



Year 1

Spring 1

Knowledge Organisers



Unit 6

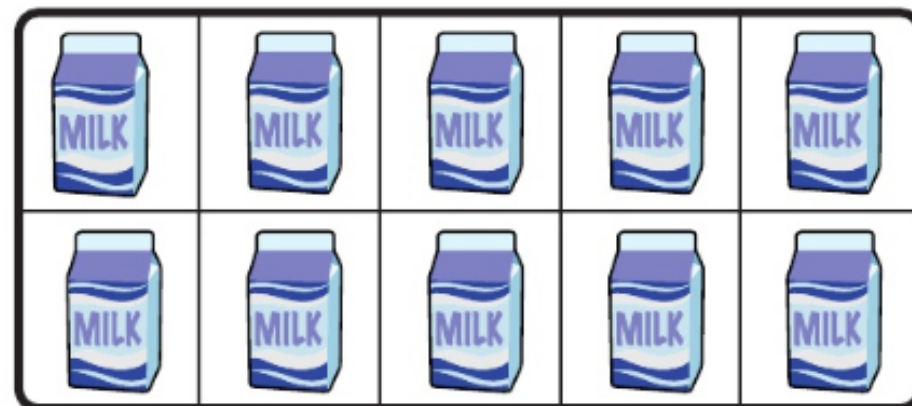
Numbers to 20



In this unit we will ...

- ⚡ Count using 10s and 1s
- ⚡ Count one more and one less
- ⚡ Compare numbers of objects
- ⚡ Compare and order numbers

How many are there?



We will need some maths words.
Which words do you already know?

smallest order ones

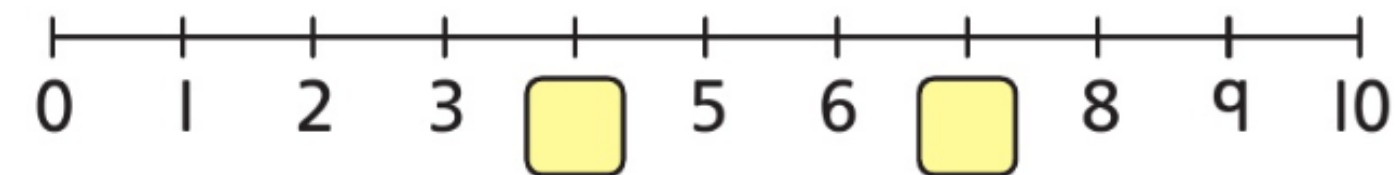
tens smaller larger

one more one less less than

fewer than more than greater than

most fewest

We need this too. Which numbers are missing?





Unit 7

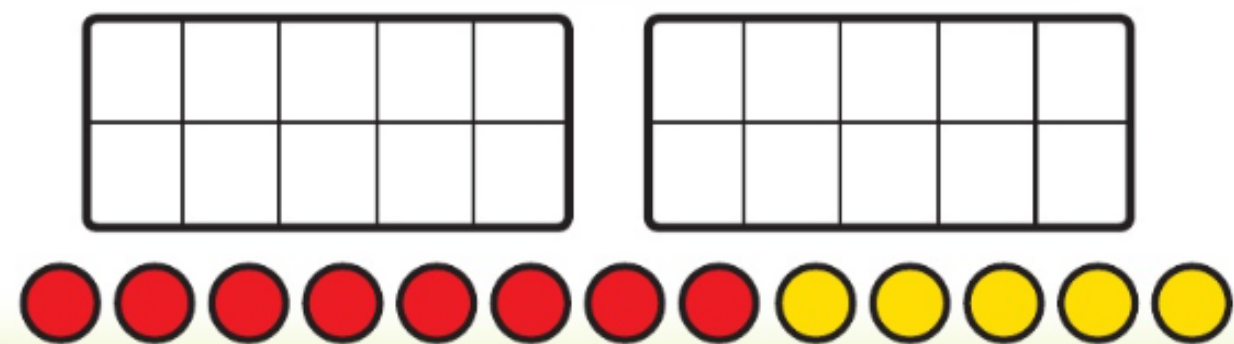
Addition and subtraction within 20



In this unit we will ...

- ⚡ Add and subtract by counting on or back
- ⚡ Add and subtract using number bonds
- ⚡ Use doubles and near doubles
- ⚡ Find a difference
- ⚡ Solve word problems

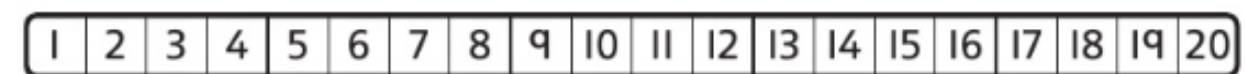
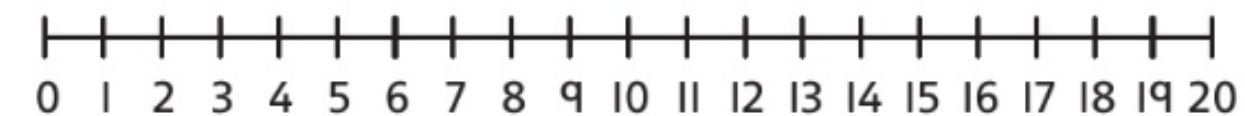
How can you use a ten frame to add 8 red counters and 5 yellow counters?



We will need some maths words. Which words do you already know?

- add
- altogether
- subtract
- difference
- how many are left?
- fact family
- how many fewer?
- number bonds

We can use a number line and a number track to help us add and subtract. What is $13 - 3$?

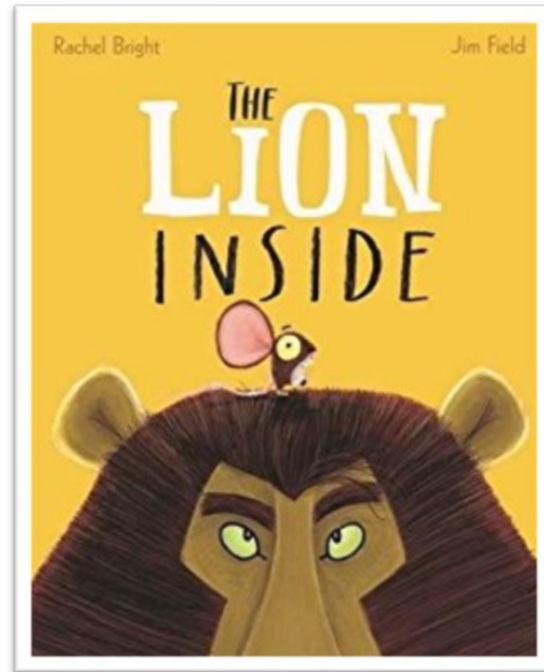




Pathways to Write

The Lion Inside

by Rachel Bright and Jim Field



Year 1 Pathways to Write: Spring 1

Additional texts:
How to be a lion by Ed Vere
The tiger who came to tea by Judith Kerr
Mog the forgetful cat by Judith Kerr
Zoo-ology by Joelle Jolivet

Vocabulary to explore within this unit:

NC Common Exception Words – Year 1		Developing Vocabulary	
a	love(d)	ignore	sand
the	friend(s)	forgotten	rock
house	my	toothsome	lion
so	you	tough	mouse
he	come	mighty	paw
was	his	weeniest	plain
were	to	feast	mane
our	they	slumber	week
by		whimper	
		foe	
		pack	



Outcome: Fiction - Journey story

Writing outcome:

To write a story about a small animal (mouse) who befriends a large animal in the African savannah

Greater depth writing outcome:

To write a story about a small animal who befriends a large animal in the African savannah, including two new animals (small animal and large animal)

 Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	 Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> Compose a sentence orally before writing it Join words using and Use plural noun suffixes –s and -es Punctuate sentences using a capital letter and a full stop Use capital letters for names of people Leave spaces between words 	<ul style="list-style-type: none"> Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks Join words and clauses using <i>and</i> Some accurate use of the prefix un- Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est 	<ul style="list-style-type: none"> Use some story language Include and describe new characters Include and describe the setting Write simple sentences in sequence (link ideas with pronouns) Include a beginning, middle and end

Where do we live?

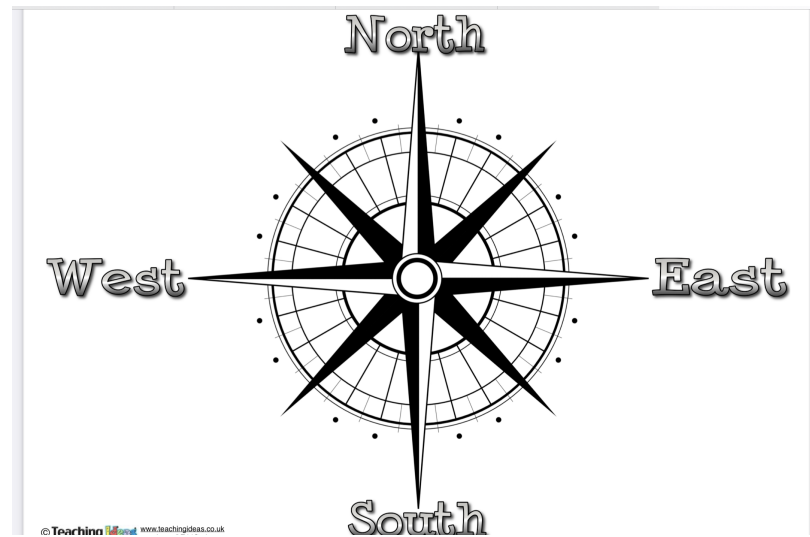
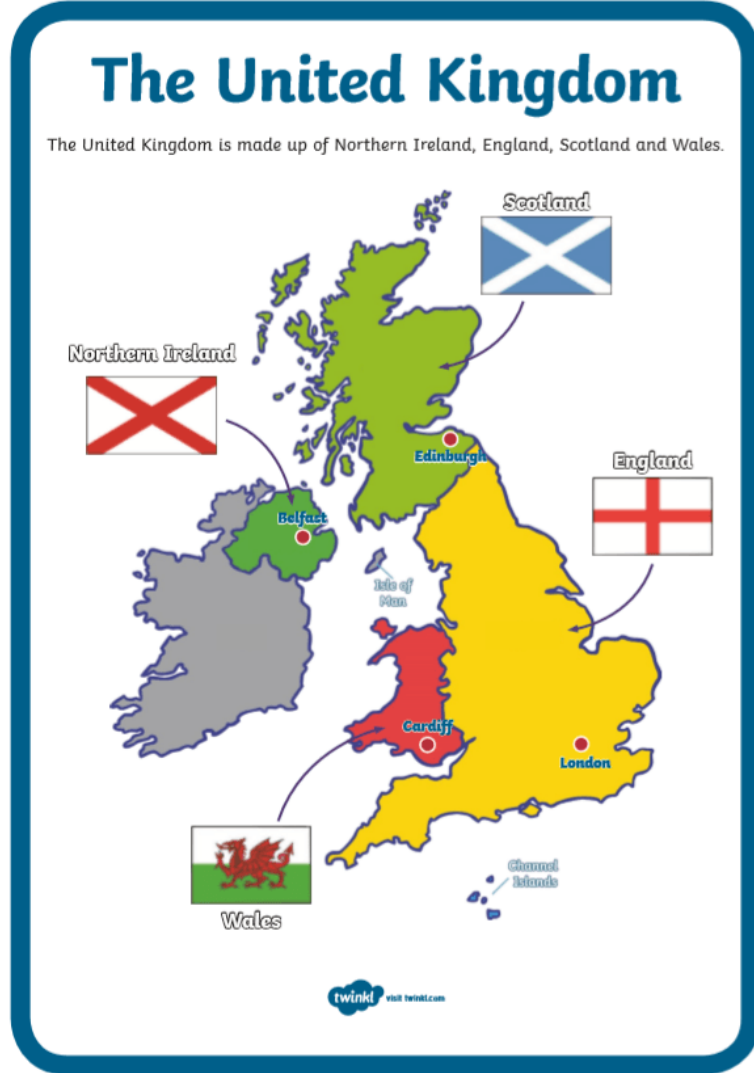
Locate the four counties of the UK and use compass points to help describe the position in relation to each other.

Year 1: Geography My Local Area



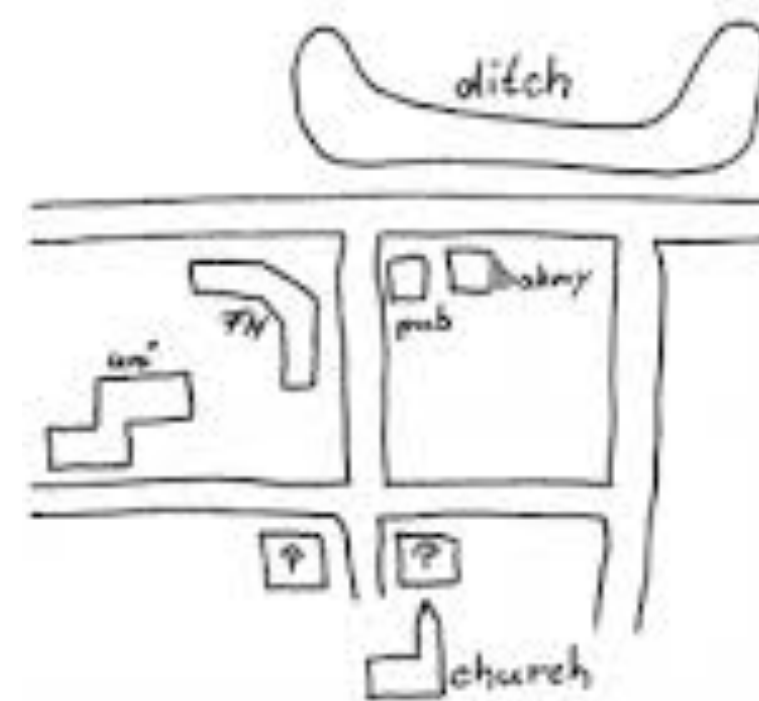
What is our local area like.

Children will look at human and physical features within our local area and express opinions on them.



How can I make a map?

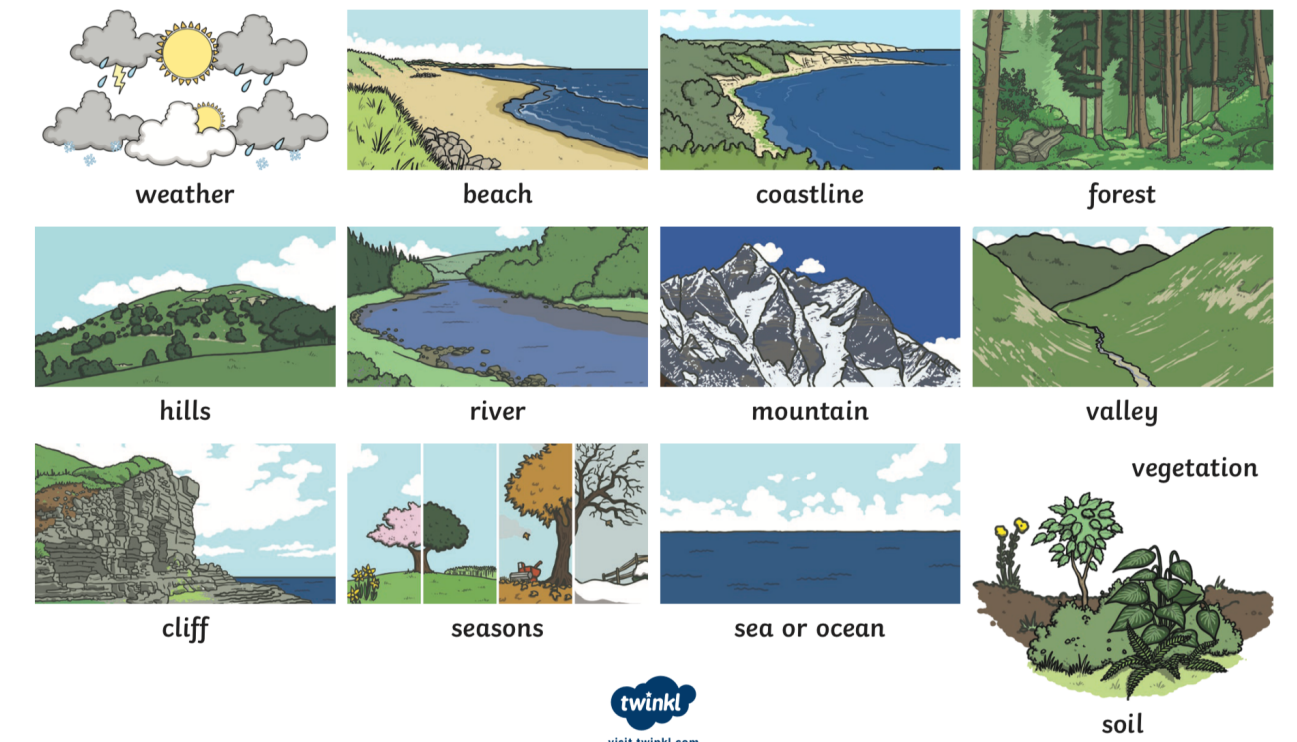
create symbols in a key. They will use the fieldwork sketches to help them. A sketch map is an outline map drawn from observation showing the main features.



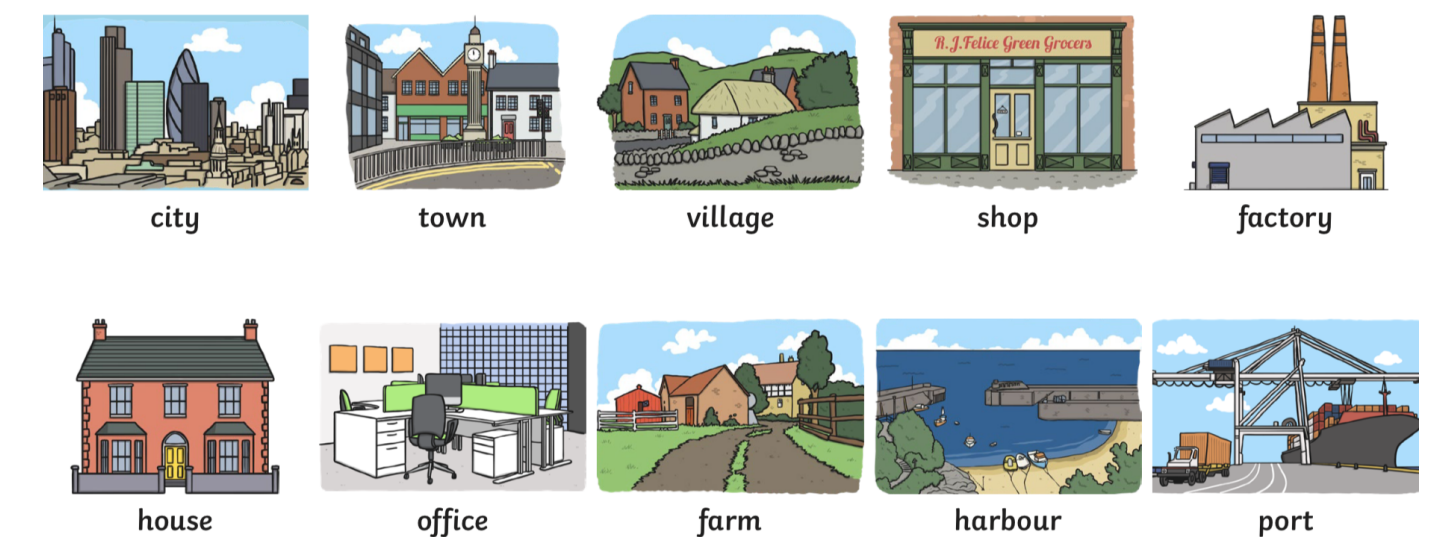
What is around our school?

Geography fieldwork can help children understand the geography around them. Children will walk and create sketches or record what they observe and hear.

Physical Geography



Human Geography



Where do I live?

Towards the end the children will develop knowledge of where they live in terms of their own address and describe where they live.

Key Vocabulary

Year 1: Geography My Local Area



Sketch map

A sketch map is drawn from observation showing the main features.

My local area

The area around Woodcroft Academy within the town of Leek.

Human features

Human features are things that have been built by humans e.g roads, houses, shops etc.

Physical features

Physical features are things that are natural and have always been there e.g. rivers, mountains and seas.

maps

A map is a representation of an area of land showing physical features.

Compass points

Compass point use the four directions of North, East, South, West.

UK

The United Kingdom is made up of four countries England, Scotland, Wales and Northern Ireland.

Fieldwork

Fieldwork is observing and collecting information this could be local, residential or international.



Year 1: PSHE Dreams and goals





Music - Tempo (Snail and mouse)

Year 1: Music Tempo

Contrast

Different parts in a piece of music.

Warm up

Getting the voice and body ready to sing.

Beat



The heartbeat of the music.

Singing voice

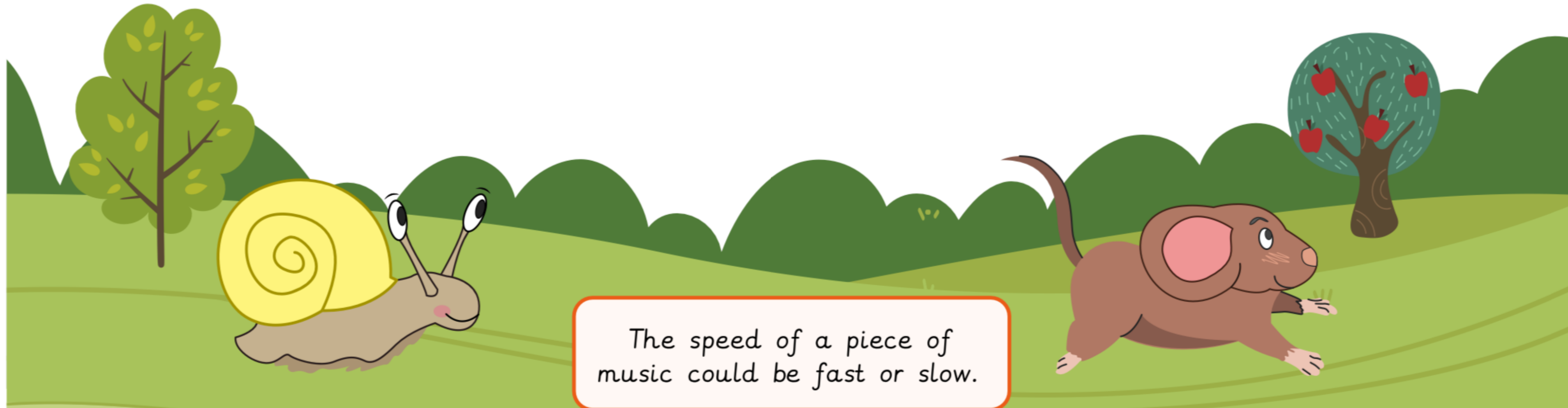


Using the voice to sing different sounds that can be high and low.

Speaking voice



Using the voice to speak with a beat.



The speed of a piece of music could be fast or slow.

Slow

Music that is played slowly.

Snail

An animal that moves slowly.

Fast

Music that is played quickly.

Mouse

An animal that moves quickly.



Year 1: Design and Technology

Textiles - Puppets

Decorate	To add details to a design to improve its appearance.
Design	To make, draw or write plans for something.
Fabric	A natural or man-made woven or knitted material that is made from plant fibres, animal fur or synthetic material.
Glue	A sticky liquid that can join two things together.
Model	A practise version, often on a smaller scale, that lets you test out your idea and see how it will look and work.
Hand puppet	A toy that you can make move by putting your hand inside it
Safety pin	A 'U' shaped pin with a cap where the needle slots in securely after fastening.
Stencil	A shape that you can draw around.
Technique	A way of doing something to complete a task.
Template	A stencil which you use to help you draw a shape more easily on to different materials.

Did you know?

Puppets were first invented over 3,000 years ago in Egypt.

They were made out of clay.

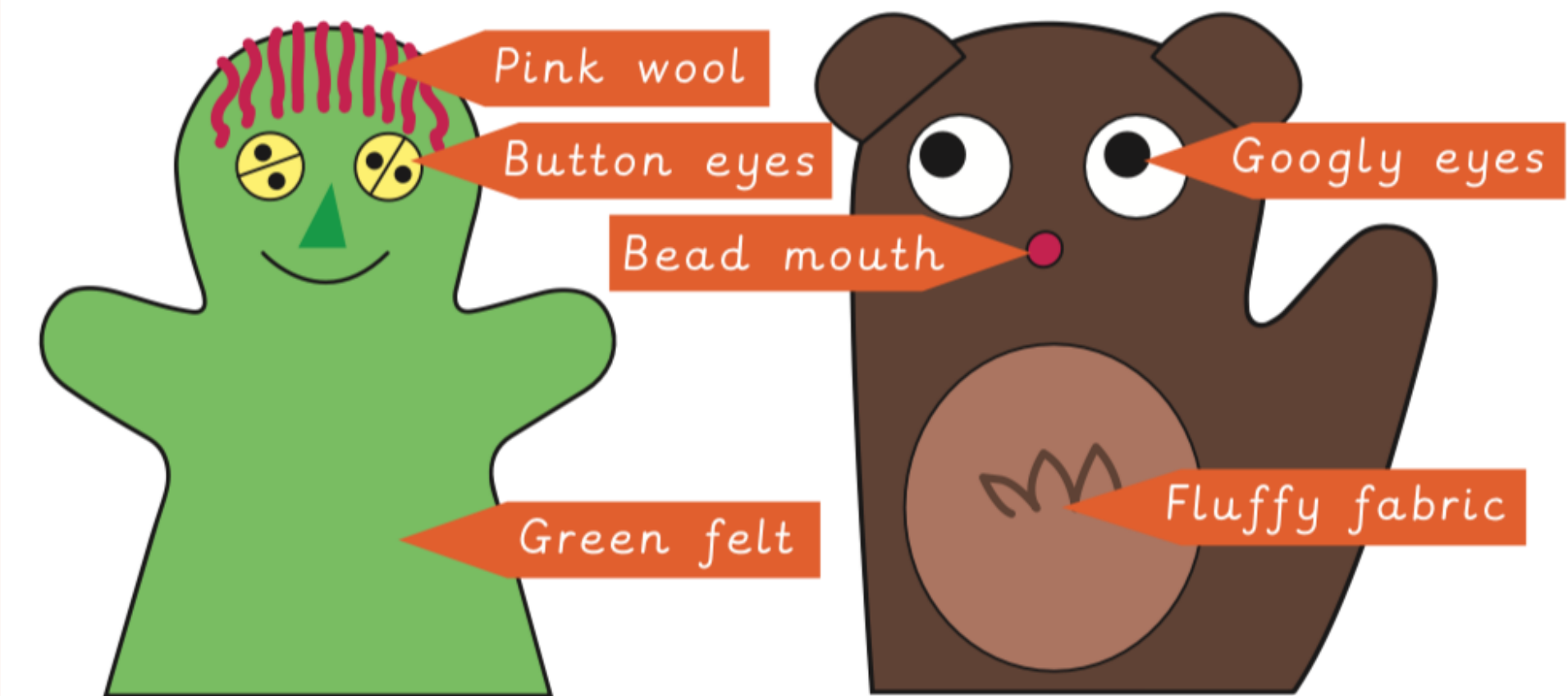


Key facts

You will use a variety of techniques to create your puppet including cutting, gluing, stapling and pinning.



What colour fabric will you choose for your puppet?
 What colour hair will your puppet have?
 What kind of eyes, nose and ears will your puppet have?





Knowledge Organiser

Dance Year 1

Year 1: PE

Dance

About this Unit

Here are some themes that you may explore in this dance unit...

The Weather

Pirates

TOYS

How would these toys move?

On Safari

Key Vocabulary

action	direction	A Z
balance	fast	
beat	level	slow
copy	pathway	slowly
counts	pose	timing

Ladder Knowledge



Actions:	Dynamics:	Space:	Relationships:	Performance:
Actions can be linked to create a dance.	You can create fast and slow actions to show an idea.	There are different directions and pathways within space.	When dancing with a partner it is important to be aware of each other and keep in time.	Stand still at the start and at the end of the dance. It will let the audience know when you have started and when you have finished.

Movement Skills

- actions
- dynamics
- space
- relationships

This unit will also help you to develop other important skills.

- Social** respect, work safely, collaboration, communication
- Emotional** empathy, confidence, acceptance, determination, kindness
- Thinking** creativity, select and apply actions, copy and repeat actions, provide feedback, recall

Strategies

Use big, clear actions. It will help the audience to see you clearly.

Healthy Participation

- You should be bare foot for dance.
- Ensure you always work in your own safe space when working on your own.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Animal Dance

How to play:

- Create a short dance that uses the movements of an animal of your choice.
- Try not to just act like the animal, but use their movements e.g. the way they crawl, walk, sleep or jump.
- Think about how quickly or slowly they move.
- Think about how they move e.g. bouncy, smoothly.
- Choose some music that suits your animal too.

Show your dance to a family member or friend.



www.getset4education.co.uk

If you enjoy this unit why not see if there is a dance club in your local area.



This unit will help you to:

- balance
- move different body parts at the same time
- be more flexible

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136



Year 1: PE Target Games



Knowledge Organiser Fitness Year 1

About this Unit

There are lots of things that can change our mood. How would each of the events below change your mood?

playing with friends

not eating breakfast

spending time with family

not much sleep

Exercise can really help to improve our mood and make us or keep us feeling happy. There are lots of different exercises we can do e.g.



Ladder Knowledge



- Agility:** Bending your knees will help you to change direction.
- Balance:** Looking ahead will help you to balance.
- Co-ordination:** Using the opposite arm to leg at the same time helps you to perform skills such as running and throwing.
- Speed:** Swinging your arms will help you to run faster.
- Strength:** Exercise helps you to become stronger.
- Stamina:** Moving for a long time can make you feel hot and breathe faster.

Movement Skills

- run
- jump
- co-ordination
- stamina
- strength
- agility
- balance

This unit will also help you to develop other important skills.

- Social:** communication, co-operation, support, work safely, kindness
- Emotional:** kindness, perseverance, honesty, independence, determination
- Thinking:** comprehension, creativity, problem solving, reflection, feedback

Strategy

Keep trying lots of different activities outside of school to find something you enjoy.

Healthy Participation



Behave and move in a safe way.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

What's the Time Mr Wolf?

What you need: 2 or more people

How to play:

- One person begins as 'Mr Wolf' and starts facing away from everyone else approx. 8m away.
 - Everyone asks 'What's the time Mr Wolf?' Mr Wolf calls out a time.
 - Whatever time is called is the number of steps you are allowed to take towards Mr Wolf.
 - If Mr Wolf calls 'dinner time!', everyone must run away from Mr Wolf.
 - Whoever is caught returns to the start line.
- The winner is the player who touches Mr Wolf.



www.getset4education.co.uk

Key Vocabulary



- | | | |
|-----------|----------|---------|
| active | exercise | mood |
| bones | fast | muscles |
| brain | healthy | quick |
| breathing | heart | safe |
| calm | memory | strong |

If you enjoy this unit why not see if there is an athletics club in your local area.



This unit will help you to:

- change direction quickly
- balance
- move different body parts at the same time
- be faster
- move for a long time
- be stonger

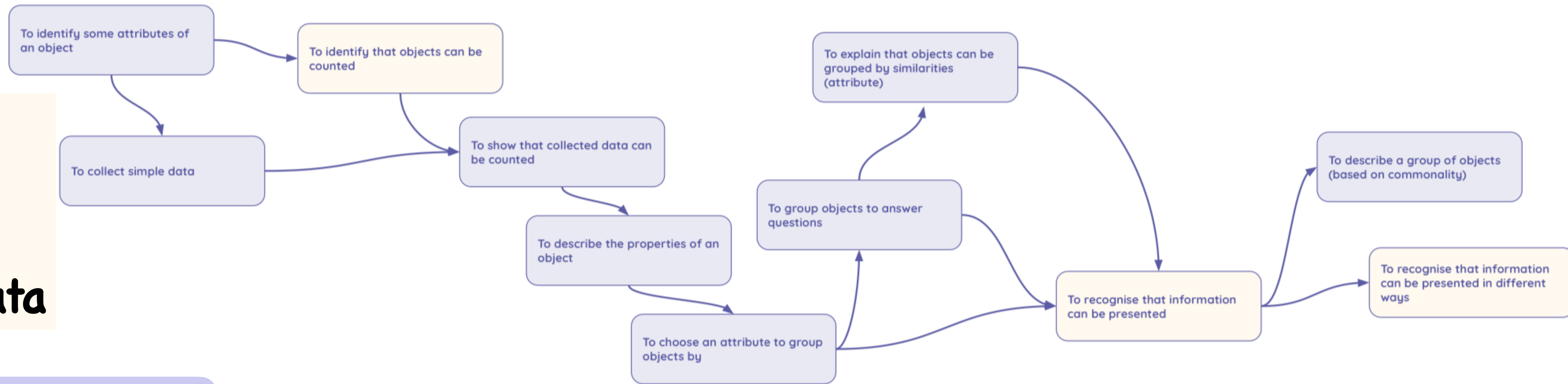
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Year 1: Computing Grouping Data



Key Vocabulary

Grouping

Putting objects into groups based on a property.

Object

Objects is a term used to describe anything that can be labelled with properties.

Label

Classifying and naming objects that are alike. E.g vehicles, animals, food.

Data

Information stored on a computer that can be sorted or searched by a computer.

Classify

To arrange or group objects by shared similarities.

Key:

Concept

Skill

Animals Including Humans

Year 1: Science

Key Vocabulary	
amphibians	Amphibians live in the water as babies and on land as they grow older. They have smooth, slimy skin.
birds	All birds have a beak, two legs, feathers and wings.
fish	Fish live and breathe under water. They have scaly skin, fins to help them swim and they breathe through gills.
mammals	Mammals are animals that breathe air, grow hair or fur and feed on their mother's milk as a baby.
reptiles	All reptiles breathe air. They have scales on their skin.
carnivore	Animals that mostly eat other animals (meat) are carnivores.
herbivore	Animals that only eat plants are herbivores.
omnivore	Animals that eat both plants and other animals are omnivores.

To look at all the planning resources linked to the Animals Including Humans unit, [click here](#).

Mammals

human

mouse

dog

cow

Birds

penguin

chicken

flamingo

robin

Fish

goldfish

tuna

shark

eel

Reptiles

snake

tortoise

lizard

alligator

Amphibians

frog

toad

newt

salamander



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.

Senses



sight



hearing



touch

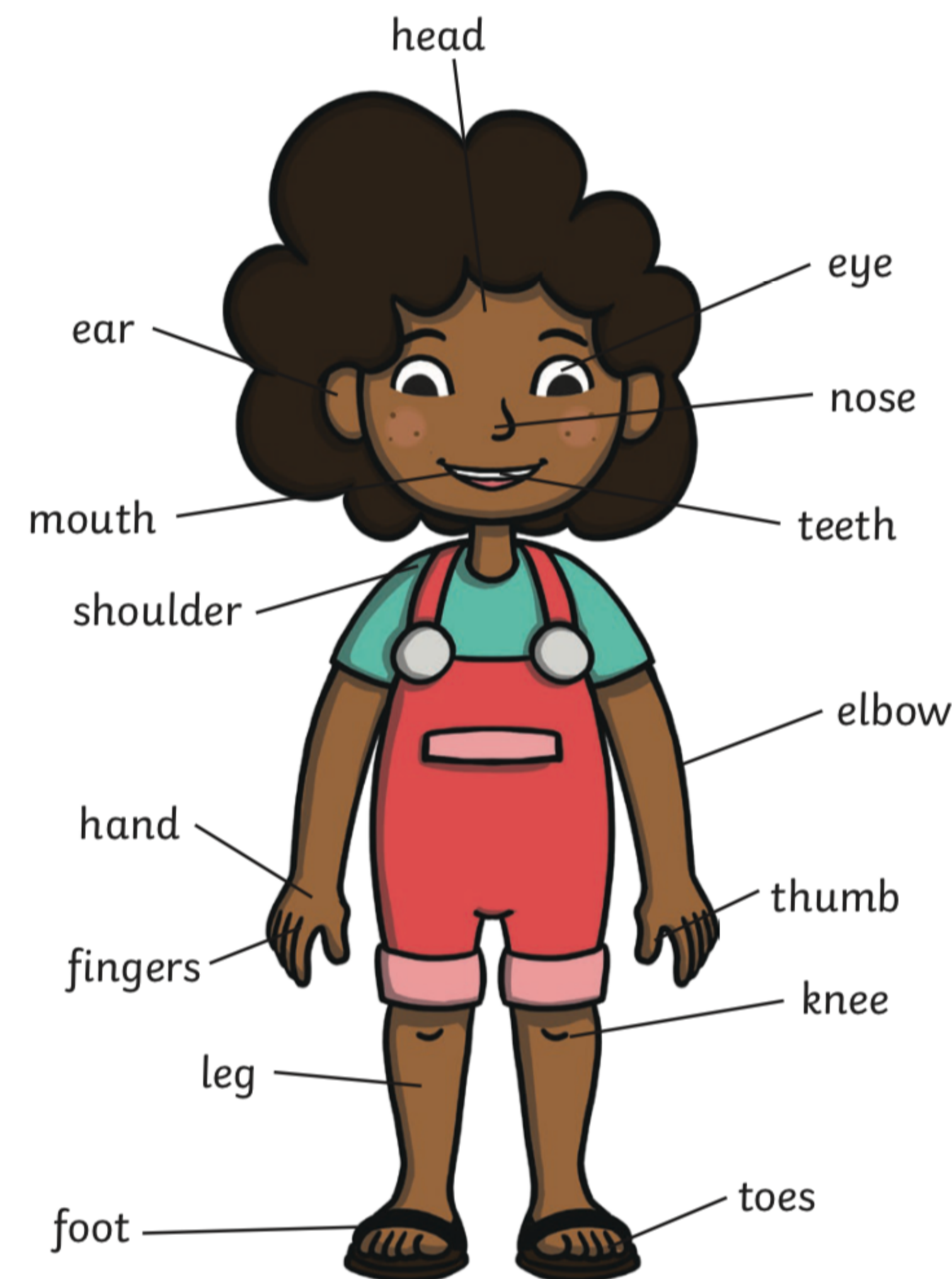


taste



smell

Parts of the Body



Working Scientifically

Identify and classify

Use observations and ideas.




Year 1: RE Jesus as a friend.


Friendship	
Key Vocabulary	
Friendship	Being friends with another person.
qualities	The behaviours that make up a person's character.
humorous	Something or someone that makes you laugh.
trustworthy	Someone you can trust.
respect	To treat someone or something like they matter.

disagreement	A falling out.
advice	Help.
conflict	A serious argument.
united	Working together.
resolve	Sort a problem out.

We might not always agree with our friends but that is okay. We must listen to and **respect** the ideas of others, even if they are not the same as ours.

Christian	A follower of Christianity (one of the main world religions) or something linked to Christianity.
actions	Things that are done.
consequences	The effect of someone's actions.
Bible	The holy book followed by Christians.
Jesus	The son of God.
disciples	Followers of Jesus during his life.
apostles	Early Christian teachers.
tax collector	Someone whose job it is to collect money for the people in charge.

Falling Out	Making Up
<p>Sometimes friends might have a disagreement, like the lion and the tiger in the story of The Wind and the Moon.</p> 	<p>The lion and the tiger got some advice from a wise man. The man told them to 'live without conflict and remain united.' When we fall out, we have a choice about how to resolve it.</p>

Jesus' Disciples
<p>Twelve special disciples were chosen to be apostles. Jesus chose the twelve disciples himself. They were ordinary people like fishermen and tax collectors. The disciples left everything behind to follow Jesus and listen to his teaching. The disciples were called Simon, James, Andrew, John, Judas, Thaddeus, Peter, Matthew, Thomas, Phillip, Bartholomew and James the Younger. Jesus chose these twelve men because they had good qualities and they helped him spread his teaching to others.</p> 

What makes a good friend?
<p>A good friend may have particular qualities. They might be:</p> <ul style="list-style-type: none"> kind humorous cheerful helpful caring trustworthy 