

Knowledge Organiser

Year 1

St Mary's Swanage



Spring Term 2023



Art Y1 Spring Term

3D and Collage

National Curriculum Aims
• Produce creative work
• Become proficient in drawing and painting
• Evaluate and analyse
• Know about great artists.

Prior Knowledge:

- To know and know the names of names of primary colours.
- To have some knowledge of colours they can mix.
- To choose the correct tools to assist them in their 3D model making.
- Choose an appropriate method for joining materials.

Key Knowledge:

3D:

- Know how to shape and model from observation and imagination.
- Know how to join using modelling media.
- Know how to use techniques such as pinching and rolling when working with mouldable materials
- Know how to how to build a construction/sculpture from a variety of objects.
- Know how to carve into media using tools.
- Know appropriate language to describe tools and media

Collage:

- Know how to impress and apply simple decoration.
- Know how to use glue and paste carefully.
- Know how to cut shapes using scissors.

Vocabulary

symbol
texture
rubbing
scale
shape
mood



Computing Y1 Spring Term

Creating Media – Digital writing:

Prior Knowledge:

Children can experiment with programs on screens, tablets or interactive white board to communicate their ideas.

Key Knowledge

Digital writing:

- To know that a keyboard enters text onto a computer.
- To know how to use the shift key.
- To know how to change text and change the appearance of text.
- To know how to delete text and use undo.

National Curriculum Aims

- 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.

Vocabulary

Media

Word

Word Processing

Format

Font

Text

Computing Y1 Spring Term

Data and Information

Prior Knowledge:

Children put objects into their own groups giving reasons for their choices.

Key Knowledge

Grouping data:

- To know attributes of different objects.
- To know how group sets of objects into different labels.
- To know that objects can be grouped according to different attributes.

Vocabulary

Properties
Sort
Attributes
Data

National Curriculum Aims

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DT Y1 Spring Term

Mechanisms: sliders and levers

Prior Knowledge:

- Early experiences of working with paper and card to make simple flaps and hinges.
- Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.

Key Knowledge

- Explore and use sliders and levers.
- Understand that different mechanisms produce different types of movement.
- Know and use technical vocabulary relevant to the project.

Vocabulary

slider, lever, pivot, slot, bridge/guide
card, masking tape, paper fastener, join
pull, push, up, down, straight, curve, forwards, backwards
design, make, evaluate, user, purpose, ideas, design criteria, product, function

National Curriculum Aims

- 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.

English Y1 Spring Term

National Curriculum Aim

Promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (l for all 40+ phonemes)
- read accurately by blending sounds in unfamiliar words
- read common exception words
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable
- re-read these books to build up their fluency

Spoken Word

- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates

Writing

- words containing each of the 40+ phonemes already taught
- add prefixes
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- sit correctly at a table, holding a pencil
- begin to form lower-case letters in the correct direction,

Grammar and Punctuation

- **leave spaces** between words
- join words and join clauses using **and**
- begin to punctuate sentences using a capital letter and a full stop, **question mark or exclamation mark**
- use a **capital letter for names of people, places, the days of the week**, and the personal pronoun 'I'
- **conjunctions and**

Geography Y1 Spring Term

The United Kingdom

Prior Knowledge:

- To know how to create simple routes and then follow. Eg. posting a letter.
- To be aware of other countries around the world.
- To identify features of their local environment.

Key Knowledge

- annotate a simple map of the UK with some of its key features;
- the main nations and features of the UK, including their locations and related key vocabulary;

Vocabulary

Dorset, Swanage

Antarctica, Belfast, Ben Nevis, Cardiff, Earth, Edinburgh, England, English Channel, Europe, Ireland, Irish Sea, London, North, Atlantic Ocean, Northern Ireland, River Thames, Scotland, Wales
across, Arctic, east, Inside, Local, North, Northern, outside, Polar, South, west

National Curriculum Aims

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 Spring Term

The Great Fire of London

Prior Knowledge:

- Events within living memory
- Events within their lifetime
- Sequenced events on a timeline

Key Knowledge

- Show an understanding of aspects of the past beyond living memory – identifying characteristic features of the 17th century period (who ruled, how people lived, housing, firefighting techniques, jobs etc.)
- Know how the fire started and the factors that made it spread.
- Know the impact of the fire on the people of London.
- Know the differences between London before and after the fire
- Know what changes were made in response to the Great Fire of London and how this presents itself in the present.
- Engage with, analyse and interpret primary sources and know how these can help us understand the event and the past.

National Curriculum Aims

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.

Vocabulary

cause

effect

consequence

squirts

leather buckets

fire hooks

flammable

thatched roof

oven

bakery

monarchy, monarch:

Charles II

Samuel Pepys

diary

past

present

century

Maths Y1 Spring Term

National Curriculum Aims

Become fluent in the fundamentals of mathematics

Reason mathematically

Solve Problems

Termly Overview

1	Number - addition and subtraction	Addition within 20
2	Number - addition and subtraction	Subtraction within 20
3	Number - number and place value	Numbers to 50
4	Measurement	Introducing length and height
5	Measurement	Introducing weight and volume

Music Y1 Spring Term

In the groove Round and round

National Curriculum Aims

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.

Vocabulary

Baroque

Latin

Irish Folk

Funk

Pulse

Rhythm

Pitch

Compose

Improvise

Perform

Groove

Audience

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.

PE Y1 Spring Term

Dance – Growing

Ball Skills – Hands 1

National Curriculum Aims

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.

Prior Knowledge:

Dance

- Pupils will move their bodies with big actions linked to the nursery rhymes.

Key Knowledge

Ball Skills - Hand

- Pupils will be able to dribble, pass and move with developing accuracy. They will combine these skills to score points.

Dance

- Pupils can move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear

Vocabulary

Dance

Beat, control, moving, rhythm

PHSE/RSE Y1 Spring Term

Rights and Responsibilities

Prior Knowledge:

- Learn about taking some responsibility for their own health
- Describe ways in which they can help others and why they would do so
- Take care of their home, their learning environment and the natural environment

Key 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

Vocabulary

Responsibility
Rights
fair
unfair
healthy

PHSE/RSE Y1 Spring Term

Valuing differences

Prior Knowledge:

- Recognise that there are differences and similarities between themselves
- Celebrate their friends and include them
- Understand people have different cultures and religions

Key Knowledge

- Be sensitive towards others and celebrate what makes each person unique.
- Recognise that we can have things in common with others.
- Use speaking and listening skills to learn about the lives of their peers.
- Know the importance of showing care and kindness towards others.
- Demonstrate skills in building friendships and cooperation.

Vocabulary

Unique
similar/similarities,
fair/unfair,
likes/dislikes,

RE Y1 Spring Term

Come and See

Themes	Topic	Title	Content
Local Church	Community	Special People	People in the parish family
Eucharist	Relating	Meals	Mass; Jesus' special meal
Lent/Easter	Giving	Change	Lent a time for change

Science Y1 Spring

Everyday Materials

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)

As a Scientist I will be:

Develop scientific knowledge conceptual understanding

Making Observations

Engaging in Practical Activities

Recording and Presenting Evidence

Evaluating and raising questions

Communicating Findings

Key Knowledge

- 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.

Vocabulary

Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/ cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through