



# 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**



# Brilliant Britain

This half term, Year 1 are learning all about the United Kingdom and its capital city. We have lots of exciting things planned, including:

- Making a travel guide for tourists in London
- Writing poems about being by the sea
- A trip to a local beach!
- Making globes
- Making landscapes with different materials

## 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/william-whiskerson-london/zhttsqw>
- <https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb>
- <https://www.theschoolrun.com/homework-help/england>

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

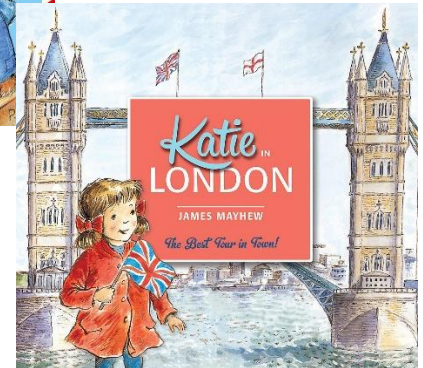
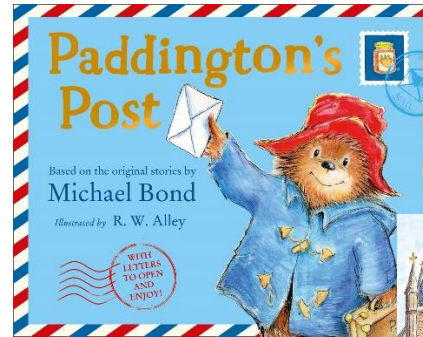
- Sentences begin with a **capital letter**?
- Sentences end with either a **full stop** or appropriate punctuation e.g. **question mark**?
- **Finger spaces** between words?
- Used phonics knowledge to **sound out** words?
- Have you **reread** your work to check it makes sense?
- Have you corrected 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

- Looking at non-fiction texts about castles.
- Creating our own fact files about castles.
- Writing a sense poem.
- Writing an acrostic poem.
- Writing letters to Father Christmas.
- Writing instructions for our favourite games.



# 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's phonics homework will be set each week based on what they have been focusing on in phonics lessons that week.

Phase 2 Tricky Words

the

to

I

no

go

into

Phase 3 Tricky Words

you

they

all

are

my

her

he

she

we

me

be

was

Phase 4 Tricky Words

said

like

do

come

there

little

out

have

so

some

were

one

when

what

Phase 5 Tricky Words

oh

could

their

people

Mr

Mrs

looked

called

asked

# 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, 3<sup>rd</sup>)

**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

# Maths – KNOWLEDGE – Measurement: Weight and Volume

## Unit II

### Introducing weight and volume



In this unit we will ...

- ✦ Compare the weight of objects
- ✦ Weigh objects
- ✦ Compare the capacity of objects
- ✦ Measure capacity
- ✦ Solve word problems about weight and capacity

Have you seen one of these before? It is a balance scale. We can use it to compare the weight of objects. Which item do you think is heavier?



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

heavier, heaviest	lighter, lightest
capacity	balance scales
full	empty
weight, weigh	compare
measure	balanced
	estimate

We can use glasses to measure capacity. Which jug had the most squash in it?



# Maths – KNOWLEDGE – Measurement: Length and Height

## Unit 10

### 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

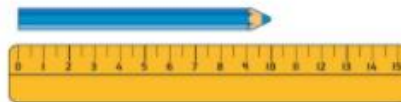
short, shorter, shortest

tall, taller, tallest

length      height

compare    measure

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





# Lent/Easter – Giving

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

Lent is a special time when we

– think of Jesus often

– think of others first

– do something extra

– give up something

because we remember how much Jesus loves us.

66

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- How have you changed since you were a baby?
- How do you show kindness and caring now that you are older?
- What do you know now that you did not know when you were younger?



### Palm Sunday

As Jesus and his disciples were getting close to Jerusalem they came to the Mount of Olives. He sent two of his disciples on ahead and told them, "Go into the village over there. You will see a colt tied up, that no one has ridden yet. Untie it and bring it to me. If anyone asks you what you are doing, tell him, "The Master needs it now and will send it back." They went off and did as Jesus said. Jesus mounted the colt. As he rode along people spread their cloaks on the road. Some cut branches and spread these before him. The people were all shouting, "Hosanna! Praise God! Blessed is he who comes in the name of the Lord! Hosanna! Praise God!"

(based on Mark 11: 1-11)

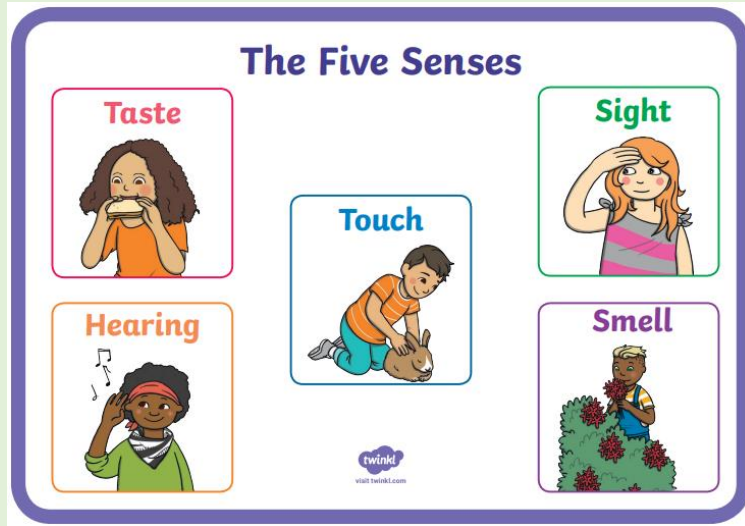
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*Palm Sunday*



# Science

## Year 1 Skills:



- Can they name the parts of the human body that they can see?
- Can they draw & label basic parts of the human body?
- Can they talk about what they see, touch, smell, hear or taste?
- Can they identify the main parts of the human body and link them to their senses?

## How to Help:

- Practice naming body parts of any animals you come across.
- Discuss what you can see/touch/taste/smell/feel in different situations.

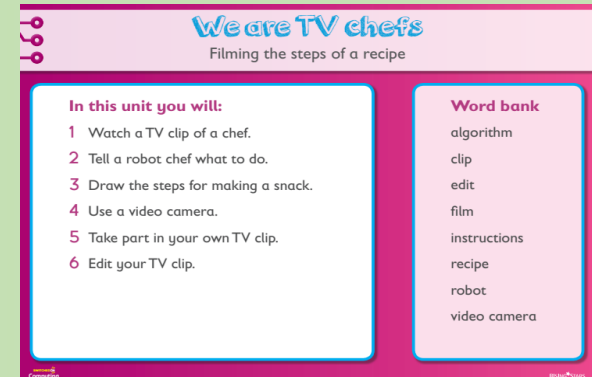
# Computer Science – Algorithms

## Year 1 Skills:

- I can describe what actions I will need to do to make something happen and begin to use the word algorithm.
- I can be creative with different technology tools.

## How to help:

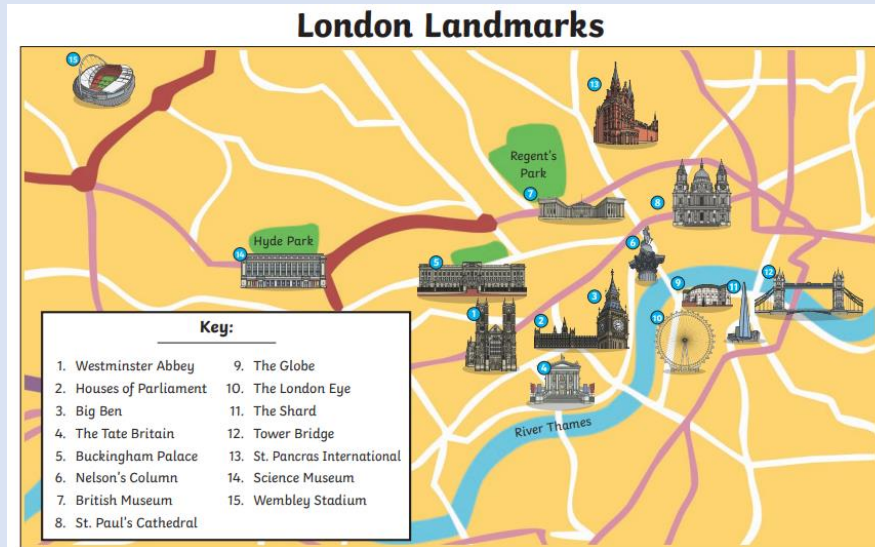
- Get your child to practice creating algorithms by telling you the steps they need to complete for different tasks e.g. cleaning teeth, making food etc.
- Offer opportunities to write instructions in play.



# Geography

## Enquiry question:

***Why do people visit London? What affect does this have on the environment?***



## Year 1 Geography:

- Can they name the continents of the world and find them in an atlas/on a map or globe?
- Can they name the world's oceans and find them in an atlas/on a map or globe?
- Can they identify the four countries making up the United Kingdom?
- Can they identify physical and human features of London?
- Can they compare these to those of Weymouth?

## How to Help:

- Talk about what features you can see when you are out and about.
- Use maps and/or google maps to look at different places that are of interest to your child.
- Find out more about London or a place in London that interests your child. Look at maps of places in London and talk about why they are important.

# Art

## Year 1 Skills

- Create different textures
- Use a wide variety of media
- To make their design using appropriate techniques
- With help measure, mark out, cut and shape a range of materials

In this half term, we will be looking at the work of David Hockney and John Constable. We will practice making landscapes using different materials such as chalk, pencils, charcoal and paint.

We will be exploring how we can show moods through our art.

### Key Vocabulary:

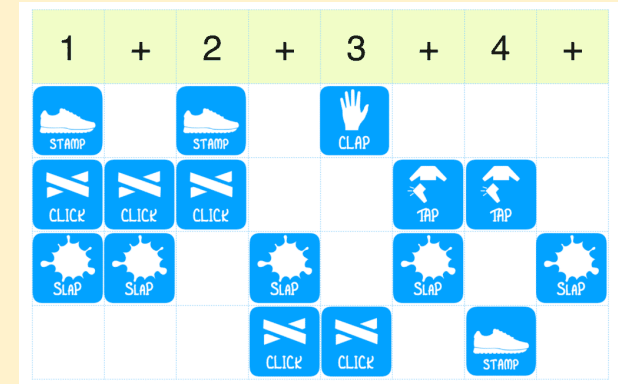
Brush  
Stoke  
Line  
Mix  
Lighter/darker  
Shade  
Colour  
Compose  
Palette  
Effect  
Mood



# Music

## Year 1 Skills

- Develop a sense of steady beat using our own bodies
- Respond to music
- Play rhythm patterns on body percussion
- Develop performance skills
- Learn songs about travel and transport



## HOW TO HELP

Listen to a range of music. Can your child identify long and short sounds? Can they discuss their response to a piece of music? Can they use instruments to imitate sounds?

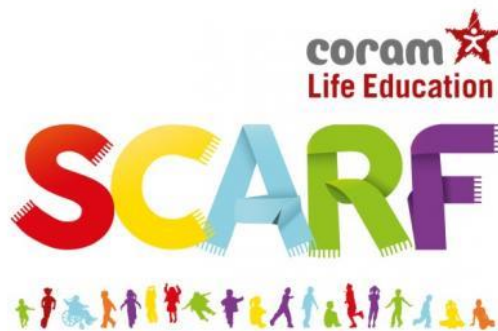
## PSHE/RHE



### RHE Modules:

**Module 2 Unit 1-2** – 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.

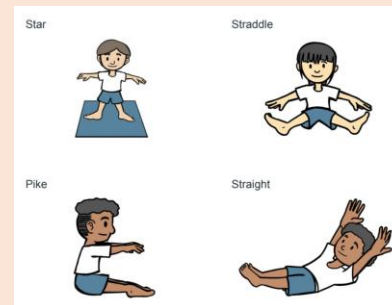
They will consider how school rules help to keep them safe, who to go to if they need help and how to be safe around medicines.

## PE

### Gymnastics and Football

#### Year 1 Skills

- Can pupils move between mats and small apparatus and change the speed of movement?
- Can pupils learn a variety of basic gym actions?
- Can pupils be still in different body shapes and balances and combine different ways of travelling?
- Can pupils participate in team games?
- Can pupils pass and receive a ball in different ways with control and increased accuracy?
- Can pupils perform techniques with increased control and co-ordination?



# Foundation Subject - IMPACT QUESTIONS

## **Geography**

Can you explain the impact of tourism on the environment?

## **Science**

Can you name human body parts and the five senses?

## **Art and DT**

Can you create a mood in a painting/drawing?  
Can you explore using different materials to create landscapes?

## **Music**

Can you create your own rhythm pattern using body percussion?

## **Computing**

Can you create a video using a camera?

## **PSHE/RHE**

Can you teach someone what they can do to keep safe?

## **PE**

Can you hold different body shapes by tensing your muscles?  
Can pupils pass and receive a ball in different ways with control and increased accuracy?