

## Over Hall Community School Autumn 1, Y1 Knowledge Organiser

## Our Town, Our Country

### Art

#### Digital Media, including Drawing

Look at Rodger Hargreaves work around the Mr Men characters and their town. Recreate images of our local area/town using his style of work. Create a Mr Men character for themselves/ their house / school and dress and layer them onto their background.

#### Key learning:

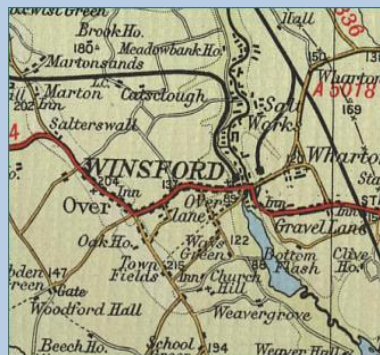
- Exploring and developing ideas.
- Record and explore ideas from firsthand observations.
- Develop their ideas – try things out, change their minds.
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.
- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in future work.
- Experiment with a variety of media pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.
- Control the types of marks made with the range of media.
- Name, match and draw lines/marks from observations.
- Observe and draw shapes from observations.

### Geography

#### Local Geography - "Where do I go to school?"

#### My Class, My School, My Road

- Label an aerial view picture of the classroom/the school and woodland area.
- Set instructions of how to get from our classroom to another part of school.
- Use Google maps to locate where you live and draw your route to school.
- Study the geography of the school and its grounds and the key human and physical features of its surroundings.



#### Vocabulary

Aerial view	A view from above.
Floor plan	The layout of rooms on one floor of a building.
Grounds	The land around a building.
Human Geography	Features of land that have been impacted by human activity.
Physical Geography	Natural features of land.
Route	A way from one place to another.
Surrounded	To be present all around.
Village	A small group of houses, perhaps with a few shops, that are often in the countryside.
Town	A built-up area with a name, defined boundaries, and local government, that is larger than a village and generally smaller than a city. Winsford is a town.

### Computing

#### Online Safety

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

#### Grouping and Sorting

In what ways can we sort objects?

### Physical Education

#### Hit, Catch and Run (unit 1)

To be able to hit objects with hand or bat. Track and receive a rolling ball. Throw and catch a variety of balls and objects.

#### Key Vocabulary/Skills

Use a range of throwing and rolling skills.	Batter, bowl, catch, collect, feed, field, hit, hitter, pick up, retrieve, roll, stop, strike, throw.
Return the ball back to base/zone.	
Work with other fielders to stop players scoring.	
Self-feed ball to hit.	
Running between bases to score points.	

#### Gymnastics (unit 1)

Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry basic apparatus. Recognise like actions and link them.

#### Key Vocabulary/Skills

Refine shapes and jumps to improve coordination.	Balance, body tension, tensed, relaxed, stretched, curled, carry, control, extension, fast, hang, high, jump, like, link, low, safety.
Carrying equipment safely.	
Magic Chair.	
Body Tension.	
Linking movements.	

### Religious Education

#### Free Choice Unit – Over Hall School Value 'Understanding'

- Be able to explain what understanding means.
- Be able to give examples of how to show understanding at home.
- Make links to characters within the book showing understanding.
- Be able to give examples of how to show understanding at school.
- What would happen if there was no understanding?
- How can I tell other people about understanding?



### Music

#### My Musical Heartbeat

- Find and keep a steady beat.
- Play or clap simple rhythmic patterns using long and short sounds.
- Respond to different high and low pitches.
- Keep a steady beat when improvising.
- Clap four-beat rhythms, creating long and short sounds.
- Improvise using one, two or three notes, using C, D and E.
- Listen carefully and copy back the actions.
- Respond to the questions, thinking about the music.

**Maths****Place value within 10**

- To count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count read and write numbers to 10 in numerals and words.
- To identify one more or one less.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (Fewer), most, least.

**Addition and Subtraction within 10**

- To represent and use number bonds and related subtraction facts within 10.
- Read, write and interpret mathematical statements involving addition, subtraction and equals signs.

**Glossary**

**Place value:** A system for writing numbers, in which the value of a digit is defined by its position within the number.

**< and >:** These symbols are referred to as the '**greater than**' (>) and '**less than**' (<) symbols. Children learn that they are used to show whether a number is bigger or smaller than another number.

**Number track:** A linear, discrete representation of number. Each number is positioned in a square on the track

**Numerals:** 0, 1, 2, 3, 4, 5, 6, 7, 8, 9

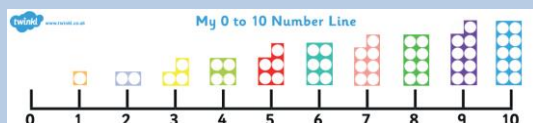
**Digit:** Numeral within a number.

**Add:** Calculating the total of two or more groups of amounts.

**Subtract:** take away an amount from another amount to find the difference.

**Calculate:** find out the number of something

**Number sentence:** Formally record a mathematical calculation. (1+1=2)

**Science****Seasonal Change – Autumn - signs of Autumn weather.**

- Name the four seasons.
- Name different types of weather.
- Make observations about the weather.
- Describe the weather associated with each season.
- Collect and record simple data.
- Make simple observations about changes across the seasons.

**Animals including Humans (The Human Body)**

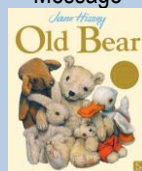
- Label the parts of the body.
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

**Key Vocabulary**

<b>seasons</b>	There are four <b>seasons</b> each year, <b>autumn</b> , <b>winter</b> , spring and summer.
<b>autumn</b>	In <b>autumn</b> , the <b>weather</b> begins to get colder. The leaves start to fall from the trees. The amount of <b>daylight</b> becomes less. This means the daytimes are shorter and the night times are longer.
<b>winter</b>	In <b>winter</b> , the <b>weather</b> is much colder. Sometimes it is cold enough to freeze, leaving frost and ice on the ground. It sometimes snows. Many trees have bare branches as all their leaves have fallen off. The daytimes are the shortest in the year and the night times are the longest.
<b>weather</b>	The <b>weather</b> includes the temperature outside, the wind direction and strength, as well as rain, cloud, snow and sun.
<b>daylight</b>	<b>Daylight</b> is when it is light outside. The amount of <b>daylight</b> changes with each <b>season</b> .

**English****Old Bear**

Finding Narrative  
Message

**Poetry**

Performance Poetry

**English and Phonics Glossary**

**Sound:** a sound made represented by a letter or group of letters.

**Grapheme:** a letter or group of letters written down to represent a sound.

**Phoneme:** a single letter sounds.

**Blend:** to put a two or more sounds together to read a word.

**Segment:** to break down a word into separate phonemes.

**Initial sound:** the first phoneme in a word

**PSHCE – 1Decision****Keeping/Staying Safe**

Baseline Assessment, Road Safety

**First Aid****Ask me a question!**

- What do you need to keep safe from?
- Who keeps us safe?
- How can we keep ourselves and others safe?
- How can we stay safe from sun rays?
- Can you list some road safety rules?
- How can you cross a road safely?
- How can you stay safe in a vehicle?