



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...

Can we stop the icebergs from
melting?



Our Focus Gospel Values this half term is...



How do you stand up for the truth in a
peaceful way?

School Mission Statement

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



Amen



Around the World in Eighty Days!

This half term, Year 1 are learning about where we live and about different places around the world. We have lots of exciting things planned, including:

- Making fact files about the north and south pole!
- Considering how to protect the icebergs.
- Making weather diaries!
- Experimenting with Brazilian artwork!
- Creating a 3D model of your favourite place.

How can I help my child with this topic:

Have a look at a map or use Google Maps to identify where the different continents are. Explore the places within those continents. What do the children want to find out about a place? How could they do this? They could record their findings in some way.

Explore the weather – you could make a rain gauge or a mini wind turbine to go outside your home. Talk about what changes they might notice in each season.

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 e.g. 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 go back through their writing and spot anything they could improve.

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 of the learned GPCs.

See below for a list of alternative pronunciations and spellings.

Your child's phonics homework will be set each week based on the spellings and pronunciations they have learned in school.

Look for new spellings and pronunciations in books.

Known graphemes for reading: common alternative pronunciations

i fin, find	ow cow, blow	y yes, by, very
o hot, cold	ie tie, field	ch chin, school, chef
c cat, cent	ea eat, bread	ou out, shoulder, could, you
g got, giant	er farmer, her	
u but, put (south)	a hat, what	

Continue practicing the phase 2, 3 and 5 GPCs alongside the alternative pronunciations and spellings so that your child keeps them in their long-term memory and can fluently recall them and apply them to reading and writing.

Alternative spellings for each phoneme

(See 'Bank of words and other materials/activities for use in Phase Five' on page 154.)

/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, ial)		

/e/	/i/	/o/	/u/ (south)	/ai/	/ee/	/igh/	/oa/	/oo/	/ool/
ea	y	(w)a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o (north)
				ey	y		o	ou	
				ei	ey				
					eo				

/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/ure/	/er/
a (south)	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	al	ear						u
	our							etc

New phoneme

/zh/
vision

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	

Your child will be set spellings each week as homework and a spelling check will be completed each Friday.

The Key Stage 1 common exception words are above (this is what the spellings will be taken from).

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 (e.g. 32 has 3 tens)

Digit - An individual figure within a number (e.g. 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 (e.g. $3+4=7$.

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

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 – Time and Money Key Vocabulary

Coins – 1p, 2p, 5p, 10p, 20p, 50p, £1, £2

Chronological order – arranging events in the order that they happened in using before, after, next, today, tomorrow, morning, afternoon, evening.

Dates – days of the week, months, date, weeks, years.

Time – hours, minutes, seconds, o'clock, half past, hands, face, earlier, later.

HOW TO HELP

Use coins at home when playing or at the shop to practise counting how much they need for something and choosing the appropriate coins.

Regularly use a clock to work out the time and use language of time to sequence events.

Count objects at home up to 100. Find one more/less. Compare amounts.

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). E.g. 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 e.g. $3+4=7$ 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.

Religious Education

Universal Church

Know and understand that everyone is our neighbour and is loved by God.



- Who is my neighbour?
- What makes a good neighbour?

Other Faiths

Judaism:

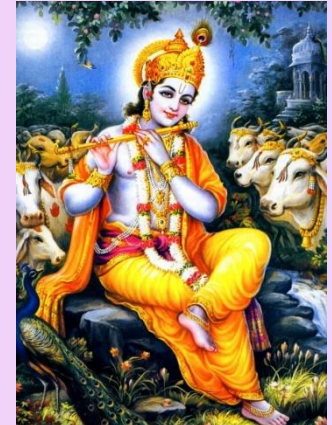
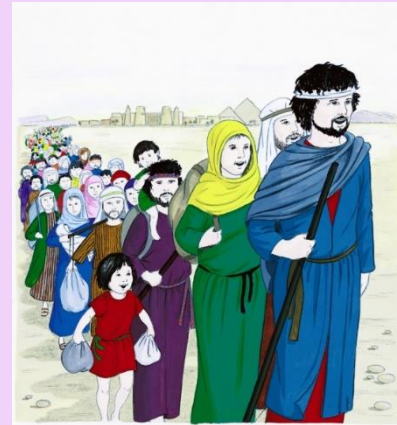
We will learn the stories of Abraham and Moses.

We will learn about how God led the Jewish people.

Hinduism:

We will hear the story of Krishna and Ganesh.

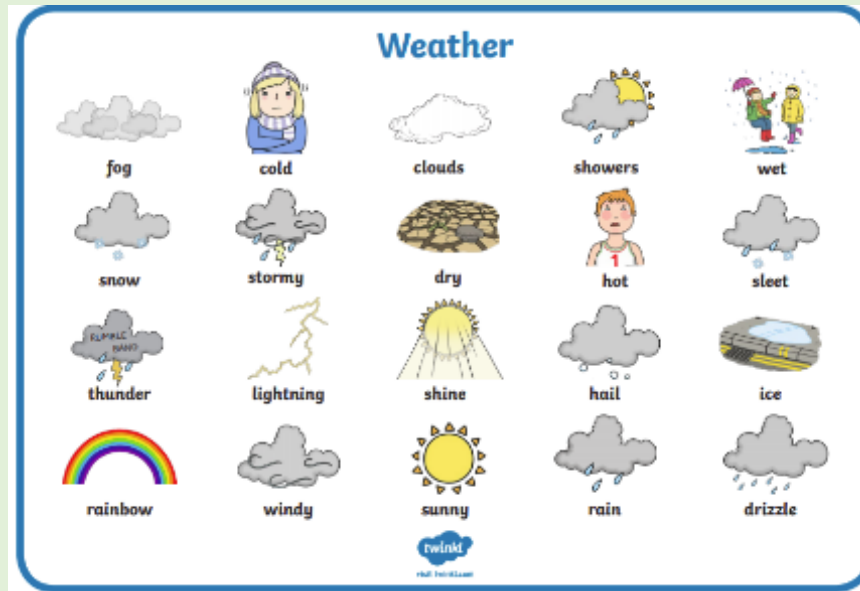
We will also learn about the festival of Raksha Bandhan.



Science

Year 1 Skills:

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.



How to Help:

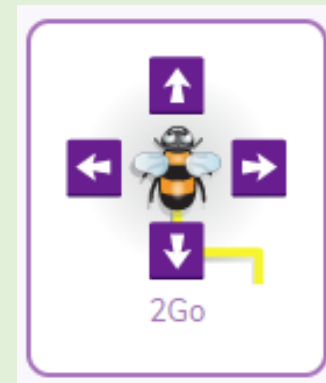
- Regularly talk about the weather and use the language above to describe it.
- Talk about changes that happen in each of the four seasons.

Computer Science – Coding

Year 1 Skills:

- Understand what algorithms are.
- Understand that programs execute by following precise and unambiguous instructions in a logical order.
- Begin to recognize how algorithms are implemented as programs on digital devices.
- Fault find and correct errors where possible.

Purple Mash



Geography



Year 1 Geography:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
- Recognise a video/recording taken by a teacher as a record of what they have seen/heard.
- Use everyday language to describe features E.g. bigger, smaller than.
- Recognise a photo taken by a teacher as a record of what they have seen.

- Can your child identify the UK and the North and South poles on a map?
- Can your child use geographical vocabulary to discuss physical and human features of their local area? E.g. beach, shop, church, forest

Art

Year 1 Skills

- Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
- Investigate different kinds of art, craft and design.

This term we will be working on a DT project where we will be planning and creating a model of one of our favourite local places.

Key Vocabulary :

Attach
Design
Style
Support
Observe
Evaluate
Build
Improve
Develop
Enhance
Create
Sculpture
Form
Mould



Music

Year 1 Skills

- Contribute to the creation of a class composition.

MUSIC EXPRESS

HOW TO HELP

Listen to a familiar piece of music. Can your child identify high and low pitch sounds? Can they think of actions that match the rhythm of the song? Can they choose an appropriate instrument to play along with?

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 weather across the four seasons?
Can you explain how day length varies each season?

Geography

Can you compare and contrast features of the UK with features of the North and South Pole?

Art

Can you design and create a 3D model of an important place to you?

Music

Can you take part in a class composition?

Computing

Can you solve an issue with a piece of code created by someone else?

RHE

Can you identify safe and unsafe situations?
Can you explain what you should do to get help in different situations?

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?