

Knowledge Organisers

Year 1

Autumn Term

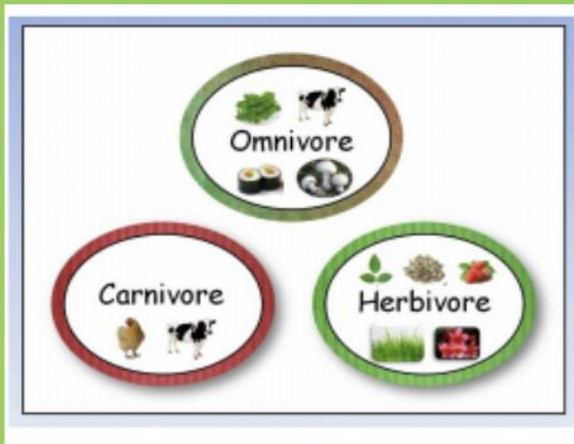
Year 1 – Science – Autumn 1 - Animals

Key Questions:

What features do animals use to move?
What features do animals and birds share?
What do animals eat?

What will I learn?

You will learn to identify a variety of common animals. You will describe and compare different animals.



Activity –. Can you find examples of animals that are carnivores in the fairytales you know?

Key words: amphibians, birds, fish, mammals, reptiles, carnivore, herbivore, omnivore.

What I have learned already:

Sorting and comparing bears and their habitats.
Life cycle of a butterfly (EYFS).

Mammals



human



mouse



dog



cow

Birds



penguin



chicken



flamingo



robin

Fish



goldfish



tuna



shark



eel

Reptiles



snake



tortoise



lizard



alligator

Amphibians



frog



toad



newt



salamander

Year 1 – Science – Autumn 2 – Seasonal Changes – winter and autumn

Key Activities:

I will learn what happens to the weather in these seasons.

I will observe what happens in Autumn.

I will find a deciduous and evergreen plant/tree in our school environment and explain what I see

What will I learn?

I will learn about the changes in weather during autumn and winter. I will know how the length of the day changes for different seasons.

Daylight hours each month:

Month	Sept	Oct	Nov	Dec	Jan	Feb
Hours of Daylight	13	11	9	8	8	10



Activity – think about the clothing you will need to wear during the winter and autumn.

Key words: seasons, winter, autumn, weather, daylight



Remember
in EYFS, we
learned:

- God made a wonderful world
- The words and actions of the Sign of the Cross.

Year
1

Creation and Covenant

Later, in Year
2, you will
learn:

- The story of Noah.
- Psalms are prayers to praise God.
- How a baby is Baptised.

Understand

By the end of this unit of study, pupils will be able to:

U1.1.1.	Recognise that the story of Creation in Genesis 1:1-4, 24-26 is an ancient, prayerful and poetic reflection on God's word and retell this story in any form. (RVE)	
U21.1.2.	Recognise in an age-appropriate way that the Church teaches that all that is comes from God, our Father who made heaven and Earth (RVE)	
U1.1.3.	Recognise that though people cannot see God, they can sense his presence through the awe and wonder experienced in the beauty and order of Creation	
U1.1.4.	Recognise that the Church teaches that God gave human beings the responsibility for taking care of the world and its people and in doing this, we show love for God and each other	
U1.1.5.	Know that Pope Francis wrote a letter, called Laudato Si, about the gift of Creation and the importance of taking care of the world as it is everyone's home	
U1.1.6	Recognise that prayer is a way of drawing closer to God	



Key Vocabulary

God Father Creation
Creed Our Father
Pope Francis Stewardship
Laudato Si

Discern

By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:

D1.1.1.	Talking about how God's gift of Creation is expressed through the Scriptures and diverse creative and artistic expressions, e.g. Through art, music or poetry and talk about their responses	
D1.1.2.	Talking about why caring for God's world matters for them and their local community (RVE)	

Respond

During this unit of study, pupils will be invited to respond to their learning, for example by:

R1.1.1.	Reflecting on what the words of the Our Father and the opening words of the Creed say to them	
R1.1.2.	Reflecting on different ways to pray	
R1.1.3.	Listening to stories from different communities and their experiences about how they care for the world (RVE)	
R1.1.4.	Talking about how they can care for God's world (RVE)	

Remember
in
Reception,
we learned:

Mary was
chosen by God
to have a baby
called Jesus.

Year 1

Prophecy and Promise

Later, in
Year 2, you
will learn:

That Prophets
communicate
God's message
inspired by the
Holy Spirit.

Understand

By the end of this unit of study, pupils will be able to:

U1.2.1	Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son.	
U1.2.2	Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels.	
U1.2.3	Sequence the accounts from the Annunciation through to the visit of the shepherds.	
U1.2.4	Know that in the Annunciation God called Mary and she said 'Yes' to his call and why this makes Mary important for Christians.	
U1.2.5	Match the first words of the Hail Mary with the words of the Angel Gabriel.	
U1.2.6	Recognise that angels bring God's message and are a sign that Jesus is the Son of God	



Key Vocabulary

Jesus Bible

Annunciation angels Visitation

Hail Mary

Gloria

Discern

By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:

D1.2.1	Talking about why the shepherds saw angels when Jesus was born.	
D1.2.2	Thinking about why the words of the angels are in the 'Hail Mary' and the beginning of the 'Gloria'.	
D1.2.3	Exploring artistic representations of the nativity story from around the world. (RVE)	

Respond

During this unit of study, pupils will be invited to respond to their learning, for example by:

R1.2.1	Hearing and beginning to join in with the words of the Hail Mary.	
R1.2.2	Singing or saying the first words of the Gloria.	
R1.2.3	Talking about how Christians in their local community celebrate the birth of Jesus. (RVE)	

My school and Dorchester are local and can be found on a local map.

Rural means the countryside.

Rural includes: farm, hills, mountain, forest and river.

Urban includes: Office, shop, house, factory

Geography

Finding my way around the school and the local area



Environment -

understanding my school location and its changes.
Understanding Maumbury Ring's location and its
land uses.

Scale -

understanding the size of my school compared to other places. Understanding the size of the henge in Dorchester.

Processes - Looking for reasons why change has taken place.

Key skills:

Draw the physical features of the school from an aerial view (e.g trees, field)

Use and help create a simple key, with symbols for the landmarks we want to show on our map.

Place these features on a simple map with a key. Have symbols for the landmarks we want to show on our map.

Draw routes between locations on the playground using a scale.

Key words:

local, Dorchester, urban, office, shop, house, factory, rural, farm, hills, mountain, forest and river, physical features, human features, aerial view, key, symbols, landmarks, maps, routes, scale, henge, monument, amphitheatre, land use.

Place:

Maumbury Rings



Key facts:

Mau[n]bury Rings is claimed to be one of the largest prehistoric henges in Britain. It has a bank and a ditch and is circular in shape. It was built around 2500 BC as a monument. The Romans used it as an amphitheatre.

Fieldwork:

I will observe key human and physical features of my walk to Maumbury Rings and the library.

Examples of human features I will see:

houses, roads, shops, library, offices, bridge, train track, traffic lights.

Examples of physical features I will see: sky, trees, fields and a hill.

Aerial means from above:



A map has symbols on it to give more information to the reader:



What I have been taught already

There are physical features and these are natural such as the sea and hills.

There are human features and these are man made such as buildings.

Places can be different to one another because of how hot or cold it is.

A map can help you find your way around a place.

Key knowledge:

History is a story about the past. I can tell my story from when I started school. It helps to put it in order, in a sequence. This tells the story from the past to the present.

If I Sequence events that have happened in my school life such as starting school, meeting my buddy, visiting the farm, starting yr 1, Laudato Si day, it helps me to understand about the present, the past and the future.

Historians spend time looking at how things have changed over time. If I look closely at changes around the school and my local area I will notice that changes have been happening.

Timelines are a good way of placing events onto a timeline. Timelines can show the past, the present and the future.

Maumbury Rings is a local landmark that has had many changes in the past. The Romans even changed it to an amphitheatre and it is used to show outdoor films and theatre in the present day.

past present future

Year 1 | Autumn Term History Differences around my school



Key concepts:

Change - name similarities and differences.

Describe what I see and talk about what I notice in terms of changes around the school.

Chronology - sequence events.

Sources - Looking for evidence of change through photographs, maps and artefact

Key skills:

Use sources to find out about the past.

Describe two changes to the school building and the grounds.

Observe changes around the school and local area, recording what I notice.

Use fieldwork, maps, photographs and buildings/objects to find similarities and differences.

Place changes onto a short time timeline.

Key vocabulary:

artefacts, sources, evidence, past, present, history, historical, changes, similarity and difference, local, timeline, past, future, Historian, natural features, physical features, fieldwork.



Natural



Human

What I have already been taught:

I have a life story and there have been changes in my life.

I change as I get older.

Farming has changed over the years.

Trips:

Maumbury Rings

You will be walking to Maumbury Rings and the library, looking at the changes that have happened in the local area.



Year 1 – ICT – Autumn 1 – Online Safety and Exploring Purple Mash

Key Questions:

What is a password?

Why do we keep passwords safe?

What is a digital avatar?

Where is my work stored on Purple Mash?

What will I learn?

- To log in safely.
- To learn how to find saved work in the Online Work area and find teacher comments.
- To learn how to search Purple Mash to find resources.
- To become familiar with the icons and types of resources available in the Topics section.
- To start to add pictures and text to work.
- To explore the Tools and Games section of Purple Mash.
- To learn how to open, save and print.
- To understand the importance of logging out.

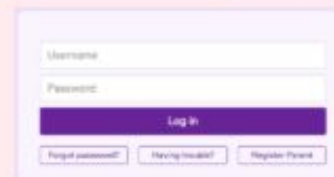


Activity:

Explore the tools section of Purple Mash and be familiar with some of the key icons: Save, Print, Open and New.

Key words: Log in, username, password, avatar, My work, Topics, Log out, notification, save, Tools.

Key Images



Log in Screen



Avatar



Save your work



Tools section of Purple Mash



Topic section of Purple Mash



This picture shows you if you have any notifications



The area of Purple Mash where your work is stored

Year 1 – ICT – Autumn 2 – Grouping & Sorting, Pictograms, Lego Builders

GROUPING & SORTING

Key activities:

We will sort objects

What will I learn?

- To sort items using a range of criteria.
- To sort items on the computer using the 'Grouping' activities in Purple Mash.

Key words: Sort, Criteria

Activity:

I will sort these shapes into different groups.



Key Images



PICTOGRAMS

Key Activities:

We find ways to show data

What will I learn?

- To understand that data can be represented as a picture.
- To use a pictogram to record the results of a class

Key words: Pictogram, Data, Collate

Activity:

I will show the top 5 favourite fruits in the class.

Key Images



LEGO BUILDERS

Key Activities:

We will learn what an instruction is.

We will learn to debug a code.

What will I learn?

- To follow and create simple instructions.
- To consider how the order of instructions can change the result.

Key words: Instruction, Algorithm, Computer, Program, Debug

Activity:

I will explain what an algorithm is to a friend.

Key Images



YEAR ONE ART—AUTUMN 1— SPIRALS

Key Questions:

How can we use our bodies to make drawings?
What kinds of marks can we make with chalk and oil pastels?
How can I apply mark making to observational drawing?

Key words:

Spiral, Movement, Pressure, Motion, Line, Continuous Line

Activity:

Continue with the spiral exploration by applying drawing skills to making observational drawings of shells.

What will I learn; skills and techniques

I can draw from my finger tips, my wrist, my elbow, my shoulder, my body.
I can make a drawing using a continuous line for a minute or two.
I can draw from observation for a few minutes at a time.

Famous Artist:

Molly Haslund: <https://www.mollyhaslund.com/circles-2013-2>

The ancient art of Kolam: <https://youtu.be/T5q4WTMBW8g>



Key Activities:

I will make lolly stick characters

I will move a characters along slits in the background scene

I will add a lever to my Nativity scene

Year 1

DT

How can I create a moving Nativity scene?

Key concepts:

To learn how the character moves along a background
What fairy tale would be good to choose for a moving picture?

To learn how to cut and join the materials
How can I make the character move smoothly?

To learn to measure and cut the materials
Why is it important to measure and cut the materials carefully?

Key skills:

I can look at a moving picture and think about how it works

I can talk about the materials I will use

I can cut and join materials

I can evaluate the movement of the slider and lever.

Key words:

Slider, lever, background, character, materials, measure, mark, cut, join, assemble, move, slide, split pin, smooth.

Design:

I will choose a character and background scene for my moving picture.



Create:

I will cut and join the lolly stick characters.
I will cut straight lines and slide the characters along.
I will fasten a split pin to show a moving star or angel.



Evaluate:

I will talk about my ideas and what I am making.

I will talk about how I can make my moving picture better.

Moving pictures



Sliders and levers

I can look at other mechanical designs and how they work.



What I have learned already (EYFS)

I can work within different contexts - story-based

I can begin to understand the movement of simple mechanisms such as levers, sliders and wheels.

Year 1: Physical Education – Autumn 1: MultiSkills- Balance + Ball

What I have learnt already? throwing, rolling and catching(EYFS).

What will I learn

You will learn to master important movement skills such as:

- jumping
- running
- throwing
- catching
- rolling.

We will work together to develop your confidence, competence, precision and accuracy.

Key words: roll, **balance**, jump, **control**, bend, climb, **safely**, crawl, **coordination**, throwing, **confidence**, catching, **agility**,



downward facing dog pose



shoulder stand pose



tree pose

Activity: You will need a partner and something you can throw- ball, beanbag, teddy.

Start 2 steps apart.

Face each other and throw your object.

If your partner catches it they move 1 step back.

When they throw it back to you if you catch it take 1 step back. See how far apart you can get before dropping the object.

Was it easier or harder the further apart you got?



Key Questions:

How can I control a ball when I bounce/roll & throw it?

What parts of my body do I use to throw a ball?

What parts of my body do I use to kick a ball?

What helps me to balance?

Year 1– Physical Education Autumn 2: Gymnastics

What I have learnt already? how to move our bodies in time to music to create a sequence (EYFS).

What will I learn?

We will try different poses and think about how to hold them with control.

We will learn how to sequence a group of moves to create a performance.

Key Questions:

What different parts of your body can you balance on?

Why is it important to hold a position and freeze?



- Take off with two feet.
- Use your arms to swing up.
- Make a stretched shape (straight arms and legs) in the air.
- Extend and stretch through to your fingers and toes.
- Toes pointed.
- Land on two feet with your arms forward for balance.

Key words: rhythm, pencil, tuck, roll, control, freeze



Activity:

Choose 3 of the moves above to create your own gymnastics routine.

Can you use different parts of your body?



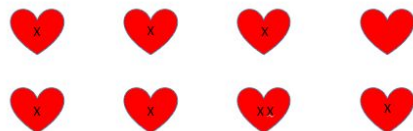
In the Autumn term we will be developing our musicianship skills - with a focus on pulse, rhythm and pitch.

We will sing a wide variety of songs, learning to keep in time with each other and in tune.

We will chant rhymes in time and experiment with our voices to create different sounds.

Music

We will learn to tap a pulse whilst singing.



We will learn to represent pitch by using body parts or by using hand signals.

Key vocabulary:
Pitch (high/low)
Dynamic (loud/quiet)
Tempo (fast/slow)
Pulse
Ta and tete (rhythms)