

Year One – Spring One

Knowledge Organisers



Hanslope Primary School

Spring 1

History Knowledge Organiser

Year 1: How have toys changed?

How does this link to my previous learning?

- Links to how have toys changed?

National Curriculum Links:

- 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?

- Links to how am I making history?

What key vocabulary will I learn:

- artefact
- century
- decade
- different
- evidence
- historian
- living memory
- memory
- modern
- now
- past
- present
- remember
- sequence

What will I know by the end of this unit:

- Discuss their favourite toy using language related to the past.
- Ask questions about toys in the past.
- Make comparisons between toys in the past and present.
- Sequence artefacts from different periods of time.
- Identify changes between teddy bears today and those from 100 years ago.
- Describe how toys have changed over time



Hanslope Primary School

Spring 1

PE Knowledge Organiser

Year 1: cognitive skills, gymnastics

How does this link to my previous learning?

- Build upon social skills from last term and apply them
- Build upon gymnastics skills from last year

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?

- Will allow to understand creative skills
- Preparation for Y2 gymnastics

What key vocabulary will I learn:

- Accurate
- Stretched
- Perform
- Sequence
- Squeezed tight
- Supported
- Balls of feet
- Movement pattern
- Opposite arm and leg
- Smooth
- Continuously
- Sloped
- Backwards
- Heels
- Shoulder
- Width

What will I know by the end of this unit:

Cognitive skills:

- I can follow simple instructions.
- I can name some things I am good at.
- I can explain why someone is working or performing well.

Gymnastics:

- I can perform an accurate shape.
- I can use good body tension to hold the shape.
- I can perform a repeatable shape.
- I can move with good posture.
- I can move with light and quiet steps.
- I can perform accurate movement patterns.



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Religious Education Knowledge Organiser

Year One- Does Creation help people understand God?

How does this link to my previous learning?

Foundation Stage: Understanding the world – Children will explore the world around them.

What key vocabulary will I learn:

- **Creation-** the act of creating or causing something to exist.
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- **Creation story-** a story that explains how the Earth and humans came into existence. In this story, Christians and Jews believe that God created the world in six days. On the seventh day, God rested.
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- **Old Testament-**the first part of the Bible containing stories and writings from before the birth of Jesus.
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- **Genesis-**the first book of the Bible and the first book of the Torah (part of the Tanakh).
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- **Sabbath/Shabbat-**the day of rest and worship on the seventh day of the week.
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National Curriculum Links:

- To understand Christian and or Jewish beliefs about creation and the character of God.

How does this link to my future learning?

Year 5 – What is best for our world? Does religion help people decide?

Year 6 – Does it matter what we believe about creation?

What will I know by the end of this unit:

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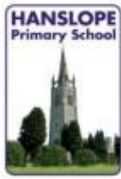
*The Christian Creation story from Genesis 1

*The phrase “And God saw that it was good”

*Most Christians believe that the Creation story teaches them that God is Creator

*Through the Creation story, God shows the attributes of: power, might, love and kindness

*Know that Christians and Jews believe that God made humankind and that he made them to create as well and has a special relationship with them



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Geography Knowledge Organiser

Year 1: What is the weather like in the UK?

How does this link to my previous learning?

- Recognise some environments that are different from the one in which they live
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Year 1 unit – **What is it like here?**

National Curriculum Links:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Use simple compass directions (North, South, East and West) and locational and directional language.

How does this link to my future learning?

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

What key vocabulary will I learn:

Weather symbols	Seasons	Map of the UK
sunny	spring	
sunny and cloudy	summer	
rainy	autumn	
snowy	winter	
thunder and lightning		
cloudy		
windy		
foggy		

What will I know by the end of this unit:

- To locate the four countries of the UK.
- To identify seasonal changes in the UK.
- To identify the four compass directions.
- To investigate daily weather patterns.
- To identify daily weather patterns in the UK.
- To understand how the weather changes with each season.





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Computing Knowledge Organiser

Year 1: Programming

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:

- **Forwards** – In the direction that one is facing or travelling; towards the front.
- **Backwards** - (of an object's motion) back towards the starting point.
- **Turn** - Move (something) so that it is in a different position in relation to its surroundings or its previous position.
- **Clear** - easy to perceive, understand, or interpret.
- **Algorithm** - A precise set of ordered steps that can be followed by a human and implemented on a computer to achieve a task.
- **Command** - A single instruction that can be used in a program to control a computer.
- **Instructions** - A direction or order.
- **Route** - A way or course taken in getting from a starting point to a destination.

National Curriculum Links:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.

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 explain what a given command will do.
- To act out a given word.
- To combine 'forwards' and 'backwards' commands to make a sequence.
- To combine four direction commands to make sequences.
- To plan a simple program.
- To find more than one solution to a problem.





Hanslope Primary School

Art Knowledge Organiser – Summer 1

Year 1: Simple Printmaking

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:

Print - letters, numbers or symbols produced using ink

Press - to push something firmly

Pressure - the force you produce when you press something

Primary colours - the colours red, yellow and blue

Arrangement - a group of objects that have been put in a particular order or position.

Texture - the quality of something that can be decided by touch, e.g. rough/smooth or soft/hard

Reflect - to consider and think about art that has been created

Printmaker - someone who works to produce goods that are printed

Relief print - a printmaking technique that involves creating a raised design on a surface

Impression - the marks made on a softer object such as foam board

Secondary Colours - the colours created when mixing two primary colours in equal parts

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

What will I know by the end of this unit:

To be able to make simple prints, using my hands and feet.

To be able to explore my environment and take rubbings of textures I find.

To cut shapes out of foam board and stick them on a block to make a plate, then to print from the plate.

To be able to draw into the surface of a foam board and print from the plate.

To use colour, shape and line to make prints interesting.

To create a repeat print.

To create a symmetrical or sequenced print.

To use my sketchbook to collect my prints and test ideas.