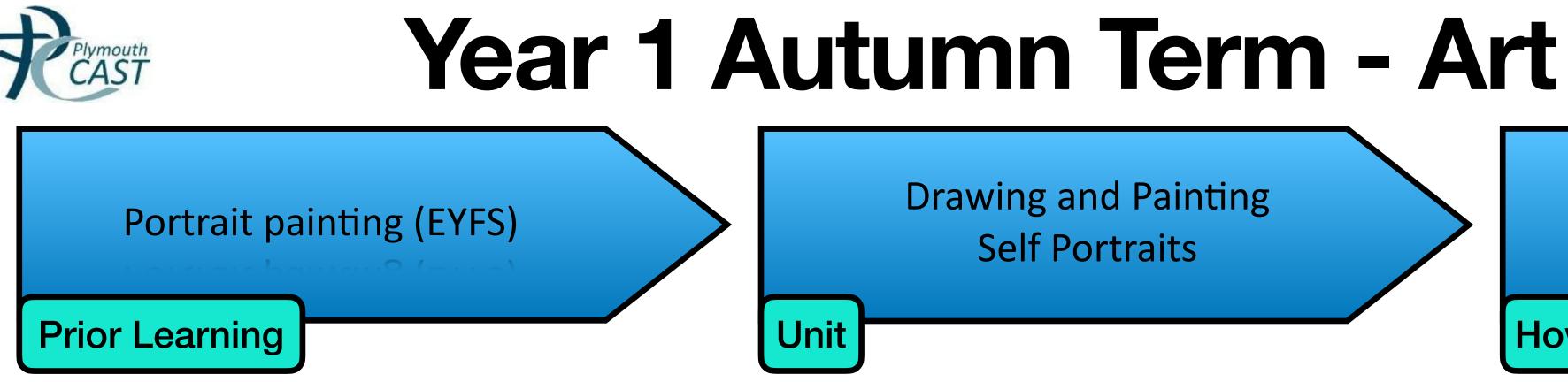


Knowledge Organiser Year 1

St Augustine's School, Weymouth

Autumn Term





- observations
- To use lines to represent objects seen
- 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

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

Drawing and Painting Self Portraits

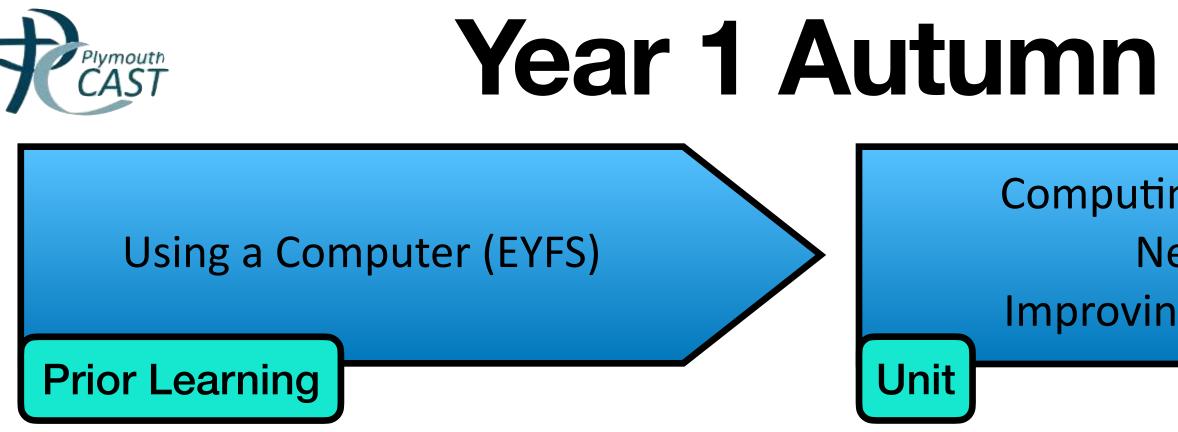
Drawing and Painting (Y3) **Cave Painting**

How Knowledge will be built on

• To hold a range of drawing tools accurately and control with dexterity to investigate marks that represent their

• To accccurately represent face with the correct features an appropriate size & shape and accurately represent





- 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

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

Year 1 Autumn Term - Computing

Computing Systems and Networks

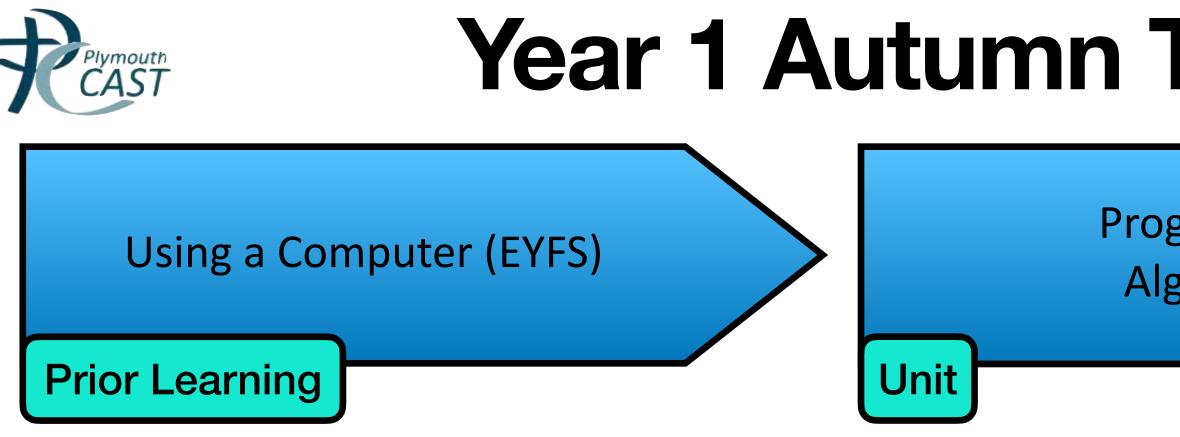
Improving Mouse Skills

Computing Systems and Networks (Yr 2)

What is a Computer?

How Knowledge will be built on







- To know what an algorithm is-when instructions are put in an exact order
- 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

Year 1 Autumn Term - Computing 2

Programming Algorithms

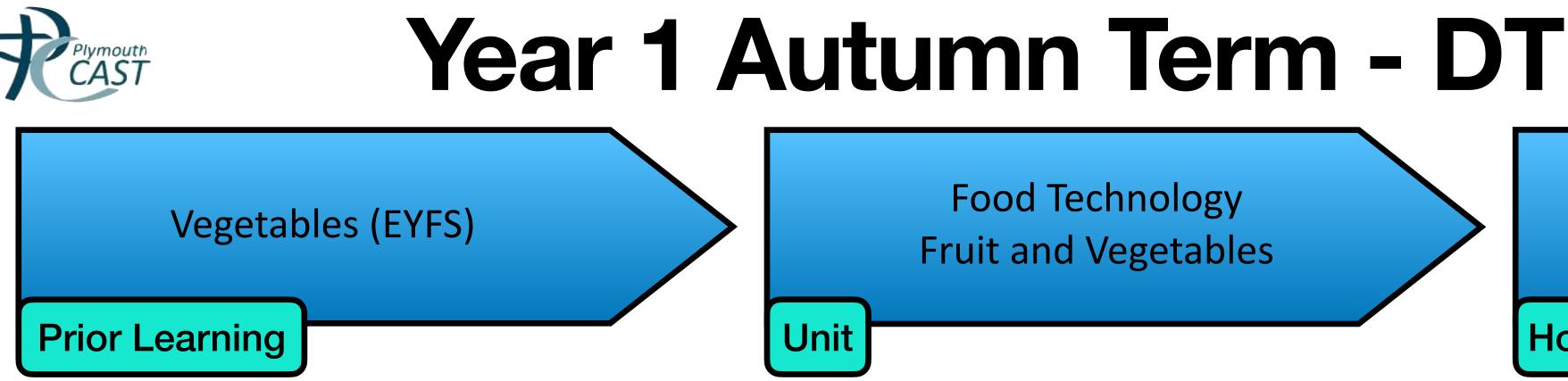
Programming (Yr 2)

How Knowledge will be built on

Key Knowledge

To know that decomposition means breaking a problem into manageable chunks and that it is important in





- fruit has seeds and a vegetable does not)
- of the plant)
- To taste and compare fruit and vegetables
- 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

Food Technology Fruit and Vegetables

Food Technology **Eating Seasonally**

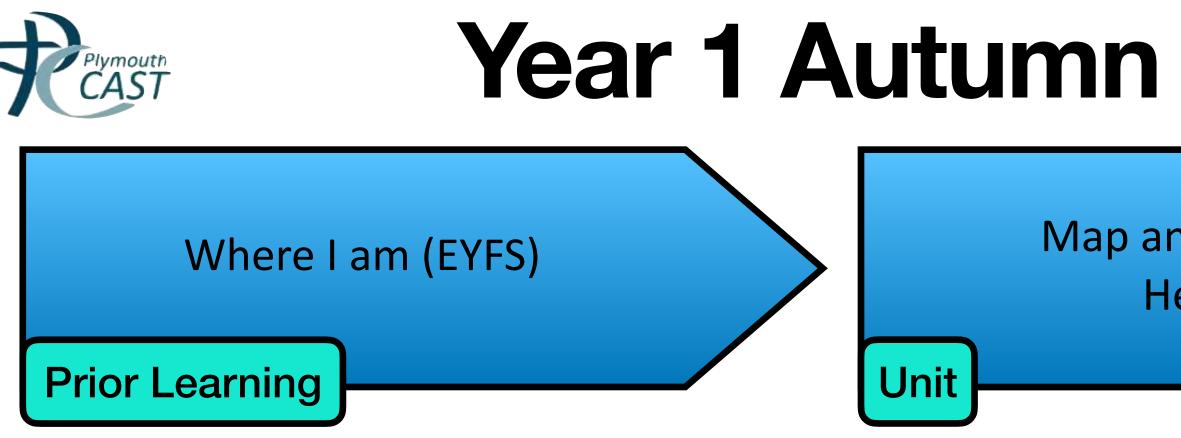
How Knowledge will be built on

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

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 cone from different parts

To make a fruit and vegetable smoothie. To know that a blender is a machine which mixes ingredients





- 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

Year 1 Autumn Term - Geography

Map and Field Work Here I am

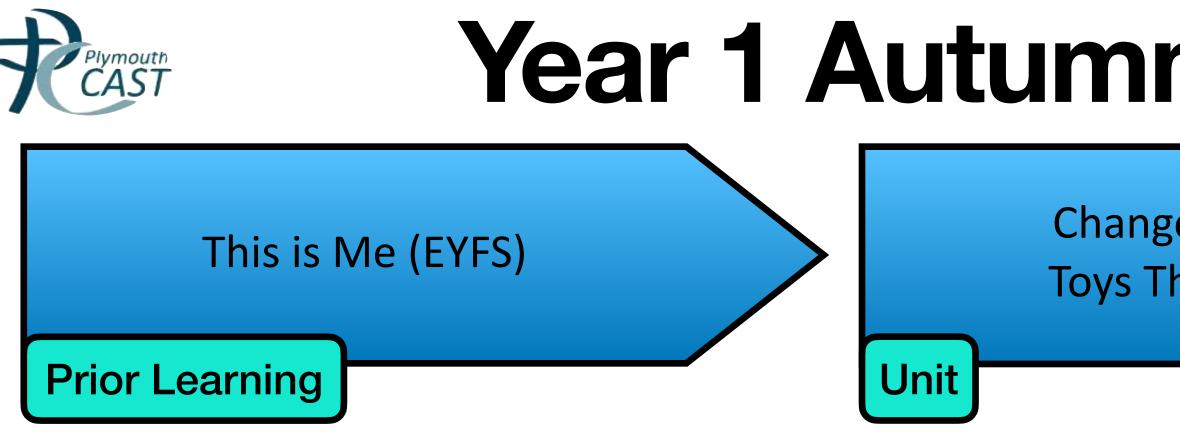
Map and Field Work (Yr 2) Mini Mappers

How Knowledge will be built on

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.





- 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

Year 1 Autumn Term - History

Change Over Time Toys Through Time

Stone Age to Iron Age (Yr 3)

How Knowledge will be built on

Vocabulary

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





Year 1 Autumn Term - Maths

Termly				
1	Numbers to 10	Number - number and place value	 Count to and across number Given a number, id Identify and repress number line, and u 	
2	Part-whole within 10	Number - number and place value	 Identify and represe line, and use the lang Read, write and inter equals (=) signs Represent and use n 	
3	Addition within 10	Number - addition and subtraction	 Represent and use n Solve one-step proble pictorial representation 	
4	Subtraction within 10	Number - addition and subtraction	 Represent and use n Number - addition and including zero Number - addition and using concrete object – 9 	



y Overview

ss 100, forwards and backwards, beginning with 0 or 1, or from any given

- dentify one more and one less
- sent numbers using objects and pictorial representations including the use the language of: equal to, more than, less than (fewer), most, least
- ent numbers using objects and pictorial representations including the number guage of: equal to, more than, less than (fewer), most, least erpret mathematical statements involving addition (+), subtraction (–) and
- number bonds and related subtraction facts within 20
- number bonds and related subtraction facts within 20 lems that involve addition and subtraction, using concrete objects and tions, and missing number problems such as $7 = \Box 9$
- number bonds and related subtraction facts within 20 and subtractionadd and subtract one-digit and two-digit numbers to 20,
- Ind subtractionsolve one-step problems that involve addition and subtraction, cts and pictorial representations, and missing number problems such as $7 = \Box$





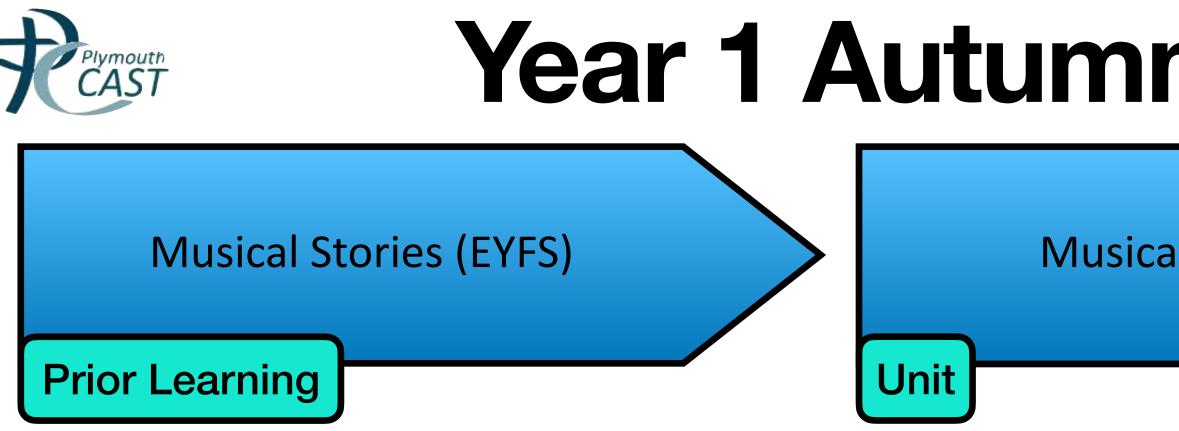
Year 1 Autumn Term - Maths

			Termly
5	2D and 3D Shapes	Geometry - properties of shapes	 recognise and name 2-D shapes [for example 3-D shapes [for example



y Overview

me common 2-D and 3-D shapes, including: ample, rectangles (including squares), circles and triangles] ample, cuboids (including cubes), pyramids and spheres]



- 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
- timbre

Year 1 Autumn Term - Music

Musical Vocabulary

Musical Me (Yr 2)

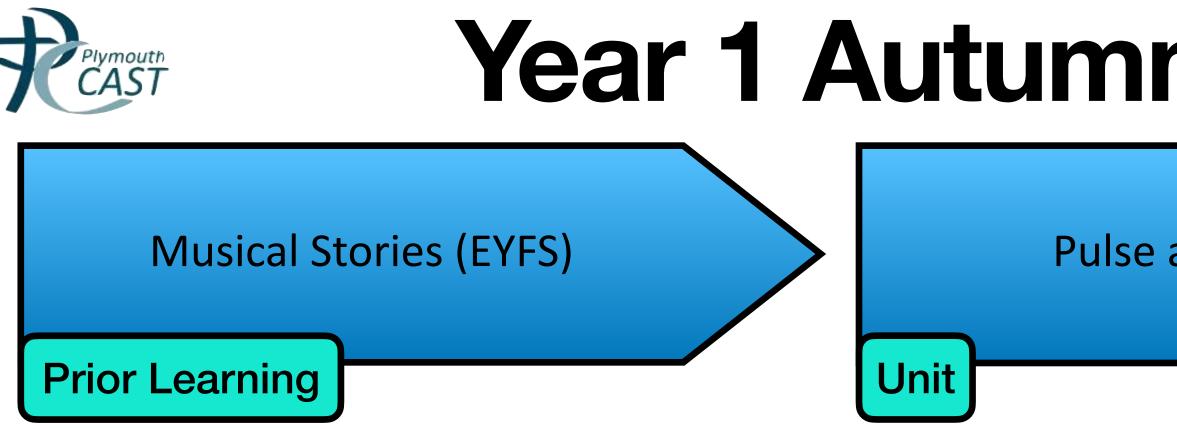
How Knowledge will be built on

To know how to use the key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture,

Vocabulary

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





- 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

Year 1 Autumn Term - Music

Pulse and Rhythm

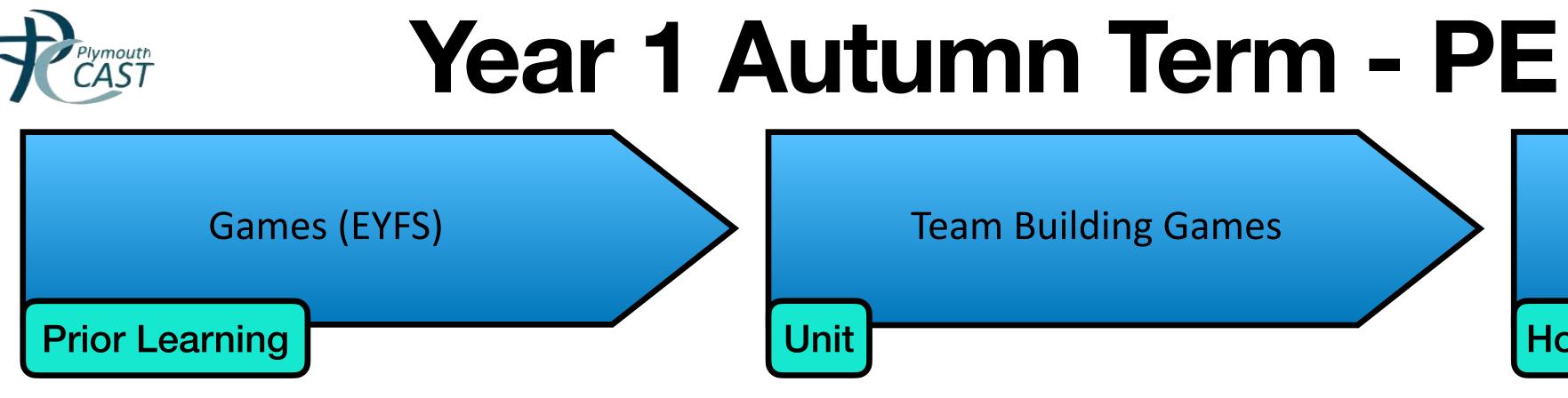
Musical Me (Yr 2)

How Knowledge will be built on

Vocabulary

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





- 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

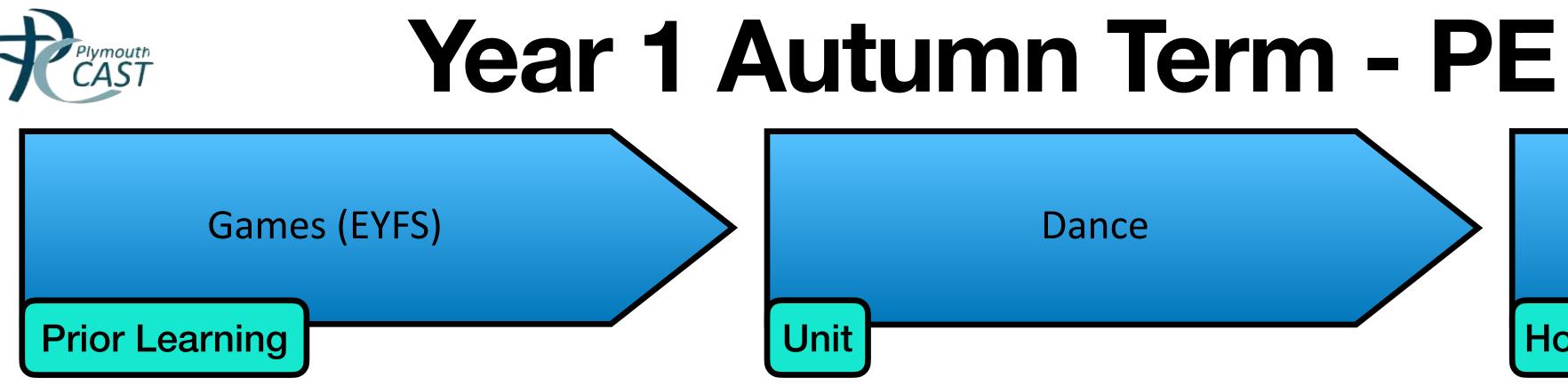
run, jump, roll, throw, catch, march, creep, crawl, team-work, partner work, games, challenges.

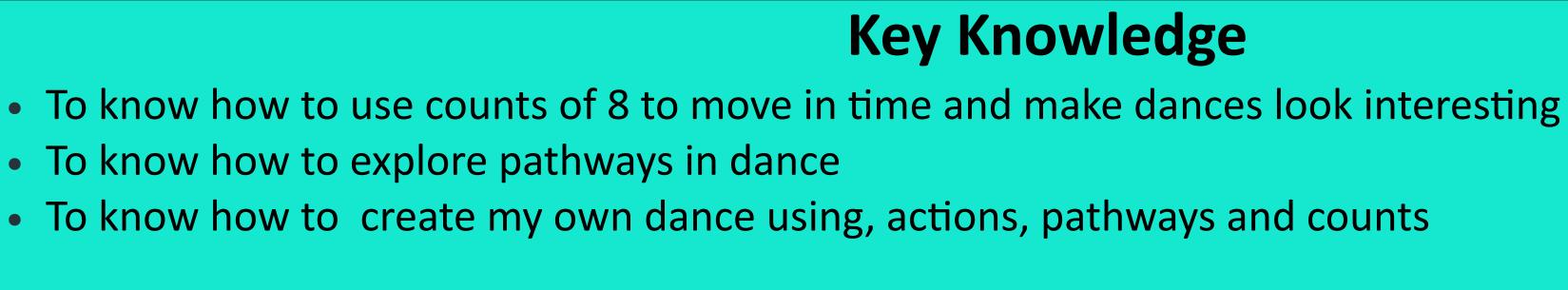
Team Building Games

Invasion Games (Yr 2)

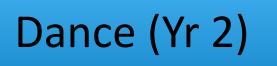
How Knowledge will be built on







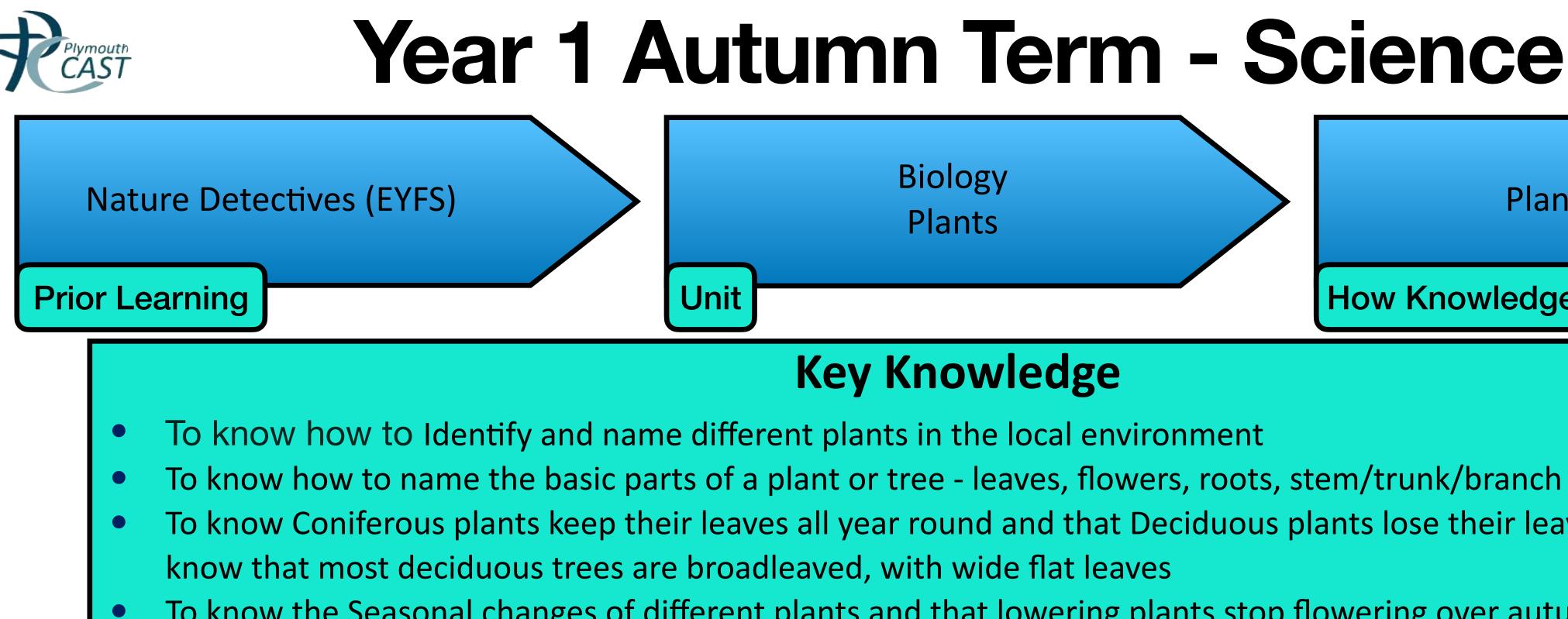
count, rhythm, beat, pace, explore, develop, high, mid-level, low, fast, slow, pace, pathways, actions



How Knowledge will be built on

Key Knowledge





- 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 pants, 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

Year 1 Autumn Term - Science

Biology Plants

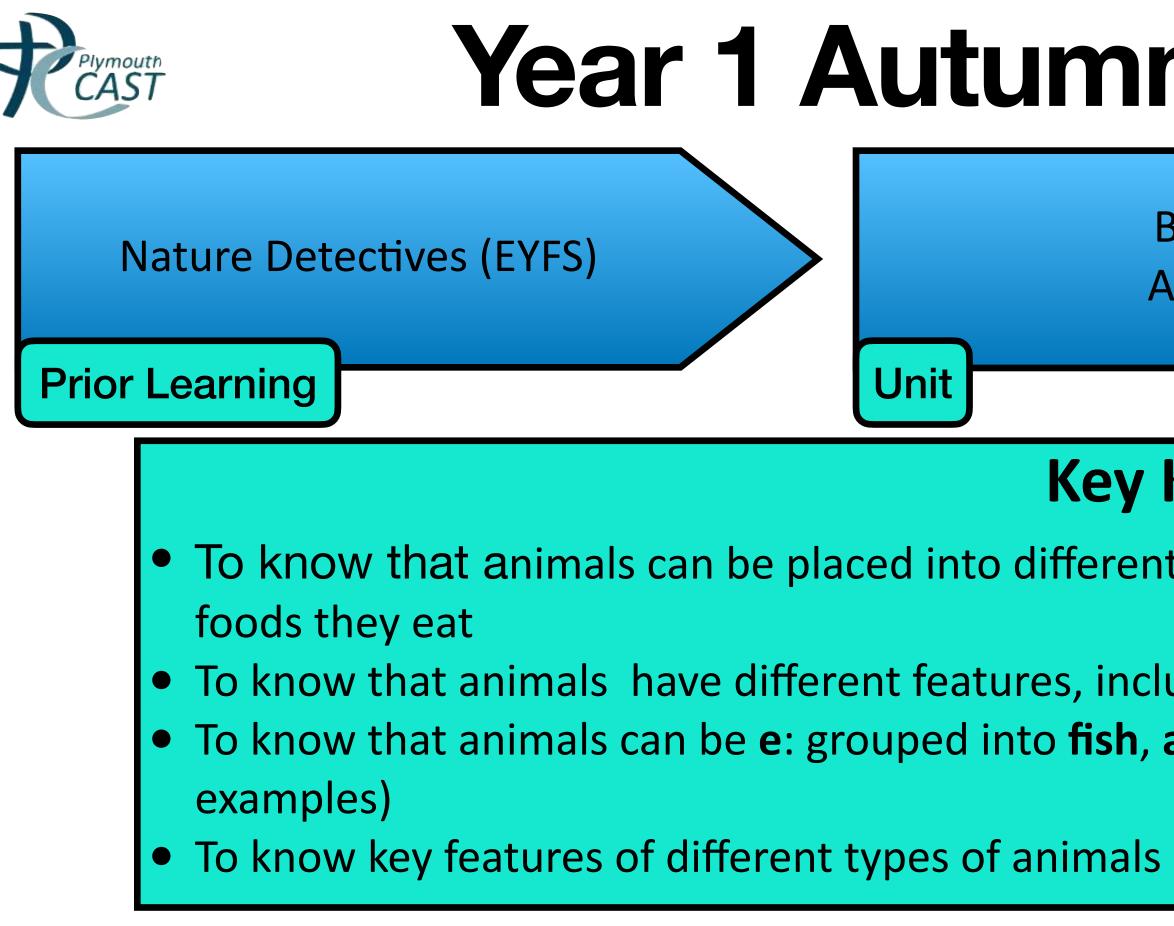
Plants (Y2)

How Knowledge will be built on

Key Knowledge

- To know Coniferous plants keep their leaves all year round and that Deciduous plants lose their leaves in winter, To





Vocabulary

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

Year 1 Autumn Term - Science

Biology Animals

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

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

