



# 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...

What can humans do to look after  
sea animals?



## Our Focus Gospel Value this half term is...



How do you show justice?

# **School Mission Statement**

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



**Amen**



# Under the Sea

This half term, Year 1 are learning about the sea and how we can protect it. We have lots of exciting things planned, including:

- Sea creature fact files
- Water experiments
- Making treasure maps
- Lots of under the sea artwork!
- Looking after the sea posters

## **How can I help my child with this topic:**

Look at a world map together and identify the continents and oceans.

Discuss ways that we can help to look after the sea and the creatures that live in it. You may want to try one of these methods out e.g. litter picking

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

## 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** is included if appropriate?

**Body of text** relates to the title?

Have you **reread** your work to check it makes sense and to correct mistakes?

## 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

## HOW TO HELP - Phonics/Spelling -

- Practise reading and spelling key words
- Use Read, Write Inc. Phonics sheets sent home
- Learn your child's spellings with them
- Encourage writing spelling 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 Phase 5 phonemes.

☆☆ StoryTime Phonics

## PHASE 5 SOUNDS

ir



ay



a-e



ea



i-e



ow



o-e



ew



u-e



aw



ou



oy



are



ie



oe



au



ue



wh



ph



e-e



Help your child to practice recognising these phonemes.

Can they think of words with the phoneme in?

Can they write those words?

Can they look for the phonemes in books?

## 100 High Frequency Words

the	his	be	do	into	house
and	but	like	me	back	old
a	that	some	down	from	too
to	with	so	dad	children	by
said	all	not	big	him	day
in	we	then	when	Mr	made
he	can	were	it's	get	time
I	are	go	see	just	I'm
of	up	little	looked	now	if
it	had	as	very	came	help
was	my	no	look	oh	Mrs
you	her	mum	don't	about	called
they	what	one	come	got	here
on	there	them	will	their	off
she	out			people	asked
is	this			your	saw
for	have			put	make
at	went			could	an



## 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	

Help your child to read and write these high frequency words and 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

**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 and Place Value

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

**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 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

## HOW TO HELP - Number and Place Value

Count regularly with your child forwards and backwards

Count objects, people, knives and forks....

Spot numbers on the way to school

Play board games e.g. snakes and ladders

## IXL

## HOW TO HELP - Mental Maths

Work regularly on simple addition and subtraction facts – number bonds to 10 ( $7+3=10$ )

Add and subtract physical objects at home eg at dinner time

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 - Number and Place Value

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?

## 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.

## Fluency, Reasoning and Problem Solving Key Vocabulary –

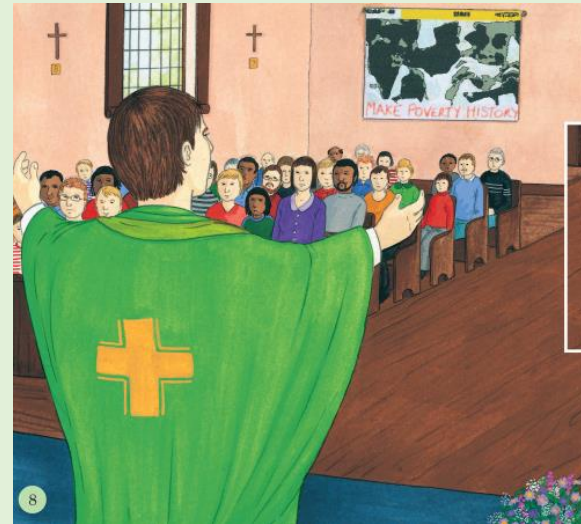
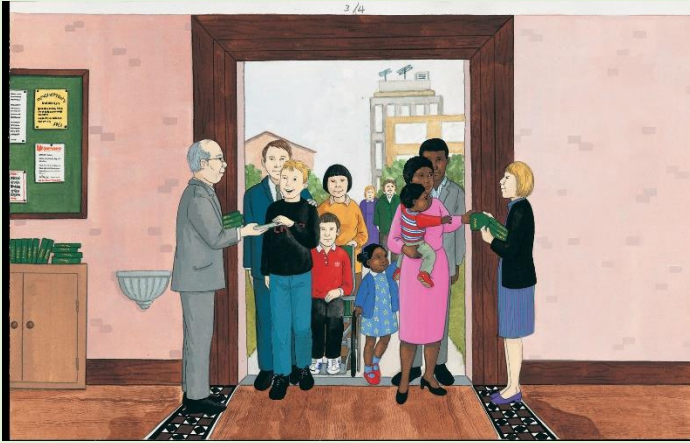
**Problem Solving** - Solving real life and logical problems using mathematical understanding

**Reasoning** - Following a line of enquiry, justifying their answers

**Fluency** - Using number and calculation skills accurately and efficiently

# Special People – Community

On Sunday in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus



Lots of families together make up one big family. We call this family the parish. Everyone is welcome and important.



The Church family comes together at Mass to give praise and thanks to God. We begin, 'In the name of the Father and of the Son and of the Holy Spirit. The Lord be with you. And with your spirit.'

- What makes a person special?
- Who are the special people in our families and why?
- Who are the people who have special roles in our parish family?
- What were special times for Jesus?



# Science

## Year 1 Skills:

- Identify and name a variety of common animals
- Describe and compare the structure of a variety of common animals

### Animal Body Parts



**Herbivore** - an animal that only likes to eat plants.

**Carnivore** - an animal that only likes to eat meat.

**Omnivore** – an animal that likes to eat meat and plants.

### HOW TO HELP

- Talk about animals that you see or pets you have. Discuss their features and diets.
- Is there an animal your child would like to find out more about?

## Computer Science – TYPING

### Year 1 Skills:

- Use both hands correctly when typing
- Improve speed at locating keys

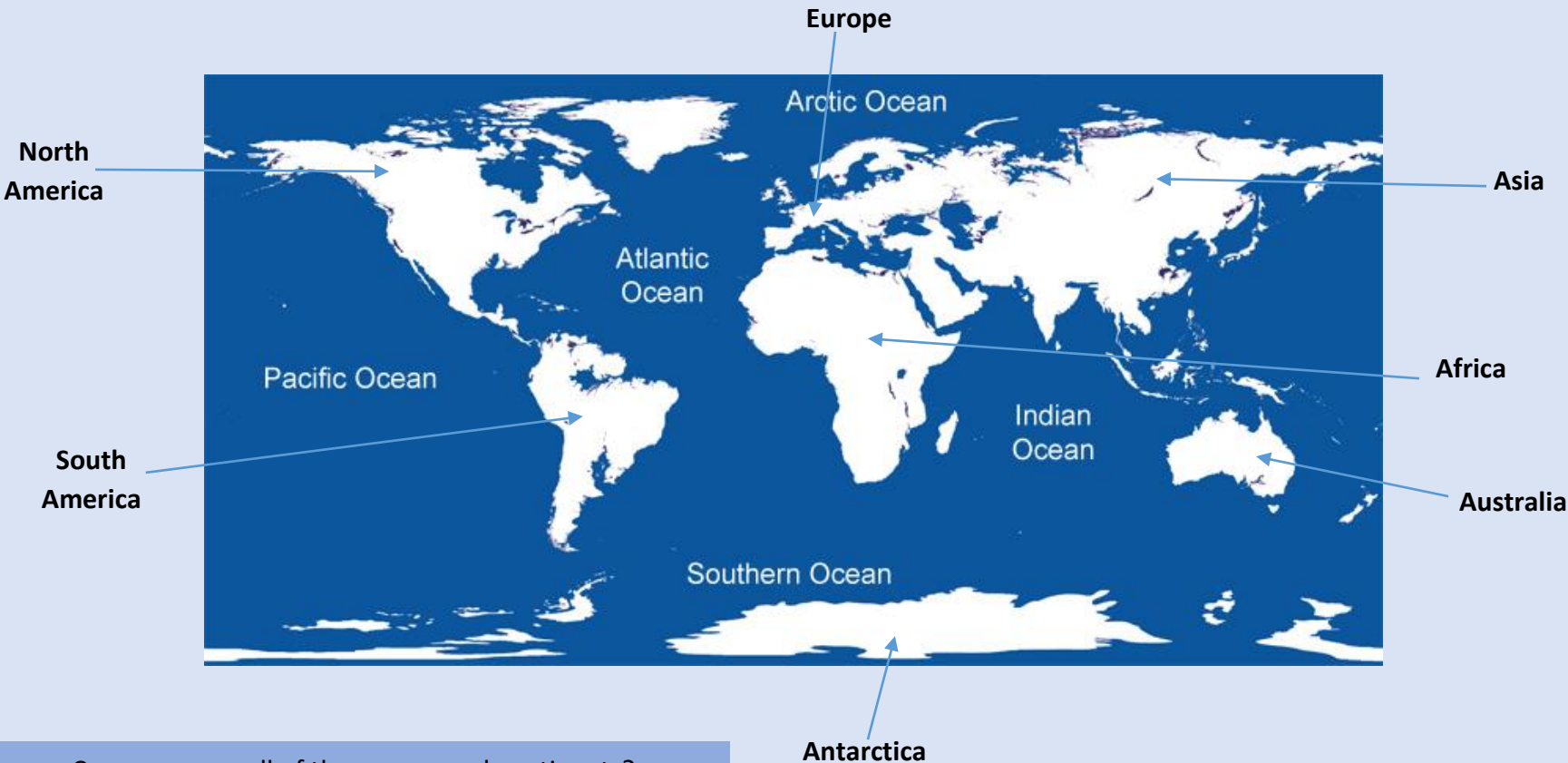
### Purple Mash



**Year 1 Geography Skills:**

- Name and locate the world’s five oceans
- Devise a simple map and use and construct basic symbols in a key

**Geography**



- Can you name all of the oceans and continents?
- Can you find them on a map?



# Art

## Year 1 Skills

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Mix and match colours to objects and artefacts.
- Create different textures.

This term we will be studying **Wassily Kandinsky** and experimenting with similar shapes, colours and textures.

## Key Vocabulary :

Line  
Shape  
Texture  
Light  
Dark  
Rip  
Tear  
Cut  
Collage



# Music

## Year 1 Skills

- Identify the pulse in different pieces of music.
- Identify the pulse and join in getting faster and slower together.
- Identify long and short sounds in music.
- Play instruments in different ways and create sound effects.



## Key Vocabulary

**Dynamics** - loud/quiet, louder/quieter

**Pitch** - high/low, higher/lower

**Pulse** – the steady heartbeat of the music

## HOW TO HELP

Listen to a piece of music. Can you tap along to the beat?  
Can you pick out high pitched and low pitched sounds?

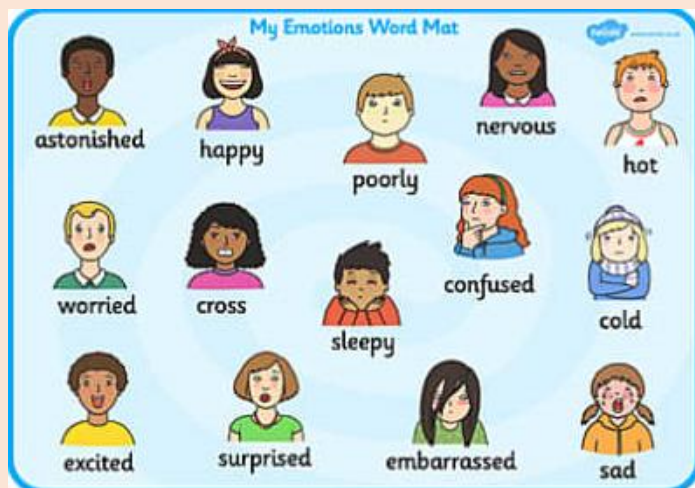


## PSHE



### Key Questions:

- Who can you go to for help in school and out of school?
- How can you manage difficult feelings?
- What can we do to help ourselves?
- What can we do to show each other respect?



## PE

### Dance and Gymnastics

#### 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

## Science

Can you identify different animals?  
Can you describe the structure of an animal and compare it to another animal?

## Geography

Can you name and locate the five oceans?  
Can you draw a map using coordinates?

## Art

What patterns, lines, shapes, and colours make up Wassily Kandinsky's artwork?

## Music

Can you identify the pulse in a piece of music?

## Computing

Which button do you press to make a space, delete something or move to the next line?  
Can you quickly locate the different keys on the keyboard?

## PSHE

What can we do to manage difficult feelings?  
How can we show each other respect?

## PE

Can you create a sequence with a beginning, middle and end?