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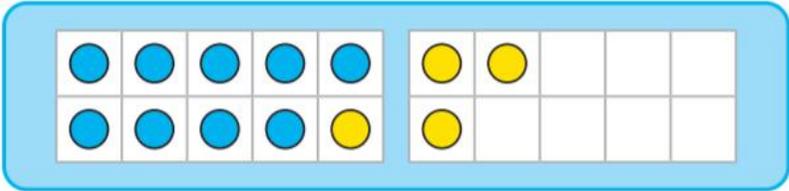
Subject: Maths
Topic: Addition and Subtraction to 20

Key Vocabulary

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

Unit overview

In this unit the children will explore numbers to 20. They will learn how to add and subtract numbers up to 20 using their knowledge of number bonds and through partitioning the numbers.



Learning Outcomes

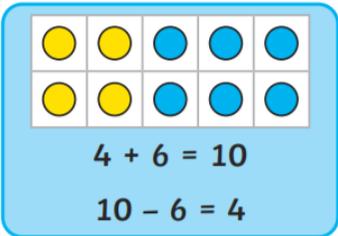
- To add by counting on.
- To find and add number bonds.
- To add by making 10.
- To subtract by not crossing 10.
- To subtract by crossing 10.
- To look at related facts.
- To compare number sentences.

I partitioned 4 into 1 and 3.
 $9 + 1 = 10$
 $10 + 3 = 13$



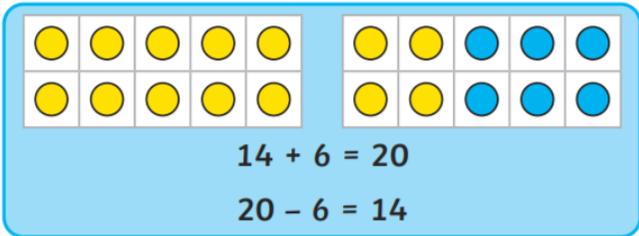
Books linked to topic you may wish to read:

Go Set Go: Mathematics: Addition and Subtraction by Miles Kelly
Addition and subtraction ages 5-7: KS1 maths home learning



$4 + 6 < 14 + 6$

$14 = 20 - 6$





Subject: R.E
Unit Name: Christmas

Key Vocabulary

Christmas	Wise Men
Annunciation	Mary
Angel Gabriel	Joseph
Nazareth	Bethlehem
Inn	stable gift

Unit overview

Within this unit, you will develop the understanding and knowledge of Christmas as a celebration of the birth of Jesus. You will also develop the understanding of the importance of the birth of Jesus through the events that happened before and after, and the impact it had on the people involved.



Windows of reflection (things to think about)

- Why do we receive gifts at Christmas?
What does it remind us of?
- How can we be like Joseph and care for others?

Learning Outcomes

- To know the story of the Annunciation.
- To know the story of the dream of Joseph.
- To be able to think of some of the ways Joseph cared for Mary.
- To know and retell the story of Jesus' birth at Bethlehem.
- To be able to compare and contrast the birth of Jesus with the birth of a baby today.

Bible References

Luke. 1: 26-38 – The Story of the Annunciation.
 Mathew. 2: 13-15 – The Dream of Joseph.
 Luke. 2: 1-2- - The Birth of Jesus.
 Mathew. 1:18-25.

Prayer tasks linked to unit

- Draw and decorate the words to Hail Mary.
- To write some of the reasons we thank and praise God.
- To write prayers for Mothers who are expecting a baby.
- To find and learn some songs about Mary and the Angel Gabriel.



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Subject: R.E

Unit Name: Jesus: Teacher and Healer.

Unit overview

Within this unit, you will develop the understanding and knowledge of the person of Jesus and his ministry as a teacher and healer. You will also develop understanding of what Jesus' ministry reveals to us about God, how the Church continues that ministry today in various ways and how Catholics are called to follow the example of Jesus in their lives.



Key Vocabulary

Jesus God teacher miracle
Parables Good Samaritan
Prodigal Son The Lost Sheep
Jairus' Daughter healing
Feeding of the Five Thousand
The Healing of the Blind Man

Learning Outcomes

- To know the meaning of the word 'Parable'.
- To know the Parable of the Good Samaritan.
- To know the Parable of the Prodigal Son.
- To know the Parable of the Lost Sheep.
- To know the story of Jairus' daughter.
- To know the Miracle of the Feeding the Five Thousand.
- To know the Miracle of the Healing of the Blind Man.

Windows of reflection (things to think about)

-How in everyday life can we follow the teachings of Jesus?

Prayer tasks linked to unit

- Discuss and think about what each Parable or Miracle has taught you.
- To write some of the ways we can act and be like Jesus.
- To write prayers for those who are sick and those who care for them.

Bible References

Mathew. 22: 34-40 – Jesus Teaches About the Greatest Commandment.
Mark 12: 28-34.
Luke. 10: 25-37 – The Parable of the Good Samaritan.
Luke 15: 11-32 – The Parable of the Prodigal Son.
Luke. 15: 1-10 – The Parable of the Lost Sheep.
Mathew. 9: 18-26 – The Healing of Jairus' Daughter.
Mathew. 14: 13- 21 - The Miracle of the Feeding of the Five Thousand
Mathew. 20: 29-34 - The Healing of the Blind Man.



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Subject: Maths

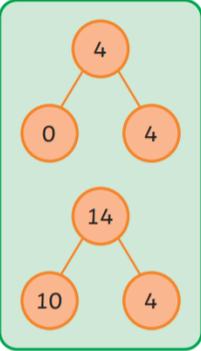
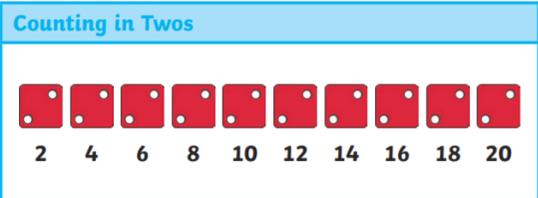
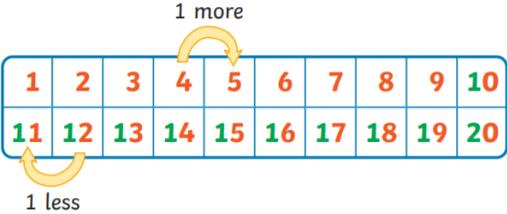
Topic: Place Value (Within 20).

- ### 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.

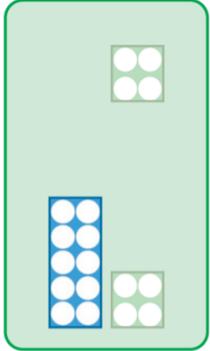
Unit overview

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

least smallest

most greatest

smallest → greatest

A ✓ B ✓ C

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





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Subject: History

Topic: Transport and travel

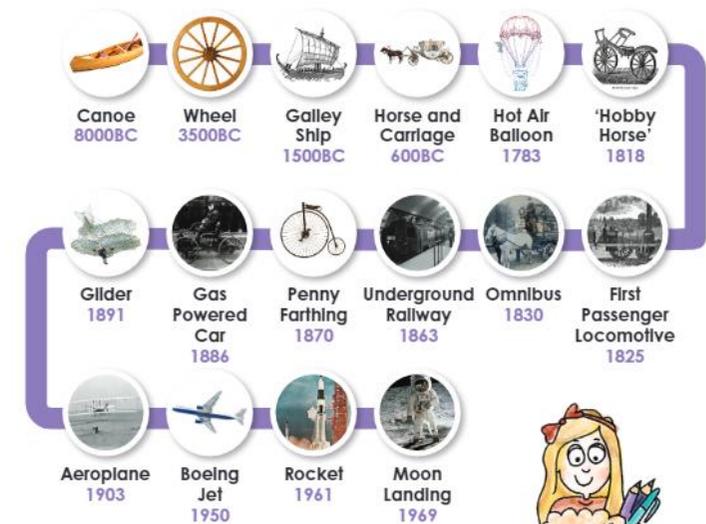
Learning Outcomes

- How do we travel around today?
- What transport did people use in the past?
- How have boats changed over time?
- How have cars changed since they were first invented?
- What is it like to travel by bus today and what was it like in the past?
- How have bicycles changed since they were first invented?
- How were the first trains different from trains today?
- Why were underground railways built?
- How has air travel changed over time?
- How have humans travelled in space?

Unit overview

In this unit, children are taught to explore how people used travel in the past and find out about significant events such as the Wright brothers and the first space flight in 1961. They will compare and contrast old modes of transportation with how we travel today and understand how technology has changed transport. Finally, children will predict what the future might look like.

Key Words	
carriage	a part of a train that carries passengers
congestion	lots of traffic
engine	a machine with moving parts that powers something
glider	an aircraft without an engine
Journey	travelling from one place to another
locomotive	the first steam trains
mode	a type of (e.g. a type of transport)
omnibus	the first buses, meaning 'for all'
passengers	people who travel on a vehicle
petrol	liquid fuel for cars
propellers	blades that spin round on boats and planes
steam powered	gets power from the heat of steam
transport	to take people or goods from one place to another
underground	railway below the floor
vehicle	a thing used for transporting people or goods
wind powered	gets power from the wind



Significant People			
George Stephenson	The Wright Brothers	Yuri Gagarin	Neil Armstrong
Invented the first passenger locomotive.	Invented the first aeroplane.	Russian astronaut who was the first to fly in space.	The first astronaut to land on the moon.

Significant People			
Amelia Earhart	Katherine Johnson	Hedy Lamarr	Garrett Augustus Morgan
First female pilot to fly solo across the Atlantic Ocean.	NASA mathematician and "human computer."	Invented technology for GPS, wifi and bluetooth.	Invented the traffic light signal.



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Subject: Science
Topic: The Amazing Animals

- Learning Outcomes**
- Can we name and describe a variety of animals?
 - Can we group animals into categories according to their characteristics?
 - What do mammals have in common?
 - How are reptiles and amphibians different?
 - Can we identify a range of birds?
 - Can we compare a variety of common fish?
 - Can we compare and contrast animals from different categories?
 - What do animals eat?
 - Why is it a big responsibility to own a pet?
 - What are the basic parts and functions of the human body?

Unit overview

This unit will extend children’s knowledge further about the five vertebrate animal groups, amphibians, birds, fish, mammals and reptiles. The children will compare and contrast different animal groups. They will investigate the importance and responsibility of having a pet.

All living things:

eat	grow	breathe	reproduce	move	get rid of waste	react
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herbivores	omnivores	carnivores
eat plants	eat animals and plants	eat meat
elephant, deer, rabbit, cow, sheep	hedgehog, human being, badger, hen	shark, lion, crocodile, eagle, fox

The 5 Senses

sight	hearing
smell	taste
touch	

Key Words

cold blooded	animals that can become hotter and colder	gills	body part used to breathe underwater
lungs	body part used to breathe air	reproduce	to have babies
skeleton	bones that support the body	skin	outer covering of the body
vertebrate	an animal that has a backbone or spine	warm blooded	animals with body temperatures that usually stay the same

amphibians	cold blooded animals that live in water and on land. They lay eggs in water and are born with gills to breathe underwater. Amphibians have soft skin	
birds	birds are warm blooded. They have feathers, wings and a beak. Birds lay eggs. Most birds can fly	
fish	fish have gills to breathe underwater. Most fish are cold blooded and lay eggs. They have scales to protect their bodies and fins to help them swim	
mammals	warm blooded animals with fur or hair. They give birth to live young and feed their young with their milk. Humans are mammals	
reptiles	cold blooded animals that live in water and on land. They lay eggs on land and have lungs to breathe air. Reptiles have dry, scaly skin	

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