

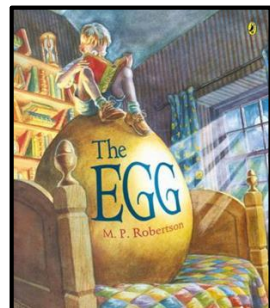
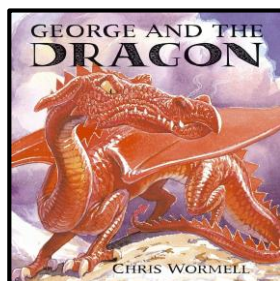
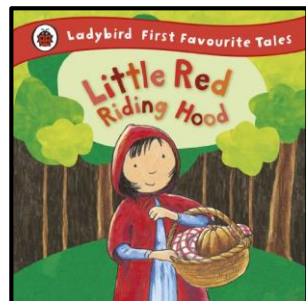
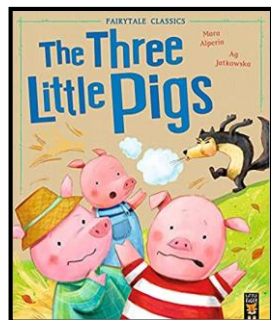


Year 1: Knowledge Organiser: Spring Term: Fairytales & Dragons



A visit from a Bearded Dragon– Ms Henson will be bringing in her Bearded Dragon to meet the children!
Great Explorer Day – We hope to have a 'Great Explorer Day' in which the children will come to school dressed as Explorers and take part in Exploration activities.

Key Books this term:



Try at home  and add to Seesaw 

Quick teaser – Can you identify what part of an animal these pictures are of?



Paired Reading: Various Phonics stage books

Key Skills/knowledge:

- ✓ make predictions about a text
- ✓ join in discussions about a text, take turns and listen to what others say
- ✓ predict what might happen on the basis of what has been read so far
- ✓ discuss the significance of titles and events

History: The Greatest Explorers – Who were the greatest explorers?

Key Skills/knowledge:

- ✓ give a number of valid reasons why the explorer is significant
- ✓ demonstrate an understanding of the term 'significance'
- ✓ give a valid reason why one aspect of an explorer's life is particularly important
- ✓ Begin to make connections between the achievements of one explorer with those of another explorer from a different time period.

Key Vocabulary: explorer, discover, desert, navigation, pirate, hero, equipment, astronaut, space, memorial, achievement, significant

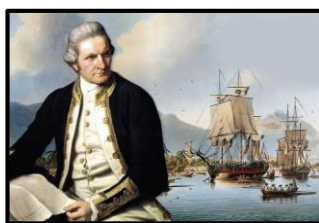
Geography: People and their Communities– Where in the World do these people live?

Key Skills/knowledge:

- ✓ describe the location and place that we live in as part of the UK
- ✓ understand what the coast is like and to see it through the eyes of someone who lives there
- ✓ understand what living in a rainforest is like and to compare it with our own lives
- ✓ understand how and why different buildings are built to suit different places, using the example of Timbuktu
- ✓ understand what a city is and locate cities on a map

Key Vocabulary: world, United Kingdom, England, Wales, Scotland, Northern Island, school, car, coach, plane, buildings, high street, landmark

Can you find out why these people from History were significant ?



Captain James Cook

Amelia Earhart



PSHE/RSE:

Jigsaw: Dreams and Goals (Spring 1)

Aspirations, how to achieve goals and understanding the emotions that go with this.

Key Vocabulary: success, process, teamwork, celebrate, challenge, obstacle, overcome, achieve, dreams, goal, proud.

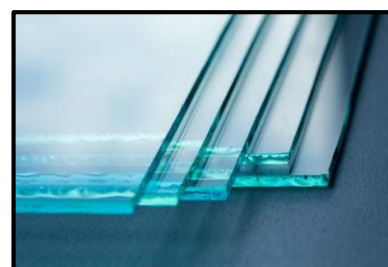
Jigsaw: Healthy Me (Spring 2)

Being and keeping safe and healthy

Key Vocabulary: healthy, unhealthy, balanced, exercise, sleep, clean, hygienic, safe, safety, body parts

Let's think like scientists

What material could this be?



Clue– Windows are made out of this and we also drink from it



Science: Animals including Humans (Spring 1)

Key Skills/knowledge:

- ✓ be able to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- ✓ be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- ✓ be able to describe and compare the structure of a variety of animals.
- ✓ be able to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Key Vocabulary:

- Head
- Ears
- Neck
- Knee
- Eyes
- Stomach
- Foot
- Mouth
- Hands
- Arms
- Elbows
- Toes
- Fingers
- Leg

Science: Materials (Spring 2)

Key Skills/knowledge:

- ✓ be able to distinguish between an object and the material from which it is made.
- ✓ be able to identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.
- ✓ be able to describe the simple properties of a variety of everyday materials.
- ✓ be able to compare and group together a variety of everyday materials on the basis of their simple properties.

Key Vocabulary:

- Wood
- Plastic
- Glass
- Metal
- Water
- Rock
- Fabric
- Elastic
- Foil
- Cardboard
- Rubber
- Wool

Computing: Creating Media – Digital Painting

Key Skills/knowledge:

- ✓ can explain what different freehand tools do
- ✓ can use the shape and line tools.
- ✓ can make careful choices when painting a digital picture

Key Vocabulary: keyboard, mouse, paint, draw, tool, shape, colour.

Physical Education: Games – Striking and Field

Key Skills/knowledge:

- ✓ playing outdoor/indoor games within a team
- ✓ understanding rules and how to work as part of a team
- ✓ warm up the body and use different muscle groups

Religious Education: Christianity – Prayer and worship

Why do Christians pray to God and worship him?

Key Skills/knowledge:

- ✓ engage with the idea of being thankful
- ✓ enquire into what there is to find out about Christian prayer and worship
- ✓ explore what the bible says about Jesus teaching his followers to pray
- ✓ explore prayer and worship in church practice

Key Vocabulary: pray, worship, Jesus, God, thankful teaches, followers, Christian, bible, practice

Music: In the Groove–6 different styles; Blues, Baroque, Latin, Bhangra Folk and Funk

Key Skills/knowledge:

- ✓ Find the pulse when listening to music
- ✓ Clap to a rhythm
- ✓ Make up own rhythms
- ✓ Rap and sing in groups

Key Vocabulary: blues, baroque, latin, irish folk, funk, pulse, rhythm, pitch, compose, improvise, perform, groove.

Listen to the Latin style
'Livin La Vida Loca' by Ricky
Martin



<https://www.youtube.com/watch?v=jLR4MgGktsQ>

English: Reading/Phonics: Phase 5

We are using the 'Twinkl' Phonics program and continuing with Phase 5.
Each day to familiarise ourselves with the sounds we sing the 'Song of Sounds Phase 2' song.
Here are some of the graphemes that we will be looking at:

'aw' and 'au' saying /or/
'oy' and 'oe' saying /oa/
'wh' saying /w/
'g' saying /j/ 'c' saying /s/
'ph' saying /f/
'ea' saying /e/

Some of our common exception words:

friend, also, who, why
once, please, thought, through
lived, horse, work, house
gem, magic, giant, cell, city, face, slice, Monday, Tuesday
Wednesday, Thursday, because, different
more, before, any, eye

Sing our Phonics song 'Song
of sounds Phase 2

<https://www.youtube.com/watch?v=6UQHdBMLk-M>



Mathematics: Number and Place Value to 20

- Children will be provided with regular opportunities to verbally count to 20.
- Children will use concrete resources to help them to see the '10 and a bit' structure of teen numbers.
- Count to and across 100, forwards and backwards, beginning with zero, 1 or any given number.
- 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.

Small Steps:

Count within 20

Understand 10

Understand 11, 12 and 13

Understand 14, 15 and 16

Understand 17, 18 and 19

Understand 20

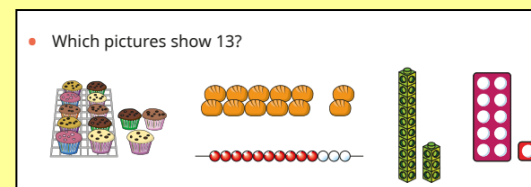
1 more and 1 less

The number line to 20

Estimate on a number line to 20

Compare numbers to 20

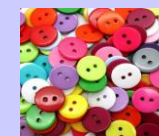
Order numbers to 20



Have a go at this Topmarks Place Value maths game;

<https://www.topmarks.co.uk/learning-to-count/place-value-basketball>

Can you represent the numbers from 11 to 19 with objects in your house, such as pencils, pegs, leg bricks, buttons toy cars?



Can you draw a picture of a tree or house using thick or thin lines then use colouring pencils or crayons to colour it in?



English Writing

Composition

- Orally rehearse what they are going to write using planning structures.
- Writing different text forms for different purposes
- Form a short narrative with support
- Re-read what they have written to check it makes sense
- Become familiar with and re-tell key stories, fairy stories and traditional tales

Spelling

- Make phonetically plausible attempts when writing more complex words
- Make 'best-guess' choices about which grapheme to use
- Increasingly spell common exception words and days of the week correctly
- Introduce adding the suffix –s and –es to create plural nouns
- Introduce the prefix –un

Punctuation

- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences
- With support, join ideas in a sentence using 'and'
- Use capital letters for names and for the personal pronoun I

Handwriting

- Form lower-case and capital letters correctly, starting and finishing in the correct place
- Leave appropriate sized spaces between words

Can you write some questions for a family member using the question mark?



How about writing some exclamation sentences using the exclamation mark – !