



Year 1

Summer 2

Knowledge Organisers

Unit 14

Numbers to 100



In this unit we will ...

- ⚡ Count in 10s
- ⚡ Learn how to use a 100 square
- ⚡ Use 10s and 1s to make larger numbers
- ⚡ Say which number is larger and smaller

We will use this 100 square.
Can you find the number 30?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



We will need some maths words.
Can you read these out loud?

100 square

one more

one less

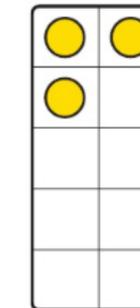
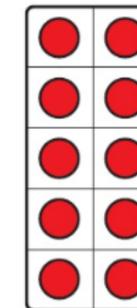
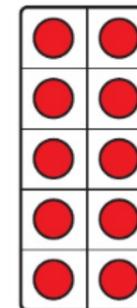
greater than

less than

tens (10s)

ones (1s)

We will need these too.
What number is shown here?



Unit 15 Money



Have you heard these money words before?

pound pence
coins notes greater than (>)
less than (<)



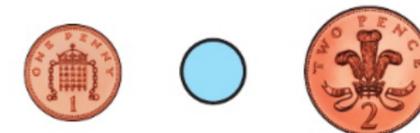
In this unit we will ...

- ⚡ Learn about coins
- ⚡ Learn about notes
- ⚡ Count in 1s, 2s, 5s and 10s using coins

Here are some coins. Do you know which is the 5 pence coin?



Do you remember these signs? > < Complete this sentence using > or <.



Unit 16

Time



In this unit we will ...

- ⚡ Say if things happen before or after one another
- ⚡ Use a calendar
- ⚡ Tell time to the hour and the half hour
- ⚡ Solve time word problems

This is a calendar. Can you use it to find how many days are in a week?

March						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



We will need some maths words. You may know some of these.

before

after

yesterday

today

tomorrow

day

week

month

year

calendar

hour

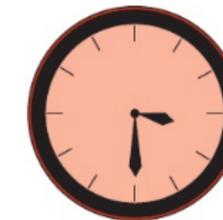
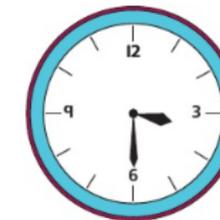
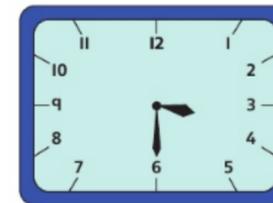
minute hand

hour hand

o'clock

half past

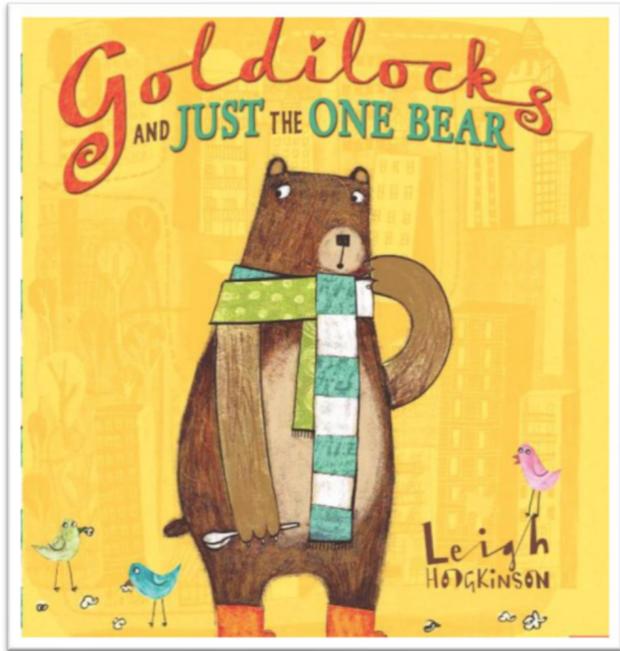
There are lots of different types of clock. Do all of these clocks show the same time?





Goldilocks and Just the One Bear

by Leigh Hodgkinson



Year 1 Pathways to Write: Summer 2

Year 1
English

Vocabulary to explore within this unit:

NC Common Exception Words – Year 1		Vocabulary Development	
a	some	lolloping	bear
was	here	nip (into)	wood
once	there	peeked	minute
he	so	pleasant	twigs
one	to	frothy	leaves
the	of	nodded off	cactus
where	has	pottering	duvet
said	my	familiar	
ask	me	penny dropped	
		plonked	

Outcome: Fiction – Traditional story

Writing outcome:

To write a new version of the story with a new character or new setting

Greater depth writing outcome:

To write a new version of the story with a new character **and** a new setting

Additional writing opportunity:

To write a non-chronological report about bears

 Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> Join words and clauses using and Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Add suffixes to verbs where no change is needed to the root e.g –ed, -er, -ing, -est Change the meaning of verbs and adjectives by adding the prefix un- 	<ul style="list-style-type: none"> Join words and clauses using <i>and</i> Use simple description Sequence sentences to form short narratives (link ideas or events by pronouns) Use a capital letter for places and days of the week Punctuate sentences using a capital letters, full stop, question mark or exclamation mark 	<ul style="list-style-type: none"> Story language Simple description for character and setting Sequence of events Include a beginning, middle and end Past tense

Year 1: History - Great Fire of London

The Great Fire of London

KS1

Spread of the Fire

- Sunday 2nd September 1666
- Monday 3rd September 1666
- Tuesday and Wednesday
4-5th September 1666



Timeline of Events

Monday 3rd September 1666

The fire gets very close to the Tower of London.

Tuesday 4th September 1666

St Paul's Cathedral is destroyed by the fire.

Sunday 2nd September 1666

The fire starts at around 1 a.m.
Mid-morning: Samuel Pepys starts to write about the fire in his **diary**.

Wednesday 5th September 1666

The wind dies down and the fire spreads more slowly.

Thursday 6th September 1666

The fire is finally put out.
Thousands of people are left homeless.

The Great Fire of London

KS1

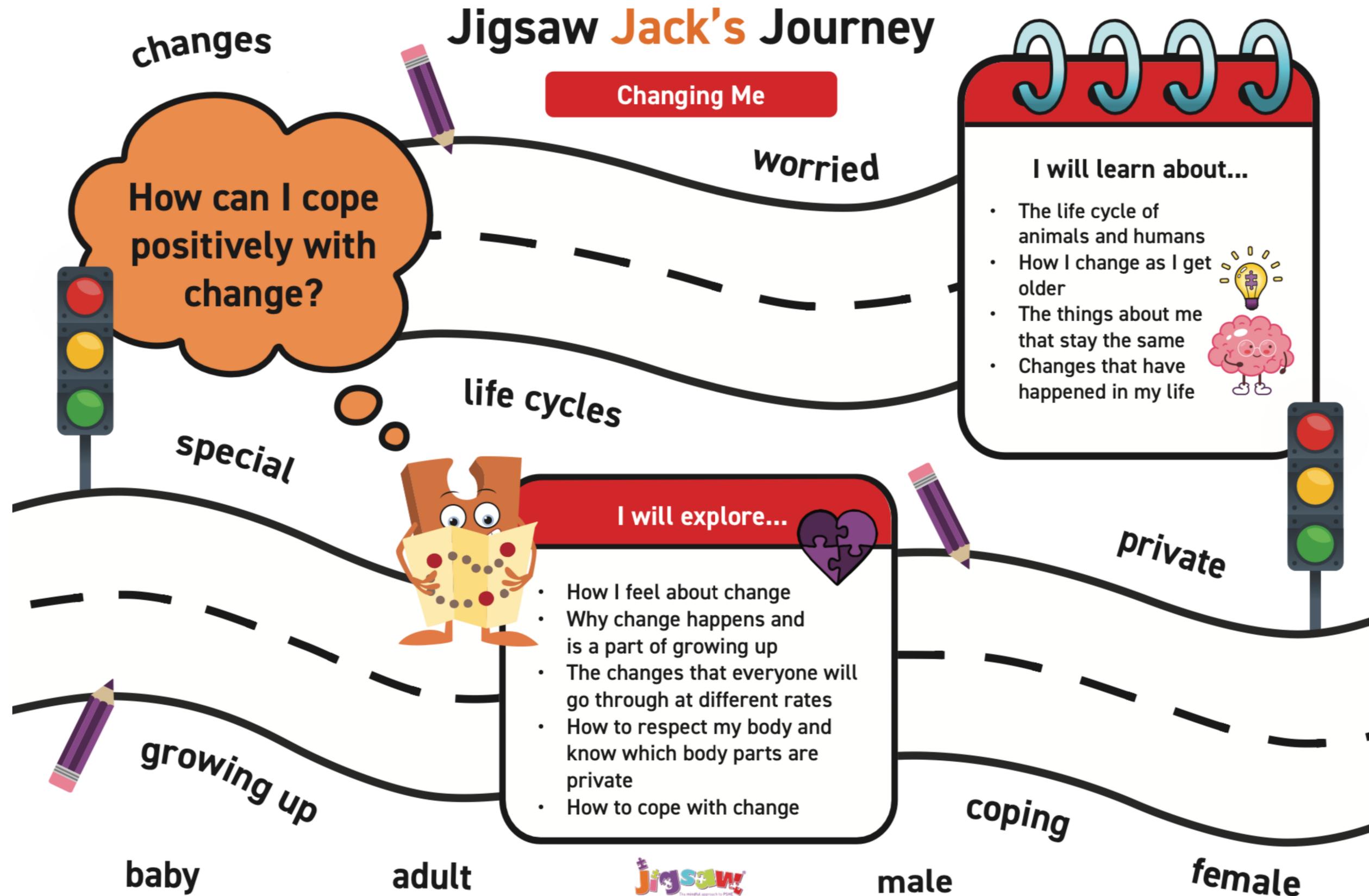
Key Vocabulary	
bakery	A shop where bread is made and sold.
diary	A book that people write about their lives in.
fire engine	A vehicle that carries things used to put out fires.
firefighter	People who put out fires as their job.
St Paul's Cathedral	A very large church in London. St Paul's Cathedral was rebuilt by Sir Christopher Wren after the fire.
rebuilt	Building something again after it has been broken or destroyed.
river Thames	The river that runs through the middle of London.
17th century	From the year 1601 to 1700. The Great Fire of London happened in the 17th century , in 1666.

Key People
  
Samuel Pepys Sir Christopher Wren King Charles II

Key Knowledge	
When was the Great Fire of London?	The Great Fire of London started on Sunday 2 nd September 1666 and ended on Thursday 6 th September 1666.
Where did the fire start?	The fire started in a bakery on Pudding Lane.
Why did the fire spread so quickly?	In 1666, the buildings in London were very close together and many were made of wood and had straw roofs.
What happened after the fire?	After the fire, many buildings were rebuilt . King Charles II ordered that buildings were built further apart and made of stone to make sure the fire could not happen again so easily.



Year 1: PSHE Changing Me





Year 1: Music Vocal and body sounds

Year 1: Vocal and body sounds (By the sea)

Musical style: Classical (20th Century)

Listening to music related to the sea.



Vocabulary

Pitch How high or low a sound is.

Timbre The "quality" of sound e.g. smooth, scratchy, twinkly.

Vocal sounds Sounds made with your vocal chords, such as talking, singing, humming and shushing.

Instruments

Percussion instruments Instruments which are played by shaking, tapping or scraping with your hand or a beater.

Musicians often use instruments, vocal sounds and body percussion to represent something else.



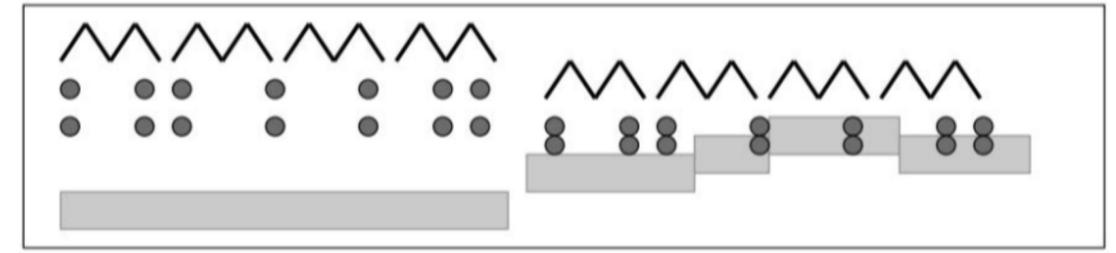
Dynamics The volume of the music (loud or quiet).



Tempo The speed of the music (fast or slow).



Graphic score Pictures, symbols, lines or shapes to represent sound.



Untuned percussion Percussion instruments you cannot play a tune on.



Tuned percussion Percussion instruments you can play tunes on.





Year 1 - Painting and mixed media



Year 1: Art and Design

Hue	Describing an exact colour: sky blue, dark green, rose pink
Mix	Combining two or more colours together
Pattern	Pattern is a design in which shapes, colours or lines are repeated
Primary colours	Red, yellow and blue
Print	Transferring an image onto another surface, e.g. finger printing
Secondary colours	Orange, green and purple and made by mixing two primary colours together

Artists

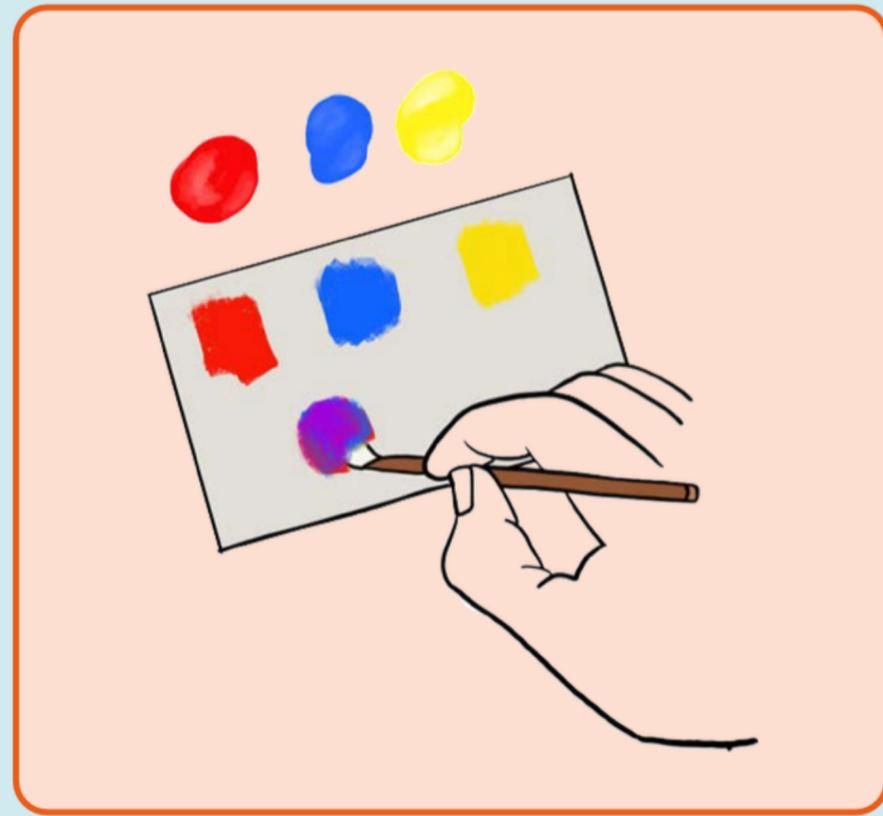
Jasper Johns

Clarice Cliff

Primary colours



Mix secondary colours

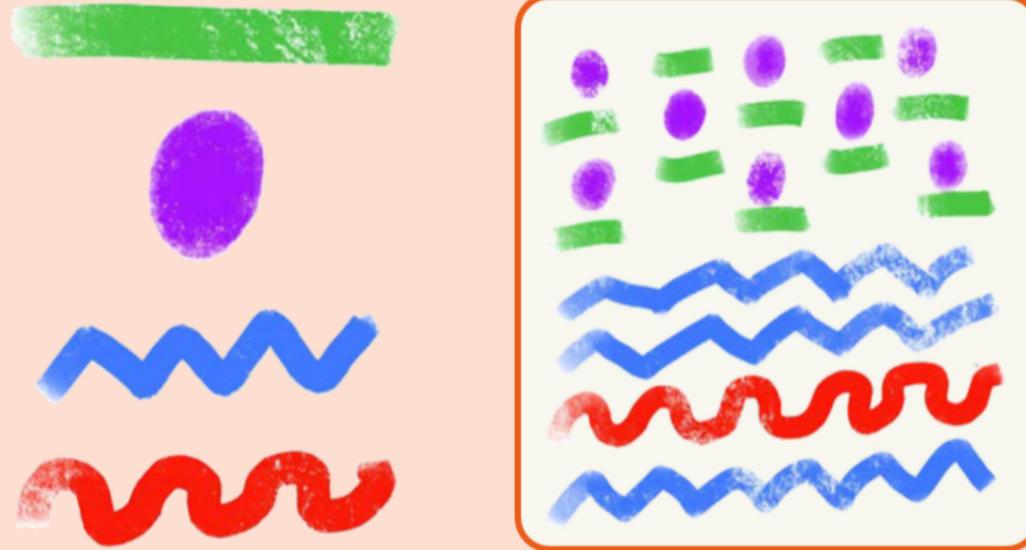


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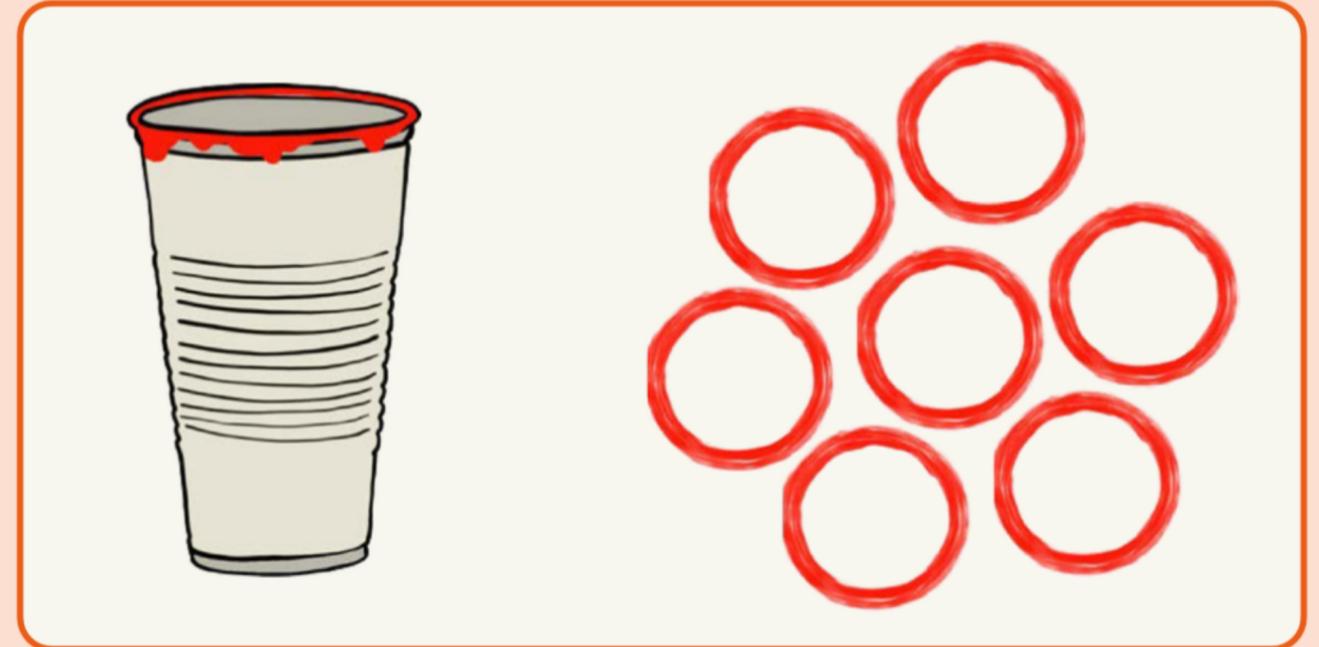


Year 1: Art and Design

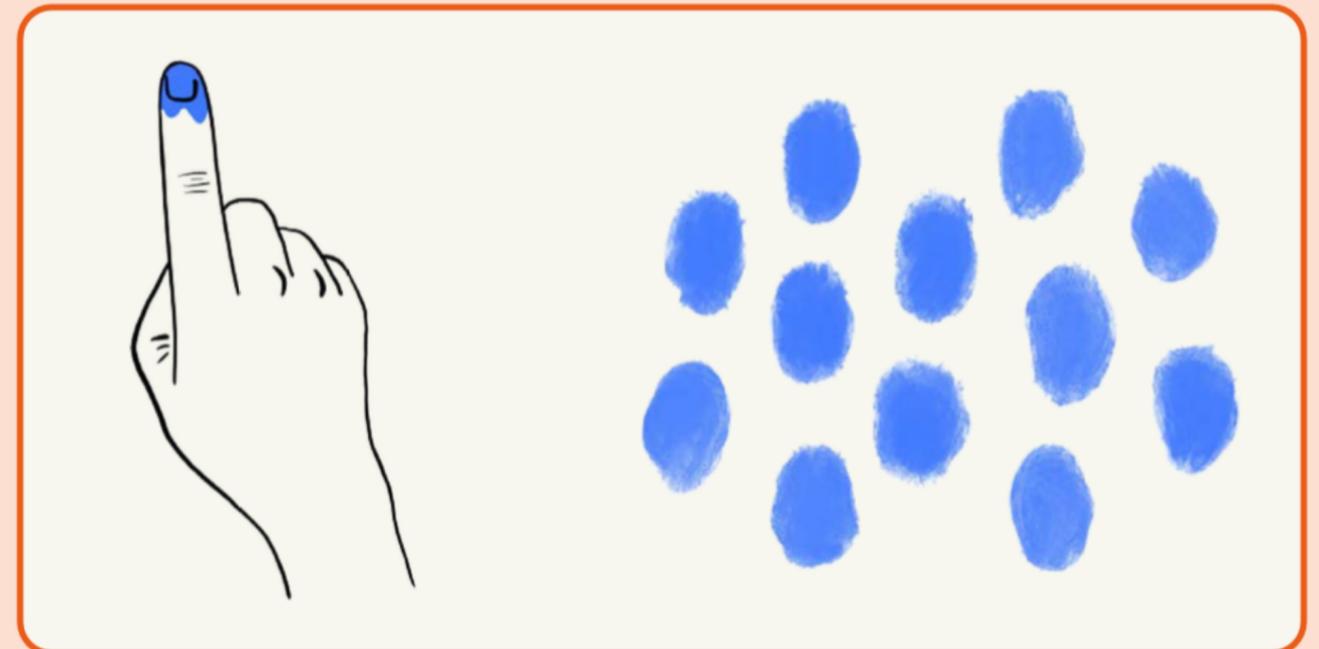
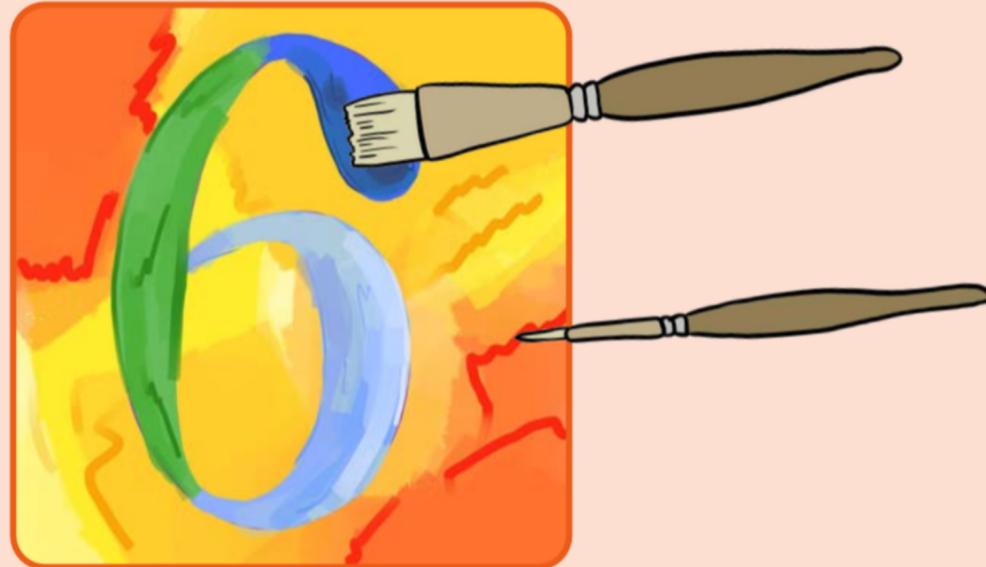
Create patterns by repeating shapes, colours, lines



Create patterns by printing



Different brushes make different marks





Year 1: PE Striking and Fielding



Knowledge Organiser Striking and Fielding Year 1

About this Unit

Striking and fielding games are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring. Examples of striking and fielding games include cricket and rounders.

overarm throw

- elbow high
- step forward with your opposite foot

underarm throw

- use a straight arm
- step forwards with your opposite foot

track

- move your feet to the ball
- scoop with two hands

catch

- watch the ball
- catch with two hands
- move your feet to the ball

hit

- watch the ball
- use the centre of the bat

Ladder Knowledge

Striking:
the harder you strike, the further the ball will travel.

Fielding:
throwing the ball back is quicker than running with it.

Throwing:
use an overarm throw to throw over longer distances.

Catching:
watch the ball as it comes towards you.

Movement Skills

- underarm throw
- overarm throw
- catch
- track
- bat

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

- Social** communication, collaboration, support and encourage others, kindness
- Emotional** manage emotions, honesty, perseverance
- Thinking** comprehension, use tactics, select and apply, decision making

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

Hit the ball into space



Throwing the ball is quicker than running with it

Healthy Participation

- Always keep a safe distance between yourself and a batter.
- Handle the bat in the way suggested by the teacher at all times.

Key Vocabulary

batter	hit
batting	out
bowl	ready position
bowler	track
fielder	underarm / overarm
fielding	

If you enjoy this unit why not see if there is a club in your local area that plays a striking and fielding game. Examples could be a cricket or rounders club.

This unit will help you to:

- change direction quickly
- balance
- move different parts of your body at the same time
- be faster

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

Field to Stop

What you need: two players, a markers and a ball or pair of rolled up socks.

How to play:

- Place the marker in a space and stand next to it.
- One player is the batter with the ball, the other player is the fielder.
- The batter rolls the ball into the space and then scores points by sitting down and standing up (one point for each time they do this).
- The fielder runs to collect the ball, holds it in the air and shouts 'stop'.
- Batter to confirm their score and then change roles.
- Play again, with throwing.

Head to our youtube channel to watch the skills videos for this unit. [@getset4education136](https://www.youtube.com/@getset4education136)



Knowledge Organiser

Net and Wall Games Year 1

Year 1: PE

Net and Wall games

About this Unit

Net and wall games are games where either a net separates the players or a wall is used. The object of these games is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return. Examples include tennis, badminton, volleyball, squash.

throw

- point your hand where you want the ball to go
- try to make the ball bounce once
- use an underarm throw

catch

- use two hands
- watch the ball

hit

- use the middle of the racket
- point your racket where you want the ball to go

track

- move your feet
- get in line with the ball

Ladder Knowledge



Hitting:

use the centre of the racket for control.

Feeding:

use an underarm throw to throw to a partner.

Rallying:

throwing/hitting to your partner with not too much power will help them to return the ball.

Footwork:

using a ready position will help you to move in any direction.

Movement Skills

- throw
- catch
- hit
- track

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

Social

support others, work safely, communication, co-operation

Emotional

perseverance, independence, determination

Thinking

comprehension, select and apply, reflection, identify areas of strength and areas for development, decision making

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.

Use a ready position

Send the ball away from a partner

Send the ball to one space then a different space

Track the ball as it comes towards you

Healthy Participation



- Make sure any unused equipment is stored in a safe place.
- Stay a safe distance from one another when using the racket.

Home Learning

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

Key Vocabulary



- | | |
|---------|----------------|
| net | ready position |
| partner | score |
| point | track |
| racket | underarm |

If you enjoy this unit why not see if there is a club in your local area that plays a net and wall game. This could be a tennis, badminton, volleyball club.



This unit will help you to:

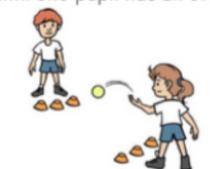
- change direction quickly
- balance
- move different parts of your body at the same time
- be faster
- move for longer

Hot Spots

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

How to play:

- Stand five big steps apart and place three cones on the floor at your feet.
- Take turns trying to hit your partner's cones using an underarm throw.
- If you hit a cone, you take it and add it to your row.
- The game is played until one pupil has all of the cones.
- Make this easier by using a bigger ball.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit. [@getset4education136](https://www.youtube.com/@getset4education136)



Year 1: E-Safety Project Evolve



Self-Image and Identity



Online Relationships



Online Reputation



Online Bullying



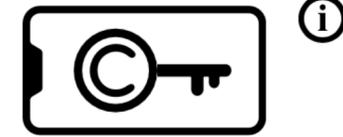
Managing Online Information



Health, Well-being and Lifestyle



Privacy and Security



Copyright and Ownership

I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.

Self-Image and Identity

If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.

Self-Image and Identity

I can describe how to behave online in ways that do not upset others and can give examples.

Online Bullying

I can give examples of when I should ask permission to do something online and explain why this is important.

Online Relationships

I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).

Online Relationships

I can explain why it is important to be considerate and kind to people online and to respect their choices.

Online Relationships

I can explain why things one person finds funny or sad online may not always be seen in the same way by others.

Online Relationships

I can explain why work I create using technology belongs to me

Copyright and Ownership

I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').

Copyright and Ownership

I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).

Copyright and Ownership

I understand that work created by others does not belong to me even if I save a copy

Copyright and Ownership

I can recognise that information can stay online and could be copied.

Online Reputation

I can describe what information I should not put online without asking a trusted adult first.

Online Reputation

I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.

Managing Online Information

I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.

Managing Online Information

I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.

Managing Online Information

I can explain how passwords are used to protect information, accounts and devices.

Privacy and Security

I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).

Privacy and Security

I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.

Privacy and Security

I can explain rules to keep myself safe when using technology both in and beyond the home.

Health, Well-being and Lifestyle



For the last half term in Science we will be looking at working scientifically covering knowledge from the whole year.

Year 1: Science Investigations



	Plan		Do		Review	
	Ask Qs and plan enquiry 	Set up enquiry 	Observe + Measure 	Record 	Interpret + Report 	Evaluate
KS1 (age 5-7) <i>Develop close observations.</i>	Ask simple Qs and recognise that they can be answered in different ways*.	Perform simple tests.	Observe closely, using simple equipment.	Gather and record data to help in answering questions.	Identify and classify. Use appropriate scientific language to communicate ideas.	Use their observations and ideas to suggest answers to questions.
Year 1 Curriculum Area.	Plants		Animals Including Humans		Everyday Materials	
	Seasonal Changes					
TAPS Assessment	Plants Structure 	Seasonal Change 	Animal Classification 	Human Body Parts 	Reflection Tests 	Floating and sinking



Discovery RE Knowledge Organiser Year 1, ages 5-6



This knowledge organiser is a guide, offering key information to point the teacher in the right direction as to the beliefs underpinning the particular enquiry. The summaries must not be taken as the beliefs of ALL members of the particular religion.

Religion /Worldview: Judaism	Enquiry Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?	Age: 5/6 Year Group: 1 Summer 2
In this enquiry, children look at how Jews try to solve any problems that have arisen in the previous year. They will reflect on what they might like to solve in the recent past		

Year 1: RE Judasim



Core Knowledge (see also background information documents)		Link to other aspects of belief	Personal connection / resonance
<p><u>Rosh Hashanah</u> is also known as the Head of the Year; it is celebrated on the first and second days of the seventh month, Tishri, and is the Jewish New Year festival.</p> <p>Rosh Hashanah, itself, has several meanings including:</p> <ul style="list-style-type: none"> • Commemorating the anniversary of the creation otherwise known as the birthday of the universe. • Being called the day of judgement and the day of remembrance by rabbis (Jewish teachers) <p>It is day of prayer, a time to ask for help in the year ahead and a time to remember the power of God whom they believe created the universe</p> <p><u>Yom Kippur</u></p> <p>Yom Kippur known as the Day of Atonement, follows 10 days after Rosh Hashanah. These ten days from Rosh Hashanah to Yom Kippur are known as the High Holy Days and are days of repentance. Yom Kippur remembers the day Moses asked God to forgive the people of Israel for their sins</p> <p>On Yom Kippur, the holiest day of the year, God assesses a person's behaviour over the last year and this is sealed in the Book of Life.</p>		<ul style="list-style-type: none"> • Synagogue visits • Personal prayer – reflection • Reading the holy books and remembering the examples and teachings of the prophets • Joining together as a community of believers 	<ul style="list-style-type: none"> • Why is it a good idea to sort any arguments out? • What would I like to put right? • Is it a good idea to have a fixed date to remember to sort out arguments? • What impact would this have on my life if I acted in this way?
Key Terms and definitions	History/Context	Impact on believer/daily life	Spiral curriculum link
<p>Rosh Hashanah: Jewish New Year</p> <p>Yom Kippur: The Day of Atonement</p> <p>Shofar: ram's horn</p> <p>Challah bread: special bread used at this time</p>	<p>Jewish history includes many times of suffering and so these days will help them focus on the highs and lows and try to learn from previous events.</p>	<ul style="list-style-type: none"> • Knowing that a specific date comes round to reflect on and solve issues could help Jews to not bear grudges and help keep minor disagreements in perspective. • Reflecting on personal poor behaviour can be a difficult time 	<p>Lesson 2 – refer back to the creation story from lesson 1 – Rosh Hashanah celebrates the creation.</p>
<p>Home learning ideas/questions:</p> <p>Why is it good to reflect on the highs and lows in our lives? Do we need to take any actions to make amends to anyone we care about or to fix any small arguments?</p>			