



Knowledge Organiser Booklet

Year 1

Autumn 2



Name		Class	
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Use your knowledge organisers to help you remember more.

1

Check it!

Write down the key words and definitions.



2

Try doing this without the help of your knowledge organiser.

3

Check your work and make any corrections using your green pen.



Link it!

Create a mind map with all the information you can remember from your knowledge organiser.



Test it!

Use your knowledge organiser to write down key facts or information onto cards.

Add pictures to help support you to remember things. Use the cards to make up questions.

Ask a friend or a member of your family to quiz you on what you remember!

This is your Year 1 Computing Knowledge Organiser for Autumn 2. Digital Painting

Tier 2 Vocabulary

Key Vocabulary

perspective

Perspective is how something is viewed.

Computers can help us to view objects from a different **perspective**.

We can view things from above, below, behind or in front to get a different **perspective**.

Looking at our digital artworks from different **perspectives** will make it more interesting to look at.

create

When you **create** you make something.

In computing, we **create** things using a computer.

We will **create** a piece of art using our own ideas.



freehand tool

A **tool** for drawing and painting.

We use a **freehand tool** to draw or paint in the same way as a pencil or brush.

We will use the **freehand tool** to **create** a part of our artwork.



shape tool

A **tool** to input shapes.

We use a **shape tool** to add shapes quickly without having to draw them.

We will use the **shape tool** to add shapes to our artwork.



line tool

A **tool** to input lines.

We use a **line tool** to add lines quickly without having to draw them.

We will use **line tool** to add lines to our artwork.



technique

A **technique** is a way of doing something

We use different **techniques** to **create** things on a computer.

We will **create** artwork using the **techniques** of famous artists.



How this connects with previous learning

In Nursery and Reception, you applied different **techniques** to **create** artworks.

In Reception, you compared the work of different artists.






In Reception, you used a drawing app to **create** digital artwork.

Later in Year 1, you will use a computer to **create** digital writing.
















In Year 2, you will **create** digital photographs.

In Year 2, you will **create** digital music.

This is your Year 1 **Design Technology** Knowledge Organiser for Autumn 2. Preparing Fruit and Vegetables







DT Themes			Tier 2				Key Vocabulary			
food	design	evaluate	fruit	healthy	peel	cut				
Anything that is eaten by living creatures in order to stay alive.	A plan or drawing produced to show the look and function of something before it is made.	To study carefully and judge	The part of a plant that has seeds and flesh.	When we are healthy, we are free from illness.	To pull, tear or cut the outer covering.	To use a knife to divide something into pieces.				
A fruit is a type of food.	A design helps us to decide what our final product will be like.	We will taste different fruits and evaluate them.	Strawberries, apples and bananas are all examples of fruit .	Fruit has vitamins which keep us healthy .	We remove the orange peel before eating the orange.	We can cut fruit into small pieces with a knife.				
A vegetable is a type of food.	We will be designing our fruit salad.	We will evaluate our final fruit salad.	Raisins are a type of dried fruit .	Exercise helps us to stay healthy .	When you peel fruit, you remove the skin.	It is important to be careful when cutting .				
Different people have different tastes. This means that they may like different food .	Our finished product might be different to our design .	We can evaluate our cutting skills, thinking about how well we cut our fruit.								
How this connects with previous learning			How this connects with future learning							
In Reception, you designed and made a soft toy using a range of materials.	In Reception, you designed and made a sea creature using recycled materials.	In Reception, you designed and made a model based on Jabari tries.					In Year 2, you will design, make and evaluate a moving vehicle.	In Year 3, you will design, make and evaluate a sandwich.	In Year 5, you will design, make and evaluate a bread.	

This is your Year 1 History Knowledge Organiser for Autumn 2. Living History

Historical Themes		Tier 2	Key Vocabulary			
migration	society	chronological	history	artefact	interview	museum
Moving from one place to another.	How people in a specific area live their lives.	Following the order in which something happened.	The study of the things that have happened in the past.	An artefact is a man-made object, such as pieces of art or tools from the past.	An interview is a conversation where questions are asked and answers are given.	A collection of artefacts from the past
 <p>People migrated to London to find jobs in hospitals, on transport and in the postal service.</p> 	 <p>a group of people who have shared traditions and interests.</p>	 <p>Timelines help us show events in chronological order.</p>	 <p>In this history unit, we are learning about what life was like for our grandparents and great grandparents in the past</p> 	 <p>Artefacts are used by historians to find out what life was like in the past.</p> 	 <p>We can use interviews to ask older people what life was like in the past.</p> 	 <p>In a museum you might find artefacts such as letters, diaries, objects or photographs.</p> 
Things you learnt in previous topics				How this connects with future learning		
In Reception, you learnt about events that happened in the past in your own lives.	In Reception, you plot events onto a timeline to be able to see the order in which events happened.	In Reception, you explored photographs and objects from the past that have a particular meaning.		Later in year 1, in 'The Great Fire of London', you will explore a primary source in detail (a diary) to learn about the fire.	 	Later in year 1, in 'The Monarchy', you will learn about the chronology of the kings and queens, the order in which they reigned.

This is your Year 1 **Physical Education** Knowledge Organiser for Autumn 2. Attack, Defend, Shoot

Key Vocabulary

compete	over-arm	under-arm	send	throw	defend
To take part in a contest or game.	Throwing a ball with your arm or hand above your shoulder.	Throwing a ball with your arm or hand below your shoulder.	Transferring an object, like a ball to a teammate.	Using my hands to move the ball from one place to another.	The action of stopping the opposition from scoring.
My friend and I are going to compete against each other in a race.	When throwing a Javelin we use an over-arm action.	In order to make a good under-arm throw you need to face the target, swing your arm and let go of the ball as your arm moves forward.	When we send a ball to a teammate we have to use control.	When we throw a ball we need to remember to get into position, aim the ball and look at the target.	The team defended so well that the opposition didn't score any points.
					

How this connects with previous learning

In Nursery you learned to stretch, reach and extend.

In Reception you learned to coordinate body parts in activities.



How this connects with future learning

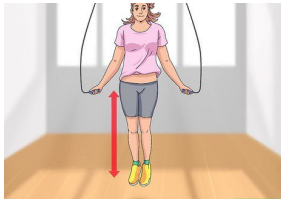

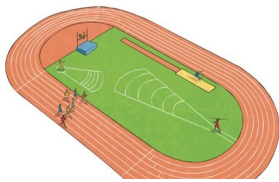




In Year 2 you will begin to hit and and return a ball.

In Year 3 you will be able to show basic passing skills in handball.

In Year 4 you will begin to make it difficult for the opposition to score.

This is your Year 1 **Physical Education** Knowledge Organiser for Autumn 2. Run, Jump, Throw






Key Vocabulary

skipping	power	track	relay race	partner	sprint
This is the act of jumping over a rope that is held and swung.	The strength used to complete an action or movement.	A special path for running or racing other people. It is often in the shape of an oval.	A relay race is an event in which four people work as a team to reach the finish line first. Each person completes part of the course.	Working with a partner means there are two of you trying to complete a task. Partners help each other to do well.	This is when you run as fast as you possibly can. We can sprint against other people to find out who is the fastest.
People can skip for exercise, for fun, or as a warm up activity.	The stronger you are, the more power you can put into a movement.	Sports that you play on a track are called track events .	Relay races take place in lots of different sports, such as running, cycling and swimming.	In PE you will often work with a partner to practise a skill or to play a game.	Sprint races can be different distances, but they are not usually very far as you can't sprint for long.
					
How this connects with previous learning			How this connects with future learning		
In Nursery you learnt to change direction and perform different actions at speed.	In Reception you learnt to coordinate body parts in a variety of activities.		In Year 2 you will learn to throw and handle a wider variety of objects.	In Year 2 you will improve running and jumping movements over sustained periods.	In Year 3 you will begin to apply your knowledge and skills in Athletics.

This is your Year 1 Religious Education Knowledge Organiser for Autumn 2. Sacred Places

Tier 2 Vocabulary

Key Vocabulary

structure	sacred	worship	Church	Mosque	Synagogue
The order and arrangement of something.	Something sacred is holy, special and simply worthy of awe and respect.	To offer devotion and honour to God.	A group of Christian's and a Christian place of worship.	A Muslim place of worship	A Jewish place of worship.
In Year 1 you will learn about the structure of different faith communities and how people show that they belong.	Most religions have sacred objects and books that tell about their religion.	When people pray they are worshipping their God.	Christian's visit church for many different reasons such as to pray, learn stories from the Bible and to worship God.	The mosques are the most beloved place to muslims as they are the place of gatherings to worship Allah.	A synagogue is a place where Jews meet to learn about God, worship and pray to God.
In Year 2 you will be learning about sacred books and looking at the structure of some of the special stories within them.	Jerusalem and Mecca are examples of sacred places.	Worship is important as it creates a personal relationship between God and the believer.	A priest is the leader of the church . You may see a cross, bell tower and stained glass windows in the church.	You must take off your shoes and wash your feet, hands, nose, mouth, throat, ears and arms before entering the mosque .	The front of a synagogue faces towards Jerusalem in Israel.
In Year 2 you will be learning about different festivals and the structure of different ceremonies.					

How this connects with previous learning

In Nursery you explored religious festivals such as Christmas, Easter, Lunar New Year and Holi.

In Reception you learnt special stories from the Bible and Quran. You also learnt about special people including Guru Nanak and Jesus.



How this connects with future learning

In Year 2 you will learn more about Islam and Jewish beliefs. You will also explore holy books for all religions.

In Year 3 you will learn about Hindu beliefs and explore specific beliefs about God with Hinduism, Christianity and Sikhism.

In Year 4 you will look at Christianity in Britain, Sikh beliefs and explore the journey of life with Christianity, Hinduism, Judaism and Sikhism.

This is your Year 1 Science Knowledge Organiser for Autumn 2. Animals and the Human Body

Scientific Enquiry



identifying & classifying



Identifying means knowing what something is and naming it. We will **identify** different animals on a fieldtrip and by using secondary sources. **Classifying** means grouping things together if they have something in common. We will **classify** animals using features such as if they have fur or feathers and if they eat other animals or plants.

pattern seeking



Pattern seeking means looking for links between variables. We will investigate our senses to compare textures, sounds and smells. We will make close observations of parts of the body, compare them and take measurements using non-standard units.

Working Scientifically

Asking scientific questions

Planning an enquiry

Observing closely

Measuring (taking measurements)

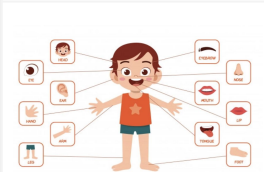
Gathering and recording results

Presenting results

Interpreting results

body parts

A **body part** is a part of an animal body. It could be: head, arm, eyes, ears, nose, mouth, teeth or tongue.



Humans have five **senses**. We use:

our eyes for sight
our nose for smell
our skin for touch
our tongue and mouth for taste
our ears for hearing



animal

Animals are living things. There are 5 animal groups: mammals, amphibians, reptiles, fish and birds. Mammals you might see in our local area are: foxes, squirrels, mice, dogs and cats.



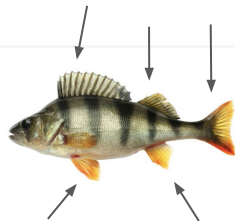
Birds you might see in our local area are: pigeons, robins, coots and parakeets.



Some animals eat other animals (carnivores). Some animals eat plants (herbivores). Some animals eat animals and plants (omnivores).

fin

A **fin** is the thin, flat body part of a fish which is used for swimming or balance.



beak

A **beak** is the nose and mouth of birds and turtles. **Beaks** are used to catch food and eat other animals such as worms and small fish.



feather

A **feather** is the soft, light part of an animal that grows from the skin and covers the body. **Feathers** can help some animals fly.

Feathers can help to keep an animal warm and dry.



tail

A body part that extends from the backbone or rear of an animal. **Tails** can be used for balance and to brush away insects.



fur

Fur is a thick growth of hair that covers the skin of many different animals, especially mammals.



scales

Scales are a small hard plate that grows out of the skin. Scales help protect the animal.



Things you learnt in previous topics

In Reception, you observed and talked about similarities and differences between different living things. You also made observations of animals and explained why some things happen and talked about changes.



How this connects with future learning

In Year 2, you will describe how animals get food from plants and other animals. You will identify different sources of food. In Year 6, you will describe how living things are organised into groups according to common features, including microorganisms, plants and animals. You will be able to give reasons for organising plants and animals based on specific features.



To help you remember and recall key information, you can make your own additional notes here.

A large, empty rectangular box with a thin grey border, occupying the central portion of the slide, intended for users to write their own additional notes.

At New Wave Federation, we demonstrate...

The logo for New Wave Federation is a circular emblem with a thick blue border. Inside the circle, the words "new wave" are written in a black, lowercase, sans-serif font, and "federation" is written below it in a teal, lowercase, sans-serif font. Behind the text is a stylized, light blue wave graphic that flows from the bottom left towards the top right.

new wave
federation

Collaboration

Creativity

Focus

Kindness

Responsibility