

Year 1

Summer 1 - Knowledge Organisers

Art



Hanslope Primary School 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

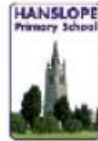
How does this link to my future learning?

- To become proficient 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.

Computing



Hanslope Primary School Computing Knowledge Organiser

Year 1: Creating Media

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:

Word processor - A machine that processes something.

Font – A specific style of text that's printed on a page or displayed on a computer screen.

Keyboard - A panel of keys that operate a computer or typewriter.

Text cursor - The screen pointer that appears when text can be highlighted or edited.

Enter - a key on a computer keyboard which is used to perform various functions, such as executing a command or selecting options on a menu.

Spacebar – A long key on a typewriter or computer keyboard for making a space between words.

Toolbar - (in a program with a graphical user interface) a strip of icons that can be clicked to perform certain functions.

National Curriculum Links:

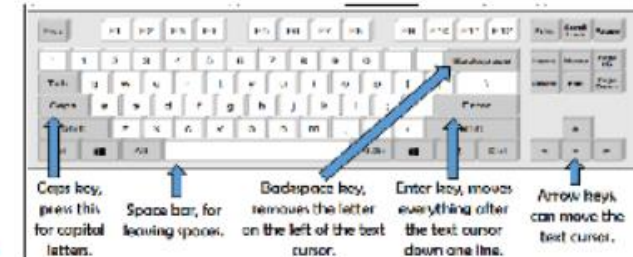
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.

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 use a computer to write.
- To add and remove text on a computer.
- To identify that the look of text can be changed on a computer.
- To make careful choices when changing text.
- To explain why I used the tools that I chose.
- To compare writing on a computer with writing on paper.



History



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.

Music



Hanslope Primary School Music Knowledge Organiser

Year 1 – Musical vocabulary (Theme: Under the sea)

How does this link to my previous learning?

- This links to previous learning to know that sound can help tell a story.
- Tempo can be used to play voice or instrument at different speeds.
- Pulse can be fast or slow.

What key vocabulary will I learn:

- Pulse – a special type of beat that is regular.
- Dynamics – describes how **loud** or **quiet** a piece of music is.
- Tempo – is the speed or pace given to a piece of music.
- Timbre – The quality of sound e.g smooth, scratchy, twinkly.
- Pitch – how **high** or **low** a piece of music is played.
- Rhythm – the pattern of sounds and silences that occur over a piece of music.
- Structure – The order the pieces of music are played in.
- Texture – how the music is organised.
- Graphic score – the physical symbols of the music (notation)

Rhythm

A pattern of long and short notes.



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.

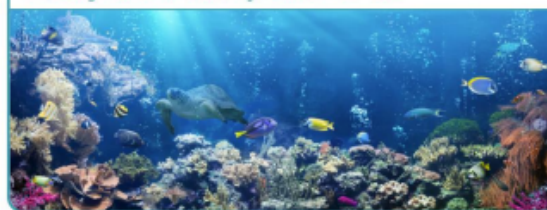
How does this link to my future learning?

- Links to future progression about dynamics, timbre, tempo and motifs.

What will I know by the end of this unit:

- Make movements that are appropriate to the pulse and tempo of a piece of music.
- Choose instruments with appropriate timbre to represent sparkling fishes.
- Respond to dynamic changes in a piece of music.
- Create pitches and rhythms.
- Perform a layer of the music within an overall piece.
- Define all the musical terms for this unit.

Creating music to show life under the sea.





Hanslope Primary School Summer 1

PE Knowledge Organiser

Year 1: net and ball games / physical games

How does this link to my previous learning?

- Links to creative learning
- Previous years of net and ball games – 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:

- Single
- Range
- Backswing
- Ready position
- Follow through
- Steady
- Dropped
- Send
- Receive
- Hitting
- Striking

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.

Net and ball:

- I can hit a ball with a bat or racquet.
- I can use hitting skills in a game.
- I can practise basic striking, sending and receiving.
- I can move safely around the space and equipment.
- I can travel in different ways, including, sideways and backwards.



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

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

Science



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

