

# Over Hall Community School Summer Y1 Knowledge Organiser

## Adrift

## Summer 2

### Art and Design

- Match and sort fabrics and threads for colour, texture, length, size and shape.
- Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.
- Cut and shape fabric using scissors/snips.
- Apply shapes with glue or by stitching.
- Apply decoration using beads, buttons, feathers etc.
- Colour
  - Apply colour with printing, dipping, fabric crayons
  - Create and use dyes i.e. onion skins, tea, coffee
- Texture
  - Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a wheel



- Key Vocabulary**
- Match
  - Sort
  - Fabric
  - Thread
  - Colour**
  - Texture
  - Length
  - Size
  - Shape
  - Twisting
  - Stitching
  - Gluing
  - Printing
  - Dipping
  - Dyes
  - Weaving
  - Fringing
  - Fraying
  - Knotting

### Religious Education

How do Muslims express new beginnings?

| Key Vocabulary and Concepts |   |
|-----------------------------|---|
| Belong                      | To be part of something like a group or celebration.  |
| Similarities                | Things we share that are the same   |
| Differences                 | Aspects that are different  |
| Church                      | A sacred place where Christian attend to worship, pray and get closer to God, also known as a chapel or cathedral |
| God                         | A supreme being   |
| Special                     | A kind of different from others or other things   |
| Baptism                     | The Christian rite of initiation, involving immersion in water or sprinkling with water.                          |
| Unique                      | Unusual, special  |

Visit the class webpage for extra links to helpful websites, which will support learning at home.

### History



- Trips to the moon/space/ famous people (Tim Peake). Fact file on Tim Peake, creating a timeline, names of planets.
- To look at the life of a significant individual (Tim Peake) in the past who have contributed to national and international achievements. He was born in 1972.
- Galileo was the first person to use a telescope to see into space. He made 7 significant discoveries, in 1640.
- The first moon landing was in 1969.

| Vocabulary |  |
|------------|--|
| after      | Later in time than, or behind in order                                   |
| astronaut  | A person trained to take part in space flight                            |
| before     | At an earlier time; in the past  |
| famous     | Recognized or liked by the public  |
| Flight     | An act of passing through air or space by flying                         |
| gather     | Collect things together  |
| history    | Everything that has happened in the past to people or things             |
| launch     | To put in motion   |
| space      | The area that contains the entire universe beyond the earth              |
| tourist    | A person who is visiting a place for pleasure and interest               |
| travel     | When you go from one place to another, often to a place that is far away |

### Computing

Unit 1.9 Technology outside school

To walk around the local community and find examples of where technology is used. To record examples of technology outside school

Unit 1.5 Maze Explorers

To understand the functionality of the direction keys. To understand how to create and debug a set of instructions (algorithm). To use the additional direction keys as part of an algorithm. To understand how to change and extend the algorithm list. To create a longer algorithm for an activity. To set challenges for peers. To access peer challenges set by the teacher as 2dos.

| Key Vocabulary    |   |
|-------------------|---|
| <b>Computer</b>   | An electronic device for storing and processing data  |
| <b>Technology</b> | Science and engineering knowledge put into practical use to solve problems or invent useful tools |

### Music

Charanga-  
How Can We Make Friends When We Sing Together?

| Key Vocabulary           |  |
|--------------------------|--|
| <b>Blaise</b>            | the regular heartbeat of the music or steady beat                                    |
| <b>Rhythm</b>            | long and short sounds or patterns that happen over the beat                          |
| <b>Pitch</b>             | high and low sounds  |
| <b>Tempo</b>             | speed and rhythm music without rehearsing  |
| <b>Compos</b>            | writes or creates music through rehearsing   |
| <b>Melody</b>            | a sequence of single notes that make a tune  |
| <b>Traditional Music</b> | has quite often, date, perform, origin, highest, previous, structure, acceptance     |
| <b>Musical Styles</b>    | Class, Baroque, Lute, Jazz, Folk, Funk, Pop, Hip Hop, Latin, Lounge, The Ragga, Wave |
| <b>Artists</b>           | people who create a performance  |
| <b>Instrument</b>        | any gear used to be creative   |

### Physical Education

Run, jump and throw - Unit 2

Begin to link running and jumping. Learn and refine a range of running, develop throwing techniques to throw over longer distances.

| Key Vocabulary/Skills |   |
|-----------------------|---|
| Taking off.           | Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fastest. |
| Arm movement.         |   |
| Leading arm.          |   |
| Start and stop.       |   |
| Relay runs.           |   |

Attack, defend, shoot - Unit 2

Practise basic movements including running, jumping etc. and begin to engage in competitive activities. How do animals which are in our native ecology move?

| Key Vocabulary/Skills                 |   |
|---------------------------------------|---|
| Send to targets.                      | Attack, catch, compete, defend, over-arm, play against, receive, rolling, send, throw, under-arm. |
| Catch and intercept.                  |   |
| Rolling to target.                    |   |
| Attacking and defending (& in pairs). |   |
| Compete in a simple tournament.       |   |

**Maths**

Place value to 100.

- Counting forwards and backwards to 100.
- Partitioning numbers.
- Comparing numbers.
- Ordering numbers.
- One more, one less.

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

**Money**

Recognise and know the value of different denominations of coins and notes.

**Time**

Sequence events in chronological order using the correct language.

Recognise and use language relating to dates, including days of the week, weeks, months and years.

Tell the time to the hour and half past the hour and draw the hands on the clock face.

Compare, describe and solve practical problems for time.

Measure and begin to record time.

**Science**

**Plants and Trees**

People may grow **plants** in their **gardens** and care for them.

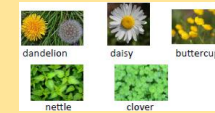
They may grow **flowering plants** which are beautiful to look at or beans and **seeds** to grow **plants** for food.

When **plants** are grown for food, this may be called a **herb garden** or **vegetable patch**.

A **wild plant** will grow by itself.

It does not need to be cared for.

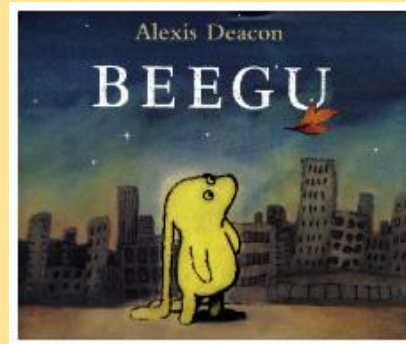
If it grows somewhere unwanted, it may be a **weed**.



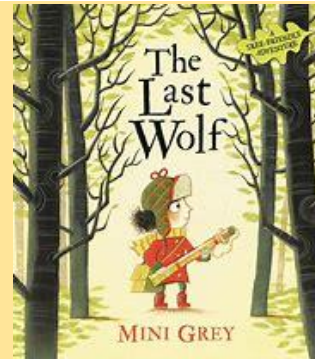
| Vocabulary |   |
|------------|---|
| branches   | parts that grow out from the tree trunk and have leaves, flowers, or fruit growing on them                          |
| bulb       | a root shaped like an onion that grows into a flower or plant   |
| common     | something that is found in large numbers or it happens often  |
| deciduous  | a tree that loses its leaves in the autumn  |
| evergreen  | a tree or bush which has green leaves all the year round  |
| flower     | the part of a plant which is often brightly coloured and grows at the end of a stem                                 |
| flowering  | trees or plants which produce flowers   |
| fruit      | something which grows on a tree or bush and which contains seeds or a stone covered by a substance that you can eat |
| garden     | a piece of land next to a house, with flowers, vegetables, other plants, and other grass                            |
| herb       | a plant whose leaves are used in cooking to add flavour to food, or as a medicine                                   |
| leaf       | the parts of a tree or plant that are flat, thin, and usually green   |
| petal      | flat rounded or white parts which form part of the flower   |
| plant      | a living thing that grows in the earth and has a stem, leaves, and roots  |
| roots      | the parts of a plant that grow under the ground   |
| seed       | the small, hard part from which a new plant grows   |
| stem       | the thin, upright part of a plant on which the flowers and leaves grow  |
| tree       | a tall plant that has a hard trunk, branches, and leaves  |
| trunk      | the large main stem from which the branches grow  |
| vegetable  | plants such as cabbage, potatoes, and onions which you can cook and eat   |
| vegetation | plants, trees and flowers   |
| weed       | a wild plant that grows in gardens and prevents the plants that you want from growing properly                      |
| wild       | animals or plants that live or grow in natural surroundings and are not looked after by people                      |

**English**  
**Beegu**

Friendship narrative



The Last Wolf  
A Hunting Story



**English and Phonics Glossary**

**Sound:** a sound made represented by a letter or group of letters.

**Grapheme:** a letter or group of letters written down to represent a sound.

**Phoneme:** a single letter sounds.

**Blend:** to put a two or more sounds together to read a word.

**Segment:** to break down a word into separate phonemes.

**Initial sound:** the first phoneme in a word.

**Digraph:** Two letters that make one sound.

**Trigraph:** Three letters that make one sound.

**Split-vowel digraph:** When a digraph is split by a consonant it becomes a split digraph. For example: wrote - the 'o-e' here make one sound.

|        |         |         |
|--------|---------|---------|
| happy  | unhappy | scared  |
| lonely | loved   | safe    |
| brave  | free    | trapped |
| lost   | playful | quiet   |
| loud   | small   | big     |

|             |        |          |          |
|-------------|--------|----------|----------|
| adventurous | eerie  | friendly | catapult |
| brambles    | sneaky | drat     | sly      |
| downstream  | blast  | speckled | clearing |
| explored    | crafty | gloomy   | noticed  |