Knowledge Organiser – Superheroes

Who was Isambard Kingdom Brunel and why do we remember him?

Brunel was an inventor, a designer and engineer, who built bridges, tunnels and ships. In Victorian England, he created structures and vehicles, which to others seemed impossible. Chances are, at some time you have travelled through a tunnel or crossed a bridge which Brunel built. Some people have even called him the Greatest Britain ever.

Brunel 1806 – 1859

He was an engineer during the Victorian Era. Thanks to Brunel, we're able to travel up and down the country quickly, as well as cross many rivers.

Clifton Suspension Bridge

The city that still homes many of Brunel's greatest achievements. Brunel designed the Clifton Suspension Bridge, Temple Meads Station and the SS Great Western.

SS Great Britain

When built in 1843, she was the longest passenger ship in the world. She was designed to transport people to America and could travel across the Atlantic in 14 days.

The Great Western Railway

In 1835, Brunel was asked to build a railway that would connect Bristol to London. The first trains ran in 1838. The railway is still in operation today.

Key Vocabulary

Railway – a set of tracks on which a train runs.

Bridge – a structure built over a river, railroad or obstacle that allows people to cross.

Suspension bridge – a bridge that is supported from above by cables.

Engineer – someone who uses scientific knowledge to design, construct and maintain engines, machines or structures.

Station – a regular stopping place of vehicles.

Impact – a strong and powerful effect.

Research – a careful study of something to find out more information.

Significant – having an important consequence.

Evidence – something that gives proof

Historians – an expert on History.

Key Dates

1806 – Isambard Brunel was born.

1831 – Work starts on Clifton suspension Bridge but is abandoned in 1843.

1833 – Brunel appointed Chief Engineer to Great Western Railway and starts surveying route. Begins modernisation of Bristol Docks.

1836 – Work begins on Box Tunnel. Appointed engineer of Great Western Steam Ship company and construction begin.

1838 – SS Great Western sails from Bristol to New York in 15 days.

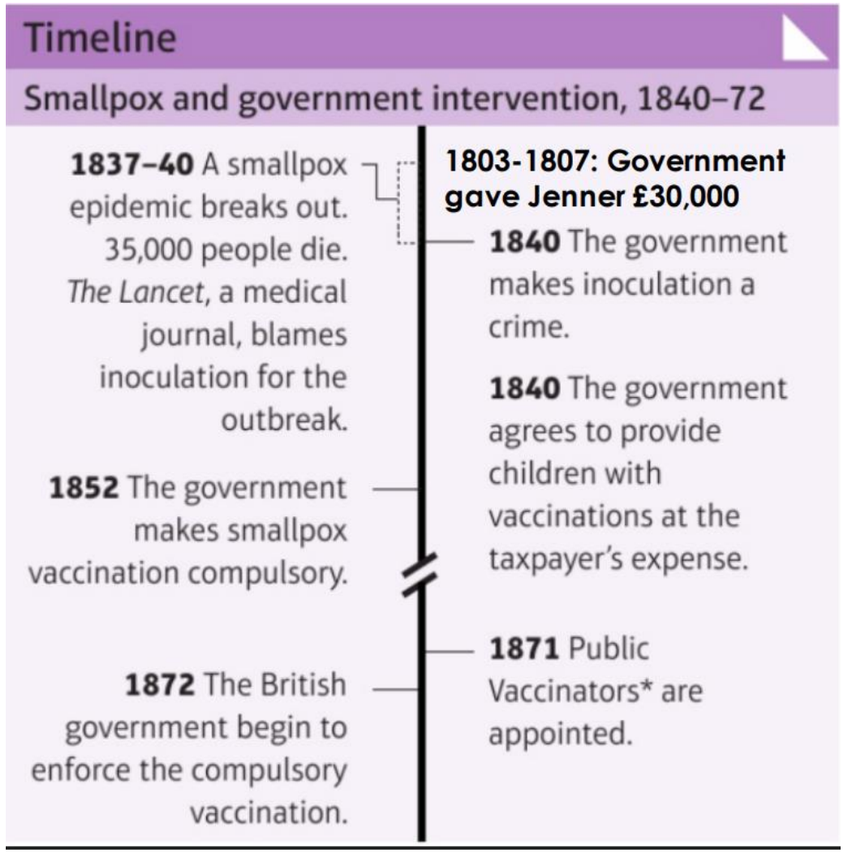
1852 – Construction of Paddington Station begins.

1858 – SS Great Eastern launched.

Edward Jenner

Edward Jenner (1749 – 1823) was the first doctor to successfully create a vaccine. He created a vaccine using cowpox in order to immunise people from the much deadlier smallpox disease. His ideas were ridiculed by fellow scientists. Nevertheless, Jenner bravely and successfully completed his tests, and his findings could not be refuted. Thanks to his discovery, smallpox was eventually eradicated.

A timeline of the Vaccine



17 = 17 + 0
17 = 16 + 1
17 = 15 + 2
17 = 14 + 3
17 = 13 + 4
17 = 12 + 5
17 = 11 + 6
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17 = 9 + 8
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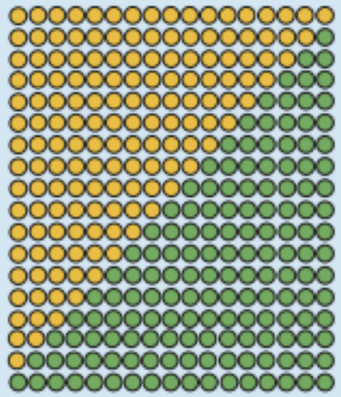
17 = 1 + 16
17 = 0 + 17



17 − 0 = 17
17 − 1 = 16
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17 − 3 = 14
17 − 4 = 13
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17 − 12 = 5
17 − 13 = 4
17 − 14 = 3
17 − 15 = 2
17 − 16 = 1
17 − 17 = 0

18 = 18 + 0
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18 = 16 + 2
18 = 15 + 3
18 = 14 + 4
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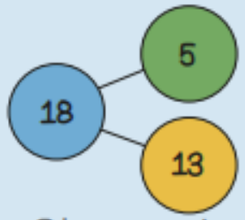
18 = 2 + 16
18 = 1 + 17
18 = 0 + 18



5 is one part
13 is one part
18 is the whole

18 − 0 = 18
18 − 1 = 17
18 − 2 = 16
18 − 3 = 15
18 − 4 = 14
18 − 5 = 13
18 − 6 = 12
18 − 7 = 11
18 − 8 = 10
18 − 9 = 9
18 − 10 = 8
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18 − 14 = 4
18 − 15 = 3
18 − 16 = 2
18 − 17 = 1
18 − 18 = 0

19 = 19 + 0
19 = 18 + 1
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19 = 16 + 3
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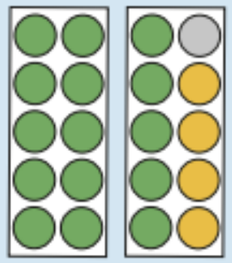
19 = 1 + 18
19 = 0 + 19



If I know
5 + 4 = 9
then I also know
15 + 4 = 19

19 − 0 = 19
19 − 1 = 18
19 − 2 = 17
19 − 3 = 16
19 − 4 = 15
19 − 5 = 14
19 − 6 = 13
19 − 7 = 12
19 − 8 = 11
19 − 9 = 10
19 − 10 = 9
19 − 11 = 8
19 − 12 = 7
19 − 13 = 6
19 − 14 = 5
19 − 15 = 4
19 − 16 = 3
19 − 17 = 2
19 − 18 = 1
19 − 19 = 0

20 = 20 + 0
20 = 19 + 1
20 = 18 + 2
20 = 17 + 3
20 = 16 + 4
20 = 15 + 5
20 = 14 + 6
20 = 13 + 7
20 = 12 + 8
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20 = 10 + 10
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20 = 8 + 12
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20 = 6 + 14
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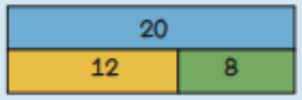
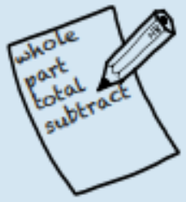
20 = 4 + 16
20 = 3 + 17
20 = 2 + 18
20 = 1 + 19
20 = 0 + 20

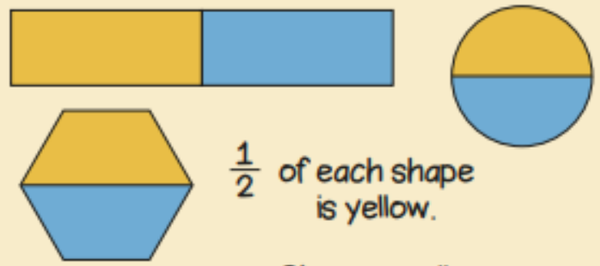


12 is one part
8 is one part
20 is the whole



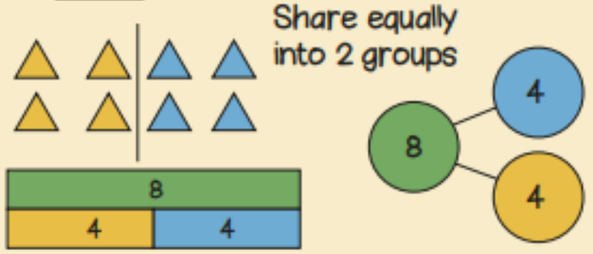
20 − 0 = 20
20 − 1 = 19
20 − 2 = 18
20 − 3 = 17
20 − 4 = 16
20 − 5 = 15
20 − 6 = 14
20 − 7 = 13
20 − 8 = 12
20 − 9 = 11
20 − 10 = 10
20 − 11 = 9
20 − 12 = 8
20 − 13 = 7
20 − 14 = 6
20 − 15 = 5
20 − 16 = 4
20 − 17 = 3
20 − 18 = 2
20 − 19 = 1
20 − 20 = 0

One half is one of two equal parts

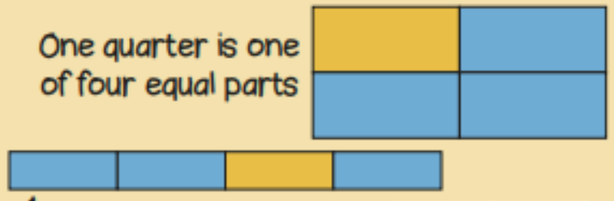


$\frac{1}{2}$ of each shape is yellow.

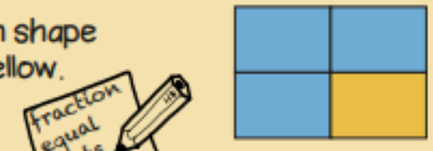
Share equally into 2 groups

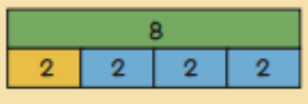


One quarter is one of four equal parts



$\frac{1}{4}$ of each shape is yellow.



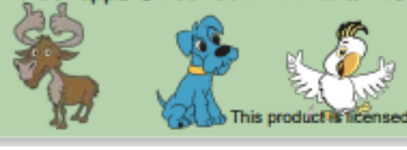


Share into 4 equal groups

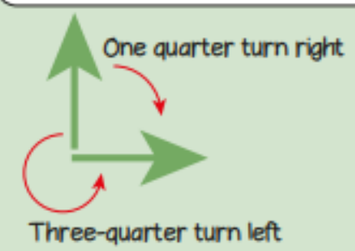
Coco is above Colin

Colin is below Coco

KeePuppI is between Colin and Coco



Year 1 Term 4



Knowledge Organiser: Exploring Everyday Materials 2

Careers connected to materials: material tester, textile artist, pipe fitter

Lesson Sequence

1. Build a structure strong enough to withstand wind

2. Build a waterproof structure

3. Understand the properties of lass and its uses

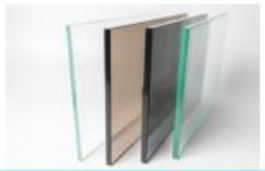
4. Understand that materials are used to create a variety of furniture

5. Explore a variety of fabrics and understand their different properties

6. Explain the uses of materials and why they are suitable

Materials which are suitable to use to build a window.

plastic



glass

Objects which are made from cotton.

trousers

t-shirt

jacket

bag

Clothing which is suitable to wear in wet weather.

rain jacket

waterproof trousers

wellington boots

rubber gloves

Materials which are suitable to make a house from.

bricks

timber frame

breeze block

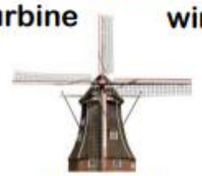
Objects which are suitable to use in windy weather.

windsock

windbreaker

wind turbine

wind toy



windmill

Materials which are absorbent.

sponge

cloth

Unit Rocket Words: Year 1 – Exploring Everyday Materials 2

Rocket Words

strong	not easy to break
clay	a natural material found in the ground
brick	a hard material that is used to build walls
roof	the top of a house
slate	a natural material found in the ground and is used to build roofs
window pane	the glass in a window
window frame	the outer part of the window that holds the glass in place
cotton	a type of soft fabric which is often used to make clothes

Y1 PSHE Jigsaw Knowledge Organiser Healthy Me

Puzzle Outcomes

- To understand the difference between being healthy and unhealthy and know some ways to keep myself healthy.
- To feel good about myself when I make healthy choices.
- To know how to make healthy lifestyle choices feel good about myself when I make healthy choices.
- To know how to keep myself clean and healthy, and understand how germs cause disease/illness.
- To know that all household products including medicines can be harmful if not used properly.
- To recognise that I am special so I keep myself safe.
- To understand that medicines can help me if I feel poorly and I know how to use them safely.
- To know some ways to help myself when I feel poorly.
- To know how to keep safe when crossing the road, and about people who can help me to stay safe.
- To recognise when I feel frightened and know who to ask for help.
- To tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.
- To recognise how being healthy helps me to feel happy.

Weekly Celebrations
Week 1-Have made a healthy choice.
Week 2 – Have eaten a healthy, balanced diet.
Week 3 – Have been physically active.
Week 4 – Have tried to keep themselves and others safe.
Week 5 – Know how to be a good friend and enjoy healthy relationships.
Week 6 – Know how to keep calm and deal with difficult situations.

Healthy Me at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, it is important that we care for our own health and well-being. We are also aware of the well-being of others in our school and work together to support each other to be healthy and happy.

Our Values of the term:

Love and Humility

Key Vocabulary

Healthy	Keeping your body working at its best.
Unhealthy	Poor health which can make you unwell.
Balanced diet	Eating a variety of different foods from all five food groups to maintain a healthy diet.
Exercise	Physical fitness and keeping active.
Sleep	The state of rest for the body and mind in which the eyes are closed.
Clean	Not dirty.
Hygiene	The practice of keeping clean to stay healthy and prevent disease.
Safe	Free from the risk of harm.
Medicines	A drug or other substance used to treat a disease, injury, pain, or other symptoms
Green cross code	A procedure that helps people cross the road safely.

Knowledge Organiser
Invasion Year 1

Get Set 4 Education

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.

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

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

Key Vocabulary

attacker	marking
defender	points
dodge	score
goal	space

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.

Healthy Participation

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

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

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 makers approx. 8 big steps apart.
- One person begins at one marker with the ball, other 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 score then 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

Knowledge Organiser
Target Games Year 1

Get Set 4 Education

About this Unit

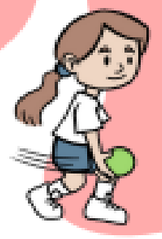
Target games are games where players send an object towards a target. It could be while avoiding obstacles, getting closer to a target than an opponent or by hitting a target in the fewest turns. It could also be a moving target.

Examples of target games are dodgeball, golf, curling, boccia, archery, bowling.

In this unit, you will use underarm and overarm throwing to take part in lots of different challenges.

overarm throw

- elbow high
- step forward with your opposite foot
- use for distance



underarm throw

- use a straight arm
- step forwards with your opposite foot
- point your hand to your target
- use for accuracy

Ladder Knowledge

Throwing:

use an overarm throw for distance and an underarm throw for accuracy. Stand with opposite foot to throwing arm forwards.

Movement Skills

- underarm throw
- overarm throw

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

- **Social** – collaboration, leadership, work safely, encourage others
- **Emotional** – perseverance, honesty
- **Thinking** – comprehension, select and apply, creativity

Rules

Tactics

Rules help you to play fairly.

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

Healthy Participation

- Put unused balls in a safe place.

Home Learning

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

Socks in Pots!

What you need: three pairs of socks and three or more pots or pans

How to play:

- Place pots or pans at different distances away.
- Start behind a start line.
- Score one point for each pair of socks you throw that land in a pot or pan.
- Make this harder by labelling each pot or pan with a different number of points and seeing how many points you can score.
- Play with more people by seeing who can score the most points. The first person to ten points is the winner.

www.getset4education.co.uk

Key Vocabulary

balance	
distance	score
further	swing
overarm	throw
point	underarm

This unit will help you to:

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

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