



Hanslope Primary School

PSHE Knowledge Organiser – Year 1

Autumn 1: Families and relationships

How does this link to my previous learning?

In EYFS, children focused on:

- Identifying different feelings.
- Relating feelings to colours.
- Learning coping strategies to help me when I am feeling sad/ angry.
- Exploring facial expressions.

What key vocabulary will I learn:

Behaviour	The way that somebody acts around other people.
Care	Looking after someone or something.
Emotions	The range of feelings that someone can have, such as happiness or anger.
Growth mindset	Understanding that you can keep learning new things if you never give up.
Feelings	Emotions that a person can have.
Friend	Someone you like and enjoy spending time with.
Friendly	Being nice or kind to someone.
Problem	A difficult situation.
Stereotype	A view or an idea about something or someone which is often untrue.

National Curriculum Links:

In KS1, children need to explore how families are different to each other. Explore friendly behaviour. Recognise how other people show their feelings. Identify how we can care for others when they are sad.

How does this link to my future learning?

This year, pupils will:

- Understand that their families look after them.
- To know words to describe how people are related to us.
- To recognise characteristics of a positive friendship

What will I know by the end of this unit:

- Understand that families can include a range of people.
- Understand who their friends are and what they can do together.
- Describe what people might look like when they are feeling different emotions.
- Understand how to work in a group.
- Understand that friendships will have problems.
- Begin to understand how other people's behaviour can affect you.



Hanslope Primary School

Religious Education Knowledge Organiser

Year One- Is Everybody Special?

National Curriculum Links:

- To explore how and why people choose to belong to groups and religions and to consider the difference that makes to their lives
- To recognise that everyone is different, but equally of value (Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

How does this link to my previous learning?

Foundation Stage: Special Days

How does this link to my future learning?

- Year 3-** Does taking bread and wine show that someone is a Christian?
Does Easter make sense without Passover?
Does Jesus have authority for everyone?
- Year 4-** Do ~~Muslims~~ Help Hindus understand God?
Does the Christmas narrative need Mary?
- Year 5-** Do Muslims need the Qur'an?
- Year 6-** Is 'God made man' a good way to understand the Christmas story?
Do Clothes express belief?

What key vocabulary will I learn:

Community (religious)- a group of people that have beliefs and interests in common

Baptism- a ritual involving water to admit a person into the Christian community

Rules- guidelines for how people should behave

Parable- a story with meaning

The Golden Rule- all about treating others as you wish to be treated and is found in most of the world's major faiths

What will I know by the end of this unit:

- * A story about Jesus
- *How people show that they belong to a group
- *Artefacts associated with baptism
- *Why Christians choose to be baptised
- *Ways of showing they belong
- * How it feels to belong

The Lost Sheep (Matthew 18 12-14, Luke 15 3-7)



The Lost Coin (Luke 15 8- 10)





Hanslope Primary School

Science Knowledge Organiser

Year One – Animals including Humans

How does this link to my previous learning?

- Which body part is associated with each sense
- Names of some parts of the body

What key vocabulary will I learn:

Key Vocabulary	
sight	Your eyes let you see all the things around you.
hearing	Your ears let you listen to all the things around you. Your brain is able to tell what different sounds are.
touch	Your skin gives you the sense of touch. You can tell if something is warm, cold, smooth or rough without even looking at it!
taste	Your sense of taste comes from your tongue. You can tell if something tastes bitter or sweet. You might have some tastes you like and some you don't.
smell	You smell using your nose. Your nose can tell if things smell nice or not nice.

National Curriculum Links:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

How does this link to my future learning?

- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

What will I know by the end of this unit:

- Sight - Eyes help humans and most animals to see
- Hearing - Ears help humans and most animals to hear
- Smell - Noses help humans and most animals to smell
- Taste - Tongues help humans and most animals to taste
- Touch – Skin helps humans and most animals to feel

Brains helps humans and animals to think.





Hanslope Primary School Autumn 1

PE Knowledge Organiser

Year 1: Personal skills/Multi skills

How does this link to my previous learning?

- Builds upon the foundational concepts learnt in EYFS

National Curriculum Links:

- Master basic movements including running, as well as develop balance, agility and coordination, and begin to apply these in a range of activities.
- Engage in competitive and cooperative physical activities.

How does this link to my future learning?

- Provides the basic concepts for Y2

What key vocabulary will I learn:

- Instructions
- Practise
- Fluency
- Half turn
- Combine
- Pivot
- Front
- Reverse
- Challenging
- Core muscles
- Tight
- Instructions
- Balance
- Hop
- Skip

Personal skills:

- I can move with good control.
- I can move with good balance.
- I can move smoothly.
- I can balance with standing foot still.
- I can balance with non-standing foot off the floor.
- I can balance with minimum wobble.

Multi Skills:

- I can begin to learn correct arm and leg technique
- I can use both one and two feet to take off and land
- I can jump over a variety of different heighted objects
- I can balance on either foot, on the floor and on elevated objects
- I can follow simple rules within games

What will I know by the end of this unit:



Hanslope Primary School Art Knowledge Organiser

Year 1: Spirals

How does this link to my previous learning?

- To develop previous printmaking skills, using a variety of materials creatively.
- To learn about famous artists and their work.

What key vocabulary will I learn:

Spiral - a spiral curve, shape, pattern or object.
Pressure - a continuous physical force exerted upon a surface.
Motion - the action or process of moving or being moved.
Continuous Line - a line created by keeping a pen or pencil in contact with the paper for the duration of a drawing exercise.
Graphite - a mineral consisting of carbon used in sketching
Drawing Surface - the material on which to draw
Oil Pastel - a stick used in Art consisting of a pigment and oil.
Mark Making - the way artist produces lines, dots, marks, patterns and textures.
Observation - a way of closely looking at something and evaluating it.
Water Soluble - able to be dissolved in water
Reflect - to think deeply about work produced and to think of ways to improve.
Discuss - to talk thorough thoughts and ideas with others.
Share - to give feedback to others about your own thoughts and ideas.

National Curriculum Links:

- To increase confidence in drawing, painting, sculpture and other art, craft and design techniques

How does this link to my future learning?

- To develop the appreciation of great artists, architects and designers in history.
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques.

What will I know by the end of this unit:

To draw from my fingertips, my wrist, my elbow, my shoulder, my body and to make choice the colours I would like to use.
To make a drawing using a continuous line for a minute or two.
To make a sketchbook (or perhaps decorated the cover of a bought sketchbook) and I feel like it belongs to me.
To draw from observation for a few minutes at a time.
To make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen.
To explored how water affects the graphite and pen, and explored how I can use a brush to make new marks.
To appreciate the work of great artists and to evaluate my own work and the work of others.



Hanslope Primary School Autumn 1

History Knowledge Organiser

Year 1: How am I making history?

How does this link to my previous learning?

- Links to understanding the world in EYFS

National Curriculum Links:

- Changes within living memory.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference
- Significant historical events, people and places in their own locality.

How does this link to my future learning?

- How have toys changed?

What key vocabulary will I learn:

- siblings
- parent
- grand parent
- great
grandparent
- childhood
- time capsule

What will I know by the end of this unit:

- To know that people change as they grow older.
- To know that throughout someone's lifetime, some things will change and some things will stay the same.
- To know that there are similarities and differences between their lives today and their lives in the past.
- To know that people celebrate special events in different ways.
- To know some similarities and differences between the past and their own lives.
- To know that some people and events are considered more 'special' or significant than others.
- To know that we remember some (but not all) of the events that we have lived through.



Hanslope Primary School Computing Knowledge Organiser

Year 1: Computer systems and networks

How does this link to my previous learning?

Personal, Social and Emotional Development

- Show resilience and perseverance in the face of a challenge.

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently.

What key vocabulary will I learn:

- **Technology** – made by people to help us
- **Man-made** - made or caused by human beings (as opposed to occurring or being made naturally).
- **Digital** - using electronic technology to generate, store, and process data
- **Screen** - an output device that displays information in pictorial or textual form
- **Mouse** - a hand-held pointing device that detects two-dimensional motion relative to a surface.
- **Keyboard** - a panel of keys that operate a computer or typewriter.
- **Program** - provide (a computer or other machine) with coded instructions for the automatic performance of a task.
- **Click** - selecting an option on an electronic interface by pressing a button or touching a screen.
- **Cursor** - a movable indicator on a computer screen identifying the point that will be affected by input from the user.

National Curriculum Links:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

How does this link to my future learning?

- Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.

What will I know by the end of this unit:

- To identify technology
- To identify a computer and its main parts
- To use a mouse in different ways
- To use a keyboard to type on a computer
- To use the keyboard to edit text
- To create rules for using technology responsibly

