

Year 1
Summer 2 Knowledge Organisers

Computing



Hanslope Primary School Computing Knowledge Organiser

Year 1: Programming animations

How does this link to my previous learning?

Personal, Social and Emotional Development

- Show resilience and perseverance in the face of a challenge.

Physical Development

- Develop small motor skills so that they can use a range of tools competently, safely, and confidently.

What key vocabulary will I learn:

Programming - The process or activity of writing computer programs.

Scratch Jr - a visual programming language designed to introduce programming skills to children ages 5–7.

Sprite - objects that wear costumes that are used to make up Scratch projects.

Command - a directive to a computer program to perform a specific task.

Block - Puzzle-shaped pieces that fit together and are used to create a script.

Stage - The area where the effects and actions of the script are displayed.

Background - An image that appears on the Stage, behind the characters.

Algorithm - A set of sequenced instructions or rules for solving a problem or completing a task in a logical order. In Scratch Jr, these are referred to as scripts.

App - A self-contained software package that allows users to perform specific tasks on a mobile or desktop device.

National Curriculum Links:

- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.

How does this link to my future learning?

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

What will I know by the end of this unit:

- To explain how selection is used in computer programs.
- To relate that a conditional statement connects a condition to an outcome.
- To explain how selection directs the flow of a program.
- To design a program that uses selection.
- To create a program that uses selection.
- To evaluate my program.



Hanslope Primary School Design Technology Knowledge Organiser

Year 1 - Food (Preparing fruit and vegetables including cooking and nutrition requirements for KS1)

Overview:

Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.

Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the eat well plate.

Know and use technical and sensory vocabulary relevant to the project.

What key vocabulary will I learn:

fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients



National Curriculum Links:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

How does this link to my future learning?

Year 2 - Food (Preparing fruit and vegetables including cooking and nutrition requirements for KS1)

What steps will I follow to create my final product?

- Research where food comes from and the different sources
- Discuss the different food groups and their sources.
- Taste the different foods and which ones we like best
- Prepare the food using different utensils.
- Cook the food in different forms.
- Eat our food!

Health and Safety

-Remove any jewelry and tie back long hair.

-Wear an apron and roll up your sleeves.

-Wash your hands with hot water and antibacterial soap.

Washing your hands should be done before, during and after preparing food.

Use different chopping boards and knives for raw meat & other foods.

Check that food is cooked right the way through.

Check the dates on food, and check for allergies of those eating.

Make sure that you clean up properly after yourself.

Geography



Hanslope Primary School Geography Knowledge Organiser

Year 1: Why do people like going to the seaside?

How does this link to my previous learning?

- Introduction to Human and Physical features
- Aerial photographs and aerial views
- United Kingdom and surrounding seas
- Directional language
- Constructing a simple map

What key vocabulary will I learn:

- Beach- a pebbly or sandy shore, especially by the sea
- Cliff- a steep rock face , especially at the edge of the sea
- Coast- the part of the land adjoining or near the sea
- Port- a place where boats can come and go to load/unload their supplies or people
- Harbour- a place on the coast where ships or boats moor (tie up)
- United Kingdom- made up of England, Scotland, Wales and Northern Ireland
- Seaside – a place by the sea, especially a beach area or holiday resort
- Human feature- a feature that has been made by humans
- Physical feature – a feature that has been formed by nature
- Pier- a structure built out into the water for people to walk on

National Curriculum Links:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom
- Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, river, forest, hill, sea, river, soil, season and weather key human features, including: city, town, village, factory, farm, house, port, harbour and shop

How does this link to my future learning?

- Comparing a small area of the UK and a small area of a contrasting non European country (Yr2)
- Land use (Yr3)
- Why do we go on holiday to Greece (Yr5)

What will I know by the end of this unit:

- I can locate seaside towns on a UK map
- I know that the coast is where the land and sea meet
- I can explain the difference between human and physical features
- I can identify human and physical features of the seaside and begin to compare to my local area
- I can use aerial photographs to recognise basic human and physical features
- I can use directional and locational language to describe the location of features and routes on a map

Music



Hanslope Primary School Music Knowledge Organiser

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

How does this link to my previous learning?

- Children will remember to choose instruments appropriately.
- Link to previous lessons on dynamics and tempo.
- Children will link to following simple instructions during a group performance.

What key vocabulary will I learn:

- Timbre – The quality of sound e.g smooth, scratchy, twinkly.
- Pitch – how **high** or **low** a piece of music is played.
- Vocal sounds – sounds made with your vocal chords, such as, talking, singing, humming and shushing.
- Dynamics – The volume of the music (loud or quiet)
- Tempo – The speed of the music (fast or slow)
- Percussion instruments – Instruments which are played by shaking, tapping or scraping with your hand or a beater.

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



National Curriculum Links:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

How does this link to my future learning?

- Links to future progression regarding dynamics, timbre, tempo and motifs.

What will I know by the end of this unit:

- Create movements that match the music, explaining why they are moving in that way.
- Identify descriptive sounds within the music.
- Recreate and then adapt descriptive sounds heard using their voice or body.
- Make appropriate instrument choices to represent a descriptive sound.
- Control instruments and voices to make both quiet and loud sounds.
- Follow simple instructions during a group performance.
- Create their own graphic score and play from it.
- Make more than one sound on their instrument and with their voice.

P.E



Hanslope Primary School Summer 2

PE Knowledge Organiser

Year 1: Health and Fitness/striking and fielding

How does this link to my previous learning?

- Fundamental skills learnt in EYFS

National Curriculum Links:

- Develop basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities, individually and with others.
- Engage in activities in a range of increasingly challenging situations.
- Engage in competitive (both against self and against others) and cooperative physical activities.

How does this link to my future learning?

- Builds up to health and fitness in Y2
- Provides basic skills needed for more complex games
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What key vocabulary will I learn:

- Changes
- Health
- Balanced
- Quickly, in line
- Shoulders
- Hips
- Aim
- Throw
- Catch
- Striking
- Fielding
- Rules
- Control

What will I know by the end of this unit:

Health and Fitness:

- I can start and stop quickly.
- I can collect the ball with balance/control.
- I can maintain balance throughout.
- I can balance with control when changing balance/position.

Striking and fielding:

- Show control and accuracy for rolling, underarm throwing, striking and kicking a ball
- Show some different ways of hitting, throwing and striking a ball.
- Hit a ball or bean bag and move quickly to score a range of points
- Begin to follow some simple rules



Hanslope Primary School Religious Education Knowledge Organiser

Year One- Do we need shared special places?

How does this link to my previous learning?

- Year One- Is everybody special? Should we celebrate Harvest or Christmas?

National Curriculum Links:

- To explore the significance and role of the synagogue for Jews
- To become aware of the role of the home for Jews
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

How does this link to my future learning?

- Year Two- How should we spend the weekend?
- Year Five- Does the community of the Mosque help Muslims lead better lives?

What key vocabulary will I learn:

Judaism- followers of this religion are called Jews. They believe in one God. Jews do not believe Jesus was God's son and do not follow him.

Sacred space- a meaningful space which can be constructed for religious purposes, such as a temple. Places that are religiously interpreted such as rivers and mountains can also be considered as a sacred space.

Synagogue- a sacred space used for public worship by Jews.

Mosque- a sacred space used for public worship by Muslims.

Gurdwara- a sacred space used for public worship by Sikhs.

Mandir- sacred space used for public worship by Hindus.

What will I know by the end of this unit:



- What a synagogue looks like
- Key features of a synagogue and how they are used
- How the synagogue is important to Jewish people
- How the synagogue compares to a place that is special personally

Science

- Scientist focus: Mary Anning