



# 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...

How do we help others in  
Weymouth who are less fortunate  
than us?



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



How do you show compassion to others?

# **School Mission Statement**

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



**Amen**

# Bright Lights and Big Cities



This half term, Year 1 are learning about Bonfire Night and Guy Fawkes. We have lots of exciting things planned, including:

- Firework poetry
- Firework art
- Finding out about Guy Fawkes and his plans!
- Firework Safety Posters.
- Coming to you live from St Augustine's school online a Year 1 and 2 Christmas Performance!!!!

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

Visit a fireworks display and discuss the sounds they hear, the smells the colours they see. What patterns are the fireworks?

Make a Guy Fawkes and discuss the story.

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- Poetry

**Lines** begin with a **capital letter**?

Line end with either a **full stop** or **comma**?

A **title** is included?

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

Text is organised in a **stanza**?

## POETRY TYPES

**Alliteration** - Most of the **initial letter sounds** of the words in each line are the same.

**Rhyme** - The last sounds in **paired lines** are the same.

**Personification** - A **human verb** is given to an object.

**Simile** - Comparison is used by using '**as a**' or '**like a**'.

## HOW TO HELP - Writing

- Practise correct letter formation
- Don't over correct independent writing- aim for enthusiasm
- Provide a range of writing opportunities at home
- Let your child see you writing
- Where possible, write for a purpose, e.g. Letters, Postcards, Invitations, etc

## 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.

Look for them in books.

Can they write them in words?

# Maths - KEY VOCABULARY and KNOWLEDGE

## Number and Place Value Key Vocabulary

**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)

**Units** - The value of the final digit in a number (eg 45 has 5 units)

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

## Mental Maths Key Vocabulary

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

**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.

**Bead String** - Used to solve problems within 100

**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

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Count regularly with your child forwards and backwards

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

Spot numbers on the way to school

Play board games eg. Snakes and Ladders

IXL  
TT Rockstars

## 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** - 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  $7-4=3$

## Fluency, Reasoning and Problem Solving Key Vocabulary -

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

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

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

## HOW TO HELP - Number and Place Value -

Talk to your child about Maths

Be positive about Maths and model using Maths skills

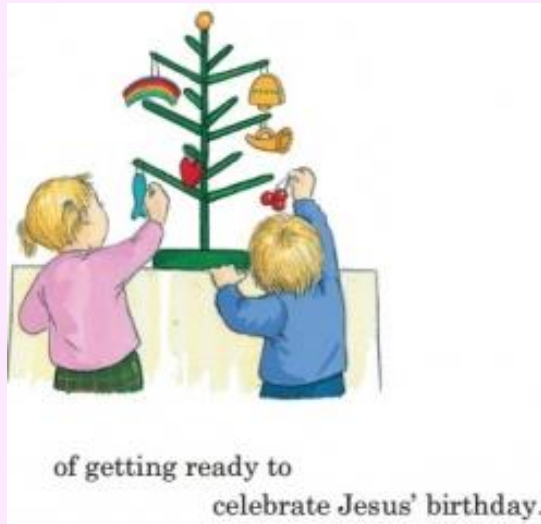
Set Maths challenges, can your child learn their 2,5 and 10x tables?

## HOW TO HELP - Problem Solving -

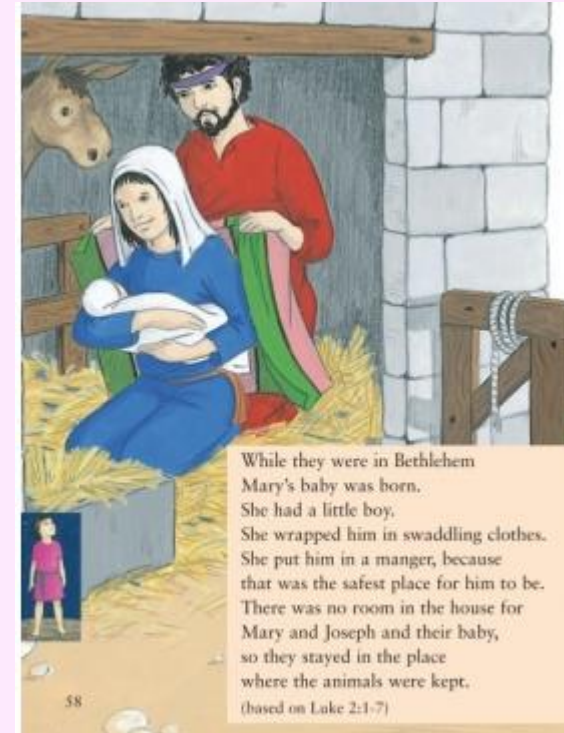
Embrace struggle! Teach your child that it's good get stuck! This is how we learn best. Allow time for resilience building.

# Advent and Christmas

**Advent is a time to look forward to  
Christmas**



- Can you think of a time in your life when you have had to wait?
- How did you feel?
- Was there anything special you did whilst you were waiting?
- Were other people involved? If so, who and how?
- What opportunities does waiting give you?



# Science

## Year 1 Skills:

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

	AUTUMN	September, October and November
	WINTER	December, January and February
	SPRING	March, April and May
	SUMMER	June, July and August
AUTUMN FEATURES		<b>Harvest</b> time is in this season. Temperatures drop. Skies can be <b>overcast</b> . Birds <b>migrate</b> to warmer climates. Leaves change colour and fall from <b>deciduous</b> trees.
WINTER FEATURES		The coldest time of year. We sometimes see snow, <b>frost</b> in the morning, <b>sleet</b> , <b>blizzards</b> , and <b>hail</b> . Water freezes to ice. Many plants stop growing. Some animals including <b>hedgehogs</b> and <b>tortoises</b> <b>hibernate</b> .
SPRING FEATURES		In this season temperatures rise and the earth starts to warm up. Flowers begin to grow. This season is associated with rebirth and growth, some baby animals are born (e.g. lambs, chicks)
SUMMER FEATURES		The hottest time of the year. There is usually sunshine, generally dry weather but there may be thunderstorms too! Flowers and trees are in <b>bloom</b> .

## Autumn



## Winter



## Spring



## Summer

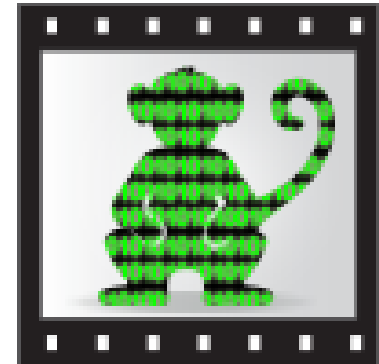


## Computer Science – CODING

## Year 1 Skills:

- understanding how to use a mouse
- using the keyboard to make a space, to delete, and the enter button.

## Purple Mash





- Year 1 History Skills:**
- Find answers to simple questions about the past from sources of information
  - Use stories to encourage children to distinguish between fact and fiction

King James I and his men helped our country. They worked in the Houses of Parliament. Guy Fawkes didn't like those people.



Guy Fawkes and his friends decided they were going to blow up the building that King James I and his men worked at, the Houses of Parliament.

Guy Fawkes and his friends put 36 barrels of gunpowder in the cellar under the Houses of Parliament. They wanted to blow up the Houses of Parliament. The date was November 5<sup>th</sup>, 1605. Guy Fawkes and his friends were caught before they could blow up the building. They were all punished.



# History

## Guy Fawkes

Who was Guy Fawkes?  
Guy Fawkes was a man who lived a very long time ago (more than 400 years ago!)



On November 5<sup>th</sup>, we light fireworks and bon fires to celebrate the date when Guy Fawkes and his friend got caught.



**Year 1 Geography Skills:**

- Draw around objects to make a plan.
- Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.

**Geography**



**What 4 countries are in the United Kingdom?**



**Where do we live?**



**What is the Capital city of England?**





# Art

## Year 1 Skills

- Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.
- Use a sketchbook to gather and collect artwork.
- Begin to explore the use of line, shape and colour



## Key Vocabulary :

Line  
Shape  
Texture  
Light  
Dark  
Texture  
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.

## Unit: Weather

**Musical focus:** Exploring sounds  
**Subject link:** Geography

## Unit: Seasons

**Musical focus:** Pitch  
**Subject link:** Science

## Key Vocabulary

- Dynamics - loud/quiet, louder/quieter
- Pitch - high/low, higher/lower





## PSHE

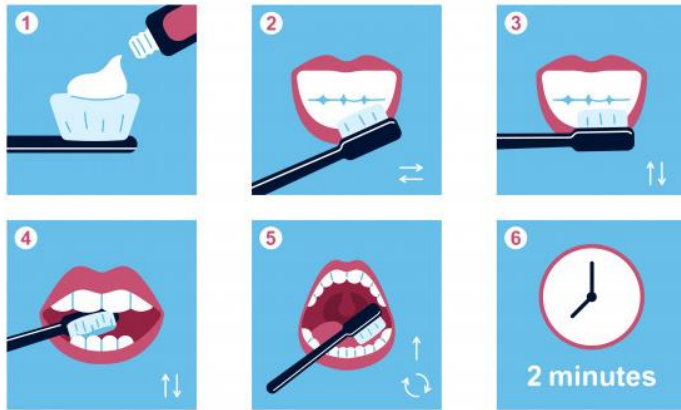
### KEEPING MYSELF SAFE

#### Key Questions:

1. What sort of things do you think we can all do to stay healthy?
2. Why is it important to have a good night's sleep?
3. Why is it important to eat healthy food?
4. Why is it important to have a wash and to brush our teeth?



#### HOW TO BRUSH YOUR TEETH



## 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

What is the weather like in  
Autumn/Winter/Spring/ Summer?  
What changes will you see during each season?

## Computing

Which button do you press to make a space,  
delete something or move to the next line?  
Can you name all of the parts of the computer?

## Geography

What 4 countries make up the United Kingdom?  
What is the capital city of England?

## History

What is Guy Fawkes famous for?  
Why is the 5<sup>th</sup> of November a significant date?

## Art

What patterns, lines and shapes make up  
fireworks?

## PSHE

How do you keep your body healthy?  
What isn't healthy for our bodies?

## Music

What do the words pitch and dynamics mean?

## PE

Can you show me a balance?