



Year 1

Summer 1

Knowledge Organisers

Unit 10

Introducing mass and capacity



In this unit we will ...

- ⚡ Compare the mass of objects
- ⚡ Weigh objects
- ⚡ Compare the capacity of objects
- ⚡ Measure capacity
- ⚡ Solve word problems about mass and capacity

This is a balance scale. We can use it to compare the mass of objects. Which item do you think is heavier?



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

heavier, heaviest lighter, lightest

capacity balance scales full

empty compare weight, weigh mass

balanced measure estimate

We can use glasses to measure capacity. Which jug had the most squash in it?



Unit 11 Multiplication and division



In this unit we will ...

- ⚡ Count in 2s, 10s and 5s
- ⚡ Make and add equal groups
- ⚡ Make arrays
- ⚡ Make doubles

An array will be useful.
How many flowers are there?
Is there a quicker way to count them?



We will need some maths words. Have you heard any of these before?

equal group

array

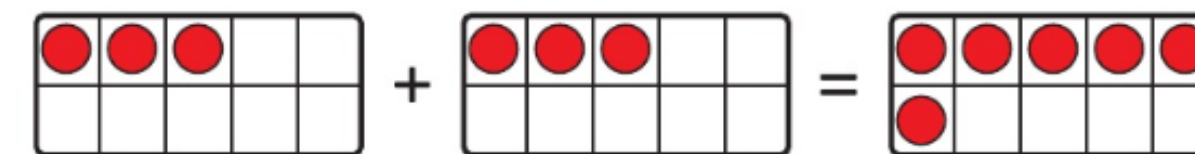
row

column

double

share

We will use ten frames to help us find doubles. What is double 3?



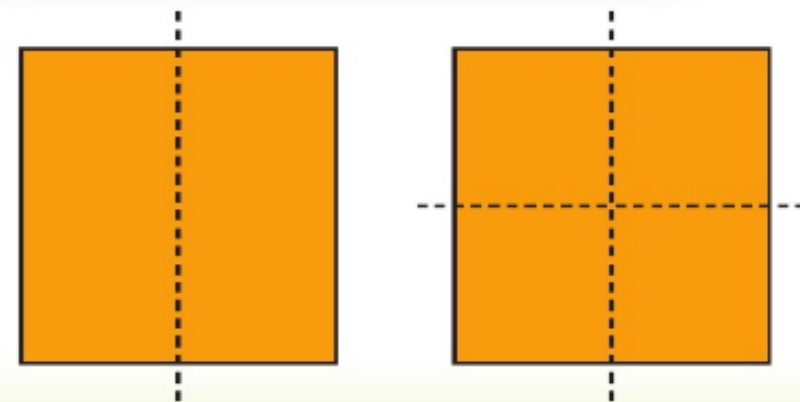
Unit 12 Fractions



In this unit we will ...

- ⚡ Find half of a shape or a quantity
- ⚡ Share equally
- ⚡ Find a quarter of a shape or a quantity

We can find half of a shape. Which shape has been cut in half?



We will be using these maths words. Can you read them out loud?

half

halves

quarter

whole

part

We will also do some sharing. Share the jam tarts equally. How many does each child get?

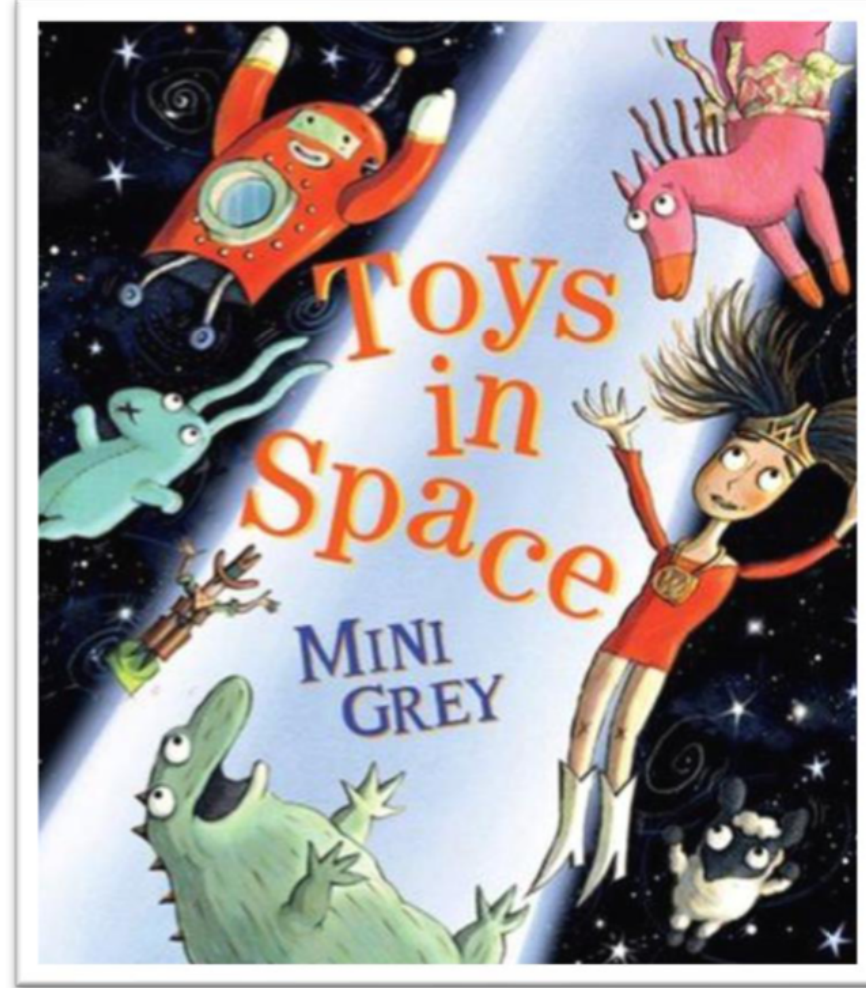




Pathways to Write

Toys in Space

by Mini Grey



Year 1
English

Vocabulary to explore within this unit:

NC Common Exception Words – Year 1		Developing Vocabulary	
I	was	grew	summer
house	were	quiet	spaceship
he	be	scared	medal
she	one	resourceful	dawn
put	has	clever	reptile
		helpful	antennae
		thoughtful	sphere
		beam	streamers
		probe	
		float	

Outcome: Fiction – Fantasy story

Writing outcome:

To write a fantasy story about some toys who are taken onto a spaceship. They will be changing the characters in the story

Greater depth writing outcome:

To write a fantasy story about some toys who are taken onto a spaceship. They will be changing some of the characters and the settings in the story

Additional writing opportunities:

To write a set of instructions

Key	Pathways to Write keys	
	Gateway keys (non-negotiables/basic skills)	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 where no change is needed to the root of the word e.g -ed, -er, -ing, -est 	<ul style="list-style-type: none"> Use some story language Include and describe characters Include and describe the setting Write simple sentences in sequence Include a beginning, middle and end
	<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 where no change is needed to the root of the word e.g. ed, -ing, -er, -est Change the meaning of verbs and adjectives by adding the prefix un 	

Year 1: Geography - Seaside



Where are our seashores located in the UK?



What can we see when we visit the seaside?

Visiting Places

People visit lots of different places. They might visit a **local area**, travel a bit further and go on a **national** trip, or take a longer holiday somewhere else in the world. Many **tourists** like to visit a seaside **resort**.



What human and physical features are at the seaside?

Physical Features of the Seaside

A seaside **resort** has many **physical features**. **Features** such as the beach, the sea, cliffs and caves have been made naturally. This means they were made by nature.

Human Features of the Seaside

Human features found at the seaside might include the **pier**, the **promenade**, a lighthouse and a fairground. These **features** are all man-made.

Visiting Beaches

The coastline around the **UK** is where you can find seaside resorts.

There are lots of islands around the world that people visit for their holidays. Some have a warmer **climate** than others.

Let's make a map of a seaside town.

Key Vocabulary

Year 1: Geography - Seaside



How is the seaside similar and different to Leek?

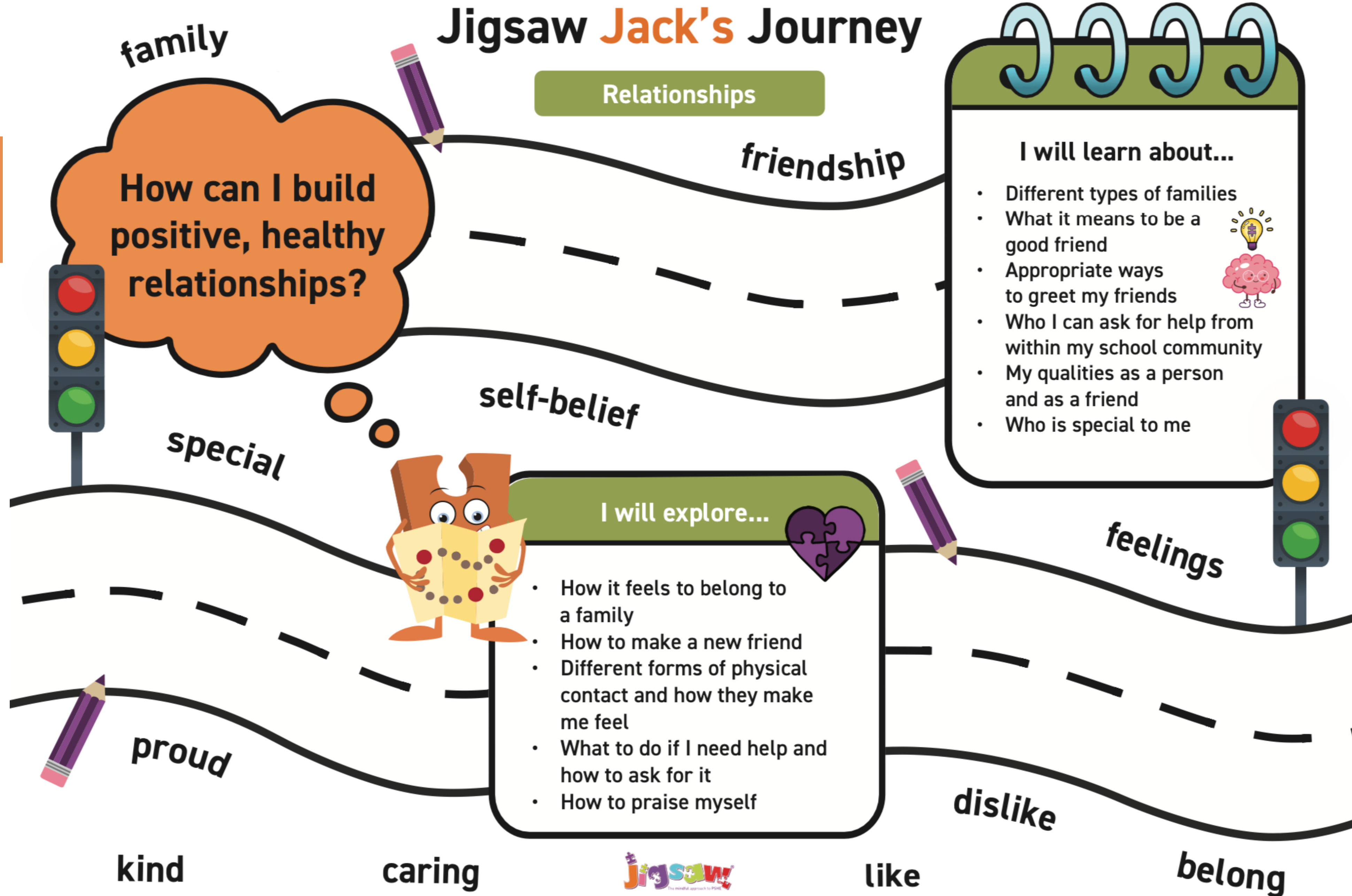
Seaside Towns	Seaside Towns
<p>Seaside towns have plenty of attractions for tourists.</p> <p>The bay and beaches are some of the physical features that visitors can enjoy.</p> <p>The harbour is used for boat trips, fishing and seal spotting tours.</p>	<p>Seaside resorts have plenty of restaurants and cafes for tourists to visit. There are also huts selling snacks, such as ice-creams, drinks and fish and chips.</p> <p>The UK is made up of the large island of Great Britain, Northern Ireland and many smaller islands.</p>

Key Vocabulary	
local area	Nearby.
national	Within the same country.
resort	A popular place for holidays.
tourist	Someone who travels or visits a place for pleasure.
feature	An interesting or important part.
physical feature	A feature that has been formed by nature.
human feature	A feature that has been made or changed by humans.
pier	A structure built out into the water for people to walk on.
promenade	A public place for walking for pleasure.

Key Vocabulary	
United Kingdom (UK)	England, Scotland, Wales and Northern Ireland.
Victorian	When Queen Victoria ruled (from 1837-1901).
sea bathing	Swimming in the sea.
attractions	Things to see and do.
bay	Part of the coast where the land curves in and is surrounded by the sea on three sides.
harbour	A place where ships or boats moor (tie-up).
climate	Weather.



Year 1: PSHE Relationships





Year 1: Pitch and tempo (Superheroes)

Musical style: Film and television music

Listening and dancing to superhero theme tunes!

Film and TV music is designed to add to the mood of the action you are watching.



It can help you to feel excited, terrified, sad and happy along with the characters on screen.

Year 1: Music Pitch and tempo

Pitch

How high or low a sound is.



Tempo

The speed of the music (fast or slow).



Vocabulary

Accelerando

A musical term to describe when the speed of the music gets faster and faster.

Compose

To create or write an original (new) piece of music.

Instruments

Percussion instruments

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

Tuned percussion

Percussion instruments you **can** play tunes on.

Glockenspiel



Chime bars



Xylophone

Untuned percussion

Percussion instruments you **cannot** play a tune on.

Drum



Tambourine



Maracas



Claves





Year 1: Design and Technology

Cooking and nutrition - Smoothies

Vocabulary

cut To use a knife to make something smaller.

fruit The part of a plant that has the seeds in.

ingredients The foods needed to make a recipe.

juice To get the juice out of a fruit or vegetable.

juicer Something used to get juice from a fruit.

leaf The flat green part of a plant that grows from a branch or stem.

root Part of a plant that takes water and other things from the soil.

seed New plants grow from it.

stem The long, thin part of a plant that holds it up.

table knife A tool used for cutting.

vegetable Any part of a plant that you can eat.



Fruits and vegetables are an important part of a balanced diet.

Skills



Key facts

fruits



strawberries



grapes



bananas

vegetables



potatoes



spinach



carrots



Year 1: PE Invasion games



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.

In invasion games, if your team has the ball you 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?



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

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.

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



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, 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



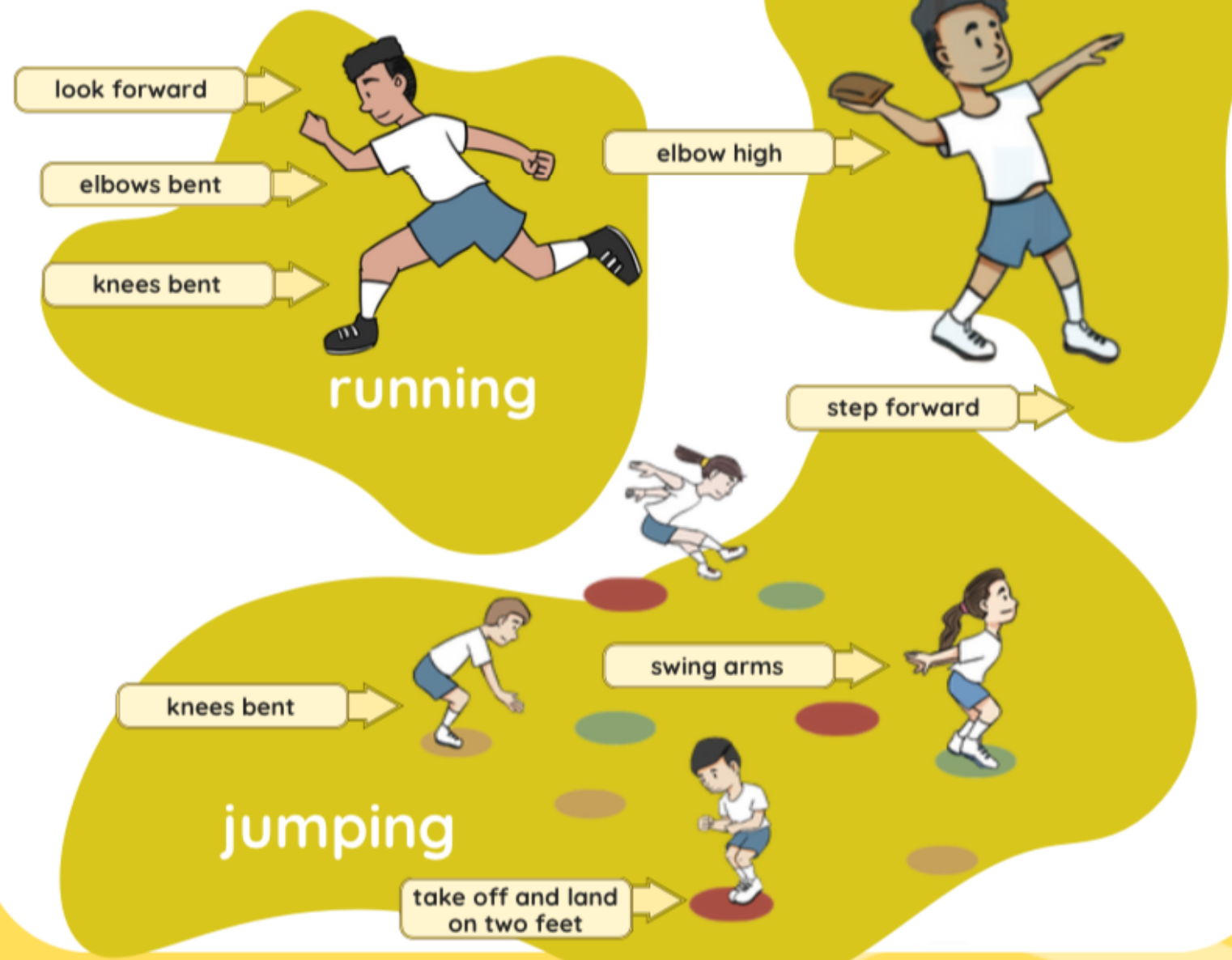
Year 1: PE Athletics



Knowledge Organiser Athletics Year 1

About this Unit

Athletics is made up of running, jumping and throwing.



Key Vocabulary

	hop	safely
balance	jog	target
bend	jump	time
control	leap	underarm
direction	overarm	walk
further	quickly	



Ladder Knowledge



Running:

Swing your arms, it will help you to run faster.

Jumping:

Landing on the balls of your feet helps you to land with control. Bend your knees, it will help you to jump further.

Throwing:

Stepping forward with your opposite foot to throwing hand will help you to throw further.

Movement Skills

- run
- balance
- agility
- co-ordination
- hop
- jump
- leap
- throw

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

Social work safely, collaboration

Emotional perseverance, independence, honesty, determination

Thinking reflection, comprehension, select and apply skills

Rules

Rules help you to play fairly.

Healthy Participation



- Behave and move in a safe way.
- Wait to take turns when told to.



This unit will help you to:

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

Home Learning

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

Fill it Up

What you need: six socks and two pots

How to play:

- Players have one pot each that they place 6m apart. Place six socks in the centre.
 - Players start at their pot and run to the middle, taking one sock back to their pot. Continue until there are no socks left in the middle, then run to your opponents pot to collect one sock at a time.
 - Who is the first to have 5 socks in their pot?
 - Playing by yourself? From a pile of socks 6m away, how many can you get into your bucket in 1 minute?
- Top tip: take small steps so that you can change direction quickly.

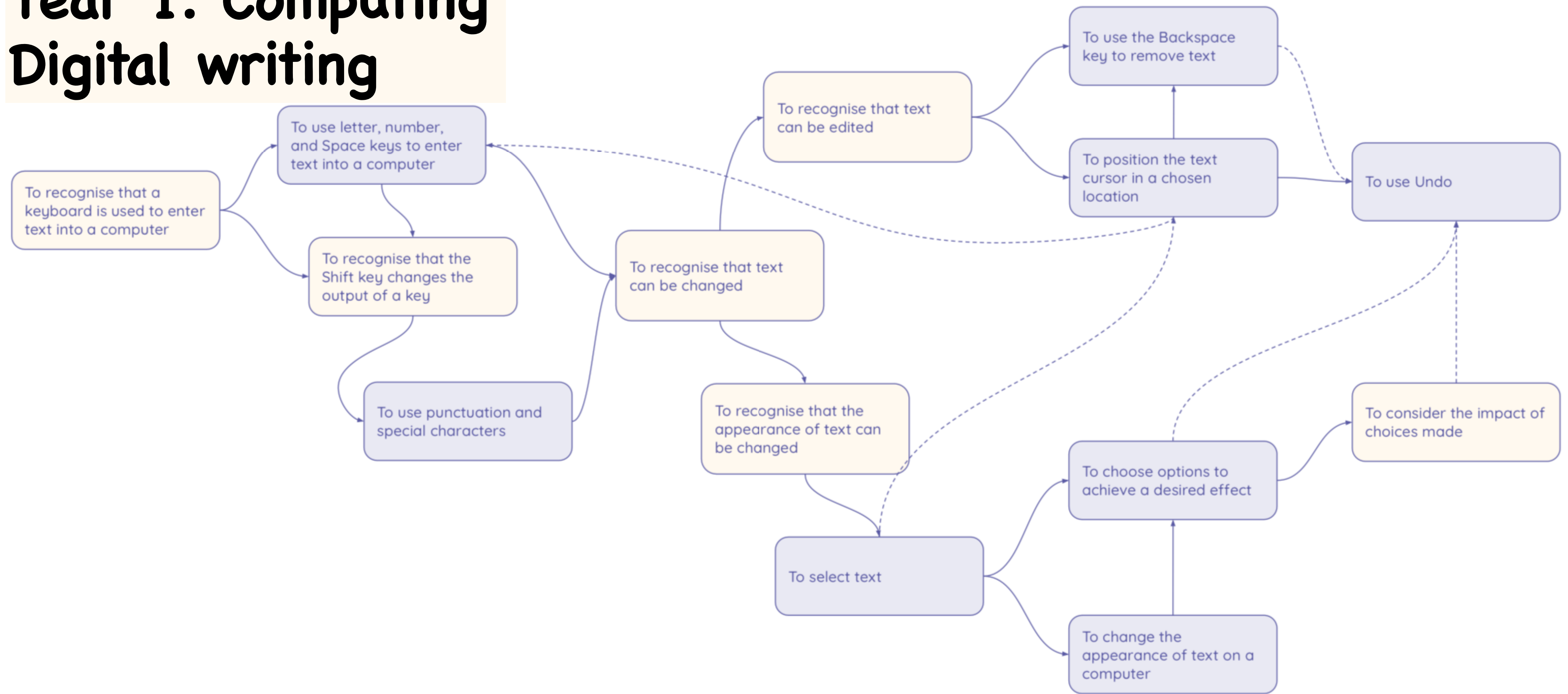


www.getset4education.co.uk

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



Year 1: Computing Digital writing





Year 1: Science

Key Vocabulary	
wild plants	A wild plant seed grows where it falls. It doesn't need to be planted or cared for as it grows.
garden plants	Garden plants are plants that people choose to grow in their gardens.
weed	Weeds are wild plants that grow in places where people don't want them.
deciduous	A deciduous tree loses its leaves each year.
evergreen	An evergreen tree keeps its green leaves all year round, even in the winter.

Key Knowledge

Wild Plants



dandelion



daisy



buttercup



nettles



ivy



dog rose



clover



brambles

Trees



Garden Plants



fuchsia



pansy



sweet pea



sunflower



rose



lavender



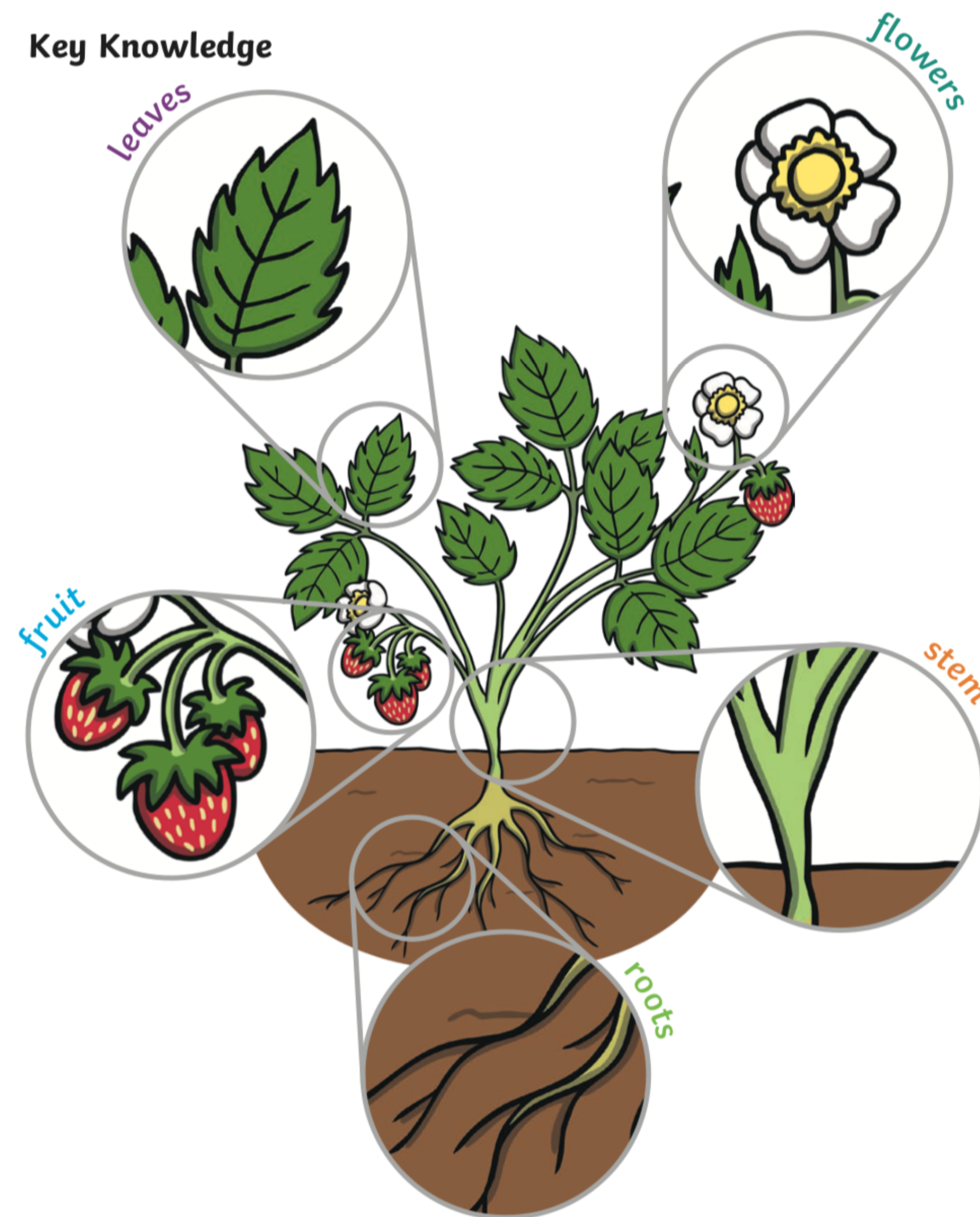
iris

To look at all the planning resources linked to the Plants unit, [click here](#).



Key Vocabulary	
roots	Roots take in water and nutrients from the soil and keep the plant in the ground.
stem	The stem holds the plant up and carries the water and nutrients from the roots to the leaves and flowers .
leaves	Leaves catch sunlight to help the plant to make its own food.
flowers	Flowers attract insects and birds.
petals	Petals are the colourful part of the flower .
fruit	Fruit contains the plant's seeds . Sometimes humans try to grow fruit without seeds because it's easier to eat.
seed	Seeds grow into new plants.
bulb	Bulbs grow into new plants.

Key Knowledge



Working Scientifically
Observe and measure





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: Is Shabbat important to Jewish children? Age: 5/6 Year Group: 1 Summer 1
In this enquiry, the children talk about the Jewish Creation Story and the way Shabbat is commemorated. They can discuss why it might be important to give thanks and to share family time

Year 1: RE Judasim



Core Knowledge (see also background information documents)

This enquiry is focussed on Shabbat – the day of rest in the Jewish religion.

- The Jewish Holy books (Tenakh) contain core beliefs and stories including the Creation Story in which God creates the world in six days and rests on the seventh – the Sabbath. As the Jewish weeks start on a Sunday, Saturday is the 7th day, the day of rest – Shabbat.
- The law books attributed to Moses include the 10 commandments – one of these is to ‘Honour the Sabbath’.
- Shabbat (Sabbath) is celebrated both in the home and the synagogue and the main requirement is that no work should be attempted from sunset on Friday until sunset on Saturday.
- The start of Shabbat is marked with a special meal and ceremony in the home.
- When worshipping, Jews wear a skull cap called a kippah. This is usually worn by men as a sign of respect to God.

Link to other aspects of belief

- Creation Story found in Genesis
- The different Jewish responses to the day of rest and the definition of ‘work’
- Synagogue visit
- Worship – How do Jews mark the Sabbath?

Personal connection / resonance

- Why might it be a good idea to have a day away from work?
- What other things could we think about on this day?
- What do Jews thanks God for on this day?
- What do I have to be thankful for?

Key Terms and definitions

Shabbat: Sabbath – A day of rest

Kippah: skull cap

Tenakh: Jewish holy books

History/Context

- Judaism is one of the oldest world religions – many of the Jewish writings are significant to other faiths like Christianity and Islam
- The working week adopted in the western world is based on the Creation Story

Impact on believer/daily life

Making sure that you are prepared for the Sabbath is important to Jews. As the main requirement is that no work should be attempted from sunset on Friday until sunset on Saturday, food is prepared before the Sabbath starts and a family meal is often shared to commemorate the events.

Spiral curriculum link

Lesson One on Judaism – ask students what they already know. Link to Christian story of Creation studied in Year 1 Autumn 1.

Home learning ideas/questions:

Is it easy to have family time? What could the whole family do together? Do we have a set time we are together every week? How special are the activities we do? If we don't, is this something we would like to introduce?