

Year 1

Autumn 1 - Knowledge Organisers

Art

Disciplines: Drawing, Collage, Sketchbooks

I Can...

- I can draw from my fingertips, my wrist, my elbow, my shoulder, my body.
- I can make a drawing using a continuous line for a minute or two.
- I have made a sketchbook (or perhaps decorated the cover of a bought sketchbook) and I feel like it belongs to me.
- I can draw from observation for a few minutes at a time.
- I can 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.
- I have explored how water affects the graphite and pen, and explored how I can use a brush to make new marks.
- I can make choices about which colours I'd like to use in my drawing.
- I have seen the work of an artist and listened to how the artist made the work. I have been able to share how I feel about the work.
- I can talk about what I like in my drawings, and what I'd like to try again.
- I can take photos of my artwork.

Vocabulary:

Spiral, Movement, Pressure, Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful

Hand, Wrist, Elbow, Shoulder

Graphite, Chalk, Pen

Drawing Surface (Paper, Ground)

Oil Pastel, Dark, Light, Blending

Mark Making, Colour, Pattern

Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places"

Observation, Careful Looking, Object, Drawing, (Water Soluble),

Reflect, Discuss, Share, Think



Molly Haslund:
Outdoor Drawings



Computing




COMPUTING SYSTEMS AND NETWORKS KNOWLEDGE ORGANISER

v1




Overview


Technology Around Us




- Technology is something that has been made by people to help us.
- Technology is 'man-made' and not 'natural.' Examples include computers, phones, cars, bikes, and even pencils!
- Computers are a type of digital technology.
- Some of the different parts of a computer include the monitor, mouse and keyboard.
- There are a number of important rules to help us use computers safely.



Computers




- Desktop computers need to be placed on a surface, e.g. a table or desk. Laptop computers are portable – they can be moved to different places.
- The screen (or monitor) displays what the computer is doing.
- The mouse lets you select and move objects (some computers have a trackpad instead).
- The keyboard lets you type letters and numbers.
- Computers can run different programs. Programs do different tasks on the computer. E.g. Microsoft Word, Microsoft PowerPoint and Paint.
- When we are using a program, we can save our work by pressing Ctrl + S or by clicking on this icon.




Technology


- Technology is the name for man-made things that help us.
- Technology is all around us, and helps to make our lives easier.



- Digital technology is the name for electronic items that create and store information, e.g. computers, mobile phones, and televisions.
- Non-digital technology is the name for non-electronic items that do not create and store information.





Using Technology Safely



When using technology, we should:

- Hold the device carefully and use it gently.
- Not have food and drink around the device.
- Only use the programs that we are supposed to be using.
- Take turns with our partner, and stop using the device when we are being spoken to.

Using a Mouse	Using a Keyboard
 <ul style="list-style-type: none"> -The mouse can be used to click and drag. -Clicking the left button lets us <u>select</u> something. Clicking twice quickly lets us <u>open files and programs</u>. -Clicking the right button gives us <u>options</u>. -Holding the left button down allows us to <u>drag</u> things. 	 <ul style="list-style-type: none"> -Writing on a computer is called <u>typing</u>. We do this on a keyboard. -Holding the <u>shift key</u>, or pressing <u>caps lock</u>, helps us to type a capital letter. -<u>Delete and backspace</u> buttons can help us to remove typing.

Important Vocabulary

Technology	Man-made	Digital	Screen	Mouse	Keyboard	Program	Click/ Drag	Cursor	E-Safety
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History

Year One-History Autumn One and Two

Are these toys still played with today?

Compare and contrast one toy with your favourite toy...
What is the same? What is different?

Have they changed?



[Click here to learn about the history of LEGO](#)



Comparing toys past and present

Very old, old or new?

Builds on Knowledge and Skills

In EYFS, you learned to talk about past and present events in your own life and in the lives of family members.

Key Dates

1800s Very old toys – Victorian times (Queen Victoria) – 200 years ago

1900s Very old toys – 100 years ago

1950 – 1960 : Old toys – Grandparents (Queen Elizabeth) (60 years ago)

1980 - 1990: Old toys – Parents (40 years ago)

2018 – 2023: Present Day toys



We will look at toys that have been around for a long time such as:
Teddy Bears
Messina
Crayls
Slipping Paper
Dolls

Toys through time
Me

What do you play with?

Me

My parents

Children have always played with toys but they have changed over the years.

Talk to your parents about their toys.

Do they still have them?

What is your favourite toy? Why?

Do you still have any toys that you have had for a long time?

Toy Timeline



Vocabulary you will use:

Word	Definition
	Been around for a long time
New	Just been made
A long time ago	Many years before now
Past	Events before today (now)
Present	Now
Family Tree	Who is in your family

Toys through time
Grandparents



We will ask and answer questions about the past. We will invite our grandparents to talk to us about their toys.



What toys did your grandparents play with?

What was their favourite?

We will organise a meeting with grandparents from our class to talk to us about their toys?

We will write questions to ask them.

We will record what we find out.

My grandparents



Ask your grandparents about their toys – do they still have them? Do they have photographs? What was their favourite?

Music

Musical style: Pop music

Listening to and performing pop songs about friendship.



Pop music usually has a strong pulse which means it is easy to dance 'in time' with the music. It often has a simple melody that is easy to sing along to.

Vocabulary

In time

Clapping, dancing, singing or marching at the same speed as the music.

Instruments

Untuned percussion



Pulse

The heartbeat of the music. Sometimes called the 'beat'.



We can clap along in time, we can move our bodies in time, we can march in time to the beat of the music.

Rhythm

A pattern of long and short sounds.



Body percussion

You can use your body as an instrument to play in time with the music too.

Tapping foot



Clicking fingers



Clapping



P.E



I can learn to stay on task with help
I can learn to stay on task independently
I can ask for help when needed

PE Y1 Autumn 1



Vocabulary

Following instructions
Gallop
Hop
Skip
Standing still
Balance
Trying again
Pivot
Side step



Coordination
Footwork



Static Balance
One Leg

PSHE

Year 1 - Families and relationships

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.

We can help others when they are feeling sad.



Being friendly is important even if we are not friends with someone.

Getting help

Talk to an adult you trust either at school or at home.

Key facts

Kapow
Primary

Families can be made up of different people.



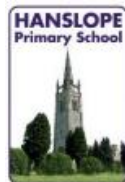
Friends are people we like and want to spend time with.



Friends sometimes fall out but we can overcome problems.

We all experience different feelings and emotions.





<p>Key Question: Is Everybody Special?</p> <p>Learning Intention: *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</p>	
<p>Values Explored: community, faith, respect</p>	<p>Key Vocabulary:</p> <p>Community (religious)- a group of people that have beliefs and interests in common</p> <p>Baptism- a ritual involving water to admit a person into the Christian community</p> <p>Rules- guidelines for how people should behave</p> <p>Parable- a story with meaning</p> <p>The Golden Rule- all about treating others as you wish to be treated and is found in most of the world's major faiths</p>
<p>What I should already know: *What the word 'belonging' means</p>	
<p>What I will 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</p>	
<p>Stories I will know by the end of this unit:</p> <p>The Lost Sheep</p> <p></p> <p>Matthew 18 12-14, Luke 15 3-7</p> <p>The Lost Coin</p> <p></p> <p>Luke 15 8- 10</p>	
<p>Reflection:</p> <p></p> <p>What is the best way of showing that someone is special?</p>	

Science

Year One

ANIMALS including Humans KNOWLEDGE ORGANISER

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.

