

# **Knowledge Organisers**

## **1<sup>st</sup> Autumn Term**

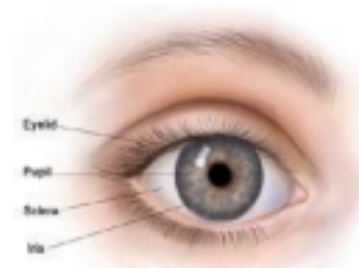
**Science**  
**Geography**  
**Art**  
**PSHE**  
**Computing**  
**P.E.**  
**Music**  
**R.E.**

# **Year 1**

## Knowledge Organiser - The Human Body – Science - Year 1

### Key Knowledge:

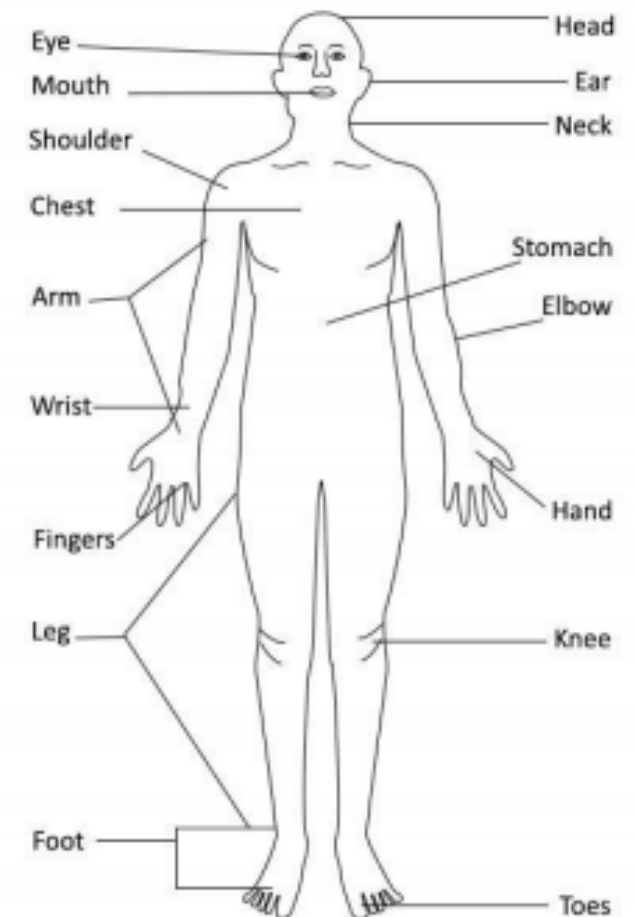
- I can identify parts of the body.
- I know that the eye is an organ that we use to see.
- I know that sounds travel through our ears to send messages to our brain.
- I know that our senses help us to understand the world around us.
- I can understand that some people have problems with their senses such as blindness or deafness.



Hellen Keller



Key Vocabulary	Definition
Body	The physical whole of a living or dead animal
Senses	Any of five ways to understand or experience your surroundings. The senses are touch, smell, taste, sight, and hearing
Sense organ	A body part which is linked to a sense. E.g. ear for hearing.
Impairment	Weakening or loss of function
Joints	The point of contact of two bones in the animal body
Vision	The act or power of seeing
Purpose	The reason for which something is done or created



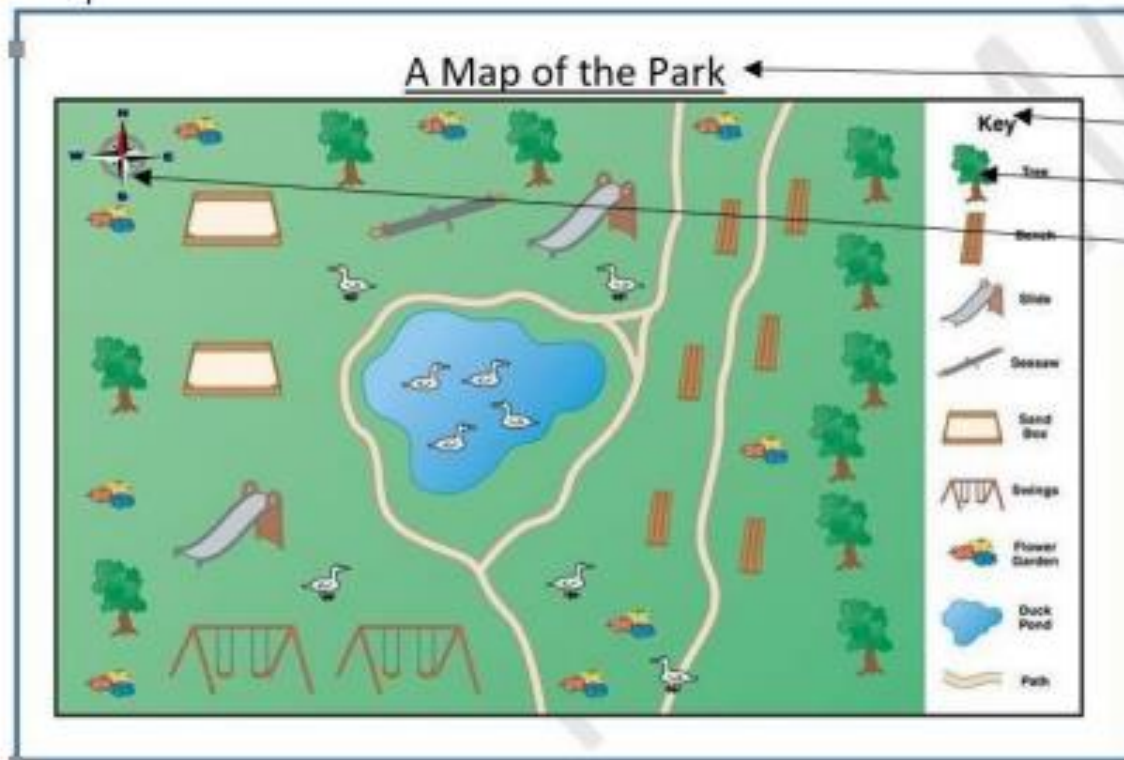
Labeled Human Body



## Knowledge Organiser- Around My School - Geography - Year 1

Key Vocabulary	Definition
<b>Aerial View</b>	A view from above
<b>Map</b>	A picture showing where things are located
<b>Location</b>	The place where something is
<b>Compass</b>	A tool used to find out directions
<b>Key</b>	A tool used to find out what symbols on a map represent
<b>Navigate</b>	To find the way.

Key Knowledge:
I know that an aerial view means to look at something from above.
I can understand that maps tell us the location of different places.
I can describe location.
I can understand that compass points can be used to show direction.
I can understand what makes a good map.



**A Successful map has:**

A title  
A Key

Symbols in the key

A compass


**Compass Points**

North  
East  
South  
West

A person who creates maps is called a **cartographer**



## Knowledge Organiser - Colour and Line- Visual Arts - Year 1


Key Vocabulary	Definition
<b>primary colours</b>	Yellow, red and blue. These colours cannot be mixed from other colours. When two of them are mixed together they make a secondary colour.
<b>secondary colours</b>	Green, orange and purple. These colours are mixed by combining two primary colours.
<b>warm/cool colours</b>	Yellow, orange and red are warm colours. These colours create a warm mood. Blue, green and grey are cool colours. These colours create a cold mood.
	
<b>tint</b>	When a colour is made lighter by adding white, e.g. a tint of blue (light blue).
<b>shade</b>	When a colour is made darker by adding black, e.g. a shade of blue (dark blue).
<b>brushstroke</b>	The marks a painter makes with their brush.
<b>drawing</b>	A line simply going for a walk.

### Key Knowledge:

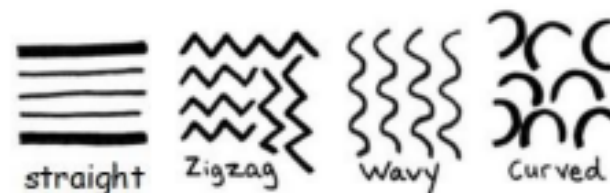
- I understand that there are three primary colours; red, yellow and blue.
- I know that secondary colours are made from primary colours and can include warm and cool colours.
- I know how to create a tint and a shade by adding white and black.
- I know that lines can be straight, curved, wavy or zigzag.
- I know how Miro uses lines and shapes in his artwork.
- I know how Klee used lines to create people and landscapes.

### Primary/Secondary Colours:



Painting	Artist
	<b>Mondrian</b>
	<b>Van Gogh</b>
	<b>Monet</b>
	<b>Miro</b>
	<b>Klee</b>

### Types of Line:





## Knowledge Organiser – PSHE – Being Me in My World - Year One



Vocabulary	
Safe	Not in danger or in harm.
Belonging	To feel happy or comfortable.
Rights	Is morally correct or honourable.
Responsibilities	Something you are expected to do.
Rewards	Something that is given in return for good.
Consequences	A result of an unwanted or unpleasant act.



### Key Knowledge

I can understand the rights and responsibilities for being a member of my class.

I can recognise the choices I make and understand the consequences.

I know my views are valued.



### Reflective Questions

Ask me this...

Should we have consequences for people who choose not to be kind, or to listen, or make it hard for others to learn?



How do we stay safe in school?

What rights do we have in school?








## Knowledge Organiser- Technology All Around Us – Computing – Year 1

Key Vocabulary	Definition
Technology	A man-made tool or device that assists with solving a problem.
Electronic	A device that requires electricity to work, either by being plugged in or through a battery.
Manufactured	The creation of objects or goods, often in factories.
Computer	An electronic device that stores and sorts information.
Mouse	A small tool used with personal computers. It can be used to move and select things displayed on a screen.
Keyboard	A row of keys (buttons) that are used to give information to a computer, often letters or numbers.
Screen	A flat surface that shows images, often on a computer or a TV.
Click	Pressing and releasing a button on a mouse.
Safely	Using or doing something without being hurt.
Responsibly	Being able to make the right decisions.

Key Knowledge:
To understand and explain what technology is.
To identify a computer and its main parts.
To use a mouse in different ways
To use a keyboard to type
To use a keyboard to edit text
To create rules for using technology responsibly.

What kind of computer am I using?	
	
<b>Laptop</b>	<b>Desktop</b>
A <u>laptop</u> can fit on your lap. It can be moved around.	A <u>desktop</u> sits at a desk and cannot be moved.

### Main Parts of a Computer

						
Screen	Screen	Keyboard	Keyboard	Mouse	Trackpad	Base Unit
The screen shows what the computer is doing.		The keyboard lets you type letters and numbers.		The mouse/trackpad lets you select and move objects.		The base unit stores and processes information. In a laptop, this is part of the device!

Key Vocabulary	Definition
<b>Cooperate</b>	To work together towards the same goal.
<b>Map</b>	A pictorial representation of an area.
<b>Route</b>	A way of getting from one point to another.
<b>Orienteering</b>	A sport in which people run through a series of waypoints (controls) to guide then




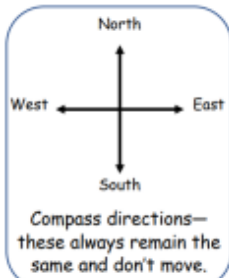
### Skill Development

Understand that a diagram/map is a bird's eye representation of the ground.  
Follow & give verbal & written commands to move forwards, backwards, up, down, left and right.

Use a basic diagram/map to navigate to up to 4 different points in reality.

Make decisions and solve problems whilst being physically active.

Listen to other pupils and communicate with other pupils to complete a task.

Skills	
<b>Legend</b>	 <p>Open land      Out of bounds Forest, light trees/bushes: slow running Forest, thick trees/bushes: walk Hedge      Flowerbed      Wall</p>
<b>Start and finish sign</b>	 Start  Finish
<b>Compass directions</b>	 <p>North West      East South</p> <p>Compass directions—these always remain the same and don't move.</p>



Key Vocabulary	Definition
Pulse/Beat	A musical pulse
Rhythm	Music as it unfolds in time
Pitch	Highness or lowness of a sound
Tempo	The speed of the music
Dynamics	Loudness or quietness of a sound

### Songs covered

- Find The Beat
- Head, Shoulders, Knees And Toes
- Shapes
- We Talk To Animals
- We Are Together



## Body Percussion



Clap



Snap



Pat



Stomp

### Untuned Percussion



Agogo Bell



Cowbell



Tambourine



Djembe



Tom-Tom



Kokiriko



Tambor



Maracas



Gathering Drum



Congas



Castanets



Woodblock



Rain stick



Bongos



Talking Drum



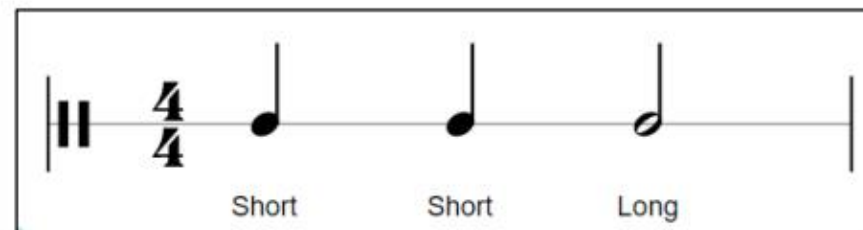
Wooden Guiro



Metallic Guiro



Cabassa





## R.E. Year 1 Autumn 1 Knowledge Organiser

### Does God want Christians to look after the world?

Key vocabulary	Definition
Story of Creation	The story of how the world was made, Christians believe God made the world
Adam and Eve	The first humans made by God in the Christian story of Creation
Steward	A person in charge of looking after and protecting something
Nature	The natural world, including plants and animals
Care	To love and look after something
Protect	To keep something safe and stop it from being hurt
Harm	To damage, ruin or break something



**Look  
after our  
world!**

Key Knowledge
I can create something special and think about how it makes me feel to own it.
I know the Christian story of Creation
I know what Christians believe God feels about the world and how we should look after it.
I can name some things we should and shouldn't do to look after our world.
I can talk about how I want to look after and treat the World.

