

Year 1 Science – Animals - Knowledge Organiser Golden Thread: Sustainability and Stewardship

Objectives and Sticky Knowledge

Previous Knowledge Recap:

- *Explore the natural world around them; making observations and drawing pictures of animals and plants.
- *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Land Objectives and Sticky Knowledge:

<p>Know how to classify a range of animals by amphibian, reptile, mammal, fish and bird.</p>	<p>Know and classify animals by what they eat – carnivore, omnivore, herbivore.</p>
<p>-To name accurately a wide variety of animals and their observable features</p> <p>-To name a variety of common animals including fish, amphibians, reptile, birds and mammals.</p> <p>- To sort correctly a variety of animals into the correct classification</p>	<p>-Carnivores eat meat, herbivores eat plants and omnivores eat a variety of food.</p> <p>-To name and identify animals that are carnivores, herbivores and omnivores</p>

Links with ‘Sustainability & Stewardship’ Golden Thread:

- Looking after all the animals
- Animal charities
- Looking at David Attenborough and the preservation work he does

Links with CST:

- Common good – thinking of everyone
- Human dignity – everyone is special
- Solidarity – showing we care

Links with CKA Values Crown:

- Love, respect, compassion, hope, service, justice

Year 1 Science – Animals - Knowledge Organiser Golden Thread: Sustainability and Stewardship

Mammals



human



mouse



dog



cow

Mammals:

- Have fur or hair.
- Are vertebrates (have a backbone).
- Feed their young with their milk.
- Give birth to live young.
- Warm-blooded and can regulate their temperature.

Birds



penguin



chicken



flamingo



robin

Birds:

- Have feather, wings and a beak.
- Warm-blooded and can regulate their temperature.
- Lay eggs.
- Are vertebrates (have a backbone).

Reptiles



snake



tortoise



lizard



alligator

Reptiles:

- Have dry, scaly skin.
- Are cold-blooded.
- Are vertebrates (have a backbone).
- Most lay eggs.

Amphibians



frog



toad



newt



salamander

Amphibians:

- Live in the water as babies and on land as they grow older.
- Are vertebrates (have a backbone).
- Lay eggs in the water.
- Are cold-blooded.
- Have smooth, slimy skin.

Fish



goldfish



tuna



shark



eel

Fish:

- Live their whole life in water.
- Are vertebrates (have a backbone).
- Lay eggs in the water.
- Breathe through gills.

Carnivores =
animals that
eat meat

Herbivores =
animals that
eat plants

Omnivores =
animals that
eat both meat
and plants

Key Vocabulary:

- Herbivore
- Omnivore
- Carnivore
- Fish
- Amphibians
- Reptiles
- Birds
- Mammals
- Pets
- Group
- Classify

Sky objectives:

1. Ask questions about the wider world.
2. Perform a simple test and describe what happens.
3. Describe what has happened and how it came to be.



Objectives and Sticky Knowledge

Previous Knowledge Recap:

- *Explore the natural world around them; making observations and drawing pictures of animals and plants.
- *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Land Objectives and Sticky Knowledge:

Know the names of the four countries that make up the UK including their capital cities and characteristics

- Name the four countries of the UK: England, Wales, Scotland, Northern Ireland.
- To name the capital cities of the UK: London, Cardiff, Edinburgh, Belfast
- Begin to know simple facts of the countries that make up the UK
- Identify national flags and emblems
- Be able to find the UK and the 4 countries and label them on a map.
- To identify similarities and differences between the 4 countries that make up the UK.

Know the name of the three seas that surround the UK.

- To name the three main seas that surround the UK: English Channel, North Sea, Irish Sea and Atlantic Sea

Links with 'Sustainability and Stewardship' Golden Thread:

- Looking after the oceans and seas
- How do we travel to different places?
- What do the 4 countries in the UK do to help one another?

Links with CST:

- Subsidiarity – everyone should have a say
- Common good – thinking of everyone

Links with CKA Values Crown:

- Forgiveness, respect, justice

Year 1 Geography – The UK

Golden Thread: Sustainability and Stewardship



Vocabulary:

England
Scotland
Wales
Northern Ireland
country
United Kingdom
capital city
surrounding seas

Sky objectives:

1. Identify key physical features of an environment, including seasonal and daily weather patterns in the UK.
2. Describe and understand a city, town, village, office, house and shop.
3. Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.

North
Atlantic
Ocean



North Sea

Irish Sea

English Channel

England	Scotland	Wales	Northern Ireland
London	Edinburgh	Cardiff	Belfast





Year 1 History – Toys from the Past

Golden Thread: Sustainability and Stewardship

Objectives and Sticky Knowledge

Previous Knowledge Recap:

- *Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in books
- *Understand the past through settings, characters and events encountered in books read in class and story telling.

Land Objectives and Sticky Knowledge:

Know that the toys their grandparents played with were different to their own	Organise a number of artefacts by age. Know what a number of older objects were used for.	Know the main differences between their school days and that of their grandparents
<ul style="list-style-type: none">-To describe some of the differences between their toys and that of their Grandparents.-To describe the differences in what toys were made from and what are made from now	<ul style="list-style-type: none">-To understand the difference between old and new.-To describe how toys have changed and some of the observable features that have changed-To correctly order 5 objects by age	<ul style="list-style-type: none">- To describe some of the key things that have changed from when their Grandparents went to school: chalkboards, ink pens, sitting in rows, punishments, uniform, playground toys

Links with ‘Sustainability & Stewardship’ Golden Thread:

- How can we recycle the toys we don’t want anymore?
- Do we know make our toys out of materials that are better for our planet?

Links with CST:

- Common good – thinking of everyone
- Solidarity – showing we care
- Option for the poor – putting people in need first

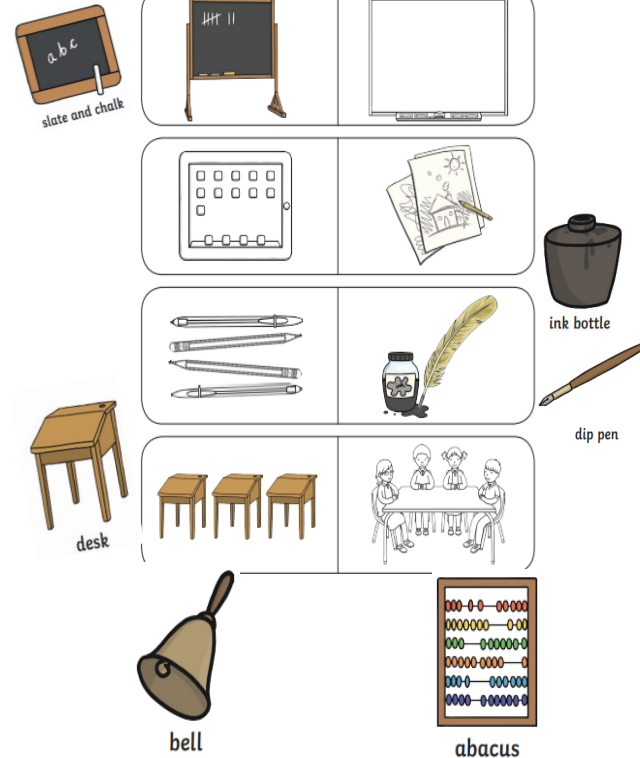
Links with CKA Values Crown:

- Respect, love, gratitude

Year 1 History – Toys from the Past

Golden Thread: Sustainability and Stewardship

School life past and present:



Key Vocabulary:

old
new
worn
faded
colourful
wooden
plastic
In the past
Present

Scientific Vocabulary

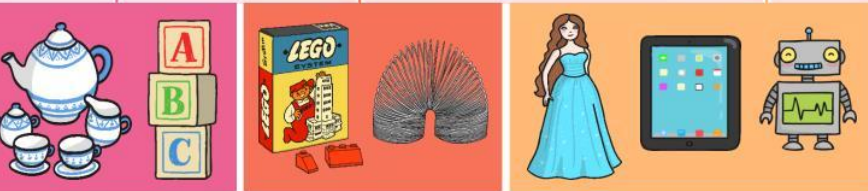


Sky objectives:

1. Observe or handle evidence to ask simple questions about the past.
2. Know and recount episodes from stories and significant events in history.
3. Sequence key events and artefacts on a simple timeline from 50 years ago to present.



Victorian Toys Early 20th Century Toys Grandparents' Toys Parents' Toys Your Toys



Old toys were often made of wood.

Modern (new) toys are often made of plastic.



Old toys were mechanical or moved by hand.

Modern toys use batteries.



Old toys were usually made by hand.

Modern (new) toys are usually made by machines.





Objectives and Sticky Knowledge

Previous Knowledge Recap:

- *Safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- *Share their creations, explaining the processes they have used.



Land Objectives and Sticky Knowledge:

To create a windmill for a client

To follow a design brief to create a windmill

To use templates and nets, selecting from basic crafting tools and materials (paper, card, scissors and glue) to create a functional windmill

Explore different form of windmill structures, testing the finishing windmill

Links with 'Sustainability & Stewardship' Golden Thread:

- How do windmills help to provide energy?
- Why do we use windmills?
- What is renewable energy and how does it help our planet?

Links with CST:

- Solidarity – showing we care

Links with CKA Values Crown:

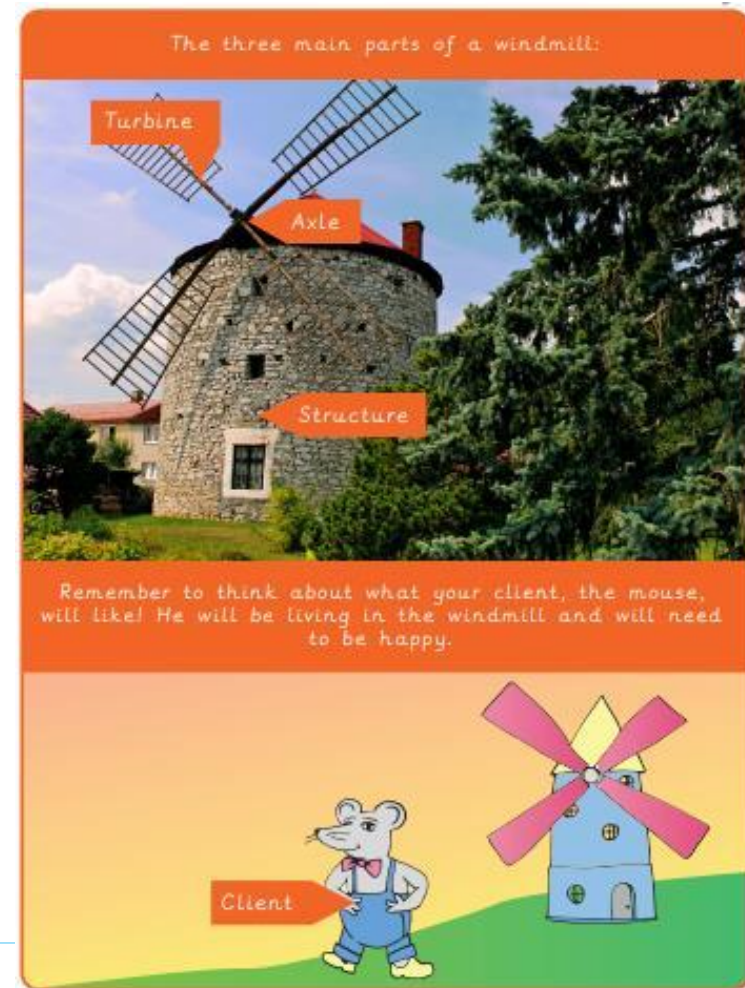
- Hope, respect, service

Structures - Constructing a windmill

Client	The person who you are designing something for.
Design	To make, draw or write plans for something.
Design criteria	A set of rules to help you with your ideas and test the success of them.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Net	A flat 2D shape, that can become a 3D shape once assembled.
Stable	Object does not easily topple over.
Strong	It doesn't break easily.
Structure	Something that has been made and put together. For example, a building, bridge, chair, table.
Test	To find out whether something works as it should.
Weak	It breaks easily.
Windmill	A structure with sails that are moved by wind.
Windmill axle	The point from which the turbine or sails move.
Windmill structure	The part that makes the windmill stand up.
Windmill turbine	The parts that move in the wind.

There are lots of different types of windmill around Britain.

Have you seen any of these before?



Sky objectives:

1. Create designs following a clear criteria.
2. Use tools to create with increasing accuracy e.g. scissors, chopping knives etc.
3. Suggest plausible ways in which their final design could be improved.



Objectives and Sticky Knowledge

Previous Knowledge Recap:

- *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- *Negotiate space and obstacles safely, with considerations for themselves and others.
- *Demonstrate strength, balance and coordination when playing.
- *Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Land Objectives and Sticky Knowledge:

Perform own dance moves.	Copy or make up a short dance	Move safely in a space
<p>To copy some new dance moves correctly</p> <p>To build up and understand how to perform some basic dance steps</p>	<p>To practice performing one dance move straight after another</p> <p>To link together multiple dance steps in a row to create a short dance</p> <p>To remember a specific order of dance steps</p>	<p>To find a good space</p> <p>To move in different ways around an area with good spatial awareness</p>

Links with ‘Sustainability & Stewardship’ Golden Thread:

Performances to share with our school community

Links with CST:

- Human dignity – everyone is special
- Participation – taking part

Links with CKA Values Crown:

- Respect, love



Key Vocabulary / Definition

Travel	To make a journey, typically of some length
Jump	To push off a surface and into the air by using the muscles in legs and feet
Gesture	A movement of part of the body to express an idea or meaning
Expression	The action of making known one's thoughts or feelings
Co-ordination	The organisation of the different elements of an activity to enable them to work together effectively
Sequence	A sequence of moves
Control	A way of limiting or regulating actions

Sky objectives:

- 1.Can identify the ABC's to a sporting movement.
- 2.Can take turns without any problems during an activity.
- 3.Can identify some effects of exercise on the body.

Year 1 PE – Gymnastics Knowledge Organiser Golden Thread: Sustainability and Stewardship



Objectives and Sticky Knowledge

Previous Knowledge Recap:

- *Negotiate space and obstacles safely, with considerations for themselves and others.
- *Demonstrate strength, balance and coordination when playing.
- *Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Land Objectives and Sticky Knowledge:

Make body curled, tense, stretched and relaxed	Control body when travelling and balancing. Roll, curl, travel and balance in different ways	Copy sequences and repeat them
<p>Know what the word 'tense' means in relation to your muscles/body.</p> <p>Know that relaxing means your muscles are no longer tense.</p> <p>Know that curling makes your body smaller and stretching makes it bigger.</p> <p>Know what balancing means.</p> <p>Know how to travel in different ways.</p>	<p>Know what travel, balance, curl, roll, climb and stretch mean in relation to gymnastics.</p> <p>Know how to control your body when travelling.</p> <p>Understand that different ways can change the sequence.</p> <p>Understand that your muscles work differently depending on the movements you are making.</p> <p>Know different ways of rolling - pencil, forwards, backwards, teddy bear.</p>	<p>Understand what a sequence is in relation to gymnastics.</p> <p>Know how to copy a sequence using gymnastics skills, using concentration.</p> <p>Recognise what the word repeat means in relation to gymnastics.</p> <p>Know that safety is important when completing sequences - be aware of space.</p>

Links with 'Sustainability and Stewardship' Golden Thread:

Gymnastics competition

Links with CST:

- Participation – taking part
- Human dignity – everyone is special

Links with CKA Values Crown:

- Service, hope

Year 1 PE – Gymnastics Knowledge Organiser Golden Thread: Sustainability and Stewardship



Physical		
Skill	Definition	How do I do this?
Travelling 	To move from one place to another place.	-Think of the different ways that you can travel, e.g. running, crawling, hopping and sliding. -Changing direction makes movements interesting. -Copy – think about how different animals travel.
Balancing 	To hold a body position with control.	-Consider each part of your body and the shapes that you create. Hold moves for at least 5 seconds. Keeping arms and legs further apart helps. -Add quality by being still, pointing fingers & toes. -When taking weight on hands, tense stomach.
Jumping 	To launch both legs off the floor at the same time	-Keep your chest upright, don't tilt to one side. -Bend your knees & spring upwards to jump high. -Try to land without much noise. Bend your knees.
Rolling 	Moving by turning on the ground.	Begin with barrell rolls and side rolls to build confidence. With front rolls, tuck head in. Knees together. Move into tuck position. Lift hips high. Shoulder blades should touch the floor first.
Making Sequences	To put moves together.	-Consider how moves look together. Marks for quality and control. Think about your starting and finishing position carefully.

Sky objectives:

- 1.Can identify the ABC's to a sporting movement.
- 2.Can take turns without any problems during an activity.
- 3.Can identify some effects of exercise on the body.

Key Vocabulary

Balance - An even distribution of weight enabling someone or something to remain upright and steady

Balance Beam - the Balance Beam, or simply "Beam" is one of the four gymnastics events. A low beam or floor beam is a popular piece of home gymnastics equipment.

Apparatus - the technical equipment or machinery needed for a particular activity or purpose.

Sequence – a particular order in which related things follow each other.

Skill - a gymnastics skill is a single move.

Mount - a mount is the skill used to get on the apparatus. Mounts are needed for Balance Beam and Uneven Bars.



Objectives and Sticky Knowledge

Previous Knowledge Recap:

- *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- *Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- *Explains the reasons for rules, knows right from wrong and tries to behave accordingly.

Land Objectives and Sticky Knowledge:

I am beginning to understand the importance of road safety	I am beginning to know how my online activity might affect others
<p>I can learn the stop look and listen</p> <p>I understand the importance of listening to an adult</p> <p>I can talk about why roads are dangerous</p> <p>I can talk about what I need to look out for when crossing the road</p>	<p>I can recognise kind and unkind comments</p> <p>I know who to ask for help</p>

Links with 'Sustainability & Stewardship' Golden Thread:

Looking after our local community – how can we keep them safe?
Disposing of unwanted electricals

Links with CST:

- Common good – thinking of everyone
- Human dignity – everyone is special
- Solidarity – showing we care

Links with CKA Values Crown:

- Forgiveness, love, respect, justice, gratitude

Year 1 PSHE Spring Term

Golden Thread: Sustainability and Stewardship



Online	Connected to or controlled by a computer or network.
Positive	Full of hope and confidence.
Negative	Not helpful or constructive.

Comments (1)



pinkwings12

This is a great video!
I love your voice.

Kind ☐ Unkind ☐



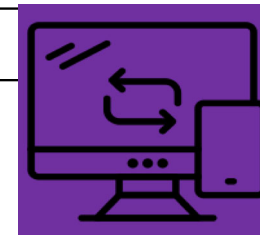
Community	A group of people living in the same place or sharing a common interest.
Discuss	To talk about something with another person or group.
Choice	To pick or choose between two or more possibilities.
Pedestrian	A person walking rather than travelling in a vehicle, such as a car.
Zebra Crossing	A black and white road crossing where drivers should stop to let any pedestrians cross.
Pelican Crossing	A road crossing controlled by traffic lights.
Puffin Crossing	A road crossing with sensors that can detect when a pedestrian is still on the crossing.
Toucan Crossing	A road crossing which both pedestrians and cyclists can use.
Avoid	To keep away from.
Situation	What is happening now.
Risk	The possibility that something unpleasant or dangerous will happen.
Safe	Not likely to cause or lead to harm or injury.
Imaginary	Something that only exists in your mind or imagination.

Sky objectives:

- 1.Children recognise that they have different feelings and this makes them behave in different ways.
- 2.Children can name the people who are important to them and why.
- 3.Children can recognise when they themselves have been helpful.



Objectives and Sticky Knowledge



Previous Knowledge Recap:

- *Use of ICT equipment in the continuous provision in the EYFS environment
- *Use of technology in the home and the world around them

Land Objectives and Sticky Knowledge:

Create a series of instructions and plan a journey for a programmable toy	Create picture using an online programme/tool	Exploring the keyboard to write text
<p>To be able to predict the outcome of a command</p> <p>To be able to give directions for a desired effect</p> <p>To be able to compare directions</p> <p>I can start instructions from the same point</p> <p>I can choose the order of commands in a sequence</p>	<p>To be able to make marks on a screen and explain which tools I used</p> <p>To use the paint tools to create a picture</p> <p>To be able to make appropriate colour/shape/line choices</p> <p>To be able to change the brush size and colour</p>	<p>To be able to open word processor</p> <p>To be able to recognise/find/identify the keys on the keyboard</p> <p>To be able to enter and delete text</p> <p>To be able to edit text to change it to a desired effect</p>

Links with 'Sustainability & Stewardship' Golden Thread:

Electricity
What can computers do to help our world?

Links with CST:

- Common good – thinking of everyone

Links with CKA Values Crown:

- Service, compassion, forgiveness

Programmable Toy

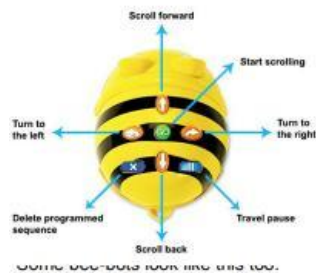
gamer - is someone who plays games on the computer or a handheld device

algorithm - a sequence of instructions

debug - to find the reason something won't work






program - a set of instructions

Bee-Bot - a type of programmable toy

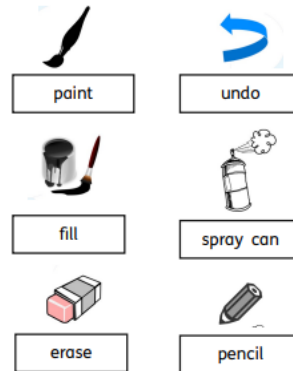


Create a picture

Vocabulary

program	A set of instructions to do a task	
tool	A thing used to do a task	
paintbrush	A brush used for painting	
erase	To rub out	
undo	To get rid off	

Saving Work










We save work onto a computer so that we can come back and change (edit) it in the future.



Writing Text

Vocabulary

keyboard	a set of keys that can be pressed	
word processor	a computer program used to create writing	
space key	a key that produces a space between words	
backspace	in a word processor this deletes text	
capital letter	a larger letter that begins sentences and names	
font	the style of writing in a typed document	
undo	reverse what was done before	

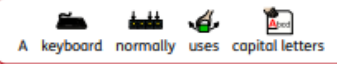
Word Processing Tools



Fonts

Fonts make writing look different:

graceful ~~casual~~ informal
wistful contemporary
hand-crafted authoritative
friendly **PLAYFUL** personal
trustworthy neutral **STRONG**



Sky objectives:

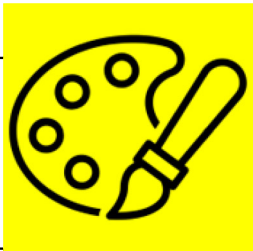
1. Create and debug simple programs.

2. Navigate technology purposely to accomplish a given task.

3. Understand the importance of private information and take ownership of this principle.



Objectives and Sticky Knowledge



Previous Knowledge Recap:

- *Uses a range of tools, including scissors, paint brushes and cutlery.
- *Begins to show accuracy and care when drawing.
- *Safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- *Share their creations, explaining the processes they have used.

Land Objectives and Sticky Knowledge:

Know how to show how people feel in paintings and drawings.	Know how to use pencils to create lines of different thickness in drawings.
To understand facial expressions and what they mean	To hold a pencil correctly
To know what sad/happy face looks like	Know that pencils have different grades and what each grade means
To understand how we feel and look when we feel happy/sad	Know that we can use the pencil in different ways to create different lines e.g. on the top or on the side

Links with ‘Sustainability and Stewardship’ Golden Thread:

- Talk about their art work and comment on the work of others
- How can we preserve art work?
- What art mediums could we use that are better for the environment?

Links with CST:

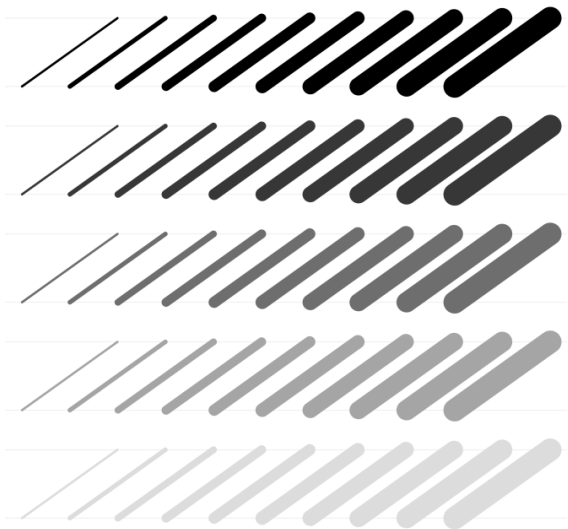
- Participation – taking part
- Subsidiarity – everyone should have a say

Links with CKA Values Crown:

- Respect, gratitude, hope



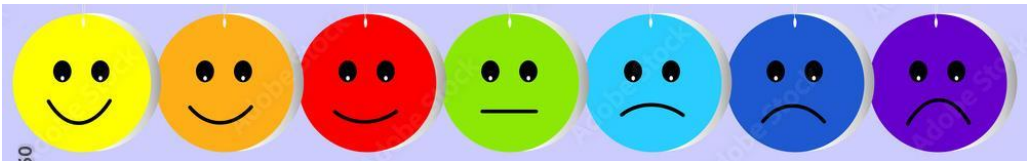
Different moods –
how do you feel?



Lines of different
thicknesses

Key Vocabulary:

draw
feelings
grades
shades
lines
thickness



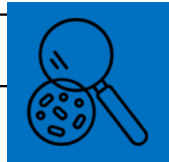
Which is a happy colour?
Which is a sad colour?

Sky objectives:

1. To create observational drawings from real-life objects and experiment with pencils, chalks, inks, crayons pastels and charcoal.
2. To understand what primary and secondary colours are and how they're mixed.
3. To use salt dough to make a desired shape and add a finish e.g. decorate or paint.

Year 1 Science Seasons – All year knowledge organiser

Objectives and Sticky Knowledge



Previous Knowledge Recap:

- *Explore the natural world around them; making observations and drawing pictures of animals and plants.
- *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- *Understand some important processes and changes in the natural world around them; including seasons and changing states of matter.

Land Objectives and Sticky Knowledge:

Observe changes across the four seasons	Observe and describe weather associated with the seasons and how day length varies.
To know the name of the four seasons To know some of the key changes that happen in each season To describe what the weather is typically like in each season To talk about what clothes, you would typically wear in each season To talk about what happens to the trees in each season	To know which is the hottest and coldest season To describe what the weather is like in each season To know and talk about how it is darker in the mornings and at night in the winter than the summer

Links to the Golden Threads:

- Looking after the world
- Animals throughout the seasons
- How weather affects the environment

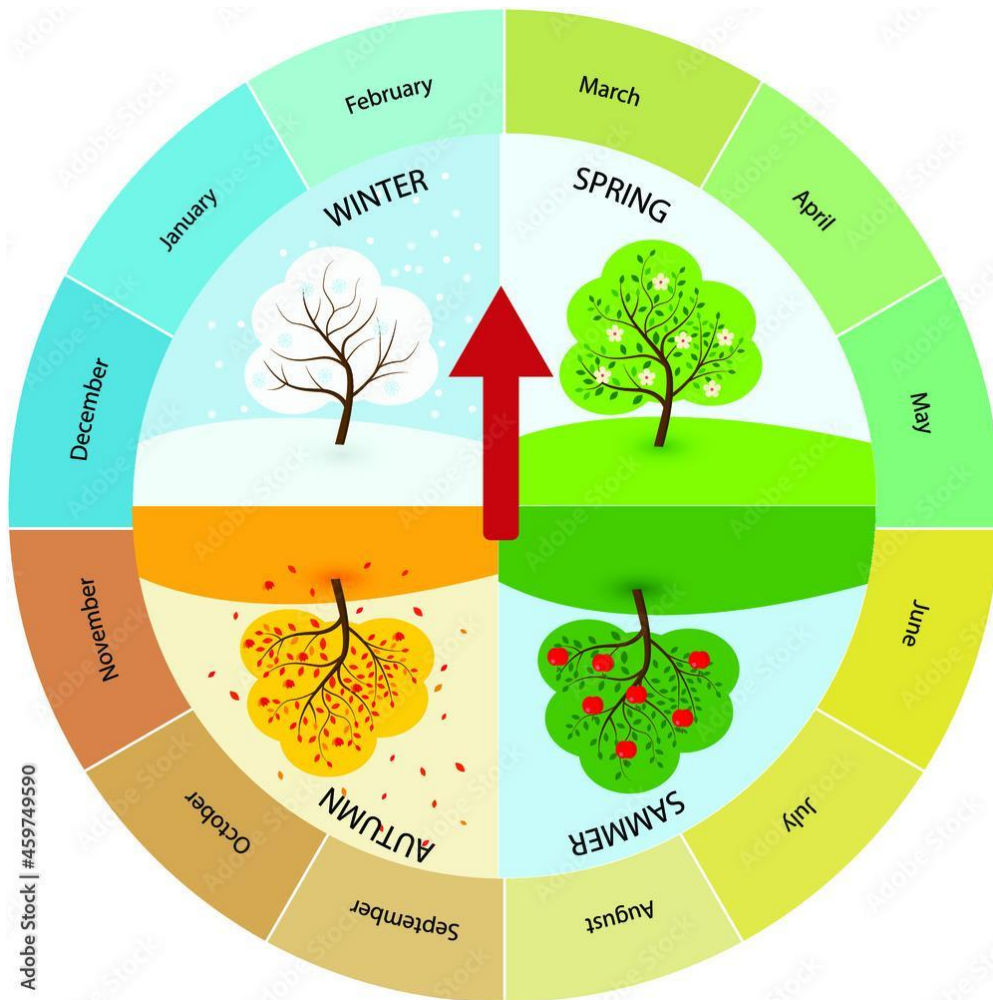
Links with CST:

- Common good – thinking of everyone
- Stewardship – Looking after God's gifts

Links with CKA Values Crown:

- Respect, service, gratitude

Year 1 Science Seasons – All year knowledge organiser



Key vocabulary:

seasons
Autumn
Spring
Summer
Winter
cold
warm
colour