


Year 1 Spring Term Knowledge Organizer

Subject	Key vocabulary –	Meaning	Key facts	Key knowledge	Key Skills I will learn	I know more I can do.....
Maths - + and - within 20, Place Value within 20	Addition +	When two numbers are put together to make a larger number		<ul style="list-style-type: none"> - I can understand that when I add 2 numbers together the number will get larger 	<ul style="list-style-type: none"> - I can add 2 numbers together on a number line 	<ul style="list-style-type: none"> - Know what number operation I am doing when I look at the mathematical symbols
	Subtraction -	When a smaller number is taken away from a larger number leaving another smaller number		<ul style="list-style-type: none"> - I can understand if I add numbers on a number line I have to jump forwards 	<ul style="list-style-type: none"> - I can subtract a number from another number on a number line 	<ul style="list-style-type: none"> - Confidently add and subtract numbers with the use of the number line independently
	Equals =	The same		<ul style="list-style-type: none"> - I can understand that when I subtract a number from another number the number will get smaller 	<ul style="list-style-type: none"> - I say how many 10s and 1s there are in a 2-digit number. 	<ul style="list-style-type: none"> - I can use the symbols, < & > to compare numbers
	Number line	A resource used to add or subtract numbers		<ul style="list-style-type: none"> - I can understand that when I subtract on a number line I have to jump backwards 	<ul style="list-style-type: none"> - I can use the symbols, < & > to compare numbers 	<ul style="list-style-type: none"> - I can count in 2s
	Number sentence	A series of numbers and symbols to represent a mathematical problem		<ul style="list-style-type: none"> - I can understand that when I subtract on a number line I have to jump backwards 	<ul style="list-style-type: none"> - I can count in 5s 	<ul style="list-style-type: none"> - I can count in 10s
	Place Value	The value of each digit in a number, a digit's value depends on where it is placed in a number.		<ul style="list-style-type: none"> - I can understand that when I subtract on a number line I have to jump backwards 	<ul style="list-style-type: none"> - I can identify if a number is a multiple of 2, 5, or 10 	<ul style="list-style-type: none"> - I can use my 10s and 1s knowledge to
	Digit	The way to show a number				

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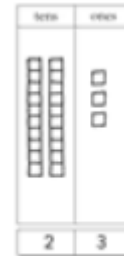
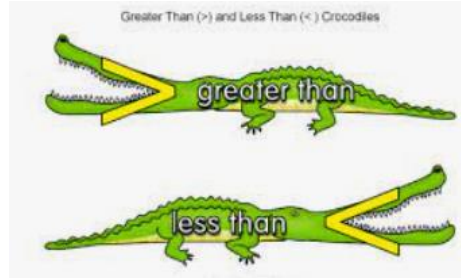


10s	The first digit in a 2-digit number			- I can understand that the 1 st digit in a number is the 10s	- I can say what all the double facts are within 20.	help me compare numbers
1s	The second digit in a 2-digit number			- I can understand that the 2 nd digit in a number is the 1s		
<	Less than (Smaller)			- I can understand that the symbol opens to the greatest number and points to the smallest number		
>	Greater than (Bigger)			- I can understand that multiples of 2 end in 0, 2, 4, 6, & 8		
Multiple	A number that can be split into another number without any left over.			- I can understand that multiples of 5 end in 0 or 5		
Number bonds	A set of number sentences which consist of 2 numbers added together to make another number					
Related Facts	How addition and subtraction number sentences relate to one another using knowledge of fact families.					

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Doubles

When the same number is added together



Rainbow to 20

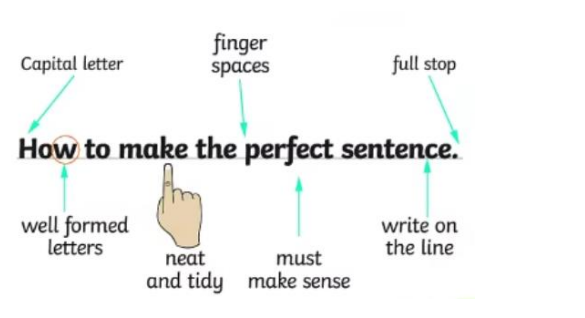
A number line from 0 to 20 with a rainbow arching over it. The number 20 is highlighted in a black circle. Below the number line are two columns of addition equations that sum to 20.

$0 + 20 = 20$	$10 + 10 = 20$
$1 + 19 = 20$	$11 + 9 = 20$
$2 + 18 = 20$	$12 + 8 = 20$
$3 + 17 = 20$	$13 + 7 = 20$
$4 + 16 = 20$	$14 + 6 = 20$
$5 + 15 = 20$	$15 + 5 = 20$
$6 + 14 = 20$	$16 + 4 = 20$
$7 + 13 = 20$	$17 + 3 = 20$
$8 + 12 = 20$	$18 + 2 = 20$
$9 + 11 = 20$	$19 + 1 = 20$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
2	4	6	8	0					

- I can understand that multiples of 10 end in 0
- I can understand that a double is when 2 of the same number are added together.

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English – Instruction writing, Non-fiction writing, Stories from another culture	Sentence	A group of words put together to mean something	 <p style="text-align: center;">How to make the perfect sentence.</p>	<ul style="list-style-type: none"> - I can understand that a sentence needs a capital letter, full stop and finger spaces - I can understand that a verb is a doing word - I can understand that noun is a person, place or object - I can understand that an adjective is a describing word - I can describe how to form my curly caterpillar letters and my reach over robot letters - I can name well known Fairy Tales. 	<ul style="list-style-type: none"> - I can write clear sentences which make sense. - I can write my sentence with a capital letter, full stop and finger spaces - I can include adjectives in my sentences - I can form my curly caterpillar letters and reach over robot letters correctly - I can create Fairy Tales based on ones I know. 	<ul style="list-style-type: none"> - I can use my skills to re-write a familiar story - I can use my skills to write my own version of a familiar story. - I can use my skills to write a leaflet. - I can use my skills to write a set of instructions.
	Adjective	A describing word				
	Noun	People, place or objects				
	Verb	Doing words				
	Curly caterpillar letters	Letters that start with the c shape, C, a, d, g, q, e				
	Reach over robot letters	Letter that start at the top, go down the body of the shape, back up and over in an arch, r, h, n, m, b, p				
	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				

Verbs

A verb is a doing or action word.

jog

draw

laugh

cook

sing

play

work

sing

play

Nouns

A noun is the name of a person, place or thing.

cat

pen

owl

ball

jam

doll

shoe


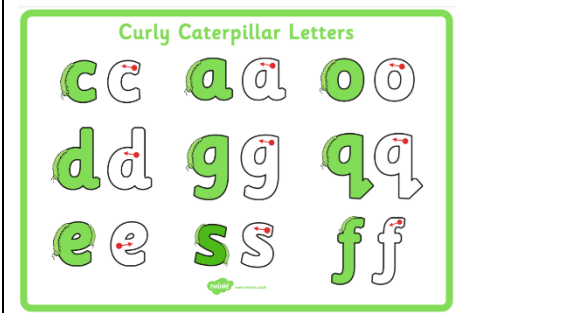
jam

doll

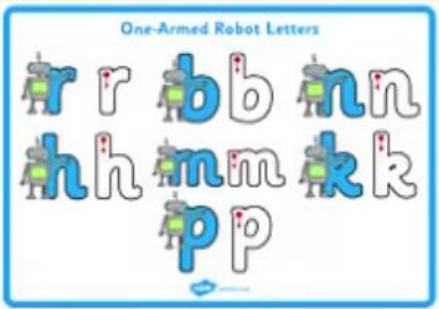


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	Instructions	A piece of writing that tells you how to do something. Contains a title, a set of equipment, are written in order and use bossy words.				
	Character	Who (person or animal) is the story about				




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	Setting	Where the story happens	 <p>Characters Who is the story about? This may be people, animals, and sometimes objects that are alive.</p> <p>Setting Where and when does the story take place?</p>			
			 <p>Curly Caterpillar Letters</p> <p>c c a a o o d d g g q q e e s s f f</p>			

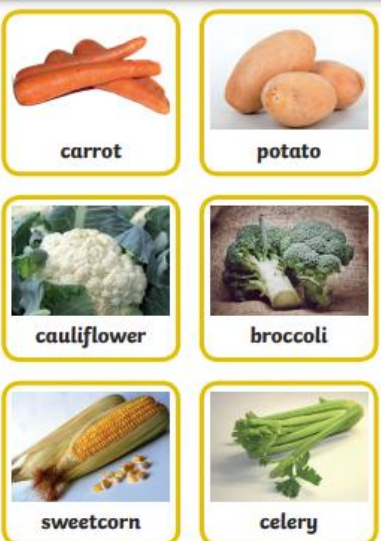
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	Fairy Tales	Traditional Tales with well known characters and varying events in the story.		-	-	-
Science – Everyday Materials	Material	The substance from which something is made.		<ul style="list-style-type: none"> - I can name a variety of everyday materials - I can understand that materials have different properties. 	<ul style="list-style-type: none"> - I can describe the properties of everyday materials - 	<ul style="list-style-type: none"> - I can use my knowledge of materials to perform simple tests.
	Wood	Material made from trees				
	Glass	Material made from sand				
	Metal	Gasses which are heated together				
	Plastic	Oils and gasses which are heated together				
	Properties	How something is identified				
History	Historical event	Something that is a large event which is remembered for a long time.		<ul style="list-style-type: none"> - I know I can ask questions to 	<ul style="list-style-type: none"> - I can ask appropriate questions 	<ul style="list-style-type: none"> - I can use the questio








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Geography	Past	Something that has already happened	 Samuel Pepys  Diary  Painting showing the great fire of London	find out information - I know that we can learn from lots of different sources of evidence - I can understand Samuel Pepys was famous for writing about the Great Fire of London. - I can understand that the Great Fire of London was a significant event in history.	related to the information I am trying to discover - I can discover information about the Great Fire of London from different sources of evidence - I can talk about the recount Samuel Pepys wrote in his diary. - I can recall details about the Great Fire of London.	ns I have thought of to discover information about the Great Fire of London. - I can discuss if the sources I gather information from are reliable or not any why some accounts may differ from each other.
	Questions	When something is asked to find out information				
	Recount	A record of an event that has happened.				
	Evidence	Pictures or Paintings or Written recounts of an event.				
	Samuel Pepys	A famous person who wrote a Diary about the great fire of London.				
	The Great Fire of London	A large Fire that destroyed large parts of London in 1666.				
	Next Half Term					

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Computing		Next Half Term				
Art		Next Half Term				
DT	chop	Cut into pieces	<p>Vegetables</p> 	<ul style="list-style-type: none"> - I can name different textures - I can name sources of food - I can name some food groups. - I can know how to cut, peel and grate safely. - I can know that fruit and vegetables are healthy 	<ul style="list-style-type: none"> - I can describe different textures when I taste food - I can know how to wash by hands and clean surfaces before I work with food. - I can understand what food sources my food comes from - I can understand the differences between food groups - I can cut, peel and 	<ul style="list-style-type: none"> - I can sort foods into textures - I can sort foods into food groups - p
	grate	Reduce food by shredding				
	peel	Take the skin off a fruit or vegetable				
	fruit	Has seeds inside and grown from the flower of the plant				
	vegetable	Grow from the roots, leaves or shoots of a plant				
	Food groups	Groups of different types of food				



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	Textures	What something feels like	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  apple </div> <div style="text-align: center;">  banana </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  pear </div> <div style="text-align: center;">  orange </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  lemon </div> <div style="text-align: center;">  kiwi </div> </div> <div style="text-align: center; margin-top: 20px;"> <p>Fruit</p> </div>			<ul style="list-style-type: none"> - grate safely with support. - I can know why fruit and vegetables are healthy
	healthy	Includes good things to help them grow well				
						
Music	Mood	What the music makes you feel		<ul style="list-style-type: none"> - I can name specific musical words I can use 	<ul style="list-style-type: none"> - I can use specific musical words to 	<ul style="list-style-type: none"> - I can talk about which




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	Tempo	How fast or slow the music is	 	<p>to describe music</p> <ul style="list-style-type: none"> - I can name different genres of music - I know that different pieces of music can sound the same or different. - I know music can make me feel different emotions. 	<p>describe music</p> <ul style="list-style-type: none"> - I can compare different pieces of music. - I can talk about how different music makes me feel. 	<p>music I like</p> <ul style="list-style-type: none"> - I can explain why a piece of music makes me feel the way I do. 	
	Appraiser	Listening to and discussing music.					
	Genre of music	Music that share similar features and instruments					
PE - Dance	beat	Time taken for each note to be played.	 Beat 1 Beat 2 Beat 3 Beat 4 Sequence of movements	<ul style="list-style-type: none"> - I can understand that a dance routine is made up of sequences of movements 	<ul style="list-style-type: none"> - I can learn sequences of movements to perform a dance routine 	<ul style="list-style-type: none"> - I can confidently perform a dance routine which has been 	
	movement	Moving the body to express an idea or emotion.			<ul style="list-style-type: none"> - I can understand sequences are 	<ul style="list-style-type: none"> - I can use counts to help me 	
	perform	Showing the routine in it's entirety.					
	sequence	Set of movements to create a routine.					

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	counts	How many beats are used for each mini sequence or movement.		made up of counts - I can understand that my movements have to match the beat of the music.	create sequences of dance. - I can dance in time to the beat of the music.	created by others and myself.
RE	Timeline	A picture showing important events in time	<p>Timeline</p>  <p>Paralysed Man</p>	<ul style="list-style-type: none"> - I can name key events in Jesus' life - I can understand what a miracle is - I can understand that God is both Human and Divine. 	<ul style="list-style-type: none"> - I can explain which events in Jesus' life are human, divine or both. 	<ul style="list-style-type: none"> - I can label events of Jesus' life with being divine, human or both.
	Events	Things that happen in people's lives				
	Order	Arranging things in date from earliest to latest				
	Miracles	Something that amazing and unexpected happens				
	Paralysed	Can't move parts of your body				
	Human	A living being on earth				

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	Divine	God like or Holy/ Special	  Divine <p>Jesus feeds 5000 people with 2 fish and 5 loaves</p> 			
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