



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



Turrets and Tales

This half term, Year 1 are learning about castles. We have lots of exciting things planned, including:

- A trip to a local castle!!
- Designing and building our own castles using different materials.
- Making their own castles fact files.
- Writing senses poems about our experience at a castle.
- Learning about Royal houses and buildings.

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.theschoolrun.com/homework-help/castles>
- <https://www.bbc.co.uk/bitesize/clips/zws7sbk>
- <https://www.bbc.co.uk/bitesize/articles/z6bpm39>

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

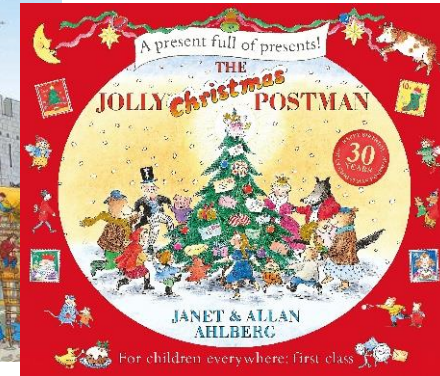
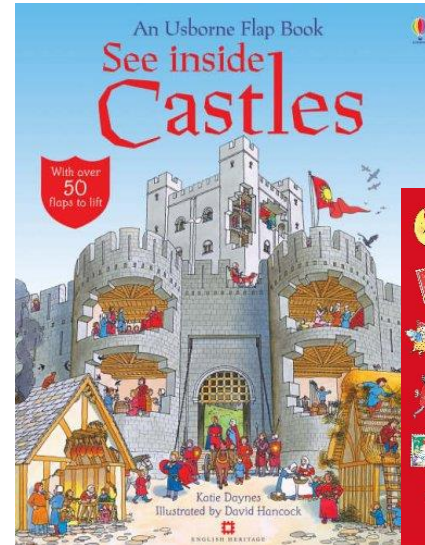
- Sentences begin with a **capital letter**?
- Sentences end with either a **full stop** or appropriate punctuation e.g. **question mark**?
- **Finger spaces** between words?
- Used phonics knowledge to **sound out** words?
- Have you **reread** your work to check it makes sense?
- Have you corrected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

This half term, we are learning new phase 5 GPC's and we will begin to look at alternative spellings.



How to help:

- Practice reading and spelling tricky words (see below).
- Use Storytime Phonics mats sent home to continue recognizing the graphemes already learnt.
- Encourage your child to sound out and apply their phonics when reading and writing.
- Help your child to spot graphemes that they have already learned when they are out and about e.g. on posters, adverts, signs etc.

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, 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

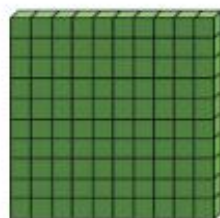
Fluency - Using number and calculation skills accurately and efficiently

Maths – KNOWLEDGE – Place Value to 20

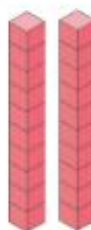
Year 1 Number and Place Value

one	eleven
two	twelve
three	thirteen
four	fourteen
five	fifteen
six	sixteen
seven	seventeen
eight	eighteen
nine	nineteen
ten	twenty

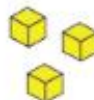
'teen'



hundred



tens

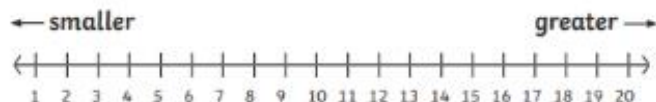


ones

one-digit 1

two-digits 10

three-digits 100



number line



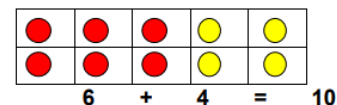
one less than one more than

3	4	5
7	8	9
12	13	14
23	24	25
47	48	49
86	87	88

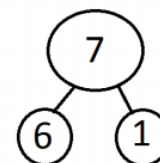
Combining objects

$$3 + 3 = 6$$

Tens frames to Add Within 10 (and above)

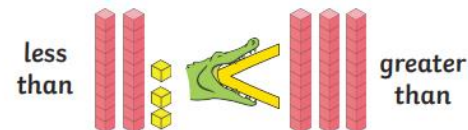


Part part whole diagrams



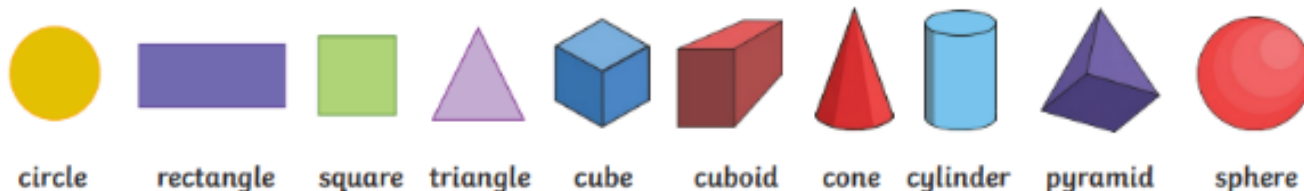
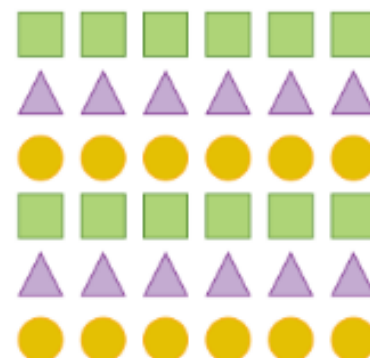
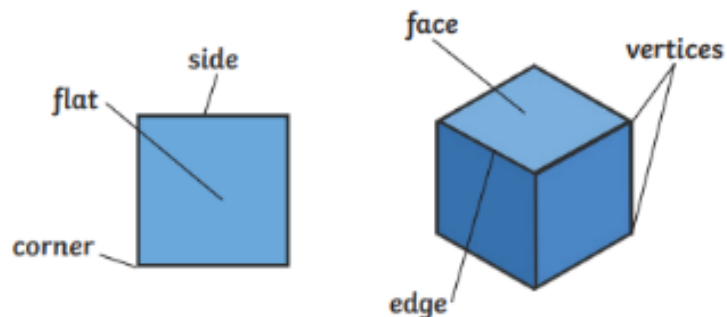
$$6 + 1 = 7$$

(Year 1)




Maths – KNOWLEDGE – 2D and 3D Shapes

Year 1 Properties of Shape



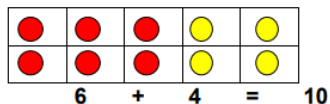
Maths – KNOWLEDGE – Addition and Subtraction

Combining objects

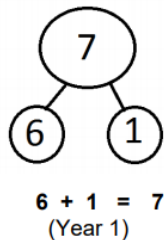


$$3 + 3 = 6$$

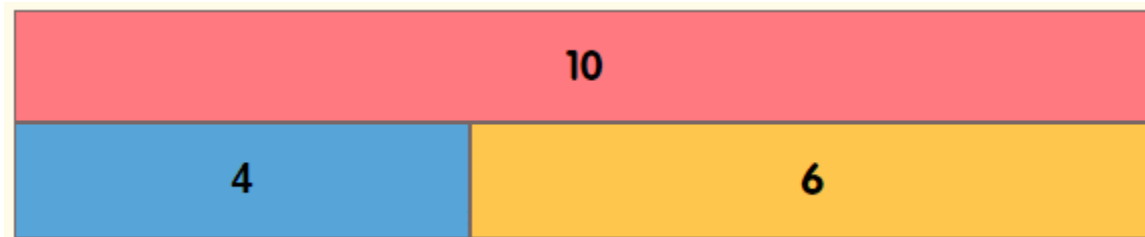
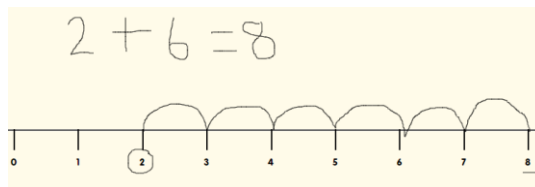
Tens frames to Add Within 10 (and above)



Part part whole diagrams



Number line



add

minus

altogether

sum

take away

subtract

equals

and

plus

difference

less

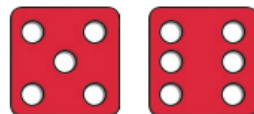
makes

total



$$6 + 6 = 12$$

double



$$5 + 6 = 11$$

near double



$$10 =$$



$$1 + 9$$



$$2 + 8$$



$$3 + 7$$



$$4 + 6$$



$$5 + 5$$



$$6 + 4$$



$$7 + 3$$



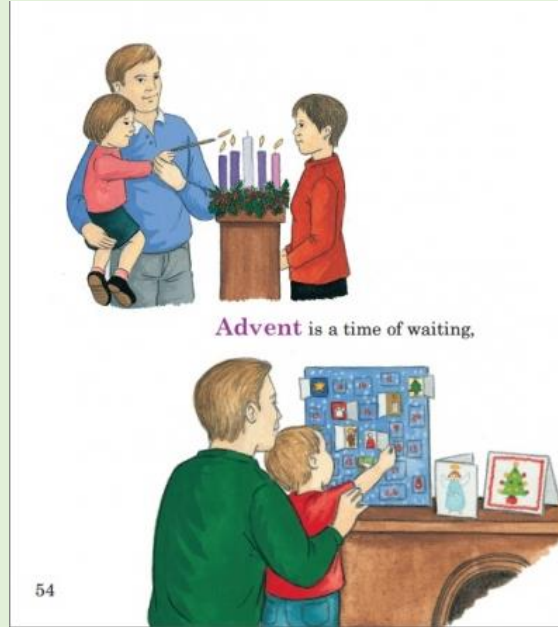
$$8 + 2$$



$$9 + 1$$

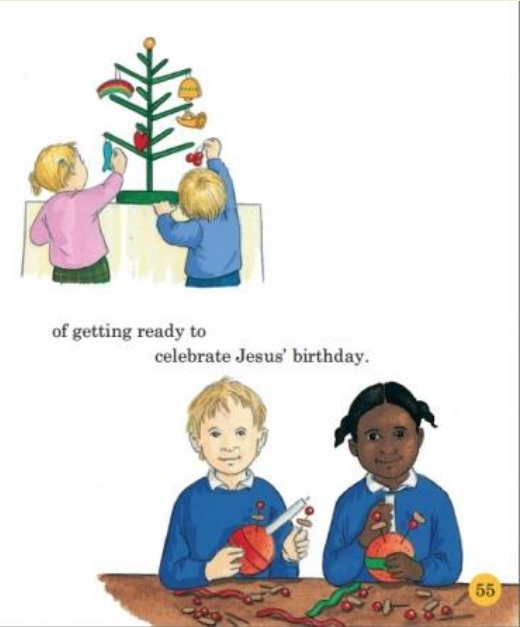
Advent/Christmas - Waiting

Advent is a time of waiting to celebrate Jesus' coming at Christmas.



Advent is a time of waiting,

54



of getting ready to
celebrate Jesus' birthday.

55

- How do you feel when you are waiting for something you like?
- What do you find difficult about waiting?
- What can you do to make waiting easier?
- How can we best prepare for Christmas?

Geography

Year 1 Skills:

- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Make observations about where things are e.g. within school or local area



How to Help:

- Look at pictures of castles and discuss what you notice.
- Look at websites such as English Heritage to find out more about castles. <https://www.english-heritage.org.uk/learn/teaching->

Computer Science – Coding

Year 1 Skills:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Recognise common uses of information technology beyond school.

How to help:

- Using a toy, practice using directions such as forward 3, turn right etc. to get the toy from one place to another.

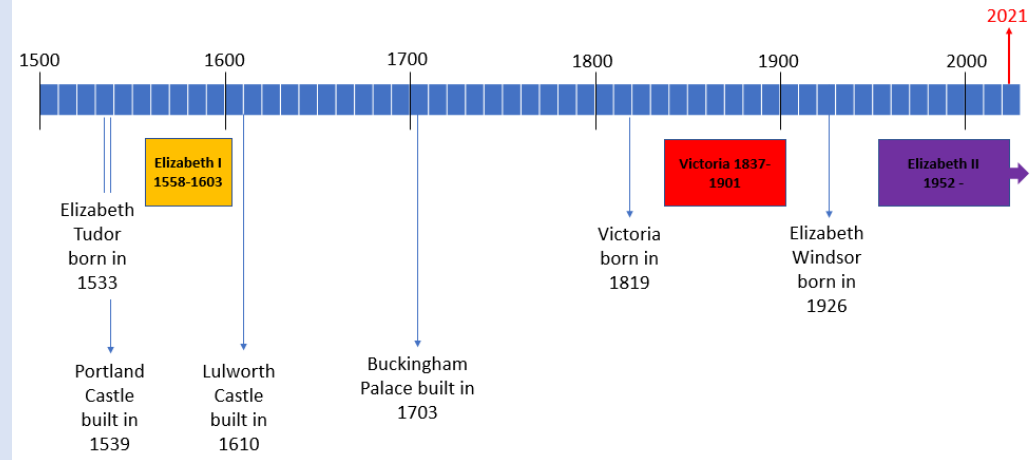


History



Year 1 History:

- Identify similarities and differences between ways of life in different periods
- Find answers to simple questions about the past from sources of information e.g. artefacts
- Compare adults talking about the past – how reliable are their memories?



- Can your child name some features of castles?
- Can they use historical language accurately e.g. old, new, a long time ago, before, after
- Can they recognize some similarities and differences between objects in castles and objects in their homes?

DT

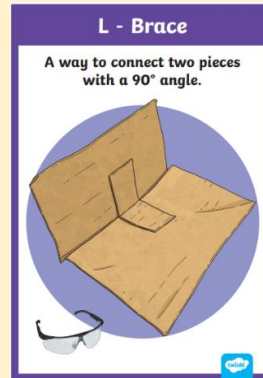
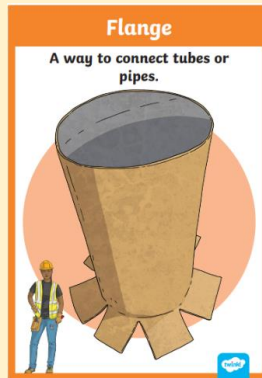
Year 1 Skills

- Build structures, exploring how they can be made stronger, stiffer and more stable
- evaluate their ideas and products against design criteria.
- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.

This term we will be looking at structures of **castles** and designing and building our own castles using a range of techniques.

Key Vocabulary:

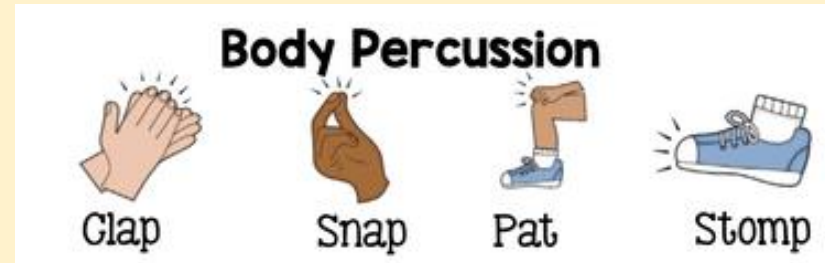
Observe
Plan
Build
Create
Evaluate
Tools
Cutting
Shaping
Joining
Materials



Music

Year 1 Skills

- Respond to the pulse in recorded/live music through movement and dance
- Change the speed of the movement as the tempo of the music changes
- Play repeated patterns using body percussion, tuned and untuned classroom percussion to maintain a steady beat



HOW TO HELP

Listen to a range of music. Can your child identify fast and slow sounds? Can they imitate some of the sounds? Can they keep a beat when clapping or stomping?

PSHE/RHE



RHE Modules:

Module 1 Unit 1-3 – Emotional Well-being

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:

Healthy Lifestyles

This half term the children will be continuing to learn about ways to live a healthy lifestyle e.g. through diet, sleep, exercise, cleaning their teeth etc.

Later in the term we will begin looking at feelings alongside our TenTen module.

PE

Dance

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

Geography

Can you name what features you see around a local place?

History

Can you suggest why a castle might be built?
Can you identify old and new objects?

Art

Can you create your own castle using appropriate joining techniques?

Music

Can you identify the pulse in a piece of music?

Computing

Can you write down and then program your own algorithms using a toy?

PSHE/RHE

Can you teach someone how to live a healthy lifestyle?
Can you teach someone what to do if they feel angry?

PE

Can you perform your own dance sequence?
Can you comment on other's dances using learned vocabulary?