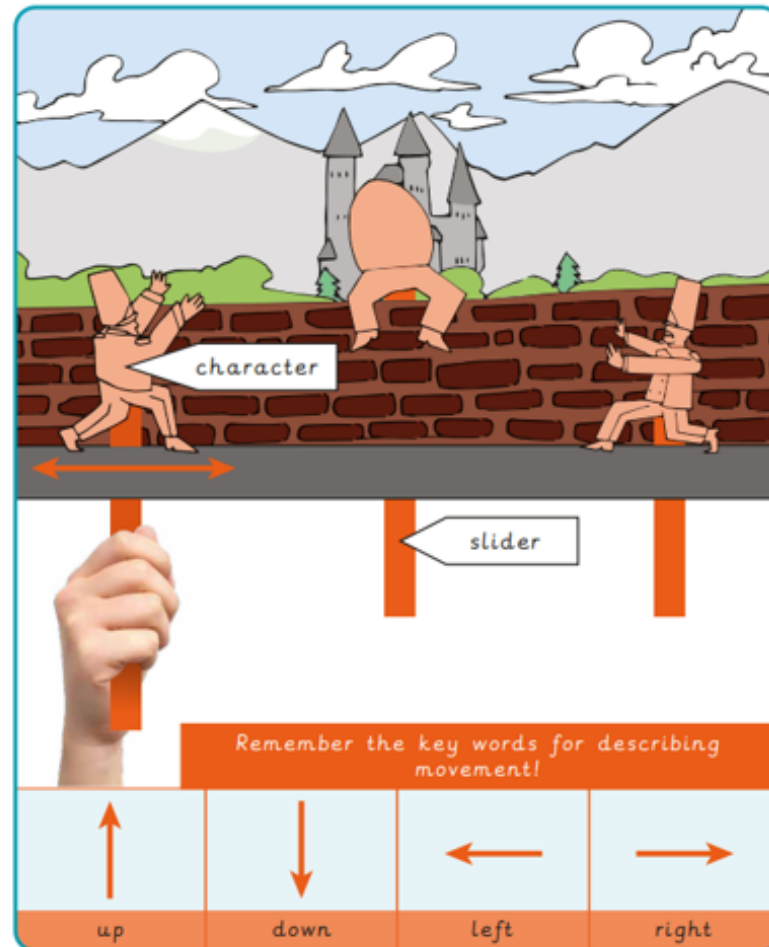
Evaluate

Compare

D&T - Making a moving storybook



assemble	To fix all parts together.
design	To make, draw or write plans for something.
design criteria	A set of instructions for the project.
evaluation	Looking at what is good and bad about something and thinking about how to make it better.
mechanism	A set of parts of a machine that work together.
model	A copy of a real object to show how it works or what it looks like.
sliders	Something that can move from side to side or up and down.
target audience	A person or particular group of people at whom a product is aimed.
test	To find out whether something works as it should.









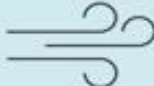
Geography

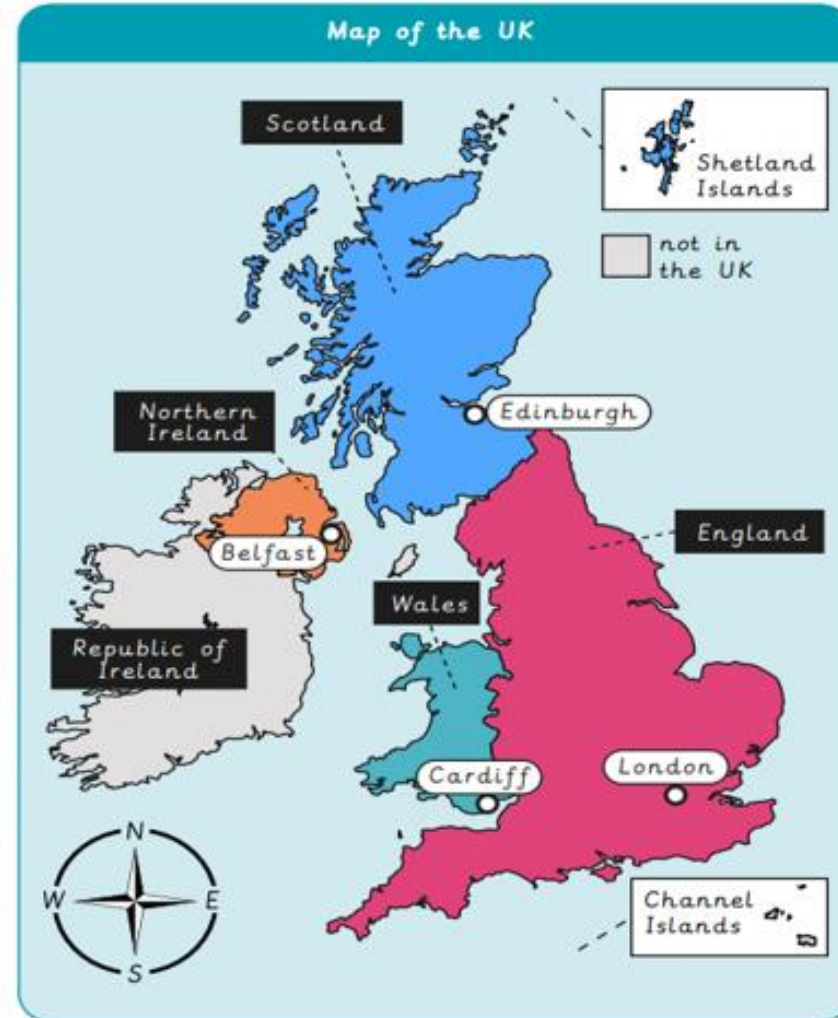
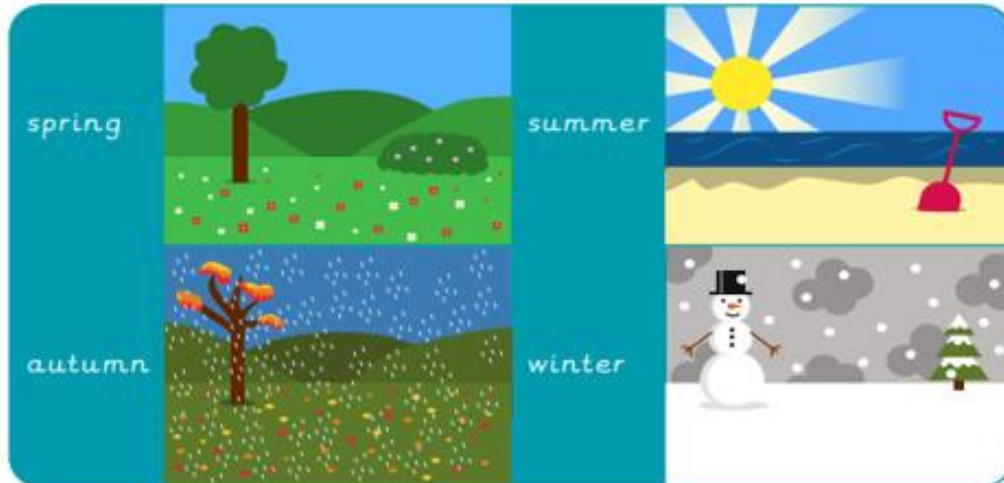
Key Skills

Locate Identify Investigate Explore Compare Observe and Record Collect Data Evaluate

Year 1 - What is the weather like in the UK?



Weather symbols			
 sunny	 sunny and cloudy	 rain	 snow
 thunder and lightning	 cloudy	 windy	



Music

Key Skills

Listen

Perform

Create

Explore

Sing

Compose

Produce

Improve



Knowledge Organiser – Round And Round – Year 1, Unit 4



1 – Listening: Round And Round

Find the pulse as you are listening to the music: Can you dance, get funky or find the groove?

Instruments/voices you can hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. Can you recognise any of these instruments in the other songs?



2 – Musical Activities

Find the pulse!

- Use your imagination to find the pulse!

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite animal
- Make up your own rhythms

Pitch is high and low sounds.

3 – Perform & Share

A class performance of Round And Round – with singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Singing and dancing and having fun!

Playing instruments using up to three notes – D or D, F, C + D. *Which part did you play?*

Improvise using the notes D + E:

- **Challenge 1** Clap and improvise
- **Challenge 2** Sing, Play and improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Have a think...

What did you like doing best?

Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



Words you need to know: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience



PSHE

Key Skills

Discuss

Empathise

Listen to Others

Sensitive

Brave

Accepting

Understanding

Share thoughts and Ideas

Respect

Honesty

Healthy Me



Key ideas:

Key Vocabulary:

Healthy, body, well,
health, food, mind-set,
relaxed, medicine, food
groups, fat, dairy,
protein, energy,
relationships

- To know how to keep your body healthy.
- To show what relaxed means and understand what make you feel relaxed.
- To understand how medicines work for the body and the importance of using them safely.
- To know about different food groups and discuss a balanced diet.



Key Skills

Compete

Physical

SportmanshipTransferrable skills

Improve

Persevere



Knowledge Organiser

Invasion Year 1

About this Unit

Invasion games are games where there are two teams and two goals. Teams try to score in the opposite team's goal. Examples include football, handball, rugby, netball, basketball, hockey.

My team has the ball, I am an attacker

My team needs to score goals

In invasion games, if your team has the ball you are called attackers. If your team doesn't have the ball you are defenders.

My team doesn't have the ball, I am a defender

My team needs to try to stop goals

Look at the images below, who are the attackers and who are the defenders?



Key Vocabulary



attacker

marking

defender

points

dodge

score

goal

space



If you enjoy this unit why not see if there is a club in your local area that plays an invasion game. This could be a basketball, football, handball, hockey, netball or tag rugby club.

Ladder Knowledge



Sending & receiving:

look at your partner before sending the ball

Dribbling:

moving with a ball is called dribbling.

Space:

being in a good space helps you to pass the ball.

Attacking:

moving away from a partner helps your team to pass you the ball.

Defending:

staying with a partner makes it more difficult for them to receive the ball.

Movement Skills

- dribble
- throw
- catch
- kick
- receive
- run
- change speed
- change direction

This unit will also help you to develop other important skills.

Social supporting others, communication, co-operation, kindness

Emotional perseverance, confidence, honesty

Thinking comprehension, identifying strengths and areas for development, select and apply

Rules

Rules help you to play fairly.

Tactics

Tactics are a plan that help us to do what we want to do when playing games.

Spread out

Stay with a partner

Keep the ball

Send the ball quickly to a teammate

Healthy Participation



- Make sure any equipment not used is stored out of the way.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Touch Down

What you need: two players, two markers and a ball

How to play:

- Place the two markers approx. 8 big steps apart.
- One person begins at one marker with the ball, either person begins in the middle.
- Person with the ball attempts to score by running and placing it on top of their opponent's marker.
- If their opponent tags the person with the ball, they have to start again at their marker.
- Have three attempts to swap their switch roles.
- Make this harder by dribbling the ball with feet or hands.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136

Key Skills

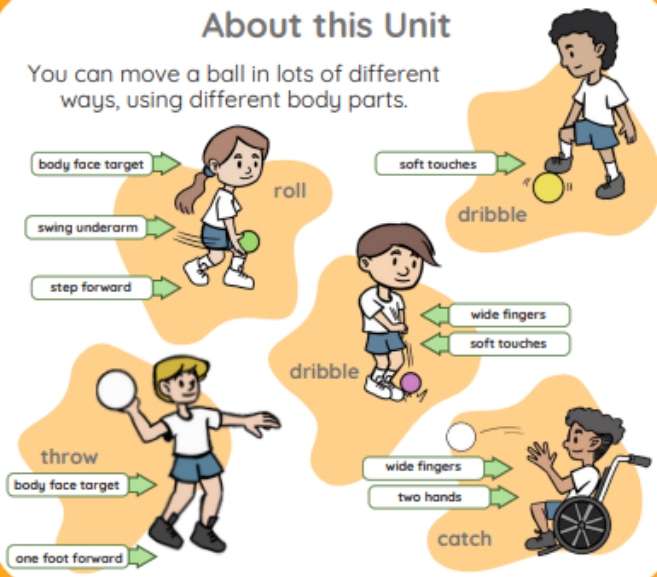
Compete Physical Sportmanship Transferrable skills Improve Persevere



Knowledge Organiser
Ball Skills Y1

About this Unit

You can move a ball in lots of different ways, using different body parts.



Ladder Knowledge



Sending:

Face your body towards your target when rolling and throwing underarm. It will help you to balance.

Catching:

Watch the ball as it comes towards you.

Tracking:

Move your feet to get in the line with the ball.

Dribbling:

Moving with a ball is called dribbling. You can dribble with your hands and with your feet.

Movement Skills

- dribble with hands
- roll
- throw
- catch
- dribble with feet
- track

This unit will also help you to develop other important skills.

Social communication, support others, co-operation

Emotional perseverance, honesty, determination

Thinking exploration, make decisions, comprehension, use tactics

Strategies

For all ball skills use these tips:

- Track the ball as it comes towards.
- Point your hand or foot towards your target when sending the ball.
- Cushion the ball as you receive it.

Healthy Participation



- Make sure unused balls are stored in a safe place.
- Make sure you work in a safe space and show an awareness of others as you use the ball.

Key Vocabulary



catch	safely	swing
control	score	target
dribble	space	track
ready position	soft	underarm
roll		

If you enjoy this unit why not see if there is a ball game e.g. a basketball club in your local area.



This unit will help you to:

- change direction
- balance
- move different body parts at the same time
- be faster
- move for longer

Home Learning



Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Bottle Skittles



What you need: plastic bottles, a pair of socks, 3 or more players

How to play:

- Use empty plastic bottles as skittles. Set them up approx. 5m away.
- Use a pair of socks rolled into a ball and try to hit as many skittles as possible down.

Playing with more people?

See how many throws it takes each player to knock down all of the skittles.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit. @getset4education136