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

KNOWLEDGE ORGANISER

What have we learnt in this topic before, what we will learn this year and what will we 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 material are found in nature. Manmade materials are material 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.

Natural Materials

chalk   sand   oil   leather   iron

gold   cotton   coal   wood

Man-made Materials

concrete   glass   paper   rubber

steel   plastic   polyester

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.

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

YEAR 1 HISTORY — CHANGES AROUND US
KNOWLEDGE ORGANISER

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

In EYFS, the children started the building blocks to our Year 1 curriculum by starting to learn about the 'past' and 'now'. We also learnt about:
- Lives of people around us
- Similarities and differences between things in the past and now
- The past through setting, characters and storytelling

In Year 1, the children by further their understanding of their own recent history by looking at how they have changed from when they wree a baby. They will then learn about changes that have happened in 'living memory' focusing on:
- Changes in our town
- Changes in toys
- Changes to phones

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 leant 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!

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 bricks   figures   tablet
games console   cuddly toy   electronic toy   bike   football

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

YEAR 1 HISTORY – THE VICTORIANS

KNOWLEDGE ORGANISER

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

In EYFS, 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 Bonfire night, 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.

Timeline

1819 Queen Victoria is born

1825 First passenger railway opened
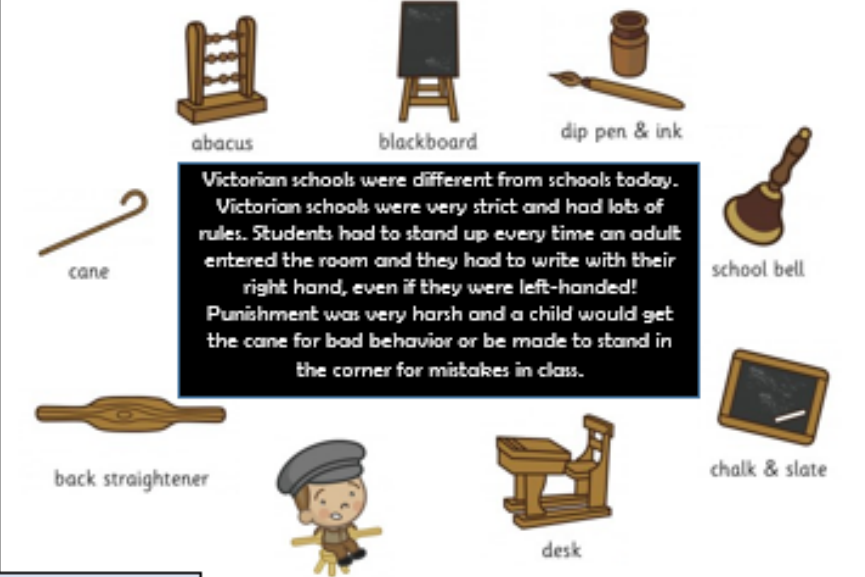
1837 Victoria became Queen

1840 Married Albert

1863 Albert died

1901 Victoria died

Sorting Toys – Past and Present

Toys in the Victorian Era	Toys Today

Toys Today

Victorian Schools

abacus   blackboard   dip pen & ink

cane

Victorian schools were different from schools today. Victorian schools were very strict and had lots of rules. Students had to stand up every time an adult entered the room and they had to write with their right hand, even if they were left-handed! Punishment was very harsh and a child would get the cane for bad behavior or be made to stand in the corner for mistakes in class.

school bell

back straightener

chalk & slate

desk

Victorian Home life

Victorian houses were cheap and most had between two and four rooms. One or two rooms downstairs and one or two rooms upstairs. However Victorian families were big with four or five children. There was no water, and no toilet. A whole street (sometimes more) would have to share a couple of outside toilets and a pump!

Key Vocabulary

Queen Victoria - Prince Albert - royalty - mangle - iron - washboard - bed pan - past - present - a long time ago - chimney sweep - workhouse - slate - chalk - abacus - bell desk - cane - blackboard - dunces hat - timeline - skipping rope - spinning top - peg doll - marbles - wooden blocks - yo-yo

YEAR 1 DT – DESIGN A BUILDING FOR A TOWN.

KNOWLEDGE ORGANISER

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

In Year 1, we will learn how to design a purposeful product by way of devising a simple plan. We will think about the types of materials and tools we will need to use and evaluate the process and make suggestions regarding possible improvements.
In Year 2, we will consider what would be the best tools and materials to use when developing and planning our design, which will incorporate joining materials and components together in different ways.

CONSTRUCTION

We look at which materials are used for building houses, hospitals, shops in UK. We plan a building for a town thinking about the shape and building materials. We work on skills such as cutting, connecting materials and making them stronger if needed. We also look at colour and material for accessories such as curtains in the windows.

EXPLORING DESIGN

We look at the buildings in our local area, on a local walk, and consider the materials used and why these are effective. We look at shape, colour, size and function of different buildings.

SELECTING APPROPRIATE RESOURCES AND TOOLS FOR OUR BUILDING PROJECT.

Part of the planning process is considering what resources and tools need to be sourced prior to beginning the building project. A structure or model can be made out of different materials such as; paper, cardboard, matchsticks, string, masking tape, paints, scissors, materials for curtains and a box.

IMPROVING UPON OUR DESIGN

Exploring and improving upon our design is a valuable process because it allows time for discussion, reflection and possible adjustments to enhance the design for example. Is the model tidy, if not, think of ways this could be improved upon?

Or how we can make our model stronger, by adding masking tape or more glue.

Key Vocabulary

| Exterior | discuss | evaluate | fabric | skyline | stronger | town | materials | model | design | adjustments |
| design | masking tape | wallpaper | elastic band | art straws | reflection | intention | carton | stapler | staples |

Year 1 Art- Autumn 2

YEAR 1 ART – CREATING MOODS AND MOVEMENT

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 extend our understanding of colour mixing so that we can name the primary and secondary colours. Developing our understanding of colour, we learn about moods and how to create movement in a dramatic sky.

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.

PRIMARY AND SECONDARY COLOURS

There are three primary colours and these are red, blue and yellow. Mixing two primary colours together will create a secondary colour.

Blue + Yellow = Green

Blue + Red = Purple

Red + Yellow = Orange

CREATING MOVEMENT IN OUR ART WORK

Artists use different techniques to create movement within their paintings. They do this by putting the paint on their brush, and with every stroke would move it in a way to appear that it was moving. This is called the 'impasto' technique.
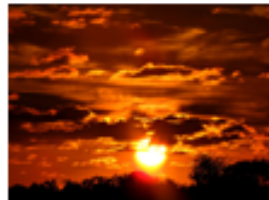
Sideways   Swirls   Circles   Curves

The 'impasto' technique uses a series of lines in different ways to create the desired movement. The sideways dashed lines can show speed, the circles can show the impact of something being struck, the curves and swirls are good to show the movement of the wind in the sky.

MOODS FOR PAINTING – WARM AND COOL

Artists create various moods in their artwork by using different colours. Colours are classified as either warm or cool and these colours portray moods 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 trepidation.

RECREATING VAN GOGH'S 'STARRY NIGHT'

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 capture mood, rather than using colours realistically. No other artist was doing so at this time. Within 'Starry Night', Van Gogh used lines to show the movement of the sky and the glowing of the moon and stars.

Key Vocabulary

primary	secondary	mixing	movement	cool	warm	mood	emotion	lines	sideways	swirls
circles	curves	Van Gogh	post-impressionist	self-portrait	art	feeling	questions	design		

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.
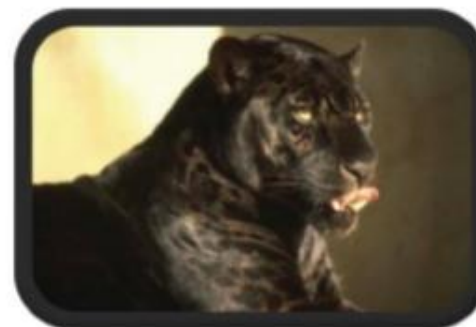
Unit Focus

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.

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.

Unit Focus

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

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

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.

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

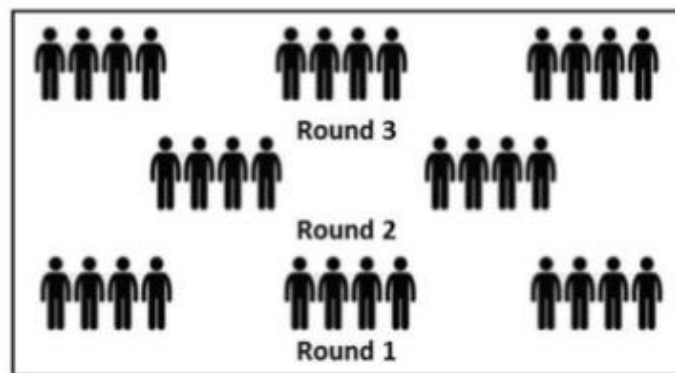Compose, choose, select, emotions, canon, rhyme, theme, character, round, respond.

Round 3
Round 2
Round 1

Year 1 Computing - Autumn 1

COMPUTING SYSTEMS AND NETWORKS KNOWLEDGE ORGANISER

Y1

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 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

Screen/ Monitor

-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.

Keyboard   Mouse

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

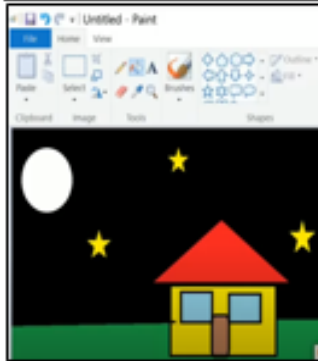| Technology	Man-made	Digital	Screen	Mouse	Keyboard	Program	Click/ Drag	Cursor	E-Safety

COMPUTING: CREATING MEDIA
KNOWLEDGE ORGANISER
Y1

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

Size

Be 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, feinter 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.

Paste
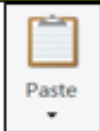
Important Vocabulary

| Paint Program | Tool | Paintbrush | Erase | Fill | Undo | Click | Drag | Save | icon |