

Knowledge Organiser

Year 1

Summer Term 2022

Art Y1 Summer Term

Prior Knowledge:

- To choose materials for a particular effect.
- To use different mark making skills to create different patterns.
- To use brushes and sponges to create different effects on paper.
- Know how to draw a circle and join lines to create a basic frame.

Key Knowledge

Drawing:

- Know how to use texture when drawing
- Know how to draw beyond stickmen type representations
- Know how to begin to scale drawing
- Know how to work from observation and imagination.
- Know how to create symbols and scribble patterns.
- Know how to use different pencils.
- Know how to use solid infill with colour pencils.
- Know how to produce lines in a range of different tones using the same pencil.
- Know how to use pastels in different ways, mixing and hatching.

Printing:

- Know how to take a rubbing showing a range of textures and patterns.
- Know how to take a print and develop simple patterns from an object
- Produce simple pictures by printing objects.
- Know how to work from imagination and observation

As an Artist I will:

- | | |
|---|--|
| • Produce creative work | |
| • Become proficient in drawing and painting | |
| • Evaluate and analyse | |
| • Know about great artists. | |

Vocabulary

symbol
texture
infill
rubbing
tone
scale
shape
shade
mood

Computing Y1 Summer Term

Programming - Moving a robot

Prior Knowledge:

Children can make a simple programmable toy move.

Key Knowledge

Moving a robot:

- To know commands that can be used on a device.
- To know how to put commands together to make a program.
- To build a sequence of commands to make a program.
- To be able to spot an error in a simple program and correct.

Vocabulary

Commands
Sequence
Error
Program
Algorithm

As a Computing Scientist I will:

- | | |
|---|--|
| • Understand computer science. | |
| • Analyse problems and write computer programs to solve them. | |
| • Evaluate information technology. | |
| • Will be a responsible, competent and creative user of ICT. | |

Computing Y1 Summer Term

Programming – Programming animations

Prior Knowledge:

Children can plan their own simple routes using forward and turning arrows.

As a Computing Scientist I will:	
• Understand computer science.	
• Analyse problems and write computer programs to solve them.	
• Evaluate information technology.	
• Will be a responsible, competent and creative user of ICT.	

Key Knowledge

Programming animations:

- To know how to move Sprites on screen.
- To know a range of commands that can be used to move a Sprite.
- To be able to put together a range of commands to run a program.

Vocabulary

Sprites
Commands
Program

DT Y1 Summer Term

Prior Knowledge:

- Experience of using construction kits to build walls, towers and frameworks.
- Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card.
- Experience of different methods of joining card and paper.

Key Knowledge

- Know how to make freestanding structures stronger, stiffer and more stable.
- Know and use technical vocabulary relevant to the project.

As a Designer I will:

- | | |
|---|--|
| • Develop creative, technical and practical expertise. | |
| • Design and make products for a range of users. | |
| • Evaluate my designs. | |
| • Understand and apply the principles of nutrition and learn how to cook. | |

Vocabulary

cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved
metal, wood, plastic
circle, triangle, square, rectangle, cuboid, cube, cylinder
design, make, evaluate, user, purpose, ideas, design criteria, product, function

Geography Y1 Summer Term

Local Area

Prior Knowledge:

- To know how to compare different habitats.
- To create simple maps of their local area.

Key Knowledge

- the location and features of the local area.
- look at simple maps and aerial views of the local area, discussing and asking questions about its main features and the way symbols have been used;
- work together to create a simple map of the local area;
- observe, record, discuss and ask questions about the main features of the local area, based on direct experience;
- use appropriate vocabulary when describing local features and those of the UK, including for seasons and local weather.
- make connections between their investigation of the local area and what they have learned about weather, climate and the UK

Vocabulary

building, castle, city, countryside, map, office, Route, shop, Street, symbol, town, village, urban, rural, Dorset, Swanage
 above, around, below, left, right, forward, near, inside, opposite, outside

As a Geographer I will be:

- | | |
|---|--|
| • Develop knowledge of globally significant places. | |
| • Understand key physical and human geographical features of the world. | |
| Carry out a range of fieldwork | |
| Interpret information from a range of sources. | |

History Y1 Summer Term

Corfe Castle

As a Historian I will:	
Know chronology of topic studied.	
Understand significant events.	
Understand historical terms.	
Understand historical concepts and use them to make connections.	
Understand and take part in historical enquiry.	

Prior Knowledge:

know that there are aspects of society change over time (GFoL)

Key Knowledge

- know why Corfe Castle was built where it was.
- know who first built Corfe Castle, and who some of the different owners were **over time** and that it is owned by the National Trust today.
- know how Corfe Castle changed structurally over time and what the key defensive features were.
- know the differences between motte and bailey and keep and bailey castles and what their strengths and weaknesses were.
- know who lived there and where, depending on their place in the social hierarchy in medieval times.
- know about the different jobs that people would have had in the castle.
- know that the function of Corfe Castle changed over time.

Vocabulary

motte
 bailey
 keep
 portcullis
 battlements
 (parapet and crenellations)
 moat
 curtain wall
 turret
 gatehouse
 drawbridge
 arrow slits
 lord
 lady
 nobleman
peasant
serf
 knight
 page
 blacksmith
falconer
 masons
 Corfe (Saxon word for cutting)
 Saxon
 Norman
 Edward the Martyr

Music Y1 Summer Term

Blackbird

Reflect, Rewind and Replay

As a Musician I will:	
Perform, listen to and evaluate a range of music.	
Learn to sing, create and compose music and play an instrument.	
Understand how music is created and use appropriate notation.	

Prior Knowledge:

Explore and Create

- To know that we can move with the pulse of the music.
- To know that the words of songs can tell stories and paint pictures.

Singing Songs

- To sing or rap nursery rhymes and simple songs from memory.
- Songs have sections.

Share and Perform

- A performance is sharing music.

Key Knowledge

Performing

- Know how to use voices expressively to speak and chant.
- Know how to take part in singing songs and can copy sounds.
- Understand and perform short rhythmic patterns.

Composing

- Know how to use the voice to create different sounds; and play an instrument creating different sounds.
- Know how to create and repeat short rhythmic and melodic patterns to create a sequence of sounds.
- Know how to notate sounds using pictures/ symbols.

Listening and appraising

- Respond to different moods in music saying how the music makes them feel.
- Know how to follow simple instructions about performing, such as when to play and sing.
- Know how to choose sounds to illustrate different moods.
- Recognise repeating patterns/ ideas when listening to music.

Vocabulary

Keyboard
Drums
Bass
Pulse
Rhythm
Pitch
Improvise
Compose
Perform
Audience
Imagination

PE Y1 Summer Term

Cricket, Tennis and Athletics

Prior Knowledge: Athletics

Games for Understanding

- Pupils will be able to run and stay in a space, changing direction and speed to avoid the defenders. When defending, pupils will successfully make a tag.

Key Knowledge Athletics

- To be able to learn to use their body parts to demonstrate running fast and slow, jumping, throwing.

Games for Understanding

- Pupils will move between attack and defence as the game changes. Pupils will be able to move in to space when attacking and tag the opposition when defending.

As a Sports person I will:

Develop competence in a broad range of physical activities.

Be physically active for sustained periods of time.

Engage in competitive sports and activities.

Lead healthy, active lives.

Vocabulary

Athletics

Fast, slow, big, small

Games for Understanding

Attacker, defender, space

PHSE/RSE Y1 Summer Term

Rights and Responsibilities

Prior Knowledge:

- Understand that they can make a difference.
- Identify how they can care for their home, school and special people.
- Talk about how they can make an impact on the natural world.
- Talk about similarities and differences between themselves.
- Demonstrate building relationships with friends

Key Knowledge

- I know ways to take care of myself and other things. I.e. Environment, others, objects.
- I know the importance of money.
- I know what to do if someone is injured.

Vocabulary

Hygiene, environment, responsibility, money, bills, bank, first aid, emergency, hazard, safety

As a Scientist I will be:	
Asking Questions	
Making Observations	
Engaging in Practical Activities	
Recording and Presenting Evidence	
Evaluating and raising questions	
Communicating Findings	

PHSE/RSE Y1 Summer Term

Growing and Changing

Prior Knowledge:

- Understand that there are changes in nature and humans.
- Name the different stages in childhood and growing up.
- Understand that babies are made by a man and a woman.
- Use the correct vocabulary when naming the different parts of the body.
- Know how to keep themselves safe.

Key Knowledge

- I know what babies need to stay healthy and happy.
- I know who my trusted adults are.
- I know the difference between a surprise and a secret.
- I know which parts of my body are private.

Vocabulary

Caring, attention, love, change, growing, unkindness, teasing, secret, surprise, uncomfortable, private, privates, trust, penis, vulva, hygiene

As a Scientist I will be:	
Asking Questions	
Making Observations	
Engaging in Practical Activities	
Recording and Presenting Evidence	
Evaluating and raising questions	
Communicating Findings	

Science Y1 Summer

Plants

Prior Knowledge:

They make observations of animals and plants and explain why some things occur and talk about changes. (Early Learning Goal)

Key Knowledge

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.

As a Scientist I will be:

Develop scientific knowledge
conceptual undersa

Making Observations

Engaging in Practical Activities

Recording and Presenting Evidence

Evaluating and raising questions

Communicating Findings

Vocabulary

Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud

Oak, ash, hawthorn, sycamore, beech, holly

Dandelion, clover, daisy, briar rose, buttercup, nettle, bramble, dog rose

Science Y1 Ongoing

Living Things and their Habitat

Prior Knowledge:

- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.
- They make observations of animals and plants and explain why some things occur and talk about changes. (Early Learning Goal)

Key Knowledge

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

Vocabulary

- Weather (sunny, rainy, windy, snowy etc.)
- Seasons (winter, summer, spring, autumn)
- Sun, sunrise, sunset, day length

As a Scientist I will be:	
Develop scientific knowledge conceptual undersa	
Making Observations	
Engaging in Practical Activities	
Recording and Presenting Evidence	
Evaluating and raising questions	
Communicating Findings	