

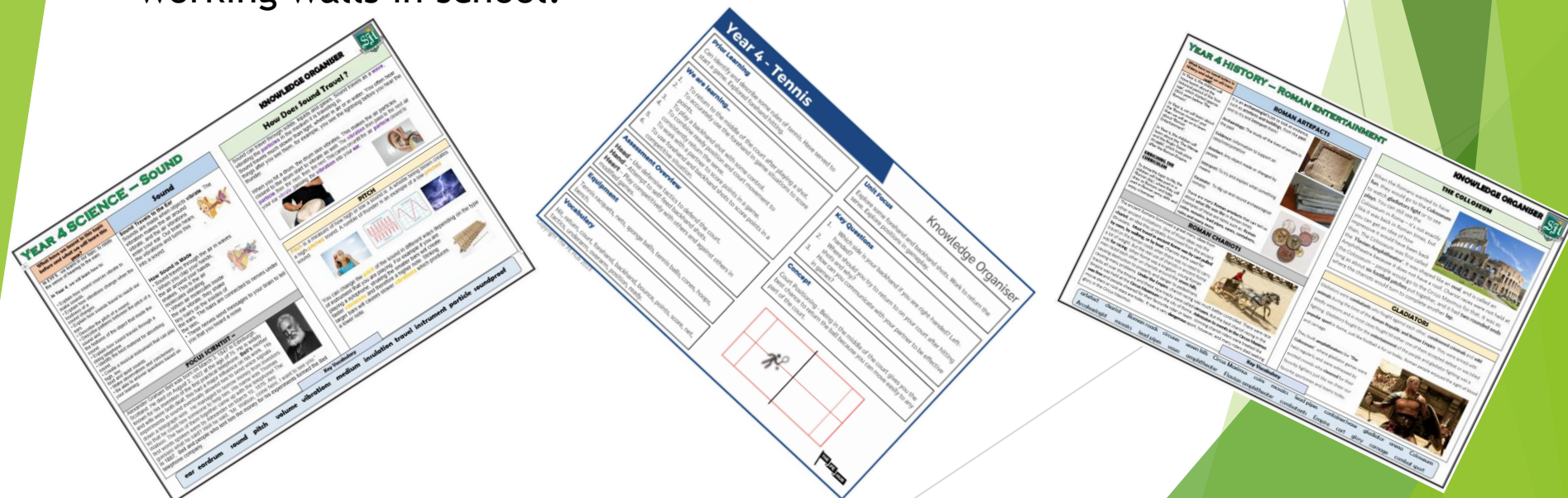
Year 1

Knowledge Organisers



At South Hill, we have created 'Knowledge Organisers' to help pupils and parents to know what the children will be learning in each of our Foundation subjects. These contain essential vocabulary and facts for each topic.

Please see 'Knowledge Organisers' attached for Year 1 for the autumn term, which will also be in pupil's books and on working walls in school.



YEAR 1 SCIENCE — EVERYDAY MATERIALS

What have we learnt in this topic before, what we will learn this year and what we will learn next?

In reception we learnt- in our topic 'The Natural World', we learn about:

- The natural world around us and contrasting environments
- Seasons and changing states of matter

In Year 1 we will be learning to:

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties

In Year 2 we will be learning to:

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

NATURAL OR MANMADE?

Some materials are natural and some are manmade. Natural materials are found in nature. Manmade materials are materials that have been produced by humans. In Year 1 we look at a range of materials and discuss where they are found or how they are made.



FOCUS SCIENTIST – CHARLES MACINTOSH – WATERPROOF MATERIAL

We will be focusing on the scientist Charles Macintosh and his famous invention of waterproof material. The children will discuss waterproof and non waterproof fabrics and through completing an experiment find out how waterproof they are.



KEY VOCABULARY

materials natural manmade transparent waterproof opaque stiff soft shiny rough smooth hard bendy wood plastic metal glass

KNOWLEDGE ORGANISER



SORTING MATERIALS

The children have an opportunity to look in depth at the paper and wool making process, where they have a chance to order pictures and write instructions.



SORTING OBJECTS ACCORDING TO THEIR MATERIAL

Wood	Plastic	Metal	Glass

Scientific language is learnt in Year 1 to describe different materials, ranging from how they feel to what they look like. This vocabulary is then used when explaining why a material has been chosen for a purpose.

YEAR 1 SCIENCE – SEASONAL CHANGES

KNOWLEDGE ORGANISER



WHAT HAVE WE LEARNT IN THIS TOPIC BEFORE AND WHAT WILL WE LEARN THIS YEAR?

In the early years, the topic of weather is broadly covered when the children learn about growing and plants.

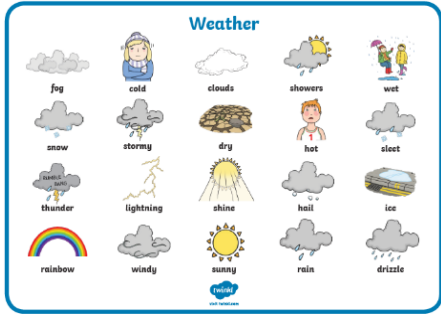
In Year 1, the children learn to; Observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies.

In Year 2, weather will be taught through two topics namely; living things and their habitats and plants, seeds and bulbs where the following criteria will be taught;

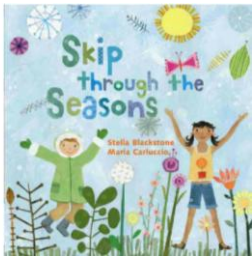
- Understanding the basic needs of different kinds of plants
- Finding out and describing how plants need water, light and a suitable temperature to grow and stay healthy

DESCRIBING THE DIFFERENT WEATHER ASSOCIATED WITH THE SEASONS

Weather is the way the air and the atmosphere feel. It includes the outside temperate, strength of the wind and whether it is raining, sunny, hailing, snowing sleeting, foggy or cloudy. The weather changes regularly and tends to be different during different season and across different regions of the United Kingdom.



Hook



Is a magical fiction book which introduces children to the cycle of nature and teaches them about the months and seasons of the year.

Key Vocabulary

THE FOUR SEASONS

There are four seasons: **Spring, Summer, Autumn and Winter.** During our seasons the weather plays a significant part in our day to day lives and can within minutes change dramatically.



VARIATIONS IN DAY LENGTH THROUGH THE SEASONS

Not only does the weather change the day length also varies in different season. There is more daylight in summer. The nights are shorter in the summer and the weather is warmer. There is less daylight in the winter and the nights are longer and the weather is colder.

Table showing the number of hours of daylight on days in the middle of each season

Spring	11
Summer	16
Autumn	11
Winter	7



COMPUTING SYSTEMS AND NETWORKS KNOWLEDGE ORGANISER

Overview

Technology Around Us



- Technology is something that has been made by people to help us.
- Technology is 'man-made' and not 'natural.' Examples include computers, phones, cars, bikes, and even pencils!
- Computers are a type of digital technology.
- Some of the different parts of a computer include the monitor, mouse and keyboard.
- There are a number of important rules to help us use computers safely.



Technology

- Technology is the name for man-made things that help us.
- Technology is all around us, and helps to make our lives easier.



- Digital technology is the name for electronic items that create and store information, e.g. computers, mobile phones, and televisions.



- Non-digital technology is the name for non-electronic items that do not create and store information.



Using Technology Safely

- When using technology, we should:
- Hold the device carefully and use it gently.
 - Not have food and drink around the device.
 - Only use the programs that we are supposed to be using.
 - Take turns with our partner, and stop using the device when we are being spoken to.



Computers



- Desktop computers need to be placed on a surface, e.g. a table or desk. Laptop computers are portable – they can be moved to different places.
- The screen (or monitor) displays what the computer is doing.
- The mouse lets you select and move objects (some computers have a trackpad instead).
- The keyboard lets you type letters and numbers.
- Computers can run different programs. Programs do different tasks on the computer. E.g. Microsoft Word, Microsoft PowerPoint and Paint.
- When we are using a program, we can save our work by pressing Ctrl + S or by clicking on this icon.



Using a Mouse



- The mouse can be used to click and drag.
- Clicking the left button lets us select something. Clicking twice quickly lets us open files and programs.
- Clicking the right button gives us options.
- Holding the left button down allows us to drag things.



Using a Keyboard



- Writing on a computer is called typing. We do this on a keyboard.
- Holding the shift key, or pressing caps lock, helps us to type a capital letter.
- Delete and backspace buttons can help us to remove typing.

Important Vocabulary

Technology Man-made Digital Screen Mouse Keyboard Program Click/ Drag Cursor E-Safety

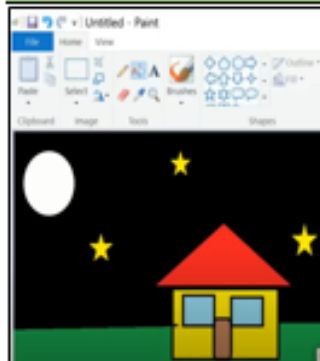


COMPUTING: CREATING MEDIA

KNOWLEDGE ORGANISER



Overview



Digital Painting

- We can use digital devices to help us to draw and paint pictures.
- Some of the programs that we can use to do this are Microsoft Paint, Paints, and Sketches (for iOS).
- When we use paint programs, we can use tools to create different effects.
- We can draw in different ways, using freehand, lines and shapes in our drawings.
- We can also change sizes and colours for effect.

Simple Tools

- The buttons at the top/side of the page are called tools, and they all have different jobs.
- By clicking on a tool (with the left button on our mouse) we can select to use it.



This is the pencil tool. It draws freehand. As we click and hold the left mouse button, it draws on the page. As we hold and move the mouse, the pencil follows on the page!



This is the paintbrush tool. It works freehand, in much the same way as the pencil does. However, we can choose a number of different colours (by clicking on them) to paint with!



The eraser tool lets us rub out parts of our drawing when we have made a mistake. It works by clicking and holding the left mouse button over the areas to erase.



The undo tool reverses the last thing that you did. If you make a mistake, the undo tool can help you to get your drawing back to how it was beforehand!

More Complex Tools



This is the fill tool. It let us fill a shape with a colour of our choice. Be careful though, if the shape has any gaps in it, the fill tool will colour everything else!



This is the spray-paint tool. When you hold down the left button on the mouse, it is like you are spraying a can of spray-paint. With this tool, it is more difficult to colour neatly.



The line tools are useful when we need to draw a line more neatly than we can do with freehand. You can select the start and end points of your line, and choose if you want it to be straight or curvy.



The shape tools draw perfectly formed shapes! There are many different shapes to choose from. As we click and drag using the left mouse button, we make the shape bigger and smaller.



When we want to save our painting, we should click on this icon. The first time that we save, we need to choose a file name and a location (folder) to save it in.

Making Careful Choices



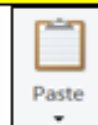
By clicking on this icon, we are able to choose the size of the lines that we draw with.

We can choose thick, bold lines, or thin, fainter lines for effect.

These tools mean that we don't have to draw the same things over and over again if we need to repeat them.

The copy tool makes a copy of the line, shape, drawing features that are selected. By pressing paste, the copy will then appear on the page.

The cut tool also makes a copy of the line, shape, or drawing, but removes the original. The paste option places the copy in the new location.



Important Vocabulary

Paint Program

Tool

Paintbrush

Erase

Fill

Undo

Click

Drag

Save

icon

YEAR 1 HISTORY – CHANGES AROUND US

What knowledge have we learnt before, what we will learn this year and what will come after?

In EYF's, pupils learnt the building blocks to our History curriculum by learning about the lives of people around them, as well as beginning to recognise similarities and differences between things in the past and things now. We do this through stories and role-play.

In Year 1, we will further this by looking more in-depth at how things change over time, including ourselves, toys and technology. We will also learn about changes to the town that we live in.

In Year 2, we will continue looking at the theme of legacy and change in our local area by studying our school and 'The Water Gardens'.

HOW HAVE I CHANGED SINCE I WAS A BABY?

Lots of changes have happened to us since we were a baby! We have grown from a baby, to a toddler and now we are children. We have learnt to walk and talk.



We can now eat foods that are solid. We can jump, hop and skip. We can do lots of things now that we couldn't do in the past.



baby

child

adolescent

adult

CHANGES TO THE TELEPHONE/MOBILE PHONE

The telephone was originally invented in the 1800's and has changed many times over the last 200 years!



Key Vocabulary											
old	new	past	present	baby	child	toddler	house	flat	Old town	New town	electronic
The Marlowes		The Kodak Tower		telephone	mobile phone	dial	touchscreen		fabric	wood	metal plastic

KNOWLEDGE ORGANISER

THE OLD TOWN AND THE NEW TOWN

We live in Hemel Hempstead. A long time ago, Hemel was a market town with a small population. In the 1950's, the town was redeveloped to provide much more housing and a big shopping center was built called 'The Marlowes'.

OLD	NEW
 	 

CHANGES IN TOYS

Toys have also changed over time. Old toys tended to be made of fabric, wood or metal. New toys tend to be made of plastic and may also be electronic.



doll



puppets



building blocks



figures



tablet



games console



stuffed toy



electronic toy



bike



football

Year 1 Geography - Autumn 1



Year 1 - What is it like here?

Directional vocabulary



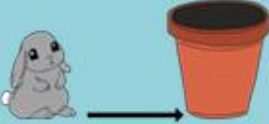
Left



Right



Next to

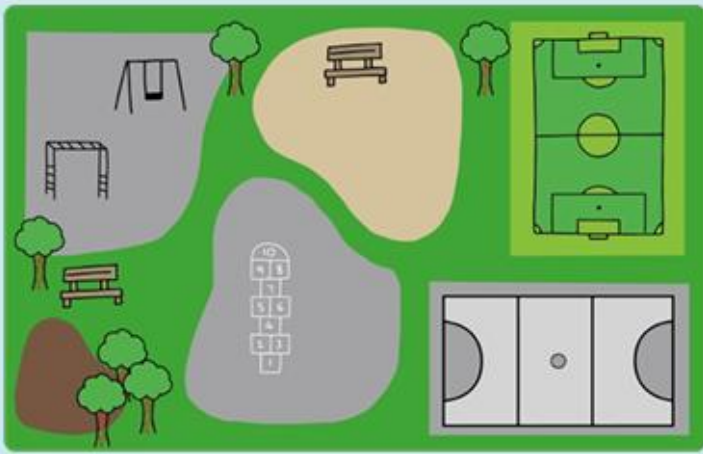


Far



Near

Map of a school playground



Map Key	
Tree	
Play equipment	
Netball pitch	
Bench	
Football pitch	
Hopscotch	

Which country do you live in?



North



- Scotland
- England
- Wales
- Northern Ireland
- Ireland

Aerial photograph



A photograph taken from the air.

YEAR 1 ART – CREATING MOODS AND MOVEMENT

KNOWLEDGE ORGANISER



What have we learnt before in Art and what <u>we will</u> learn next? In EYFS, we will study different artists and create art inspired by their work. We will begin to plan what we are going to create and develop ways to improve our work. We will be introduced to colour mixing and through exploration will discover what colours we can make. In Year 1, we will extend our knowledge by learning about primary colours. We will learn about warm and cool colours which can help create mood. We will recreate Van Gogh's 'Starry night', learning how to begin to create movement in our work. In Year 2, we will continue to develop our colour mixing skills by mixing different tints. We will also develop our pencil skills further, using patterns and texture in our sketching.	PRIMARY COLOURS There are three primary colours and these are red, blue and yellow. 	CREATING MOVEMENT Artists use different techniques to create movement within their paintings. This is called the 'impasto' technique.  Sideways Swirls Circles Curves • The sideways dashed lines can show speed • The circles can show the impact of something being struck • The curves and swirls show the movement of the wind in the sky.																				
WARM AND COOL COLOURS  Artists create moods in their artwork by using different colours. Colours are classified as either warm or cool. The cool colours can show emotions such as calmness, sadness, loneliness and peacefulness. The warm colours portray opposite emotions such as happiness, excitement, anger and sadness.			FOCUS ARTIST – VAN GOGH Vincent Van Gogh was a post-impressionist artist who lived from 1853-1890. His paintings focused on colour, line and emotion. He deliberately used colours to create mood, rather than using colours realistically.  Within 'Starry Night', Van Gogh used lines to show the movement of the sky and the glowing of the moon and stars.																			
Key Vocabulary <table><tr><td>Primary colours</td><td>red</td><td>blue</td><td>yellow</td><td>warm</td><td>cool</td><td>mood</td><td>emotion</td><td>movement</td><td>sideways</td></tr><tr><td>Impasto technique</td><td>dashed</td><td>swirl</td><td>circle</td><td>curve</td><td>speed</td><td>struck</td><td>wind</td><td>post-impressionist</td><td></td></tr></table>			Primary colours	red	blue	yellow	warm	cool	mood	emotion	movement	sideways	Impasto technique	dashed	swirl	circle	curve	speed	struck	wind	post-impressionist	
Primary colours	red	blue	yellow	warm	cool	mood	emotion	movement	sideways													
Impasto technique	dashed	swirl	circle	curve	speed	struck	wind	post-impressionist														

YEAR 1 DT – MAKING A CHAIR FOR A TOY

KNOWLEDGE ORGANISER



LEARNING JOURNEY

In EYFS, we practiced and experimented with joint modelling and with rigid materials in our construction area.

In Year 1, we will learn about Freestanding structures using rigid materials to make and design a chair for a toy.

In Year 2, we will extend our construction skills by learning about Shell structures and designing and making our own emergency vehicles with wheels and axles.

FREESTANDING STRUCTURES

Structures are things that are built for a purpose.



- Structures can be large (e.g. buildings and bridges) or small (e.g. chairs and tables).

- Freestanding structures are structures that can stand up without being attached to something else.



- Freestanding structures need to support their own weight and also the weight of the things/people using them.

So that they can do this, freestanding structures need to be well-designed: strong, rigid and stable.

DESIGNING A PRODUCT FOR A PURPOSE



Products are designed for a purpose. When we design a chair for a toy, we need to think about:

- Which toy the chair is for
- How to make the chair strong
- Decorating the chair to suit the toy

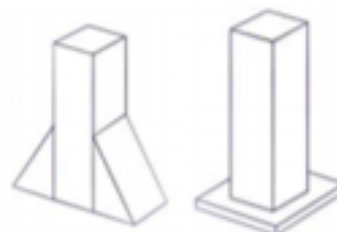
MAKING A STRUCTURE STABLE

A structure that is stable is less likely to fall over.

- Structures are more stable when they have a wider base.

- Buttresses can also make a structure more stable. A buttress is something that is built against a structure to give it more stability.

The buttress adds width or structure to the base, making the structure more stable.



RIGID MATERIALS

Some materials are stronger and more rigid (stiffer) than others, e.g. card is stronger and more rigid than paper.

- Structures can also be made stronger and more rigid by making sure that parts and materials are properly joined

together, e.g. with glue or tape.
- Folding and layering (adding an extra layer) of materials can also be used to strengthen and stiffen structures.



Key Vocabulary

freestanding structure building product large small stand rigid construct
strong flexible stable buttress cardboard glue tape design join weight purpose

Year 1 - Dance Unit 1

Prior Learning

Followed simple instructions. Moved using simple rhythms and actions. Copying and repeating.

We are learning...

1. To show moods and feelings we would experience in the jungle
2. To move as if we were living in the jungle
3. To create and perform movements which show friendship
4. To perform leading and following movements
5. To perform a short dance with a clear start, middle and end
6. To use repeated actions in our dance

Assessment Overview

Head - Demonstrate understanding that dance has a start, middle and end.

Hand - Perform basic body actions to music.

Heart - Work with a partner to use repeating motifs.

Equipment

Music player, music, cones, hoops, throw down spots, balloons.

Vocabulary

Stretch, swing, mood, feeling, theme, story, static, friendship, start, middle, end.

Knowledge Organiser

Unit Focus

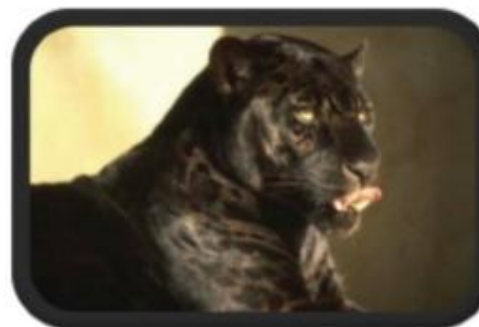
Respond to a range of stimuli. Explore space, direction, levels and speeds and performing with different body parts.

Key Questions

1. What was your favourite scene in *The Jungle Book*?
2. How can you show your favourite scene with your partner?
3. What would you like to improve in your dance phrase?

Concept

- Using mirroring as a tool for creating interesting partner work.
- A dance phrase has a beginning, middle and end.



Year 1 - Dance Unit 2

Knowledge Organiser

Prior Learning

Respond to a range of stimuli. Explore space, direction, levels and speeds and performing with different body parts.

We are learning...

1. To perform actions to well known nursery rhymes
2. To march in time to the beat and turn while marching
3. To march in time as a group
4. To perform actions in canon (one after the other)
5. To perform a short dance using canon
6. To perform in rounds in different groups

Assessment Overview

Head - Recognise that dances can have themes and stories.

Hand - Perform with an awareness of body shape required.

Heart - Engage with the class to perform together.

Equipment

Music player, music, cones, hoops, throw down spots, teacher cards, nursery rhyme print out, whiteboard and marker.

Vocabulary

Compose, choose, select, emotions, canon, rhyme, theme, character, round, respond.

Unit Focus

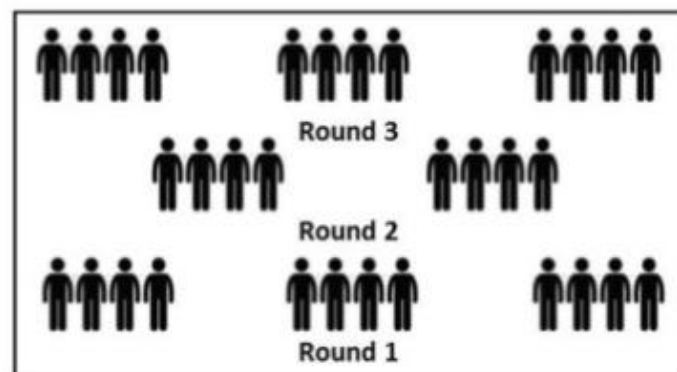
Able to build simple movement patterns from given actions.
Compose and link actions to make simple movement phrases.

Key Questions

1. Can you describe what is meant by a 'round' when singing or performing?
2. How is a round similar to canon from previous lessons?
3. What is a formation in dance?

Concept

- Using formation to perform as a group.
- Using canon as a tool to create interesting group work.



Year 1 PE - Autumn 1 Send and Return



Year 1 – Send and Return Unit 1

Knowledge Organiser

Prior Learning

Pupils will have used a variety of balls, beanbags, bats and markers. Mastered basic running movements in different directions.

Unit Focus

Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls.

We are learning...

1. to slide a beanbag to a target.
2. to hit a ball in different ways with our hands.
3. to move towards a ball to return it.
4. to work with a partner to stop and return a beanbag.
5. what a rally is and rallying with a partner.
6. to send a ball into space to make it harder for our opponent.

Key Questions

1. How do you get accuracy in your hits/throws?
2. Where do you need to be to return a ball? (behind the ball)
3. What do you need to do to get behind the ball?

Equipment

A variety of balls, a variety of bats/racquets, cones, hoops, targets, button cones, quoits, and balloons.

Vocabulary

Hit, send, collect, stop, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court.

Rules

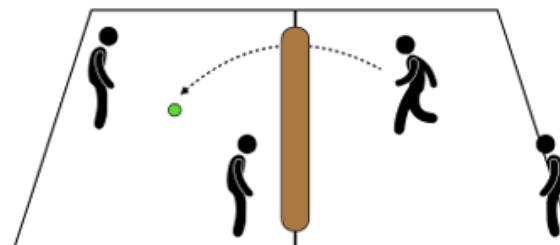
- Stop the ball from bouncing twice on your side of the net.
- You win a point if the ball bounces twice on your opposition's side of the court.
- The ball must land within the boundary of the court.

Assessment Overview

Head – Can describe how they worked with their partner to send and receive.

Hand – Chase, stop and control balls and other objects.

Heart – Work with a partner to send and return.



Year 1 PE - Autumn 2 Hit, Catch, Run.

Year 1 – Hit Catch Run Unit 1

Knowledge Organiser

Prior Learning

Pupils will have used a variety of balls, beanbags, bats and markers. Can roll and follow a rolling ball - mastered movements such as walking, running and jumping.

Unit Focus

Able to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects.

We are learning...

1. to select a space to throw or roll a ball into.
2. to track and collect a rolling ball.
3. to catch a ball to stop an opponent from scoring.
4. to use our hands to hit a ball.
5. to run between bases to score points.
6. to work as a team to score points.

Key Questions

1. Now there are fielders in the striking zone, where should you aim to hit?
2. How can you improve your scores working in teams?
3. How are you working together to stop strikers from scoring points?

Equipment

A variety of balls, a variety of bats/racquets, cones, hoops, targets, batting tee, button cones, quoits.

Vocabulary

Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.

Rules

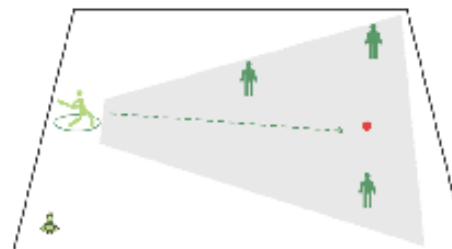
- Fielders must now stand in the zone.
- ALL fielders must touch the ball before it can be returned to the hoop.
- Players run between bases to score.

Assessment Overview

Head – Able to identify when a point has been scored and keep count of the score.

Hand – Run between bases to score points.

Heart – Work collaboratively to score runs showing encouragement and support.





Jigsaw Knowledge and skills progression: Being Me in My World Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the **Being Me in My World** Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 5-6	Puzzle overview: Being Me in My World	
	In this Puzzle, children are introduced to their Jigsaw Journals and explore what helps them feel special, safe and calm in their class. They learn what it means to belong and understand their rights and responsibilities as class members. Children think about welcoming others, keeping their classroom safe for learning, and how their views are valued when contributing to the whole-school Learning Charter. They explore feelings linked to rewards and pride, reflect on their choices, and recognise emotions that can arise from consequences. By the end of the Puzzle, children understand their role in creating a positive, respectful and safe school community, with the Learning Charter as the shared outcome.	
	Knowledge	Social and emotional skills
	• I know how to use my Jigsaw Journal • I understand the rights and responsibilities as a member of my class • I understand the rights and responsibilities for being a member of my class • I know my views are valued and can contribute to the Learning Charter • I can recognise the choices I make and understand the consequences • I understand my rights and responsibilities within our Learning Charter	• I feel special and safe in my class • I know that I belong to my class • I know how to make my class a safe place for everybody to learn • I recognise how it feels to be proud of an achievement • I recognise the range of feelings when I face certain consequences • I understand my choices in following the Learning Charter
	Vocabulary	
	achievement, belong, belonging, calm, choice, choices, consequences, disappointed, feelings, learn, learning charter, proud, responsibilities, rewards, rights, safe, safe place, special, upset, valued, views	

Year 1 PSHE - Autumn 2



Jigsaw Knowledge and skills progression: Celebrating Difference Puzzle Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the **Celebrating Difference** Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 5-6	Puzzle overview: Celebrating Difference	
	In this Puzzle, children explore how people can be similar and different, reflecting on their own similarities and differences while learning to include others, use kind words and recognise what makes them special. They develop an understanding of what bullying is, how it can make people feel, and who they can talk to if they need help. Across the six Pieces, children practise making new friends, giving and receiving compliments, and showing courage by supporting others. They reflect on how differences should be respected and celebrated.	
	Knowledge	Social and emotional skills
	• I can identify similarities between people in my class • I can identify differences between people in my class • I can tell you what bullying is • I know some people who I could talk to if I was feeling unhappy or being bullied • I know how to make new friends • I can tell you some ways I am different from my friends	• I can tell you some ways in which I am the same as my friends • I can tell you some ways I am different from my friends • I understand how being bullied might feel • I can be kind to children who are bullied • I know how it feels to make a new friend • I understand these differences make us all special and unique
	Vocabulary	
	bully, bullied, bullying, bullying behaviour, celebration, courtesy, courage, deliberate, difference, different from, harmful, inclusive, included, lonely, manners, on purpose, safe, same as, similarity, similar, special, support, unique, unfair	