Year 1 Knowledge Organisers

Spring 1
Knowledge Organisers in SRS

Dear Parents/Guardians,

We are currently in the process of reviewing the content of our curriculum to ensure there is a much greater emphasis on the ‘sticky knowledge’ (knowledge that we want children to remember) that children need in order to not only truly understand concepts, but also to enable them to apply the knowledge, offer informed explanations, make links and spot patterns.

We have looked at each subject and identified the essential knowledge that we feel the children need to know. Following this we have produced ‘Knowledge Organisers’ which are ‘go-to’ documents outlining the essential knowledge that teachers will be covering across a unit of work; including dates, key vocabulary, definitions, diagrams and other key information.

These ‘Knowledge Organisers’ will be shared with pupils and parents with the aim that everyone knows exactly what is being taught, and what the children need to learn.

Attached to this letter is the ‘Knowledge Organiser’ for the Spring 1 scheme of work for Topic, Maths and Science which the Year 1 pupils are covering this term. If you are a parent of a child in Year 1, please feel free to use these as reference guides for what your child is learning, and as an opportunity to discuss the facts about the topics and how much they have learned. They can also be used to see if they are able to start making links or offer explanations about the world around them.

We will continue to develop the use of Knowledge Organisers and the plan is to produce them for all of our subjects (2 per term). We welcome your views and any suggestions you may have on this initiative.

Kind Regards,
The Year 1 Team
Knowledge Organisers in SRS

First, dear parents,

We are currently reviewing our curriculum to ensure a greater focus on "Deeper Knowledge" (the knowledge we want children to remember, which they need not just to understand concepts truly, but also to enable them to apply knowledge, make sense and create connections and patterns).

We have reviewed each topic and determined the basic knowledge we believe children need to know.

We have published "Knowledge Organisers," which are concise documents that outline the basic knowledge that teachers will cover through the unit; including dates, key terms, definitions, graphs, and other basic information.

These Knowledge Organisers will be shared with students and parents to ensure that everyone is aware of what is being taught and what children need to learn.

Attached to this message are the Knowledge Organisers for the spring term topics of "Mathematics" and "Science" for the first grade of this term.

If your child is in the first grade, do not hesitate to use these as a reference for what your child is learning, and as an opportunity to discuss facts about the topics and what they have learned.

They can also be used to assess if they can start creating connections or making sense of the world around them.

We will continue to develop the use of Knowledge Organisers and the plan is to produce Knowledge Organisers for all curricular materials (2 per term).

We welcome your opinions and any suggestions you may have about this initiative.

With the utmost respect,

ورداء الأمور الأعزاء،

نحن الآن بصدد مراجعة محتوى مناهجنا الدراسية للتأكد من وجود تركيز أكبر على "المعرفة اللاصقة" (المعرفة التي نريد أن يتذكرونها الأطفال) والتي يحتاجها الأطفال ليس فقط لفهم المفاهيم حقاً، ولكن أيضًا لتمكينهم من تطبيق المعرفة وتقديم تفسيرات مستنيرة وإنشاء روابط وأنماط موضعية.

لقد بحثنا في كل موضوع وحددنا المعرفة الأساسية التي نشعر أن الأطفال بحاجة إلى معرفتها. بعد ذلك، أصدرنا "منظمات المعرفة" وهي عبارة عن مستندات "مختصرة" توضح المعرفة الأساسية التي سيغطيها المعلموون عبر وحدة العمل؛ بما في ذلك التواريخ والمفردات الرئيسية، والتعريف، والرسوم البيانية وغيرها من المعلومات الأساسية.

سيتم مشاركة "منظمات المعرفة" مع التلاميذ وأولياء الأمور بهدف أن يعرف الجميع بالضبط ما يتم تدريسه وما يحتاج الأطفال إلى تعلمه.

مرفق بهذه الرسالة "منظمات المعرفة" لمخطط العمل لفصل الربيع لموضوعي "الرياضيات" و "العلوم" الذي يغطيه تلاميذ الصف الأول من هذا المصطلح، إذا كان طفلك في السنة الأولى، فلا تتردد في استخدام هذه كدليل مرجعي لما يتعلمه طفلك، وقلص فترة لمناقشة الحقائق المتعلقة بالمواضيع وكم تعلموه. يمكنك أيضًا استخدامها لمعرفة ما إذا كان بإمكانيهم بدء إنشاء روابط أو تقديم توضيحات حول العالم من حولهم.

سوف نستمر في تطوير استخدام منظمات المعرفة والخطة هي الانتاج لجميع المواد الدراسية (2 لكل فصل). نرحب بأرائكم وأي اقتراحات قد تكون لدينا بشأن هذه المبادرة.

تفضل بقبول فائق الاحترام،
Top Tips on how to use your Knowledge Organisers to help you learn!

Look
I look at the word I want to learn and its meaning.

Say
I say that word in my head or out loud.

Cover
I cover the meaning of the word I’m learning.

Write
I write the word down or even try it in a sentence.

Check
I check the spelling and the meaning of the word to see if I’m correct.

Flash cards
Use small pieces of card to write or draw your information or words. Write the answers or definition on the back. Ask a parent, friend to test you or even test yourself by reading and looking at your cards.

Get out your knowledge organiser when completing your homework. The key words and information will help you! Check out the homework website:

http://homeworkyearone.weebly.com/

For videos, tips and flash card templates, please scan me.
Our topic this half term is ‘On the Move…’
We will be teaching this in our weekly topic lessons. This is a history topic.
The children will be learning and talking about how transport has changed over time. We want the children to understand that we have inventors in the world that have helped us develop transportation and this has affected the way we travel.
# Year 1 Knowledge Organiser – On the Move

## Key Vocabulary

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Past</strong></td>
<td>Something that happened in the past or was made in the past/a long time ago.</td>
</tr>
<tr>
<td><strong>Present</strong></td>
<td>Something that is happening now.</td>
</tr>
<tr>
<td><strong>Future</strong></td>
<td>Something that has not yet happened.</td>
</tr>
<tr>
<td><strong>New</strong></td>
<td>Something that has recently happened or has been recently made.</td>
</tr>
<tr>
<td><strong>Old</strong></td>
<td>Something from the past.</td>
</tr>
<tr>
<td><strong>Vehicle</strong></td>
<td>A thing used for transporting people or things. Car, train, truck</td>
</tr>
<tr>
<td><strong>Transport</strong></td>
<td>How we move from one place to another. By air, foot, road, rail, and sea.</td>
</tr>
<tr>
<td><strong>Inventor</strong></td>
<td>Someone who is the first to think of or make something</td>
</tr>
</tbody>
</table>

## Sticky Knowledge

- Old cars look different from the cars we have now.
- Cars and other vehicles will continue to change for the future.
- Carl Benz invented the first vehicle that had an engine.
- In 1903 the Wright brothers invented the very first airplane.
- There are many different ways to travel around the world. Airplane, train, ship.
- Transport in Dubai has changed over time and will continue to change for the future.
Maths Knowledge Organiser

Spring 1
Year 1 Knowledge Organiser – Numbers to 40

Concrete Resources

Key Vocabulary

place value  The worth of each digit in a number

compare  To examine the difference between numbers

greater than  More than

fewer than  Less than

order  To place numbers in sequence; forwards and backwards.

Ordering Numbers

Skip Counting

I can count in 2s

I can count in 10s

Place Value

<table>
<thead>
<tr>
<th>Roll It</th>
<th>Make It</th>
<th>Expand It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tens</td>
<td>Ones</td>
<td>Tens</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>30 + 7 = 37</td>
</tr>
</tbody>
</table>
Year 1 Knowledge Organiser – Mass

### Key Vocabulary

<table>
<thead>
<tr>
<th><strong>mass</strong></th>
<th>The measure of how heavy something is.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>measure</strong></td>
<td>To find the size or amount using objects or measuring tools.</td>
</tr>
<tr>
<td><strong>estimate</strong></td>
<td>To roughly guess.</td>
</tr>
<tr>
<td><strong>heavy</strong></td>
<td>When something weighs more.</td>
</tr>
<tr>
<td><strong>light</strong></td>
<td>When something weighs less.</td>
</tr>
</tbody>
</table>

### Heavy or Light

- **Heavy or Light**
  - Heavy: When something weighs more.
  - Light: When something weighs less.

### Challenge

How many cubes does Teddy weigh the same as?

### Comparing Mass

- The apple is **heavier than** the cube.
- The cube is **lighter than** the apple.

### Resources to Measure Mass

- 1 can be used to mean 1 unit.
Year 1 Knowledge Organiser – Volume & Capacity

**Full, Half Full or Empty**

- **A**
- **B**
- **C**

**Key Vocabulary**

- **volume**: The measure of how heavy something is.
- **capacity**: To find the size or amount using objects or measuring tools.
- **full**: A container holding as much as possible.
- **half full**: A container holding or containing half of what it can fully.
- **empty**: When a container is holding nothing.

**Challenge**

- The tallest glass holds the most water.
  - Is this True or False?
  - Explain.

**Comparing Volume & Capacity**

- What other kinds of containers can you think of?

- The amount of water in Beaker A is more than the amount of water in Beaker C.
- The amount of water in Beaker C is less than the amount of water in Beaker A.
**Word Problems**

There are 6 sandwiches in each box. How many sandwiches are there in these 3 boxes?

**Key Vocabulary**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>equal</td>
<td>Being the same in number or amount.</td>
</tr>
<tr>
<td>rows</td>
<td>A number of things in a straight line.</td>
</tr>
<tr>
<td>groups</td>
<td>A number of things together.</td>
</tr>
<tr>
<td>doubling</td>
<td>Making twice as much.</td>
</tr>
<tr>
<td>multiplication</td>
<td>A number or amount added to itself again and again.</td>
</tr>
</tbody>
</table>

**Doubles**

<table>
<thead>
<tr>
<th>Doubles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1+1=7+7=</td>
</tr>
<tr>
<td>2+2=8+8=</td>
</tr>
<tr>
<td>3+3=9+9=</td>
</tr>
<tr>
<td>4+4=10+10=</td>
</tr>
<tr>
<td>5+5=11+11=</td>
</tr>
<tr>
<td>6+6=12+12=</td>
</tr>
</tbody>
</table>

**Making Equal Groups**

Each plate has 4 cookies. These are equal groups.

**Making Equal Rows**

There are 10 toy soldiers in one row. 2 tens = 20. There are 20 toy soldiers altogether.
Year 1 Knowledge Organiser – Division

Word Problems
Put 12 cherries on 3 slices of cake. How many cherries are there on each slice?

Key Vocabulary
<table>
<thead>
<tr>
<th>share</th>
<th>To give equal parts to another.</th>
</tr>
</thead>
<tbody>
<tr>
<td>divide</td>
<td>To separate into parts.</td>
</tr>
<tr>
<td>half</td>
<td>One of two equal parts or amounts.</td>
</tr>
</tbody>
</table>

Halving
If double 5 is 10, then half of 10 is 5!

Grouping Equally
This is how we group equally.

Sharing Equally
Ravi has 18 pencils. He pouts 6 in each box. How many boxes does Ravi need?
Science Knowledge Organiser

Spring 1
Key Vocabulary

**Material**
A material is what the object is made from e.g. a table is made from wood.

**Wood**
Wood is hard and strong.

**Metal**
Metal is strong and shiny.

**Glass**
Glass is hard and clear (or transparent).

**Plastic**
Plastic can be rigid or bendy.

**Waterproof**
Something that keeps water out.

**Bendy**
A material that can be moved to change shape.

**Rigid**
It is stiff and does not bend.

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**Sticky Knowledge**

- There are lots of different everyday materials.
- Paper, wood, plastic, glass and metal are different everyday materials.
- An object is a thing made from different materials e.g. table, cup, book or jumper.
- A material is what the object is made from e.g. a table is made from wood.
- Materials are all different. They can be bendy, rigid, shiny, soft, hard or waterproof.

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**Examples of Materials**

- Plastic is a waterproof material
  - umbrella
  - water bottle
- Wood is a strong material
  - bridge
  - table
  - chair
PE Knowledge Organiser

Spring 1
# Year 1 Knowledge Organiser – Games

## Key Vocabulary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space</td>
<td>When you are not near another person in a game</td>
</tr>
<tr>
<td>Goal</td>
<td>When you get a ball into a net and receive a point</td>
</tr>
<tr>
<td>mark</td>
<td>When you keen near a player on another team</td>
</tr>
<tr>
<td>Pass</td>
<td>When you throw, or kick a ball or object to another person</td>
</tr>
<tr>
<td>Change direction</td>
<td>When you move quickly and change the way (direction) that you are going</td>
</tr>
<tr>
<td>Points</td>
<td>How you record when a goal is scored</td>
</tr>
<tr>
<td>Rules</td>
<td>Things your allowed to do and not do in a game</td>
</tr>
</tbody>
</table>

## Sticky Knowledge

- During a game I have to look around to see what other players are doing.
- It’s important to talk with my team mates so they know what I’m doing.
- I change direction quickly to loose a person who is following me.
- Finding a space is important when playing games.
- There are rules to games and I need to follow them.

## Did you know?

- **Novak Djokovic** is the current world number one in tennis.

- Football is one of the most popular sports which is played throughout the world. It was invented in China.

- The heart is about the size of your fist.
### Year 1 Swimming - Beginners

#### Key Vocabulary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bubbles</td>
<td>When you blow on top of the water you make bubbles</td>
</tr>
<tr>
<td>Changing room</td>
<td>The space where we get changed</td>
</tr>
<tr>
<td>Rules</td>
<td>Instructions to keep us safe</td>
</tr>
<tr>
<td>Lifeguard</td>
<td>The person in charge of keeping you safe in water</td>
</tr>
<tr>
<td>Shower</td>
<td>Where we wash before and after swimming</td>
</tr>
<tr>
<td>Deep end</td>
<td>Where you can’t touch the floor with your feet</td>
</tr>
<tr>
<td>Shallow end</td>
<td>Where you can touch the pool floor with your feet</td>
</tr>
</tbody>
</table>

#### Sticky Knowledge

- I use the wall to get in and out of the pool safely.
- A lifeguard is there to keep me safe.
- If my face is in the water I can blow bubbles.
- I always walk by the pool to keep myself safe.
- I must shower before I get in the pool and when I get out.

#### Safety

- The biggest pool is the size of 7 football fields.
- Swimming uses every muscle in your body.
- The oldest swimming competitor is 100 years old.
# Year 1 Swimming Improvers

## Key Vocabulary

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noodle</td>
<td>A long float to help us swim</td>
</tr>
<tr>
<td>Travel</td>
<td>Moving in the water</td>
</tr>
<tr>
<td>Starfish</td>
<td>Floating on your back with arms and legs stretched out</td>
</tr>
<tr>
<td>Instructions</td>
<td>Directions to help us learn to swim</td>
</tr>
<tr>
<td>Scoop the water</td>
<td>Where you pull the water with your hands</td>
</tr>
<tr>
<td>Shallow water</td>
<td>The part of the pool that you can stand up in</td>
</tr>
<tr>
<td>Equipment</td>
<td>The objects we have to help us in the swimming pool</td>
</tr>
<tr>
<td>Kickboard</td>
<td>A float we hold in our hands</td>
</tr>
</tbody>
</table>

## Sticky Knowledge

- Noodles and kick boards help me float in the water.
- You can swim on your front and back.
- Floating on your back with your arms and legs stretched out is called a starfish.
- Scooping water helps you move forward.
- Kicking my legs helps me to move (travel).
- I never get in the pool unless there is a lifeguard on duty.

## Did you know?

- The biggest pool is the size of 7 football fields.
- Swimming uses every muscle in your body.
- The oldest swimming competitor is 100 years old.
### Year 1 Swimming - Advanced

#### Key Vocabulary

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Log rotation</td>
<td>Floating on your back and rolling onto your front</td>
</tr>
<tr>
<td>Front crawl</td>
<td>Swimming on your front with your arms coming over</td>
</tr>
<tr>
<td>Bubbles (rhythmically)</td>
<td>Blowing bubble with knows and mouth in the water</td>
</tr>
<tr>
<td>Push</td>
<td>Using a force to make yourself move</td>
</tr>
<tr>
<td>Submerge</td>
<td>When you go under water</td>
</tr>
<tr>
<td>Water safety</td>
<td>Rules and instructions to keep us safe</td>
</tr>
<tr>
<td>Pill buoy</td>
<td>A float that goes between your legs to help you kick</td>
</tr>
<tr>
<td>Leg kick</td>
<td>When you kick your legs to help you move (travel)</td>
</tr>
</tbody>
</table>

#### Safety

- **NO RUNNING**
- **NO BOMB DIVING**
- **NO DIVING**

#### Sticky Knowledge

- Three arm strokes and a breath is used in front crawl.
- If I get in trouble I will float on my back.
- Three whistles means exit the pool quickly and safely.
- If I push off the side I move (travel) faster.
- A pull buoy helps me keep my legs straight to help improve my leg kick.
- There are two different types of leg kicks one is a frog kick the other a scissor kick.

#### Did you know?

- The biggest pool is the size of 7 football fields.
- Swimming uses every muscle in your body.
- The oldest swimming competitor is 100 years old.