

### Knowledge Organiser

#### Knowledge

- Learn to play percussion with control (e.g. changing dynamics)
- Explore, create and place vocal and body percussion sounds
- Understanding the change in sounds.
- Explore descriptive sounds
- Understand pitch through the use of voice and movement.



#### Skills

- Identify and keep a steady beat using instruments.
- Recognise and respond to changes in tempo in music
- Create, respond to, place and change vocal sounds
- Explore making different pitches and sounds with their voices as they respond to a hand action
- Use a variety of dimensions (pitch, tempo and dynamics) as they perform a poem expressively.
- Perform the song in groups, joining in one group at a time to build a performance.

#### Core Vocabulary:

**Pitch** – how high or low the sound is. A high sound has a high pitch and a low sound has a low pitch.

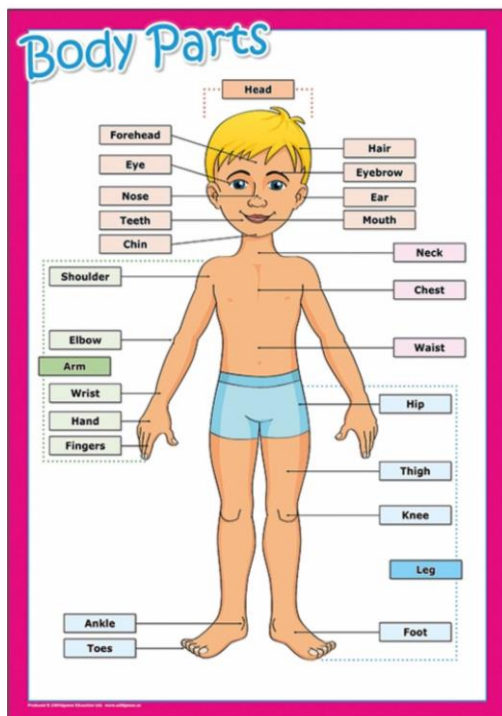
**Dynamics** – the volume or loudness of the sound or note, in particular to the range from soft (quiet) to loud.

**Tempo** – the rate of speed at which a musical composition is played or sung.

## Knowledge Organiser

### Knowledge

- Learn about the weather in Autumn and how it will change into Winter.
- Understand how the length of day changes.
- Identify, name, draw and label the basic parts of the human body.
- Say which part of the body is associated with each sense.



### 5 Senses



### Skills

- Observe and describe weather associated to Autumn and Winter.
- Observe closely, using simple equipment.
- Identify and classify.
- Gather and record data to help in answering questions.
- Identify bones to show basic body parts.
- Children use comparative language to make comparisons independently to answer questions.
- Children use descriptive language to describe the smells and can say that they use their nose to smell.

### Key Vocabulary:

**backbone:** the bones that run along the centre of the back; this is also called the spine

**elbow:** the joint between our upper arm and forearm; it is where we bend our arm

**hips:** the hips help humans to support the weight of their body when they are standing or moving about; they help us to balance

**joints:** where bones meet, e.g. knee, elbow, shoulder, hips, ankle

**ribs:** the set of bones that curve from the spine round to the chest

**thigh:** the part of the leg that goes from the knee to the hip

**tongue:** in humans, the tongue is a muscle that is used for tasting, eating, swallowing and talking



# Hobbs Hill Wood Primary School

Knowledge Organiser for  
PSHE, Year 1, Celebrating Difference



'Inspiring confident and independent learners'

## Knowledge Organiser

### Knowledge

- Know that people have differences and similarities
- Know what bullying means
- Know who to tell if they or someone else is being bullied or is feeling unhappy
- Know skills to make friendships
- Know that people are unique and that it is OK to be different

### Core Vocabulary:

Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.

### Skills

- Recognise ways in which they are the same as their friends and ways they are different
- Identify what is bullying and what isn't
- Understand how being bullied might feel
- Know ways to help a person who is being bullied
- Identify emotions associated with making a new friend
- Verbalise some of the attributes that make them unique and special



## Knowledge Organiser

### Knowledge

In this unit, pupils produce short videos of themselves making a healthy meal or snack in the style of a TV chef. In:

- **Session 1** pupils work out the steps for making a jam sandwich
- **Session 2** pupils watch you making a healthy snack and record the steps; they then work out and record the steps of another recipe
- **Session 3** pupils learn how to record video
- **Session 4** pupils film one another making the Snack
- **Session 5** pupils add a commentary to their video
- **Session 6** pupils review each other's recordings and provide feedback.

### Core Vocabulary:

**Abstraction:** computational thinking approach to managing complexity by simplifying things through identifying what is important, and what detail can be hidden or ignored

**Algorithm:** a sequence precise instructions or steps (sometimes a set of rules) to achieve an objective

**Audio:** sound, such as spoken narration

**Decomposition:** breaking a problem down into smaller parts

**Edit:** change or correct a piece of work after the first go

**Frame:** a single static image from a video

**Narration:** a commentary, description or explanation of what happens in a video

**Pattern:** a predictable sequence generated by one or more rules

**Storyboard:** a visual representation of the key scenes or frames in a video; one way of recording an algorithm visually

**Video camera:** a device that can record film

### Skills

- identify the steps in the teacher's recipe
- create a recipe with correctly ordered steps
- film a video
- record a commentary.
- create a recipe with clear steps
- change the steps in their recipe to improve it
- film a video, keeping the camera still and steady
- record and edit a commentary

### Jam Sandwich Recipe

1. First, pick up the bread.
2. Next, pick up the knife.
3. Then, spread the butter across the bread.
4. Next, spread the jam over the butter.
5. Put the second piece of bread on top.
6. Place the sandwich on a plate.
7. Cut the sandwich in half with the knife.
8. Serve the sandwich.



# Hobbs Hill Wood Primary School

Knowledge Organiser for  
Computing, Year 1, We are TV Chefs



'Inspiring confident and independent learners'



### Knowledge Organiser

#### Knowledge

- Learning about a variety of religions and how they represent light and what lights means to them.
- To know why light is using the Hindu festival of Diwali.
- To know why light is used in the Jewish festival of Hanukah.
- To know why light is used in the Christian celebration of Christmas.
- Learn about the meaning behind the celebration/s and the importance for those participating.



Diya:



Rangoli patterns:



Hannukiah:



Dreidel:



Christingle:



Nativity:

#### Skills

- Understanding different symbols related to light.
- Recognise some religious symbols and use some religious vocabulary.
- How and why symbols express religious meaning
- Understanding variety of ways of celebrating special occasions within faith communities

#### Key Vocabulary:

Light

Symbol

Celebrate

**Hindu:**

Diwali

Diya

Rangoli patterns

**Jewish:**

Hannukah

Hannukiah

Dreidel

Latkes

**Christian:**

Advent

Christmas

Christingle

Jesus

Nativity

# Hobbs Hill Wood Primary School

Knowledge Organiser for

PE

Year 1

Gymnastics



'Inspiring confident and independent learners'

## Gymnastics

### 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.

1C – perform dances using simple movement patterns.



### Skills

- Perform basic gymnastic actions including: travel, rolling, jumping and staying still.
- Start to become confident when moving safely using changes of speed, levels and direction
- Start to travel in a range of ways exploring movement and shape
- Develop linked movements with a clear beginning, middle and end.
- Develop agility, balance and coordination
- Form simple sequences of different actions, using the floor and a variety of apparatus.

### Unit objectives

- Step 1- To be able to perform 5 key shapes
- Step 2- To move with control
- Step 3 –To explore balancing
- Step 4 – To explore link technique to link movements
- Step 5- To use a range of equipment and apparatus
- Step 6 – To participate in a performance



### Key Vocabulary

Key shapes, teamwork, smart, neat, performance, movement, express, balance, roll straight, tense.

# Hobbs Hill Wood Primary School

Knowledge Organiser for

PE

Year 1

Gymnastics



'Inspiring confident and independent learners'

