


Year 1 Spring Term Knowledge Organizer

Subject	Key vocabulary	Meaning	Key facts	Key knowledge	Key Skills I will learn	I know more I can do.....
Mths - + and - within 20, Place Value within 20	Addition +	When two numbers are put together to make a larger number		<ul style="list-style-type: none"> - I can understand that when I add 2 numbers together the number will get larger - I can understand if I add numbers on a number line I have to jump forwards - I can understand that when I subtract a number from another number the number will get smaller 	<ul style="list-style-type: none"> - I can add 2 numbers together on a number line - I can subtract a number from another number on a number line - I say how many 10s and 1s there are in a 2-digit number. - I can use the symbols, < & > to compare numbers - I can count in 2s - I can count in 5s - I can count in 10s - I can identify is a number is a multiple of 2, 5, or 10 	<ul style="list-style-type: none"> - Know what number operation I am doing when I look at the mathematical symbols - Confidently add and subtract numbers with the use of the number line independently - I can use my 10s and 1s knowledge to
	Subtraction -	When a smaller number is taken away from a larger number leaving another smaller number				
	Equals =	The same				
	Number line	A resource used to add or subtract numbers				
	Number sentence	A series of numbers and symbols to represent a mathematical problem				
	Place Value	The value of each digit in a number, a digit's value depends on where it is placed in a number.				
	Digit	The way to show a number				

Year 1 Spring Term Knowledge Organizer

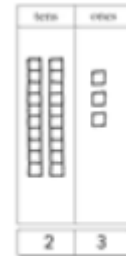
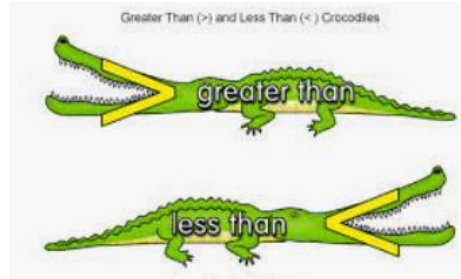


	10s	The first digit in a 2-digit number				
	1s	The second digit in a 2-digit number				
	<	Less than (Smaller)				
	>	Greater than (Bigger)				
	Multiple	A number that can be split into another number without any left over.				
	Number bonds	A set of number sentences which consist of 2 numbers added together to make another number				
	Related Facts	How addition and subtraction number sentences relate to one another using knowledge of fact families.				
				<ul style="list-style-type: none"> - I can understand that when I subtract on a number line I have to jump backwards - I can understand that the 1st digit in a number is the 10s - I can understand that the 2nd digit in a number is the 1s - I can understand that the symbol opens to the greatest number and points to the 	<ul style="list-style-type: none"> - I can say what all the double facts are within 20. 	<p>help me compare numbers</p>

Year 1 Spring Term Knowledge Organizer

Doubles

When the same number is added together



Rainbow to 20

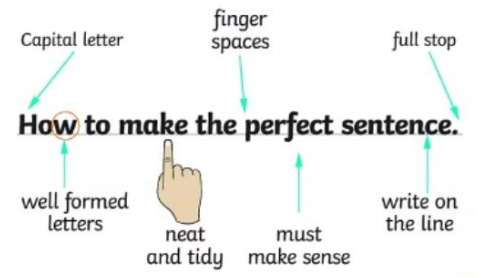

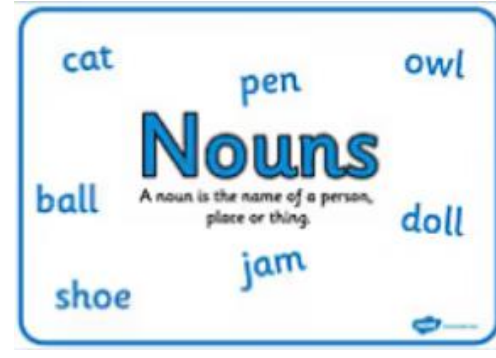
A rainbow is shown with the number 20 in a yellow circle at its base. Below the rainbow, a list of addition facts is provided:

$0 + 20 = 20$	$10 + 10 = 20$
$1 + 19 = 20$	$11 + 9 = 20$
$2 + 18 = 20$	$12 + 8 = 20$
$3 + 17 = 20$	$13 + 7 = 20$
$4 + 16 = 20$	$14 + 6 = 20$
$5 + 15 = 20$	$15 + 5 = 20$
$6 + 14 = 20$	$16 + 4 = 20$
$7 + 13 = 20$	$17 + 3 = 20$
$8 + 12 = 20$	$18 + 2 = 20$
$9 + 11 = 20$	$19 + 1 = 20$

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
2	4	6	8	0					

- smallest number
- I can understand that multiples of 2 end in 0, 2, 4, 6, & 8
- I can understand that multiples of 5 end in 0 or 5
- I can understand that multiples of 10 end in 0
- I can understand that a double is when 2 of the same number are added together.


Year 1 Spring Term Knowledge Organizer

English – Poetry, Non-fiction writing - Whales	Sentence	A group of words put together to mean something	<div style="text-align: center;">  <p>How to make the perfect sentence.</p> </div> <div style="text-align: center; border: 2px solid yellow; padding: 10px; margin: 10px 0;">  <p>Verbs A verb is a doing or action word.</p> </div> <div style="text-align: center; border: 2px solid blue; padding: 10px; margin: 10px 0;">  <p>Nouns A noun is the name of a person, place or thing.</p> </div>	<ul style="list-style-type: none"> - I can understand that a sentence needs a capital letter, full stop and finger spaces - I can understand that a verb is a doing word - I can understand that noun is a person, place or object - I can understand that an adjective is a describing word - I can describe how to form my curly caterpillar letters and my reach 	<ul style="list-style-type: none"> - I can write clear sentences which make sense. - I can write my sentence with a capital letter, full stop and finger spaces - I can include adjectives in my sentences - I can form my curly caterpillar letters and reach over robot letters correctly - I can recognise and highlight some features of poetry - I can create my own non-fiction fact file by carefully working on each feature at a time 	<ul style="list-style-type: none"> - I can use my skills to re-write a familiar story - I can use my skills to write my own version of a familiar story. - I can use my skills to write a set of instructions. - I can write my own poems at home. - I can write fact files about other subjects of interest
	Adjective	A describing word				
	Noun	People, place or objects				
	Verb	Doing words				
	Curly caterpillar letters	Letters that start with the c shape, C, a, d, g, q, e				
	Reach over robot letters	Letter that start at the top, go down the body of the shape, back up and over in an arch, r, h, n, m, b, p				
	story	A description of something that has happened, either true or made up				
	Fiction	Something that is made up or not true				
	Non-fiction	Something that is factual and true				

Year 1 Spring Term Knowledge Organizer

	Fact file	A short report about the most important information on a particular subject.		over robot letters - I can understand a few key features of poetry - I am aware of the key features of a fact file		t at home
	Poems	A group of words that describe something in an interesting way. Some are very short. Some are long and tell a story.				
	Character	Who (person or animal) is the story about				

Year 1 Spring Term Knowledge Organizer

	Setting	Where the story happens	 <p>Characters Who is the story about?</p> <p>This may be people, animals, and sometimes objects that are alive.</p> <p>Setting Where and when does the story take place?</p> <p>Beautiful</p>			
--	---------	-------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

green
A

Characters
Who is the story about?



This may be people, animals, and sometimes objects that are alive.

Setting
Where and when does the story take place?

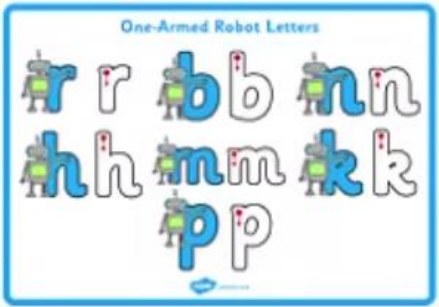



Beautiful


Curly Caterpillar Letters

c c a a o o
d d g g q q
e e s s f f



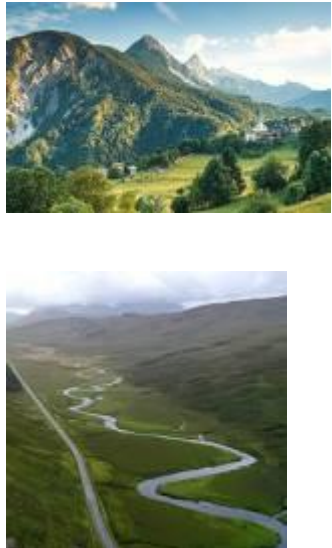
Year 1 Spring Term Knowledge Organizer

						
Science – Everyday Materials	Material	The substance from which something is made.		<ul style="list-style-type: none"> - I can name a variety of everyday materials - I can understand that materials have different properties. - As part of a group, I can learn about planning an experiment - I know what a 	<ul style="list-style-type: none"> - I can describe the properties of everyday materials - As part of a group, I can make a plan. - I can make a prediction. - I can observe closely. - I can record my results. 	<ul style="list-style-type: none"> - I can find various materials around my house. - I can talk to my family about science experiments.
	Wood	Material made from trees				
	Glass	Material made from sand				
	Metal	Gasses which are heated together				
	Plastic	Oils and gasses which are heated together				
	Properties	How something is identified				
	Experiment	To test an idea out - to see what may happen.				



Year 1 Spring Term Knowledge Organizer

	Observation skills	To watch and look closely and carefully over a period of time to see whether any sort of changed has occurred.		<p>prediction is.</p> <ul style="list-style-type: none"> - I know I have to observe closely to see what has happened. - I know that I can record my results. 		
History – next half Term				-	-	-
Geography	UK and surrounding seas			<ul style="list-style-type: none"> - I know the names of the surrounding seas of the UK. The English Channel, The North Sea, The Irish Sea and the Atlantic Ocean. 	<ul style="list-style-type: none"> - I am able to locate The English Channel, The North Sea, The Irish Sea and the Atlantic Ocean on a map. 	<ul style="list-style-type: none"> - I could look at an atlas to find out the names of other seas and oceans.

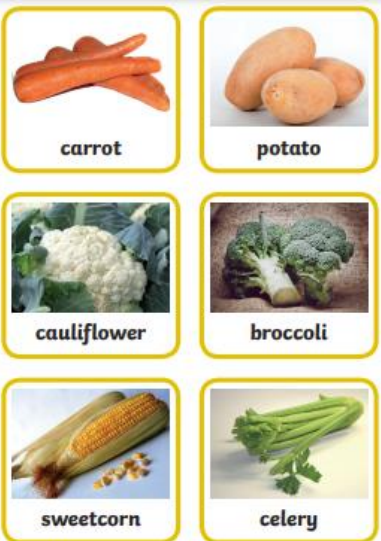
Year 1 Spring Term Knowledge Organizer

	Continents	A large land mass.		<ul style="list-style-type: none"> - I know what a continent is - I know that there are 7 continents 	<ul style="list-style-type: none"> - I can recall the names of the continents when singing a song 	<ul style="list-style-type: none"> - I can teach my family the continent song!
	Antarctica	One of the Earth's 7 continents.		<ul style="list-style-type: none"> - I know that Antarctica is a continent 	<ul style="list-style-type: none"> - I am able to recall a few facts about Antarctica 	<ul style="list-style-type: none"> - I could research further facts about Antarctica at home.
	Physical Geography	Natural features in the environment		<ul style="list-style-type: none"> - I know what Physical features are 	<ul style="list-style-type: none"> - I can identify physical features at school and in my local surroundings 	<ul style="list-style-type: none"> - I can spot physical features when I am out and about with my family.

Year 1 Spring Term Knowledge Organizer

Human Geography	Human made features in the environment		<ul style="list-style-type: none"> - I know what human features are 	<ul style="list-style-type: none"> - I can identify human features at school and in my local surroundings 	<ul style="list-style-type: none"> - I can spot human feature when I am out and about with my family. 												
Computing - Pictograms	Pictograms A visual representation of data that has been collected.	 <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>FRUIT</th> <th>NUMBER OF CHILDREN WHO CHOSE IT</th> </tr> </thead> <tbody> <tr> <td>PEAR</td> <td></td> </tr> <tr> <td>WATERMELON</td> <td></td> </tr> <tr> <td>ORANGE</td> <td></td> </tr> <tr> <td>APPLE</td> <td></td> </tr> <tr> <td>BANANA</td> <td></td> </tr> </tbody> </table>	FRUIT	NUMBER OF CHILDREN WHO CHOSE IT	PEAR		WATERMELON		ORANGE		APPLE		BANANA		<ul style="list-style-type: none"> - I know what a pictogram is - I know that information that we collect can be represented visually with pictures. 	<ul style="list-style-type: none"> - I am able to share and collect information as a class (e.g – how I travel to school/ what is my favourite fruit) - As a class we can transform the data into a pictogram using Purple Mash. 	<ul style="list-style-type: none"> - I can create my own pictograms at home
FRUIT	NUMBER OF CHILDREN WHO CHOSE IT																
PEAR																	
WATERMELON																	
ORANGE																	
APPLE																	
BANANA																	
Art	Next Half Term																

Year 1 Spring Term Knowledge Organizer

DT – Food/ Healthy Eating	chop	Cut into pieces	<p>Vegetables</p> 	<ul style="list-style-type: none"> - I can name different textures - I can name sources of food - I can name some food groups. - I can know how to cut, peel and grate safely. - I can know that fruit and vegetables are healthy 	<ul style="list-style-type: none"> - I can describe different textures when I taste food - I can know how to wash by hands and clean surfaces before I work with food. - I can understand what food sources my food comes from - I can understand the differences between food groups - I can cut, peel and grate safely with support. 	<ul style="list-style-type: none"> - I can sort foods into textures - I can sort foods into food groups - p
	grate	Reduce food by shredding				
	peel	Take the skin off a fruit or vegetable				
	fruit	Has seeds inside and grown from the flower of the plant				
	vegetable	Grow from the roots, leaves or shoots of a plant				
	Food groups	Groups of different types of food				
	Textures	What something feels like				

Year 1 Spring Term Knowledge Organiser

healthy

Includes good things to help them grow well



apple



banana

Fruit



pear



orange



lemon


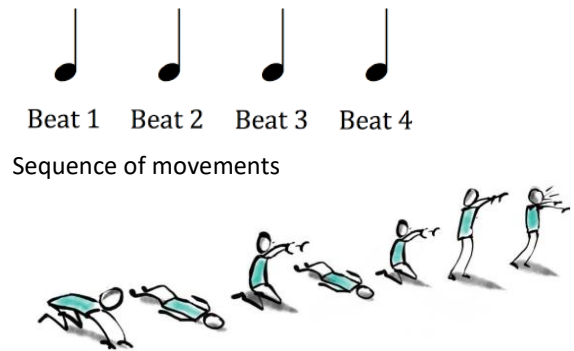


kiwi



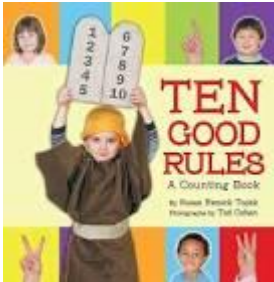


- I can know why fruit and vegetables are healthy

Year 1 Spring Term Knowledge Organizer

Music – Charanga - Exploring Sounds	Sound exploration	Children will be listening to and exploring: High and low sounds Long and short sounds Loud and quiet sounds		<ul style="list-style-type: none"> - I can hear the difference between high and low sounds - I can hear the difference between long and short notes - I can hear the difference between loud and quiet sounds 	<ul style="list-style-type: none"> - I can make high and low sounds on an instrument - I can create long and short notes on an instrument - I can make loud and quite sounds on an instrument 	<ul style="list-style-type: none"> - I can listen to various genres of music at home with my family
	Tempo	Beats of the music				
PE - Dance	beat	Time taken for each note to be played.	 <p>Beat 1 Beat 2 Beat 3 Beat 4</p> <p>Sequence of movements</p>	<ul style="list-style-type: none"> - I can understand that a dance routine is made up of sequences of movements - I can understand sequences are made up of counts - I can understand that my movements have to match the beat of the music. 	<ul style="list-style-type: none"> - I can learn sequences of movements to perform a dance routine - I can use counts to help me create sequences of dance. - I can dance in time to the beat of the music. 	<ul style="list-style-type: none"> - I can confidently perform a dance routine which has been created by others and myself.
	movement	Moving the body to express an idea or emotion.				
	perform	Showing the routine in its entirety.				
	sequence	Set of movements to create a routine.				
	counts	How many beats are used for each mini sequence or movement.				

Year 1 Spring Term Knowledge Organizer

	Judaism	A religion	  	<ul style="list-style-type: none"> - I understand what it means to treat someone with respect - I understand that the Torah is the Jewish Holy Book. - I understand that the Torah contains rules to help Jewish people live good lives (child friendly version.) - I understand that these rules (child friendly version) 	<ul style="list-style-type: none"> - I can respect other people and property. - I can identify important rules in my own life and say why they are important. - I can suggest why the Torah may be valued by Jews. - I can talk about how Jewish people show respect for the Torah. - I can identify possible meanings for the ten (child 	<ul style="list-style-type: none"> - I can look at some Hebrew letters and try to copy them myself.
	Jew	A person who follows the religion of Judaism				
	Hebrew	This is a language spoken and written by Jewish people				
	Torah	The Jewish holy book and contains rules to help Jewish people live good lives.				
	Scroll	A long roll of paper				
	Yad	A pointing stick that people use to read the Torah, so that they do not have to touch the scroll.				
	Synagogue	A synagogue is a place of worship for Jewish people				
	God	The creator of everything				
	Moses	One of the first leaders of the Jewish people, to whom God gave the ten commandments. There are stories about Moses in the Torah.				

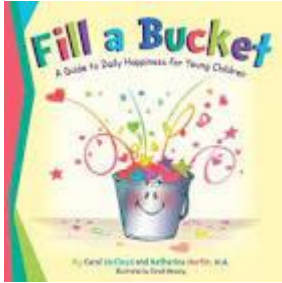
Year 1 Spring Term Knowledge Organizer

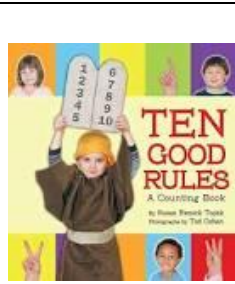
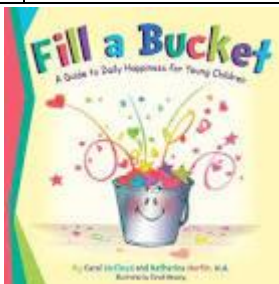
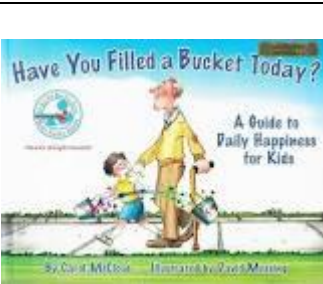
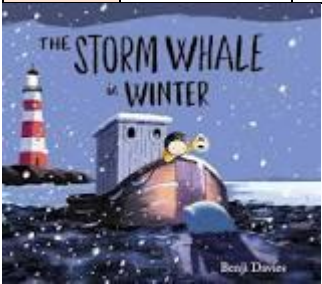
<p>RE – Judaism: What is the Torah and why is it important to Jewish people</p>	<p>Ten Commandments</p>	<p>The ten rules given by God to his people, Jewish people.</p>		<p>make life fair for everyone and help them worship God.</p> <ul style="list-style-type: none"> - I understand that God’s name is holy for Jewish people. - I know that the Torah scroll is written in Hebrew. - I know that the Torah which contains God’s holy words is treated with great respect. - I know that the synagogue is the place where the Torah is kept and where Jewish people go to pray. 	<p>friendly) rules that God gave to Moses.</p> <ul style="list-style-type: none"> - I can identify some of the things that the Jewish community might learn from the Torah about how to lead good lives. 	
---------------------------------------------------------------------------------	-------------------------	-----------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Year 1 Spring Term Knowledge Organizer

PSHE – Have you filled a bucket today?	Happiness	A feeling of contentment.		<ul style="list-style-type: none"> - I know the people who are important to me and how they help me feel happy. - I know how I can contribute to the happiness of others. 	<ul style="list-style-type: none"> - I can recognise this feeling of happiness and calm. - I can say kind words and do nice things for other people. - I can do something to make myself happy. 	<ul style="list-style-type: none"> - I can be kind to both friends and family members. - I can teach my family about being a bucket filler.
	Kindness	Helping other people by being friendly, offering support, giving your time.				
	Bucket Filler	Someone who makes other people feel happier because of something they do or say.				
	Bucket Dipper	Someone who makes other people feel sad because of something they do or say.				

Year 1 Spring Term Knowledge Organizer

				<ul style="list-style-type: none"> - I know how to make myself happy. - I understand how I can help myself and others through small acts of kindness. - I recognise when I am acting in a way that is making other people unhappy and have strategies to stop myself. 	<ul style="list-style-type: none"> - I can feel happy by being kind to other people and I can make them happy too. - I know when I am being a bucket dipper – I can make good choices to make things better again. 	
--	--	--	------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



Winter Poetry