



# Crucial Knowledge Organisers



## Y1 Summer 2024

### Summer 1:

English-Toys in Space

Maths-Mass and Capacity; Multiplication and Division; Fractions

Science-Everyday Materials

History-Castles

RE-Shabbat

Art-Self Portraits

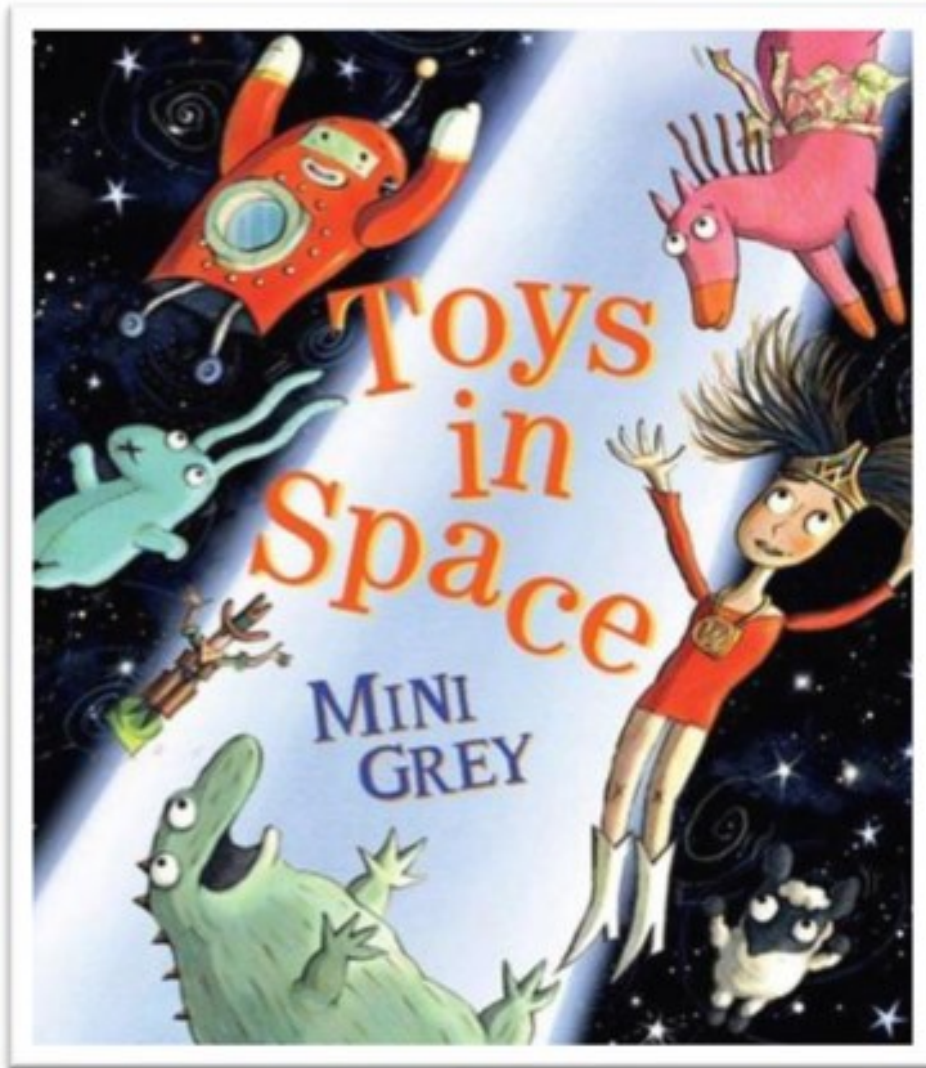
Computing-Coding

Music-Your Imagination



## 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



## Pathways to Write keys

Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> <li>Join words and clauses using and</li> <li>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Add suffixes where no change is needed to the root of the word e.g -ed, -er, -ing, -est</li> </ul>	<ul style="list-style-type: none"> <li>Join words and clauses using and</li> <li>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Add suffixes where no change is needed to the root of the word e.g. ed, -ing, -er, -est</li> <li>Change the meaning of verbs and adjectives by adding the prefix un</li> </ul>	<ul style="list-style-type: none"> <li>Use some story language</li> <li>Include and describe characters</li> <li>Include and describe the setting</li> <li>Write simple sentences in sequence</li> <li>Include a beginning, middle and end</li> </ul>

## 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	

# 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 II

## 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

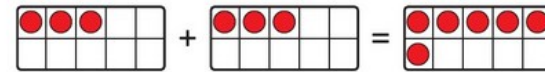
row

column

double

share

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



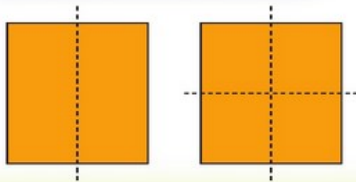
# Unit 12

## 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?

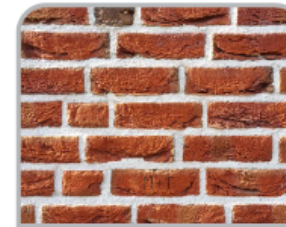


## Science-Everyday Materials

Key Vocabulary	
<b>smooth</b>	Smooth <b>objects</b> have no lumps or bumps.
<b>bendy</b>	<b>Bendy</b> things can be <b>bent</b> easily into a curved or folded shape.
<b>not bendy</b>	If something is <b>not bendy</b> , it can't be bent easily into a curved or folded shape.
<b>waterproof</b>	If something is <b>waterproof</b> , it keeps water out. It keeps things dry.
<b>not waterproof</b>	<b>Not waterproof materials</b> let water in.
<b>absorbent</b>	If something is <b>absorbent</b> , it soaks liquid up.
<b>not absorbent</b>	If something is <b>not absorbent</b> , it does not soak up liquid.
<b>transparent</b>	<b>Transparent objects</b> can be seen through.
<b>opaque</b>	<b>Opaque objects</b> can't be seen through.

### Key Knowledge

#### Materials:



brick



fabric



paper



stone



paper books



brick houses



fabric clothing



stepping stones



plastic toys



wooden furniture



metal tools



drinking water

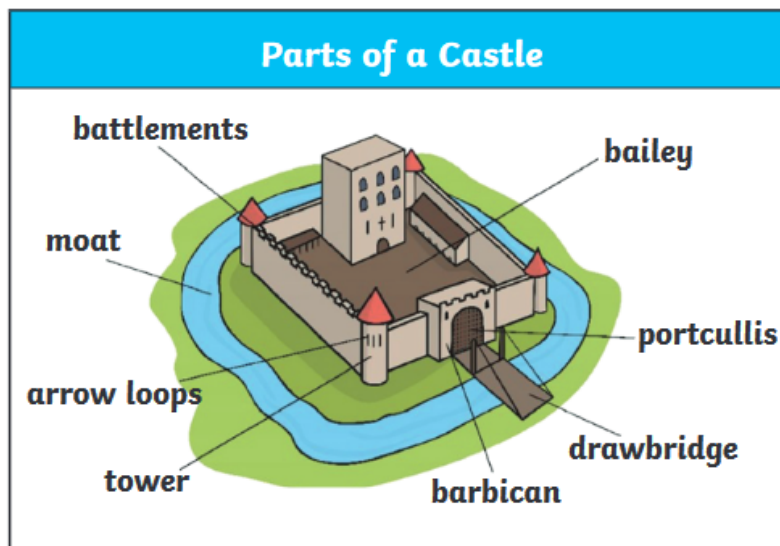


glass window



# History-Why do we have castles?

Castle Features - Key Vocabulary	
<b>castle</b>	A large strong building, or group of buildings, designed to protect the people inside from attack.
<b>arrow loop</b>	A narrow vertical slit in a castle wall from which arrows could be fired.
<b>barbican</b>	Part of the outer defence of a castle. Used to help defend a gateway into a castle.
<b>battlements</b>	Found at the top of a castle's walls, with openings to shoot through and raised sections for protection.
<b>drawbridge</b>	A bridge, which can be raised and lowered, often found over a castle's moat.
<b>moat</b>	A deep, wide ditch surrounding a castle, often filled with water.
<b>tower</b>	A tall narrow building forming part of a castle.
<b>portcullis</b>	A strong, heavy spiked barrier that can be lowered to block an entrance.



Why Were Castles Built?
Castles were built to:
<ul style="list-style-type: none"> <li>• control the surrounding area</li> <li>• defend against enemy attack</li> <li>• launch weapons to attack enemies</li> </ul>

Examples of Castles in the UK		
Windsor Castle, England	Warwick Castle, England	Enniskillen Castle, Northern Ireland
Craigievar Castle, Scotland	Edinburgh Castle, Scotland	Caernarfon Castle, Wales



## R.E. - Shabbat



<b>Religion /Worldview:</b> Judaism	<b>Enquiry Question:</b> Is Shabbat important to Jewish children?	<b>Age:</b> 5/6	<b>Year Group:</b> 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			

Core Knowledge (see also background information documents)		Link to other aspects of belief	Personal connection / resonance
<p>This enquiry is focussed on Shabbat – the day of rest in the Jewish religion.</p> <ul style="list-style-type: none"> <li>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.</li> <li>The law books attributed to Moses include the 10 commandments – one of these is to ‘Honour the Sabbath’.</li> <li>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.</li> <li>The start of Shabbat is marked with a special meal and ceremony in the home.</li> <li>When worshipping, Jews wear a skull cap called a kippah. This is usually worn by men as a sign of respect to God.</li> </ul>		<ul style="list-style-type: none"> <li>Creation Story found in Genesis</li> <li>The different Jewish responses to the day of rest and the definition of ‘work’</li> <li>Synagogue visit</li> <li>Worship – How do Jews mark the Sabbath?</li> </ul>	<ul style="list-style-type: none"> <li>Why might it be a good idea to have a day away from work?</li> <li>What other things could we think about on this day?</li> <li>What do Jews thanks God for on this day?</li> <li>What do I have to be thankful for?</li> </ul>
Key Terms and definitions	History/Context	Impact on believer/daily life	Spiral curriculum link
<p><b>Shabbat:</b> Sabbath – A day of rest</p> <p><b>Kippah:</b> skull cap</p> <p><b>Tenakh:</b> Jewish holy books</p>	<ul style="list-style-type: none"> <li>Judaism is one of the oldest world religions – many of the Jewish writings are significant to other faiths like Christianity and Islam</li> <li>The working week adopted in the western world is based on the Creation Story</li> </ul>	<p>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.</p>	<p>Lesson One on Judaism – ask students what they already know. Link to Christian story of Creation studied in Year 1 Autumn 1.</p>



## Music-Your Imagination

In this unit children will:

- Learn the song, 'Your Imagination' and perform it by singing.
- Learn the melody of the song and play it using either a recorder or a glockenspiel.
- Listen and appraise other pieces of music based around the theme, Imagination. These will include:  
'Supercalifragilisticexpialidocious' from the 1964 Disney film Mary Poppins, 'Pure Imagination' from the 1971 film Willy Wonka and the Chocolate Factory, 'Day Dream Believer' performed by The Monkees, 'Rainbow Connection' from the 1979 Muppet Movie and 'A Whole New World' from the 1992 Disney film Aladdin.
- Take part in warm up and breathing exercises.
- Find the pulse to different pieces of music.
- Improvise and compose short melodies using the notes C and D or C, D and E.

### Key Vocabulary

- **Imagination:** to be able to see/visualise something that is not there in your mind.
- **Keyboard:** an instrument that is similar to a piano but can change its sound.
- **Drums:** a percussion instrument sounded by being struck with sticks or the hands.
- **Bass:** the lowest sound that can be heard.
- **Pulse:** the regular heartbeat of the music; its steady beat.
- **Rhythm:** long and short sounds or patterns that happen over the pulse.
- **Pitch:** high and low sounds.
- **Improvise:** To make up a tune and play it on the spot. There is an assumption that it can never be recreated.
- **Compose:** creating and developing musical ideas and 'fixing' them.
- **Perform:** to present to an audience.
- **Audience:** watchers or listeners to a performance.

