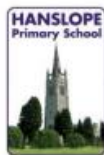


Year 1
Spring Knowledge Organisers

Computing



Hanslope Primary School Computing Knowledge Organiser

Year 1: Data and Information

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.

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 key vocabulary will I learn:

- Information
- Data
- Search
- Label
- Group
- Describe
- Program
- Properties
- Similar
- Different

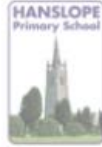


What will I know by the end of this unit:

- To label objects.
- To identify that objects can be counted.
- To describe objects in different ways.
- To count objects with the same properties.
- To compare groups of objects.
- To answer questions about groups of objects.



Jamie	✓
Elizabeth	✓
Elle	✗
Harry	✓
Marcus	✓
In school: 4	Absent: 1



Hanslope Primary School Design Technology Knowledge Organiser

Year 1: Mechanisms: Sliders and levers

Overview:

Mechanisms are the parts that make something work.

-Mechanisms are all around us! Most objects that help us in our lives are made up of different mechanisms.

Sliders and Levers are mechanisms that make things move.

-Sliders help to move things from side to side and up and down.

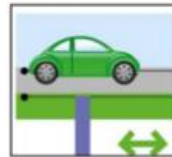
Levers are slightly more complex. They use a **fulcrum** (a fixed point around which the lever can pivot) to make things move in arc (curve).



What key vocabulary will I learn:



Mechanism
Slider
Slot
Lever
Fulcrum
Pivot
Guide/ Bridge
Design
Make
Evaluate



National Curriculum Links:

- Design, make and evaluate products.
- Technical knowledge: explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

How does this link to my future learning?

- Mechanisms – Wheels and axles (Year 2)

What steps will I follow to create my final product?

Designing: -Effective sliders and levers should move smoothly

-You need to think about who your product is for – what is its purpose and who is going to use it?

Sliders

-Consider where you will place the slot, and how long it will be. This will change how far your slider can slide! You also need to consider where to put your guide, so that the slider only moves where you want it to.

Levers

-Consider where you will position the fulcrum. The further it is from the object, the more that the subject at the end of your lever can move!

Making: -Sliders and levers can be made using card, lollipop sticks, or another thin, firm material.

Sliders

-Use a hole punch to as the starting point for your slot. Instead of a slot, you could attach a card strip to the back of your product.

-Guides can be made using strips of card fixed with masking tape.

Levers

-To create the hole for the fulcrum, place the card backdrop over a piece of Blu Tack and pressing a pencil through. The fulcrum can be attached using a paper fastener.

Evaluating: -How well does your mechanism work? Does it move smoothly? -Does it meet its purpose? -Who would use your mechanism? What would they like about it-What else could you do to improve your mechanism?

Health and Safety

-Remove any jewellery and tie back long hair.

-Wear an apron and roll up your sleeves.

-Walk safely and calmly around the classroom/workshop.

Keep your work area and floor area clear – keep your belonging; well clear.

Follow the teacher's cutting instructions carefully.

Make sure that you are wearing the correct equipment for tasks.

If you need to move around with scissor, hold around the closed blades, facing down.

Report all spillages & clean up properly after yourself.

Geography



Hanslope Primary School Geography Knowledge Organiser

Year 1: What is the United Kingdom?

How does this link to my previous learning?

- Introduction to Human and Physical features
- Aerial photographs and aerial views
- I live in a village called Hanslope

What key vocabulary will I learn:

- **United Kingdom**- Made up of England, Wales, Scotland and Northern Ireland.
- **Capital City**- The city is where the government sits. London is the capital city of England and the UK
- **Country**- An area of land that is controlled by its own government
- **Map**- A map is a drawing which shows where things are.
- **Aerial view**- A view from above.
- **Landmark**- A feature of a landscape or a place that is easily recognised. It could be something made by people (human feature) or something that occurred naturally (physical feature). Big Ben is a landmark of London.



National Curriculum Links:

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- use world maps, atlases and globes to identify the United Kingdom and its countries
- use aerial photographs to recognise landmarks and basic human and physical features

How does this link to my future learning?

- Comparing England to Kenya (human and physical features) (Yr2)
- Name and locate counties and cities in the United Kingdom (Yr3)
- Explore land use and topographical features (rivers, mountains, hills) in the UK (Yr3,4,5)
- Similarities and differences between the UK and South America (Yr4) and North America (Yr6)

What will I know by the end of this unit:

- I can name and locate the countries of the United Kingdom (England, Scotland, Wales, Northern Ireland)
- -I can name and locate the seas surrounding the United Kingdom (English Channel, North Sea, Irish Sea, Atlantic Ocean)
- -I can name and locate the capital cities of the United Kingdom (London, Edinburgh, Wales and Belfast)
- I can begin to explain the difference between human and physical geography
- I can identify a range of human and physical features of the UK
- I can begin to use infant atlases, world maps to identify the UK and its countries
- I can use aerial photos to recognise landmarks, human/physical features of the UK

Music



Hanslope Primary School Music Knowledge Organiser

Year 1 – Classical music, dynamics and tempo.

How does this link to my previous learning?

- This links to foundation knowledge of music and movement.

Listening and moving our bodies to classical music.



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?

- Links to year 2 topic on orchestral music.

What key vocabulary will I learn:

- Fast
- Slow
- Quiet
- Dynamics
- Tempo
- Musical composition



What will I know by the end of this unit:

- To observe others and try and play appropriately.
- Sing in time from memory, with some accuracy.
- Play either a call and/or response role in time with another pupil.
- To keep a steady pulse.
- Improve, using their instrument, to a given stimulus.



P.E



Hanslope Primary School Spring 2

PE Knowledge Organiser

Year 1: creative skills and team games

How does this link to my previous learning?

- Builds upon social skills
- Recaps and includes skills from last year

What key vocabulary will I learn:

- Observe
- Describe
- Upper body
- Around
- Touching
- Dribbling
- Left
- Right
- Hands
- Feet
- Smooth
- Successful

National Curriculum Links:

- Develop 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.
- Participate in team games, developing simple tactics for attacking and defending

How does this link to my future learning?

- Provides basic understanding for Year 2 learning
- Allows you to build upon physical skills

Creative skills:

What will I know by the end of this unit:

- I can maintain balance throughout.
- I can move smoothly and with control.
- I can coordinate movements with my partner.
- I can move the ball in both directions.

Team games:

- I can work well in small groups
- I can say when I have been successful
- I can explore dribbling with my hands and feet
- I can explore my right and left
- I can work well with a partner

PSHE



Hanslope Primary School PSHE Knowledge Organiser – Year 1

Spring 2: Citizenship

How does this link to my previous learning?

In EYFS, children focused on:

- To know that we have rules to keep everything fair, safe and enjoyable for everyone
- To understand that we all have similarities and differences and that make us special.
- To know that we all have different beliefs and celebrate special times in different ways.

What key vocabulary will I learn:

Care	Looking after someone or something.
Democracy	A system of government where everyone can vote for who they want to represent them.
Different	Something that is not the same as something else.
Fair	Treating everyone equally.
Pet	An animal that we look after and care for in our homes.
Responsibility	Being in charge of our own actions.
Rule	Something that tells us what is allowed or not allowed.
Similar	Something that is nearly the same as another thing.
Unique	Something original and unlike anything else.
Vote	A choice for a person or thing.

National Curriculum Links:

During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development.

How does this link to my future learning?

In Year 2, children are learning to:

- Explain why rules are in place.
- Discuss issues of concern.

What will I know by the end of this unit:

- To know the rules in school.
- To recognise that rules in school help to keep us safe and to learn.
- To understand that people are all different.
- To recognise that we are all unique, but we have similarities.
- To know that babies and younger children have different needs.
- To explain why rules are in place.
- To learn how to discuss issues of concern to me.
- To recognise the importance of rules and responsibility.
- To recognise that voting is a fair way to make a decision.

R.E



Hanslope Primary School Religious Education Knowledge Organiser

Year One- Should Everyone Follow Jesus?

How does this link to my previous learning?

*Year One Unit: Should we celebrate Harvest or Christmas?

What key vocabulary will I learn:

- **Christianity**- the religion based on the person and teachings of Jesus Christ or its beliefs and practices.
- **Easter**-main festival of the Christian church, which celebrates the Resurrection of Jesus Christ on the third day.
- **Leaders**-the people that lead or command a group, organisation or country.
- **Rabbi**- a spiritual leader or religious teacher in Judaism.
- **Vicar**- a holy representative of the church. A parish is led by a priest, usually called a vicar or rector.



National Curriculum Links:

- To explore the reasons why people follow Jesus, with reference to the Easter story.
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

How does this link to my future learning?

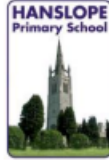
- Year Two Unit: How should the church celebrate Easter?
- Year Three Unit: Does Easter make sense without Passover?
- Year Four Unit: Should believers give things up?
- Year Five Unit: Was the death of Jesus a worthwhile sacrifice?
- Year Six Unit: Is the resurrection important to Jesus?

What will I know by the end of this unit:



- There are lots of different leaders
- What makes a good leader
- People who are leaders today in the world and in their own communities
- Why Jesus's disciples followed Him
- Not all people liked Jesus
- Key events of Holy Week
- The story of the calling of the disciples (Matthew 4:18-22; Mark 1:16-20; Luke 5:2-11 & John 1:35-42)
- *Miracles of Jesus: Feeding the 5000 and miracles of healing
- The Good Samaritan (Luke 10: 25-37)
- The key events of Holy Week (found in all four Gospels): Palm Sunday and the entry in Jerusalem, the last supper and the trial and crucifixion

Science



Hanslope Primary School Science Knowledge Organiser Spring 2

Year One - Animals including Humans

National Curriculum Links:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

How does this link to my previous learning?

- Knowing the names of animals
- Naming farm/jungle/sea/pet animals

How does this link to my future learning?

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

What key vocabulary will I learn:

Mammals: Mammals are warm-blooded creatures. Most have hair. They give birth to live young. They produce milk to feed them.

- Humans are mammals. Other examples are monkeys, lions, bears, dogs, cats and cows

Reptiles: Reptiles are cold-blooded. They lay eggs/ have scales. They breathe through lungs.

- Examples include lizards, crocodiles & snakes.

Fish: Fish are cold-blooded and live in water. They breathe through gills. Have fins/scales.

- Examples include sharks, salmon, & rays.

Birds: Birds are warm-blooded. They lay eggs/ often have feathers and wings. Most have hollow bones & can fly.

- Examples include robins, penguins & ducks.

Amphibians: Amphibians are cold-blooded. They live in water and land. They have 3 life stages: eggs, larvae, & adult.

- Examples are frogs, toads & salamanders.

Carnivores eat meat. Examples include lions, crocodiles, hyenas, sharks

Herbivores eat plants. Examples include elephants, deer, rabbits, cows

Omnivores eat meat and plants. Examples include brown bears, raccoons, badgers, lizards

What will I know by the end of this unit:

- Animals are living things.
- Like plants, animals need food and water to live.
- Unlike plants (which make their own food) animals feed themselves by eating plants or other animals.
- Animals are also able to sense (including see, hear, smell, taste, touch) what is going on around them.
- Millions of animals live on earth.

