

Knowledge Organiser KS1

**NORTHLEW & ASHBURY PAROCHIAL C OF E
PRIMARY SCHOOL**



**Dartmoor
Multi Academy
Trust**

...everyone in our Trust.



Contents Page

Summer Term 1

- **What are Knowledge Organisers?** **Pg 3 - 4**
- **Curriculum Newsletter** **Pg 5 - 6**
- **History** **Pg 7**
- **Science** **Pg 8**
- **PSHE** **Pg 9**
- **Religious Education** **Pg 10**

Summer Term 2

- **Geography** **Pg 11**
- **Science** **Pg 12**
- **PSHE** **Pg 13**
- **Religious Education** **Pg 14**



What are knowledge organisers?

Knowledge organisers are a summary of the key facts and essential knowledge that pupils need about a unit of work or a curriculum subject. They should be no more than one side of A4 with all the information broken down into easily digestible chunks. The single side of A4 is important in order to focus the minds of the teachers creating them so they only include what's absolutely crucial. It is easy for knowledge organisers to become overwhelmingly full of information which then renders them useless. Knowledge organisers can be used for any subject or year group, from the humanities such as history and English to maths and science.

5 benefits of using knowledge organisers

1. A knowledge organiser makes the teacher think hard about what will be taught

If it is not going to be used within a sequence of lessons, then there is no reason for that information to be in the organiser. Going through this thought process makes exactly what learning you expect to occur far clearer, and with this clarity the likelihood that what we teach will stick with pupils increases.

2. Knowledge organisers support children to learn and remember more

, Sharing key information with children will ensure that pupils could come to a lesson already having some understanding of the key vocabulary or key facts needed to be successful for that lesson. Further, Professor Graham Nuthall in his work *Hidden Lives of Learners* hypothesises that those pupils who know more about a topic learn more about a topic. Therefore, there is a chance that pupils could learn more from a lesson when they have some of this information to hand. Pupils' working memory can process the bigger picture rather than getting distracted with the meaning of certain words etc.

3. Knowledge organisers support all learners

For example, those pupils who require more practice on 'shape' could be given a knowledge organiser that details some core knowledge on shape names and properties of that shape including angles. In addition, once these facts and key words have been learnt, it will be far easier for the teacher to teach and demonstrate how to use this information to solve more complex problems and deepen learning.

Assuming the key facts have been learnt, there will also be less of a burden on pupils' working memory, making it more likely they will learn to apply those facts when solving problems.

4. Knowledge organisers create opportunities for spaced retrieval practice

Spaced practice refers to a specific practice concerned with timing - 'when' it's best to learn. Is it better to spend seven hours on a Sunday to practise a skill before a test or to space those seven hours out as one-hour sessions across seven days? Many studies have looked into this, and the evidence is clear: it would be far better to practise for seven one-hour sessions than to practise for seven hours the night before. When we retrieve information, that memory trace becomes stronger and the rate that we forget something decreases. The more we space out our learning, the more time it would take for us to forget something. Knowledge organisers are excellent tools to ensure that some of this spaced practice takes place.

5. Used appropriately, knowledge organisers can increase retention of facts

This comes down to their core purpose. Our working memory can only take in so much information at one time and for our pupils to be successful in a range of subjects they need to have a large store of factual knowledge in their long-term memory.

Our minds have adapted to take this information from our long-term memory into our working memory without sacrificing much space within our working memory, but children need to develop this skill. With a knowledge organiser providing the key information and, providing the pupils use them correctly, these facts can then become part of a pupil's long-term memory.



Dear Parents,

This curriculum newsletter will give you an outline of what your child will be covering in Class 1 throughout the Summer term. If you have any artefacts or resources that would help to enhance or support our curriculum then please come and let us know. If you or anyone you know could come in to talk to the children and share experiences and expertise, then we would love to hear from you.

ENGLISH: Year 1 and 2: This term in our English lessons the children will begin by exploring the book 'The Disgusting Sandwich'. We will be focusing on the language within the book and creating our own story using simple sentences and noun phrases. Year 2 children will develop their understanding of expanded noun phrases and writing in different tenses. The children in Year 1 will also focus on the elements of a successful sentence and what that looks like. The children in Year 1 and 2 will have daily phonics and handwriting sessions as well as opportunities to apply their reading and writing skills within other areas of the curriculum.



Please remember that it is also extremely important that you listen to your child read every night to help them with their confidence in using and applying their phonic knowledge and develop reading for meaning. Please have discussions with your children about the events within the stories they read. There are questions at the back of the RWI books that you can use to help with this. Books will be sent home on a Wednesday and should be returned on a Monday.



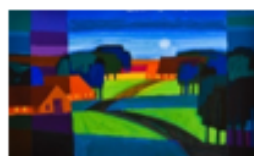
MATHEMATICS: Our daily maths sessions will include fluency activities where we will explore making links with known facts using different resources to help embed this information for children. Our focus this term includes multiplication and division, time and fractions for both Year 1 and 2. We will then use the skills that we have learnt to begin to investigate addition and subtraction techniques to solve problems. Throughout our lessons we will be expecting the children to demonstrate their understanding in a variety of ways. As well as problem solving, the children will be developing their ability to draw and explain their reasoning about their answers and solutions.



SCIENCE: Our topic this term is Habitats. The children will be looking at the different places animals live and why they choose a certain place. They will also explore the different types of habitats such as the desert and rainforest. After half term we will be focusing on the topic of Mixing and Making. This will allow the children to explore and learn about the difference between solids, liquids and gases as well as carrying out practical investigations.

HISTORY: Our history learning this term will explore our local area in a local history study. This will help develop the children's understanding of where we live and our surrounding area.





ART: Our weekly art lessons will allow the children the opportunity to explore artists from around the world. This half-term we will be focusing on cityscape drawings. After half term we will be learning and exploring how to draw things in 3D.

PSHE: Our PSHE curriculum is based on a scheme called SCARF-Safety, Caring, Achievement, Resilience, Friendship. We will be focusing on the topic of 'being my best'.



MUSIC: This term the children will be following our Music scheme 'Kapow!' where they will work on their use of their voices and instruments to create different pitches and dynamics.

PE: We are extremely lucky that we will have a specialist PE teacher Mr Pugh, delivering PE this term. Mr Pugh will be focusing on cricket this term. The children will be working on the core skills such as catching, throwing and hitting. Our PE lessons take place every **TUESDAY** in school. Please could you ensure that your child comes to school wearing their PE kit (plain white t shirt, navy or black shorts and trainers) and brings their uniform to change into after.



COMPUTING: In computing this term we will be looking at 'making music'. The children will be learning how to create a piece of music using a specialist piece of software.

HOME LEARNING Home learning will be sent home each **FRIDAY** and should be returned to school on **TUESDAY**. We ask that children in reception share a book every day at home as well as practicing their blending using the books sent home. Children in year 1 and 2 will have a maths challenge to complete as well as practicing their reading everyday too. All children in Class 1 are expected to read aloud at home to their parents/carers daily. Please record this in your child's reading record with a comment. This will help and support them with ideas and techniques to include in their writing. Please ensure that reading diaries and reading books are in school every day.



RELIGIOUS EDUCATION: Our Religious Education programme will explore the theme of different cultures and will be focusing on the key question 'Which stories are special and why?'. After half term we will be exploring the topic of 'what makes some places sacred to believers?'

KNOWLEDGE ORGANISERS:

Knowledge organisers are used in class to outline to the children what they will be learning during each subject topic. They include key vocabulary and phrases. These will be sent home for you to use at home with your children, it is important you encourage them to use the vocabulary when explaining what they have been learning about. If you have any questions or would like to speak to Miss Atkinson about the curriculum, please do not hesitate to book an appointment with Hannah in the office. Thank you for your continued support.

Miss Atkinson

HISTORY: Summer Term 1

Local History Study



Key People



Who they are



Michael
Morpurgo

Local author who
writes novels about
local events.

Sir Francis
Drake

A local explorer who led
the British navy against
Spanish invaders.

Sydney
Simmons

A generous local
businessman who gave
land and buildings to the
local community.

Lady Nancy
Astor

First female member of
parliament who lived in
Plymouth.

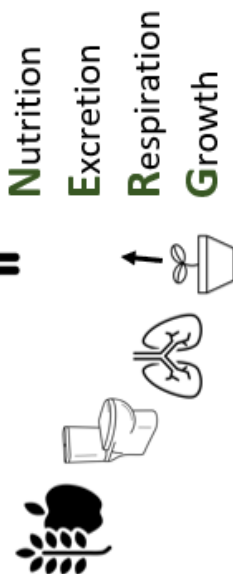
Key Vocabulary

Lesson 1 - I can understand who I am	Ancestor – A person you are related to the past.	Family tree – Shows how you are related to other members of your family.
Lesson 2 – I can understand where I am from	Locality – A place or a town close to where you are based.	Artefacts – An object made by a human being which is of historical importance.
Lesson 3 – What was my area like thousands of years ago.	Archaeology – Digging up and finding artefacts to learn about humans.	Settlement – A place where people choose to stop and set up home.
Lesson 4 – I can understand why people are important to their area.	Prominent – Important and well known.	Community – A group of people who live in a locality.
Lesson 5 – I can investigate the past.	Statue – A figure of a person which is normally large.	Pioneer – One of the first people to do something.

SCIENCE: Summer Term 1

REMEMBER:

You can tell if something is living if they do the following things:



Things that were never living do not do any of the things above and never did do them.

We call anything that is alive an **organism**.

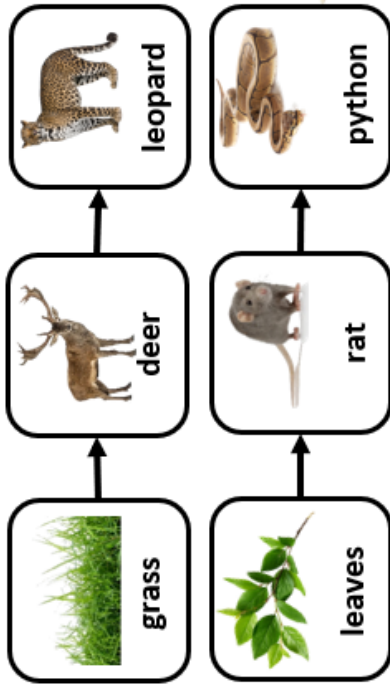
HABITATS

A habitat is a small area that's different to the surrounding habitat.

Rainforest	Woodland
Rain forests are humid, rainy and they have lots of trees.	Woodlands are where trees are the dominant plant.
	

FOOD CHAIN

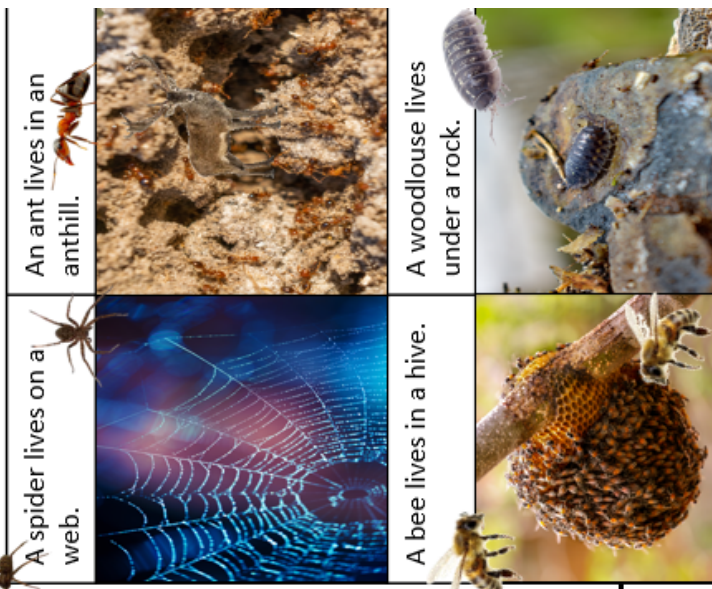
All animals need energy to survive. Plants make their own food using the sun. A food chain describes the order in which organisms depend on each other for food, this creates a flow of energy from one living thing to another.

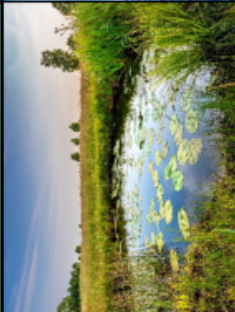



Food chains usually start with a plant and finish with a larger, hungry animal.

MICROHABITATS

A microhabitat is a small area that's different to the surrounding habitat.



Pond	Ocean
A small area of still, fresh water.	An ocean is a huge body of salt water.
	

PSHE (Yr 1&2): Summer Term 1

PSHE (including RSE) Knowledge Organiser Being My Best



Key Word	Meaning	Key Word	Meaning
Healthy	In a good physical or mental condition.	Support	Give help to.
Germs	A tiny organism that causes a disease in a plant or animal. Scientists call these microbes or microorganisms.	Praise	Words that show admiration or respect.
Hygiene	The practice of keeping clean to stay healthy and prevent disease.	Encourage	To give hope or courage to someone.
Disease	An illness that produces symptoms and makes someone feel unwell.	Consequence	The result of doing something.
Confidence	Feeling sure of yourself and your abilities.	Promise	A statement of something that absolutely will happen or be done.

Hygiene

- It is important to wash our hands as most diseases are spread by touching other people's hands or by touching objects others have touched.
- Some diseases cannot be spread such as asthma.
- Not all illnesses are caused by germs, but many are, and we can help to stop these from spreading by having good hygiene routines.



Learning New Skills

- Whenever we learn to do something new, it can be hard at first and it may require lots of practise.
- Sometimes we may fail but we need to keep trying hard and persevering, even if it gets tough, in order to succeed.
- We go through something called 'the learning line' this is where things may start off easy, but then become a bit harder, but with practise, we get better.
- Goals are things we work towards to achieve.
- People's hopes and ambitions for the future may be different.
- Aspirations are things we hope to achieve in the future.
- It is important to look back on our learning and be proud.



Different Food Groups

Starchy/Carbohydrate food

- Includes foods such as cereal, pasta, bread and rice.
- These foods give our body extra energy.

Dairy foods

- Includes foods such as cheese, milk and yoghurt.
- These foods keep our teeth and bones strong and healthy.

Protein foods

- Includes foods such as meat and nuts.
- These foods help our muscles and body to grow, work and repair themselves.

Fruit and vegetable foods


- Includes foods such as apples, tomatoes and cucumber.
- These foods help to keep us 'glowing with health'.




My Behaviour

- A person's behaviour can affect other people.
- Sometimes we can have bad days, everyone does!
- We can all learn from our mistakes and a positive attitude helps us learn from these mistakes and improve.


Geography: Summer Term 2




PACIFIC OCEAN




ATLANTIC OCEAN



INDIAN OCEAN



SOUTHERN OCEAN




ARCTIC OCEAN


VOCABULARY

Ocean	a huge body of salt water.
Sea	where land and ocean meet.
Habitat	where animals and plants live.
Tectonic Plate	a flat piece of rock making up part of the surface of the earth
Continental Plate	a thicker tectonic plate making up the land of our planet
Oceanic Plate	A thinner tectonic plate, covered in the water of the ocean
Tide	The rising and falling of the sea influenced by the moon
Wave	The movement of the surface of the sea influenced by the wind
Beach	A flatter area of land covered and uncovered by the tide


OCEAN HABITATS




CORAL REEF




OPEN OCEAN



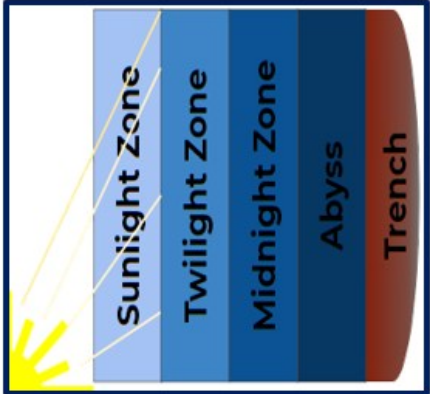
OYSTER REEF



KELP FOREST



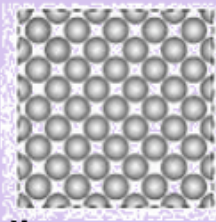
LAYERS OF THE OCEAN



SCIENCE: Summer Term 2

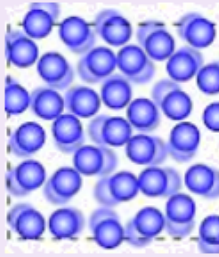
Properties of the three states

Solid:



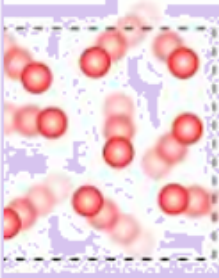
- Keeps its shape
- Can be cut, squashed or torn
- Solids always take up the same amount of space. They do not spread out like gases.

Liquid:



- Takes the shape of the container it is in.
- Can be poured.
- Even when liquids change their shape, they always take up the same amount of space. Their volume stays the same.

Gas:



- Gases are often invisible.
- Spreads out to fill space.
- Does not have any fixed shape.

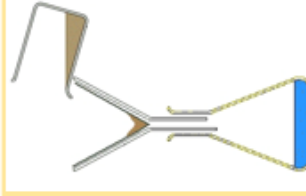
Key words

Particle	Tiny bits of matter that make up everything in the universe.
Melting	Change of a solid into a liquid when heat is applied.
Solubility	The ability of a substance (the solute), to mix into a liquid.
Soluble	Able to be dissolved.
Insoluble	Not able to be dissolved.
Mixture	a material made up of two or more different substances which are mixed.
Reversible change	A change that can be undone e.g. freezing, melting
Irreversible change	A change that cannot be changed back.
absorb	To take in or soak up a liquid.

Ways to separate a mixture

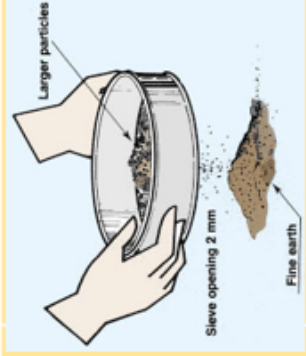
Filtration:

- Removes solid particles from a liquid
- e.g. sand and water



Sieving:

- Used to separate bigger particles and smaller particles
- e.g. flour and sand



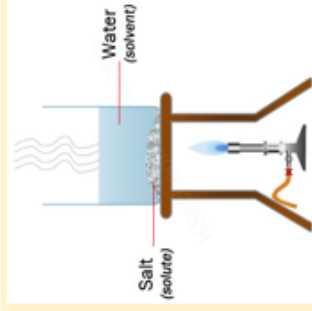
Magnetism:

- Used to separate a magnetic solid from a and non-magnetic solid.
- E.g. sand and iron



Evaporation:

- separating a mixture of a soluble solid and a liquid.
- The process involves heating the liquid until it evaporates.
- E.g. salt and water



PSHE: Summer Term 2

PSHE (including RSE) Knowledge Organiser Growing and Changing



Key Word	Meaning	Key Word	Meaning
Caring	Displaying kindness and concern for others	Secret	Something that is kept or meant to be kept unknown or unseen by others
Attention	Taking notice of someone or something	Uncomfortable	Causing or feeling unease or awkwardness
Change	The act or process through which something becomes different	Bully	A person who seeks to harm or intimidate those who they perceive as vulnerable
Growing	Undergoing natural development by increasing in size and changing physically	Tease	Make fun of or attempt to provoke in a playful way
Surprise	An unexpected or astonishing event	Witness	A person who sees an event

Feelings and Emotions

- Some feelings feel good inside and others can feel uncomfortable
- Smiling can help us feel happier
- Feeling happy to be ourselves is important
- There are things we can do if we are feeling unhappy or cross
- It is important to share our comfortable and uncomfortable thoughts and feelings with people we trust
- We can tell how someone else is feeling by looking at their face and body language
- It is important to learn about our feelings and how we can cope with them



Healthy Relationships

- Always remember your body belongs to you and you can choose what happens with your body
- Some parts of our body are private. That means no one should be allowed to see or touch them without permission
- We respect others by allowing them to keep their body parts private
- Some forms of touch are appropriate like hugs, tickling and kisses but it is important to know the difference between what is appropriate and what is inappropriate
- You have the right to say 'no' to unwanted touch
- Secrets are not the same as surprises. If a secret upsets you, you should tell an adult you trust.
- If you ever feel uncomfortable or unsure about something, even with an adult you know well, you should tell an adult you trust

Growing and Changing

- Change helps us grow and can bring great things to our lives
- Change and loss can feel uncomfortable. That is OK.
- Goals are things we work towards to achieve
- It is helpful to have goals for the future
- People's hopes and ambitions for the future may be different
- Aspirations are things we hope to achieve in the future
- It is important to look back on our learning and be proud
- We can all learn from our mistakes
- You can attempt different challenges in different ways
- Perseverance means not giving up
- A positive learning attitude helps us learn from mistakes and improve.



