

# Knowledge Organiser

## Year 1

**St Mary's Swanage**



**Autumn Term 2022**



# Art Y1 Autumn Term

## Journeys

### Prior Knowledge:

- Know how to draw a simple face including all the main features.
- Know how to draw a circle and join lines to create a basic frame.
- To know how to Choose colours for the correct purpose.

### National Curriculum Aims

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

### Key Knowledge

#### Painting:

- Know how to mix primary colours.
- Know how to use black and white to create tints and tones.
- Know how to use a range of marks with a paintbrush and a variety of tools
- Know how to create texture using colour and different thicknesses of paint.
- Know how to use different coloured, sized and shaped papers.
- Know how to work from direct observation and imagination.
- Begin to look at work of other artists.

#### Exploring:

- Know how to respond to ideas to create a composition, image or artefact. Know how to communicate ideas using a variety of media

#### Evaluating:

- Know how to describe their own work.
- Know how to demonstrate knowledge about the work of a range of artists, craft makers and designers.

### Vocabulary

symbol  
texture  
infill  
tone  
scale  
shape  
mix  
primary colours  
mood

# Computing Y1 Autumn Term

## Computing Systems - Technology Around Us

### Prior Knowledge:

Children can interact with adults and their peers and explore their environment using cameras and iPads to capture still and moving images.

### Key Knowledge

Technology around us

- To know that technology helps us.
- To know different types of technology.
- To know the main parts of a computer.
- To be able to use a keyboard and mouse.
- To know how to use technology safely.

### 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

Technology  
Computer  
Keyboard  
Mouse  
Screen

# Computing Y1 Autumn Term

## Creating Media - Digital Painting

### Prior Knowledge:

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

### 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.

### Key Knowledge

Digital painting

- To know that computers can be used to create art.
- To know how to use shape, fill and line tools and select different colours to create a piece of art.
- To know the difference between painting on a computer and painting with brushes.

### Vocabulary

Art  
Tools  
Paint  
Filter  
Brush  
Mouse  
Keyboard  
brush

# DT Y1 Autumn Term

## Preparing Food and Vegetables

### Prior Knowledge:

- Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.
- Experience of cutting soft fruit and vegetables using appropriate utensils.

### Key Knowledge

- Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.
- Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate.
- Know and use technical and sensory vocabulary relevant to the project.

### Vocabulary

fruit and vegetable names, names of equipment and utensils  
sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard  
flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning,  
investigating tasting, arranging, popular, design, evaluate, criteria

### 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 Summer 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

- [ Year 3 - English ] nge of stories and poems
- Share some key stories and talk about them
- Recognise and join in with predictable phrases
- Learn and recite some poems and rhymes by heart
- Predict what might happen next in a text
- Talk about texts that are read to them.

### Spoken Word

- Listen and respond to adults
- Ask relevant questions
- Speak fluently and in a loud enough voice
- Take part in role play / performances
- Listen when other people are speaking

### Writing

- Say out loud what they are going to write about
- Compose a sentence orally before writing it
- Re-read writing to check that it makes sense
- Discuss writing with the teacher or other pupils
- Read writing aloud to their class
- leave spaces between words

### Grammar and Punctuation

- join words and join clauses using and
- begin to punctuate sentences using a capital letter and a full stop,

# Geography Y1 Autumn Term

## Climate and weather

### Prior Knowledge:

- To know the seasons.
- To make observations about the weather and how it changes.
- To know the days of the week.
- To identify some celebrations that happen within seasons.

### Key Knowledge

- To know basic vocabulary and concepts about weather, seasons and climate.
- To know how to create a simple weather chart.
- To know the names and order of the months of the year and the seasons.
- To know which months are in each season.

### Vocabulary

Autumn, cloud, freezing, frosty, misty, rain, season, shop, snow, spring, summer, sunshine, symbol, temperature, thunderstorm, warm, wind, windy, winter

The months of the year

physical geography (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather)

### 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 Autumn Term

## How toys have changed?

### Prior Knowledge:

- Begun to make sense of their own life story and their family's history
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Talk about the lives of people around them and their roles in society
- Identify and use a simple timeline (of their lives / school year)

### 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.

### Key Knowledge

- learn about changes within living memory (revealing aspects of change in national life: free time activities).
- understand that if something is *beyond living memory*, there is no-one alive today to tell us about it.
- observe and use pictures, photographs and artefacts to find out about the past and compare them with images, items today.
- know some of the ways in which toys have changed over time, as well as the differences between wooden, plastic and electronic toys.
- know some of the ways and sources that we can use to find out about the past (interviews, artefacts, pictures etc.)
- identify similarities and differences between the ways of life and how children play between our great-grandparents / grandparents / parents lives and the lives of children today
- know that technological changes have affected the ways children play.
- sequence pictures from different periods
- know how to use a timeline to sequence artefacts

### Vocabulary

old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time, decade

# Maths Y1 Autumn Term

## Power Maths Termly Overview

National Curriculum Aims
Become fluent in the fundamentals of mathematics
Reason mathematically
Solve Problems

Termly Overview		
1	Number - Number and Place Value	Numbers to 10
2	Number - Number and Place Value	Part-whole within 10
3	Number - Addition and Subtraction	Addition and Subtraction within 10 (1)
4	Number - Addition and Subtraction	Addition and Subtraction within 10 (2)
5	Geometry - Properties of Shape	2D and 3D Shapes
6	Number - Number and Place Value	Numbers to 20

# Music Y1 Autumn Term

## Hey You

## Rhythm in the way we walk

### 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

Pulse  
Rhythm  
Pitch  
Rap  
Improvise  
Compose  
Melody  
Bass guitar  
Drums  
Decks  
Perform  
Singers  
Keyboard  
Percussion  
Trumpets  
Saxophone

### 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 Autumn Term

## Gymnastics – Body Parts, Ball Skills Feet 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:

#### Gymnastics

- Pupils will be able to move and balance in high and low ways, applying champion gymnastics criteria, both on the floor and on apparatus.

#### Ball Skills - Feet

- Pupils will develop their ability to dribble the ball keeping control. Pupils will move the ball into spaces avoiding any defenders.

### Key Knowledge

#### Gymnastics

- Pupils will be able to move and balance using big and small body parts in wide, narrow and curled ways, applying ‘champion gymnastics’ and start to link movements

#### Ball Skills - Feet

- Pupils will develop their ability to dribble the ball keeping control. Pupils will move the ball into spaces avoiding any defenders.

### Vocabulary

#### Gymnastics

Wide ,narrow, curled, big, small

#### Ball Skills - Feet

Attacker, defender, space ,  
opponent.

# PHSE/RSE Y1 Autumn Term

## Being My Best

National Curriculum Aims

### Prior Knowledge:

- Feel resilient and confident in their learning.
- Name and discuss different types of feelings and emotions.
- Learn and use strategies or skills in approaching challenges.
- Understand that they can make healthy choices.
- Name and recognise how healthy choices can keep us well.

### Key Knowledge

- Know that a healthy lifestyle can make us feel great.
- Know that learning a new skill requires practice and the opportunity to fail, safely.
- Know strategies to resolve conflict.
- Know ways to help my friends when they fall out.

### Vocabulary

dairy, protein, fruit, vegetable, vitamins, portion, healthy, meat, hygiene, spread, learning, practice, confidence, achievement, praise, feedback, encourage, feelings, behaviour, consequences, promise

# PHSE/RSE Y1 Autumn Term

## Keeping Myself Safe

National Curriculum Aims

### Prior Knowledge:

- Talk about how to keep their bodies healthy and safe.
- Name ways to stay safe around medicines.
- Know how to stay safe in their home, classroom and outside.
- Know age-appropriate ways to stay safe online.
- Name adults in their lives and those in their community who keep them safe

### Key Knowledge

- Knows examples of safe and unsafe situations, real world and cyberworld.
- Know some physical feelings and emotions related to being unsafe.
- I know the NSPCC PANTS rule and which parts of my body are private.
- I know that medicines can sometimes make people feel better when they are ill.

### Vocabulary

Oxygen, exercise, tired, growing, worried, nervous, scared, unsafe, medicines, harmful, private

# RE Y1 Autumn Term

## Come and See

Themes	Topic	Title	Content
Loving	Family	Families	God's love and care for every family
Vocation and commitment	Belonging	Belonging	Baptism an invitation to belong to God's family
Advent/Christmas	Loving	Waiting	Advent a time to look forward to Christmas

# Science Y1 Autumn

## Animals Including Humans

### 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

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

### Vocabulary

- Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves
- Names of animals experienced first-hand from each vertebrate group
- Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue