

## Key Vocabulary

one 

two 

three 

four 

five 

six 

seven 

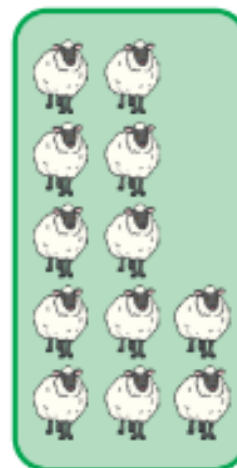
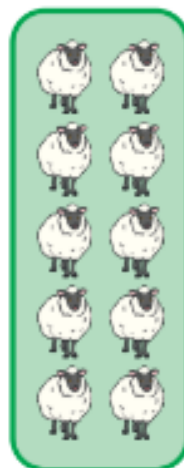
eight 

nine 

ten 



least  
smallest



most  
greatest



## Key Vocabulary

eleven 

twelve 

thirteen 


fourteen 

fifteen 

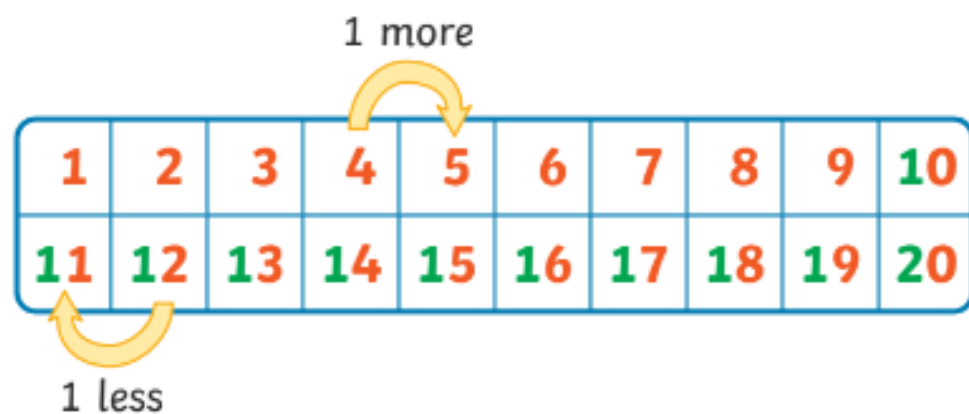
sixteen 

seventeen 

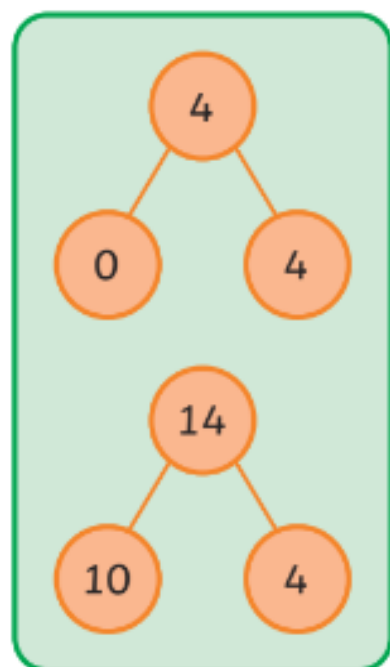
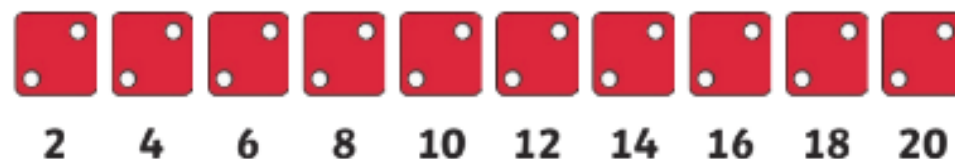
eighteen 

nineteen 

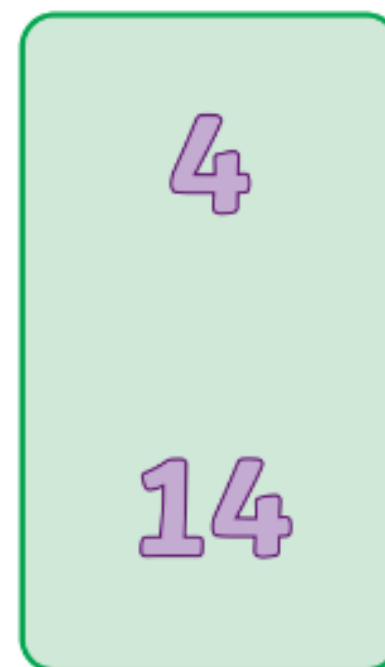
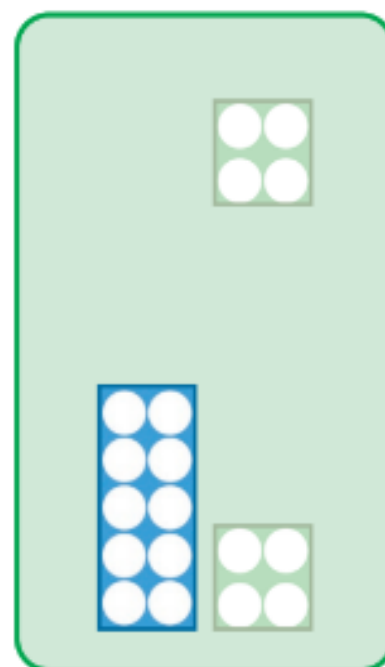
twenty 



### Counting in Twos



Tens	Ones
Tens	Ones



# Year 1: Geography Knowledge Organiser

## Autumn 1: Our world



### Prior Learning – EYFS Vocabulary

Look at each word below, what do you know about it? What does it remind you of?

Beach, church, cinema, desert, globe, hill, map, mosque, mountain, railway, rainforest, river, road, supermarket

### Core learning/skills

*What are the seven continents?*

*Where are the world's oceans?*

*What is a settlement?*

*What is in the local area?*

*How can I show others what is in the local area?*

### Sticky Learning

Geographers use direct observation in studying the earth and the patterns of human activities that take place on its surface. They will often visit a region to gather specific information about the region and its geographic features.

One kind of settlement is a place where people live. This can be a community that's smaller than a town, like a village. Also, if one country establishes a colony somewhere else, that can be called a settlement.

The seven continents are Africa, Antarctica, Asia, Australia, Europe, North America, and South America.

### Did you know?

There are seven continents on Earth and together they cover one third of the world, with the oceans covering the other two thirds. Five of the seven continents are joined by land to another continent, while Antarctica and Australasia are separated from the others by oceans.



## Key Vocabulary- Geography



Geography



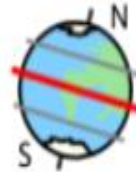
satellite



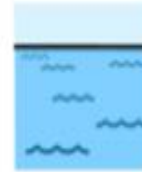
tools,



continents,



equator



ocean,



sea



settlement



city



town



village,



physical,



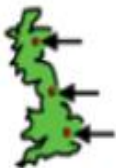
human,



data



chart,



location,



relation,



# Year 1: Art Knowledge Organiser

## Autumn 1: Superhero Printing



### Prior Learning

- Think back to Reception, you used vegetables to print with. What did you do and what happened?
- Have you ever used anything other than vegetables to make a print? Describe this.
- Have you seen wallpaper before? Maybe it is in your house. What can you tell me about the print on the paper?
- What is a repeated pattern?

### Core learning/skills

- Use repeating or overlapping shapes.
- Mimic print from the environment (e.g., wallpapers)
- Use objects to create prints (e.g., fruit, vegetables, or sponges)
- Press, roll, rub and stamp to make prints.

### Sticky Learning

*There are different types of print. Can you name two?*



*Printing is using objects or shapes to transfer paint and create patterns.*

### Did you know?

The Workhouse in Dunstable (Ashton Square) is used by lots of local Artists. You can buy their products in the shop and there is art workshops that adults can attend upstairs. DILS even took part in their Heart competition last year. Here is the link to find out more:

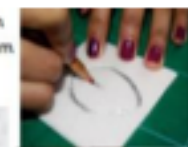
<https://www.theworkhousedunstable.co.uk/our-artists>



First, etch your design onto a Quickprint foam board.



Then, rollover the Quickprint foam with the ink.



After that, place the inked foam over the paper, using a clean dry roller apply even pressure.



Next, roll out ink onto a tray.



Finally, take off the paper to reveal your print.

## Key Vocabulary-Art



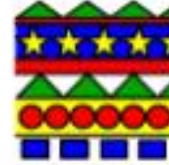
Print



Rubbing



Smudge



Decoration



Cloth



Image



Reverse



Shapes



Surface



Pressure

# Year 1: PSHE Knowledge Organiser

## Autumn 1: What is the same and different about us?



### Prior Learning

Pupils should be able to draw on their prior learning in Reception to answer the following questions:

- Can you name someone in the class who is your friend and explain why?
- What subject do you like at school and why?
- What do you dislike doing and why?

### Core learning/skills

- what they like/dislike and are good at
- what makes them special and how everyone has different strengths
- how their personal features or qualities are unique to them
- how they are similar or different to others, and what they have in common

### What are the PANTS rules?

- Pants are private
- No means no
- Speak up, someone can help you
- Talk about secrets that upset you
- Always remember your body belongs to you

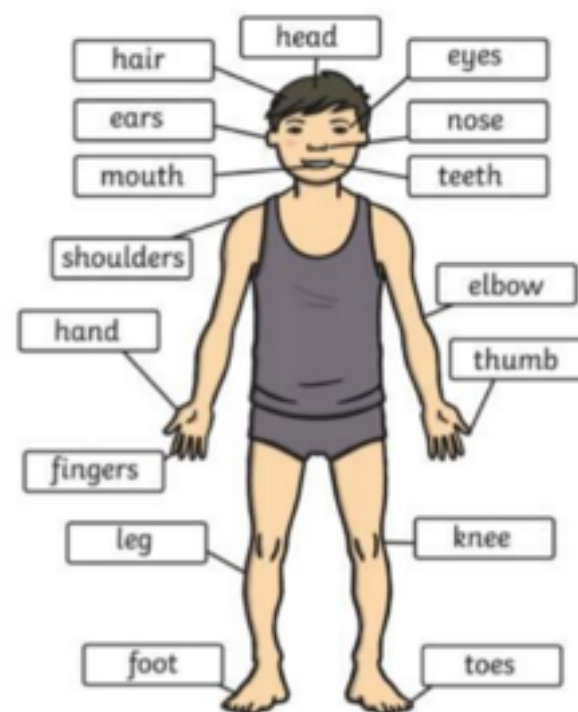


Watch the Pantosaurus video here: <https://www.youtube.com/watch?v=SzbMEVYiug>

### Sticky Learning

Can you use the correct names for the main parts of the body, including external genitalia?

### Parts of the human body



## Key Vocabulary-PSHE



relationships



dislike



unique



private



same



different



# Year 1: PE Knowledge Organiser

## Autumn 1: Locomotion



### Prior Learning

- Why is it important to find space when you are in PE?
- Can you think of some different speeds you have run at before? List them.
- What does tag mean? Explain when you have played tag before.

### Core learning/skills

The unit of work will develop pupils' ability to run using different parts of their bodies.

Pupils will begin to understand the basic principles of attack and defence as they develop their understanding of where we need to run and why.

Pupils will continue to develop life skills such as empathy and fairness as they listen, play by the rules and encourage others. Pupils will develop life skills such as honesty and self-belief as they strive to run as fast as possible, ensuring they are playing by the rules.

### Sticky Learning

Using the correct technique when running will ensure you run the fastest you can.



### Did you know?

**In 2005 Dean Karnazes ran 350 miles across Northern California without stopping. He did not stop to sleep or to eat! Dean ran continuously for 80 hours, 44 minutes without a break!**



At the end of the PE lesson can you explain the following to your partner:

- Where did you run?
- Why did you run there?
- When did you run fast and why is it important in games?

## Key Vocabulary-PE



space



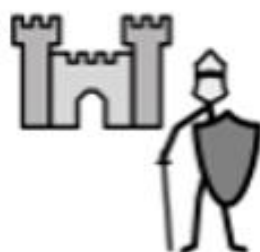
acceleration



attacker



tag



defender



dodge

# Year 1: Computing Knowledge Organiser

## Autumn 1: Computing systems and networks



### Prior Learning

- Have you typed on a keyboard before? Can you remember what you wrote?
- Can you look around the room and find one thing which is technology?
- What technology do you have in your house? What rules do you have to follow when using this technology?

### Core learning/skills

- To use a mouse in different ways
- To use a keyboard to type
- To use a keyboard to edit text
- To create rules for using technology responsibly

### Sticky Learning

*Each part of the computer has a different job.  
Can you name each part and say what it does?*



*Explain to your partner how you log on to your computer at school and how you log off at the end of the lesson. This is a very important skill to have, you will need to use it all the way up to year 4!*

### E-Safety

*We have rules in all areas of life, including when using technology. We have rules:*

- To stay safe
- To make sure we are all happy
- So that we can learn
- To help us to be good people



## Key vocabulary-Computing



Technology



drag



double-click



Input device



Shift



space bar



responsibly

# Year 1: RE Knowledge Organiser

## Autumn 1: What do Christians believe God is like?



### Prior Learning

- What is the symbol of Christianity?
- What special building does a Christian visit to worship?
- Have you ever been to a Christian celebration?
- Do you know any Christian stories?

### Core learning/skills

- Identify what a parable is.
- Tell the story of the lost son and explain what it means to Christians.
- Give 2 examples of a way in which Christians show their belief in God as loving and giving.
- Give an example of beliefs into practice in worship.

### Did you know?

The first Biblical stories were passed down orally and only written down later by various authors. Most Biblical scholars believe the Book of Genesis was the first book to be written down. This would have happened around 1450 BC to 1400 BC. So perhaps about 3400 years or so ago!



### Sticky Learning

Christians believe in God.  
Christians find out about God in the bible.



Christians believe God is loving, kind, fair and forgiving.



Christians believe God is Lord and King.



Stories are used to show some of these beliefs about God.



Christians praise and worship God.



## Key Vocabulary-RE



Bible



parable



church



christians



forgiveness

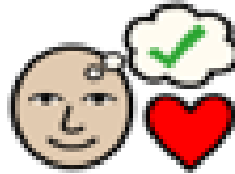


prayer

## Key Vocabulary-Mrs Kenneford



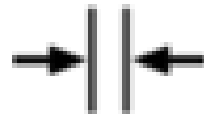
wide



interesting



linking



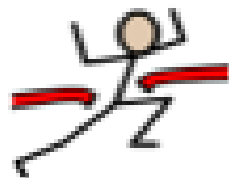
narrowed



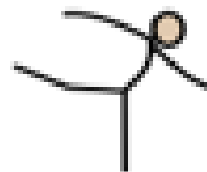
curled



big



Champion



Gymnastics

# Animals including humans – Year 1


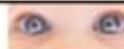



## Prior Learning



















- Can you name all the parts of your body?
- Can you describe a fish?
- Can you name an animal that has a beak?

## Parts of the human body



## The 5 senses

Sense	Part of the body it is linked to	
touch		fingers, hands, feet etc
sight		eyes
smell		nose
taste		tongue
hear		ears

Fish		
goldfish 	cod 	
shark 	salmon 	
Reptiles		
snake 	lizard 	crocodile 
Birds		
robin 	owl 	
sparrow 	woodpecker 	
Amphibians		
frog 	toad 	newt 
Mammals		
cat 	dog 	
horse 	sheep 	

## Carnivores

These are animals that eat other animals.



## Herbivores

These are animals that only eat plants.

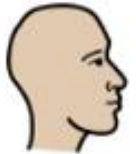


## Omnivores

These are animals that eat plants and other animals.



## Key Vocabulary-Science



head



eyes



mouth



leg



body



ears



teeth



hair



wing



feathers



beak



claw



tail



hooves



fur



paws



fin



scales



# Knowledge Organiser

## Year 1 Message – Autumn 1



I know what makes this writing really good.  
Can you help me find these different things?  
You can use them when you write!



I feel so sad and alone

### Example text:

Dear Toys,

I am writing to tell you I am stuck in the attic! I was so glad to see you rescue Old Bear. I hope he is doing well but I wonder if you also have a plan for me.  
*Will you come back and get me too?*

I have been up here for a long time in the dust and the dark. I cannot remember when I last saw sunshine. To keep busy, I have read all the old books in the boxes. *I have felt so sad for so long.* It gets very lonely up here. *I miss you all.* I hope you will not forget me.

I saw Rabbit fly the plane up to the trap door. What a brilliant idea! *Do you think you can zoom up to get me?* I am curious to hear what other plans you might have. Please write back soon and tell me what you will do next.

Love from Tin Dog

### Sentence accuracy focus:

- Using plural noun suffixes -s or -es (e.g. clouds or houses)
- Suffixes -ing, -er, and -ed
- Using the prefix un- to change the meaning of words
- Joining clauses using 'and'
- Separating words with spaces
- Capital letters for I, names of people, and names of places.
- Introducing question marks and exclamation marks to demarcate sentences

### Punctuation:

Capital letters ABC	Used for names of people and places and starts of sentences. <i>I saw Rabbit fly the plane up to the trap door.</i>
Full stops .	Used at the end of a sentence. <i>Please write back soon and tell me what you will do next.</i>
Question mark ?	Used at the end of a question. <i>Will you come back and get me too?</i>
Exclamation mark !	Used to show strong feeling. <i>I am writing to tell you I am stuck in the attic!</i>

### Key vocabulary (words & phrases) from the vehicle text:

rescue	wonder	ages	lonely
forget	brilliant	zoom	curious
in the dust and the dark	when I last saw sunshine	felt sad for so long	write back soon

### Include language techniques:

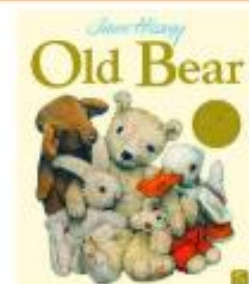
Adjectives: dust, dark, old

Conjunctions: and, because

Words to describe feelings: lonely, sad, curious, glad

Question sentences

Write in first person pronoun





# Knowledge Organiser

## Year 1 Narrative – Autumn 1



I know what makes this writing really good.  
Can you help me find these different things?  
You can use them when you write!



### Example text:

### Finding Old Bear

There was once a group of toys who lived in the nursery. Bramwell, Duck and Rabbit all liked to play together but there was someone missing. It was their good friend Old Bear. Old Bear had been put up in the attic many, many years ago. **He was such a soft and sweet thing.** It had been a long, long time since they saw him. They knew they had to find him again. **Was he sad all by himself?**

One day, Bramwell, Duck and Rabbit all sat by the window. **They had to think of a quick and clever plan.** "We could try building a tower up to the attic door," Duck said. So, they built tall and bright towers. They climbed up, but the bricks crumbled down, down, down.

Later on, they tried something different. "We could bounce on the bed like a trampoline," said Rabbit. So, they bounced up **higher and higher and higher.** They could not get close enough and **Duck felt so sad. Big tears fell down his beak in splashes.** Next, they tried to scramble up a potted plant. They climbed higher and higher and higher. They were too heavy, so the plant came down with a crash.

Just then, Bramwell had an idea. "We could fly the toy plane to the trap door," he said. They got into the plane and **zoomed up, up, up.** With a big swing, Rabbit jumped and pushed the door open. There he was! Poor Old Bear was covered in dust, but he smiled as he saw Rabbit. Finally they glided **down, down, down** with handkerchiefs as parachutes. "Thank you for finding me," said Old Bear happily.

### Sentence accuracy focus:

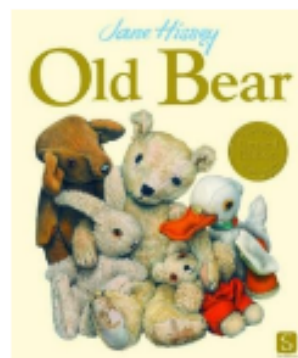
- Using plural noun suffixes -s or -es (e.g. clouds or houses)
- Suffixes -ing, -er, and -ed
- Using the prefix un- to change the meaning of words
- Joining clauses using 'and'
- Separating words with spaces
- Capital letters for I, names of people, and names of places.
- Introducing question marks and exclamation marks to demarcate sentences

### Punctuation:

Capital letters	Used for names of people and places and starts of sentences.
ABC	<b>O</b> ne day, <b>B</b> ramwell, <b>D</b> uck and <b>R</b> abbit all sat by the window.
Full stops	Used at the end of a sentence. They knew they had to find him again.
Question mark	Used at the end of a question. Was he sad all by himself?
Exclamation mark	Used to show strong feeling. There he was!

### Key vocabulary (words & phrases) from the vehicle text:

marvellous	wobble	collapsed	sitting thoughtfully	tumbling down	bounced higher and higher
rotten	propellor	whizzed	floated gently down	mighty heave	climbed aboard
muffled	propped	bravely			



### Include language techniques:

Adjectives: tall and bright, soft and sweet, heavy  
Conjunctions: 'and', because  
Phrases to move the story on: one day, later on, just then, next, finally etc.  
Repetition to make the story interesting.