




Year 1 Autumn Term Knowledge Organizer

Subject	Key vocabulary –	Meaning	Key facts	Key knowledge	Key Skills I will learn	I know more I can do.....
Maths – Addition and Place Value within 20	Addition	Where two or more number parts are combined to make a larger number		<ul style="list-style-type: none"> - I know that when I add 2 numbers together they are parts which make a bigger number - I know that a number sentence can be written in any order and it still means the same thing 	<ul style="list-style-type: none"> - I will be able to write down a number sentence - I will be able to solve addition and subtraction problems. 	I can be confident in using simple mathematical symbols.
	Fact Family	Number sentences which contain the same numbers and mean the same thing but are written in a different order or with a different number operation.	$5 + 4 = 9$ $5 = 4 + 9$ $4 + 5 = 9$ $9 = 5 + 4$	<ul style="list-style-type: none"> - I know that there are 12 different ways 2 numbers can be added together to make 10 	<ul style="list-style-type: none"> - I will know my number bonds to 10. - I can solve addition problems by using various methods such as counting on. 	I can understand the best method to solve problems.
	Number bonds	Combinations of 2 numbers to create the same whole number.		<ul style="list-style-type: none"> - I can understand that I don't have to start at 1 to find a total of 2 amounts and know to hold 1 number in my head. 	<ul style="list-style-type: none"> - I can recognise and name 2D and 3D shapes. 	I can talk about the properties of 2D and 3D shapes to help identify them.
	Count on	Placing a number in your head and counting on to the next number rather than counting from 1 each time.	$0 + 10 = 10$ $10 + 0 = 10$ $1 + 9 = 10$ $9 + 1 = 10$ $2 + 8 = 10$ $8 + 2 = 10$ $3 + 7 = 10$ $7 + 3 = 10$ $4 + 6 = 10$ $6 + 4 = 10$ $5 + 5 = 10$ $5 + 5 = 10$	<ul style="list-style-type: none"> - I know that when I subtract a part from a whole I will find a smaller number which is a part. 	<ul style="list-style-type: none"> - I can recognise and name 2D and 3D shapes. 	
	Subtraction	Where one or more number parts is taken away from a whole number to be left with the remaining part of the whole number.	<p>Counting on</p> 	<ul style="list-style-type: none"> - I know that I count how many numbers are between 2 numbers to find the difference. 	<ul style="list-style-type: none"> - 	
	Difference	How many it is between 2 numbers.				
	Compare	Seeing which numbers are greater or less than each other.				

Year 1 Autumn Term Knowledge Organizer

	3D shape	A shape that is 'fat' it has height, depth and width		<ul style="list-style-type: none"> - I know that 3D shapes are 'fat' - I know 2D shapes are 'flat' 		
	2D Shape	A shape that is 'flat' it has height and width				
	Patterns	Things which repeat in an order.				
	Tens and Ones	A method of understanding a numbers worth or value				
	1 more	The number that is after the number I have when I count				
	1 less	The number that is before the number that I have when I count.				

Year 1 Autumn Term Knowledge Organizer




Compare

Using the language 'greater than' and 'less than'


subtraction

- subtract
- minus
- leave
- less
- take away
- difference between



equals


- makes
- total
- same as
- equivalent
- balances



MEM

To find the difference between two numbers
count on from the smaller number
until you make the larger number

Find the difference between 6 and 3



The difference is 3

© Maths with Mum

3D shapes



- cuboid
- cylinder
- cube
- cone

2D shapes

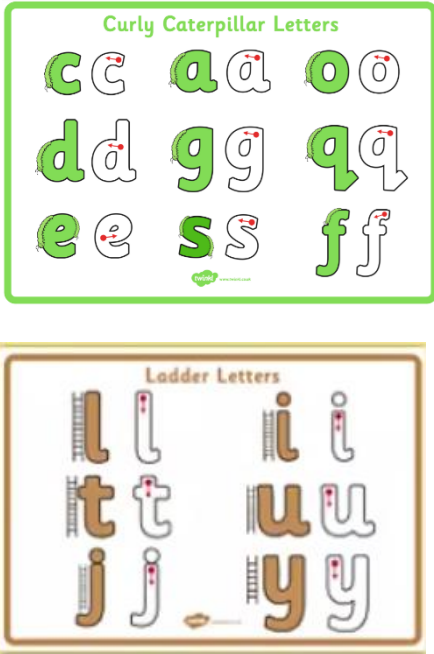
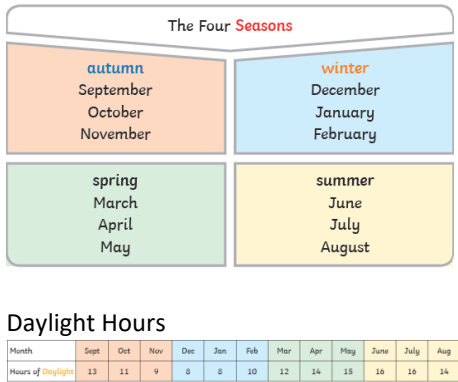
Year 1 Autumn Term Knowledge Organizer

English	letter	A written form of communications		<ul style="list-style-type: none"> - I can understand what a letter is - I can understand what instructions are - I can understand a sentence needs a capital letter, finger spaces and a full stop. - I can understand what adjectives are - I can understand who the characters are in a book - I can understand what the settings are in a book 	<ul style="list-style-type: none"> - I can write clear cohesive sentences. - I can use adjectives to describe a character - I can use adjectives to describe a setting. - I can form my letters correctly. - I can talk about a poem 	<ul style="list-style-type: none"> - I can write a set of instructions - I can write a simple letter - I can recite and perform a poem with actions.
	instructions	Sentences formed together to tell you how to complete a task.				
	adjectives	Describing words				
	characters	Who is in the story				
	setting	Where the story happens				
	Curly caterpillar letters	Letters that start with the c shape, C, a, d, g, q, e				
	story	A description of something that has happened, either true or made up				
	Fiction	Something that is made up or not true				
Non-fiction	Something that is factual and true					




Year 1 Autumn Term Knowledge Organizer

	<p>Ladder letters</p>	<p>Letters which start at the top and go in a downward direction to begin with.</p>	 <p>green clever long Adjectives An adjective is a word that describes a noun (the name of a thing or a place). helpful beautiful</p>  <p>Characters Who is the story about?  This may be people, animals, and sometimes objects that are alive.</p>  <p>Capital letter finger spaces full stop How to make the perfect sentence. well formed letters neat and tidy must make sense write on the line</p>  <p>Setting Where and when does the story take place? </p>	<ul style="list-style-type: none">- I can know the rhyme to form my letters correctly.- I can understand that stories have a beginning a middle and an end.- I can understand what a poem is		
--	-----------------------	---	--	--	--	--


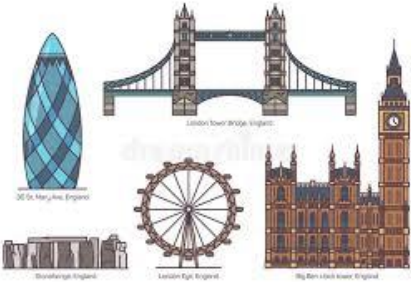

Year 1 Autumn Term Knowledge Organizer

						
Science	weather	The weather includes the temperature outside, the wind direction and strength, as well as rain, cloud, snow and sun.	 <p style="margin-top: 10px;">Equipment</p>	<ul style="list-style-type: none"> I can know that the amount of daylight hours change with every season It know it is not safe to look directly at the sun I know the weather changes in every season I can understand why we carry out experiments I can understand that experiments produce results 	<ul style="list-style-type: none"> I can observe and describe the daylight hours in Autumn and Winter I can observe and describe weather changes in Autumn and Winter I can observe and describe the changes to my environment during Autumn and Winter I can explain why I am carrying out an experiment 	<ul style="list-style-type: none"> I can keep a weather chart for my homework. I can draw sort Autumnal and Winter environmental factors into categories. I can carry out a simple experiment
	season	In places like the UK, there are four seasons each year, autumn, winter, spring and summer.				
	Autumn	In autumn, the weather begins to get colder. The leaves start to fall from the trees. The amount of daylight becomes less. This means the daytimes are shorter and the night times are longer.				
	winter	In winter, the weather is much colder. Sometimes it is cold enough to freeze, leaving frost and ice on the ground. It sometimes snows. Many trees have bare branches as all their leaves have fallen off. The daytimes are the shortest in the year and the night times are the longest.				
	Daylight	Daylight is when it is light outside. The amount of daylight changes with each season.				
	Experiment	A process to find out something new				
	Prediction	What you think you will find out				

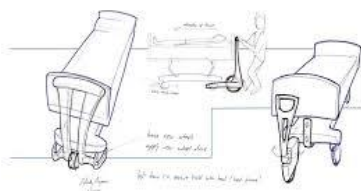
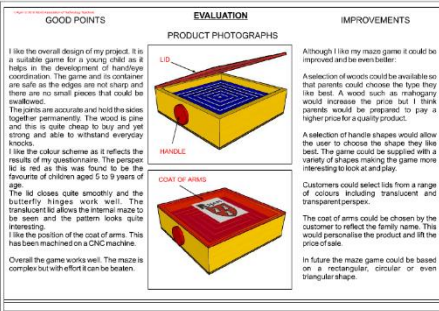
Year 1 Autumn Term Knowledge Organizer

	Equipment	What things you need to carry out your experiment	 <p>Results</p> 		<ul style="list-style-type: none"> I can explain how I am going to carry out an experiment I can think of equipment I might need to carry out an experiment I can talk about what I discovered from my experiment 	and record the results.
	Method	What steps you will do to carry out the experiment				
	Results	What you found out				
History – Previous Half Term						
Geography	Map	A pictorial representation of an area of land or sea.	<p>4 countries of the UK</p> 	<ul style="list-style-type: none"> - I know that there are 4 countries in the UK - I know that each country has a capital city. - I know the names of the 4 countries of the UK - I know the name of the 4 capital cities in the UK. - I know that I can use a map to identify where the United Kingdom is on earth. 	<ul style="list-style-type: none"> - I can name the 4 countries in the UK - I can name the capital city of each country in the UK. - I can find the UK on a map of the world. - I can find the 4 countries of the UK on a map of the UK and 	<ul style="list-style-type: none"> - I can confidently use maps. - I can understand why landmarks are important
	Country	A piece of land on earth				
	Earth	The planet we live on				
	United Kingdom	Piece of land on earth where we live and which is made of 4 countries				
	Capital city	The main city in a region where government (people who make laws) are based.				
	landmark	features or structures around the world that are easily recognised or unique				




Year 1 Autumn Term Knowledge Organizer

Computing - Previous Half Term	Significant places	Something that has meaning	Capital cities of the UK 	<ul style="list-style-type: none"> - I can explain what a landmark is - I can understand what a significant place is. - I can explain what my local environment is. - I can understand what a map is and what it is used for. 	their capital cities.	
	Local environment	Physical surroundings that are close or near by to the person	Landmarks 		<ul style="list-style-type: none"> - I can name famous landmarks in the 4 capital cities of the UK. - I can talk about my local environment. - I can create a map of my local environment - 	
			Local environment - Churt 			




Year 1 Autumn Term Knowledge Organizer

Art – Previous Half Term						
DT – Creating own houses	Design	Plan or drawing of what the finished product will look like and what it's function is.	Design 	<ul style="list-style-type: none"> - I can understand why I need to design a product before I make it - I can understand what a criteria is. - I can understand why I need to evaluate a product. - I can name various materials 	<ul style="list-style-type: none"> - I can design a product based on a criteria - I can talk about how I made my product - I can evaluate my product based on the criteria I designed it from. 	<ul style="list-style-type: none"> - I can talk about why I designed a product - I can talk about why I used certain materials - I can clearly evaluate my product.
	Evaluate	Looking at how the product has been made compared to the design criteria	Evaluation 			
	Materials	What something is created from				
	criteria	An explanation of what product is wanting to be made.				
	audience	The people who would purchase or use the created product.				
	purpose	What the product will be used for.				
Music – Previous Half Term						

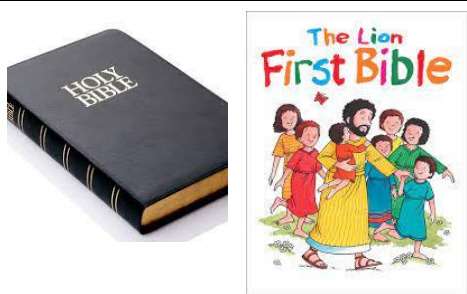
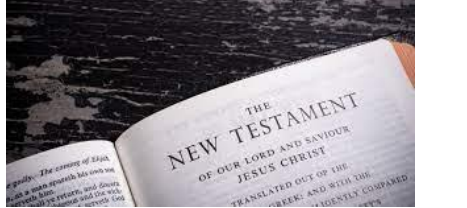


Year 1 Autumn Term Knowledge Organizer

PE - Handball	Rolling	When an object travels along a surface	Rolling	<ul style="list-style-type: none"> - I can explain how to effectively roll a ball - I can explain how to effectively collect a ball that has been rolled or thrown to me. - I can explain how to effectively bounce a ball. - I can explain how to effectively catch a ball. - I can explain how to effectively dribble a ball. - I can explain how to effectively throw a ball. - I can explain what I need to do to be a defender in a game. 	<ul style="list-style-type: none"> - I can effectively roll a ball with 1 hand through a gate. - I can effectively collect a ball with 2 hands that has been rolled to me. - I can effectively bounce a ball to a partner using 	<ul style="list-style-type: none"> - I can balance a ball on various parts of my body. - I can dribble a ball across a pitch avoiding obstacles. - I can combine movements with a ball to pass to a partner.
	Collecting	Retrieving the object which has been passed to you.				
	Bouncing	When an object travels by throwing it hits a surface before continuing through the air.	Bouncing			
	Catching	Receiving an object that has travelled towards you.				
	Dribbling	Travelling with an object by continuously bouncing it.	Catching			
	Throwing	Pushing an object through the air.				

Year 1 Autumn Term Knowledge Organizer

	<p>Defending</p> <p>resisting an attack made on someone or something</p>	<p>Dribbling</p>  <p>Throwing</p>  <p>Defending</p> 				
<p>RE – What is the Bible about?</p>	<p>Bible</p>	<p>The holy book of Christianity.</p>	<p>Bible</p>	<ul style="list-style-type: none"> - I can understand that the bible is the holy book of Christianity. 	<ul style="list-style-type: none"> - I can explain why the bible is an important 	<ul style="list-style-type: none"> - I can understand that

Year 1 Autumn Term Knowledge Organizer

Important book	A book that has meaning		<ul style="list-style-type: none"> - I can understand that different books are important to different people. - I can understand that the Bible is made of 2 parts called the Old Testament and the new testament. 	<ul style="list-style-type: none"> - I can explain that the Old Testament contains stories about God and the New Testament contains stories about Jesus. 	<p>the bible teaches Christians about the work of God and Jesus.</p>
Old testament	The section of the bible which contains stories about God.		<ul style="list-style-type: none"> - I can understand that the 3 wise men can also be called 3 kings. - I can understand that people give gifts to babies when they are born. 	<ul style="list-style-type: none"> - I can analyse paintings and pictures of the 3 wise men. 	<ul style="list-style-type: none"> - I can re-tell stories from both testaments.
New testament	The section of the bible which contains stories about Jesus.		<ul style="list-style-type: none"> - I can name the 3 gifts that were given to baby Jesus. 	<ul style="list-style-type: none"> - I can understand what the purpose of the gifts given to baby Jesus. 	
3 Wise men	3 Kings who visited Jesus after he was born after following a star to Bethlehem.	<p>3 wise men</p> 			
Gold	A precious metal which was 1 of the presents given to Jesus.				
Frankincense	A smelly gum from trees, used as a perfume for after people have died.				
Myrrh	A smelly gum from trees used as a medicine.				

Year 1 Autumn Term Knowledge Organizer

King

A male ruler

Gold



Frankincense



Myrrh



King



Year 1 Autumn Term Knowledge Organizer