

Year 1 Knowledge Organisers Autumn Term 1

Design and Technology

Key Skills

Year 1 - Drawing

Create

Plan

Apply



Develop

Explore

Geometric	Mathematical shapes with straight lines, angles and point
Horizontal	Flat or level with the ground and not at an angle to it
Irregular	When shapes or lines are not formed of the same sizes
Line	A mark on a surface can be different lengths, widths and create shapes
Mark-making	The creation of different lines, patterns and shapes
Observation	To look at something carefully
Regular	A consistent size or pattern
Texture	A surface quality that is not flat
Vertical	Pointing straight up at a 90 degree angle from a horizontal base

Artists

Bridget Riley Zaria Forman

Renata Bernal

Wassily Kandinsky Ilya Bolotowsky

Different types of lines

Horizontal Vertical Diagonal Wavy Cross-hatched Broken

Different materials and their marks

Biro
 Pencil
 Felt pen
 Soft pastel
 Oil pastel
 Crayon
 Charcoal

Mark-making
How would you make these marks?

Computing

Subject Skills

Problem solve

Responsible

Digitally literate

Purposeful

Sequence



Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 1.2 Grouping and Sorting

Key Learning

- To sort items using a range of criteria.
- To sort items on the computer using the 'Grouping' activities in Purple Mash.

Key Resources



Key Questions

In what ways can we sort objects?

We can sort objects by different criteria. These include the size of the objects, the colour of the objects or the number of sides the object has. The criteria will depend on the type of objects being sorted.

Key Vocabulary

Sort

Put things together by features they have in common.

Criteria

A way in which something is judged.

Subject Skills

Problem solve

Responsible

Digitally literate

Purposeful

Sequence



Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 1.1

Online Safety and Exploring Purple Mash

Key Learning

- To log in safely.
- To learn how to find saved work in the Online Work area and find teacher comments.
- To learn how to search Purple Mash to find resources.
- To become familiar with the icons and types of resources available in the Topics section.
- To start to add pictures and text to work.
- To explore the Tools and Games section of Purple Mash.
- To learn how to open, save and print.
- To understand the importance of logging out.

Key Resources



Key Vocabulary

Log in

Using a username and password to access a system.

Username

A name that is used by a person to access an online site.

Password

A series of letters, numbers and special characters that is entered after the username to access an online site. In Purple Mash, this can also be a series of pictures.

Avatar

A digital picture to represent someone.

My Work

The place on Purple Mash where your work is stored. Only you and your teachers can access this.

Topics

The area on Purple Mash that contains ready-made resources.

Log out

Leaving a computer system.

Notification

A system that lets you know if you have something to look at. On Purple Mash this is shown by a bell.

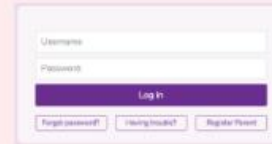
Tools

The area on Purple Mash with the different learning apps.

Save

Store your work as you create something so it can be accessed later.

Key Images



Log in Screen



Avatar



Save your work



Tools

Tools section of Purple Mash



Topics

Topic section of Purple Mash



This picture shows you if you have any notifications



The area of Purple Mash where your work is stored

Key Questions

What is a password and why should we keep them safe?

A password is a secret word or phrase that allows a user to access a website. Passwords are like toothbrushes in that they should not be shared with anyone else.

What is a digital avatar?

In Purple Mash, an avatar is a picture you create in the software to represent you. It is safer to use an avatar on the internet than have a picture of yourself.

Where is my work stored on Purple Mash?

In Purple Mash, most of the work you save will be saved in the My Work section of Purple Mash. The only person that can see this work is the teacher and you.

History

Key Skills

Ask Questions

Develop

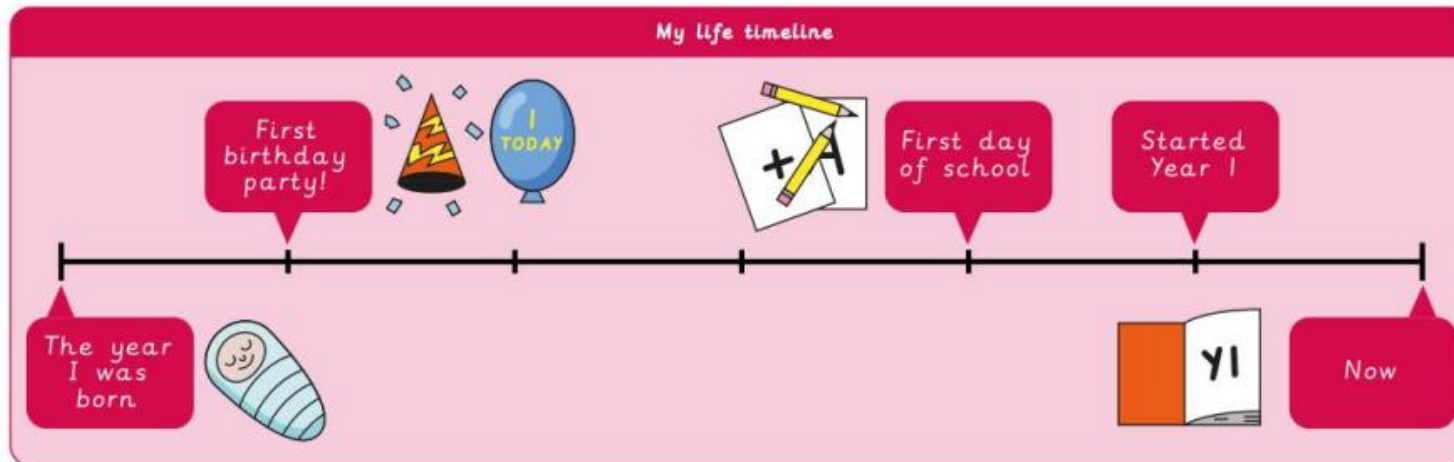
Investigate

Explore

Identify

Compare & Contrast

Year 1 - How am I making history?



Music

Subject Skills

Listen

Perform

Create

Explore

Sing

Compose

Produce

Improve



Knowledge Organiser – Hey You! – Year 1, Unit 1

1 – Listening: Hey You!

Find the pulse as you are listening to the music: Can you dance, get funky or find the groove?

Instruments/voices you can hear: Male vocal, bass guitar, drums, decks. Can you recognise any of these instruments in the other songs?



2 – Musical Activities

Find the pulse!

- March in time with the pulse
- Be an animal that finds the pulse

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm

Singing

- Rap and sing Hey You! in groups
- Have fun!

Playing instruments using one or two notes – C or C + G. *Which part did you play?*

Improvise using the notes C + G:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

Which notes did you use?

3 – Perform & Share

A class performance of Hey You! – with rapping, singing and playing. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Have a think...

What did you like doing best?

Singing?



Rapping?



Playing?



Dancing?



Improvising?



Composing?



Listening?










Words you need to know: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform

PSHE

Key Skills

Discuss · Empathise · Listen to others · Sensitive · Brave · Accepting · Understanding · Share thoughts and ideas · Respect · Honesty

Being Me in My World		
THREE KEY QUESTIONS		
Should we have consequences for people who choose not to be kind, or to listen, or make it hard for others to learn?	How do we stay safe in school?	What rights do we have in school?
VOCABULARY	JIGSAW LESSON RESOURCES	LESSON RULES
<p>Safe Not in danger or in harm.</p> <p>Belonging To feel happy or comfortable</p> <p>Rights Is morally correct or honourable.</p> <p>Responsibilities Something you are expected to do.</p> <p>Rewards Something that is given in return for good.</p> <p>Consequences A result of an unwanted or unpleasant act.</p>	 <p>Jigsaw 'Jerrie Cat' is used in our PSHE lessons. When he shows his paws, we 'pause' to reflect.</p> <p>'Jigsaw Jack' is one of the Jiggies (Jigsaw pieces) who belongs to Year 1. Jack attends to all our PSHE lessons.</p>  <p>Hello I'm Jigsaw Jack</p>  <p>The Jigsaw chime – brings mindfulness to our lessons.</p>	 <p>The Jigsaw Charter</p> <ul style="list-style-type: none"> We take turns to speak We use kind and positive words We listen to each other We have the right to pass We only use names when giving compliments or when being positive We respect each other's privacy (confidentiality)
 Be Kind  Be Safe  Be Responsible		
LEARN HOW TO		
Explain why my class is a happy and safe place to learn.	Give different examples where I or others make my class happy and safe.	

Science

Key Skills

Explain

Investigate

Observe

Predict

Evaluate

Classify

Question

KSI Science - Seasonal changes



Summer has the **most** daylight hours.



Winter has the **fewest** daylight hours.

- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

spring				summer		
March	April	May		June	July	
autumn				winter		
September	October			December	January	
November				February		