



Year 1 Knowledge Organisers



Useful Notices

- We ask that the children are reading a minimum of 3x per week at home on **Active Learn**, your class teacher will allocate books (linked to the phonic sound) **every Friday**. We ask that each time your child reads it is documented in their Reading Record, this will be checked by the class teacher. This is a great way to communicate your child's reading progress.
- Link Learning will be sent home **every Friday** on Google Classroom and should be completed by the **following Thursday** and handed in to the class teacher.
- You will find your child's login information in the front of the yellow reading record.
- Wellies are also to be in school at all times so that children have access to the full curriculum. Please could you ensure your child has a pair of wellies that fit them in school.

Monday	Tuesday	Wednesday	Thursday	Friday
	1L Forest School (am)		Home Learning returned to school Library books returned to school PE for both year 1 classes	1T Forest School (am) New Home Learning and Reading allocated *Library books allocated

Fundamental Movement Skills



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Essential Vocabulary	
Run	Move at a speed faster than a walk, never having both or all the feet on the ground at the same time
Manipulate	Handle or control in a skillful management
Objects	A material thing that can be seen and touched
Balance	An even distribution of weight enabling someone or something to remain upright and steady
Space	A continuous area or expanse which is free
Body parts	Any part of a human such as a limb or organ

Links to Prior Learning
<ul style="list-style-type: none"> Find a space in EYFS Using outdoor provision in EYFS to balance Work carefully in all learning Being aware of different body parts in EYFS

Key Knowledge
<ul style="list-style-type: none"> What a good space to stand in is How to share equipment and take turns. To run around with my head up To be aware of other children Which parts of my body help me with balancing To take turns To work carefully and that rushing can lead to mistakes

Key Skills
<ul style="list-style-type: none"> Run skilfully Pick up, carry and put down with care Use tools to help me manipulate objects Show increasing control over an object. Balance on one leg Move through an obstacle course skilfully.

Key Questions
<ul style="list-style-type: none"> Where is a good space to stand? How do you know you are in a safe space? Which body parts do you use for running? How can you pick this up carefully? What makes it easier to balance? What makes it harder to balance? Which parts of the obstacle course are you going to find tricky? How can you run faster?



Year 1 – Autumn 1 – P.E



Events Beyond Living Memory - What impact did the Great Fire of London have on the city of London?

Essential Vocabulary

Significant	Something that is important
Anniversary	A special day that marks an important event that happened in the past
Remembrance	Thinking about and remembering something or someone special from the past
Flammable	Something that can easily catch fire and burn
Ignite	When something starts to burn or catch fire
Commemorate	Doing something special to remember and honour a person or an event that happened in the past
Bakery	A shop or place where delicious bread and cakes are made and sold
Event	Something that happens
Impact	When something makes a big difference or has a strong effect on something else

Links to Prior Learning

- Chronology of events and dates in Understanding of the World in Reception.

Key Knowledge

- London is the capital city of England.
- The Great Fire of London took place 2nd -6th September 1666.
- 13,200 houses and 87 churches were burned.
- St Paul's Cathedral and The Royal Exchange burned.
- Wooden walls, thatched roofs, open fires and wood burning ovens all contributed to the spread of the fire.
- In 1666, there was no organised fire brigade.
- London was rebuilt using bricks. Spaces were left between buildings and the streets were wider.
- Samuel Pepys wrote about the Great Fire of London.

Key Questions

- Why is the Great Fire of London significant?
- When did the Great Fire of London start?
- How can we describe fire?
- How did the fire start?
- Why did the Great Fire spread so quickly?
- Could more have been done to slow the spread of the fire?
- What happened to people who lost their homes in London?
- How was London rebuilt?
- Who was Samuel Pepys?



PSHE/RSE Knowledge Organiser Year 1 Autumn 1

What is the same and different about us?

Essential Vocabulary	
difference	Something that that makes a person unlike another
qualities	The thoughts, feelings and actions that are special to you
emotions	A persons inner feelings, such as happiness or fear.
culture	Culture might include religion, rituals, food, art and language
common	Something that 2 or more people have that is the same or similar

Links to Prior Learning

- Children will know how to recognise different emotions e.g. happy, sad, silly, angry - attributing this to Zones of Regulation (Reception)
- Children will label their peers emotions and with support will help them to move back into the green zone. (Nursery)
- Children will notice and ask questions about their friends. (Nursery)
- Children will be respectful of others. (Reception)

Key Knowledge

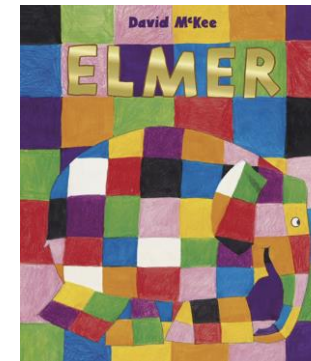
what they like/dislike and are good at
what makes them special and how everyone has different strengths
how their personal features or qualities are unique to them
how they are similar or different to others, and what they have in common
to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private

Key Questions

What are emotions/feelings?
What are the Zones of Regulation?
What do we like/dislike?
What are we good at?
What makes us special?
How are we the same/different to each other?
What are the private parts of our body called?
What is the NSPCC?

RSE No Outsiders

The children will talk about how we are all different but also how we should be proud of who we are!



What are the PANTS rules?





Year 1- African printing



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Essential Vocabulary

Africa	Is the second largest continent in the world.
Print	To make a copy.
Mono print	A form of printmaking where the image can only be made once.
Rubbings	An impression of a design, made by rubbing on paper laid over it with different media.
Natural	Existing from nature.
Man-made	Made or caused by human being.
Pattern	A repeated decorative design.
Evaluate	To form an idea about something.

Links to Prior Learning

- EYF5- mark making and experimenting with media and materials.

Key Knowledge

- Printing makes a copy.
- Adinkra Symbols originate from West Africa in Ghana and appear on a variety of things, including fabrics, sculptures, and artwork.
- Adinkra cloth is made by block printing as well as screen printing.

Key Questions

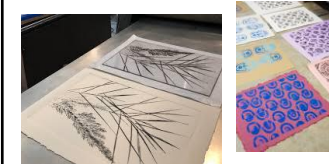
- Can we locate the continent Africa?
- What is printing?
- What does Adinkra mean?
- How do you make a repeated pattern?
- What is the difference between natural and man-made things?
- Can you name any media?
- Do you like your work? What would you change?

Key skills

Printing with objects (natural and man-made)



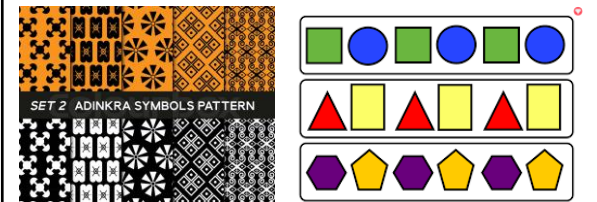
monoprint



Rubbings



Repeating pattern



Year 1 – Autumn 1– Art

Food – Fruit and Vegetables

Essential Vocabulary	
Blender	A machine that mixes ingredients together into a smooth liquid.
Template	A stencil which you use to help you draw a shape more easily on different materials.
Stencil	A shape which you can draw around.
root	The part of the plant which attaches itself to the ground, usually underground.
seed	Part of the plant which is responsible for developing into a plant / flower.
smoothie	A combination of fruits and vegetables blended to make a smooth drink.

Links to Prior Learning
<ul style="list-style-type: none"> What is healthy and what is not How to cut soft fruit and vegetables using the bridge technique What fruits and vegetables taste like Distinguishing fruits and vegetables

Key Knowledge
<ul style="list-style-type: none"> To understand the difference between fruits and vegetables To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber) To know that a blender is a machine which mixes ingredients together into a smooth liquid To know that a fruit has seeds and a vegetables does not To know that fruits grow on trees or vines To know that vegetables can grow either above or below ground To know that vegetables can come from different parts of the plant

Key Skills
<ul style="list-style-type: none"> Designing smoothie carton packaging by-hand or on ICT software Chopping fruit and vegetables safely to make a smoothie Identifying if a food is a fruit or a vegetable Learning where and how fruits and vegetables grow Tasting and evaluating different food combinations Describing appearance, smell and taste Suggesting information to be included on packaging

Key Questions
What makes fruit and vegetables different?
What does a blender do?
How much fruit is healthy in a diet?
Why do we have amounts of ingredients in a recipe?
What technique can we use to ensure we are chopping safely?
Why do we make packaging look nice for customers?



Place Value (within 10) - Number

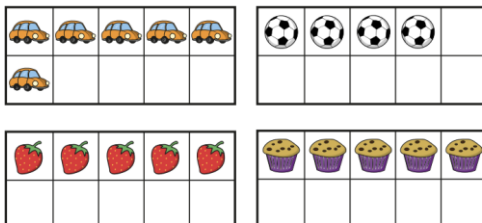


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Essential Vocabulary	
Count back	Moving backwards along the number line to subtract
Matched	put together as being equal, similar, or complementary to each other
Greater than	Where one is more than the other
Equal to	Where two quantities are the same
Most	The greatest in amount or quantity
Least	Smallest in amount, extent or significance
Fewest	The smallest number of
Part whole model	Pictorial representation of the relationship between a whole and its parts
Number sentence	Mathematical expression of numbers and signs

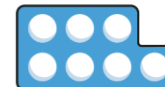
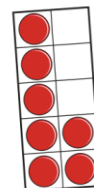
Links to Prior Learning	
<ul style="list-style-type: none"> Comparing different amounts in EYFS Counting across tens boundaries in Reception Counting using 1 to 1 correspondence in Nursery Representing numbers in different ways in EYFS 	

Tiny is practising using the words "fewer", "more" and "same".



Our Small Steps of Learning

- Step 1: Sort objects
- Step 2: Count objects
- Step 3: Count objects from a larger group
- Step 4: Represent objects
- Step 5: Recognise numbers as words
- Step 6: Count on from any number
- Step 7: 1 more
- Step 8: Count backwards within 10
- Step 9: 1 less
- Step 10: Compare groups by matching
- Step 11: Fewer, more, same
- Step 12: Less than, greater than, equal to
- Step 13: Compare numbers
- Step 14: Order objects and numbers
- Step 15: The number line



Key Questions

- What is the same about all the objects in the set?
- What is different about the sets?
- Can you find an object that belongs to this set?
- Can you think of a different way to sort the objects?
- What number are you starting from?
- What number comes next?
- If I add another counter, what number is shown? If I add another counter, what number is shown now?
- Do you always need to start at zero to count to 10?

Key Knowledge

- Collections of objects can be sorted into groups based on a number of attributes
- How to count using 1 to 1 correspondence
- How to count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

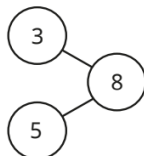
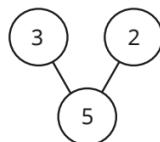
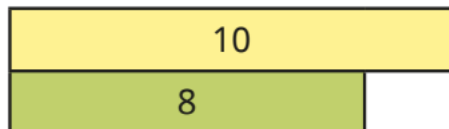
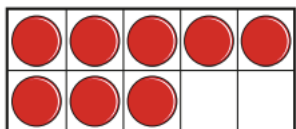
Addition and Subtraction (within 10) - Number



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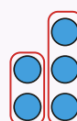
Essential Vocabulary	
Altogether	Including everything in total
In total	Including everything added together
Add/plus	Join to something to increase the size, number or amount.
Equal to	Where to quantities are the same
Count on	A mental math skill where, when adding two numbers, you begin counting from the largest number and add the second number to it.
Take away/subtract	To take away from something else to decrease the size, number or amount
Difference	The difference in quantity between two numbers

Links to Prior Learning
<ul style="list-style-type: none"> Representing number bonds to 5 in Reception Using a part-whole model in Reception Partitioning numbers into parts in Reception



Our Small Steps of Learning

- Step 1 Introduce parts and wholes
- Step 2 Part-whole model
- Step 3 Write number sentences
- Step 4 Fact families - addition facts
- Step 5 Number bonds within 10
- Step 6 Systematic number bonds within 10
- Step 7 Number bonds to 10
- Step 8 Addition - add together
- Step 9 Addition - add more
- Step 10 Addition problems
- Step 11 Find a part
- Step 12 Subtraction - find a part
- Step 13 Fact families - the eight facts
- Step 14 Subtraction - take away/cross out (How many left?)
- Step 15 Take away (How many left?)
- Step 16 Subtraction on a number line
- Step 17 Add or subtract 1 or 2



$$2 + 3$$



$$1 + 4$$

Key Questions

- Is the whole greater than the part?
- What happens when you put the parts back together?
- How many different ways can you split the whole into two parts?
- What is the total?
- What does "=" mean?
- How can you partition the whole?
- If 8 is the whole, what could the parts be?
- How many more do you need to make 10?
- What is the addition sentence?
- What is ____ plus ____?
- How many more are added?
- How can you use number bonds to help you?
- What is the subtraction sentence?

Key Knowledge

- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer)
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract 1-digit and 2-digit numbers to 20, including zero

Year 1 - Autumn 1 & 2- Maths



PLANTS

Essential Vocabulary

leaves	Leaves collect energy from the Sun and turn this into food for the plant (photosynthesis).
Flower and fruits	Flowers and fruits help the plant to reproduce (to make more plants).
stem	The stem supports the plant above the ground. It also helps to carry water and minerals from the roots to the leaves.
root	Roots absorb water and minerals from the ground. They also help the plant to stay standing in the ground.
seed	Flowering plants begin life as seeds. They need soil, air and water to grow.

Deciduous Trees

Oak Maple Sycamore Horse Chestnut Elm

Key Knowledge

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.

Links to Prior Learning

Plant seeds and care for growing plants. (Nursery – Plants)
Understand the key features of the life cycle of a plant and an animal. (Nursery – Plants)
Begin to understand the need to respect and care for the natural environment and all living things. (Nursery – Plants)
Explore the natural world around them. (Reception – Living things and their habitats)
Recognise some environments that are different to the one in which they live. (Reception – Living things and their habitats)

Key Questions

- How can we care for plants?
- How do seeds grow into plants?
- Can you name any wild plants?
- What are the parts of a plant called?
- What is an evergreen/deciduous tree?

Enquiry Skills – Science Disciplines

- Ask simple questions recognising that they can be answered in different ways
- Observe closely, using simple equipment perform simple tests
- Identify and classify use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.
- Use their observations and ideas to suggest answers to questions.
- Talk about what they have found out and how they found it out. Begin to use simple scientific language.

Evergreen Trees

Yew Pine Fir Hemlock Holly Blue Spruce

Fiction - Adventure



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Essential Vocabulary	
tricky word	A word that cannot be decoded by 'sounding out' each phoneme and blending them together, for example: there, said.
label	A word attached to a picture or diagram that explains what it is or shows its name.
speech bubble	A shape that looks like a cloud, balloon, or bubble, that is filled with something a character says.
fact	Information that has been proved to be true.
pronoun	A word that is used instead of a noun in order to prevent repeating the noun, for example: I, he, it
inference	Something we work out using clues and evidence in a text, rather than being directly told by the author.
predict	Explaining what we think might happen, based on what has happened so far or on clues given on the cover of a book.
sequence	To organize sentences or events into the correct order, often the beginning, middle and end.
caption	A brief explanation attached to an image, usually underneath.

Key Knowledge
We will be writing our own adventure stories inspired by Oliver Jeffers' book 'Lost and Found.' We will use the structure of the story to help us write a clear beginning, middle and end, and we will choose a new animal to feature in our own narratives. Adventure stories usually feature a hero, a problem or a quest and a journey. They are written to entertain readers and are often exciting, achieving this by making readers care about the characters.

Key Skills
<ul style="list-style-type: none"> Combine words to make sentences Leave spaces between words Begin to use capital letters and full stops Use capital letters for names of people and the personal pronoun 'I' Use some story language Include and describe a new animal character Include and describe the setting (new setting for greater depth) Write simple sentences in sequence Include a beginning, middle and end



Key Questions
<ul style="list-style-type: none"> Have you ever been lost? How did it feel? How would it feel to be away from your family? What can you see and hear at the seaside? If you were trying to identify an animal, what details would you need to have? What do you want to know about an animal? Where could you look to find out? If you were going to the South Pole, what would you take? What would it be like to be caught in a storm?

Links to Prior Learning
<ul style="list-style-type: none"> Understanding the World – animals and their habitats (Reception) Personal, Social and Emotional Development – feelings and staying safe (Reception) Science – Animals including Humans (Year 1)

The Music Year Theme: Classical Music (Autumn 1) and Happy Holidays! (Autumn 2)

Essential Vocabulary	
Pulse	The regular heartbeat of the music; its steady beat
Rhythm	Long and short sounds or patterns that happen over the pulse.
Pitch	The position of the note.
Call and response	Two separate musical phrases, the second one responds to the first.

Links to Prior Learning	
In EYFS, children will have learned how to create loud and soft sounds with their voice, how to tap a beat on an instrument such as a tambourine and how to express feelings in music.	

Key Questions
Listening <ul style="list-style-type: none"> What is the mood/feeling of pieces of the piece of music? Who is the composer/writer? Which genre is the piece of music?
Singing <ul style="list-style-type: none"> What are the key principles to warming up our voices? Is your voice ready for singing? Why/why not?
Perform (Vocal) <ul style="list-style-type: none"> How can you engage with the audience? What were your reflections on the live/recorded performance?

Key Knowledge
<ul style="list-style-type: none"> Recognising the mood and feeling of pieces of music, for example Mozart's Rondo alla Turca. Knowledge of various chants, simple songs and rhymes which can be recalled from memory. Recognising when to begin singing following a count in.

Wider Opportunities	
Listening suggestions for this term	
	Fur Elise by Ludwig van Beethoven
	Ave Maria by Franz Schubert
	The Little Drummer Boy by Bing Crosby
Music groups in our local area	
<ul style="list-style-type: none"> Trafford Music Service (choirs and instrument lessons) Sale Youth Choir One Education Music Centre Greater Manchester Music Hub 	

Computing systems and networks – Technology around us

Essential Vocabulary

Technology	The use of knowledge to invent new device or tools.
Computer	An electronic device.
Keyboard	A panel of keys that operate a computer.
Mouse	A small, movable device that lets you control a range of things on a computer.
Typing	The process of writing or inputting text on a digital device.

Key Knowledge

- Explain that technology is something that can help us
- Identify examples of technology.
- Explain how examples of technology help us.
- Recognise that a computer is an example of technology.
- Recognise that choices are made when using technology.
- Explain why rules are needed when using technology.

Key Questions

- How can technology help us?
- What are some examples of technology?
- What choices must we make when using technology?
- What rules are needed when we are using technology?
- How can technology be used in different ways?
- How can we use technology safely?

Links to Prior Learning

- In Reception we have explored the use of technology in different ways. We have used iPads to read, BeeBots to follow instructions and use the interactive whiteboard daily for learning.

Key Skills

- Choose a piece of technology to do a job.
- Recognise that some technology can be used in different ways.
- Identify the main parts of a computer.
- Use a mouse in different ways.
- Use a keyboard to type.
- Use the keyboard to edit text.
- Show how to use technology safely.



Who is a Christian and what do they believe?



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Essential Vocabulary

Old Testament	The first of two main divisions of the bible.
Symbol	Something that is used to represent something else.
Worship	Honour and homage paid to God or a sacred personage, or to any object regarded as sacred.
Praise	The offering of grateful homage in words or song, as an act of worship.
Annunciation	The announcement by the angel Gabriel to the Virgin Mary of her conception of Christ.
Express	To put thought into words.
Bible	The collection of sacred writings of the Christian religion, comprising the Old and New Testaments.
Prayer	A spiritual communion with God or an object of worship, as in supplication, thanksgiving, adoration, or confession.
Bible passage	Written work in the bible. Sometimes in the form of a verse.

Links to Prior Learning

- Which stories are special and why? EYFS
- Which times are special and why? EYFS

• Key Knowledge

- The annunciation is an important story to Christians as it documents the announcement of the conception of Christ.
- Christians believe that God is all knowing, all powerful and loving.
- Christians use art and symbols to represent God and are used as focal points.
- Christians often use worship as a chance to thank God.

Key Skills

- Recognise and name features of religions and beliefs.
- Recall features of religious practices- festivals, worship, rituals.
- Recognise different symbols and actions that express a community way of life.
- Listen to spiritual, and moral stories.

Key Questions

- What bible stories show how Christians view God?
- What are some of the fundamental beliefs Christians have about God?
- How do Christians show appreciation and representation of God through symbols and art?
- How do Christians follow teaching from the Bible about how to live their lives?
- What are some of the important prayers spoken by Christians?
- How do Christians worship God?