Knowledge Organiser Year 1

St Augustine's School, Weymouth

Spring Term 2

Year 1 Spring Term 2 - Art

Prior Learning: EYFS Junk modelling

Unit: Sculpture
Castles

How Knowledge will be built on: Y3 Sculpture
Clay

Key Knowledge

- Consider the difference between a 2D and 3D image (artwork focused)
- Modify materials by tearing and cutting and find ways of joining them to assemble basic forms
- Select materials considering content, shape, surface and texture
- Explore images of castles, both 2D and 3D, choosing and planning the features their own junk model castle sculpture will have.
- Handle and manipulate rigid and malleable materials and found objects to represent something known (consolidation task)
- Add surface features and textures (consolidation task)
- Colour: use colour and painting skills to apply surface techniques to create or suggest a place or time
- Form: Understand that form is three dimensional and has height, length and width, and know how this is different to a flat image, drawing or painting

Vocabulary

select, materials, hinge, tie, fix, fasten, glue, sew, thread, length, height, width, volume, 3D, flat, 2D, sculpture, structure, assemble, construct, fold, bend, attach, stone, curve, form, texture

Year 1 Spring Term 2 - Computing

Prior Learning

Programming 1 & 2: All about instructions.
Programming Bee-Bots.

Unit

Programming 2: Bee-Bots

How Knowledge will be built on

Algorithms and Debugging.
Scratch Junior. (Y2)

Key Knowledge

- Learning how to explore and tinker with hardware to find out how it works.
- Learning how to operate a camera to take photos and videos.
- Using logical reasoning to predict the behaviour of simple programs.
- Developing the skills associated with sequencing in unplugged activities.
- Following a basic set of instructions.
- Assembling instructions into a simple algorithm.
- Programming a floor robot to follow a planned route.
- Learning to debug instructions when things go wrong.
- Using programming language to explain how a floor robot works.
- Learning to debug an algorithm in an unplugged scenario.
- Taking and editing photographs.

Vocabulary

Algorithm, bee-bot, code, demonstration, inputting, pause, predict, tinker, artificial intelligence, clear, debug, filming, instructions, precise, program, video, video recording

Year 1 Spring Term 2 - DT

Prior Learning

Structures
Using a range of different materials.

Unit

Structures
Constructing a windmill

How Knowledge will be built on

Structures
Making Baby Bear's Chair
(Y2)

- Learning the importance of a clear design criteria.
- Including individual preferences and requirements in a design. Making stable structures from card, tape and glue.
- Learning how to turn 2D nets into 3D structures.
- Following instructions to cut and assemble the supporting structure of a windmill.
- Making functioning turbines and axles which are assembled into a main supporting structure.

Vocabulary

axle, bridge, design, design criteria, model, net, packaging, structure, template, unstable, stable, strong, weak

Year 1 Spring Term 2 - Geography

Prior Learning
We

Unit
Where we are
Locating Weymouth in the UK; some key human and physical features.

How Knowledge will be built on
How

Key Knowledge

- My home, our school and our community is at the local scale, UK and countries are at the **national scale**
- The UK is made of four countries: England, Scotland, Wales and Northern Ireland
- The **capital cities** of the four countries in the UK are **London** (England), **Edinburgh** (Scotland), **Cardiff** (Wales) and **Belfast** (Northern Ireland)
- **Rural** means countryside
- Features in rural areas include farm, hill, mountain, forest and river (look at local countryside around Weymouth using aerial view on Digimaps and discuss how we know it is a rural area)
- **Urban** means towns and cities
- Features in urban areas include office, shop, house, factory (look at around Weymouth town centre using street view on google maps and talk about the features that make it urban)
- **Coastal** areas are areas of land that are near the sea. They can be rural or urban
- Features in coastal areas include **beach**, **cliff**, **harbour**

Vocabulary

Map, National, Scale, Countries, Rural, Urban, Capital, City, Coast, Countryside, Town, City, Farm, forest, shop, house, beach, cliff, Environment

Year 1 Spring Term 2 - Maths

Half Termly Overview			
6	Number	Numbers to 20	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • given a number, identify one more and one less • dentify 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 • read and write numbers from 1 to 20 in numerals and words • recognise the place value of each digit in a two-digit number (tens, ones)
7	Number	Addition and Subtraction within 20	• represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9
8	Number	Numbers to 50	• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • given a number, identify one more and one less • 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 • recognise the place value of each digit in a two-digit number (tens, ones)
9	Measurement	Introducing length and height	compare, describe and solve practical problems for: measure and begin to record the following: • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • lengths and heights

Year 1 Spring Term 2 - Maths

Half Termly Overview			
10	Measurement	Numbers to 20	compare, describe and solve practical problems for: measure and begin to record the following: • mass/weight [for example, heavy/light, heavier than, lighter than] • capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] • mass/weight • capacity and volume

Year 1 Spring Term 2 - Music

Prior Learning

Musical Vocabulary
Movement, chanting and tuned percussion. (Y1)

Unit

Timbre and rhythmic patterns (Fairytales)

How Knowledge will be built on

Dynamics, timbre, tempo and instruments. Learning to compose and play motifs.

Key Knowledge

- Recognising and understanding the difference between pulse and rhythm.
- Understanding that different types of sounds are called timbres.
- Recognising basic tempo, dynamic and pitch changes.
- Describing the character, mood, or 'story' of music they listen to (verbally or through movement).
- Describing the differences between two pieces of music.
- Listening to and repeating short, simple rhythmic patterns.
- Listening and responding to other performers by playing as part of a group.
- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
- Combining instrumental and vocal sounds within a given structure.
- Choosing dynamics, tempo and timbre for a piece of music.
- Using their voices expressively to speak and chant.

Vocabulary

timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, french horn, flute

Year 1 Spring Term 2 - PE

Prior Learning

Rolling and stopping a rolling ball, throwing, bounce, catch, dribble with feet, kick

Unit

Ball Skills

How Knowledge will be built on

Developing skills and refining movements, target throwing development

Key Knowledge

- Physical: dribble with hands, roll, throw, catch, dribble with feet, track
- Social: communication, support others, co-operation
- Emotional: perseverance, honesty, determination
- Thinking: exploration, make decisions, comprehension, use tactics
- To develop dribbling a ball with your hands.
- To explore accuracy when rolling a ball.
- To explore throwing with accuracy towards a target
- To explore catching with two hands.
- To explore dribbling a ball with your feet.
- To explore tracking a ball that is coming towards me.

Vocabulary

Dribble, pass, roll, bounce, catch, tracking, co-operate, teamwork, support, defend, stop,

Year 1 Spring Term 2 - RE

Prior Learning

People gather for meals.
At church the parish family to share a special meal. (Rec)

Unit

Eucharist
Meals (Y1)

How Knowledge will be built on

The parish family gathers to give thanks to God, most of all for the gift of Jesus, his Son. (Y2)

Key Knowledge

- The parish family gathers for the Eucharist (Mass), Jesus' special meal.
- We find strength in gathering for the celebration of the Eucharist and of God's love in our lives.
- Catholics go to Mass as members of the Church's family to celebrate and receive strength as they share this special meal.

Vocabulary

family, meal, Mass, share, blessing, bread, host, wine, altar, Last Supper, Holy Communion, Preparation of the Gifts, litany, chalice

Year 1 Spring Term 2 - Science

Prior Learning

Materials melt when it is hot and freeze when it is cold.
Classify objects

Unit

Chemistry
Everyday Materials

How Knowledge will be built on

Physical Properties of materials (Y2)

Key Knowledge

- An **object** is a 'thing' that can be seen and touched. Objects have a name and often have a purpose. For example a cup is the object and it's purpose is for drinking from.
- The material is what the object is made out of. Some common materials are wood, metal, glass, rock, plastic, rubber, fabric etc.
- Materials have different physical properties. A physical property describes what a material is like. Materials can be grouped in a number of ways based on their physical properties.
- Waterproof is also a physical property. A material that keeps water out (water cannot pass through) is waterproof. The material that we choose to make an object from depends on its purpose. When things are made the material has to be carefully considered ensuring it is fit for purpose. Chocolate teapot. Wooden clothes.
- Children should understand the process of planning and carrying out an enquiry. Making predictions, thinking about equipment needed and how they will record their findings. The aim is to test which materials will be needed to ensure the ship floats and is waterproof.
- Identifying and classifying
- Using observations and ideas to suggest answers to questions.
- Use simple features to compare items.
- Record simple data and talk about what they have found out or observed.
- Use a table to classify items based on properties
- Make predictions based off prior knowledge
- Make simple statements about the results on an enquiry/investigation.

Vocabulary

Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, waterproof, absorbent, tear, rough, smooth, shiny, dull, see through, not see through Suitable/ unsuitable, use, object, material, property, wood, plastic, glass, metal