

The background of the entire page is a close-up photograph of a flowering branch, likely cherry or plum, with light pink blossoms and buds. The image is overlaid with a semi-transparent dark brown filter. The text is rendered in white, with the main title in a large, outlined font and the subtitle in a smaller, solid font.

Spring 2

2026

**Key Stage 1**

**Knowledge Organiser**

## KS1 Spring 2 Term Newsletter

Welcome back to the start of the 2<sup>nd</sup> Spring Term; we hope that you have had a restful Half Term break. Here is an overview of the learning that we will be doing during this term as well as information about routines in our classes.

<p><b>English:</b> In writing this term, we will be writing a short narrative based on the story The Flower. We will have the opportunity to write a re-count of the Easter Story and a Fact file about Cardiff.</p> <p><b>Phonics</b> continues to be taught daily in Year 1 following the Little Wandle letters and sounds programme. Most children in Year 2 will continue with the daily <b>Spelling</b> programme by Little Wandle. Children in Year 2 who still need to consolidate their phonics will receive Rapid-Catch Up interventions as well as daily phase 5 phonics lessons.</p>	<p><b>Maths:</b> <u>Year 1</u> Grouping and Sharing Length <u>Year 2</u> Multiplication and division Length</p> <p><b>PE:</b> Gymnastics, Invasion games and Cosmic Yoga <b>PE kit:</b> Our PE days will be shared on your class dojo page. Children should wear their PE kit to school on the days that they have PE. Please see the newsletter and website for the current uniform requirements.</p>	<p><b>Geography - Cardiff</b></p> <p><b>RE:</b> Easter</p> <p><b>Computing:</b> E Safety and Purple Mash</p>	<p><b>Science:</b> Plants (trees and flowers) Signs of Spring</p> <p><b>Music:</b> Charanga</p> <p><b>DT:</b> Welsh cakes and Sock Puppets</p>
---	--	--	--

**Reading Books:** It is important that children practise reading to build up their confidence and to help improve on their fluency. At school, we use the Little Wandle Phonics reading scheme to support your child's development of reading. This means that their reading book will be matched to their phonetic ability and fluency level. Each week your child will read and explore a new phonics or fluency book with their class teacher. This will be during several guided reading sessions where children will learn key vocabulary, read for expression and answer comprehensive questions. At the end of the week, your child will come home with the same book so that they can continue to build on their fluency and show you what a fantastic reader they are! This book should be relatively easy for them. In Year 2, once children have completed all Phase 5 set 5 books and pass a fluency assessment, they will no longer require decodable phonics books for home, Instead they will bring a reading book of their choice from our reading section in school. Every Friday, your child will come home with a **decodable book** (one they can read to you) and a **sharing book of their choice** from our school library (one that is read to them). Any form of reading at home can be recorded on their reading record sheet and counts as one of their five reads for that week. We are asking that every child reads at home at least **five times a week**; they will get a dojo point for completing this and will be able to work towards a certificate at the end of the term. This needs to be ticked or signed on their reading record sheet. Books will be collected in on Thursday morning. Please still bring your reading book and reading record sheet into school **every day** as this will help us track and celebrate your child's reading journey!

*\*Please note, that we cannot hand out a new book if your child has not brought back their old book. **If a book is lost or damaged beyond repair, we will ask for a donation towards a replacement.***

**Knowledge Organisers** Knowledge organisers are a tool which summarise key facts and essential knowledge that we teach in school, linked to the National Curriculum. Every time your child starts a new a new unit of work they will be given a knowledge organiser. This is essentially a "fact sheet" for the topic. You can support your child by discussing the information on the knowledge organisers with your son or daughter and quizzing them on what they know. If you require a paper copy, please message your child's class teacher on Class Dojo to arrange this.

**Class Dojo:** Your class teacher will use Class Dojo to respond to and communicate key messages . Please note that your child's teacher will log into dojo during the school day only and will endeavor to respond to messages, that require a response, during the teaching day. In case of an emergency, please contact the school office.

# Science – Plants

## Different types of plants and trees

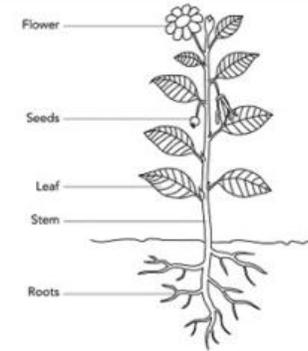
<p><b>rose</b></p> 	<p><b>daffodil</b></p> 
<p><b>buttercup</b></p> 	<p><b>dandelion</b></p> 
<p><b>daisy</b></p> 	<p><b>tulip</b></p> 
<p><b>oak</b></p> 	<p><b>hawthorn</b></p> 
<p><b>horse chestnut</b></p> 	<p><b>sycamore</b></p> 
<p><b>ash</b></p> 	<p><b>holly</b></p> 
<p><b>cherry</b></p> 	<p><b>hazel</b></p> 

## Key Vocabulary

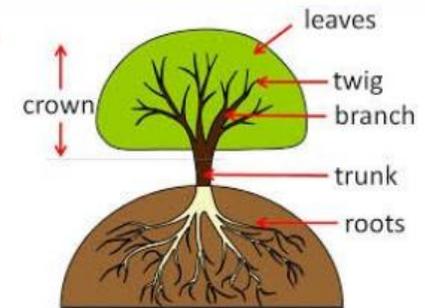
<b>leaf</b>	These are flat, thin and usually green.
<b>flower</b>	The part of a plant that is often brightly coloured.
<b>petal</b>	Thin, brightly coloured or white part of the flower.
<b>fruit</b>	Fleshy part of a plant that contains seeds or a stone.
<b>root</b>	The part of the plant that grows under the ground.
<b>seed</b>	Small part of a flowering plant that grows into a new plant.
<b>trunk</b>	Large main stem of a tree.
<b>branch</b>	Part of a tree that grows out from the trunk.
<b>stem</b>	The upright main stalk of a plant.
<b>bark</b>	The outer covering of a tree trunk.

## Parts of plants and trees

### Plant



### Tree



## Deciduous and Evergreen Trees

### Deciduous trees

Deciduous trees lose their leaves in the autumn every year.



### Evergreen trees

Evergreen trees have green leaves all year round.



# Geography – Cardiff

## Knowledge

- The United Kingdom is made up of four countries - England, Wales, Scotland and Northern Ireland.
- Each country has a capital City. They are London, Edinburgh, Belfast and Cardiff
- Cardiff has major transport links including rail, road, boat and air.

## Vocabulary

- Capital city: the place in a country where the government 'sits' and has its centre of power.
- Senedd: The Welsh parliament building
- Parliament: the group of people who make the laws for the country.
- Landmark: A feature in the landscape which has a particular meaning attached to it,
- National Park: a large area of land protected by law to keep the natural environment safe.



Cardiff Senedd

## Capital cities in the UK



# RE Knowledge Organiser

## Why does Jesus matter?

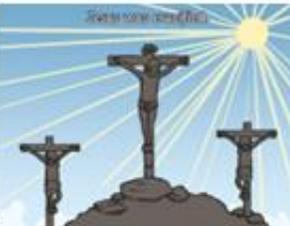
### Easter Symbols



### Key Vocabulary

Easter	Christians celebrate Jesus rising from the dead.
Resurrection	Bringing someone back to life.
Cross 	The Christian symbol and what Jesus was crucified upon.
Crucified	Dying on a Cross.

### The story of Easter



# DT – Sock Puppets

## Key Vocabulary

puppet	A movable model of a person or animal that is typically moved either by strings controlled from above or by a hand inside it.
garment	An item of clothing.
puppeteer	A person who operates puppets
glove	A covering for the hand worn for protection against cold or dirt and typically having separate parts for each finger and the thumb.
accessorise	To decorate something.
evaluate	To think about something and form an idea.
decorations	The process of art of decorating something.

## Techniques

Cutting	gluing	planning	colouring	cutting	modelling	shaping
	joining	finishing	evaluating			



A sock puppet is a puppet made from a sock or similar garment. The puppeteer wears the sock on a hand and lower arm as if it were a glove



# PE – Gymnastics



Skill	Definition	How do I do this?
<b>Travelling</b> 	To move from one place to another place.	<ul style="list-style-type: none"> <li>-Think of the different ways that you can travel, e.g. running, crawling, hopping and sliding.</li> <li>-Changing direction makes movements interesting.</li> <li>-Copy – think about how different animals travel.</li> </ul>
<b>Balancing</b> 	To hold a body position with control.	<ul style="list-style-type: none"> <li>-Consider each part of your body and the shapes that you create. Hold moves for at least 5 seconds. Keeping arms and legs further apart helps.</li> <li>-Add quality by being still, pointing fingers &amp; toes.</li> <li>-When taking weight on hands, tense stomach.</li> </ul>
<b>Jumping</b> 	To launch both legs off the floor at the same time	<ul style="list-style-type: none"> <li>-Keep your chest upright, don't tilt to one side.</li> <li>-Bend your knees &amp; spring upwards to jump high.</li> <li>-Try to land without much noise. Bend your knees.</li> </ul>
<b>Rolling</b> 	Moving by turning on the ground.	Begin with barrell rolls and side rolls to build confidence. With front rolls, tuck head in. Knees together. Move into tuck position. Lift hips high. Shoulder blades should touch the floor first.
<b>Making Sequences</b>	To put moves together.	<ul style="list-style-type: none"> <li>-Consider how moves look together. Marks for quality and control. Think about your starting and finishing position carefully.</li> </ul>

**-Gymnastics is a sport in which we do exercises that need strength, balance, flexibility and control.**

**-In gymnastics, we may use lots of different skills, for example running, jumping, balancing, stretching, bending and tumbling.**

**-In KS1 gymnastics, we learn the basic skills of travelling in different ways. We also consider how to balance, roll and jump with control. We put our ideas together into sequences.**

**-We should learn how to perform movements safely, build our confidence and respond to feedback given by others.**

**Apparatus**– The equipment on which gymnastic moves are performed, e.g. mats, beams.

**Beam** – A long, thin surface that gymnasts balance on and move around.

**Mat** – Provides a soft surface for gymnasts to perform movements.



**Table** – A surface (often with a soft top) on which gymnasts balance and move around.