



# KNOWLEDGE ORGANISER

## Year 1



## Curriculum Intent Statement -

At St. Augustine's Catholic Primary School, we are passionate about children's learning. The Cognitive Load research theory and Rosenshine's Principles of Instruction highlights that children learn through remembering and recalling and this theory is embedded this **within the knowledge of our curriculum**.

### **‘Learning is Remembering and Recalling...’**

Our curriculum is planned and sequenced around the specific vision of the National Curriculum, our Curriculum Drivers, the Laudato Si and the Gospel Values. This is based upon our School Catholic Mission that we have a moral purpose for our pupils to flourish in a safe, happy and stimulating environment, and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel. We believe that this core belief underpins everything we do here at St. Augustine's.

St. Augustine's curriculum will provide inspiring and relevant learning opportunities for our children to develop the knowledge and skills that can be fluently applied across all subject areas. It will ensure that all children's individual needs and experiences are developed through local, national and global contexts.

In order for children to relate to their learning, topic areas will be carefully planned and supported through external visitors talking about their experiences, or class trips to supplement the children's learning.

# Curriculum Development - Intent

## LauDato Si, National Curriculum and Gospel Values



### Using our Secrets to Success...



### Rosenshine's Principles of Instruction

### Parents in Partnership and Knowledge Organisers

**English**  
Reading  
Writing  
Phonics  
Spelling  
Punctuation  
Grammar

**Maths**  
Arithmetic  
Fluency  
Reasoning  
Problem Solving

**RE**  
Knowledge &  
Understanding  
Engagement &  
Response  
Analysis & Evaluation

**The Culture Team**  
History  
Geography  
French (MFL)

**The Arts and  
Technology  
Team**  
Design  
Technology Art  
Music  
Computing

**The Healthy  
Hearts and  
Minds Team**  
PE  
Science  
PSHE / RSHE

Being the 'Best we can be'

## Our Laudato Si key question this half term...

How do mini beasts help the  
planet?



## Our Focus Gospel Value this half term is...



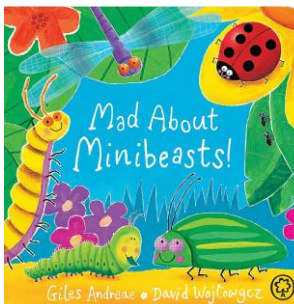
How do you show humility?

# **School Mission Statement**

**Lead us Lord,  
To act justly,  
To love tenderly,  
And to walk humbly.**



**Amen**



# The Circle of Life - Minibeasts

This half term, Year 1 are learning all about minibeast and how they help the planet. We have lots of exciting things planned, including:

- Making butterfly biscuits!
- A minibeast hunt!
- Making a minibeast fact file
- Making clay minibeasts
- Writing minibeast poems

## **How can I help my child with this topic:**

Have a look for minibeast when you are out and about. Discuss what your child notices about them. Can they identify them or any of their features? They may want to find out more about a minibeast of their choice.

Discuss ways that we can look after and protect minibeasts.

Take part in some of the topic grid tasks – this can be found on Google Classroom.

The next few slides will show you some of the things that we will be covering within specific subjects. Each subject will look at a specific set of skills that will allow children to meet the National Curriculum objectives within Year 1.

# English - KEY VOCABULARY

## Phonics/Spelling Key Vocabulary

**Phoneme** - A single unit of sound

**Diagraph** - A type of grapheme where two letters represent one phoneme (sound) e.g. each

**Consonants** - Most of the letters of the alphabet represent consonants; the letters a, e, i, o, u represent vowels

**Vowels** - The letters a, e, i, o, u

**Grapheme** - A letter, or combination of letters, that corresponds to a single phoneme within a word e.g. ten **Segment** - Break a word into phonemes

**Blend** - Put the phonemes back together

**Compound Word** - A word that contains two or more root words e.g. news+paper, ice+cream

**Key Word/Common Exception Word** - A word which can't be phonetically decoded

**Prefix** - A prefix is added at the beginning of a word in order to turn it into another word e.g. disappear

**Suffix** - Suffix A suffix is an 'ending', used at the end of one word to turn it into another word e.g. teacher

**Pseudo Word** - Words use to check phonic decoding skills which are not real word eg meap

## Reading Key Vocabulary

**Decoding** - Breaking down a word into different phonemes to help read it

**Retrieval** - Finding information from a text

**Prediction** - Saying what will happen next or as a result of something

**Comprehension** - Understanding what has been read

**Inference** - Making assumptions about what is happening in a text

**Deduction** - Using evidence in a text to support an idea

**Don't forget the Reading Challenge!**

## Grammar Key Vocabulary

**Adjective** - Used before a noun to make the noun's meaning more specific e.g. tall, blue

**Noun** - Nouns are sometimes called 'naming words' because they name people, places and 'things' e.g. table, hotel

**Verb** - Verbs are sometimes called 'doing words' because many verbs name an action that someone does e.g. run, cook

**Adverb** - These modifying the verb e.g. quickly, happily

**Statement** - States a fact or something that has happened. **E.g. You are my friend.**

**Command** - Something you have to do. **E.g. Be my friend!**

**Exclamation** - When something is exclaimed- start with 'what' or 'how'. **E.g. What a good friend you are!**

**Noun Phrase** - A phrase where an adjective is used before a noun to describe it e.g. blue table, fierce fox

# English – Knowledge

## WRITING CHECKLIST

Sentences begin with a **capital letter**?

Sentences end with either a **full stop** or appropriate punctuation e.g. **question mark**?

**Finger spaces** between words?

A **title and subtitles** are included if appropriate?

**Body of text** relates to the title?

Have you **reread** your work to check it makes sense and to correct mistakes?

Have you used **conjunctions**? E.g. because, and, so, but

## HOW TO HELP - Writing

- Practise correct letter formation
- Don't over correct independent writing - aim for enthusiasm
- Support child-led writing during play e.g. making a shopping list
- Let your child see you writing
- Where possible, write for a purpose, e.g. Letters, Postcards, Invitations, etc
- Provide a range of writing opportunities at home
- Encourage your child to use their phonics knowledge to carefully sound out words

## HOW TO HELP - Phonics/Spelling -

- Practise reading and spelling key words
- Use Read, Write Inc. Phonics sheets sent home
- Learn your child's spellings with them
- Encourage writing spelling words in sentences
- Encourage your child to write stories and letters
- Help your child to spot patterns in their spellings

## HOW TO HELP - Grammar

- Speak in grammatically accurate sentences
- Work together on your child's IXL homework

## HOW TO HELP - Reading -

- Read to your child (lots)
- Try not to over correct your child
- Visit the school's Library (at least weekly)
- Visit local libraries
- Read comics/magazines
- Let your child see you read
- Make reading enjoyable- not a battle
- Let children read what interests them



# Phonics

This half term, we are focusing on Phase 5 phonemes.

The phase 5 sound families can also be found on Classrooms.

☆☆ StoryTime Phonics

## PHASE 5 SOUNDS

ir



ay



a-e



ea



i-e



ow



o-e



ew



u-e



aw



ou



oy



are



ie



oe



au



ue



wh



ph



e-e



Help your child to practice recognising these phonemes.

Can they think of words with the phoneme in?

Can they write those words?

Can they look for the phonemes in books?

## Year 1 and 2 Common Exception Words

### Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

### Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Help your child to read and write these common exception words.

See if your child can read them and then cover them up and see if they can write them.

# Maths - KEY VOCABULARY and KNOWLEDGE

## Measurement

**Mass** – the amount of matter or substance that makes up an object.

**Weight** – the force gravity applies on an object.

**Capacity** – the maximum amount that something can contain/hold.

**Volume** – the space that a three-dimensional object occupies or contains.

**Length** – the measured distance from one end to the other of the longer side of an object.

**Height** – the distance from the bottom to the top of something standing upright.

## Measurement Comparison Vocabulary

**Length/height** – long, short, longer, shorter, tall, double, half

**Mass/weight** – heavy, light, heavier than, lighter than

**Capacity and volume** – full, empty, more than, less than, half, half full, half empty, quarter

Mr White is 5 sticks tall.  
Choose a suitable piece of equipment to  
measure how tall your friend is.



## HOW TO HELP - Measurement

Compare the lengths and heights of objects, people, anything you can find!

Use objects or a cm ruler to measure things.

Compare weights of toys/everyday objects by using language such as heavier/lighter

Use the vocabulary of capacity and volume when making a drink/a bath etc.

## IXL

## HOW TO HELP - Mental Maths

Continue working on regularly recalling simple addition and subtraction facts – number bonds to 10 (  $7+3=10$  )

Add and subtract physical objects at home eg at dinner time

Practice times tables facts 2,5 and 10.

# Maths - KEY VOCABULARY and KNOWLEDGE

## Operations Key Vocabulary -

**Operation** - Addition, subtraction, multiplication or division

**Number Sentence** - A written calculation

**Addition** - The sum of two numbers (plus, add, total, more than)

**Subtraction** - Taking one number away from another or finding the difference between those values (take away, subtract, less than)

**Difference Between** - How many between the two numbers- often solved on a number line (how many more, how many less). Eg. Difference between 11 and 14 = 3

**Multiplication** - Multiplying one number by another (times, lots of, multiplied by, product of)

**Array** - A visual representation of multiplication

**Division** - Sharing or grouping a number into equal parts (share, divide, groups of, how many in)

**Share** - Divide a number or a number of objects equally into a number of piles

**Group** - Place objects in groups of a certain number

**Commutative** - The concept that addition and multiplication can be done in any order but subtraction and division cannot

**Inverse** - Reversing the effect of another operation eg  $3+4=7$  so  $7-4=3$

## HOW TO HELP - Number and Place Value

Talk to your child about Maths

Be positive about Maths and model using Maths skills

Set Maths challenges, can your child learn their 2,5 and 10x tables?

## HOW TO HELP - Problem Solving -

Embrace struggle! Teach your child that it's good get stuck! This is how we learn best.

Allow time for resilience building.

## Fluency, Reasoning and Problem Solving Key Vocabulary –

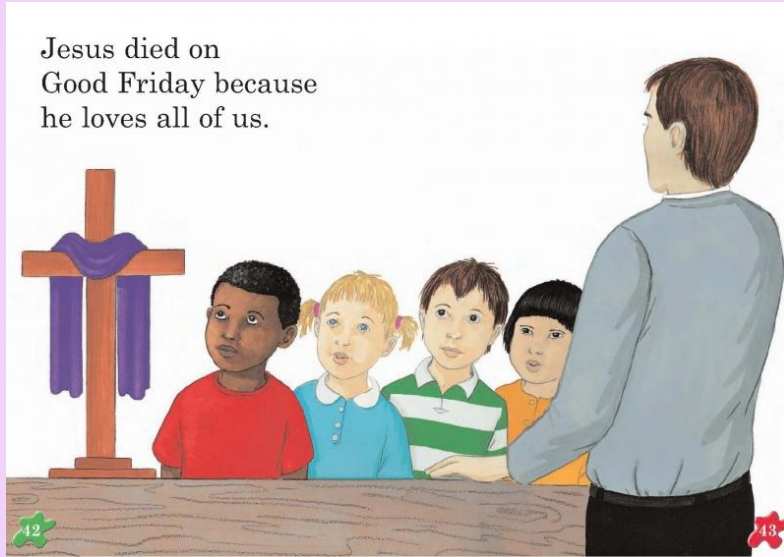
**Problem Solving** - Solving real life and logical problems using mathematical understanding

**Reasoning** - Following a line of enquiry, justifying their answers

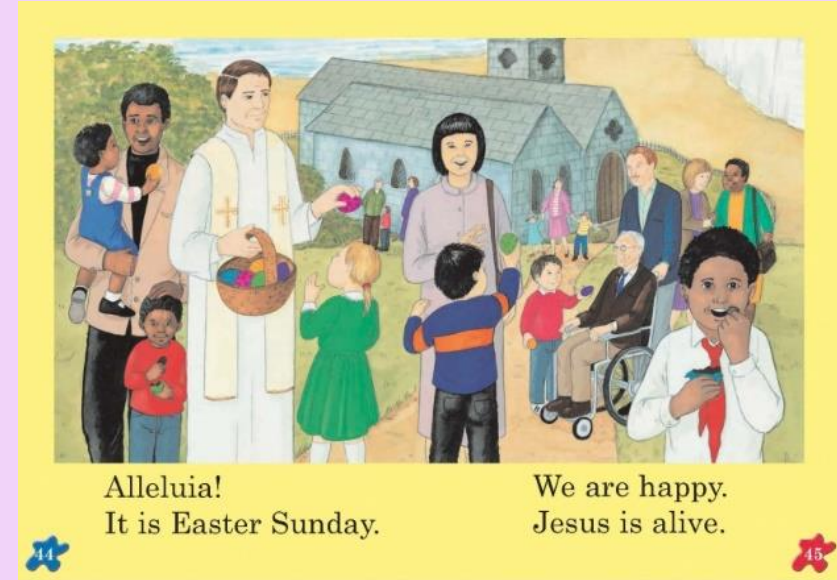
**Fluency** - Using number and calculation skills accurately and efficiently

# Lent/Easter - Giving

**Lent; a time to change in preparation for the celebration of Easter.**



- How can we prepare for Easter?
- Why do we celebrate Easter?
- How have you changed since you were a baby?
- What changes do you notice in your environment?

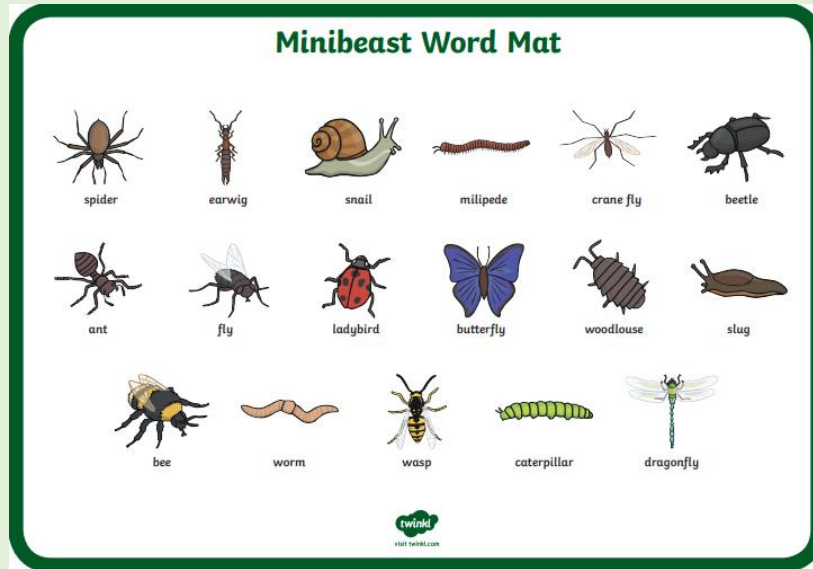




# Science

## Year 1 Skills:

- Identify and name a variety of common animals
- Describe and compare the structure of a variety of common animals



**Minibeast** – also called an invertebrate, is a creature without either a backbone or internal skeleton.

There are over 40,000 species of invertebrates in the UK alone!

## HOW TO HELP

- Talk about minibeasts that you see. Discuss their features and habitats.
- Is there a minibeast that your child would like to find out more about?

## Computer Science – Coding

### Year 1 Skills:

- Understand what algorithms are
- Understand that programs execute by following precise and unambiguous instruction

## Purple Mash



Year 1 History:

- Look at the lives of significant individuals in the past who have contributed to national and international achievements.

History

Carolus Linnaeus

Key Terms

- taxonomy
- classifying
- medicine
- binomial nomenclature
- contributions

Carolus Linnaeus, also known as Carl Linnaeus, was a scientist famous for his work in organizing, or **classifying**, living things into groups. This is also known as **taxonomy**. He was born in Sweden in 1707. Much of his work is still used today.



When he was young, Carolus loved nature and especially plants. He enjoyed walking with his father in the gardens and loved to plant the gardens as well. He was a smart student but found his classes rather boring compared to being outside with plants.

Key Vocabulary

**Taxonomy** – the scientific study of naming, defining and classifying groups of biological organisms based on shared characteristics.

**Classifying** – categorizing something into a group or system based on their characteristics.

- Can your child tell you some key facts about Carl Linnaeus?
- Can your child talk about what Carl Linnaeus was famous for?

# Art

## Year 1 Skills

- Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.
- Explore sculpture with a range of malleable media, especially clay.

This term we will be studying **Henri Matisse** and experimenting with collage.

## Key Vocabulary :

Line  
Shape  
Texture  
Light  
Dark  
Rip  
Tear  
Cut  
Collage



# Music

## Year 1 Skills

- Identify the pitch of a sound.
- Follow the pitch of some music.
- Change the pitch of a piece of music.
- Create high and low sounds.



## Key Vocabulary

**Dynamics** - loud/quiet, louder/quieter

**Pitch** - high/low, higher/lower

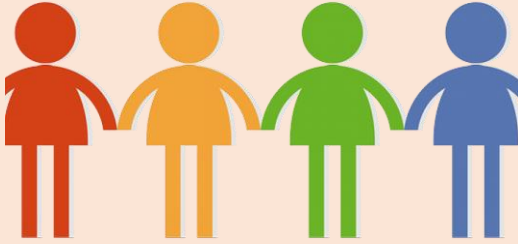
**Pulse** – the steady heartbeat of the music

## HOW TO HELP

Listen to a piece of music. Can you pick out high pitched and low pitched sounds? Can you make high and low pitched sounds with your voice?

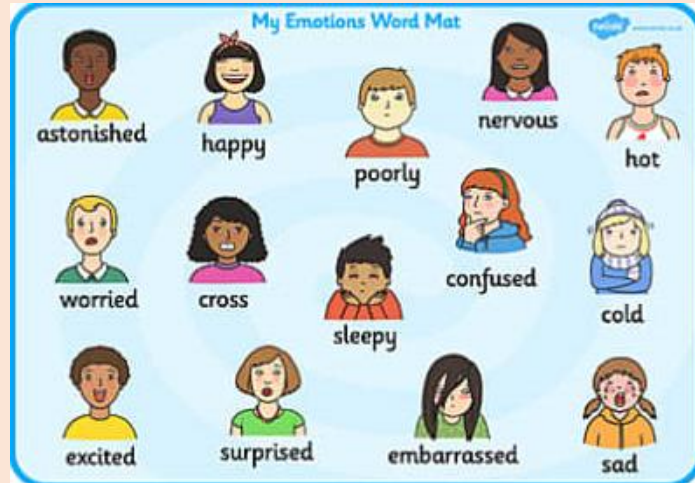


# PSHE



## Key Questions:

- Can you take turns when you play a game with others?
- How can we handle winning and losing?
- What can we do when someone makes us feel angry or upset?
- How can you be a good team player?



# PE

## Yoga

### Year 1 Skills

- Hold a balance.
- Create a sequence with a beginning, middle and end.
- Comment on performance.
- Listen to advice.
- Move with body and space awareness.
- Hold a balance while walking a straight line.
- Hop on the spot.



# Foundation Subject - IMPACT QUESTIONS

## Science

Can you explain what a minibeast is?  
Can you analyse the structure of a minibeast  
and compare it to another animal?

## History

Can you remember what Carl Linnaeus is  
famous for?

## Art

Can you evaluate different pieces of art and  
different techniques?

## Music

Can you identify the pitch in a piece of music?

## Computing

Can you demonstrate how to create a simple  
algorithm?

## PSHE

Can you judge which reaction to a situation is  
most helpful?

## PE

Can you copy the different movements?  
Can you recognise how your body feels when you  
do different movements?