



# Knowledge Organiser Year 1

**St Augustine's School, Weymouth**



**Autumn Term**

# Year 1 Autumn Term - Art

Portrait painting (EYFS)

Prior Learning

Drawing and Painting  
Self Portraits

Unit

Drawing and Painting (Y3)  
Cave Painting

How Knowledge will be built on

- To hold a range of drawing tools accurately and control with dexterity to investigate marks that represent their observations
- To use lines to represent objects seen
- To accurately represent face with the correct features an appropriate size & shape and accurately represent face with the correct features in the correct relative position
- To select and use different brushes to make marks of different thickness
- To create secondary colours by mixing primary colours
- To mix colours using powder paint and apply them in their painting to represent real life

## Vocabulary

**Drawing** - self portrait, shape, line, thick, thin, oval, bigger than, smaller than, the same as, equal, position, opposite, above, below, to the left/right of, next to, light, dark, shading, tone, broad, narrow, detail.

**Painting** - primary colour, secondary colour, blend, bright, warm, vibrant, deep

Using a Computer (EYFS)

Prior Learning

Computing Systems and  
Networks  
Improving Mouse Skills

Unit

Computing Systems and  
Networks (Yr 2)  
What is a Computer?

How Knowledge will be built on

## Key Knowledge

- To know how to log into a computer and access a website
- To know how to develop Click and drag skills to develop mouse skills
- To know how to use mouse skills to draw and edit shapes
- To know how to draw a scene from a story using digital tool
- To know how to create a self-portrait using digital techniques

## Vocabulary

log in, log out/off, Mouse pointer, keyboard, password, software, Ctrl, right click, layers, drag, digital photograph, login, mouse, click, screen, account, duplicate, tools, menu, username, drag and drop, undo, cursor

Using a Computer (EYFS)

Prior Learning

Programming  
Algorithms

Unit

Programming (Yr 2)

How Knowledge will be built on

## Key Knowledge

- To know what an algorithm is-when instructions are put in an exact order
- To know that decomposition means breaking a problem into manageable chunks and that it is important in computing
- To know that we call errors in an algorithm 'bugs' and fixing these 'debugging'

## Vocabulary

algorithm, chunks, debug, device, instructions, order, precise, robot, solution, automatic, clear, decompose, directions, manageable, organize, programming, sensor, specific, bug, code, decomposition, input, motion, output, problem, sequence, steps, solution, tasks, specific, virtual assistant



Vegetables (EYFS)

Prior Learning

Food Technology  
Fruit and Vegetables

Unit

Food Technology  
Eating Seasonally

How Knowledge will be built on

## Key Knowledge

- **To identify if a food is a fruit or a vegetable.** (To understand the differences between fruits and vegetables. To understand that some foods typically known as a vegetable are actually fruits e.g. cucumber. To know that a fruit has seeds and a vegetable does not)
- **To identify where plants grow and which parts we eat.** (To know that fruits grown on trees or vines. To know that vegetables can grow either above or below ground. To know that vegetables can come from different parts of the plant)
- **To taste and compare fruit and vegetables**
- **To make a fruit and vegetable smoothie.** To know that a blender is a machine which mixes ingredients together into a smooth liquid.
- **To evaluate our smoothies**

## Vocabulary

fruit, vegetable, seed, leaf, root, stem, smoothie, healthy, carton, design, flavour, peel, slice, cut, blend

# Year 1 Autumn Term - Geography

Where I am (EYFS)

Prior Learning

Map and Field Work  
Here I am

Unit

Map and Field Work (Yr 2)  
Mini Mappers

How Knowledge will be built on

## Key Knowledge

- To know that we live on Earth. To know that our homes, our school and our community is at the local scale.
- To know human settlements can be cities, towns or villages
- To know that human features are man-made and physical features are those that would be there without humans
- To know how to local features on a map. To know how to locate features on an arial photo
- To know how to draw a field sketch of the local area around the school

## Vocabulary

map, Earth, local scale, home, school, community, city, town, village, human and physical features, local area, plan view, route, directions (left, right), field sketch, community, environment.

# Year 1 Autumn Term - History

This is Me (EYFS)

Prior Learning

Change Over Time  
Toys Through Time

Unit

Stone Age to Iron Age (Yr 3)

How Knowledge will be built on

## Key Knowledge

- To know what toys are like today
- To know about living memory(that people can remember how toys have changed during their lifetimes)
- To know the toys we play with change as we get older
- To know that toys are different now compared to toys that were played with in the past
- To know that toys change over time and that the materials used to make them change over time
- To know that toys have changed over time from looking at historical sources such as artefacts, photographs , posters and books
- To know that we can learn about the past by using sources
- To learn about how toys have changed over by talking to people

## Vocabulary

past, present, then now, before, after, earlier, later, old, new, modern, similarities, differences, cause, compare, living memory, materials, technology.



## Termly Overview

1	Numbers to 10	Number - number and place value	<ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>Given a number, identify one more and one less</li> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> </ul>
2	Part-whole within 10	Number - number and place value	<ul style="list-style-type: none"> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</li> <li>Represent and use number bonds and related subtraction facts within 20</li> </ul>
3	Addition within 10	Number - addition and subtraction	<ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>
4	Subtraction within 10	Number - addition and subtraction	<ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Number - addition and subtraction add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>Number - addition and subtraction solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>



## Termly Overview

5	2D and 3D Shapes	Geometry - properties of shapes	<ul style="list-style-type: none"><li>• recognise and name common 2-D and 3-D shapes, including:</li><li>• 2-D shapes [for example, rectangles (including squares), circles and triangles]</li><li>• 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</li></ul>
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# Year 1 Autumn Term - Music

Musical Stories (EYFS)

Prior Learning

Musical Vocabulary

Unit

Musical Me (Yr 2)

How Knowledge will be built on

## Key Knowledge

- To know the musical vocabulary: pulse and tempo
- To know how to explain what dynamics and timbre are
- To know how to explain what pitch and rhythm are
- To know what texture and structure are
- To know how to use the key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre

## Vocabulary

pulse, dynamics, tempo, timbre, pitch, rhythm, structure, texture, graphic score.

# Year 1 Autumn Term - Music

Musical Stories (EYFS)

Prior Learning

Pulse and Rhythm

Unit

Musical Me (Yr 2)

How Knowledge will be built on

## Key Knowledge

- To know that rhythm means a pattern of long and short notes
- To know that pulse is the regular beat that goes through music
- To understand that the pulse of music can get faster or slower
- To know that a piece of music can have more than one section, e.g. a verse and a chorus

## Vocabulary

pulse, dynamics, tempo, timbre, pitch, rhythm, structure, texture, graphic score

# Year 1 Autumn Term - PE

Games (EYFS)

Prior Learning

Team Building Games

Unit

Invasion Games (Yr 2)

How Knowledge will be built on

## Key Knowledge

- To know how to co-operate with a partner to complete physical challenges
- To know how to listen to instruction and listen to others to share ideas
- To know how to communicate with other
- To know how to use short, clear instructions
- To know how to plan with a partner and small group to complete physical challenges
- To know how to use our bodies in physical challenges

## Vocabulary

run, jump, roll, throw, catch, march, creep, crawl, team-work, partner work, games, challenges.



# Year 1 Autumn Term - PE

Games (EYFS)

Prior Learning

Dance

Unit

Dance (Yr 2)

How Knowledge will be built on

## Key Knowledge

- To know how to use counts of 8 to move in time and make dances look interesting
- To know how to explore pathways in dance
- To know how to create my own dance using, actions, pathways and counts

## Vocabulary

count, rhythm, beat, pace, explore, develop, high, mid-level, low, fast, slow, pace, pathways, actions

Nature Detectives (EYFS)

Prior Learning

Biology  
Plants

Unit

Plants (Y2)

How Knowledge will be built on

## Key Knowledge

- To know how to Identify and name different plants in the local environment
- To know how to name the basic parts of a plant or tree - leaves, flowers, roots, stem/trunk/branch
- To know Coniferous plants keep their leaves all year round and that Deciduous plants lose their leaves in winter, To know that most deciduous trees are broadleaved, with wide flat leaves
- To know the Seasonal changes of different plants and that lowering plants stop flowering over autumn and winter.
- To know how to Draw and label a scientific diagram of a plant
- To know how to Classify trees as deciduous or coniferous using images of them at different times in the year
- To know that animals are different to plants because they usually move around, rather than stay in the same place

## Vocabulary

wild plants, garden plants, flowering plants, trees, leaf, flower, blossom, petal, fruit, berry, root, bulb, seed, trunk, branch, stem, bark, stalk, vegetable seeds, bulbs, water, light, growth, healthy, shoot, seedling, evergreen, deciduous

Nature Detectives (EYFS)

Prior Learning

Biology  
Animals

Unit

Animal (Y2)

How Knowledge will be built on

## Key Knowledge

- To know that animals can be placed into different groups (**carnivores, herbivores and omnivores**) based the foods they eat
- To know that animals have different features, including **fins, wings, scales, legs, feathers, claws, paws** etc.
- To know that animals can be e: grouped into **fish, amphibians, reptiles, birds and mammals** (name common examples)
- To know key features of different types of animals

## Vocabulary

carnivores, herbivores and omnivores, fins, wings, scales, legs, feathers, claws, paws , amphibians, reptiles, birds, mammals, warm blooded, cold blooded