

Year 1 English Knowledge Organiser

Spelling	
Phoneme	A single unit of sound
Digraph	A type of grapheme where two letters represent one phoneme (sound) E.g. tree/turn
Grapheme	A letter, or combination of letters, that corresponds to a single phoneme within a word. E.g. ten
Vowels	The letters a, e, i,o,u
Consonants	The letters b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z
CVC	A word made of consonant vowel consonant E.g. cat/dad
Common Exception Words	A word which can't be phonetically decoded.
Nonsense Word	Words used to check phonic decoding skills which are not real words. E.g. Meap
Compound word	A word that contains two or more root words E.g. news + paper = newspaper

Grammar and Punctuation	
Sentences	Combining words to make sentences.
Capital letters	Used at the start of the sentence and for names and places.
Full Stop (.)	Used to mark the end of the sentence.
Question marks (?)	Used to mark the end of a question
Exclamation mark (!)	Used to mark the end of an exclamation
Prefix	Added to the start of a verb or adjective to change the meaning of the word. E.g. un + happy = unhappy
Suffix	Can be added to the end of verbs E.g. helped, helper, helping.

Reading	
Segment	Break a word into phonemes (sounds)
Blend	Put the Phonemes back together
Decoding	Breaking a word down into different phonemes to help read it.
Retrieval	Finding information from a text.
Vocabulary	Understanding the meaning of words within texts.
Inference	Making assumptions about what is happening in a text from what you already know.

Writing key concepts	
Adjective	Used before a noun to make the noun's meaning more specific E.g. The tall tree.
Noun	Words to name people, places or 'things' E.g. table, chair.
Verb	'Doing words' to name an action that someone does e.g. run, play
Singular	Used to describe one noun e.g. dog
Plural	Used to describe more than one noun e.g. dogs (uses suffix -s or -es)
Rhyme	Words which have the same end sound e.g. hat/cat
Repetition	Repeating words for effect in sentences e.g. Thud, thud, thud went the giant
Cursive	The formation of letters to allow joined handwriting



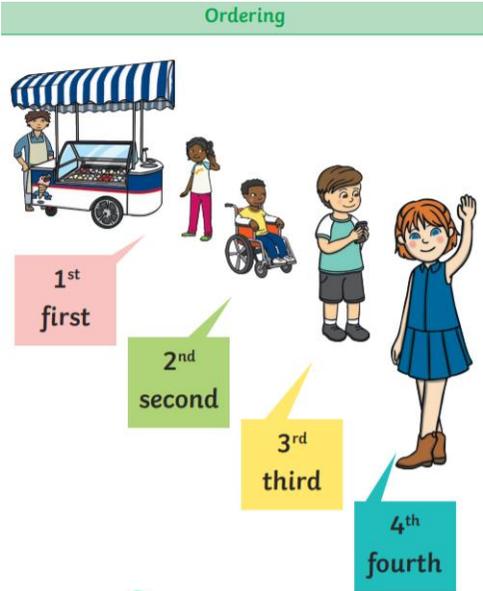
Subject: Maths
Topic: Place Value (Within 10).

Key Vocabulary

ten more than
less than equal to
number track tens
ones whole part model
compare representations
more less
order forwards
backwards

Unit overview

In this unit children will begin to look at place value of numbers up to 10. Children will be looking at how we can sort, order and represent objects and apply this to numbers up to 10. Children will also be looking at one more and one less of a given number. Some of the lessons will recap reception work due to some of the learning being missed due to lockdown.



- Learning Outcomes**
- To sort objects.
 - To count objects.
 - To represent objects.
 - To count forwards.
 - To count backwards.
 - To count one more.
 - To count one less.
 - One to one correspondence.
 - To compare objects.
 - To introduce great than, less than and equal to.
 - To compare numbers.
 - To order objects.

Books linked to topic you may wish to read:

Number and place value – Oxford Owl.
The Very Hungry Caterpillar – Eric Carle
Ten black dots – Donald Crews

One more than two is three.

One less than eight is seven.



Subject: Geography
Topic: Our local area

Unit overview

In this Our School unit, children will learn about the world, starting with their immediate environment. Children will explore their school environment using first-hand observation and experience. Children will also be following directions using a compass.

Learning Outcomes

- Where do we go to school and what is it like there?
- What is it like in our local area?
- What is special about our local area?
- Where do people live and work in our local area?
- Can I map my local area?
- What is it like in our local area?

Glossary		
1	aerial map	a map that shows us what places look like from above
2	bungalow	a house all on one level
3	caravan	a home which can be moved from one place to another
4	cottages	a small house in the countryside
5	detached house	a single house not attached to other houses
6	flat	one of a group of homes in the same building
7	houseboat	a home on a boat
8	Journey	going from somewhere to somewhere else
9	key	shows what the symbols mean
10	local area	the place around where you live and go to school
11	map	a picture that shows us where places are
12	route	the way we go to get somewhere
13	semi-detached house	a house attached to one other house
14	symbol	a picture of something you might find on a map
15	terraced house	a house attached to other houses on both sides

Maps

This is a map of a park. We can use it to help us see where things are in the park.

The key shows us what the different pictures mean. We call the pictures symbols.

This is a map →

This is a symbol

- Tree
- Sandpit
- Flowerbed
- Slide
- Climbing Frame
- Swings
- Pond
- Path

This is the key

	detached house
	caravan
	terraced house
	cottage
	bungalow
	houseboat
	semi-detached house

Local Area

You have a local area around your home and around your school. There can be many different places in your local area.

In your local area there can be houses, shops, parks, a hospital, a library, a swimming pool, schools and other places too.

What is in your local area?
Is there anything special in your local area?

Going on a Journey

When you go somewhere, you go on a journey. You can go on a journey to school, a journey to the park, a journey to see your friend or to the shop. You can go on other journeys too.

The way you go is called the route. You will see different things on your route. You might see a park, some houses or a postbox. There are other things you might see too.

Have you been on a journey?
What do you see on your route to school?

Aerial Map

This is an aerial map and it shows us where things are. Aerial maps show us what it looks like from above. It's what it would look like if we were a bird looking down from the sky.

Books linked to topic you may wish to read:

The world around us – Collins.

A school like mine – DK.

Geography a children's encyclopedia – DK.



Subject: Religious Education

Unit Name: Creation

Key Vocabulary

Creation Bible
Psalm Harvest
St. Francis of Assisi

Learning Outcomes

- To act out the story of the creation of the world.
- To sequence the story of the creation of the world.
- To know the story of St Francis of Assisi.
- To explore the harvest festival.
- To hear scripture passages which reveals God love.
- To write prayers to praise and thank God.

Unit overview

This unit will support children in developing appreciation of themselves and the world around them as part of God’s creation. It helps children be thankful and praise God for his many gifts in the world.

This unit builds on work in Nursery and Reception by learning more about God’s creation.

Bible References

Genesis 1: 2-4 – The Story of Creation.

Windows of reflection (things to think about)

- Why is God’s Creation important?
- How can you celebrate the harvest festival?
- How can we thank God for his Creation?

Prayer tasks linked to unit and tasks to complete

- To discuss and write down what we have learnt about the story of Creation.
- To draw ways that we can care and look after God’s Creation.
- To write down the reasons to why we are thankful for God’s Creation.
- To write our own prayers to thank God.



Subject: Religious Education.

Unit Name: Families and Celebrations.

Key Vocabulary

Baptism family priest
Celebration Mass
Sunday Family of God
Sign of the Cross
Our Father Church
Wedding Feast at Cana

Learning Outcomes

To recognise the symbols used in baptism.

To hear about the Church's celebration of Sunday as a special day.

To know some of the traditional prayers for year 1.

To hear and explore celebrations in the life of Jesus.

Unit overview

This unit will support children in developing knowledge of what it means to belong to, and celebrate as, a family. This unit will focus on Baptisms, Mass and The Wedding Feast at Cana as important celebrations in the life of the Church and Jesus.

Windows of reflection (things to think about)

Why are celebrations important?

Why do we celebrate with our family and friends?

Bible References

Lk. 2: 22-38 – The Presentation of Jesus in the Temple.

Jn 2: 1-11 – The Marriage Feast at Cana

Prayer tasks linked to unit and tasks to complete

To discuss and write down what we know about families and celebrations.

To draw artefacts and gestures that are used in Mass.

To write down celebrations that you share with your family.

To write down different words and actions that are used in Mass.



loving
hopeful
curious
wise
grateful
discerning
compassionate
active
truthful
intentional
eloquent
generous
faith-filled
attentive
learned
prophetic

Subject: Maths
Topic: Addition and Subtraction to 10

Key Vocabulary

number bonds add
adding on plus
more first
then now
partitioned take away
subtract minus
total equals
altogether

- Learning Outcomes**
- To look at the part whole model
 - To subtract by breaking apart.
 - To identify the addition symbol.
 - To look at fact families 8 facts.
 - To look at fact families.
 - To count backwards.
 - To look at number bonds to 10.
 - To find the difference.
 - To identify systematic number bonds.
 - To compare statements.
 - To compare number bonds.
 - To add together.
 - To add more.
 - To find a part.
 - To find how many are left.

Unit overview

In this unit the children will learn how to add and subtract numbers up to 10. Children will learn about number bonds to 10 and use their knowledge of partitioning to find the answer to a sum.

Counting on $4 + 3 = 7$

$7 - 3 = 4$ Counting back

Books linked to topic you may wish to read:

Go Set Go: Mathematics: Addition and Subtraction by Miles Kelly
Addition and subtraction ages 5-7: KS1 maths home learning
Mission Addition – Loreen Leedy
Sign up for free - <https://uk.splashlearn.com/place-value-games>

$3 + 2 = 5$ $5 = 1 + 4$



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learn
hopeful

Subject: Science

Topic: Everyday Materials

Unit overview

This unit will focus on everyday materials including wood, plastic, metal, water and rock. Children will identify and name everyday materials and will have the opportunity to explore the properties of these materials. Children will investigate which material will be best suited for a purpose based on its properties.

Learning objectives

What is a material?

Which materials are objects made from?

What are the properties of different materials?

Can materials have other properties?

Which materials should we use to make objects?

Can we use properties to group, compare and sort objects?

Glossary	
1	absorbent soaks up water
2	bendy easy to bend
3	dull does not look bright and light
4	hard not easy to bend or break
5	material something that we make things with
6	opaque you cannot see through it
7	rough is bumpy when we touch it
8	shiny looks bright and light
9	smooth not bumpy when we touch it
10	soft easy to bend or break
11	stiff cannot be stretched or moved
12	stretchy can be stretched out
13	transparent you can see through it
14	waterproof does not let water in

Materials

wood	plastic	water	fabric
metal	glass	rock	

Sorting Objects

We can sort objects into groups by looking at what materials they are made from.

wood

plastic

These objects have been sorted into ones that are made from plastic and ones that are made from wood.
Can you think of other ways we could sort these objects?

How do we describe materials?

We can describe this wood in different ways.

What are objects made from?

Objects can be made from different materials.
This teddy is made from fabric and it has eyes made from plastic.
What materials are different objects made from in your home?

Books linked to topic you may wish to read:

Everyday Materials by Peter Riley. Fundamental Science Key Stage 1: Everyday Materials by Ruth Owen.