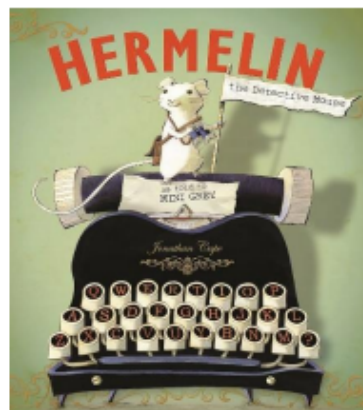


## Knowledge Organiser

Year 1 Narrative – Spring 1



### Key vocabulary from the example text:

Words

adventurous	solve	residents
thrilled	invitation	injured

Phrases

ran for his life	set about writing	detective adventure
------------------	-------------------	---------------------

## Prior Learning:

What do we mean by the word 'fiction'?

Can you remember any of the following vocabulary: 'explore', 'boldly', or 'suspected'?

### Writer's Knowledge: Think about...

...using words that join ideas together such as 'because', 'and'.

...using plurals by adding a 's' and 'es' suffix to root words.

...using full stops and capital letters.

...using phrases to help move the story on.

...using noun phrases to describe important objects.

...using exclamation marks to make some sentences stand out.

...ending a story with a question.

### Key vocabulary from the vehicle text:

Words

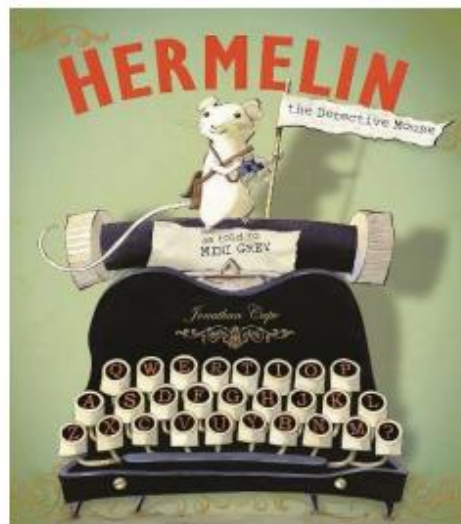
detective	typewriter	pest	hurl
suspects	mysteries	clues	reward

Phrases

devastating truth	mouse-sized note	blood-freezing scream
rushing of feet	splash-landed	great heavens!

# Knowledge Organiser

## Year 1 Letters – Spring 1



### Key vocabulary from the example text:

Words

posh	mischievous	precious
menace	treasured	belongings

### Prior Learning:

What is a letter?

What do you need to include to make a good letter?

What must you remember to do when writing a name of a person or place?

### Writer's Knowledge: Think about...

...using words that join ideas together such as 'because', 'and'.

...using plurals by adding a 's' and 'es' suffix to root words.

...using the prefix 'un' on some words.

...using capital letters and full stops.

...using alliteration.

...using an exclamative sentence to add emphasis.

...using 'bossy' words to show how important the letter is.

### Key vocabulary from the vehicle text:

Words

detective	typewriter	pest	hurl
suspects	mysteries	clues	reward

Phrases

devastating truth	mouse-sized note	blood-freezing scream
rushing of feet	splash-landed	great heavens!



# Year 1: Science Knowledge Organiser

Different types of materials	
<b>wood</b> 	<b>paper</b> 
<b>plastic</b> 	<b>fabric</b> 
<b>glass</b> 	<b>clay</b> 
<b>metal</b> 	<b>foil</b> 
<b>water</b> 	<b>cardboard</b> 
<b>rock</b> 	<b>rubber</b> 
<b>brick</b> 	<b>wool</b> 

## Prior Learning

- What materials did the 3 little pigs use to build their house?
- Why was the brick house the strongest house out of the 3 materials?
- What would you use when you spill something on the floor? Why would you use this material this material?
- Why do you think they use glass to make windows?



## Significant scientists

**Charles Macintosh**  
(1766-1843)



Scottish chemist and inventor of waterproof fabric. The mackintosh raincoat is named after him.

**Martin Brock – Nanotechnology engineer and XelfleX inventor**  
Martin works with a team of scientists developing smart fabrics. They were first created for sports people to wear.

## Sorting and grouping materials



This cloth is very absorbent and soaks up the most water.



This paper plate would be the best for a party because it is very stiff.



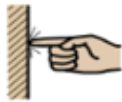
## Waterproof materials



## Key Vocabulary-Science



material



hard



soft



stretchy



stiff



bendy



floppy



waterproof



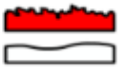
absorbent



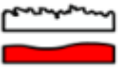
breaks



tears



rough



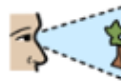
smooth



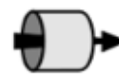
shiny



dull



see



through



not see



through

# Year 1: RE Knowledge Organiser

Spring 1: Who is a Muslim? What do they believe and how do they live?



## Prior Learning

Children have not covered this religion so far so this will be new learning and questions will be based on personal experience outside of school:

- Why is it important that there are rules in different religions?
- What religions do you know about and why?
- Have you ever been to a mosque before? Can you remember why you have been there?
- Why do you think people pray?

## Core learning/skills

- Think, talk about and ask questions about Muslim beliefs and ways of living.
- Talk about what they think is good for Muslims about prayer, respect, celebration, and self-control, giving a good reason for their ideas.
- Give a good reason for their ideas about whether prayer, respect, celebration, and self-control have something to say to them too.
- Give examples of how stories about prophets show what Muslims believe and how they behave (e.g. care for creation, fast in Ramadan, pray 5 times daily).

## Sticky Learning

**Shahadah is very important for Muslims:**

**"There is no God but Allah, and Muhammad is his messenger."**

**This is the basic statement of the Islamic faith. When a Muslim recites this they proclaim:**

- That Allah is the only God, and that Muhammad is his prophet
- That they personally accept this as true
- That they will obey all the commitments of Islam in their life

**The Shahadah is the first of the Five Pillars of Islam.**

**Muslims put their beliefs about prayer and about Allah into action by:**

- Praying 5 times a day
- Using subha beads



## Did you know?



**The following 3 facts about Islam:**

- The word "Islam" means "submission to the will of the one God."
- It is the 2nd largest religion in the world after Christianity.
- The prophet Muhammad (PBUH) was born around 570 CE in Mekkah.

## Key Vocabulary-RE

Allah

Allah



Muslim



Islam



Prophet



Qur'an



# Year 1: PE Knowledge Organiser

## Spring 1: Ball skills (Hands 1)



### Prior Learning

Pupils completed Hands 1 in Reception and should know the following answers:

- How do you push, roll and bounce a ball with control?
- Why do you need to focus on the ball as you move it?
- What does courage mean and give example of when you have shown it in a PE lesson?

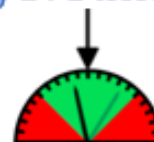
### Core learning/skills

The unit of work will develop pupils' sending and receiving skills, applying, and developing understanding of where we send a ball and why. Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball.

Pupils will develop life skills such as fairness and empathy as they work well with others and play by the rules.

### Sticky Learning

**If you apply the correct technique and aim carefully you can send a ball towards a target. Give 2 examples of where you have done this during a PE lesson.**



**It is very important to develop your concentration skills as you focus on the target, your partner, and the ball. Why is this the case?**



**You will develop and apply life skills such as self-belief and honesty as you strive to improve your own performance and always keep the score playing fairly. Give 2 examples of this.**



### Did you know?

**That Basketball, Handball and Gaelic Football are sports that require us to dribble a ball with our hands. Water Polo is a sport that requires us to swim and dribble a ball using our hands at the same time.**



## Key Vocabulary-PE



Power



Accuracy



Dribbling:



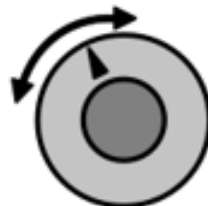
Attacker



space



Possession



Control



# Year 1: Geography Knowledge Organiser

## Spring 1: Weather Experts



### Prior Learning

In the autumn term, we learnt the answers to the following questions:

How do geographers look at the world?

What are the seven continents?

What are the world's oceans?

What is a settlement?

What is a local area?

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

### Core learning/skills

- I can tell you what the four seasons are and how they are different.
- I understand how to measure the weather.
- I understand how we survive a storm.
- I can explain how climate differs around the world.
- I understand what climate change is.

### Sticky Learning

There are four seasons: spring, summer, Autumn and winter, they follow each other. Each season has its own light, temperature and weather patterns that repeat yearly.



To survive a storm, stay inside and keep away from all windows, skylights, and glass doors.



### Did you know?

Dirt mixed with wind can make dust storms called black blizzards.



These are very rare in England. Can you research the last time there was a blizzard in England?

## Key Vocabulary-Geography



data



weather



seasons



storm



human



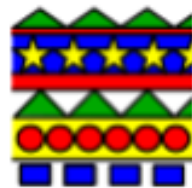
feature



physical



feature



pattern



climate

# Year 1: Computing Knowledge Organiser

## Spring 1: Grouping Data



### Prior Learning

- Have you ever sorted things by colour or size?
- Have you ever seen a graph before? Describe it.
- How do you know when something is similar?
- In a shop things have price labels on them. Give an example of something else that is labelled in the classroom.

### Core learning/skills

Data can be numbers, words or figures. Information is what we can understand from looking at data.

-Objects can be labelled using either their names or describing their properties.

-Labels can be used to place objects into groups. This helps us to count and compare data easily, through looking at similarities and differences.

### Sticky Learning

Objects can be grouped to answer questions and solve problems. For example, if asked how many orange items there are below, you could group them into 'orange' and 'not orange.' To find out if there is more fruit than vegetables, you could group them into 'fruit' and 'vegetables.'



Computers can be programmed to count. For example, when your teacher takes the register, the computer program counts how many ticks and crosses there are.



### Did you know?

Just like in real life, not everything on the computer is real. Always check with a trusted adult if something appears too good to be true.



# Key Vocabulary-Computing



Information



data



search



label



group



describe



properties



similar



different



Programme



# Year 1: DT Knowledge Organiser

## Spring 1: Preparing Fruit and Vegetables



### Prior Learning

Children should be able to answer from their own personal experiences:

- Can you name 5 different fruit and vegetables that you have eaten or seen before?
- Now describe how these fruits look, taste and smell.
- Have you ever cut soft fruit and vegetables or seen someone do this?

### Core learning/skills

- Know and use technical and sensory vocabulary relevant to the project.
- Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.
- Evaluate ideas and finished products against design criteria, including intended user and purpose.
  - Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.

### Sticky Learning

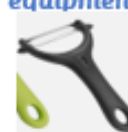
*I can understand where a range of fruit and vegetables come from e.g. farmed or grown at home.*

*I understand the Eatwell plate:*



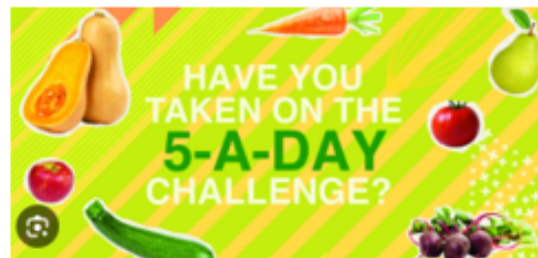
*I want to:*

*peel, cut, slice, squeeze, grate, chop. What equipment would I use below:*



### Did you know?

**We should be eating at least 5 pieces of fruit and vegetables EVERY single day! This can include fruit/vegetable juice. It can be canned, fresh or frozen. Potatoes do not count though.**



## Key Vocabulary-DT



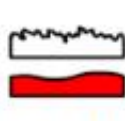
crunchy



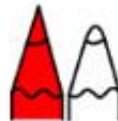
sweet



sticky



smooth



sharp



sour



flesh



skin



seed



pip



core



slicing



peeling



cutting



squeezing



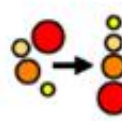
healthy diet



ingredients



tasting



arranging



popular



investigating



design



evaluate



criteria



planning

# Year 1: PSHE Knowledge Organiser

## Spring 1: What helps us stay healthy?



### Prior Learning

Children will have covered these questions during Reception:

1. Can you remember healthy living week last year?
2. Do you think you are healthy and why?
3. Why do we drink water? How much water should you drink daily?

### Core learning/skills

- what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)
- that things people put into or onto their bodies can affect how they feel.
- how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy
- why hygiene is important and how simple hygiene routines can stop germs from being passed on
- what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing

### Sticky Learning

Doctors, nurses, dentists, lunch supervisors and parents are people who can help you stay healthy.



You need to have 5 portions of fruit and vegetables every day. Making a choice between healthy and unhealthy foods can change the way you feel. The best drinks for children are water and milk.



You need to brush your teeth twice a day. A relaxing bedtime routine can help you get a good night's sleep. 5-year-olds need 10 to 13 hours' sleep.



Children need to exercise for 1 hour every day to stay healthy. You are responsible for keeping yourself clean.

### Did you know?

Our body is mostly made up of water. This means we need to keep it hydrated.



Make sure you drink lots of water throughout the day, especially if you have been running around and playing!

## Key Vocabulary-PSHE



healthy



parent



doctor



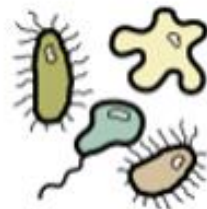
dentist



hygiene



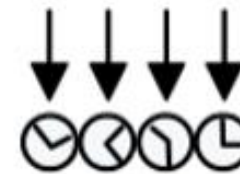
medicine



germs



take care



routines



## The Sounds of the Eighties...



80s pop music often makes you want to dance.



It often sounds happy.



Musicians began to use synthesisers and other new electronic instruments.



Today's music is a mixture of electronic instruments and "real" instruments.



80s fashion was outrageous! People wore colourful clothes and had big hairstyles.

## Dynamics



**'f'** Loud



**'p'** Quiet

## Our Listening



Queen



Bonnie Tyler



A-Ha



Rick Astley



Whitney Houston

## Duration

Music is made up of...



long notes



short notes

and notes in between!

## Pulse



This is the heartbeat of the music. It is like a ticking clock that never stops.

## Rhythm

Rhythm is when long and short notes are joined together.



## The Conductor

The conductor tells musicians what to do, whether they should play loud or quiet, fast or slow.



## Graphic Scores

This is when music is written with pictures instead of musical notes.

