



**Subject: Maths**

**Topic: Shape**

**Key Vocabulary**

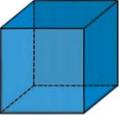
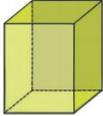
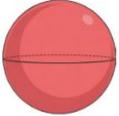
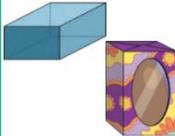
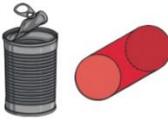
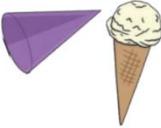
2D    dimensional  
 shape    oval  
 triangle    square    3D  
 circle    cylinder  
 cube    cuboid  
 square-based pyramid  
 sphere    patterns  
 sort    cone  
 rectangle

**Unit overview**

In this unit the children will look at 2D and 3D shapes and begin to sort them based on their properties. They will also begin to identify patterns with different shapes.

**Learning Outcomes**

- To identify 3D shapes.
- To sort 3D shapes.
- To identify 2D shapes.
- To sort 2D shapes.
- To identify patterns with 2D and 3D

3D Shapes				
cube	cuboid	sphere	cylinder	cone
				
				

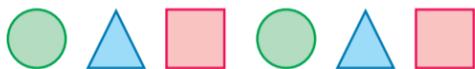
**Books linked to topic you may wish to read:**

- Book of shapes - Sarah Dyer
- Patterns - Nicola Tuxworth
- Shapes - Judith Nouvian

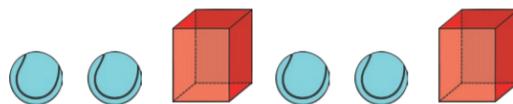
2D Shapes			
square	circle	rectangle	triangle
			
			
			

**Patterns**

A pattern follows a rule.



What shape will be next?



What shape will be next?



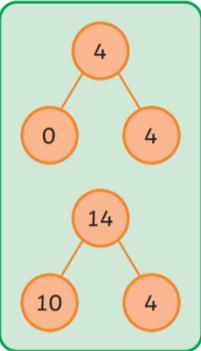
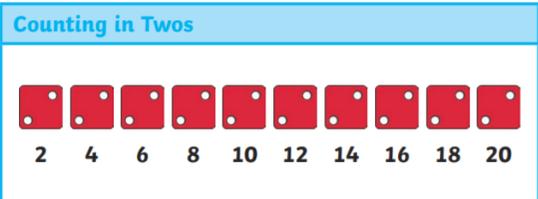
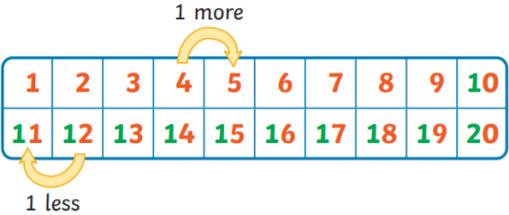
**Subject: Maths**  
**Topic: Place Value (Within 20).**

- Learning Outcomes**
- To count and write numbers to 20.
  - To look at numbers 11 to 20.
  - To look at tens and ones.
  - To count one more and one less.
  - To compare groups of objects.
  - To compare numbers.
  - To order groups of objects.
  - To order numbers.

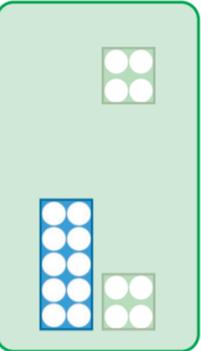
**Unit overview**

In this unit we will build upon children's prior knowledge of place value. We will consolidate our knowledge of smaller numbers before moving on to numbers within 20. Children will be ordering numbers 1 to 20 and identifying what is one more and one less. Children will explore different ways to identify and show the place value of a number.

- Key Vocabulary**
- Twenty    more than  
Less than    Equal to  
number track    tens  
ones    whole part model  
compare    more  
representations    less



Tens	Ones
Tens	Ones



4  
  
14

**Books linked to topic you may wish to read:**

Number and place value – Oxford Owl.  
The King's Commissioners - Cindy Neuschwander.  
Out for the Count: A Counting Adventure - Kathryn Cave



## Year 1 English Knowledge Organiser

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

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

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

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



**Unit Name**  
**Advent**

**Key Vocabulary**

Advent    Jesus    waiting  
preparing            celebration  
Gaudete Sunday  
Rejoice Sunday            candle  
Advent wreath

- Learning Outcomes**
- To explore what Advent is.
  - To find out what Mary and Joesph needed to prepare for Jesus’ birth.
  - To identify ways we prepare through Advent.
  - To write prayers about the special preparation they are undertaking.
  - To explore how the church celebrates major seasons of the liturgical year.

**Unit overview**

This unit will support and develop children’s understanding of Advent as a time of waiting and preparation for the celebration of the birth of Jesus and his coming again. Children develop understanding of Advent as a joyful liturgical season and allows them to participate in a special liturgy.

**Skills used**

Prayer writing            art  
Group work            reading information  
brainstorming

**Windows of reflection (things to think about)**

How do we prepare for babies? What items do we need?  
  
How does the church celebrate Advent?

**Prayer tasks linked to unit and tasks to complete**

Write prayers about the special preparation you are undertaking for Advent.

Learn and use the rejoice song for the third week of Advent.

Create your own Advent wreath.



**Subject: Religious Education.**

**Unit Name : Prayer**

**Key Vocabulary**

Prayer God praise  
thank psalm  
celebration candles  
Glory Be To The Father  
Our Father incense  
blessing holy water  
altar statue icon  
sign of the cross  
Lord hear our prayer

**Learning Outcomes**

- To explore different actions and ways that we can pray.
- To explore Jesus' prayer to Our Father.
- To use their own words for prayer.
- To hear, use and join in prayers from Scripture and Tradition.
- To practice Glory Be To The Father and Our Father.

**Unit overview**

This unit is designed to develop the children's understanding of prayer as a special way of spending time with God. In the unit the children will also explore the vocabulary, actions, places and aids associated with prayer, with particular reference to the prayer of praise and intercession. The children will also explore how Christians give praise to God in the psalms and in prayers like the "Glory Be To The Father" and the "Our Father".

**Skills used**

Prayer writing Art  
Group work Listening

**Windows of reflection (things to think about)**

Why is prayer important?  
What different prayers can you think of?

**Prayer tasks linked to unit and tasks to complete**

- Write an intercession prayer about the people you care about.
- Recite the prayers Our Father and Glory Be To The Father.
- Draw and write what objects we might use to help us pray.



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

## Subject: History

### Topic: Toys

#### Unit overview

This toys unit will teach the class about popular toys through the 19<sup>th</sup> century till the early 21<sup>st</sup> century. The children will explore their favourite toy from today before moving on to look at toys which were popular when their parents and grandparents were children. Children will also explore traditional board games, learning how to share and take turns.

#### Learning Outcomes

What different types of toys are there?

Can I describe my favourite toy?

Which toys did our parents and grandparents play with?

How do we know that some toys are from the past?

Can we put toys in chronological order?

How can we show visitors what we have found out?

#### Knowledge Organiser Toys in Time



Key Words	
batteries	something you get power from
category	a group of things with the same characteristics
characteristic	what something is like
chronological	from oldest to newest
exhibit	object displayed at a museum
future	time still to come
material	what it is made of
mechanical toy	toy with moving parts that make it move
modern (new)	from the present
museum	a building where objects are displayed
old	from the past
past	already happened
present	happening now
timeline	things arranged in time order



<b>Soft Toys</b> 	<b>Moving Toys</b> 
<b>Puzzles and Games</b> 	<b>Outdoor Toys</b> 
<b>Building &amp; Making Toys</b> 	<b>Musical Toys</b> 
<b>Old Toys</b>  Old toys are often made of wood. Old toys were mechanical or moved by hand. Old toys were often made by hand.	<b>Modern (new) Toys</b>  Modern toys are often made of plastic. Modern toys tend to use batteries. New toys are usually made by machines.

#### Books linked to topic you may wish to read:

Toys in space by Mini Grey

The Velveteen Rabbit by Margery Williams



## Subject: Science

### Topic: Seasonal Changes (Autumn and Winter)

#### Unit overview

In this unit, children will learn about the four seasons, with a focus on Winter and Autumn. Children will learn about what the word weather means and how different types of weather can be measured.

#### Learning Outcomes

What are the four seasons?

What is the weather like in autumn?

What happens to plants and animals in autumn?

What changes can we see from autumn to winter?

What is the weather like in winter?

What happens to animals in winter?

Key Words			
season	There are four seasons in a year	temperature	How hot or cold it is
autumn	The season that comes after summer	forecast	How we think the weather will be
winter	The season that comes after autumn	daylight	When there is light from the sun
spring	The season that comes after winter	night time	When there is no light from the sun
summer	The season that comes after spring	hibernate	An animal hides away for the winter
month	There are twelve months in a year	migrate	When you move to a place far away
weather	How it feels when you go outside	adapt	When you change to help you survive

Weather Forecast Symbols			
Sunny	Cloudy	Sunny/Cloudy	Raining
Snowing	Wind	Temperature	

#### Autumn



In autumn, the weather gets colder and more stormy. The leaves turn red, orange and brown and they begin to fall from the trees. Some animals migrate to warmer places and some start to stock up on food before winter. We can see berries growing on the bushes and fruit like apples are ready to eat.

#### Winter



In winter, the weather gets much colder and sometimes it can snow. Many trees have no leaves and are bare. Some animals, like hedgehogs, will hibernate for the winter. Other animals, like squirrels, will stay near their homes and eat the food they collected during the autumn. We will still see some animals, like foxes, but it is much more difficult for them to find food.

#### Weather



We can look at a weather forecast to see what the weather might be like. This helps us to plan activities and what we might need to wear. A weather forecast can be right or wrong.

We can also build our own weather stations to help us record the temperature and amount of rain each day.

#### Daylight



When we get to autumn, we have less hours of daylight and more hours of night time. In winter, we have the least hours of daylight. This means that we have sunlight for less hours. Sometimes in winter it is still dark when we wake up and getting dark when we leave school.

#### Books linked to topic you may wish to read:

Dorling Kindersley First Facts: Seasons by Marie Greenwood (2012)

Thinking About the Seasons: Autumn by Clare Collinson (2013)

Poems about Seasons by Brian Moses (2015)