

Year 1 Knowledge Content Document – 2022/23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Ourselves	Heroes	Weather	Toys	Traditional Tales	Houses and Homes
Author	Jill Murphy		Oliver Jeffers		Nick Sharratt	
Phonics/English	Read Write Inc throughout					
Maths	Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape Number: Place Value (Within 20)		Number: Addition and Subtraction (Within 20) Number: Place Value (Within 50) Measurement: Length and Height Measurement: Weight and Volume		Number: Multiplication and Division Number: Fractions Geometry: Position and Direction Number: Place Value (Within 100) Measurement: Money Measurement: Time	
LOtC		Walking	Archery and Climbing			Paddling
Visits/ Experiences/ Theme weeks	My first visit to an art gallery! - Touchstones	Altrus Theatre Company	RE trip	Toys and Game theme box - Touchstones		World Music Day Sport and Diversity Week



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Science	<p><u>Working scientifically</u></p> <p>1A Asking simple questions and recognizing that they can be answered in different ways</p> <p>1B Observing closely using simple equipment</p> <p>1C Performing simple tests</p> <p>1D Identifying and classifying</p> <p>1E Using their observations and ideas to suggest answers to questions</p> <p>1F Gathering and recording data to help in answering questions</p> <p>1G Can they talk about what they see, touch, smell, hear or taste?</p>
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	<p><u>Ourselves</u> Living things: 1A Can they name the parts of the human body that they can see? 1B Can they draw and label basic parts of the human body?</p> <p>Animals: 1D Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p><u>Everyday Materials</u> 1A Distinguish between an object and the material from which it is made 1B Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. 1C Describe the simple physical properties of a variety of everyday materials. 1D Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><u>Seasons</u> 1A Observe change across the four seasons 1B Observe and describe weather associated with the seasons and how day length varies.</p>	<p><u>Animals</u> Living things: 1C Explore and compare the differences between things that are living, dead and things that have never been alive 1D Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other 1E Identify and name a variety of plants and animals in their habitats, including micro-habitats 1F Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.</p> <p>Animals: 1A Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals. 1B Identify and name a variety of common animals that are carnivores, herbivores and omnivores 1C Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p><u>Plants</u> 1A Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 1B Identify and describe the basic structure of a variety of common flowering plants, including trees</p>
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Computing	<p><u>E-safety</u> 1M Do I understand what personal information I need to keep safe? 1K Can I safely search for images online? 1L Do I understand how to communicate safely online? 1O Can I use my safety knowledge to help others make good choices online? 1N Can I explore how to use email safely to communicate?</p>
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	<p>1S Can they recognise ways in which technology is used in a range of work environments? e.g. supermarkets, industry, police, hospitals etc</p> <p>1T Can they describe the purpose of a range of household technologies?</p>	<p>1A Can they recognise that devices and on-screen objects can be controlled by sequences of actions or instructions?</p> <p>1B Can they understand what an algorithm is and the need for precise instructions to implement it?</p> <p>1C Can they recognise the actions that will result from a sequence of instructions?</p> <p>1D Can they physically follow and give instructions to move around/make something?</p>	<p>1U Can they typing using two hands?</p> <p>1V Can they switch on and Shut down?</p> <p>1W Can they log on/off?</p> <p>1X Can they open/close programs?</p> <p>1Y Can they control the mouse?</p> <p>1Z Can they use the cursor for different purposes?</p> <p>1AA Can they use the keys on the keyboard for different purposes?</p>	<p>1E Can they use a digital camera and iPad tools to capture images?</p> <p>1F Can they learn how to resize and manipulate (pre-uploaded) images?</p> <p>1G Can they create simple presentations for different purposes?</p> <p>1H Do they know that ICT can be used to communicate ideas in different ways e.g. text, images, and sound?</p> <p>1H Can they talk about their use of text, graphics and sound?</p> <p>1J Can I create, name and date my digital creative work?</p>	<p>1P Can they understand and describe data handling by sorting, classifying or grouping various objects progressing from practical activities to the use of ICT? E.g. practically sorting fruit into colours, types or shapes, and then on-screen.</p> <p>1Q Can they use ICT to sort and sequence objects?</p> <p>1R Can they use simple graphing programs to produce pictograms and other simple graphs?</p>	
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Art	<p>Painting:</p> <p>1A Can they communicate something about themselves in their painting?</p> <p>1B Can they create moods in their paintings?</p> <p>1C Can they choose to use thick and thin brushes as appropriate?</p> <p>1D Can they paint a picture of something they can see?</p> <p>1E Can they name the primary and secondary colours?</p>	<p>Printing:</p> <p>1A Can they print with sponges, vegetables and fruit?</p> <p>1B Can they print on to paper and textiles?</p> <p>1C Can they design their own printing blocks?</p> <p>1D Can they create their own repeating pattern?</p>	<p>IT:</p> <p>1A Can they use a simple painting program to create a picture?</p> <p>1B Can they go back and change their picture?</p> <p>1C Can they use tools like fill and brushes in a painting package?</p>	<p>Drawing:</p> <p>1A Can they communicate something about themselves in their drawings?</p> <p>1B Can they create moods in their drawings?</p> <p>1C Can they draw using pencil and crayons?</p> <p>1D Can they draw lines of different shapes and thickness using 2 different grades of pencil?</p>	<p>3-D:</p> <p>1A Can they add texture by using tools?</p> <p>1B Can they make different kinds of shapes?</p> <p>1C Can they cut, roll and coil materials such as clay, dough or plasticine?</p> <p>Collage:</p> <p>1A Can they cut and tear paper and card for their collages?</p> <p>1B Can they gather and sort materials they will need?</p>	<p>Textiles:</p> <p>1A Can they sort threads and fabrics?</p> <p>1B Can they group fabrics and threads by colour and texture?</p> <p>1C Can they weave with fabric and thread?</p> <p>DT:</p> <p>1M Can they make a product from textiles gluing?</p> <p>1L Can they describe the materials using different words?</p>
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DT	<p>1C Can they describe how something works?</p> <p>1D Can they talk about their own work and things that other people have done?</p> <p>1D Can they talk with others about how they want to construct their product?</p> <p>1J Can they make a product with moving parts and say why they have chosen moving parts?</p> <p>1K Can they cut materials using scissors?</p> <p>1G Can they make simple plans before making objects, e.g. drawing, labelling, arranging pieces of construction before building?</p>			<p>1A Can they think of some ideas of their own and explain what they are making?</p> <p>1B Can they make a structure/model using different materials?</p> <p>1H Is their work tidy?</p> <p>1I Can they make their model stronger if it needs to be?</p> <p>1F Can they select appropriate resources and tools for their building projects?</p> <p>1I. Can they make simple plans before making objects</p>		<p>1N Can they cut food safely?</p> <p>1O Can they describe the texture of foods?</p> <p>1P Do they wash their hands and make sure surfaces are clean?</p> <p>1Q Can they think of interesting ways of decorating food they have made, e.g. cakes?</p>
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Geography	<p>1A Can they say what they like about their school?</p> <p>1B Can they sort things they like and don't like about their school?</p> <p>1D Can they think of a few relevant questions to ask about their school?</p> <p>1H Can they devise a simple map of their school and use simple location and directional language (e.g. near, far, left, right) to describe the location of features?</p> <p>1I Can they use observational skills to study the key human and physical features of their school?</p> <p>1N Can they describe their school using words and pictures?</p>		<p>1E Can they answer questions about the weather?</p> <p>1F Can they keep a weather chart?</p> <p>1G Can they use world maps, atlases and globes to identify the countries and areas studies?</p> <p>1J Can they explain why they would wear different clothes at different times of the year?</p> <p>1K Can they tell something about the people who live in hot and cold places?</p> <p>1L Can they explain what they might wear if they lived in a very hot or a very cold place?</p> <p>1M Can they explain the main features of a hot and cold place?</p> <p>1N Can they explain how the weather changes with each season?</p>			<p>1C Can they answer some questions using different resources, such as books, the internet, atlases, aerial photographs and plan perspectives?</p> <p>1P Can they identify the four countries making up the United Kingdom?</p> <p>1Q Can they name some of the main towns and cities in the United Kingdom?</p> <p>1R. Can they point out where the equator, North Pole and South Pole are on a globe or atlas? (World Music Day)</p>
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History	<p>1B Can they use words and phrases like: old, new and a long time ago?</p> <p>1C Can they tell me about things that happened when they were little?</p> <p>1E Can they explain how they have changed since they were born?</p>	<p>1D Can they recognise that a story that is read to them may have happened a long time ago?</p> <p>1G Can they retell a familiar story set in the past?</p> <p>1M Do they appreciate that some famous people have helped our lives be better today?</p> <p>1N Do they understand that we have a queen who rules us and that Britain has a queen or king for many years?</p> <p>1K Can they answer questions using an artefact/photograph provided?</p>		<p>1A Can they put up to three objects in chronological order (recent history)?</p> <p>1F Do they know that some objects belonged to the past?</p> <p>1I Can they ask and answer questions about old and new objects?</p> <p>1J Can they spot old and new things in a picture?</p> <p>1L Can they give a plausible explanation about what an object was used for in the past?</p> <p>1O Can they begin to identify the main differences between new and old objects?</p> <p>1P Can they identify objects from the past, such a vinyl records?</p>		
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Music	<p>1E Can they clap short, rhythmic patterns?</p> <p>1F Can they copy sounds?</p> <p>1K Can they repeat short rhythmic patterns?</p> <p>1M Can they make a sequence of sounds?</p>	<p>1R Can they say how a piece of music makes them feel?</p> <p>1S Can they say whether they like or dislike a piece of music?</p> <p>1N Can they respond to different mood in music?</p> <p>1L Can they show sounds by using pictures?</p>	<p>1A Can they use their voice to speak/sing/chant?</p> <p>1B Do they join in with singing?</p> <p>1D Do they look at their audience when they are performing?</p> <p>1G Can they make different sounds with their voice?</p> <p>1I Can they identify changes in sound?</p>			<p>1C Can they use instruments to perform?</p> <p>1H Can they make different sounds with instruments?</p> <p>1J Can I change the sound?</p> <p>1O Can they choose sounds to represent different things?</p> <p>1P Can they recognise repeated patterns?</p> <p>1Q Can they follow instructions about when to play or sing?</p>
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PE	Fundamental Movement Skills	Dance	Gymnastics	Multi-Skills	Invasion Games	Athletics
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PSHE	<p>1A Can I understand what the world would be like without any rules?</p> <p>1B Do I know what the difference is between a rule and an expectation?</p> <p>1C Can I say what the most important rule in my classroom and explain why?</p> <p>1D Can I see why I must be careful with who I communicate with online?</p> <p>1E Can I explain the benefits of having a good friend?</p> <p>1F Can I explain the benefits of being a good friend?</p> <p>1G Do I understand that if someone isn't my friend, I cannot treat them badly?</p> <p>1H Can I explain the rules of a game I have played?</p> <p>1I Can I say why rules are important?</p>	<p>1J Can I explain what you say to show your appreciation when someone does something kind for you or gives you something you want or need?</p> <p>1K Can I explain how we can make other people happy?</p> <p>1L Can I explain how to create my own happiness?</p> <p>1M Do I know what strategies to use to calm myself down when I am feeling angry?</p> <p>1N Can I explain how our bodies reflect our emotion?</p> <p>1O Can I name a strategy to deal with negative emotions?</p> <p>1P Can I explain why we should listen to and respect other people's opinions and views?</p> <p>1Q Can I demonstrate good listening?</p>	<p>1R Can I understand why the benefits of hand washing are so important?</p> <p>1S Can I understand the benefits of eating meals together?</p> <p>1T Can I explain why protein is an important part of our diet?</p> <p>1U Can I create a healthy menu for a party?</p> <p>1V Can I explain why physical exercise is good for us?</p> <p>1W Can I talk about the similarities and differences between myself and others and know that differences are a good thing?</p>	<p>1X Can I give a definition of bullying?</p> <p>1Y Can I understand how name-calling can make someone else feel?</p> <p>1Z Can I explain what a cyber-bully is?</p> <p>1AA Can I give three examples of negative behaviour?</p> <p>1AB Can I give an example of 'considered behaviour'?</p> <p>1AC Can I explain the difference between a good and a bad secret?</p> <p>1AD Can I explain how I would get help if I wasn't with a trusted adult?</p>	<p>1AE Can I explain how you can show your family and friends that you care for them?</p> <p>1AF Can I explain how different family members care for me?</p> <p>1AG Can I explain why we like to feel special?</p> <p>1AH Can I talk about any responsibilities I have at home?</p> <p>1AI Can I explain how I feel when someone can trust you?</p> <p>1AJ Can I explain how to treat someone else's belongings?</p> <p>1AK Can I explain why it is important to return something you have borrowed?</p> <p>1AL Can I give an example of when you shared something that you really wanted to keep yourself?</p> <p>1AM Can I explain why we should share?</p>	<p>1AN Can I explain what would happen if you stayed in the sun all day without taking any sun safety precautions.</p> <p>1AO Can I explain the consequences of not taking care when crossing the road?</p> <p>1AP Can I explain the needs between needs and wants?</p> <p>1AQ Can I say why it is wrong to steal money?</p> <p>1AR Can I say what job I would like when I am older?</p> <p>1AS Can I say which is more important - people or money?</p> <p>1AT Can I explain why we should keep money safe and list some ways of keeping it safe?</p>
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RE	<p>Key Question: 1.1 Who is a Christian and what do they believe?</p> <p>1A Can they talk about simple ideas about Christian beliefs (Such as God and Jesus)</p> <p>1B Can they re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p> <p>1C Can they talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>1D Can they ask some questions about believing in God and offer some ideas of their own (C1).</p>	<p>Key Question: 1.5 What makes some places sacred?</p> <p>1E Can they identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3)</p> <p>1F Can they talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>1G Can they ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p>	<p>Key Question: 1.6 How & why do we celebrate special and sacred times</p> <p>1H Can they identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion?</p> <p>1I Can they retell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers?</p> <p>1J Can they ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</p> <p>1K Can they collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1)</p>	<p>Key Question: 1.7: What does it mean to belong to a faith community?</p> <p>1L Can they recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3)</p> <p>1M Can they give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <p>1N Can they identify two ways people show they belong to each other when they get married (A1).</p> <p>1O Can they respond to examples of co-operation between different people (C2)</p>	
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