

Year 1 – Spring 1- Knowledge Organiser

Enquiry Question: I Wonder if I Would Have Like This School A Long Time Ago?

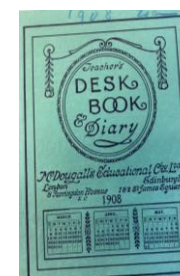
Subject Specific Vocabulary	
Old	something from the past/a long time ago
New	something that is only just made or discovered/seen for the first time
Memories	something remembered from the past
Living Memory	a time period that can be remembered by people who are still alive
Timeline	chronological order of when occasions occurred
Grandparent' s time	what life was like when our Grandparents were little
The Older Generation	a group of people (of a similar age) who were born before us and have different life experiences
Date order	placing events into order based on the date in which they happened
Year	a period in time which lasts 365 days
Decade	a period of 10 years
Century	a period of 100 years
Long ago	in the distant past
Changes	how something has been made to be different
Different	not the same
Similar	having a resemblance in appearance, character, or quantity, without being identical
Sources	a person, place of thing that we can learn from/about
Drawing	a picture or diagram
Remembering	being about to recall something from the past
Photographs	a pictures taken using a camera

Key Knowledge

A school was first known to have operated in the village in 1750, with a purpose-built building being used in 1827. Our current school, Stanford in the Vale Primary School was first opened in 1873, after being built under the supervision of the local architect William Penstone, following the design of George Edmund Street. The school playing field was acquired in 1960 and the school was extended in 1963. The school has since been extended further, to include more classrooms a kitchen and a hall.

When the school first opened there were only 2 classrooms. Now the school has 7 classrooms, with amazing outdoor facilities for children within Foundation and Year 1. The current Year 3 classroom, use to be the school Library. The school has always had links with The Church of England, which continues today.

Images and Diagrams





English

Fiction:

know how to tell the story of Handa's Surprise through storytelling and drama.

know that we should say out loud what we are going to write about before writing it.

Begin to know how to write short narratives.

Begin to know how to check sentences make sense.

Know how to use previously taught phonemes in writing.

Non-fiction:

Know how to write an invitation

Grammar and Punctuation:

Know how to use capital letters, full stops and finger spaces in our writing.

Know how to use capital letters for names, places, days of the week and the pronoun I

Reading:

Begin to know how to predict and infer based on what they already know and from the text.

Know how to recite some poems and rhymes by heart.

Personal, Social and Health Education

Jigsaw piece – 2- Dreams and Goals

Know how to set simple goals and discuss how to achieve them

Know who I work well with

Know how to tackle challenges and overcome obstacles when learning

Know how to celebrate when I am successful

PE

Dance

Know how to move to music. Know how to copy dance moves and perform my own dance moves.

Know how to make up a short dance. move safely in a space.

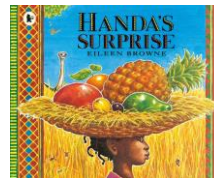
Games – ball skills – throwing and catching

Know how to throw underarm. throw and catch with both hands.

Know how to throw and kick in different ways.

Forest/Nature school

I wonder if I would have liked Stanford School a long time ago?



Launch Text: Handa's Surprise

If possible, please provide a copy of this book to support your child's learning in school

Music

Know how to find and keep a steady beat

Know how to play and clap a simple pattern

Know how to improvise using the notes F, G and A

Science

Know how to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

Know how to identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Know how to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

Know how to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Maths

Addition and subtraction within 20

Know how to add by counting on

Know how to make number bonds to 20

Know how to identify doubles and near doubles

Know how to subtract by counting back and finding the difference

Know related facts

Know how to solve worded problems

Mass and Volume

Know how to identify heavier and lighter

Measure and compare mass

Know how to identify full and empty

Measure and compare volume

Computing

Unit 1.5

Maze Explorers

Know how to explain that an algorithm is a set of instructions.

Know how to work out what is wrong when the steps are out of order in instructions.

Know how to make good guesses of what is going to happen in a program. For example, where the turtle might go.

History

Know how to sequence events in their life

Know how to sequence photographs from different time periods in their life

Know how to describe key memories

Art and Design

Observational drawing of various parts of the school using sketchbooks

Know how to take rubbings from various parts of the school to show texture.

Know how to create a collage of the school using rubbings.

know how to start to record simple media explorations in a sketch book.

Know how to experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.

Begin to know how to control the types of marks made with the range of media.

Know how to draw on different surfaces with a range of media.

Know how to investigate textures by describing, naming, rubbing, copying.

Produce an expanding range of patterns and textures.

Begin to know how to understand how colours can link to moods and feelings in art.

Religious Education

Know who is God to Muslims?

Know how important is the prophet Muhammad to Muslims?

Know how important is the Qur'an to Muslims