



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.

National Curriculum

Gospel Values, Catholic Virtues, Laudato Si & British Values



Using our Secrets to Success...



Roshenshine's Principles of Instruction & Jonathan Lear

Curriculum Drivers and Teams

English
Reading
Writing
Phonics
SPaG

Maths
Arithmetic
Fluency
Reasoning
Problem Solving

RE
Knowledge &
Understanding
Engagement &
Response
Analysis & Evaluation

History
Music
French (MFL)
Computing

Geography
Art
DT

Science
RHE/PSHE
PE

Parents in Partnership & Pupil Voice

Being the 'Best we can be'

School Mission Statement

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



Amen

Our Wonderful World



This half term, Year 1 are learning all about plants and minibeast and why they are important. We have lots of exciting things planned, including:

- Growing our own butterflies
- Writing our own minibeast poems
- Making minibeast sculptures
- Growing plants
- Going on a minibeast hunt

How can I help my child with this topic:

- 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 consolidate and build upon prior knowledge.

Websites your child might enjoy:

- <https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-shop/zh2hkmn>
- <https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z9fkwmn>
- <https://www.theschoolrun.com/learning-about-plants-primary-school>

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

Alternative spellings – a different way of spelling a phoneme.

Alternative pronunciation – a different way of pronouncing a grapheme.

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

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!**

English – Writing Knowledge

WRITING CHECKLIST

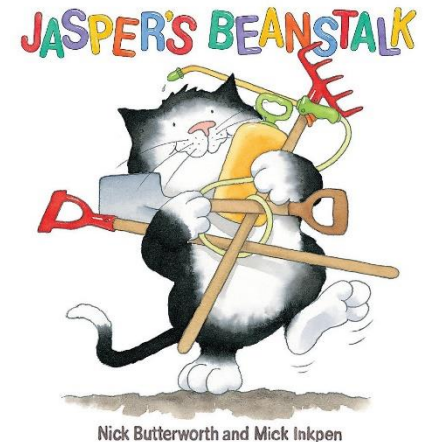
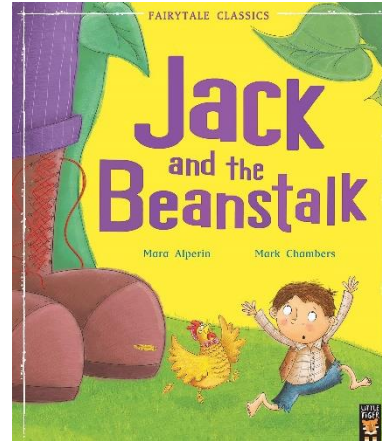
- Sentences begin with a **capital letter**?
- Sentences end with either a **full stop** or appropriate punctuation e.g. **question mark**?
- **Finger spaces** between words?
- Used phonics knowledge to **sound out** words?
- Have you **reread** your work to check it makes sense?
- Have you corrected any mistakes or added anything that you have missed?
- **A title** is included if appropriate?

HOW TO HELP

- Correct letter formation
- Provide a range of writing opportunities at home
- Support child-led writing during play e.g. making a shopping list
- Let your child see you writing
- Don't over correct independent writing - aim for enthusiasm
- Where possible, write for a purpose, e.g. Letters, Postcards etc
- Allow children to tell stories verbally and act them out before encouraging them to write them.

This term, we will be

- Learning and rewriting the stories *Jack and the Beanstalk* and *Jasper's Beanstalk*
- Writing a recount about the life cycle of a butterfly which we will have observed in our butterfly garden
- Writing repetitive poems and minibeast



English – Reading Knowledge

Reading Challenge!

At St Augustine's, we believe that reading is an essential skill for all children and we hope that they enjoy reading for pleasure. After half term, we are launching our new 'Reading Challenge'. The aim, is to encourage children of all ages to read aloud at home to an adult, develop their fluency and their love of reading! When a child achieves 30 'reads' this success will be shared in our Celebration Assembly on a Friday and children awarded with a special reading star badge. These badges can be worn proudly on their school jumpers! Additional badges can be won at 60 'reads', 100 'reads' and 150 'reads'.

We would like a 'read' to mean around 15-20 minutes of sharing a book with an adult.

1 'read' = 1 day.

Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



Questions to ask when your child reads to you...

Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?



Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might.... say about that?



Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?



HOW TO HELP - Reading -

- Let children read what interests them
- 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

Phonics

First, your child will learn to read:

- Set 1 Speed Sounds: these are sounds written with one letter:

m a s d t i n p g o c k u b f e l h r j v

y w z x and sounds written with two letters

(your child will call these 'special friends'): **sh th ch**

qu ng nk ck

- Words containing these sounds, by sound-blending, e.g. m-a-t *mat*, c-a-t *cat*, g-o-t *got*, f-i-sh *fish*, s-p-o-t *spot*, b-e-s-t *best*, s-p-l-a-sh *splash*
- Blending Books and Red, Green and Purple Storybooks.

Second, he or she will learn to read:

- Set 2 Speed Sounds: **ay ee igh ow oo oo ar or air ir ou oy**

- Words containing these sounds
- Pink, Orange and Yellow Storybooks.

Third, he or she will learn to read:

- Set 3 Speed Sounds: **ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure**

- Words containing these sounds
- Blue and Grey Storybooks.

Your child will be taught to say the sound for the letter and not the letter name, so 'm' as in 'mat', not 'em'; 's' as in 'sun' not 'es'.

This half term, we will be continuing with the Read, Write In. scheme. Each group will be learning different phonemes and applying these to their reading and writing. Information can be found on Google Classrooms.

Reading with your child:

- Do not read the book aloud before your child reads it to you.
- Ask your child to read the sounds and words before he or she reads the story.
- When your child reads the story, ask him or her to sound out the words that he or she can't read automatically. Don't allow your child to struggle too much. Praise your child when he or she succeeds.
- Read back each sentence or page to keep the plot moving. (Your child's energy is going into reading the words not the story.)
- Do not ask your child to guess the word by using the pictures.
- Do it all with patience and love!

Your child will also receive spellings each week in their spelling homework book. We will also be practicing common exception word spellings in class.

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	

Maths - KEY VOCABULARY and KNOWLEDGE

Number and Place Value

Partitioning - Splitting a number different ways to support calculation

Tens - The value of the first digit in a 2 digit number (eg 32 has 3 tens)

Digit - An individual figure within a number (eg 1, 2)

Ordinal Number - Numbers which define order (1st, 2nd, 3rd)

Greater Than > - When a number has a higher value than the one it is being compared with.

Less than < - When a number has a lower value than the one it is being compared with.

Equals = - Use to show that both sides of a number sentence are balanced (eg. $3+4=7$, $7=3+4$, $2+5=3+4$)

Number Bonds To 10 - All of the pairs of numbers which add to 10 ($3+7$, $4+6$)

Bonds Within 10 - All of the pairs of numbers which add to each number up to 10 (eg $2+3=5$, $1+4=5$)

10s Frame - Used to solve addition and subtraction problems, normally within 20.

Associated Fact / Fact Family - A group of facts which use the same set of numbers eg $3+4=7$, $4+3=7$, $7-3=4$, $7-4=3$

Double - Adding a number to itself

Operations

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

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 $7-4=3$

Fluency, Reasoning and Problem Solving

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

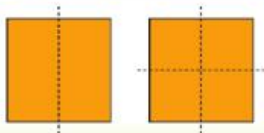
Unit 14 Halves and quarters



In this unit we will ...

- ⚡ Find half of a shape or object
- ⚡ Share equally
- ⚡ Find a quarter of a shape or object
- ⚡ Solve word problems about halves and quarters

We can find half of a shape. Which shape has been cut in half?



We will be using these maths words. Can you read them out loud?

half

halves

quarter

We will also do some sharing. Share the jam tarts equally. How many does each child get?



Unit 13 Division



In this unit we will ...

- ⚡ Make equal groups
- ⚡ Share amounts equally
- ⚡ Solve word problems

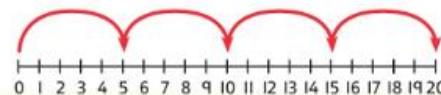
Counters can help us show groups. Can you use counters to find how many groups of 2 flowers there are?



We will need some maths words. Which of these are new?

equal groups share

We can also use a number line to help us. Can you put these into groups of 5? How many groups are there?



Maths – KNOWLEDGE – Operations: Multiplication

Unit 12 Multiplication



In this unit we will ...

- ⚡ Count in 10s, 5s and 2s
- ⚡ Make and add equal groups
- ⚡ Make arrays
- ⚡ Make doubles
- ⚡ Solve word problems

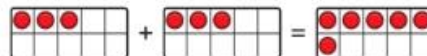
An array will be useful.
How many flowers are there? Is there a quicker way to count them?



We will need some maths words. Have you heard any of these before?

equal groups array row
column double twice

We will use ten frames to help us find doubles. What is double 3?



Pentecost – Serving

Pentecost is a Holy Day – the feast of the Holy Spirit



- How do I use the holiday times to relax and do something different?
- How does the Holy Spirit help and guide us in our lives?

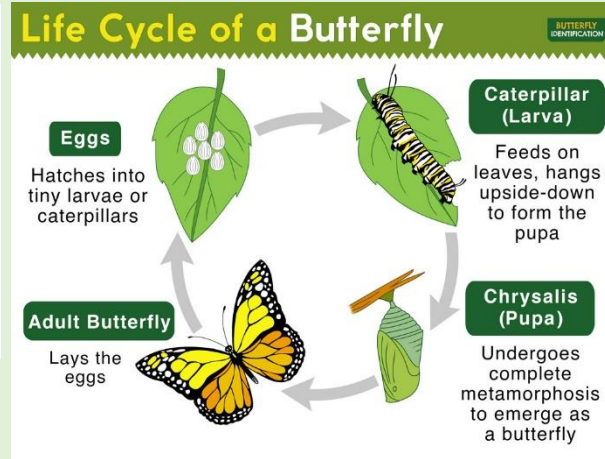
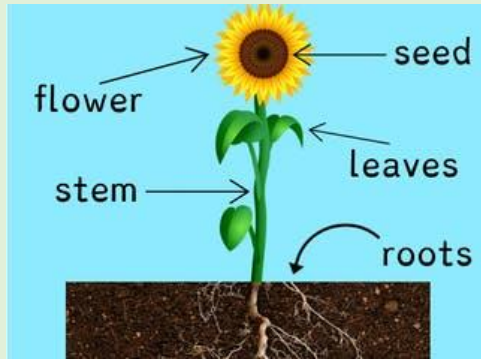
Pentecost Sunday

We celebrate the coming of the Holy Spirit.
We remember that Jesus keeps his promise to send the Holy Spirit to help his friends.



Science

Year 1 Skills:



Enquiry Question: Can we survive without nature?

- Can they identify and name a variety of common animals?
- Can they describe how an animal is suited to its environment?
- Can they name the parts of a plant?
- Can they describe the functions of the parts of a plant?

How to Help:

- Look for minibeast when out and about. Name them and talk about their features and their habitat.
- Plant a seed if you can – observe what happens as it grows.
- Discuss the way bees and flowers work together to help our plant.

Computer Science – Create Content

Year 1 Skills:

- I can use the web safely to find ideas for an illustration.
- I can select and use appropriate tools to create and change images on the computer.
- Create an illustration for a particular purpose.

How to help:

- Look at illustrations within books and talk about the job of an illustrator.
- Discuss how illustrations can be created on a computer.



History

Enquiry question:

How has shopping changed during living memory?



Year 1 History:

- Can pupils talk about a significant individual's contribution to national and international achievements? (David Attenborough and Greta Thunberg)
- Do pupils recognise that some objects belong to the past?
- Do pupils know some of the ways in which we find out about the past?
- Can pupils recognise why people did things, why events happened and what happened as a result?
- Can pupils make simple observations about similarities and differences between people, events, and beliefs within a society/time period

How to Help:

- Interview a grandparent about what their shopping experiences were like when they were children.
- If family members have any toys/gadgets etc. that you would not be able to get in the shops today, share them with children and compare them to what they have now.
- Discuss what the children can see and what is happening whilst at shops and supermarkets.

Art

Year 1 Skills

- Create a sculpture
- Manipulate clay
- Use various materials to draw a picture
- Practise shading
- Use colour appropriately

In this half term, we will be looking at **Georgia O'Keefe's** flower pictures. We will be exploring creating flower drawings using pencils, watercolour paints, crayons and colouring pencils. We will practice shading and will create a final piece using a real flower to observe and draw.

Key Vocabulary:

Colour
Shade
Line
Observe
Brush
Stroke
Attach
Mould
Sculpture
Form



Music

Year 1 Skills

- Can they use instruments to perform?
- Can they clap short rhythmic patterns?
- Can they make sounds to reflect a mood?
- Can they make a sequence of sounds?
- Can they show sounds using pictures?



HOW TO HELP

Listen to a range of music. Can your child identify the mood of the music? Can they say whether they like it or not and why? Can they clap along to the beat?

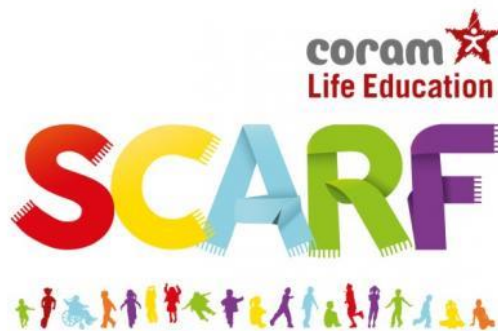
PSHE/RHE



RHE Modules:

Module 2 Unit 2 – Relationships with others

Information about what will be covered each week will be posted on Google Classrooms every Friday so that you are able to discuss your child's learning with them at home.



PSHE Modules:

Keeping Safe

This half term the children will be learning more about how to keep safe.

They will consider how school rules help to keep them safe, who to go to if they need help and how to be safe around medicines.

PE

Tennis

Year 1 Skills

- Can pupils defend space using the ready position?
- Can pupils play against an opponent and keep the score?
- Can pupils develop control when handling a racket?
- Can pupils develop racket and ball skills?
- Can pupils send a ball using a racket?
- Can pupils hit over a net?



Foundation Subject - IMPACT QUESTIONS

History

Can you recognise how shopping has changed over time?

Science

Can you explain why plants and minibeast are important?

Art and DT

Can you mould clay to create a sculpture?
Can you create a flower picture using a variety of materials?

Music

Can you learn and perform a rhythm pattern on a drum?

Computing

Can you create a picture using a computer?

PSHE/RHE

Can you teach someone about the importance of saying sorry and forgiving?

PE

Can you hit a tennis ball with a racket?
Can you hit a tennis ball over a net to your opponent?