

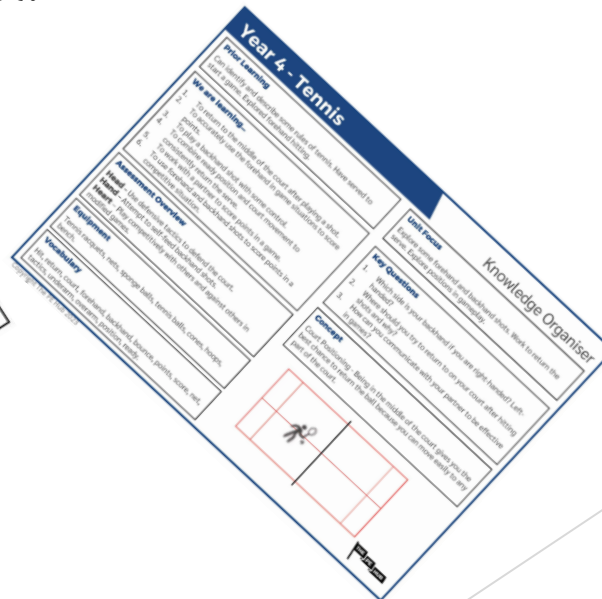
Year 1

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, — ANIMALS INCLUDING HUMANS

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

In Reception, under the topic of 'Growing', the children will have learnt about:

- Male/Female animals and their young
- A frog's life cycle
- Caterpillars and Butterflies
- African Animals
- Farm Animals
- Staying healthy
- Labelling the main body parts

In Year 1, we learnt in our topic: Animals including humans - (Common animals, parts and diets)




- to identify and compare the Animals, including humans (Common animals, parts and diets)
- to identify and name a variety of common animals that are carnivores, herbivores and omnivores
- to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

In Year 2, we will learn in our topic: Animals including humans - (Growth, survival and health)

- to notice that animals, including humans, have offspring which grow into adults
- to find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

HERBIVORE, CARNIVORE AND OMNIVORE

All animals have to eat food to live and grow. Some animals eat only plants. They are called **herbivores**. Some animals eat only meat. They are called **carnivores**. Some animals eat both plants and meat. They are called **omnivores**.

Carnivore	Herbivore	Omnivore
<p>A carnivore is an animal that eats other animals.</p> <p>Here are some examples:</p> 	<p>A herbivore is an animal that eats plants.</p> <p>Here are some examples:</p> 	<p>An omnivore is an animal that eats both plants and other animals.</p> <p>Here are some examples:</p> 

VERTEBRATES AND INVERTEBRATES



VERTEBRATES

VS



INVERTEBRATES

Vertebrates are animals that have a backbone and invertebrates are animals that do not have a backbone. Humans are vertebrates because we have a backbone.

Key Vocabulary


- vertebrate invertebrate backbone carnivore omnivore herbivore amphibians birds mammals fish reptiles body body parts

ANIMAL CLASSIFICATION

We can group animals by looking at their **features** such as whether they have **scales** or whether they **lay eggs**. Here are 5 groups of animal types:


REPTILES

- have scales, not fur.
- they have dry skin.
- usually lay eggs, sometimes live young
- Cold-blooded.



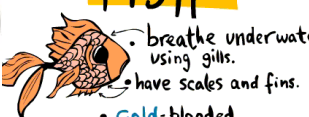
MAMMALS

- give birth to live young.
- have hair or fur
- mammal mothers nurse their young with milk.
- Warm-blooded.



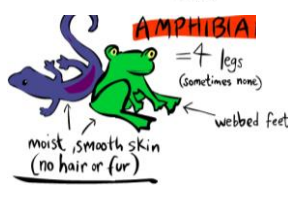
FISH

- breathe underwater using gills.
- have scales and fins.
- Cold-blooded.
- lay eggs.




AMPHIBIA

- = 4 legs (sometimes none)
- moist, smooth skin (no hair or fur)
- webbed feet




BIRDS


- have feathers & wings
- lay eggs
- Warm-blooded



PARTS OF THE BODY

The human body comes in lots of different shapes and sizes. But most are made up of the **same parts**, which do the **same jobs**. We all have a **skeleton**. The bones in your skeleton help you to stay standing up and let you move around. Here are some of our other **body parts**:







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

In EVFS, the children will start to understand the concept of the "past" and "now" and will look at:

- Lives of people around us
- Similarities and differences between things in the past and now
- Understand the past through settings, characters and storytelling

In Year 1, the children will begin by further developing their understanding of their own recent history. Moving forward in time from Bonfirenight, they will learn facts about what life was like in the Victorian Era.

- Events beyond living memory: The Victorian 1837 to 1901 AD

In Year2, the children will learn how significant people from history have affected our lives for the better. They will remain in the Victorian Era to discover Florence Nightingale and then take a small step backwards to learn about Mary Seacole.

- Significant individuals: Florence Nightingale (1820-1910) and Mary Seacole (1805-1881) AD

ENRICHING THE CURRICULUM

To bring this topic to life, the children will take part in a "Victorian day" where they will dress up in Victorian style clothes and experience what it was like to in the Victorian classroom.

Queen Victoria and her traditions



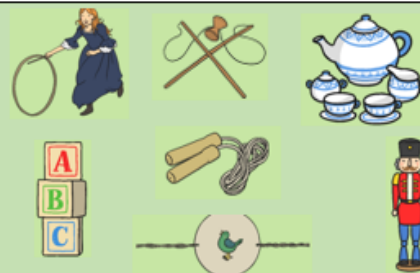
Queen Victoria reigned England for **many years**. She was a very noble lady who wore elegant clothing. When her husband Prince Albert unexpectedly died in 1861, the monarch very publicly expressed her sorrow by wearing black every day for four decades until her own death. Our current monarch is King Charles.



Many years ago the Victorians introduced many traditions which we still celebrate today such as; sending Christmas cards, having a fir tree inside for a Christmas tree and for some eating a turkey on Christmas day.

Chronological order

Toys in the Victorian Era



Old toys were usually made from materials such as wood, metal, glass and fabric. Many old toys moved by clockwork or 'wind-up'. This was usually a small metal key, which attached to the toy and you turned many times. This would make small wheels (or gears) inside the toy turn and make the toy move. In the past toys would have been hand made.

Toys Today



Many **new** toys are made from plastic. Plastic is much cheaper to use. It can be melted and poured into moulds so many toys can be made at the same time. This makes the toys much quicker to make too. Machines in factories mostly make toys now. They are a lot cheaper to manufacture. Fewer toys are handmade today for children.

Chimney Sweep



Chimney boys would often work with an adult Chimney Sweep. It would be a child who had to do all the hard work though because only they could fit up a chimney. The Chimney sweep would use a long brush to clean the soot from inside the chimneys. Being a Chimney Sweep was a dirty and dangerous job. Children would often get ill from breathing in all sorts of soot and injure themselves from falling.

Oliver Twist

The story of Oliver Twist was about a young orphan set in the **past**. His life in the workhouse was lonely and sad. Oliver became an apprentice for an undertaker but ran away after he gets into a fight with another apprentice. When Oliver arrived in London, he met Jack, also known as the Artful Dodger, who offered him a place to stay. Further adventures then begin.



Key Vocabulary

Queen Victoria - Prince Albert - royalty - past - old - long time ago - chimney sweep - workhouse - slate - chalk - abacus - bell desk - cane - blackboard - dunce's hat - skipping rope - spinning top - peg doll - marbles - wooden blocks - yo-yo - elegant - noble - King Charles III - traditions - reigns - Legacy - Evidence - Chronology - Hierarchy - Monarchy

YEAR 1 GEOGRAPHY – HOT AND COLD PLACES

KNOWLEDGE ORGANISER



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

The main features of a hot and cold place

In Early Years the children begin to recognise the important processes and changes in the natural world around them which include looking at the seasons.



The features of a cold place are that there will be little sunlight everyday.. The winters will be particularly cold and there is lots of snow and ice. Not many people live in cold places.

In Year 1, we will build upon this previous knowledge and can explain the features of hot and cold place. We consider the difference between people who live in a hot and cold place and what they might wear in these countries. With the assistance of a globe we will learn about the equator and north and south pole.



The features of a hot place are that there will be lots more sunlight during the day. The summers will be particularly hot. The desert is a hot place and there is little vegetation. There is little rainfall. Lots more people live in warm places.

People who live in hot or cold places and the clothing they could wear

People who live in cold place would wear warm/thick clothing to keep warm such as woolen hats, jumpers, scarves and gloves. They will wear thick socks and boots. They will eat hot food and have hot drinks to keep warm.

People who live in hot place will need to protect their skins from the sun and will need to wear a hat or keep their heads covered and will wear light cotton clothing and sandals to stay cool They will need to drink plenty of water to keep hydrated.

Hot vs. Cold weather clothing

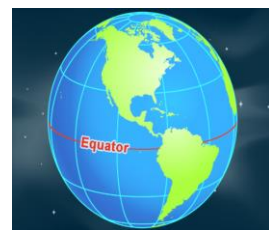






THE EQUATOR AND THE NORTH/SOUTH POLE

World Weather.
This is an image of a globe. The red line which runs across the middle of it is called the **Equator**.

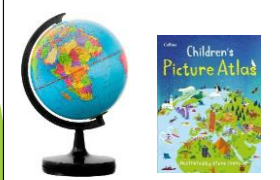


North and South Pole. The North Pole is at the top of the world. The South Pole is at the bottom of the world. Both are very cold, icy places. The Poles have six months of daylight

Countries that are closer to the Equator have the sun directly above them for most of the year, so they stay hot all year round.



HOOK LESSONS


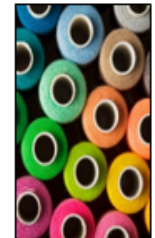





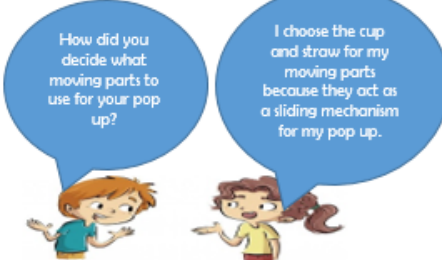


For our Geography hooks, the children will be unpacking a suitcase and sorting the clothes for either a hot or cold place. Additionally, we will be using a globe and an atlas to establish where different countries are located. There will be discussions around where children have been on holiday and if it was a hot or cold place and that countries features.

Key Vocabulary





- Equator North Pole South Pole Weather Chart Storm Frost Snow Cloud Snow Ice Wind Spring Summer Autumn Winter
Hydrated Sunlight Desert Vegetation Rainfall Protection Population

YEAR 1 DT – MAKING A SOCK PUPPET




<p>What have we learnt before in DT and what we will learn next?</p> <p>In Reception, the topic of DT is introduced to us by way of joining different materials when junk modelling. In Year 1, we will develop our understanding of DT by communicating our ideas through talking and drawing. When we construct our sock puppet and a pop up, we will verbally describe the materials we use and say why we have chosen the moving parts for our design. In Year 2, we can develop our ideas from an initial starting point and incorporate sensible choices of materials and types of movement for our model or structure. We will then evaluate our design and find ways to improve this by making it stronger.</p>	<p>DESIGNING A TEXTILE PRODUCT USING GLUE.</p> <p>Designers of textile products need to think about the <u>purpose (what does it do?)</u> and the <u>user (who will use it?)</u></p> <p>Materials - Different materials have different properties (characteristics) which make them good for different purposes. For example, cotton is soft, polyester is durable, and PUL is waterproof.</p> <p>Templates – Scissors need to be carefully used to cut around templates accurately. These can be made out of card, paper, cardboard and other materials.</p> <p>Joining – There are lots of different ways of joining fabrics together Some joins are quicker (e.g. stapling, safety pin) whilst some are more secure (e.g. gluing). Some joining techniques are easier to hide.</p>	<p>DESCRIBING HOW TEXTILES FEEL.</p> <p>Textiles are flexible materials woven from fibres</p> <p>Textiles are used to make clothing, sheets, towels, linen, carpets, rugs and a wide variety of other products.</p> <p>Lots of materials are considered as textiles, for example wool, silk, cotton, nylon, felt and polyester.</p> <p>Textile production is one of the largest industries in the world – huge factories make millions of textiles each year.</p> <p>However, lots of small textiles producers still exist. Many still produce textiles by hand.</p> <p>Some materials and textures can be described using different adjectives.</p> <div data-bbox="1062 578 1458 806"> <p>Materials Texture Adjectives</p> <p>shiny fuzzy gritty</p> <p>lumpy prickly smooth</p> <p>bumpy hard rubbery</p> </div>   							
<p>THE HOOK TO INTRODUCE THE TOPIC</p>									
<p>Our hook is made by way of a cross curricular link which focuses upon our topic of the Victorians and the toys from the past such as; puppets, peg dolls, marbels and a spinning top.</p>									
									
<p style="text-align: center;">Key Vocabulary</p>									
<p>Past peg doll</p>	<p>old puppet</p>	<p>textiles product joining techniques</p>	<p>soft transparent materials</p>	<p>evaluate wool silk</p>	<p>stretchy nylon felt</p>	<p>textures cotton</p>	<p>waterproof linen</p>	<p>opaque rug</p>	<p>shiny puppet properties</p>
<p>EVALUATING AND DESCRIBING WHY WE CHOSE MOVING PARTS FOR OUR POP UP.</p>									
<p>The process of evaluating and reflection allows time for explanation about the design process. The type of questions which could be asked are; How does your product look? Would your user like it? Why or why not? How could you improve the way it looks? Are your attached fabrics secure? How did you achieve this? How could they be joined more securely? Which materials did you choose? Why? How could you improve your product?</p>									
<div data-bbox="1246 1049 1690 1306">  <p>How did you decide what moving parts to use for your pop up?</p> <p>I choose the cup and straw for my moving parts because they act as a sliding mechanism for my pop up.</p> </div>									



YEAR 1 ART – WATER COLOUR & CLAY POTTERY FLOWERS KNOWLEDGE ORGANISER



<p>What have we learnt before in Art and what we will learn next?</p> <p>In EYFS, we will study different artists and create art inspired by their work. We will be introduced to colour mixing and through exploration will discover what colours we can make. In expressive arts and design, we will be creating by using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>In Year 1, we will develop our understanding of colour mixing further to create different shades. We will use these colour mixing skills when working with watercolours. We will also be introduced to observational drawing using sketching pencils. We will be working with clay, using different techniques to shape and mould shapes to create a flower.</p> <p>In Year 2, we will continue to develop our colour mixing skills by making our own brown and adding white to colours to make different tints. We will also develop our pencil skills further, using patterns and texture in our sketching. We will also be developing our techniques with working with clay.</p>	<p style="text-align: center;">COLOUR MIXING</p> <p>As well as creating the secondary colours by mixing two primary colours together, artists can create different depths of colour by adjusting the amount of each colour.</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div>
	<p style="text-align: center;">OBSERVATIONAL DRAWING</p> <p>Observational drawing is drawing what you see in front of you as realistically and as true to life as possible. It can be a flower, a person, a still life or whatever. When artists look at something with the intent of drawing it, they tend to look more carefully than usual seeing the shapes, patterns, perspective, colours, and shadows</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>

<p style="text-align: center;">WATERCOLOUR TECHNIQUES</p>	
	<p>Artists use different techniques for applying their water colour paint. The first is a wash which covers the canvass with water first before adding one or more colours. This is the 'wet on wet' technique. The second is a pattern in which the artist creates a repeating pattern with the brush strokes.</p>
	

<p style="text-align: center;">GEORGIA O'KEEFFE – ABSTRACT ART</p> <p>Georgia O'Keeffe made flowers larger than life and she let the colours, shapes and lines flow from her imagination onto her abstract painting.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Georgia began experimenting with painting close up views of flowers. She used oil paints in vibrant, bold colours. Painting the flowers at such a close range makes the viewer see the object in a completely different way. Often the close up views only showed part of the flower.</p>
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<p style="text-align: center;">OWEN MANN – CLAY POTTERY FLOWERS</p>	
	<p>Nature-loving, New York-based artist Owen Mann meticulously handcrafts lifelike plants out of clay. Cleverly known as <u>Floramics</u>, his series of floral ceramics captures the intricate patterns in each flower. He individually fashions dozens, and sometimes even hundreds, of petals, spines, and leaves that comprise each sculpture. He then arranges them in the unique, spiraling designs characteristic of the radial flowers and prickly plants he opts to emulate. Clay is a material rich in history and possibilities for art making, and handbuilding pottery is the oldest use of the medium. The main techniques used in recreating a clay flower are pinching and slab rolling.</p>
	

Key Vocabulary									
primary	secondary	mixing	water	wash	observational	sketching	real life	patterns	abstract
O'Keeffe	clay	modelling	pinching		slab rolling	brush strokes	pottery	tone	

Year 1 PE - Spring 1

Prior Learning

Experienced jumping (taking off and landing). Developed some concept of space and use of space. Developed confidence in fundamental movements.

Unit Focus

Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry apparatus. Recognise like actions and link them.

We are learning...

1. to perform 'like' actions in a sequence.
2. to carry and set up apparatus safely.
3. to perform shapes on large and small body parts.
4. to take off and land and use shape in our jumps.
5. to travel on our feet, showing good body tension.
6. how we can create different levels in our performance.

Key Questions

1. What are 'like' actions?
2. Why is it important to have good body tension when rolling?
3. What is the difference between large and small body parts when performing shape?

Equipment

Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes.

Vocabulary

Balance, body tension, tensed, relaxed, shape, stretched, curled, carry, control, extension, fast, hang, high, jump, like, link, low, safety.

Concept

Any shape is either performed on a large or small body part. Most shapes can be adapted to be performed in a different way taking it from a small to a large body part, e.g. a stretch shape from standing (feet, small body part) to laying on the tummy (large body part).

Assessment Overview

Head – Use words such as rolling, travelling, shape, jump, and take-off.
Hand – Recognise like actions and link them together.
Heart – Value other's efforts when they perform; watch and listen.



Year 1 - Dance Unit 1

Knowledge Organiser

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.

Unit Focus

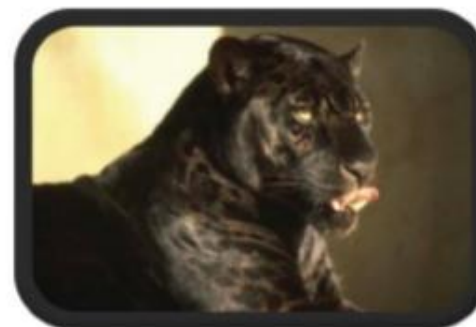
Respond to a range of stimuli. Explore space, direction, levels and speeds and performing with different body parts.

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.



COMPUTING: PROGRAMMING

Overview

Moving a Robot



- Programming is when we make a set of instructions for computers to follow.



- Robots are one type of machine that can follow programs. Floor robots include Bee-bots and Blue-bots.



- Floor robots have buttons which help us to direct them. We can use algorithms (a set of guidelines to perform a task) to program floor robots along routes.

Buttons and Programs

- **Buttons:** Bee-bots have buttons on the top. They each make the Beebot do something different (see picture).

- The arrows move the Bee-bot in different directions.

- The GO button makes the Bee-bot start its program. (on some models, it also pauses the Beebot in-program).

- **Programs:** A program is a series of instructions. We can program the Bee-bot by pressing the direction buttons (in order) that we want it to move in, followed by GO.

- The X button makes the Bee-bot delete the program and make a new program. Switching the Bee-bot off and on again also deletes the program.



Robots and Floor Robots

- **Robots:** Robots are machines that we can program to do human jobs.

- Robots help us to do things, for example to help us clean, mow and learn!

- Robots in factories make things, and in hospitals they help make us better.



- **Bee-bots:** Bee-bots are a type of floor robot.

- We can programme Bee-bots to move around.



- **Turning on a Bee-bot:** Before we use a Beebot, we need to make sure it is charged.



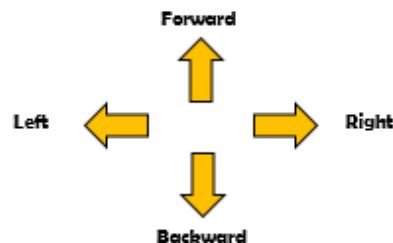
To turn it on, using the switch underneath. You can tell that the Bee-bot is on because its eyes light up. Switch it back off again after you have finished using it.



Bee-bots should only be used on the floor, and not tables etc. They can be damaged if they fall from high surfaces. (Other floor robots, e.g. Blue-bot, can also be used).

Directions

- In order create clear routes for our Bee-bots, we need to be sure of our directions.



Make sure that you stand behind Bee-bot.

Routes and Algorithms

- A route is the course that we travel to get somewhere. We use algorithms (a set of guidelines to complete a task) to program our floor robot to take a route to where we want it to go.



- We should think carefully about how to avoid obstacles. We should also consider how many times we need to press each button to travel the correct distance.

Important Vocabulary

Programmed

Robot

Algorithm

Button

Direction

Forward

Backward

Left

Right


Route



COMPUTING: PROGRAMMING







Overview




Animations in Scratch Jr.

- **Programming** is when we make a set of instructions for computers to follow.
- **Scratch jr.** is a program that we can use in order to code our own stories and animations. It involves sprites (characters on the screen).
- We use **algorithms** (a set of instructions to perform a task) to program the sprite to do different things.






Sequencing

- **Sequences:** -A sequence is a pattern or process in which one thing follows another. In Scratch Jr. we can stack blocks together side by side in order to create programs made up of sequences.
 
- **Deleting Blocks:** Blocks can be removed from programs by dragging them from the programming area back into the blocks palette.
 
- **Repeating Blocks:** For something to happen more than once, we can change the number underneath the block.
 
- **Running the Code:** Run your animation by tapping the full screen icon, and then the green flag.
 


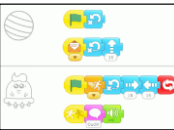
The Basics of Scratch Jr.

- **What is Scratch Jr?** Scratch is a website/ app that lets us code our own stories, games and animations.
- **Sprites:** Scratch Jr. uses characters called sprites. The main sprite is a cat called Scratch.
- **Home:** Clicking on the house takes you 'home' to your project screen.
 



Getting Started

- The + (right) starts a new project.
 
- These (right) are the **programming blocks**. We drag them into the **programming area** (right). Clicking the block in the area makes the sprite perform on the stage.
 
- **Background:** Backgrounds are added by clicking this icon (right).
 
- **Start Blocks:** Start blocks are yellow. These are used to start/run programs.
 
- **End Blocks:** End blocks are red. These show what happens at the end of your program.
 

Algorithms and Programming

- An **algorithm** is a set of instructions for performing a task. Designing an algorithm can help us to make the sprite do the things that we want it to do.
 
- **Programming** is when we move the blocks into the position (based on our algorithm design). Our programming codes the sprite to perform the actions.
 

Debugging

- Sometimes, things don't work exactly how we want them to the first time. This may be a problem with our algorithm, or we could have made a mistake in our programming.
 
- If the animation does not work correctly the first time, remember to **debug** it. This means finding and fixing the problems.
 

Important Vocabulary

Programming Scratch Jr. Sprite Home Command Block Stage Background Algorithm App