

Year 1

Spring 1 - Knowledge Organisers

Art

Disciplines: Printmaking, Collage, Drawing

I Can...


- I can make simple prints using my hands and feet.
- I can explore my environment and take rubbings of textures I find.
- I can use my rubbings to make an image.
- I can push objects I find into plasticine and make prints.
- I can cut shapes out of foam board and stick them on a block to make a plate. I can print from the plate.
- I can draw into the surface of the foam board and print from the plate.
- I can use colour, shape, and line to make my prints interesting.
- I can create a repeat print.
- I can create a symmetrical or sequenced print.
- I can use my sketchbook to collect my prints and test ideas.

Vocabulary:

Print, Press, Pressure, Paint, Primary colours: Red, Yellow, Blue, Shape, Line, Arrangement, Rubbing, Texture, Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange, Explore, Try, Test, Reflect, Artwork, Artist: Printmaker, Relief print, Plasticine, Plate, Impression, Colour Mixing, Secondary Colours: Green, Orange, Purple, Pattern, Sequence, Picture, Image, Reflect, Discuss, Share, Crit



Computing

Y1 

COMPUTING: PROGRAMMING KNOWLEDGE ORGANISER

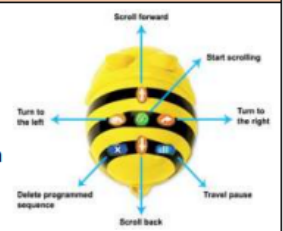

Overview

Moving a Robot

- **Programming** is when we make a set of instructions for computers to follow.
- **Robots** are one type of machine that can follow programs. Floor robots include Bee-bots and Blue-bots.
- Floor robots have **buttons** which help us to direct them. We can use **algorithms** (a set of guidelines to perform a task) to program floor robots along **routes**.



Buttons and Programs

- **Buttons:** Bee-bots have buttons on the top. They each make the Beebot do something different (see picture).
- The arrows move the Bee-bot in different directions.
- The GO button makes the Bee-bot start its program. (on some models, it also pauses the Beebot in-program).
- **Programs:** A program is a series of instructions. We can program the Bee-bot by pressing the direction buttons (in order) that we want it to move in, followed by GO.
- The X button makes the Bee-bot delete the program and make a new program. Switching the Bee-bot off and on again also deletes the program.





Robots and Floor Robots


- **Robots:** Robots are machines that we can program to do human jobs.
- Robots help us to do things, for example to help us clean, mow and learn!
- Robots in factories make things, and in hospitals they help make us better.


- **Bee-bots:** Bee-bots are a type of floor robot.
- We can programme Bee-bots to move around.



- **Turning on a Bee-bot:** Before we use a Beebot, we need to make sure it is charged.



To turn it on, using the switch underneath. You can tell that the Bee-bot is on because its eyes light up. Switch it back off again after you have finished using it.




Bee-bots should only be used on the floor, and not tables etc. They can be damaged if they fall from high surfaces. (Other floor robots, e.g. Blue-bot, can also be used).


Directions

- In order create clear routes for our Bee-bots, we need to be sure of our directions.

Forward



Left ← → **Right**




Backward

Make sure that you stand **behind** Bee-bot.

Routes and Algorithms

- A **route** is the course that we travel to get somewhere. We use **algorithms** (a set of guidelines to complete a task) to program our floor robot to take a route to where we want it to go.



- We should think carefully about how to avoid obstacles. We should also consider how many times we need to press each button to travel the correct distance.

Important Vocabulary






Programmed	Robot	Algorithm	Button	Direction	Forward	Backward	Left	Right	Route
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History

Year 1

Great Fire of London Knowledge Organiser



Key Vocabulary		Key Events and Facts	
<p>Bakery - a place that makes bread, cakes etc.</p> <p>Diary - a book that people write about their lives in.</p> <p>Eyewitness - a person who has seen something and can give a description of it.</p> <p>Firebreak - a gap that stops a fire spreading to nearby buildings.</p> <p>Fire hooks - a giant hook used to pull down houses.</p> <p>Flammable - when something burns easily.</p> <p>Leather bucket - leather was used to make buckets before plastic was invented.</p> <p>London - the capital city of England and the United Kingdom.</p> <p>Pudding Lane - the street where the fire started.</p> <p>St. Paul's Cathedral - A very large church in London which burnt down during the fire. A new St. Paul's Cathedral was built after the fire.</p> <p>Tower of London - where King Charles II lived in 1666. The fire was stopped just before it reached the palace.</p>	<p>When and where did the fire start? The fire started on Sunday 2nd September 1666 in Thomas Farriner's bakery on Pudding Lane. It lasted for 5 days.</p> 	<p>Why did the fire spread so quickly? The weather was hot and it hadn't rained for months. Houses in London were mainly built from wood and straw which is flammable, especially when it is very dry. The houses were very close together, so fire could easily spread. Strong winds were blowing, which helped the flames to spread.</p> 	<p>How did people try to put the fire out? There was no fire brigade so ordinary people used leather buckets and water squirts to try to put the fire out but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.</p>
<p>How and when was the fire put out? By Thursday 6th September, the wind had died down so people were able to put out the flames.</p>	<p>How many people died? 6 people died as a result of the fire.</p>	<p>What happened after the fire? 13,200 houses were destroyed by the fire and 70,000 people were left homeless. Many left London to live elsewhere and some slept in tents. An organised fire brigade was established and water engines were designed that gave a continuous stream of water when pumped.</p>	
Key People			
 <p>Samuel Pepys</p> <p>Samuel Pepys lived in London during the Great Fire of London and wrote about it in his diary.</p>	 <p>Thomas Farriner</p> <p>Thomas Farriner is the owner of the bakery on Pudding Lane where the fire started</p>	 <p>King Charles II</p> <p>King Charles II was the King of England in 1666. After the fire he said that houses must be built further apart and build from stone not wood.</p>	



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.

Timeline of Events

Sunday 2nd September 1666
The fire starts at 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.



Spread of the Fire

- Red: Sunday 2nd September 1666
- Orange: Monday 3rd September 1666
- Yellow: Tuesday and Wednesday 4-5th September 1666

Useful Websites

The Great Fire of London Game - enjoy telling the story of the Great Fire of London through different characters.

<http://www.fireoflondon.org.uk/game/>

CBBC Newsround - guide to The Great Fire of London

<https://www.bbc.co.uk/newsround/37222884>

Video BBC Magic Grandad: Samuel Pepys Great Fire of London (Please note that YouTube videos may contain adverts).

https://www.youtube.com/watch?v=VarSSawimU&feature=emb_logo

CBeebies - Isabell's escape from the Great Fire of London - listen to the story of one girl's experience of the Great Fire of London in this radio podcast.

<https://www.bbc.co.uk/cbeebies/radio/my-story-isabell-great-fire>

Then try this quiz for fun:

<https://www.bbc.co.uk/cbeebies/puzzles/my-story-fire-of-london-quiz>

Music

Year 1: Timbre and rhythmic patterns (Fairytales)

Musical style: Classic music

We are listening to a classical 'symphonic fairytale' called 'Peter and the Wolf' composed by Prokofiev in 1936.



A symphony is a piece of music which has been composed to be played by a full orchestra. Symphonies are usually quite long pieces which are divided into parts.

Vocabulary

Timbre

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

Pulse

The heartbeat of the music. Sometimes called the 'beat'.



We can clap along in time, we can move our bodies in time, we can march in time to the beat of the music.

Rhythm

A pattern of long and short sounds.



Instruments

Different instruments have different 'timbres'. In 'Peter and the Wolf', the animals are represented by instruments with different timbres.

Peter - Violin



Cat - Clarinet



Hunter - Timpani



Duck - Oboe



Grandfather - Bassoon

Wolf - French horn



Bird - Flute



P.E



I can name some things I
am good at.
I can understand and follow
simple rules.



Static Balance
Stance



Dynamic Balance
On a Line

PE Organiser – Y1 Spring 1




Vocabulary

Balance
Stance
Fluid
Backward
Forward
Wobble
Travelling
Striking
Hitting
Racquet
Directions
Pathways




<p>Key Question: Does Creation help people understand God?</p> <p>Learning Intention: To understand Christian and Jewish beliefs about Creation and the character of God.</p>	
<p>Values Explored: care, joy, love, kindness</p>	<p>Key Vocabulary:</p> <p>Creation- the act of creating or causing something to exist.</p> <p>Creation story- a story that explains how the Earth and humans came into existence. In this story, Christians and Jews believe that God created the world in six days. On the seventh day, God rested.</p> <p>Old Testament-the first part of the Bible containing stories and writings from before the birth of Jesus.</p> <p>Genesis-the first book of the Bible and the first book of the Torah (part of the Tanakh).</p> <p>Sabbath/Shabbat-the day of rest and worship on the seventh day of the week.</p>
<p>What I should already know:</p> <p>*Christians believe in God and Jesus</p> <p>*Jewish people believe in God, but do not believe that Jesus was God's son.</p>	
<p>Stories I will know by the end of this unit:</p> <div style="text-align: center;"> <p>Jewish - Christian Creation Story</p> <p>day one - heavens earth light day two - sky day three - land, water, plants</p> <p>day four - sun, moon, stars day five - fish, birds day six - animals, man day seven - rest, Sabbath God</p> </div>	
<p>What I will know by the end of this unit:</p> <p>*The Christian Creation story from Genesis 1</p> <p>*The phrase "And God saw that it was good"</p> <p>*Most Christians believe that the Creation story teaches them that God is Creator</p> <p>*Through the Creation story, God shows the attributes of: power, might, love and kindness</p> <p>*Know that Christians and Jews believe that God made humankind and that he made them to create as well and has a special relationship with them</p> <div style="text-align: center;"> </div>	
<p>Reflection:</p> <p>How do you think we should look after our world?</p> <div style="text-align: center;"> </div>	

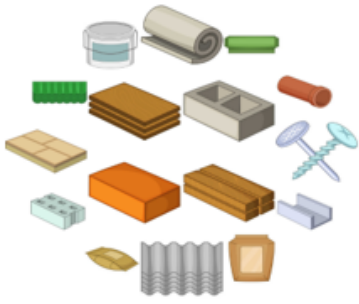









Science



EVERYDAY MATERIALS

KNOWLEDGE ORGANISER



Overview	
	<ul style="list-style-type: none"> - <u>Materials</u> are the <u>substances</u> that things are made from. - We use lots of different materials every day, e.g. metal, plastic, wood, and glass. - <u>Composites</u> are made from two or more materials together. - Different materials have different <u>physical properties</u>, which make them useful for different things. - Some materials are used to make many things.
What are Objects Made From?	
<p>Have a look around your house/ classroom and investigate what objects are made from. Often (but not always) objects are made from the materials shown below:</p>	
	<ul style="list-style-type: none"> - Tables, chairs, desks, benches and book cases are often made from <u>wood</u>. - Keys, taps, screws, nails, saucepans and radiators are often made from <u>metal</u>. - Windows, mirrors and drinking glasses are often made from <u>glass</u>. - Bins, toys, food packaging and shopping bags are often made from <u>plastic</u>. - Diaries, planners, exercise books and posters are often made from <u>paper</u>.
Types of Materials	
<p style="text-align: center;">Metal</p>  <ul style="list-style-type: none"> - Metals are made from rocks. - Metal is strong and shiny. - Metals include aluminum, iron and steel. 	<p style="text-align: center;">Glass</p>  <ul style="list-style-type: none"> - Glass is made from fine sand. - Glass is very strong and clear (transparent). - Glass is used for windows and glasses.
<p style="text-align: center;">Wood</p>  <ul style="list-style-type: none"> - Wood is made from trees. - Wood is a hard and strong material. - Woods include oak, pine and ash. 	<p style="text-align: center;">Plastic</p>  <ul style="list-style-type: none"> - Plastics can be made from lots of different materials. - Plastic can be tough or bendy, and so it is used for many different purposes.
<p style="text-align: center;">Water</p>  <ul style="list-style-type: none"> - Water is a natural material, found all over the world. - Water is clear and can take many shapes. It can be frozen into ice or heated into gas. 	<p style="text-align: center;">Paper</p>  <ul style="list-style-type: none"> - Paper is made from trees. - Paper is normally thin and can be made into different shapes. Lots of different things are made from paper.
Composites	
	<ul style="list-style-type: none"> - A composite is a material that is made from two or more different materials. - Composites are often made because they are stronger, lighter, or less expensive than other materials. - For example, concrete is made out of water, cement, and either rock, sand or gravel. It is very strong. - Fibreglass is another type of composite. It is used to make things like showers, sinks and toilets.
	
Soft Materials	Hard Materials
Wool Fabric Cotton Polystyrene Paper Rubber	Plastic Glass Wood Concrete Metal Diamond