

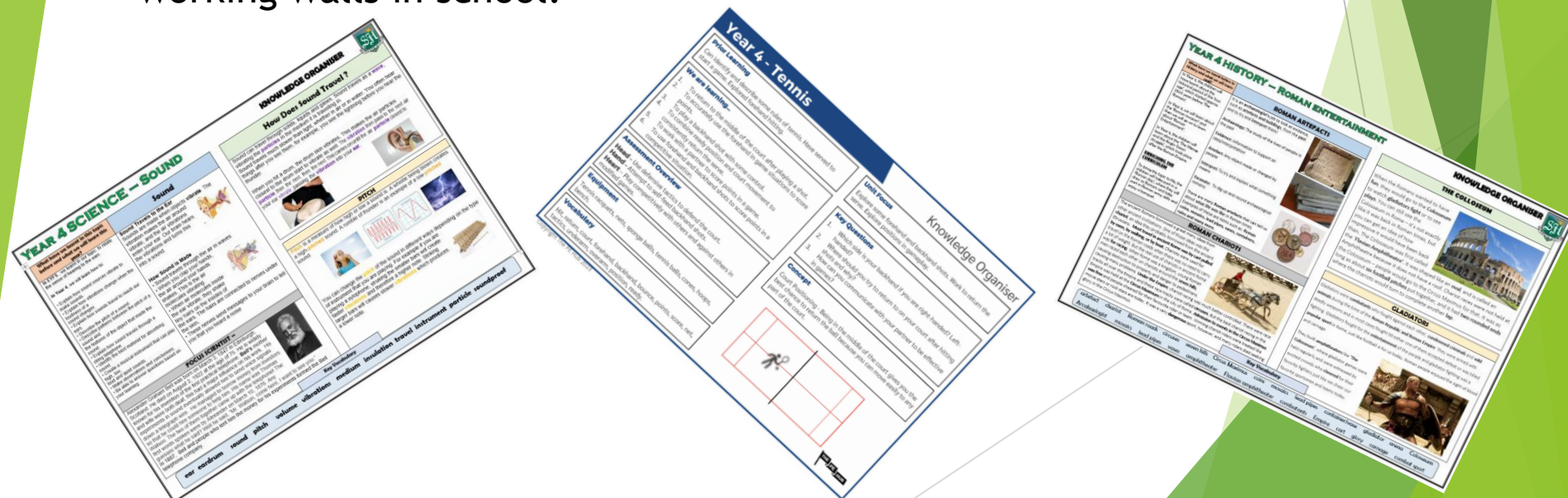
Year 1

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.

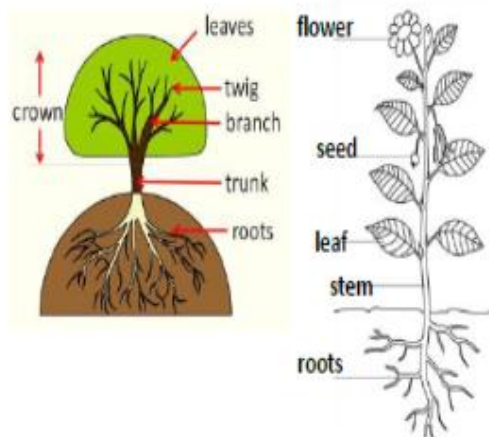


YEAR 1 SCIENCE – PLANTS

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

- In Reception children will have covered the following learning outcomes:
- Draw and label parts of a plant
 - Planting seeds
- In Year 1, the children will then learn how to:
- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
 - Identify and describe the basic structure of a variety of common flowering plants, including trees
- In Year 2, children will go on to learn about plants, seeds and bulbs and they will:
- observe and describe how seeds and bulbs grow into mature plants
 - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

THE BASIC STRUCTURE OF TREES AND PLANTS



HOW TO INVESTIGATE



Magnifying



Observational



Microscope

DECIDUOUS AND EVERGREEN TREES

Deciduous trees lose their leaves in the Autumn every year. Their leaves are generally broad, flat and have veins running through them.



Evergreen trees have green leaves all year round. Their leaves are generally thick, waxy and narrow like needles.



IDENTIFICATION OF COMMON PLANTS AND TREE LEAVES

Some common plants will grow by itself. They do not need to be cared for.

Common garden plants:



They are the biggest plants on the planet; they give us oxygen, store carbon, stabilise the soil and give life to the world's wildlife. They also provide us with the materials for tools and shelter. It is important for children to recognise common UK trees and their leaves.



Key Vocabulary

Common Evergreens Deciduous Flower Garden Petal Plant Root Stem Leaf Trunk Tree Branch Weed Oak Horse Chestnut Sycamore

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.

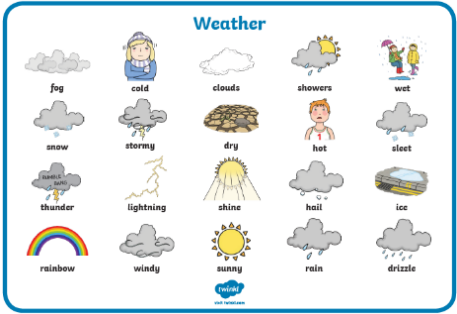
In Year 1, the children learn to; Observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies.

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

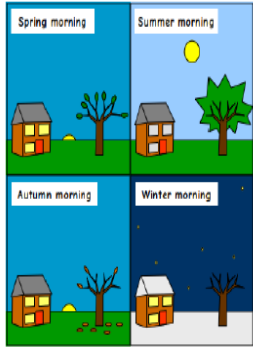
There are four seasons: **Spring, Summer, Autumn and Winter.** During our seasons the weather plays a significant part in our day to day lives and can within minutes change dramatically.



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



Year 1 Computing - Summer 1

Y1

COMPUTING: DATA AND INFORMATION KNOWLEDGE ORGANISER

Overview

Grouping Data



- Data can be numbers, words or figures. Information is what we can understand from looking at data.
- Objects can be labelled using either their names or describing their properties.
- Labels can be used to place objects into groups. This helps us to count and compare data easily, through looking at similarities and differences.

Labels and Properties

-Labelling: Labels are all around us!

-Labels are the names that we give to things so that we can easily identify them.

-On computers, we can label different objects so that the computer knows what they are.

-Properties: Objects have different properties (features) that we can choose to label them by.

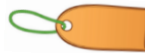
-Some examples of the properties of an object include its size, its colour and shape.

-We can use properties to tell computers what objects are and how to sort them.

-Describing: Objects can be described by their name labels and their properties.

-E.g. the picture here could be correctly labelled as 'dog', 'Labrador' or 'animal.'

Use describing adjectives for accuracy, e.g. big, circular, blue, old, thin, long, heavy etc.



Grouping and Counting

-Grouping: The same objects can be put into different groups, depending upon their properties. Computers can help us by allowing us to put different objects into groups.

-For example, a computer can be asked to group all of the pictures that have a certain name label, e.g. 'duck', or property, e.g. yellow.

-Counting: Computers can be programmed to count the amounts in each group.

-For example, when your teacher takes the class register, the computer program can count how many ticks and crosses there are, to tell the teacher how many children are in school.



Jamie	✓
Elizabeth	✓
Ella	✗
Harry	✓
Marcus	✓
In school: 4 Absent: 1	

Comparing

-Comparing is when we look at what is similar (the same) and what is different between objects. You can compare objects or groups of objects.

Examples of comparing words

-more than, less than, the same as, least, most, bigger, smaller, older, younger, longer, shorter, wider, thinner.



Answering Questions

-Objects can be grouped in order to **answer questions and solve problems**.

-For example, if asked how many orange items there are below, you could group them into 'orange' and 'not orange.' To find out if there is more fruit than vegetables, you could group them into 'fruit' and 'vegetables.'



Important Vocabulary

Information

Data

Search

Label

Group

Describe

Program

Properties

Similar

Different

Year 1 Computing - Summer 2

Y1

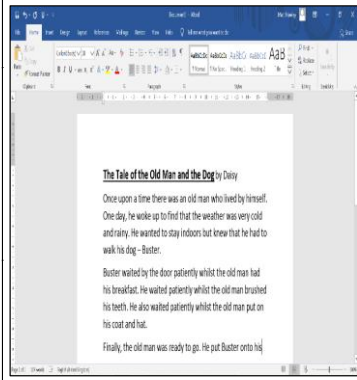
COMPUTING: CREATING MEDIA

KNOWLEDGE ORGANISER

Overview

Digital Writing

- We can use digital devices to help us to write.
- The programs that we do this on are called word processors. Examples of word processors include Microsoft Word and Google Docs.
- When we use word processors, we can use a keyboard and a mouse to enter and remove text.
- We can also change the look of the text by changing things like the font and the size.
- Writing digitally has the benefit that it is neat and tidy, and it can be easily edited.



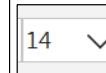
The Toolbar

The toolbar is the set of icons and buttons that are at the top of the page in a word processor. Below are some of the most common tools.

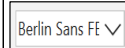
These tools can change the text.



- The B makes the text **Bold**.
- The I writes the text in *Italics*.
- The U underlines the text.



Clicking on this icon allows you to change the size of the text. After pressing the icon, you will see a list of numbers. The larger the number selected, the bigger your text will be.



Clicking on this icon allows you to change the font (style) of the text. Most word processors have many styles to choose from.



Clicking on this icon opens the text colour tool. It allows you to change the colour of the text. There are often many colours to choose from.



When we want to save our writing, 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.

Using a Keyboard

- A keyboard is an input device that lets a person enter letters, numbers and symbols.
- Most keyboards are laid out in the same way. This is often called the QWERTY layout.
- The buttons on a keyboard are called keys.
- You can choose where to write by moving the cursor (the arrow) over the page. When you click a flashing line will appear. This is the text cursor. It allows you to type in letters.



Caps key, press this for capital letters.

Space bar, for leaving spaces.

Backspace key, removes the letter on the left of the text cursor.

Enter key, moves everything after the text cursor down one line.

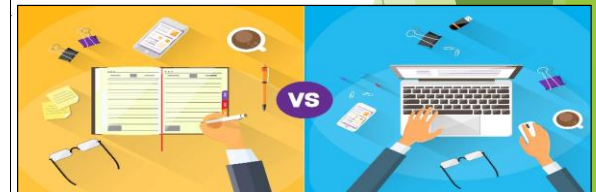
Arrow keys, can move the text cursor.

Making Careful Choices



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

The redo button re-does something that you have undone!



Hand writing or Digital writing?

- Hand writing is often seen as more personal. For many people, it is a bit quicker than typing.
- Digital writing is often neat, tidy and easy to read. It can be more easily edited (changed).

Important Vocabulary

Word Processor

Text

Font

Keyboard

Text Cursor

Enter

Spacebar

Toolbar

Font

icon

YEAR 1 HISTORY – HISTORY MAKERS

KNOWLEDGE ORGANISER



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

HISTORYMAKERS

In EYFS, pupils learn 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 learn about History makers Neil Armstrong and Mae Jemison who are both famous for going to space. We will research their lives and think about their legacy as well as considering what we want our own to be.

In Year 2, we will continue learning about the past by studying the 'Great Fire of London' as well as the lives of Mary Seacole and Florence Nightingale.

Throughout History, many people have done significant or special things which means that they are remembered and spoken about even though they may have lived in the past. This is called their legacy.

Neil Armstrong is remembered for being the first man to walk on the moon.

Mae Jemison is remembered for being the first black woman to go to space.

LEGACY!

WHAT WILL YOUR LEGACY BE?



We can be inspired by the legacy of people who made history. This can help us think about what legacy we want to have and what we want to be remembered for.

MAE JEMISON

Mae Jemison was the first African American woman to become an astronaut. She was a part of the crew of the space shuttle Endeavour which orbited Earth for more than a week in 1992.

Jemison was born on 17th October 1956, in Decatur, Alabama. She was the youngest of three children. When she was 3, the family moved to Chicago, Illinois. Even as a young girl Jemison loved Science! After retiring from NASA in 1993, Jemison founded her own company, the Jemison Group and also created an international science camp for teenagers to inspire the next generation.



NEIL ARMSTRONG

On the 20th July 1969, U.S. astronaut Neil Armstrong became the first person to walk on the moon saying the famous words: "That's one small step for [a] man, one giant leap for mankind." He was part of the Apollo II spacecraft along with Edwin E. (Buzz) Aldrin, Jr. and Michael Collins.

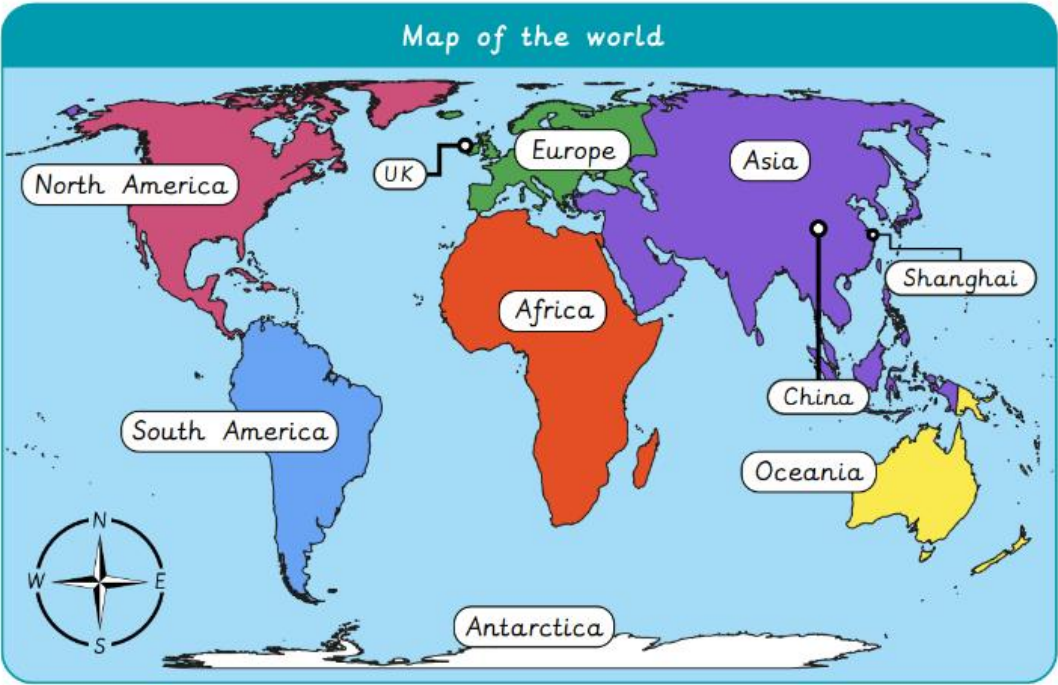
Neil Alden Armstrong was born on 5th August 1930, in Wapakoneta, Ohio. He became interested in airplanes at a young age. In 1955, he joined NASA as a test pilot. Armstrong retired from NASA in 1971. He continued to teach and to work on committees about the space program. He died on 25th August 2012.



Key Vocabulary

History	historymaker	significant	special	remember		remembered	legacy	Mae Jemison		Endeavour	
Neil Armstrong	Apollo II	space	spacecraft	astronaut	NASA	crew	orbited	earth	moon	landing	walk

What is it like to live in Shanghai?



Physical features

Landforms that occur naturally on Earth.

river	beach

Human features

Large features that were built by people.

house	bridge

YEAR 1 ART – PRINTING AND NATURE MANDALAS

KNOWLEDGE ORGANISER



What have we learnt before in Art and what we will 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 develop our understanding of creating simple patterns in art and progress on to using cut fruit and vegetables as printing blocks. We will learn the different printing techniques to create abstract art. We will then create a mandala using pieces of nature from our school grounds.

In Year 2, we will continue to develop our printing skills by exploring pressing, rolling, rubbing and stamping. These skills will be used to create some beautiful leaf printings.

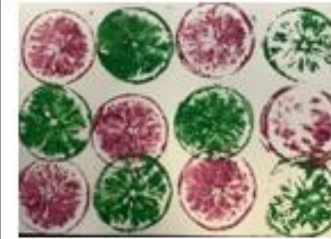
PRINTING WITH FRUIT AND VEGETABLES



Artists use different printing techniques to create pieces of art using fruit and vegetables. By using them as they are or by cutting them in half, the various fruit vegetables make an assortment of different marks which can be used to create an abstract pattern or to make a picture.



REPEATING PATTERNS



A repeating pattern is a sequence that repeats itself over and over. It can be made up of colours, shapes, numbers, or other elements and can be used to create pieces of art.

PRINTING TECHNIQUES



ROLLING - Take a vegetable or piece of fruit such as a cob of sweetcorn and roll it in a paper plate of paint. Roll the sweetcorn back and forth on some paper to make a pattern.



STAMPING - Take a half of a vegetable or fruit. Dip the flat side in paint and stamp it onto some paper.

NATURE MANDALA

Mandalas are circular designs with repeating patterns radiating from a central point. They often have colorful lines, shapes, and geometric designs. They can be drawn on paper, cloth, or using materials like coloured sand or natural materials. They have a special meaning in many cultures and religions, such as Hinduism and Buddhism.



shapes, and geometric designs. They can be drawn on paper, cloth, or using materials like coloured sand or natural materials. They have a special meaning in many cultures and religions, such as Hinduism and Buddhism.

Key Vocabulary

printing	fruit	vegetable	art	half	abstract art	repeating pattern	sequence	colours	shapes
rolling	back and forth	pattern	stamping	dip	flat	mandala	circular	natural materials	central point

YEAR 1 DT – FOOD & NUTRITION - FRUIT SMOOTHIES KNOWLEDGE ORGANISER



What have we learnt before in DT and what will we learn next?

In EYFS, we learnt the building blocks to our DT curriculum by beginning to cut, decorate, mix and shift.

In Year 2, we will learn to use cooking skills such as mashing, cutting and tearing to make fruit smoothies.

In Year 3, we will extend our cooking skills by learning to roll, cut and grate to make wraps and sandwiches.

FRUIT SMOOTHIES



A smoothie is a drink made by blending ingredients in a blender to make the liquid smooth and easy to drink. A smoothie commonly uses a liquid, such as fruit juice or milk, yogurt or ice cream.

Other ingredients are then added, including fruits or vegetables to change the taste of the smoothie.



WHERE FOOD COMES FROM

A food source is the place where a food comes from.

Food comes from plants and animals.

- Pork, bacon and most sausages come from pigs.
- Eggs and chicken come from hens/chicken.
- Tomato sauce and tomato puree is made from tomatoes.



KEY COOKING SKILLS

CUTTING (CLAW)	TEARING	MASHING
		
We can use different knife techniques to cut different foods. We can use a claw technique to safely cut anything round. We place the knife on the food and put our hand behind, forming a claw shape, to ensure we are safe.	We can use our hands to tear some foods to make them smaller. We do this by holding the food, pinching our fingers and pulling down.	We can crush or smash some small, soft foods with a fork by mashing them to make them smoother. We do this by pushing the fork down and pulling it across.

EATING A BALANCED DIET

In order to stay healthy, it is important that we eat a balanced diet of foods from each of the five food groups.

- Fruit and vegetables: e.g. apples, tomatoes, lettuce.
- Carbohydrates: e.g. starchy foods like bread and pasta.
- Proteins: e.g. beans, fish, eggs, meat.
- Dairy: e.g. milk, butter, cheese.
- Fats and Sugars: e.g. oil, sweets, butter.



Key Vocabulary

Smoothie	blend	fruit	vegetable	liquid	cut	claw cut	tear	pull apart	crush	fork	mash
grow	raise	catch	balanced diet	5 a day	Fruits & Vegetables	Carbohydrates	Proteins	Dairy	Fats & Sugars		

Year 1 PE - Summer 1



Year 1 – Attack Defend Shoot Unit 1

Knowledge Organiser

Prior Learning

Experienced a variety of games. Practised throwing and catching and can demonstrate the basics of these skills.

Unit Focus

Practice basic movements, including running, jumping, etc. and begin to engage in competitive activities. Experience opportunities to improve ABCs.

We are learning...

1. to hit a target.
2. to defend a target.
3. to roll and slide balls and beanbags.
4. to shoot in a game to get points.
5. to work with a partner to score points.
6. to use our attacking and defending skills in a game.

Key Questions

1. What can we do to make it easier for our teammates to pass the ball to us?
2. How can we score a goal?
3. What skills can you use to attack and defend?
4. How have you worked well with your team?

Equipment

Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, and skittles.

Vocabulary

Attack, catch, compete, defend, over-arm, play against, receive, roll, rolling, send, throw, under-arm.

Rules

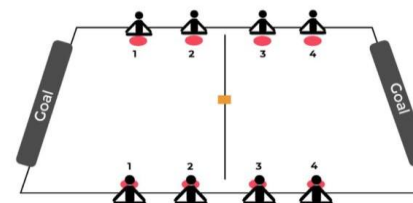
- No contact.
- No running with the ball.
- Restart from the sideline if the ball goes out.

Assessment Overview

Head - Make decisions about how to defend a target.

Hand - Use change of direction and speed in open play.

Heart - Show motivation to improve.



Year 1 PE - Summer 1



Year 1 – Run Jump Throw Unit 1

Knowledge Organiser

Prior Learning

Experienced sending a variety of balls, quoits and beanbags. Can use a range of motor skills. Able to walk, run and travel at a variety of speeds.

We are learning...

1. to start and stop at speed.
2. to use out leading arm to help us throw.
3. to take off on two feet to jump at distance.
5. To use the correct technique to throw different objects for distance.
6. to move in different ways to show good balance, coordination and agility.
7. to take part in a competition using running, jumping and throwing skills.

Equipment

A variety of balls, hoops, beanbags, quoits, throw-down markers, foam javelins, balloons, stopwatches, measuring tape, and skipping ropes.

Vocabulary

Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, fastest.

Assessment Overview

Head – Recognise and implement concepts such as waiting your turn.
Hand – Start and stop at speed and run in straight lines at different speeds.
Heart – Put in the effort and stay motivated when challenged.

Unit Focus

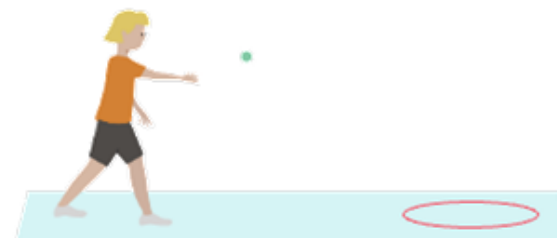
Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances.

Key Questions

1. How do you know when you have completed a good run, throw or jump?
2. How could you have improved your run, throw or jump?
3. How did you help your partner improve?

Rules

- Move equipment one at a time.
- Start behind a line for jumps.
- All throw and collect the equipment at the same time.



Year 1 PE - Summer 2



Year 1 – Attack Defend Shoot Unit 2

Knowledge Organiser

Prior Learning

Practiced basic movements, including running, jumping etc. Engaged in competitive activities. Experienced opportunities to improve ABCs.

Unit Focus

To recognise rules and apply them. Use and apply simple strategies for invasion games. Preparing for and explaining the reasons why we enjoy exercise.

We are learning...

1. to find our pulse on our wrists.
2. to move side to side to defend a goal.
3. to bounce a ball with control to ourselves.
4. to aim at different targets.
5. to adapt to a game with changing rules.
6. to play in the best defensive position in a game.

Key Questions

1. Why do we need to have a good defensive position when defending a hoop?
2. Where should we move to defend if attackers move to the outside?
3. How did attackers score points in this game?

Equipment

Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, skittles, and goals.

Vocabulary

Cooperate, defend, fluency, heart rate, outwit, physical activity, pitch.

Rules

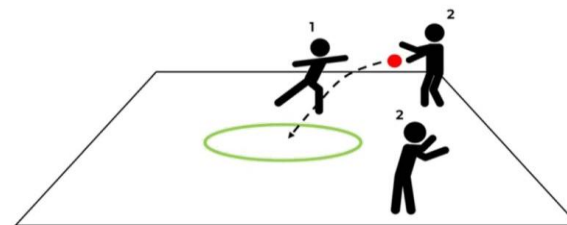
- Restart a game after a goal is scored from the start position.
- Use markings to play within restricted areas.

Assessment Overview

Head – Discuss changes in the body brought about by exercise.

Hand – Judge when and where to move to get in a defensive position.

Heart – Cooperate to perform a range of challenges using skills such as signalling.



Year 1 PE - Summer 1

Year 1 – Run Jump Throw Unit 2

Knowledge Organiser

Prior Learning

Begun to link running and jumping. Learnt and refined a range of running. Developed throwing techniques to throw over longer distances.

Unit Focus

Increase stamina and core strength. Work collaboratively on more complex tasks. Work to improve strength, balance, agility and coordination.

We are learning...

1. to use agile movements in different activities.
2. different ways to recognise the start and end of an activity e.g. whistle.
3. to develop stamina when running.
4. to develop core strength to improve throwing.
5. to leap, stride, jump and travel in different ways.
6. to choose the best starting position for running quickly.

Key Questions

1. What does it mean to run a lap?
2. What is your preferred type of jump or bound?
3. What is stamina?

Equipment

A variety of balls, hoops, bean bags, quoits, throw-down markers, foam javelins, balloons, stopwatches, measuring tape, and skipping ropes.

Vocabulary

Run, hop, skip, step, sideways, throw, slow, medium, agile, link, skipping, power, track, relay, tag, partner, sprint, leap, stride.

Rules

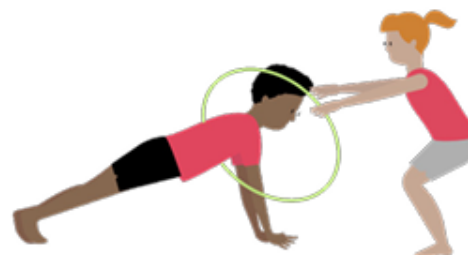
- Waiting for your turn.
- Distance is measured from the start line.
- Keeping within your own lane.

Assessment Overview

Head – Select the correct skill for the situation.

Hand – Perform skills and tasks in set times.

Heart – Work with a partner to help improve their performance.



Year 1 PSHE - Summer 1



Jigsaw Knowledge and skills progression: Relationships 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 Relationships 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: Relationships	
	In this Puzzle, children explore families, friendships and what it means to belong and help others feel included. They learn how to make friends, solve problems and when to seek help or support. Across the six lessons, children practise appropriate ways to greet others, learn who can help them in their school community, and reflect on how to ask for support when they feel upset. They also build confidence by recognising their own qualities and learning how to praise themselves.	
	Knowledge	Social and emotional skills
	• I can identify the members of my family and understand that there are lots of different types of families • I can identify what being a good friend means to me • I know appropriate ways of physical contact to greet my friends and know which ways I prefer • I know who can help me in my school community • I can recognise my qualities as a person and a friend • I can tell you why I appreciate someone who is special to me	• I know how it feels to belong to a family and care about the people who are important to me • I know how to make a new friend • I can recognise which forms of physical contact are acceptable and unacceptable to me • I know when I need help and know how to ask for it • I know ways to praise myself • I can express how I feel about them
	Vocabulary	
	appreciate, belong, celebrate, community, confidence, different, dislike, family, feel, feelings, friendship, friends, greeting, help, helpful, incredible, kind, like, praise, proud, qualities, relationships, same, skills, special, texture, touch	

Year 1 PSHE - Summer 2



Jigsaw Knowledge and skills progression: Changing Me 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 Changing Me 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: Changing Me	
	In this Puzzle, children learn about life cycles and the changes that happen as humans and animals grow. They reflect on how their own bodies have changed and develop understanding that everyone grows at different rates. Across the six Pieces, children learn the correct names for private body parts, explore how boys' and girls' bodies can be different, and practise respecting their own bodies and those of others. They also think about feelings linked to change, such as excitement and worry, and learn ways to cope.	
	Knowledge	Social and emotional skills
	• I am starting to understand the life cycles of animals and humans • I can tell you some things about me that have changed and some things about me that have stayed the same • I can tell you how my body has changed since I was a baby • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus • I understand that every time I learn something new, I change a little bit • I can tell you about changes that have happened in my life	• I understand that changes happen as we grow and that this is OK • I know that changes are OK and that sometimes they will happen whether I want them to or not • I understand that growing up is natural and that everybody grows at different rates • I respect my body and understand which parts are private • I enjoy learning new things • I know some ways to cope with changes
	Vocabulary	
	adult, adulthood, anus, anxious, baby, change, changes, coping, curious, excited, feelings, female, grow, growing up, growth, happy, learn, life cycle, male, nervous, new, penis, proud, testicles, vulva, worried	