



Hanslope Primary School

Religious Education Knowledge Organiser

Year One- Are some stories more important than others?

National Curriculum Links:

- To explore some Old Testament stories and find out what can be learned from them
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

How does this link to my previous learning?

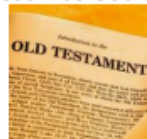
- **Year One-** Should we celebrate Harvest or Christmas? Does creation help people understand God?

How does this link to my future learning?

- **Year Two-** Can stories change people?
- **Year Three-** Does Jesus have authority over everyone?
- **Year Four-** Did Jesus really do miracles?
- **Year Five-** Are you inspired?
- **Year Six-** Can we know what God is like?

What key vocabulary will I learn:

- **Old Testament-** the Old Testament is the name of the first part of the Bible which was completed before Jesus Christ was born
- **Moral-** a lesson which can be learned from a story
- **God-** a supernatural being that is considered divine or sacred
- **Faith-** complete trust in someone or something. Belief in the teachings of religion
- **Christianity-** the religion based on the person and teachings of Jesus Christ or its beliefs and practices
- **Judaism** - followers of this religion are called Jews. They believe in one God. Jews do not believe Jesus was God's son and do not follow him



What will I know by the end of this unit:

- Which of the stories I have heard have a religious significance
- Recall at least one thing that I have learned from the story
- The order of key events from one of the stories

Noah's Ark- Genesis 5 v 29 (Revisited)

Abraham-Genesis 37-50



Book of Jonah



Hanslope Primary School

PSHE Knowledge Organiser – Year 1

Summer 1: Economic Wellbeing

How does this link to my previous learning?

This is the first time children would have been introduced to 'Economic Wellbeing.' There are no EYFS strands related to this topic.

National Curriculum Links:

This strand of PSHE isn't a statutory subject in primary schools. This means that there is no set programme of study from the NC, or learning objectives that pupils have to fulfil. This aspect aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives.

How does this link to my future learning?

In Year 2, children are learning to:

- Identify whether something is a want or need.
- Know some basic needs for survival, such as food, water and shelter.
- Know that saving money is when we keep some money and don't spend it straight away.

What key vocabulary will I learn:

- Bank – where money is kept safe
- Cash – slang term for money
- Earn – the ability to achieve money for completing jobs
- Job – something that is done to earn money
- Money – something that is earned
- Notes – a form of money
- Pocket Money – something that children may get before they are able to earn money through a job
- Safe – a place, usually a box, that is used to store money
- Save – something which you do in order to be able to earn enough for something specific
- Spend – the process of exchanging money for goods
- Value – how much something is worth

What will I know by the end of this unit:

- To know that people use money to buy things, including things they need and things they want.
- To know that coins and notes are types of money and have different values.
- To know that notes are higher in value than coins.



Hanslope Primary School Summer 1

History Knowledge Organiser

Year 1: How have explorers changes the world?

How does this link to my previous learning?

- Links to understanding the world in EYFS
- How have toys changed?

What key vocabulary will I learn:

- Achievement
- Beyond living memory
- Coat of arms
- Determination
- Discovery
- Equipment
- Event
- Exploration
- Explorer
- Historical significance
- Living memory
- North Pole

National Curriculum Links:

- Sequencing up to six photographs, focusing on the intervals between events.
- Recognising some things which have changed/stayed the same as the past.
- Identifying simple reasons for changes.
- Identifying similarities and difference between ways of life at different times; Finding out about people, events and beliefs in society.
- Making simple observations about a source or artefact.
- Comparing pictures or photographs of people or events in the past. Selecting information from a source to answer a question.

How does this link to my future learning?

- How have we learnt to fly?

What will I know by the end of this unit:

- To know that a timeline shows the order events in the past happened.
- To know that we start by looking at 'now' on a timeline then look back.
- To know that 'the past' is events that have already happened.
- To know that 'the present' is time happening now.
- To know that within living memory is 100 years.
- 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 photographs can tell us about the past.



Hanslope Primary School Summer 1

PE Knowledge Organiser

Year 1: Athletics / physical games

How does this link to my previous learning?

- Links to creative learning
- Previous years of Athletics – building on fundamental skills

National Curriculum Links:

- Develop basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities, individually and with others.
- Engage in activities in a range of increasingly challenging situations.
- Engage in competitive (both against self and against others) and cooperative physical activities.

How does this link to my future learning?

- Links to next year's physical skills
- Provides the key skills needed to progress into more complex games

What key vocabulary will I learn:

- Run jump
- Throw
- Object
- Target
- Variety
- Balance
- Straight
- Over arm
- Under arm

Physical:

What will I know by the end of this unit:

- I can send with good accuracy and weight
- I can get in a good position to receive
- I can collect the ball safely
- I can slow down with control after catching

Athletics:

- I can carry and place equipment safely
- I can vary my speed when running
- I can sprint and run in a straight line
- I can perform two different types of jumps
- I can throw over and under arm



Hanslope Primary School

Computing Knowledge Organiser

Year 1: Programming animations

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

What key vocabulary will I learn:

Programming - The process or activity of writing computer programs.

Scratch Jr - a visual programming language designed to introduce programming skills to children ages 5–7.

Sprite - objects that wear costumes that are used to make up Scratch projects.

Command - a directive to a computer program to perform a specific task.

Block - Puzzle-shaped pieces that fit together and are used to create a script.

Stage - The area where the effects and actions of the script are displayed.

Background - An image that appears on the Stage, behind the characters.

Algorithm - A set of sequenced instructions or rules for solving a problem or completing a task in a logical order. In Scratch Jr, these are referred to as scripts.

App - A self-contained software package that allows users to perform specific tasks on a mobile or desktop device.

National Curriculum Links:

- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.

How does this link to my future learning?

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

What will I know by the end of this unit:

- To explain how selection is used in computer programs.
- To relate that a conditional statement connects a condition to an outcome.
- To explain how selection directs the flow of a program.
- To design a program that uses selection.
- To create a program that uses selection.
- To evaluate my program.

SCRATCH



Hanslope Primary School

Music Knowledge Organiser

Year 1 – Musical Symbols (Under the Sea)

How does this link to my previous learning?

- This links to previous learning in year 1: Tempo and Sound Patterns.

National Curriculum Links:

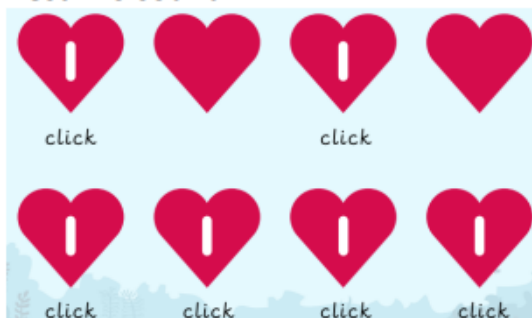
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

How does this link to my future learning?

- This links to future learning in Summer 2: Dynamics (Theme: Seaside)

What key vocabulary will I learn?

- Tempo: The speed of the music (fast or slow).
- Sound pattern: When long or short sounds repeat in a certain way.
- Pitch: How high or low a sound is.
- Rest: No sound.



What will I know by the end of this unit:

- Move to reflect a character.
- Create sounds to reflect a character.
- Move at a speed that reflects the tempo of the audio.
- Respond to dynamic changes without prompting.
- Demonstrate a sound pattern correctly to a pulse.
- Sing and play high and low sounds.
- Read symbols representing high and low sounds correctly.
- Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.



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Art Knowledge Organiser – Summer 1

Year 1: Making Birds

How does this link to my previous learning?

- To produce creative sculpture, exploring ideas and recording experiences.
- To learn about famous artists and their work.

What key vocabulary will I learn:

Soft Pencil – a type of pencil that contains a thicker, oilier and darker form of graphite.

Graphite – a common mineral, soft carbon, occurring in black to dark-grey with a metallic luster and greasy feel.

Pastel – a soft, coloured substance in the form of a small stick used to draw.

Oil Pastel – a soft coloured stick which consists of pigment mixed with a binder mixture of non-drying oil and wax.

Observation – an act of viewing or noting a fact or occurrence for some special purpose

Close Study – to look carefully and make observations

Blending – to mix or combine things together or to mix or combine with something else to make a substance

Texture – the structure, feel and appearance of something

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 become more confident in drawing, painting, sculpture and other art, craft and design techniques.

What will I know by the end of this unit:

- To look carefully at photos and films of birds, then make drawings of what I have noticed.
- To draw from life looking closely.
- To experiment with a variety of drawing materials.
- To use colour in my drawings and mix two or more different media together.
- To look at the work of other artists who have been inspired by birds and share my response to their work.
- To fold, tear, crumple and collage paper to transform it from 2d to 3d.
- To use a variety of materials to make my own sculpture,
- To see how my sculpture can be part of a class artwork.
- To share my work with my classmates and teachers, and consider what was successful for me.



Hanslope Primary School

Science Knowledge Organiser

Year One - Plants

What key vocabulary will I learn:

Plants are made up of many different parts.

Roots – Roots absorb water and minerals from the ground. They also help the plant to stay standing in the ground.

Stem – The stem supports the plant above the ground. It also helps to carry water and minerals from the roots to the leaves.

Leaves – Leaves collect energy from the Sun and turn this into food for the plant (photosynthesis).

Flowers and Fruits – Flowers and fruits help the plant to reproduce (to make more plants).

Seed – Flowering plants begin life as seeds. They need soil, air and water to grow.

Seedling – When the plant first starts to grow, it is called a seedling.

Flowering – When the plant is fully grown, it will produce its own flowers. These flowers will eventually produce seeds. When the seed gets to the ground, the cycle starts again.

Tree - Trees are tall, woody plants. They usually have a stem called a trunk.

Bushes and shrubs - Bushes and shrubs are quite low plants that have lots of branches.

Moss - Mosses are small, seedless plants that grow in moist places.

Vegetables - Vegetables normally come from a type of plant called a herbaceous plant. Vegetables can be eaten.

Deciduous - trees which lose their leaves in the winter

Evergreen – Trees which keep their leaves through the year

National Curriculum Links:

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

How does this link to my future learning?

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

What will I know by the end of this unit:

- Plants are a large group of living things that use sunlight to make their own food.
- There are many, many different kinds of plants, including trees, vines and grasses.
- Plants have lots of different parts, for example stems, leaves and roots.
- Some plants are 'flowering plants' – they grow flowers sometimes.
- Flowering plants produce flowers to help them reproduce. They follow a life cycle.

Examples of deciduous trees are oak, maple, elm, beech, sycamore

Examples of evergreen trees are pine, fir, holly

