

Hobbs Hill Wood Primary School

Knowledge Organiser for
PSHE, Year 1, Dreams and Goals



'Inspiring confident and independent learners'

Knowledge Organiser

Knowledge

- Know how to set simple goals
- Know how to achieve a goal
- Know how to work well with a partner
- Know that tackling a challenge can stretch their learning
- Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them
- Know when a goal has been achieved

Core Vocabulary:

Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.

Skills

- Recognise things that they do well
- Explain how they learn best
- Celebrate an achievement with a friend
- Recognise their own feelings when faced with a challenge
- Recognise their own feelings when they are faced with an obstacle
- Recognise how they feel when they overcome an obstacle
- Can store feelings of success so that they can be used in the future



Knowledge

- Recognise religious objects/places/people/practices for Christianity and Islam.
- Recognise some religious symbols from Christianity and Islam and use some religious vocabulary linked to these religions correctly.
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Artefacts:



A Cross



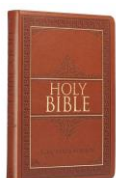
Baptismal Candle



Baptismal Certificate



Font



Bible

Skills

- Recognise some of the groups to which they belong in their home and school life and what makes these groups special.
- They should listen to and talk with people who belong to a faith community about how belonging affects their life.
- Reflect on how spiritual and moral values that influence their behaviour, choices and those of others.
- Listen to the Easter story and link it to new beginnings.
- Look at the different ways in which we celebrate Easter and the coming of Spring.

Core Vocabulary:

God
Faith
Christian
Belonging
Community
Baptism
Communion cross
Candle
Welcome
Ceremonies
New beginnings
Arrival of Spring
Fresh starts

Hobbs Hill Wood Primary School

Knowledge Organiser for

R.E, Year 1, Spring, Belonging and Easter



'Inspiring confident and independent learners'

Hobbs Hill Wood Primary School

Knowledge Organiser for Computing, Year 1, We are digital artists



'Inspiring confident and independent learners'

Knowledge

In this unit, pupils use the Brushes Redux and Autodesk SketchBook apps on iPads to create paintings inspired by the work of famous artists. In:

- **Session 1** they create work based on Rothko's work
- **Session 2** they create work based on Kandinsky's *Squares with Concentric Circles*
- **Session 3** they create work based on Picasso's *Dove of Peace*
- **Session 4** they create work based on Matisse's *The Snail*
- **Session 5** they create work based on Julian Opie's outline style
- **Session 6** they create work based on Mondrian's grid paintings.

Key Vocabulary

Analogue: using real-world traditional media, such as paint on paper

Bitmap: an image represented by a large, rectangular grid of pixels, each having its own colour value, typically in the range 0 to 255 for each of red, blue and green

Digital: numerical quantities, as stored, processed and transmitted by computers, such as colour values of pixels

Effect: change applied to an area of an image, such as increasing the brightness or changing the overall colour

Layer: one of a virtual stack of images forming a composite picture: think of these as painting on layers of transparent acetate

Pixel: picture element – one of the small, square dots that makes up a digital image

Stylus: input device in the form of a pen or pencil

Transform: to change the shape of an image or part of an image

Undo: to reverse the effect of a change in a program

Zoom: 'zoom in' is to change the magnification so that only part of the overall image occupies the whole of the screen; 'zoom out' reverses this

Skills

- create blocks of colour with well-defined edges
- use the **undo** tool to correct mistakes
- draw on screen using a variety of strokes
- create an image made of multiple **layers**
- choose colours appropriately to add to a photograph
- create images made up of lines.



Hobbs Hill Wood Primary School

Knowledge Organiser for

PE

Year 1

Gymnastics and Dance



'Inspiring confident and independent learners'

Hockey

National curriculum aims

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

1b- Participate in team games, developing simple tactics for attacking and defending.



Skills

- Understand and follow the rules of the games
- Pass/send a ball and catch/stop a ball with controlling and increasing accuracy and consistency.
- Develop fundamental movement skills, becoming increasingly confident.
- Explore different ways to use and move with a ball.
- Choose and use simple tactics to suit different situations in small- sided games.
- React to situations in ways that make it difficult for opponents
- Use skills in different ways that make it difficult for opponents.
- Use skills different ways when playing games.
- Recognise space in games and use it to your advantage.

Unit objectives

- Step 1- To negotiate space
- Step 2- To use equipment safely and correctly
- Step 3-. To use a hockey stick with two hands
- Step 4-To move a ball using a hockey stick
- Step 5 – To stop a ball using a hockey stick
- Step 6- To compete in games with others trying to win.

Key Vocabulary

- Hockey
- Scoring
- Teamwork
- Shooting
- Passing
- Dribbling
- Push pass
- Roll
- Hockey stick
- Goal

Dance

National curriculum aims

- 1A- master basic movements including running, jumping, throwing and catching as well as developing balance, agility, and co-ordinations, and apply to being to apply these in a range of activities
- 1C- to perform dances using simple movement patterns



Skills

- Respond imaginatively to a range of stimuli
- Move confidently and safely in your own and general space, using a change of speed, level, and direction
- Perform movement phrases using a range of different body actions and body-parts- with control and accuracy.
- Create linked movements, combining different ways f travelling, with beginnings, middles, and ends.
- Compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas.
- Explore, remember, and repeat short dance phrases, showing greater control and spatial awareness.
- Describe phrases and expressive qualities.

Unit objectives

- Step 1-To move in different ways
- Step 2- to move with control
- Step 3 – To work individually and with others
- Step 4 – To move to music showing expressive qualities of dance
- Step 5- To be creative and compose short dances
- Step 6- To participate in a performance

Key Vocabulary

- Canon
- Teamwork
- Smart
- Neat
- Performance
- Movement
- Express
- Phrase

Hobbs Hill Wood Primary School

Knowledge Organiser for

PE

Year 1

Gymnastics and Dance



'Inspiring confident and independent learners'



Hobbs Hill Wood Primary School

Knowledge Organiser for

PE

Year 1

Netball



'Inspiring confident and independent learners'

Netball

National curriculum aims

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

1b- Participate in team games, developing simple tactics for attacking and defending.



Skills

- Explore different ways to use, move and send the ball.
- Develop skills such as sending an object to a target, catching, and gathering rolling and basic ball control.
- React to situations to make it difficult for opponents-using simple tactics.
- Understand how to play in a safe way.
- Show good awareness of others when playing games
- Perform a range of actions with the ball keeping it under control.
- **Unit objectives**
- Step 1- To negotiate space
- Step 2- To use equipment safely and correctly
- Step 3-. To use a hockey stick with two hands
- Step 4-To move a ball using a hockey stick
- Step 5 – To stop a ball using a hockey stick
- Step 6- To compete in games with others trying to win.

Key Vocabulary

Ball, Control, Balance, Throw, Catch, Aim, Accuracy, Pass, Roll, Team, Teamwork, Goal line, Space

Hobbs Hill Wood Primary School

Knowledge Organiser for

PE

Year 1

Netball



'Inspiring confident and independent learners'



Hobbs Hill Wood Primary School

Knowledge Organiser for Year 1, Design and Technology, Spring 1 Castles



'Inspiring confident and independent learners'

Knowledge

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Skills

- To learn to use a range of tools and equipment.
- Select materials for a purpose according to their characteristics.
- To learn to evaluate their ideas and products.

Key vocabulary: cutting, sticking, joining, finishing



Hobbs Hill Wood Primary School

Knowledge Organiser for:

Year 1

Geography

Marvellous Monarchs



'Inspiring confident and independent learners'

Knowledge

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- To identify key physical features of the UK



Art and Design

- Making shields and crowns: Joining materials together. Designing and making a product.
- Understanding different tools and how they should be used.



Skills

- Able to locate the 4 countries of the United Kingdom and identify the capital cities.
- To identify the surrounding seas.
- Use basic geographical vocabulary to describe physical and human features of the countries in the UK.
- Using a range of geographical sources to locate the UK including world maps, atlases and globes.
- To identify key landmarks.

Art and Design

- Planning and designing their own model, understanding how they can be successful.
- Learning different ways to join materials as well as which ones work the best and why.
- Select from and use a range of tools and equipment to perform practical tasks
- Evaluate their ideas and products against design criteria.



Hobbs Hill Wood Primary School

Knowledge Organiser for:

Year 1

History

Marvellous Monarchs



'Inspiring confident and independent learners'

Knowledge

- About significant historical events, people and places in their own locality
- To sequence events of the King's life
- To Know where people and events fit within a chronological framework

Core Vocabulary:

Royal: A King or Queen or member of their family.

Monarch: A King, Queen or Emperor who rules a country.

Coronation: When a monarch is officially crowned King or Queen.

Reign: The time that a monarch rules a country.

Heir: The person who is going to become monarch.

Timeline: visual chronological order of historical events

QUEEN VICTORIA TIMELINE

May 24, 1819: Victoria, daughter of Edward, Duke of Kent was born at Kensington Palace

June 20, 1837: She becomes the Queen of England

June 28, 1838: Victoria is crowned at Westminster Abbey

February 10, 1840: Queen Victoria got married to Prince Albert

December 14, 1861: Prince Albert dies of typhoid fever

January 1, 1877: Victoria becomes Empress of India

January 22, 1901: The death of Queen Victoria at Osborne House

Skills

- Using a timeline to plot key events and to give an understanding of time.
- Identifying the differences in past and present royal homes.
- Comparing aspects of life in different periods (Victorian).
- Using different methods of enquiry to find out about the past e.g. photographs, videos, books.



Hobbs Hill Wood Primary School

Knowledge Organiser for Science, Year 1, Spring 1, Seasons and Celebrations



'Inspiring confident and independent learners'

Knowledge

- To distinguish between an object and the material from which it is made.
- To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- To describe the simple physical properties of a variety of everyday materials.
- To identify and describe the basic structure of a variety of common plants, including roots, stem/trunk, leaves and flowers.

Core Vocabulary:

Illuminate: Brighten up with light.

Light source: Something that gives out light.

Opaque: A material that does not let light pass through.

Reflect: When light hits an object and bounces off.

Translucent: A material that lets some light through but you cannot see through it clearly.

Transparent: A material that lets light through and you can see things very clearly through it.

Shadow: The dark shape that an object makes, for example on the ground, when it is between the light source (for example, a torch) and the surface (for example, the ground).

Sound: A vibration that travels through the air and can be heard by the ear.

Source of sound: An object that makes a sound.

Vibration: Sounds can be made by vibrating an object; something that moves back and forward.

Skills

- To observe things using simple equipment.
- To identify and classify.
- To perform simple tests.
- To use observations and ideas to suggest answers to questions.
- To gather and record data to help in answering questions.



Hobbs Hill Wood Primary School

Knowledge Organiser for Science, Year 1, Spring 1, Seasons and Celebrations



'Inspiring confident and independent learners'

Knowledge

Seasons

- Describe weather associated with the seasons.
- Know how day length varies throughout the different seasons.
- Understanding the changes across the 4 seasons.

Core Vocabulary:

Winter: December, January, February

Snow

Cold

Spring: March, April, May

Blossom

Tadpoles

Flowers

Summer: June, July, August

Green leaves

Sun

Hot

Autumn: September, October, November

Harvest

Fall

Colours changing

Skills

Seasons

- To recognise the changes across the seasons.
- Identify features of the different seasons.
- Identifying the months within each season.

