



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...

Why does planting trees help the
world?



Our Focus Gospel Value this half term is...



How do you act with integrity?

School Mission Statement

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



Amen

**REDUCE
REUSE
RECYCLE**



Recycle, Reuse, Reduce – How does your garden grow?

This half term, Year 1 are learning all about the world around them such as plants and trees and they will be thinking about what they can do to protect it. We have lots of exciting things planned, including:

- Making information leaflets and posters about protecting the plants and trees!
- Building a plant!
- Junk modelling
- Reading and writing stories about plants
- Nature walks!

How can I help my child with this topic:

Go for a walk and see what plants children can spot. Can they name them? What do they notice about their features? How are they similar or different to other plants they have seen?

They could take a picture of a plant that they really like and draw or paint it at home trying to include all of the features of it.

Discuss ways that we can look after and protect nature. You may want to make a family action plan e.g. have a look at what you could reuse at home, go litter picking etc.

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

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

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 Phonics resources on Google Classrooms
- Learn your child's spellings with them
- Encourage writing phonics 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 alternative spellings and pronunciations.

The spellings and pronunciations covered so far can be found on Google Classrooms.

Use the word lists on Google Classrooms to see if your child can read and write words with the new spellings and pronunciations in them.

Look for new spellings and pronunciations 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

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. $3+4=7$.

$7=3+4$, $2+5=3+4$)

Multiple - a number which can be divided by another number without leaving a remainder

Double - Adding a number to itself

Fraction – an equal part of a whole

Quarter – one of four equal parts.

Half – one of two equal parts.

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.

HOW TO HELP

Compare the
lengths/mass/capacity/volume of
anything you can find at home!

Talk to your child about how you could
group or share objects like sweets, small
toys etc.

Split whole objects into quarters and
halves e.g. pizza/drinks/chocolate bars

IXL

HOW TO HELP - Mental Maths

Continue working on regularly recalling
simple addition and subtraction facts –
number bonds to and within 10 ($7+3=10$,
 $2+5=7$)

Add and subtract physical objects at home
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

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?

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

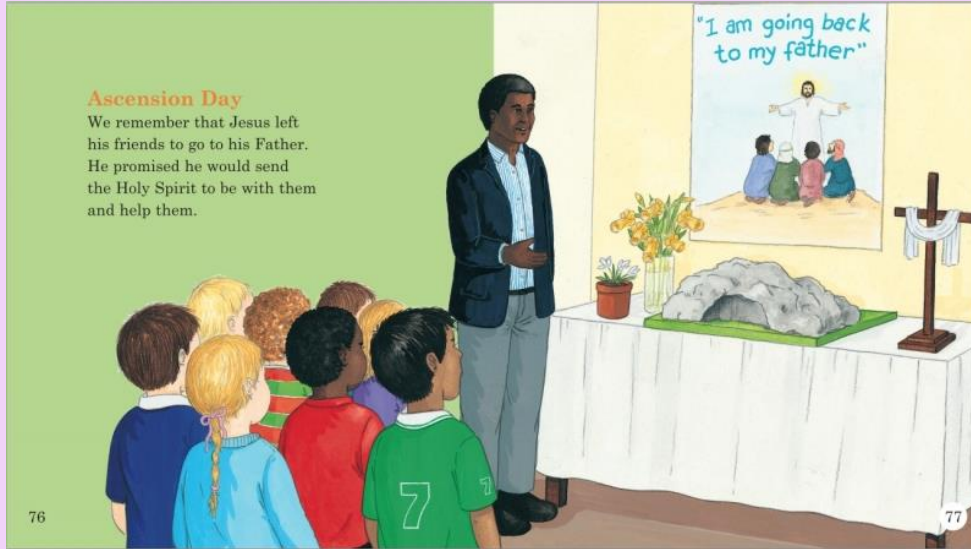
HOW TO HELP - Problem Solving -

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

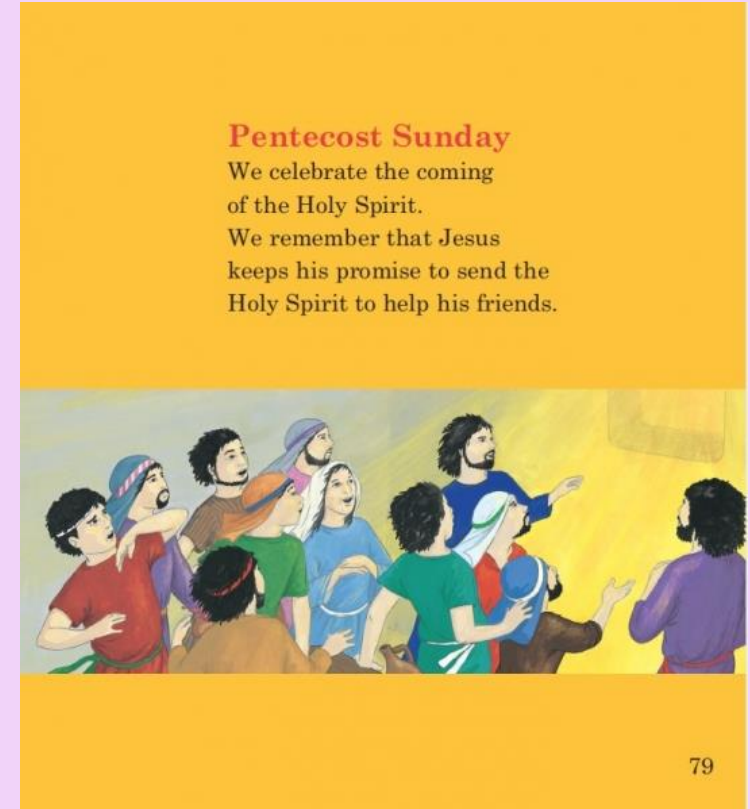
Allow time for resilience building.

Pentecost - Serving

Pentecost: a holy day; the feast of the Holy Spirit



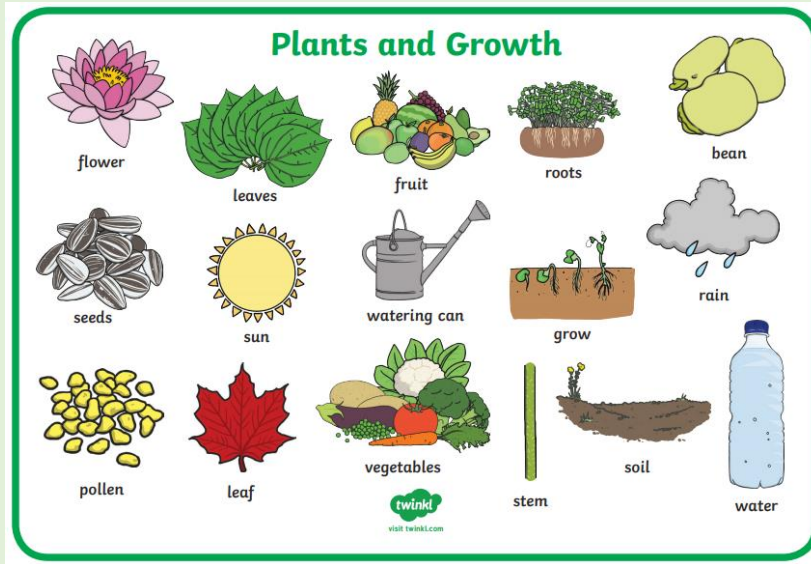
- How do I use holiday times to relax and do something different?
- How does the Holy Spirit help and guide us in our lives?



Science

Year 1 Skills:

- 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.



Evergreen trees – a tree that has leaves all throughout the year, which are green and don't fall out.

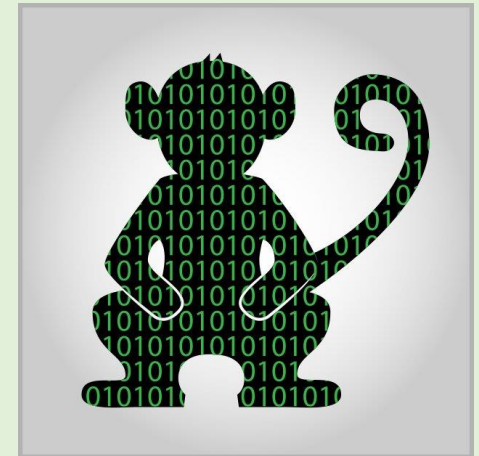
Deciduous trees – a tree that sheds its leaves, generally in the autumn.

Computer Science – Coding

Year 1 Skills:

- Develop the understanding that programs execute by following precise and unambiguous instruction
- Begin to recognize how algorithms are implemented as programs on digital devices.

Purple Mash



Year 1 History:

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

History

Pieter Bruegel (1525-1569)

Pieter Bruegel was a Renaissance painter and printmaker well known for his landscape pictures.

He painted the first nativity scene to include snow, 'Adoration of the Magi' in 1567.

His style is influenced by his travels to Italy.

He settled in Brussels and had two sons who also became painters.




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twinkl.com

- Can your child tell you some key facts about Pieter Bruegel the Elder?
- Can your child talk about a piece of art that Pieter Bruegel the Elder created?

Art

Year 1 Skills

- Make marks in print with a variety of objects, including natural and made objects.
- Make rubbings
- Create images from imagination, experience or observation.

This term we will be studying **Pieter Bruegel the Elder** and experimenting with drawing people and objects.

Key Vocabulary :

Line
Shape
Texture
Light
Dark
Shadow
Features
Detail
Sketch



Music

Year 1 Skills

- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Perform long and short sounds in response to symbols.
- Create long and short sounds on instruments.

MUSIC
EXPRESS

HOW TO HELP

In your house or garden listen out for sounds. Can you pick out any long and short sounds? Can you make long and short sounds with your voice?

RHE



Modules:

Module 1 – Created and Loved by God

Module 2 – Created to Love Others

Module 3 – Created to Live in Community

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

PE

Invasion Games and Athletics

Year 1 Skills

- Move with body and space awareness.
- Understand why the brain, heart and lungs are important.
- Understand that exercise is good for us.
- Jump for height.
- Jump for distance.



Foundation Subject - IMPACT QUESTIONS

Science

Can you compare the features of a deciduous tree and an evergreen tree?
Can you construct a plant?

History

Can you explain why Pieter Bruegel the Elder is an important artist?

Art

Can you examine a piece of art and experiment with similar techniques?

Music

Can you create long and short sounds on instruments?

Computing

Can you develop an algorithm to put into a computer?

RHE

Can you judge when you may have acted wrongly and need to say sorry?
Can you explain what you should do in an emergency or if you need help?

PE

Can you demonstrate how to jump for height and distance?
Can you argue for the importance of the brain, heart and lungs in helping you exercise?