



# Knowledge Organiser Booklet

## Year 1

### Autumn 1



Name		Class	
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# Contents

Page 3	Using Your Knowledge Organiser Guide
Page 4	Art & Design Knowledge Organiser
Page 5	Computing Knowledge Organiser
Page 6	Geography Knowledge Organiser
Page 7	Personal, Social, Health and Economic Education
Page 8	Physical Education Knowledge Organiser 1
Page 9	Physical Education Knowledge Organiser 2
Page 10	Science Notes
Page 11	School Values

# Use your knowledge organisers to help you remember more.

1

## Check it!

Write down the key words and definitions.



2

Try doing this without the help of your knowledge organiser.

3

Check your work and make any corrections using your green pen.

## Link it!

Create a mind map with all the information you can remember from your knowledge organiser.



Check your knowledge organiser to see if there are any mistakes on your mind map.

Try to make connections, linking the information together.



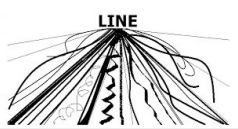







## Test it!

Use your knowledge organiser to write down key facts or information onto cards.

Add pictures to help support you to remember things. Use the cards to make up questions.

Ask a friend or a member of your family to quiz you on what you remember!






# This is your Year 1 Art & Design Knowledge Organiser for Autumn 1. Drawing Spirals

Art Themes		Tier 2	Key Vocabulary			
line	shape	observe	movement	mark-making	physical drawing	spiral
A long mark or stroke that could be straight, curved, thick, thin or any direction.	A form or outline of something.	Looking carefully and closely.	Changing from one position or posture to another.	Different marks used to make art e.g. dots, dashes, lines.	When we use our whole body to draw with.	Winding in a continuous and gradually curve.
We can make different <b>lines</b> using pencil, paint, charcoal and pastels.	We have drawn <b>shapes</b> such as squares and circles.	We can <b>observe</b> the world around us and carefully draw what is in front of us.	We can use different <b>movements</b> to create lines and shapes in our drawings.	We can use a range of <b>mark making</b> in our drawings.	<b>Physical drawing</b> allows us to use our whole arm or even our whole body to draw with.	Use hands, wrists, arms and even our whole bodies we can draw different <b>spirals</b> .
We will use a variety of <b>lines</b> to make spiral drawings.	We can make different spiral <b>shapes</b> .	We <b>observe</b> by looking very closely and focusing.	With <b>movement</b> we can make large drawings.	We use <b>mark making</b> when using different media including paint, pencil and charcoal.	We can make exciting, expressive drawings with <b>physical drawing</b> .	We see spirals in nature such as in snail <b>shells</b> .
						
How this connects with previous learning			How this connects with future learning			
In Reception, you made lines using pencils and paint.	You created drawings using shapes in Reception.	You have observed different things from nature including animals and plants.		In Year 3, you will design your own collages using different shapes and colours.	In Year 4, you will make 3D sculptural forms inspired by food.	In Year 5, you will design and construct architecture models.

# This is your Year 1 Computing Knowledge Organiser for Autumn 1- Technology Around Us

## Tier 2 Vocabulary

## Key Vocabulary

describe	technology	computer	mouse	keyboard	tablet
To say what something is like.	A collection of tools used to help people	An electronic device that holds information	A small, movable device that lets you control things on a computer	The part of the computer that is used to input information.	A handheld computer
We can <b>describe</b> different types of technology and say what they do.	Laptops, iPads and televisions are all types of <b>technology</b> .	A <b>computer</b> can hold things like words, numbers, pictures, movies and sounds.	A <b>mouse</b> has two buttons and we use it to make choices on a computer.	We use a <b>keyboard</b> to write letters and numbers on a computer.	A <b>tablet</b> also holds information and we use it by touching the screen.
To <b>describe</b> a character in a story, I can say what they look like.	We are learning how <b>technology</b> helps us in different ways.	We are learning how to put information into a <b>computer</b> .	To open programs and create pictures, we will need to use the <b>mouse</b> .	To write my name on a computer, I will need to use the <b>keyboard</b> .	We will be learning how to put information into a <b>tablet</b> .
We will need to describe an object to decide if it is <b>technology</b> or not.					
How this connects with previous learning			How this connects with future learning		
In Nursery and Reception, you looked at similarities and differences.	In Reception, you learned how to operate a Bee-Bot.	In Reception, you used drawing apps on a tablet.	Later in Year 1, you will use a keyboard and mouse to create digital writing.	In year 2, you will continue to develop your understanding of what information technology is.	In year 2, you will use devices to create photography and music.

# This is your Year 1 **Geography** Knowledge Organiser for Autumn 1. Map It

## Tier 2 Vocabulary

## Key Vocabulary

Tier 2 Vocabulary		Key Vocabulary				
locate	communicate	house	factory	shop	soil	vegetation
To find the exact place or position of something.	To share information and ideas.	A place where someone lives.	A place of work that produces items to be sold.	A place where items are bought and sold.	The top layer of the Earth's surface where plants grow.	Plants in a particular place.
You can <b>locate</b> the playground on a map of the school.	I <b>communicated</b> what I had learnt in the lesson.	I live in a <b>house</b> .	There is a <b>factory</b> near my <b>house</b> which makes shoes.	A supermarket is a <b>shop</b> which sells food.	I planted some seeds in <b>soil</b> in my pot.	There is lots of <b>vegetation</b> in the park.
Compass directions can help us to <b>locate</b> items.	We can <b>communicate</b> our favourite place to visit in the local area.	There are five <b>houses</b> on my street. .	My bag was made in a <b>factory</b> .	There are two toy <b>shops</b> near my <b>house</b> .	There are three trees growing in the <b>soil</b> in my garden.	They cut down all the <b>vegetation</b> in the garden.
I <b>located</b> the toy I had lost.	We can <b>communicate</b> how we are feeling.					

### How this connects with previous learning

In Reception, you described your location.

In Reception, you explored the natural world around you.

In Reception, you explored the differences between places you visited.



### How this connects with future learning

In spring 1, you will learn about physical and human geography across England.

In summer 1, you will learn about physical geography across the United Kingdom.

In Year 2, you will learn about the continents and oceans of the world.

## Key Vocabulary

### family

A **family** can be made up of different people.

Families are important for children growing up because they can give love, security and stability.

Families should protect and care for children and other family members.

Your close family are considered to be your parents/carers and your brothers/sisters. Your extended family might include grandparents, cousins, uncles and aunts.



### friend

A **friend** is someone who you like, respect and want to spend time with.

Healthy friendships are positive and do not make anyone feel lonely.

Most friendships have ups and downs. These can usually be worked through and make the friendship stronger.

When we are friendly we are kind and caring to someone.



### growth mindset

Having a **growth mindset** is an understanding that you can keep learning new things if you never give up.

If you have a growth mindset, you believe that you can achieve your goals if you work hard. You might say to yourself, 'I can't do it yet, but if I keep practising, I will.'

If you have a growth mindset, you celebrate your mistakes and see them as part of everyday learning.



### problem

A **problem** is a difficult situation. You might have to make a decision about what to do to solve your problem.

Problems can make you feel a range of emotions including sad, confused, scared or angry.

Some problems are small and easily solved, others are bigger. If you need help solving your problem, talk to an adult you trust either at school or at home.



### respect

**Respect** is a positive way of treating or thinking of someone.

Respect means that you accept somebody for who they are, even when they're different from you or you don't agree with them. Respect within your family and friendships builds feelings of trust, safety and wellbeing.

When you are respectful, you care enough to consider how words and actions impact others.



### stereotypes

**Stereotypes** are characteristics that some people link to groups of people to classify them. They are based on an idea about a group of people which is often untrue.

People can feel pressured into following a stereotype so that they don't feel different. People can have stereotyped ideas about many things including boys and girls and what they should look like or how they should behave.



### How this connects with previous learning

In Nursery, you built relationships and friendships with other children by working and playing cooperatively. You learnt about the importance of rules and staying safe.

In Reception, you learnt about what makes a good friend and built new relationships. You developed your sense of responsibility and belonging to the school community.



### How this connects with future learning




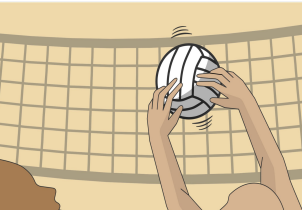



In Year 2, you will learn about how others show feelings in different ways and how to respond. You will learn about the conventions of courtesy and manners.

In Year 3, you will understand that family relationships and friendships have ups and downs and that problems can be resolved and how to access help if needed.

In Year 4, you will understand that your behaviour can have an impact on others. You will explore the responsibility of bystanders to help. You will understand what boundaries are.

# This is your Year 1 **Physical Education** Knowledge Organiser for Autumn 1. Send and Return

## Key Vocabulary

hit	send	collect	net	throw	roll
<p>A Hit in sports generally refers to making contact with a ball or other object with a bat, racket, or other piece of equipment.</p>	<p>In sports, <b>Send</b> refer to a player making a strong pass or throw to a teammate.</p>	<p>In sports, <b>Collect</b> can refer to a player receiving or controlling a ball or other object with their feet, hands, or equipment.</p>	<p>In sports, <b>net</b> refers to the structure that is used to divide the playing area such the <b>net</b> in tennis and volleyball prevent the ball or other object from leaving the playing area.</p>	<p>In sports, <b>Throw</b> means to use your hands to move a ball or other object to another player or towards a target.</p>	<p>In sports, <b>roll</b> means to move a ball or other object along the ground using your feet or hands.</p>
<p>In baseball, <b>hitting</b> is when a player uses a bat to <b>hit</b> a ball thrown by the pitcher.</p>	<p>When we <b>send</b> a ball to a teammate we have to use control.</p>	<p>In basketball, a player might need to <b>collect</b> a pass from a teammate in order to keep possession of the ball.</p>	<p>Examples include the <b>net</b> in soccer, volleyball.</p>	<p>Baseball, rounders and cricket involve <b>throwing</b> a ball to a <b>batter</b>.</p>	<p>Examples of sports that involve <b>rolling</b> include bowling, soccer, and basketball.</p>
					
<h3>How this connects with previous learning</h3>			<h3>How this connects with future learning</h3>		
<p>In Nursery pupils learn to: Hit objects with a variety of objects bats, rackets or other pieces of equipment.</p>	<p>In Reception pupils learn to: Send and receive a variety of objects with different body parts.</p>	 <p>In Year 2 Pupils learnt to: Track the path of a ball over a net and move towards it.</p>		<p>In year 3 pupils learn to: Implement rules of sports such as Handball, football and hockey.</p>	<p>In year 4 pupils learn to: Defend and stop attacks by blocking and intercepting.</p>



# This is your Year 1 **Physical Education** Knowledge Organiser for Autumn 1. **Hit, Catch, Run**

## Key Vocabulary

base	bat	throw	catch	field	retrieve
<b>Bases</b> are the points you need to run to. These are marked out using cones or posts.	To hit a ball with your hand or with a <b>bat</b> .	To send an object through the air using your arm.	To take hold of something in motion.	To <b>catch</b> or pick up a ball and <b>throw</b> to a teammate.	To bring something back.
There can be any number of <b>bases</b> , but in rounders and baseball there are four – one at each corner of the pitch.	The person who is <b>batting</b> is called the <b>batter</b> . They hit balls to score points for their team.	Baseball, rounders and cricket involve <b>throwing</b> a ball to a <b>batter</b> .	Many sports involve <b>catching</b> a ball to help your team or score points.	The aim of <b>fielding</b> is to get the ball to a <b>base</b> so that you can get the <b>batter</b> out.	When <b>fielding</b> , the faster you <b>retrieve</b> a ball, the more likely you will get a player out.
					

### How this connects with previous learning

In Nursery you learn to send and receive objects with different parts of your body.

In Reception you learnt to send and receive objects with more accuracy and work with teammates.



### How this connects with future learning

In Year 2 you will find different ways to score runs in a game and develop your knowledge of **fielding**.

In Year 2 you will also begin to play the role of wicket keeper or backstop.

In Year 3 you will learn the rules for rounders and cricket and strategies for scoring runs.

# This is your Year 1 Science Knowledge Organiser for Autumn 1. Everyday Materials

## Scientific Enquiry









### identifying & classifying

**Identifying** means knowing what something is and naming it. We will **identify** objects, materials and material properties.

**Classifying** means comparing what is the same and what is different in order to group them. We will compare properties of everyday materials and group things together if they have something in common. We will **classify** objects by material and materials by their properties.



## Subject Specific Vocabulary

	material	object	property	absorbent	waterproof
	<p>A <b>material</b> is what something is made of. Some everyday <b>materials</b> are: <b>wood, paper, metal, plastic, glass, fabric, water, rock, rubber</b> .</p> 	<p>An <b>object</b> is something that can be seen and touched. Some <b>objects</b> in the classroom are tables, chairs, pencils, water bottles, books.</p> <p>This <b>object</b> is a chair. It is made from the material plastic.</p> 	<p>A <b>property</b> is what a material is like. Some common properties are: <b>stretchy, stiff, bendy, rigid, see-through, not see-through, hard, soft</b> .</p> 	<p>A material is <b>absorbent</b> if it is able to soak up liquid easily.</p> 	<p>A material is <b>waterproof</b> if it keeps water out.</p> 
<h3>Working Scientifically</h3> <p><b>Asking</b> scientific questions  <b>Planning</b> an enquiry  <b>Observing</b> closely  <b>Measuring</b> (taking measurements)  <b>Gathering and recording</b> results  <b>Presenting</b> results  <b>Interpreting</b> results</p>	<p>All objects are made of one or more <b>materials</b> . Some objects can be made from different <b>materials</b>. School scissors are made from plastic and metal.</p>	<p>This <b>object</b> is a table. It is made from the material wood.</p> 	<p>Materials can be described by their <b>properties</b> . Some materials can be in different forms with very different <b>properties</b> . A plastic chair is rigid. A plastic ruler is bendy.</p>	<p>Tissue paper, sponge and cotton wool are <b>absorbent</b> materials. They are used to mop up spilt liquids like water or carry liquids from one place to another.</p>	<p>Plastic, rubber and glass are <b>waterproof</b> materials. They are used to stop something getting wet. Umbrellas need to be made from <b>waterproof</b> materials to keep out the rain.</p>

### Things you learnt in previous topics

In Nursery and Reception, you learnt what is the same and different between objects in the world around you. You learnt the names of some of the materials that objects are made of such as wood and plastic.



### How this connects with future learning

In Year 2, you will identify and compare the suitability of different everyday materials, such as wood, metal, plastic, glass, brick, rock, paper and cardboard for a particular purpose like a superhero's suit. You will also find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

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