Year 1

Spring 2

Knowledge Organisers

Year 1
Maths

Unit 8
Numbers to 50

In this unit we will …
- Count up to 50
- Compare numbers to 50
- Order numbers
- Count in 2s and 5s
- Solve word and picture problems

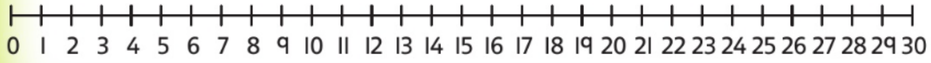
We will need some maths words and signs.
Do you remember these?

ones **tens** **compare**

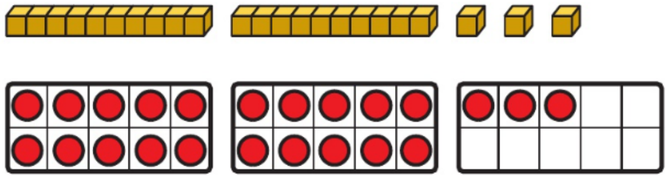
order **less than (<)**

greater than (>)

We can use a number line to help us order and compare numbers. Which number is larger, 12 or 21?



We can use different equipment to show the value of a number. We can use cubes, bead strings, ten frames or rekenreks. What number is shown here?

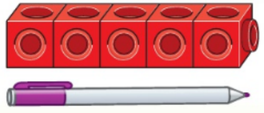


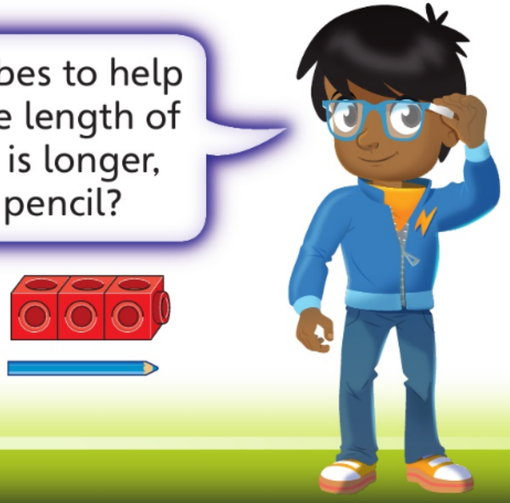
Year 1
Maths

Unit 9
Introducing length and height

In this unit we will …
- Compare lengths and heights of objects
- Use non-standard units to measure objects
- Measure with a ruler
- Solve word problems about length

We can use cubes to help us compare the length of objects. Which is longer, the pen or the pencil?

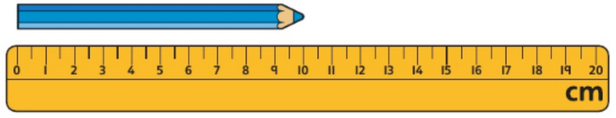




We will need some maths words. Can you read them out loud?

long, longer, longest | measure | length
tall, taller, tallest | short, shorter, shortest
wide, wider, widest | thin, thinner, thinnest
compare | height

We use a ruler to measure lengths. How long is this pencil?

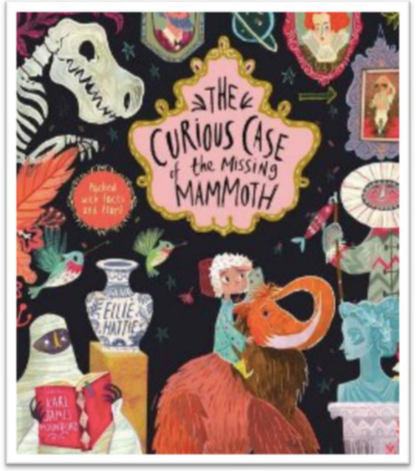


Year 1
English

Pathways to Write

The Curious Case of the Missing Mammoth

by Ellie Hattie &
Karl James Mountford



Outcome: Fiction – Adventure story

Writing outcome:
To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character

Greater depth writing outcome:
To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character and setting

Pathways to Write keys

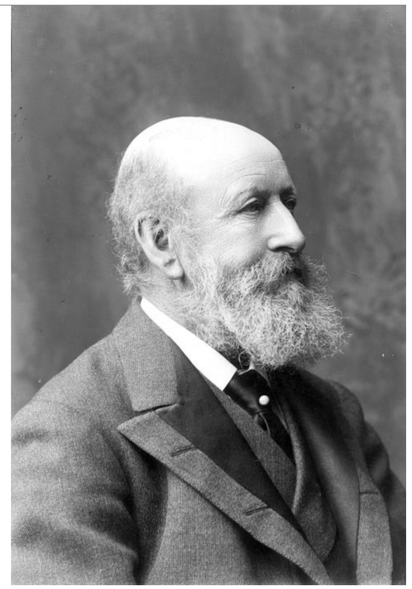
Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
• Punctuate sentences using a capital letters and a full stop, some question marks and exclamation marks • Use 'and' between words and some clauses • 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 • Leave spaces between words	• **Join words and clauses using *and*** • **Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark** • **Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est**	• Use some story language • Include and describe a character • Include and describe the setting (new setting for greater depth) • Write simple sentences in sequence • Include a beginning, middle and end

Vocabulary to explore within this unit:

NC Common Exception Words – Year 1		Developing Vocabulary	
the	no	peep	
he	be	gasp	midnight
in	said	toot	mammoth
a	friend	thunderous	museum
our	where	din	exhibition/exhibits
you	there	regal	underwater
my	go(ing)	mutter	portrait
his	was	tramp	carnivore
and	to	struck	extinct
come	they	unusual	endangered
here	are	wild	
		statue	

Year 1: History- Significant local person

Sir Thomas Wardle, Leek



Who was Sir Thomas Wardle and when did he live?

Sir Thomas Wardle was born in Macclesfield on the 26th January 1831.

National history context:
Queen Victoria became Queen aged 18 in 1937 after the death of King George IV in 1830

Did Thomas have a happy or terrible life?

Thomas inherited the family firm and became interested in the process of dying. He spent time researching India's silk. He married Elizabeth and together they set up Leek Embroidery School. His last home has a blue plaque outside of 54 St Edward Street, Leek.

Why is Sir Thomas Wardle called a sir?

Thomas Wardle received a Knighthood in 1897 for services to the silk industry. Queen Victoria knighted him. His interest in textile dyes changed the way silk was used and the designs.

Can we spot the differences between textiles then and now?

The textiles then as part of the industrial revolution meant production moved to factories. Block printing was the first form of textile printing.

Now technology has changed the textiles we use with man made fibres and mass produce fast fashion.

Who was William Morris and why did he want to work with Sir Thomas Wardle?

William Morris is a textile designer who collaborated with Wardle to develop new dye techniques using the River Churnet water. William Morris is a significant National person because of the way he influenced Art.

Key Vocabulary

Year 1: History- Significant local person

significant

A person of importance

famous

A famous person is someone that is known by many people.

textiles

A type of cloth or woven fabric

silk

A soft fibre made by silkworms the fibre is collected to make silk fabric.

knighthood

Knighthood is a title given to people who have performed an extraordinary service.

then

Then is a point of time in the past that can be used to compare with another part of time.

now

Now is a point of time in the present that can be used to compare with another part of time.

Year 1: PSHE
Healthy Me

Jigsaw Jack's Journey

Healthy Me

How do my choices affect my health?

clean

body

unhealthy

look, listen, wait

healthy

medicines

hygienic

choices

sleep

safe

balanced

exercise

I will learn about...

- The differences between healthy and unhealthy choices
- How to make healthy choices
- Keeping myself clean
- Germs, disease and illness
- Medicines and how to use them safely
- Crossing the road safely

I will explore...

- How it feels to make healthy choices
- How to keep myself safe
- How special my body is
- What to do when I feel poorly
- Who my trusted adults and friends are

Year 1: Music Timbre

Year 1: Timbre and rhythmic patterns (Fairytales)

Musical style: Classic music

We are listening to a classical 'symphonic fairytale' called 'Peter and the Wolf' composed by Prokofiev in 1936.

A symphony is a piece of music which has been composed to be played by a full orchestra. Symphonies are usually quite long pieces which are divided into parts.

Vocabulary

Timbre	The quality of sound e.g. smooth, scratchy, twinkly.
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.

Instruments

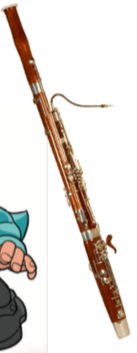
Different instruments have different 'timbres'. In 'Peter and the Wolf', the animals are represented by instruments with different timbres.

Peter - Violin


Cat - Clarinet


Hunter - Timpani


Duck - Oboe


Grandfather - Bassoon

Wolf - French horn


Bird - Flute


Year 1: Art and Design

Year 1 - Sculpture and 3D

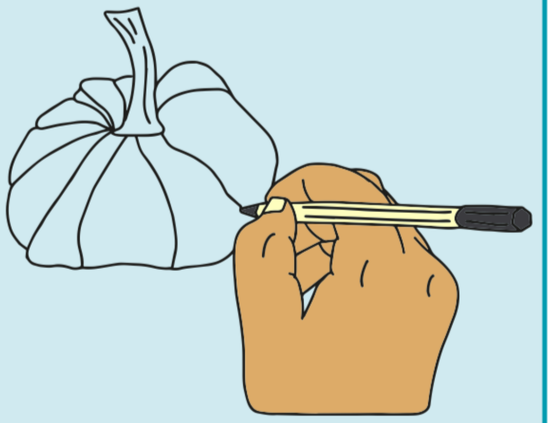
Cylinder	A tube shape
Detail	Extra decoration or items that add interest
Sculpture	Art in three dimensions; walk all around it to look at it
Three dimensional (3D)	A solid shape; art that isn't flat on paper

Artists

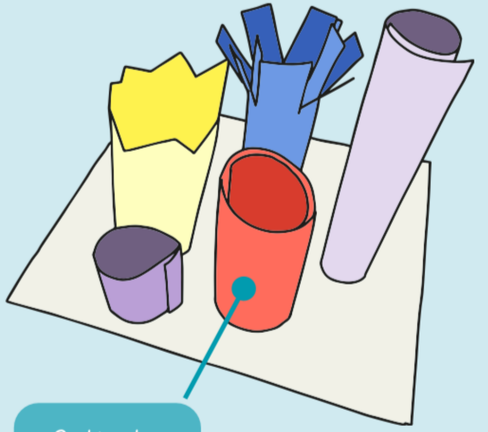
Samantha Stephenson

Louise Bourgeois

2D - flat, like a drawing



3D - can be held, like a cylinder



Tree of life

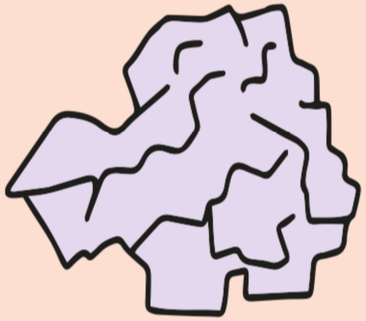
Many cultures have stories about a tree of life. The tree often represents all of nature.

Sidi Saiyyed Mosque

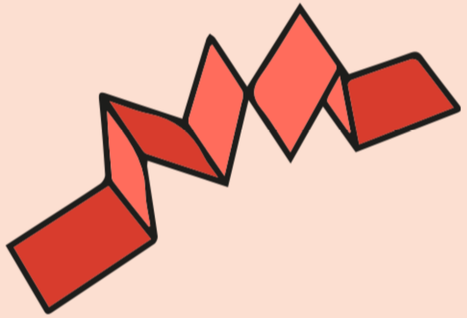
Year 1: Art and Design

Year 1 - Sculpture and 3D

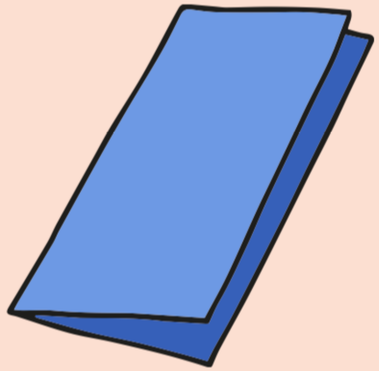
Scrunch



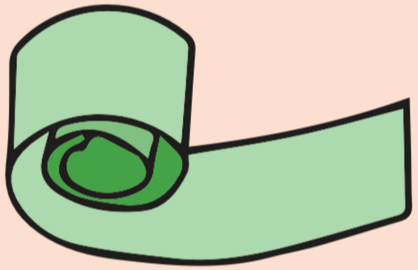
Zig-zag



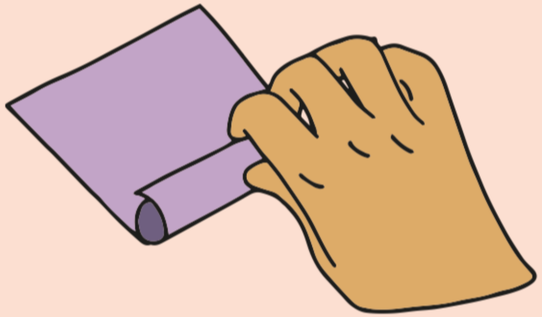
Fold



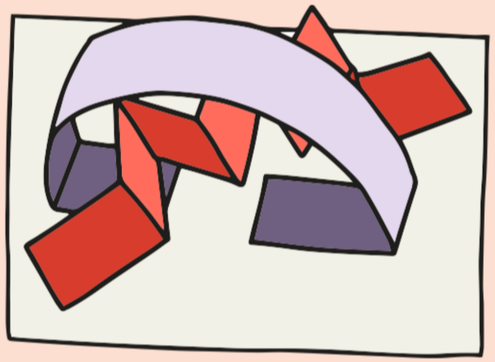
Spiral



Roll



Overlap



Year 1: PE Gymnastics

Knowledge Organiser Gymnastics Year 1

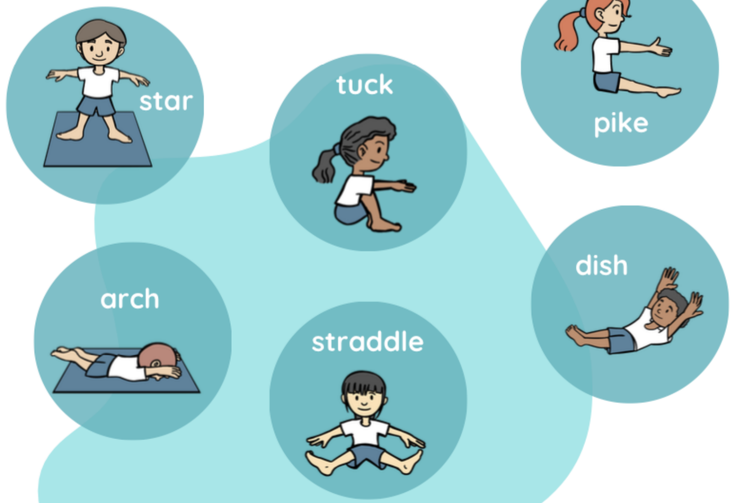
Get Set 4 Education

Ladder Knowledge

Shapes:	Balances:	Rolls:	Jumps:
You can improve your shapes by extending parts of your body.	Balances should be held for 5 seconds.	You can use different shapes to roll.	Landing on the balls of your feet helps you to land with control.

About this Unit

In gymnastics you learn to move your body in really fun ways. There are also lots of shapes that you can make with your body.
In gymnastics, these shapes have special names.



Movement Skills

- travelling actions
- shapes
- balances
- shape jumps
- barrel roll
- straight roll
- forward rol

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

Social	respect, collaboration, sharing, work safely
Emotional	confidence, self regulation, perseverance
Thinking	comprehension, select and apply action, creativity

Strategy

Use a starting and finishing position so that people know when your sequence has begun and when it has ended.

Healthy Participation

- Remove shoes and socks.
- Make sure the space is clear before using it.

Key Vocabulary

action	jump	speed
balance	level	squeeze
control	point	star
direction	roll	straight
	shape	travel

This unit will help you to:

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

Home Learning

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

Crabs and Scorpions

What you need: two markers, one player, one person to time

How to play:
- Mark a 6m distance using two markers.
- Place 10 x socks at the start marker.
- Transport the socks one at a time from one marker to the other.
- How many socks can you move in 2 minutes?

Rules:
- Socks must be carried on stomach on the way there (crab)
- Players must travel back on their hands and feet stomach facing down (scorpion).

www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit. @getset4education136

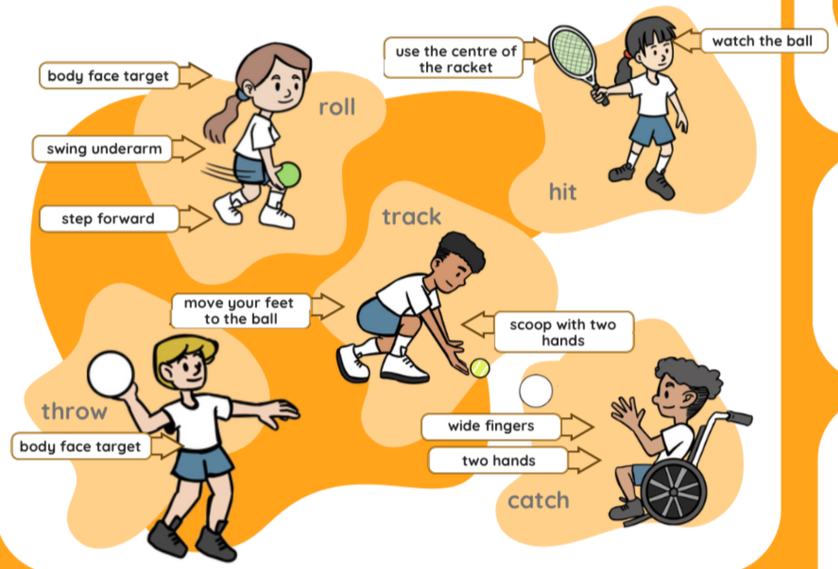
Year 1: PE Sending and Receiving

Knowledge Organiser
Sending and Receiving Year 1

Get Set 4 Education

About this Unit

When we talk about sending a ball, we mean throwing, kicking or hitting it to someone else. Receiving a ball is like catching it or stopping it when it comes to you. So, when your friend sends the ball your way, you use your hands, feet or racket to catch it or stop it from rolling away. It's like giving the ball a gentle hug when it comes to you.



Ladder Knowledge

Sending:

Face your body towards your target when sending to help you to balance.
Look at your partner before sending the ball.

Receiving:

Watch the ball as it comes towards you.

Movement Skills

- roll
- throw
- catch
- track
- kick
- receive with feet
- send with racket

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

- **Social** support others, communication
- **Emotional** determination, honesty, independence
- **Thinking** comprehension, select and apply skills

Strategies

For all ball skills use these tips:

Track the ball as it comes towards.
Point your hand or foot towards your target when sending the ball.
Cushion the ball as you receive it.

Healthy Participation

- Make sure unused balls are stored in a safe place.
- Make sure you work in a safe space and show an awareness of others as you use the ball.

Home Learning

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

Key Vocabulary

catch	overarm	score
defender	partner	send
distance	pass	throw
far	ready position	underarm

This unit will help you to:

- change direction
- balance
- move different body parts at the same time
- be faster
- move for longer

Plane in Flight

What you need: a sheet of newspaper, an A4 sheet of paper, a pen, masking tape, scissors, an adult to help you cut.

How to play:

- Draw circles of different sizes on the sheet of newspaper.
- Ask an adult to help you cut them out.
- Make a paper aeroplane with the A4 paper (have fun finding how to make this on the internet).
- Tape your newspaper so that it hangs in a doorway and name each of the holes after a country.
- Stand 3m away and throw your aeroplane so that it travels through every country.

www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit. @getset4education136

Year 1: Computing Coding Course A

Code.org Computer Science Fundamentals Syllabus and Overview

Course A

Course A offers a computer science curriculum for beginning readers, including Kindergarten students. Students will learn to program using commands like loops and events. The lessons featured in this course also teach students to meaningfully collaborate with others, investigate different problem-solving techniques, persist in the face of challenging tasks, and learn about internet safety.

Key Vocabulary

- **Algorithm** - A list of steps to finish a task.
- **Debugging** - Finding and fixing problems in an algorithm or program.
- **Program** - An algorithm that has been coded into something that can be run by a machine.
- **Click** - Press the mouse button
- **Double-Click** - Press the mouse button very quickly
- **Drag** - Click your mouse button and hold as you move the mouse pointer to a new location
- **Drop** - Release your mouse button to "let go" of an item that you are dragging
- **Bug** - Part of a program that does not work correctly.
- **Programming** - The art of creating a program.
- **Loop** - The action of doing something over and over again.
- **Repeat** - To do something again.
- **Event** - An action that causes something to happen.

Concept	#	Lesson Name	Overview
Digital Citizenship	1	common sense education Safety in My Online Neighborhood	The power of the internet allows students to experience and visit places they might not be able to see in person. On this virtual field trip, kids can practice staying safe on online adventures.
	2	Learn to Drag and Drop	This **skill-building** lesson will give students an idea of what to expect when they head to the computer lab. It begins with a brief discussion introducing them to computer lab manners. Then they will progress into using a computer to complete online puzzles.
Sequencing	3	Happy Maps	This **context-setting** lesson brings together teams with a simple task: get the "flurb" to the fruit. Students will practice writing precise instructions as they work to translate instructions into the symbols provided.
	4	Sequencing with Scrat	In this **skill-building** lesson, students will develop sequential algorithms to move a squirrel character from one side of a maze to the acorn on the other side. To do this, they will stack code blocks together in a linear sequence.
	5	Programming with Scrat	In this **skill-building** lesson, students will continue to develop sequential algorithms.
	6	Programming with Rey and BB-8	In this **skill-building** lesson, students will use their newfound programming skills in more complicated ways to navigate a tricky course with the Star Wars character BB-8.
Loops	7	Happy Loops	This **context-setting** lesson revisits Happy Maps. This time, students will use loops to solve bigger, longer puzzles with their code.
	8	Loops with Scrat	In this **skill-building** lesson, students will practice loops in programming puzzles where the goal is to help the squirrel reach the acorn.
	9	Loops with Laurel	In this **skill-building** lesson, students continue learning the concept of loops. Here, students use loops to collect treasure in open cave spaces.
Loops *(cont.)*	10	Ocean Scene with Loops	In this **skill-building** lesson, students learn to draw images by looping simple sequences of instructions. Here, loops are creating patterns. At the end of this lesson, students will create their own images.
Events	11	The Big Event Jr.	In this **context-setting** lesson, the class will experience the concept of events through a game where they move or shout when you press buttons on a giant remote.
	12	Mini-Project: On the Move with Play Lab	In this **mini-project**, students will use events in Play Lab and apply all of the coding skills they've learned to create an animated game. It's time to get creative and make a story in the Play Lab!
Project	13	End of Course Project	In this **project** lesson, students apply what they have learned about sequencing and loops with the Artist.

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

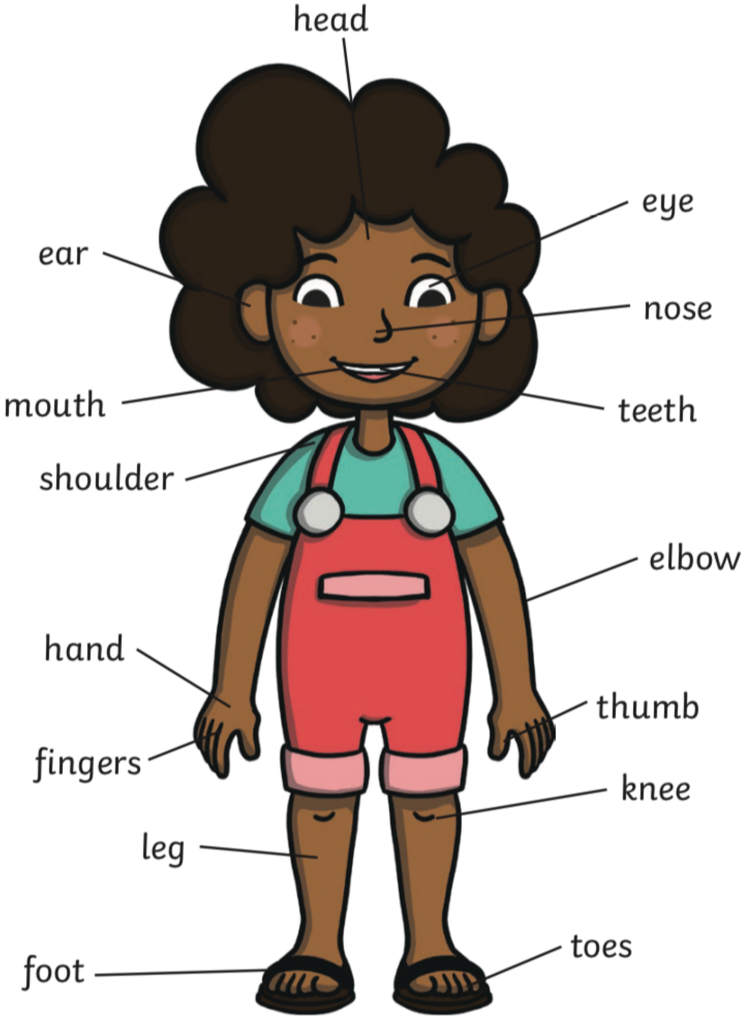
hearing

touch

taste

smell

Parts of the Body



Working Scientifically

Identify and classify

Use observations and ideas.

Discovery RE Knowledge Organiser Year 1, ages 5-6

This knowledge organiser is a guide, offering key information to point the teacher in the right direction as to the beliefs underpinning the particular enquiry. The summaries must not be taken as the beliefs of ALL members of the particular religion.

Year 1: RE Easter

Religion /Worldview: Christianity	**Enquiry Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday ?**	**Age: 5/6 Year Group: 1 Spring 2**
The enquiry is looks at the events of Palm Sunday and their significance to Christians today.		

Core Knowledge (see also background information documents)	**Link to other aspects of belief**	**Personal connection / resonance**
• Christian concept of **Salvation**: the saving of mankind from permanent separation from God by the death and resurrection of Jesus • Trinity. This is the 'complete relationship' between God (the Father), Jesus (his son) and the Holy Spirit • Palm Sunday is the day where Jesus rode into Jerusalem. He fulfilled Old Testament prophecies which said that this would happen when the "king" came.	• Christians believe in the Trinity. This is the complete relationship between God (the Father), Jesus (his son) and the Holy Spirit. • Christians believe that Jesus is the Son of God, he was put to death on Good Friday and rose from the dead on Easter Sunday	• What do I feel about the way Jesus was treated? • Is there anybody special that I would be really excited to see, that I would line the street for and cheer for?

Key Terms and Definitions	**History/Context**	**Impact on believer/daily life**	**Spiral curriculum link**
Salvation: the saving of mankind from permanent separation from God by the death and resurrection of Jesus **Palm Sunday:** when Jesus rode into Jerusalem **Disciples:** Jesus' special friends.	• Jesus lived for approximately 33 years and the events of "Holy Week" (the week leading up to his death and resurrection) start for Christians on "Palm Sunday" when Jesus rode into Jerusalem • The Jewish people themselves believed that God was going to send them a Messiah to rid them of the Roman occupation of Israel. • It was traditional to place a cover across the path of someone deemed worthy of honour, especially royalty. The palm branch was a Jewish symbol of triumph and victory.	• Because Jesus was treated by a king by a large number of people, Christians can think of Jesus as a very special person, like royalty	Links can be made to the EYFS Spring 2 unit.

Home learning ideas/questions:
Whom do we "honour" or respect that we would be excited to meet? Why?