



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

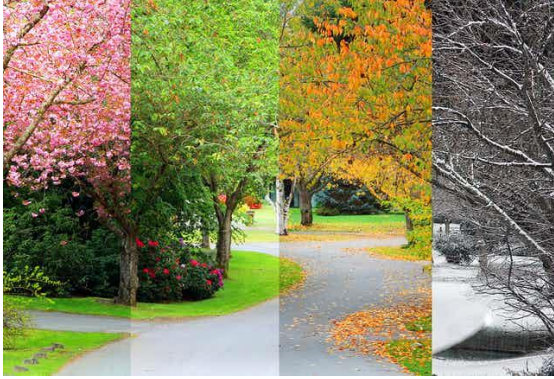
Being the 'Best we can be'

School Mission Statement

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



Amen



Our Wonderful World

This half term, Year 1 are learning all about seasons and the weather. We will also be learning about Africa! We have lots of exciting things planned, including:

- A trip to Lorton Meadows!
- Writing animal riddles
- Designing and making our own t-shirts
- Exploring types of trees
- Observing and analysing the weather

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/bitesize/topics/z6882hv/articles/zfbntrd>
- <https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/z3kbydm>
- <https://www.theschoolrun.com/learning-about-animals-primary-school>

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

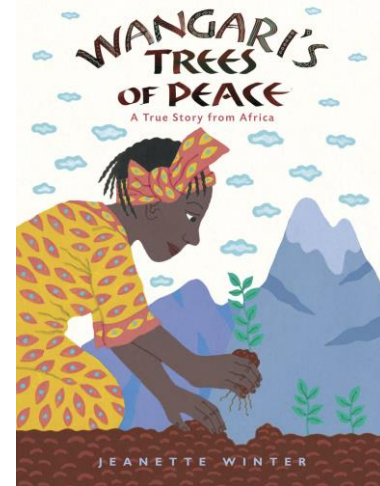
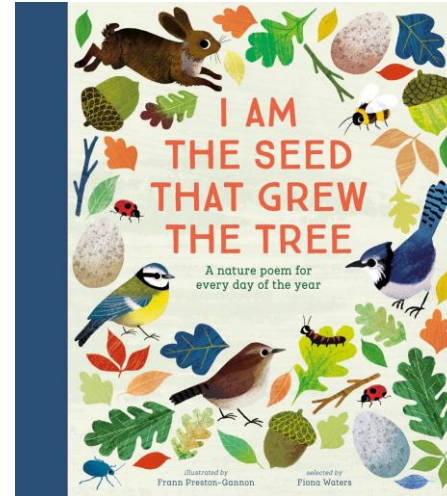
- Sentences begin with a **capital letter**?
- Sentences end with either a **full stop** or appropriate punctuation e.g. **question mark**?
- **Finger spaces** between words?
- Used phonics knowledge to **sound out** words?
- Have you **reread** your work to check it makes sense?
- Have you corrected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

- Writing a shape poem and a rhyming poem
- Writing riddles about African animals
- Creating posters to teach others about the importance of trees
- Writing letters to our new teacher



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 will also receive spellings each week in their spelling homework book. We will also be practicing common exception word spellings in class.

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	

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

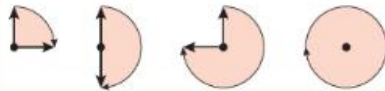
Unit 15 Position and direction



In this unit we will ...

- ⚡ Describe turns
- ⚡ Use the words left and right
- ⚡ Say if something is at the top, middle or bottom

We will use these arrows to show turns. Which one do you think shows a whole turn?



These maths words help us talk about where something is. Do you know any of these?

turn half turn quarter turn
three-quarter turn whole turn position
left right forwards backwards
above below top middle bottom
up down in between

Look at where these animals are. Which animal is on the bottom shelf?



Maths – KNOWLEDGE – Numbers to 100

Unit 16 Numbers to 100



In this unit we will ...

- ✦ Count in tens
- ✦ Learn how to use a 100 square
- ✦ Use tens and ones to make larger numbers
- ✦ Say which number is larger and smaller
- ✦ Find numbers which add to 100

We will use this 100 square.
Can you find number 30?



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



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

100 square number square
place value grid

We will need this too.
What number is shown here?

Tens	Ones
	



Maths – KNOWLEDGE – Time

Unit 17 Time



In this unit we will ...

- ⚡ Say if things happen before or after
- ⚡ Use a calendar
- ⚡ Tell time to the hour and the half hour
- ⚡ Compare time
- ⚡ Solve time word problems

This is a calendar. Can you use it to find how many days are in a week?



We will need some maths words. You may know some of these.

before after yesterday
today tomorrow day week
slower faster month year
calendar date minute hand
hour hand o'clock half past
second minute hour

There are lots of different types of clock. Do all of these show the same time?



Maths – KNOWLEDGE – Money

Unit 18 Money



In this unit we will ...

- ⚡ Learn about coins
- ⚡ Learn about notes
- ⚡ Count in 1s, 2s, 5s and 10s using coins

Here are some coins.
Do you know which
is the 5 pence coin?



Have you heard these
money words before?
Which letter means pence?

pound	pence
coins	notes p

Do you remember these
signs? > < Complete this
sentence using > or < .

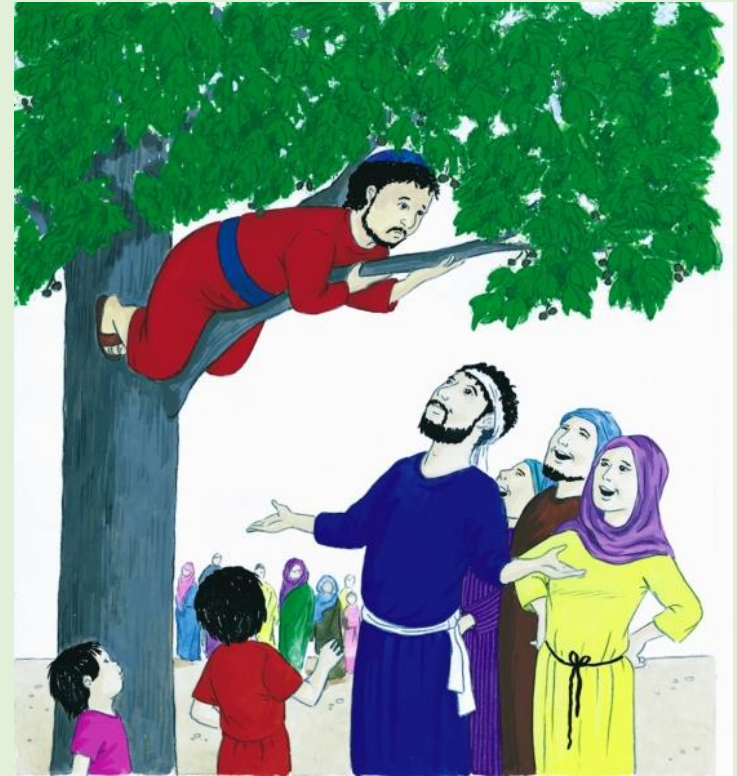


Reconciliation – Being Sorry

God helps us to choose well and be sorry – God forgives us

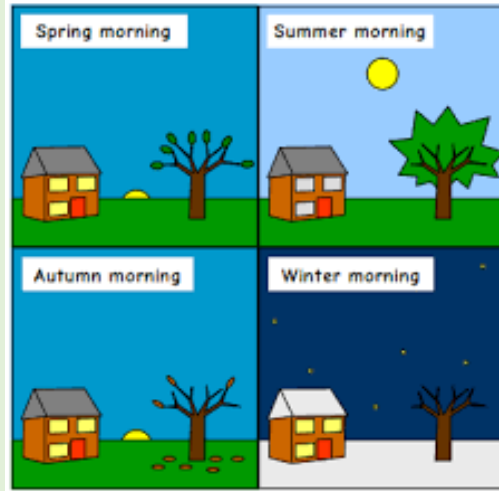


- What good choices have you made? How did you feel?
- What wrong choices have you made? How did you feel?



Science

Year 1 Skills:



Enquiry Question: Can we survive without nature?

- Can they name the four seasons in order?
- Can they observe changes across the four seasons?
- Can they observe and describe weather associated with the seasons?
- Can they observe and describe how day length varies?

How to Help:

- Make a weather diary with your child. Discuss the weather each day and what the weather causes e.g. puddles, trees blowing, shadows
- Go for a walk – write or draw what you can see, taste, smell, feel and hear in the summer.

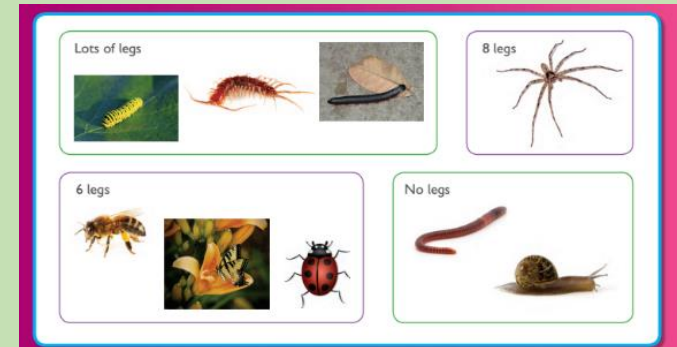
Computer Science – Online Safety

Year 1 Skills:

- Find and use pictures on the web.
- Know what to do if they encounter pictures that cause concern.
- Sort images according to some criteria.

How to help:

- Discuss keeping information safe e.g. passwords
- Allow children to use a search engine (with adult supervision) to search for pictures of things they like.



Geography

Year 1 Geography:

Enquiry question:

How is the weather different in Africa compared to England?



- Can they find some hot and cold places on a map?
- Can they describe a place outside Europe using geographical words?
- Can children begin to describe the differences between the UK and a non-European country?
- Can they explain why they would wear different clothes at different times of year?
- Can they point out the north pole and south pole on a globe or atlas?

How to Help:

- Let your child decide what they are going to wear based on the weather – do they need hats/coats/umbrellas?
- Look at Africa on a map – choose a country in Africa and find out about it.
- Look at a map of the world and point out the equator. Explain how the equator affects the weather in different countries.

Art and DT

Year 1 Skills

- Appraise artwork
- Create a print using different materials
- Create an African print pattern
- Research t-shirt designs
- Plan, make and evaluate a t-shirt using printing

In this half term, we will be looking at **Yinka Shonibare's** clothing designs. We will be exploring printing using different materials. We will then be planning, making and evaluating our own t-shirts using printing techniques.

Key Vocabulary:

Colour
Print
Pattern
Artist
Design
Make
Evaluate
Design
Style



Music

Year 1 Skills

- Can they use instruments to perform?
- Can they make a sequence of sounds?
- Can they show sounds using pictures?
- Can they learn a song?
- Can they discuss what they notice about a song?



HOW TO HELP

Listen to a range of music. Can your child learn the words to song? Can they add their own actions to go with the song?

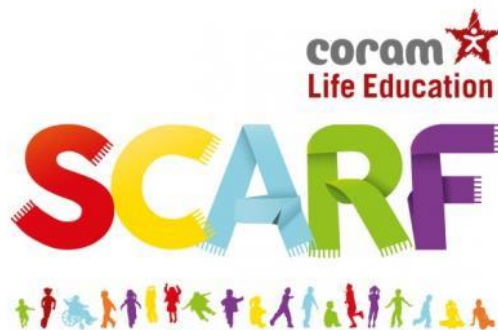
PSHE/RHE



RHE Modules:

Module 2 Unit 3 – Keeping Safe

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:

Rules, Rights and Responsibilities

This half term the children will be learning about our roles in the community.

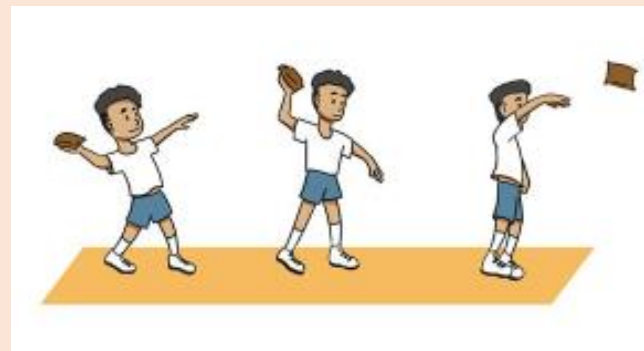
They will consider how they can look after someone or something, consider how we can look after others, and learn basic first aid.

PE

Athletics

Year 1 Skills

- Can pupils move at different speeds for varying distances?
- Can pupils develop a foundation for balance and stability?
- Can pupils develop agility and coordination?
- Can pupils hop, jump and leap for distance?
- Can pupils throw for distance?
- Can pupils throw for accuracy?



Foundation Subject - IMPACT QUESTIONS

Geography

Can you explain similarities and differences between the UK and Africa?

Science

Can you describe features related to a specific season?

Art and DT

Can you research and plan a product using printing techniques?

Music

Can you learn the words to a call and response song?

Computing

Can you sort images according to a criteria?

PSHE/RHE

Can you teach someone basic first aid?

PE

Can you compete against others in a variety of athletics activities?