



Knowledge Organiser Booklet

Year 1

Autumn 1



Name		Class	
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Use your knowledge organisers to help you remember more.

1

Check it!

Write down the key words and definitions.



2

Try doing this without the help of your knowledge organiser.

3

Check your work and make any corrections using your green pen.

Link it!

Create a mind map with all the information you can remember from your knowledge organiser.



Check your knowledge organiser to see if there are any mistakes on your mind map.

Try to make connections, linking the information together.



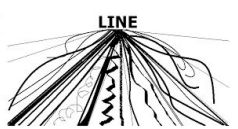







Test it!

Use your knowledge organiser to write down key facts or information onto cards.

Add pictures to help support you to remember things. Use the cards to make up questions.

Ask a friend or a member of your family to quiz you on what you remember!

This is your Year 1 Art & Design Knowledge Organiser for Autumn 1. Drawing Spirals





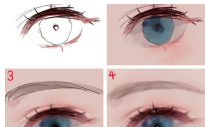
Art Themes		Tier 2	Key Vocabulary			
line	shape	observe	movement	mark-making	physical drawing	spiral
A long mark or stroke that could be straight, curved, thick, thin or any direction.	A form or outline of something.	Looking carefully and closely.	Changing from one position or posture to another.	Different marks used to make art e.g. dots, dashes, lines.	When we use our whole body to draw with.	Winding in a continuous and gradually curve.
We can make different lines using pencil, paint, charcoal and pastels.	We have drawn shapes such as squares and circles.	We can observe the world around us and carefully draw what is in front of us.	We can use different movements to create lines and shapes in our drawings.	We can use a range of mark making in our drawings.	Physical drawing allows us to use our whole arm or even our whole body to draw with.	Use hands, wrists, arms and even our whole bodies we can draw different spirals .
We will use a variety of lines to make spiral drawings.	We can make different spiral shapes .	We observe by looking very closely and focusing.	With movement we can make large drawings.	We use mark making when using different media including paint, pencil and charcoal.	We can make exciting, expressive drawings with physical drawing .	We see spirals in nature such as in snail shells .
						
How this connects with previous learning				How this connects with future learning		
In Reception, you made lines using pencils and paint.	You created drawings using shapes in Reception.	You have observed different things from nature including animals and plants.		In Year 3, you will design your own collages using different shapes and colours.	In Year 4, you will make 3D sculptural forms inspired by food.	In Year 5, you will design and construct architecture models.

To help you remember and recall key information, you can make your own notes about art and design here.

This is your Year 1 Computing Knowledge Organiser for Autumn 1. Technology Around Us







Tier 2 Vocabulary

Key Vocabulary

perspective	create	freehand tool	shape tool	line tool	technique
Perspective is how something is viewed.	When you create you make something.	A tool for drawing and painting.	A tool to input shapes.	A tool to input lines.	A technique is a way of doing something
Computers can help us to view objects from a different perspective .	In computing, we create things using a computer.	We use a freehand tool to draw or paint in the same way as a pencil or brush.	We use a shape tool to add shapes quickly without having to draw them.	We use a line tool to add lines quickly without having to draw them.	We use different techniques to create different things on a computer.
We can view things from above, below, behind or in front to get a different perspective .	We will create a piece of art using our own ideas.	We will use the freehand tool to create a part of our artwork.	We will use the shape tool to add shapes to our artwork.	We will use line tool to add lines to our artwork.	We will create artwork using the techniques of famous artists.
Looking at our digital artworks from different perspectives will make it more interesting to look at.					
How this connects with previous learning			How this connects with future learning		
In Nursery and Reception, you applied different techniques to create artworks.	In Reception, you compared the work of different artists.	In Reception, you used a drawing app to create digital artwork.	Later in Year 1, you will use a computer to create digital writing.	In Year 2, you will create digital photographs.	In Year 2, you will create digital music.

To help you remember and recall key information, you can make your own notes about **computing** here.

This is your Year 1 **Geography** Knowledge Organiser for Autumn 1. **Map It**




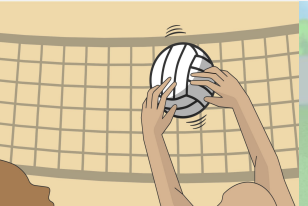



Tier 2 Vocabulary		Key Vocabulary				
locate	communicate	house	factory	shop	soil	vegetation
To find the exact place or position of something.	To share information and ideas.	A place where someone lives.	A place of work that produces items to be sold.	A place where items are bought and sold.	The top layer of the Earth's surface where plants grow.	Plants in a particular place.
You can locate the playground on a map of the school.	I communicated what I had learnt in the lesson.	I live in a house .	There is a factory near my house which makes shoes.	A supermarket is a shop which sells food.	I planted some seeds in soil in my pot.	There is lots of vegetation in the park.
Compass directions can help us to locate items.	We can communicate our favourite place to visit in the local area.	There are five houses on my street. .	My bag was made in a factory .	There are two toy shops near my house .	There are three trees growing in the soil in my garden.	They cut down all the vegetation in the garden.
I located the toy I had lost.	We can communicate how we are feeling.					
How this connects with previous learning				How this connects with future learning		
In Reception, you described your location.	In Reception, you explored the natural world around you.	In Reception, you explored the differences between places you visited.		In spring 1, you will learn about physical and human geography across England.	In summer 1, you will learn about physical geography across the United Kingdom.	In Year 2, you will learn about the continents and oceans of the world.



To help you remember and recall key information, you can make your own notes about **geography** here.

This is your Year 1 **Physical Education** Knowledge Organiser for Autumn 1. **Send and Return**








Key Vocabulary

hit	send	collect	net	throw	roll
A Hit in sports generally refers to making contact with a ball or other object with a bat, racket, or other piece of equipment.	In sports, Send refer to a player making a strong pass or throw to a teammate.	In sports, Collect can refer to a player receiving or controlling a ball or other object with their feet, hands, or equipment.	In sports, net refers to the structure that is used to divide the playing area such the net in tennis and volleyball prevent the ball or other object from leaving the playing area.	In sports, Throw means to use your hands to move a ball or other object to another player or towards a target.	In sports, roll means to move a ball or other object along the ground using your feet or hands.
In baseball, hitting is when a player uses a bat to hit a ball thrown by the pitcher.	When we send a ball to a teammate we have to use control.	In basketball, a player might need to collect a pass from a teammate in order to keep possession of the ball.	Examples include the net in soccer, volleyball.	Baseball, rounders and cricket involve throwing a ball to a batter .	Examples of sports that involve rolling include bowling, soccer, and basketball.
					
How this connects with previous learning			How this connects with future learning		
In Nursery pupils learn to: Hit objects with a variety of objects bats, rackets or other pieces of equipment.	In Reception pupils learn to: Send and receive a variety of objects with different body parts.		In Year 2 Pupils learnt to: Track the path of a ball over a net and move towards it.	In year 3 pupils learn to: Implement rules of sports such as Handball, football and hockey.	In year 4 pupils learn to: Defend and stop attacks by blocking and intercepting.

To help you remember and recall key information, you can make your own notes about physical education here.

This is your Year 1 **Physical Education** Knowledge Organiser for Autumn 1. **Hit, Catch, Run**

Key Vocabulary

base	bat	throw	catch	field	retrieve
Bases are the points you need to run to. These are marked out using cones or posts.	To hit a ball with your hand or with a bat .	To send an object through the air using your arm.	To take hold of something in motion.	To catch or pick up a ball and throw to a teammate.	To bring something back.
There can be any number of bases , but in rounders and baseball there are four - one at each corner of the pitch.	The person who is batting is called the batter . They hit balls to score points for their team.	Baseball, rounders and cricket involve throwing a ball to a batter .	Many sports involve catching a ball to help your team or score points.	The aim of fielding is to get the ball to a base so that you can get the batter out.	When fielding , the faster you retrieve a ball, the more likely you will get a player out.
					
How this connects with previous learning		How this connects with future learning			
In Nursery you learn to send and receive objects with different parts of your body.	In Reception you learnt to send and receive objects with more accuracy and work with teammates.			In Year 2 you will find different ways to score runs in a game and develop your knowledge of fielding .	In Year 2 you will also begin to play the role of wicket keeper or backstop.
				In Year 3 you will learn the rules for rounders and cricket and strategies for scoring runs.	

To help you remember and recall key information, you can make your own notes about physical education here.



This is your Year 1 Science Knowledge Organiser for Autumn 1. Everyday Materials

Scientific Enquiry



identifying & classifying

Identifying means knowing what something is and naming it. We will **identify** objects, materials and material properties.

Classifying means comparing what is the same and what is different in order to group them. We will compare properties of everyday materials and group things together if they have something in common. We will **classify** objects by material and materials by their properties.



Working Scientifically

Asking scientific questions

Planning an enquiry

Observing closely

Measuring (taking measurements)

Gathering and recording results

Presenting results

Interpreting results

material

A **material** is what something is made of. Some everyday **materials** are: **wood, paper, metal, plastic, glass, fabric, water, rock, rubber.**



object

An **object** is something that can be seen and touched. Some **objects** in the classroom are tables, chairs, pencils, water bottles, books.

This **object** is a chair. It is made from the material plastic.



property

A **property** is what a material is like. Some common properties are: **stretchy, stiff, bendy, rigid, see-through, not see-through, hard, soft.**



soft

hard



absorbent

A material is **absorbent** if it is able to soak up liquid easily.



waterproof

A material is **waterproof** if it keeps water out.



Things you learnt in previous topics

In Nursery and Reception, you learnt what is the same and different between objects in the world around you. You learnt the names of some of the materials that objects are made of such as wood and plastic.



How this connects with future learning

In Year 2, you will Identify and compare the suitability of different everyday materials, such as wood, metal, plastic, glass, brick, rock, paper and cardboard for a particular purpose like a superhero's suit. You will also find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

To help you remember and recall key information, you can make your own notes about **science** here.



At New Wave Federation, we demonstrate...

The logo for New Wave Federation is a circular emblem with a blue border. Inside the circle, there is a stylized, light blue wave graphic. The text "new wave" is written in a bold, black, sans-serif font, and "federation" is written in a bold, teal, sans-serif font, both centered within the circle.

new wave
federation

Collaboration

Creativity

Focus

Kindness

Responsibility