

# Hobbs Hill Wood Primary School

## Knowledge Organiser for Science, Year 1, Polar Places and Seasons



'Inspiring confident and independent learners'

### Knowledge Organiser

#### Knowledge

- Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals.
- Describe the simple properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple properties.



#### Skills

- Ask simple questions and recognise that they can be answered in different ways.
- Perform simple tests.
- Identify and classify materials clothing is made from and their properties.
- Use their observations and ideas to suggest answers to questions.
- Explain their choices.

#### Core Vocabulary:

Adventurer

Antarctic

Arctic

Carnivore

freeze

frozen

herbivore

icebergs

North Pole

South Pole

Waterproof

Autumn



## Knowledge Organiser

### Knowledge

In this unit, pupils learn basic programming ideas through experimenting and solving problems with simple, programmable robots, such as the Bee-Bot.

In:

- **Session 1** they take on the role of a robot, responding to instructions they are given
- **Session 2** they take on the role of a robot-pirate to work out a sequence of instructions (an algorithm) to find their way to an objective
- **Session 3** they explore the Blue-Bot controls
- **Session 4** they follow, create and test sequences of instructions to solve problems with the Bee-Bot
- **Session 5** they predict what the Bee-Bot will do when given different sequences of instructions
- **Session 6** they correct mistakes in Bee-Bot programs.

### Core Vocabulary:

- algorithm
- debug
- instructions
- predict
- programming
- robot
- treasure



### Skills

- follow instructions to move around a large space
- record a set of instructions for a Bee-Bot
- **program** a Bee-Bot to move by giving one instruction at a time
- program a Bee-Bot to move by giving a sequence of instructions.
- give other pupils instructions to move around a large space
- understand **input**, **program** and **output** in the context of a Bee-Bot
- create a program to move a Bee-Bot to a particular location
- **debug** a Blue-Bot program.



# Hobbs Hill Wood Primary School

Knowledge Organiser for

R.E, Year 1, Wonder of Nature and Thankfulness



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## Knowledge Organiser

### Knowledge

- Understand what nature is and identify different natural features of the Earth and why they are important
- Understand and respect different views from others and a range of religions
- Understand the creation story in Christianity
- Know what Harvest is and how it is celebrated
- Know what Christmas is and how it is celebrated by Christians
- Know what Hanukah is and why it is celebrated
- Know what Diwali is and why it is celebrated

### Key Vocabulary:

Nature – the physical world and everything in it that wasn't made by people

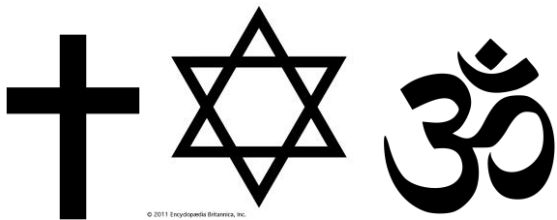
Created – the act of making something

Christmas – the Christian celebration of the birth of Jesus

Diwali – the Hindu festival of light

Harvest – when all of the plants are taken from the ground to eat

Hanukah – the Jewish festival of light



### Skills

- Learn how to look after the world.
- Learn to be thankful for the world and what we have.
- Understanding different symbols related to light.
- Recognise how people are thankful for earth's resources.
- Identify 3 different religions (Christianity, Judaism and Sikhism)



# Hobbs Hill Wood Primary School

Knowledge Organiser for  
PSHE, Year 1, Being me in my world



**Ofsted**  
Good  
Provider

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## Knowledge Organiser

### Knowledge

- Understand the rights and responsibilities of a member of a class
- Understand that their views are important
- Understand that their choices have consequences
- Understand their own rights and responsibilities with their classroom

### Core Vocabulary:

Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.

### Skills

- Understanding that they are special
- Understand that they are safe in their class
- Identifying helpful behaviours to make the class a safe place
- Identify what it's like to feel proud of an achievement
- Recognise feelings associated with positive and negative consequences
- Understand that they have choices



# Hobbs Hill Wood Primary School

## Knowledge Organiser for

PE

Year 1

## Volleyball and Tag Rugby



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### Volley Ball

#### National curriculum aims

1A- master basic movements including runner, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these is a range of activities.

1B- participate in team games, developing simple tactics for attacking and defending.



#### Skills

- Send a ball in different ways e.g. throwing, pushing and rolling
- Master the basic throwing technique. Throw/hit the ball in different ways.
- Perform a range of catching and gathering skills with control and understanding.
- Get in line with the ball when receiving
- To know some of the basic rules of the game
- Start to develop game tactics and spatial awareness.
- Understand that hitting the ball into a space helps score points
- Show control of a ball with basic actions and start to explore different ways to move with a ball.

#### Unit objectives

- Step 1- To send a ball to a partner
- Step 2- To throw a ball to a target/ partner
- Step 3 –To receive a ball
- Step 4 – To catch a ball
- Step 5- To play games with others
- Step 6 – To try to score points within a game

#### Key Vocabulary

Throw, Control, Aim, Ready, Ball, Accuracy, Throw, Send, Skills, Receive, Catch, Stop, Ready Position, Inline- Track, Tactics, Space, Score, Rules, Watch, Describe

### Tag Rugby

#### National curriculum aims

1A- master basic movements including runner, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these is a range of activities.

1B- participate in team games, developing simple tactics for attacking and defending.



#### Skills

- Develop control and accuracy when throwing and catching a rugby ball.
- Improve movement skills whilst moving with the ball in two hands, progressing to beating a defender.
- Learn how to tag and begin tagging players within a game situation.
- Being to understand and develop the correct technique of passing the ball.
- Develop understanding of tag rugby and participate in small games.
- Use simple tactics in game situations, such as deciding when to pass and when to run.
- Understand who the attackers and who the defenders are.

#### Unit objectives

- Step 1- To hold and move with a rugby ball
- Step 2- To pass the ball pointing the nose of the ball
- Step 3 – To pass accurately to a partner
- Step 4 – To run with the ball
- Step 5 – To play tag games
- Step 6- To try and score goals by getting past opponents.

#### Key Vocabulary

- Tag rugby
- Belts
- Target
- Catch
- Space
- Attack
- Defend
- Try

# Hobbs Hill Wood Primary School

Knowledge Organiser for

PE

Year 1

Volleyball and Tag Rugby



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