



Autumn Term Knowledge Organisers

Year One



What are these?

The following knowledge organisers are developed based on the progression documents for the subjects.

Every effort has been made to provide the learners with support for learning and understanding the essential skills in each aspect of the subject.

Children should learn to and understand the key vocabulary and should be utilising this in varying contexts.

The children should use opportunities to link these facts to other areas of learning and other areas of the curriculum.

Simply providing the children with these organisers will not support them in their learning. Their use will be specifically taught in school and the children must see these as a learning aid.

The knowledge organisers are developed to be double sided with each child having their own copy, which they annotate to help support them further and or use to track their progress.

Why use them?

Working memory - This is where thinking actually happens. It has a very finite capacity; it can only hold and process about four different items at a time. If it receives too much it fails.

Long-term memory - Long-term memory has huge – almost infinite – capacity. It is here that we store our knowledge of facts and procedures. The goal is to stock our long-term memories with knowledge in a well organised, easily retrievable way and make recall of key aspects automatic. This frees up the working memory for new information.

Cognitive load - This is the term used in cognitive science to describe how much capacity something takes up in the working memory. Cognitive overload is what happens if too many demands are placed on working memory at once.

The aim of the knowledge organisers is to improve the speed with which information is stored in the long term memory, thus improving the learners ability to develop deep learning in more areas of the curriculum.

How can these be used at home?

There are several ways that you can use knowledge organisers with children.

1. Look at the previous knowledge organiser to see how their learning is growing and see where there are links to what has already been learned.
2. Use it to look at what your child will be learning and share what you know about that topic.
3. Have the knowledge organisers on the fridge/appropriate place at home and use it to prompt discussion around the topic at home.
4. Help your child to research the topic and bring information in to school to share with their class.
5. Areas of the knowledge organisers are purposely blank so children can add information to support them further eg starring any aspects that they find tricky, adding any key sentences which they struggle with.
6. Vocabulary prompts – use the vocabulary bank to support children in utilising the correct topic related vocabulary.
7. Parents can challenge children to recall the appropriate information and explain what it means – but should be aware that the children will not know this from the start of the term.

How are they not to be used?

These provide a brief overview of what the children should securely know by the end of that year group. They should NOT be utilised as an end point assessment and links must be made to other areas of learning.

These knowledge organisers, are a starting point and will need to be adapted over time in response to the needs of the children.

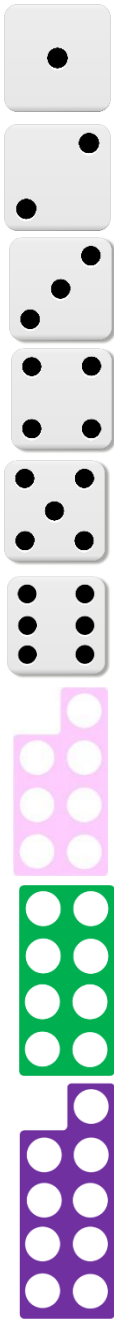
count forwards   count backwards

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
101	102	103	104						

Count forwards or backwards from any number
Count in 1s and 2s forwards and backwards


















Vocabulary -
- equal to
- more than
- less than (fewer)
- most
- least

One – Place Value




1 one
2 two
3 three
4 four
5 five
6 six
7 seven
8 eight
9 nine

Give Me Five, Turkey! 

 5	 10	 15	 20	 25
 30	 35	 40	 45	 50
 55	 60	 65	 70	 75
 80	 85	 90	 95	 100

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 **10 ten** **15 fifteen**
11 eleven **16 sixteen**
12 twelve **17 seventeen**
13 thirteen **18 eighteen**
14 fourteen **19 nineteen**
20 twenty



Counting in 1s
Forwards

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21

Counting in 1s
Backwards

21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1

Counting in 2s
Forwards

2
4
6
8
10
12
14
16
18
20
22

Counting in 2s
Backwards

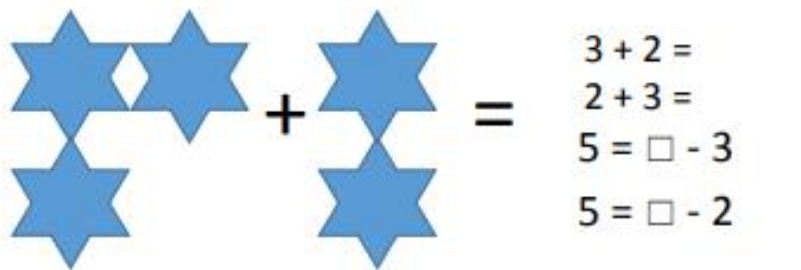
22
20
18
16
14
12
10
8
6
4
2

Counting in 5s
Forwards

0
5
10
15
20
25
30
35
40
45
50
55

Counting in 5s
Backwards

55
50
45
40
35
30
25
20
15
10
5
0

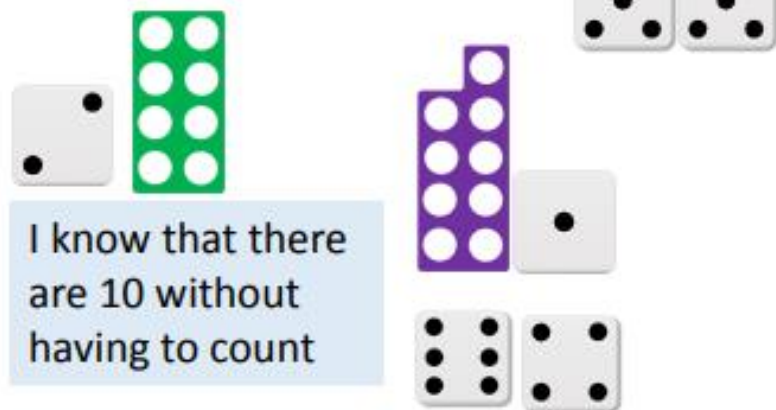


$$3 + 2 =$$

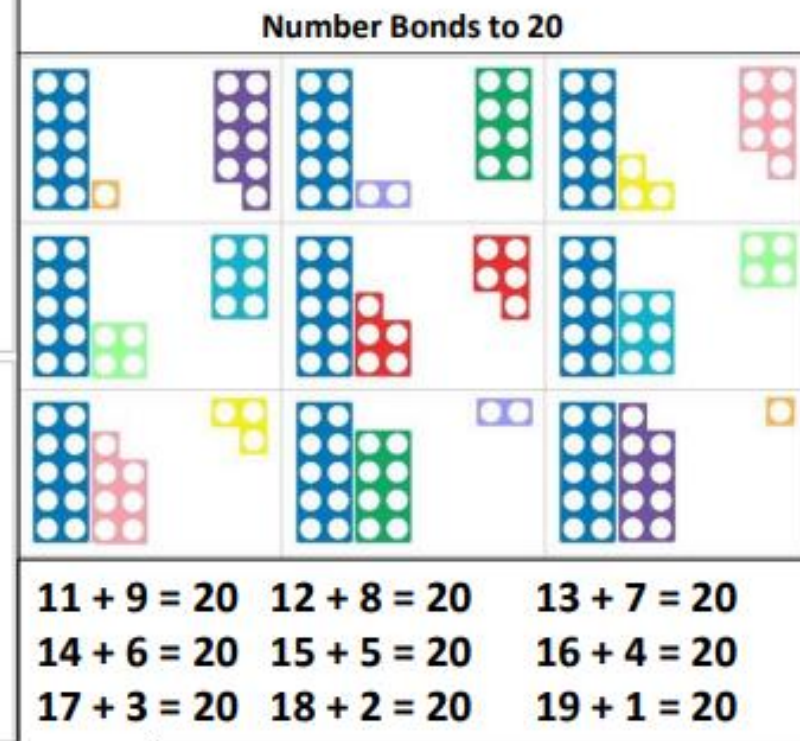
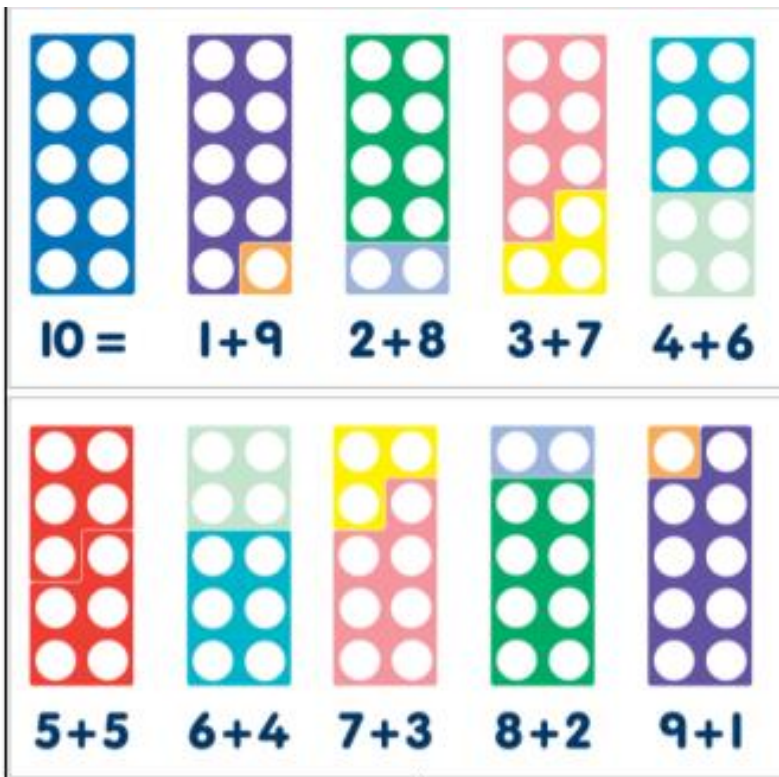
$$2 + 3 =$$

$$5 = \square - 3$$

$$5 = \square - 2$$



I know that there are 10 without having to count



Vocabulary

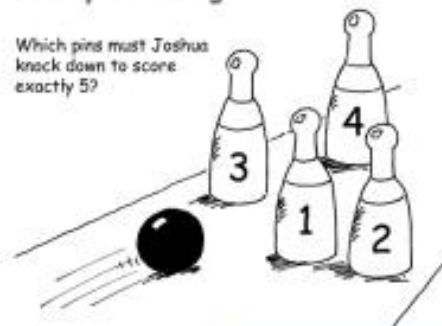
+ add, addition, plus, more, make, sum, total

- take away, subtract, minus, leave, less, difference between

= equals, makes, totals, balances

Four-pin bowling

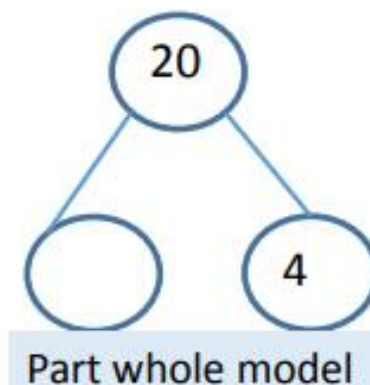
Which pins must Joshua knock down to score exactly 5?

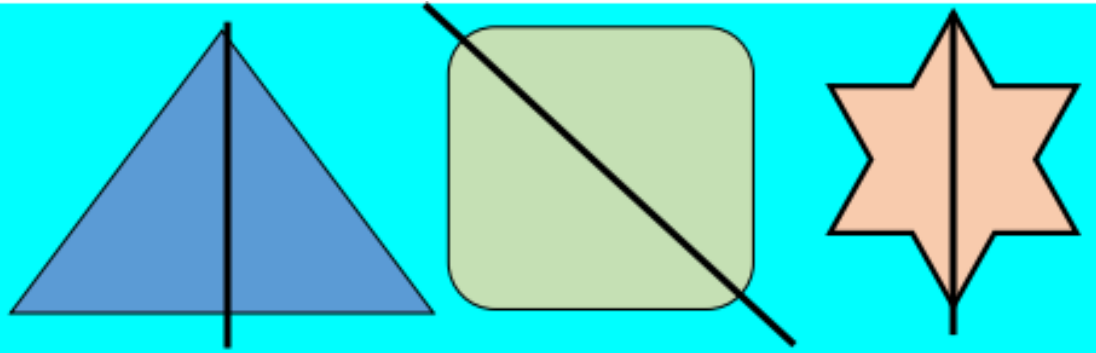


Find 2 different ways:

- to score 5
- to score 6
- to score 7

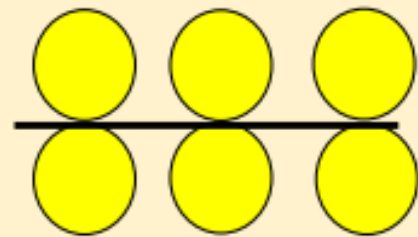
I can solve questions like this using the facts that I know.





These shapes show **half** because there are **two equal parts**.

Half of numbers
Half of 10 is 5
Half of 8 is 4
Half of 6 is 3
Half of 4 is 2
Half of 2 is 1



These six counters are split in **half** because there are **two equal parts**. There are three counters in each half. One half of six is three.

Vocabulary

EQUAL – The same

half

whole

two equal parts

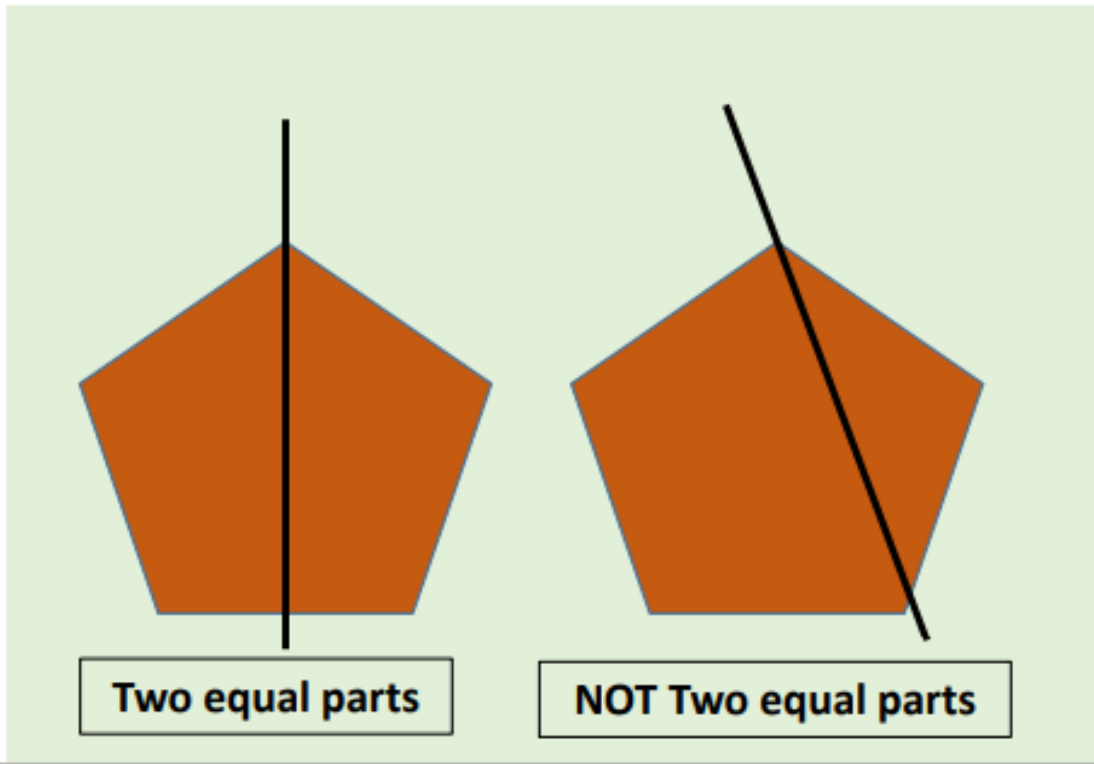
quarter

four equal parts

half full

A fraction is an equal part

Compare parts



Two equal parts

NOT Two equal parts

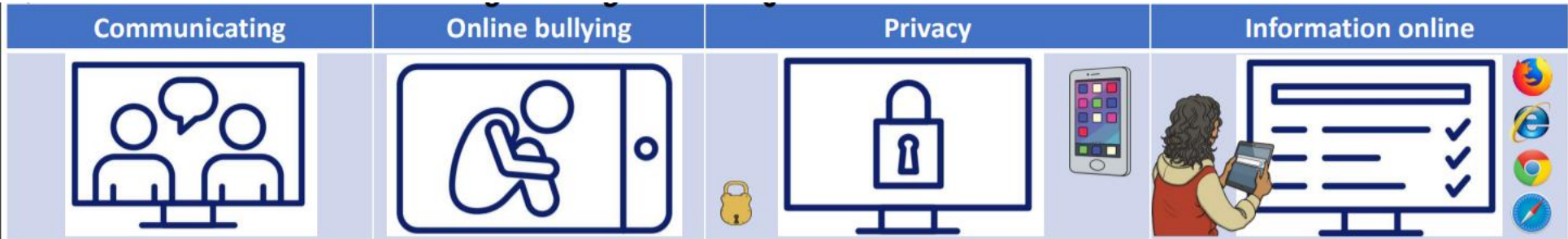


There are four cars. They are split in to two **EQUAL PARTS**. There are two cars in each half. One half of four is two.





KS1 Online Safety



- ✓ We can use electronic mail (known as e-mail) using the Internet.
- ✓ These can be sent around the world much quicker than a written letter.
- ✗ Don't open e-mails from people you don't know. Tell a trusted adult.
- ✗ Don't click on any links. Tell a trusted adult.

 Some messaging apps are for older children only. Check at www.net-aware.org.uk



1 People you don't know are strangers. They're not always who they say they are.



It's fun chatting with known friends 😊

- ✓ Be nice and friendly when online.
- ⊗ Some people can be unkind online.
- ⊗ This can make others feel unhappy, sad and lonely.
- ✓ If we see this, then we must tell a trusted adult straight away.

⊗ If someone is unkind **several times on purpose then this could be bullying (STOP!)**
 ✓ If we see this, then we must tell a trusted adult.

2 Be nice to people like you would on the playground.



Some information is OK to share online.

- ✓ Only share with friends you know
- ✓ Favourite sports teams, movies or music.

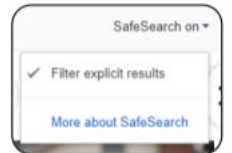
Information that tells others who and where we are should be kept private.

- ✗ Remember: we **never** share our full name with anyone online.
- ✗ Things like where we live or where we go to school should **never** be shared with strangers.
- ✗ Never share your passwords with other people.

3 Keep your personal information private.




- ✓ Lots of people share pictures and information online. Because of this, we need to make sure we stay safe online.
- ✓ Use your web browser to access www.google.co.uk
- ✓ Make sure 'safe search' is on.



- ✓ Be careful not to click on any pop ups.
- ✓ Remember: all the information on the internet might not be true.
- ✓ Use YouTube Kids to help you find safe videos and media.

4 If you ever get that 'uh oh' feeling, tell a grown-up you trust.





COMPUTING SYSTEMS AND NETWORKS KNOWLEDGE ORGANISER

Year 1 Autumn A



Overview



Technology Around Us

- Technology is something that has been made by people to help us.
- Technology is 'man-made' and not 'natural.' Examples include computers, phones, cars, bikes, and even pencils!
- Computers are a type of digital technology.
- Some of the different parts of a computer include the monitor, mouse and keyboard.
- There are a number of important rules to help us use computers safely.



Computers



- Desktop computers need to be placed on a surface, e.g. a table or desk. Laptop computers are portable – they can be moved to different places.
- The screen (or monitor) displays what the computer is doing.
- The mouse lets you select and move objects (some computers have a trackpad instead).
- The keyboard lets you type letters and numbers.
- Computers can run different programs. Programs do different tasks on the computer. E.g. Microsoft Word, Microsoft PowerPoint and Paint.
- When we are using a program, we can save our work by pressing Ctrl + S or by clicking on this icon.

Technology

- Technology is the name for man-made things that help us.
- Technology is all around us, and helps to make our lives easier.



-Digital technology is the name for electronic items that create and store information, e.g. computers, mobile phones, and televisions.



-Non-digital technology is the name for non-electronic items that do not create and store information.



Using Technology Safely

- When using technology, we should:
- Hold the device carefully and use it gently.
 - Not have food and drink around the device.
 - Only use the programs that we are supposed to be using.
 - Take turns with our partner, and stop using the device when we are being spoken to.



Using a Mouse



- The mouse can be used to click and drag.
- Clicking the left button lets us select something. Clicking twice quickly lets us open files and programs.
- Clicking the right button gives us options.
- Holding the left button down allows us to drag things.



Using a Keyboard



- Writing on a computer is called typing. We do this on a keyboard.
- Holding the shift key, or pressing caps lock, helps us to type a capital letter.
- Delete and backspace buttons can help us to remove typing.

Important Vocabulary

Technology

Man-made

Digital

Screen

Mouse

Keyboard

Program

Click/ Drag

Cursor

E-Safety



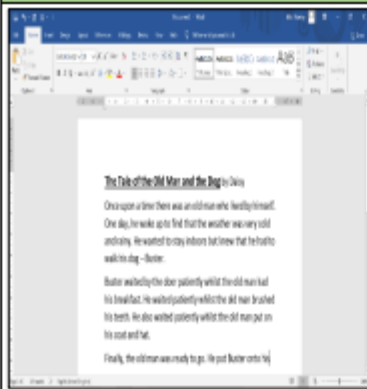
COMPUTING: CREATING MEDIA

Year 1 Autumn B

KNOWLEDGE ORGANISER



Overview



Digital Writing

- We can use digital devices to help us to write.
- The programs that we do this on are called word processors. Examples of word processors include Microsoft Word and Google Docs.
- When we use word processors, we can use a keyboard and a mouse to enter and remove text.
- We can also change the look of the text by changing things like the font and the size.
- Writing digitally has the benefit that it is neat and tidy, and it can be easily edited.

The Toolbar

The toolbar is the set of icons and buttons that are at the top of the page in a word processor. Below are some of the most common tools.

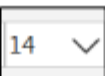
These tools can change the text.



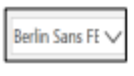
The **B** makes the text **Bold**.

The *I* writes the text in *Italics*.

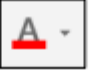
The U underlines the text.



Clicking on this icon allows you to change the size of the text. After pressing the icon, you will see a list of numbers. The larger the number selected, the bigger your text will be.



Clicking on this icon allows you to change the font (style) of the text. Most word processors have many styles to choose from.



Clicking on this icon opens the text colour tool. It allows you to change the colour of the text. There are often many colours to choose from.



When we want to save our writing, we should click on this icon. The first time that we save, we need to choose a file name and a location (folder) to save it in.

Using a Keyboard

- A keyboard is an input device that lets a person enter letters, numbers and symbols.
- Most keyboards are laid out in the same way. This is often called the QWERTY layout.
- The buttons on a keyboard are called keys.
- You can choose where to write by moving the cursor (the arrow) over the page. When you click a flashing line will appear. This is the text cursor. It allows you to type in letters.



Caps key, press this for capital letters.

Space bar, for leaving spaces.

Backspace key, removes the letter on the left of the text cursor.

Enter key, moves everything after the text cursor down one line.

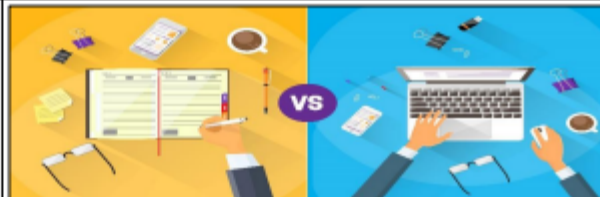
Arrow keys, can move the text cursor.

Making Careful Choices



The undo tool reverses the last thing that you did. If you make a mistake, the undo tool can help you to get it back to how it was.

The redo button re-does something that you have undone!



Hand writing or Digital writing?

- Hand writing is often seen as more personal. For many people, it is a bit quicker than typing.
- Digital writing is often neat, tidy and easy to read. It can be more easily edited (changed).

Important Vocabulary

Word Processor

Text

Font

Keyboard

Text Cursor

Enter

Spacebar

Toolbar

Font

icon

Year 1 Science Knowledge Organiser

Biology - Seasonal Changes

Key Vocabulary	
seasons	There are four seasons each year, autumn , winter , spring and summer.
autumn	In autumn , the weather begins to get colder. The leaves start to fall from the trees. The amount of daylight becomes less. This means the daytimes are shorter and the night times are longer.
winter	In winter , the weather is much colder. Sometimes it is cold enough to freeze, leaving frost and ice on the ground. It sometimes snows. Many trees have bare branches as all their leaves have fallen off. The daytimes are the shortest in the year and the night times are the longest.
weather	The weather includes the temperature outside, the wind direction and strength, as well as rain, cloud, snow and sun.
daylight	Daylight is when it is light outside. The amount of daylight changes with each season .



The Four Seasons

autumn September October November	winter December January February
spring March April May	summer June July August

What should I already know?

- There are times when it is hot outside and there are times when it is cold outside.
- The **months** of the year.

What should I already know?

- There are times when it is hot outside and there are times when it is cold outside.
- The **months** of the year.
- What happens in **autumn** and **winter** (key events, what people do, what people wear)
- What the **weather** is like in **autumn** and **winter**.
- In **autumn** and **winter**, the days become shorter, and the nights become longer.

Daylight hours each month:

Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Hours of Daylight	13	11	9	8	8	10	12	14	15	16	16	14

Key Vocabulary

seasons	There are four seasons each year, autumn, winter, spring and summer .
spring	In spring , the weather starts to get warmer. The leaves begin to grow on the trees and some trees may blossom (have flowers). Plants begin to grow and you may see baby animals like lambs around. The daytimes start to get longer.
summer	In summer , the weather gets hotter. The daytime is long and the nights are short. Summer has the longest days. The trees are full of leaves and there are lots of flowers, bees, butterflies and other insects.
weather	The weather includes the temperature outside, the wind direction and strength, as well as rain, cloud, snow and sun.
daylight	Daylight is when it is light outside. The amount of daylight changes with each season .

Daylight hours each month:

Month	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Hours of Daylight	13	11	9	8	8	10	12	14	15	16	16	14

spring



summer



The Four Seasons

autumn
September
October
November

winter
December
January
February

spring
March
April
May

summer
June
July
August

Year 1 History - Transport

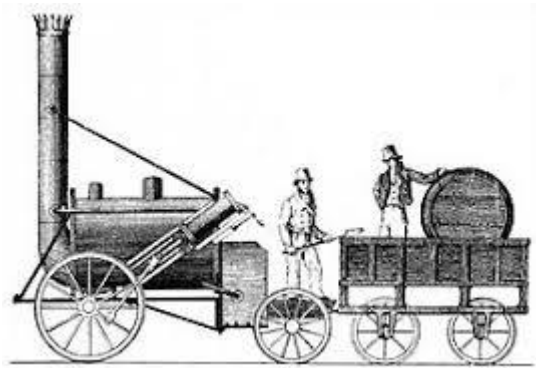
Transport is what we use to help us get around. It has changed a lot since we first started using it.



Viking longboats used 1300 years ago.



Cruise and ferry ships are used now for people to travel.



George Stephenson's rocket train.



Modern train



Penny Farthing bike.



New road bike.

Key Words

- Same
- Different
- Now
- Then
- After
- Before
- Past
- Change



Wright Brothers



The Wright Flyer – the first successful aircraft.



The aeroplanes that we now use to travel and for holidays.



Karl Benz



Benz Motorcar – the first car with a petrol engine.



A modern car. Some cars now have electric engines.



Year 1 – What is my place like?



Aerial photograph of school



My house

--

My address

Vocabulary

school

buildings

address

village

town

home






location



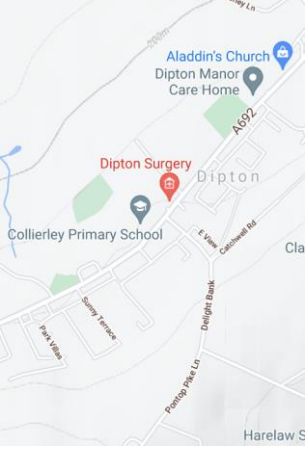
land

house

city

Key map symbols

Key	
	Tree
	Bench
	Slide
	Seesaw
	Sand Box
	Swings
	Flower Garden
	Duck Pond
	Path

World map	Map of UK	Street Map
		

Transport map	Theme park map
	

PSHCE Knowledge Organiser

Words I need to know:

point of view

compliment

conflict

problem-solving

solution



secrets

surprises

teasing

bullying

relationships

Special people	Key Questions
Mum	How are we special?
Dad	Who are our special people?
Grandparents	What do our special people do to make us happy or angry?
Friends	What do we do to make our special people happy or angry?
Teachers	 
Who else?	



Secrets are not the same as surprises

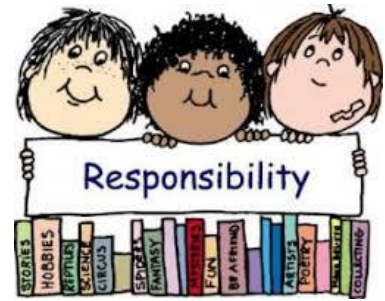


Year 1 – autumn term

PSHCE Knowledge Organiser



Houses of Parliament



other people's needs



rules



rights



Download from Dreamstime.com

communities and groups



Year 1 – rights and responsibilities

Words I need to know:

- money
- spending
- saving
- need
- want
- change



wants and needs change as we get older.



We want sweets



We want a new toy



We want a television



We need food.



We need air.



We need shelter (a home).



We need water.



We need clothing (warmth).

1 — Listening: Hey You!

Find the pulse as you are listening to the music: Can you dance, get funky or find the groove?

Instruments/voices you can hear: Male vocal, bass guitar, drums, decks. Can you recognise any of these instruments in the other songs ?



2 — Musical Activities

Find the pulse!

- March in time with the pulse
- Be an animal that finds the pulse

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm

Singing

- Rap and sing Hey You! in groups
- Have fun!

Playing instruments using one or two notes – C or C + G. *Which part did you play?*

Improvise using the notes C + G:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

Which notes did you use?

3 — Perform & Share

A class performance of Hey You! – with rapping, singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Have a think...

What did you like doing best?

Singing?



Rapping?



Playing?



Dancing?



Improvising?



Composing?



Listening?



Words you need to know: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform



1 – Listening: Rhythm In The Way We Walk & Banana Rap

Find the pulse as you are listening to the music: Can you dance, get funky or find the groove?

Instruments/voices you can hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones. Can you recognise any of these instruments in the other songs?



2 – Musical Activities

Find the pulse!

- March and find the pulse
- Be a monkey finding the pulse
- Be an elephant finding the pulse

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythm

Pitch is high and low sounds.

Singing: Rap and sing the songs.

Have fun!

3 – Perform & Share

A class performance – with rapping, singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?



Have a think...

What did you like doing best?



Singing?



Rapping?



Playing?



Dancing?



Finding the pulse?



Words you need to know: Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform