

WARMSWORTH PRIMARY SCHOOL

YEAR 1 KNOWLEDGE ORGANISER

SPRING TERM 1

Theme: 'Daring Creatures'

This half term we will be learning about 'Daring Creatures'. We will learn about mythical creatures in books and wild creatures from real life. We will be creating a class dragon using the printing blocks we make in our art sessions. We will be learning to recite a poem and song to amaze you all at our Dragon Enterprise session.

Diary dates (parents are invited to join us for dates in red):

Thursday 29th January 2026 - Parent session: Art – 9:00am – 10:00am.

Monday 2nd February 2026 - Road Safety "Muffin, Don't Get Squished!" 9:15am - 9:45am.

Friday 6th February, 2026 - NSPCC Dress Up for Digits Number Day.

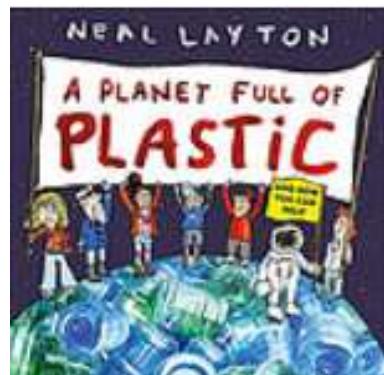
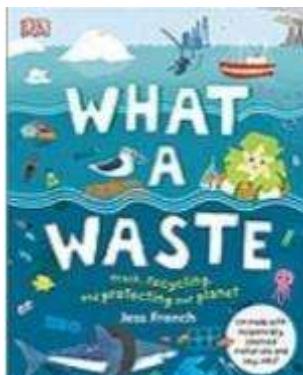
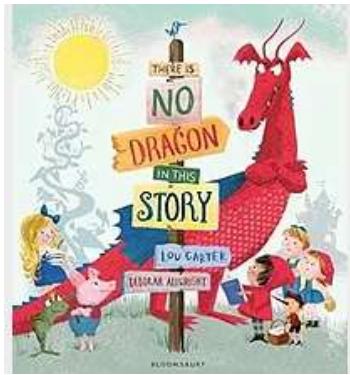
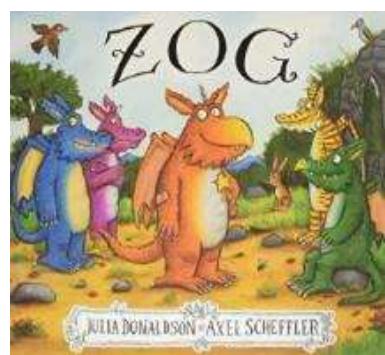
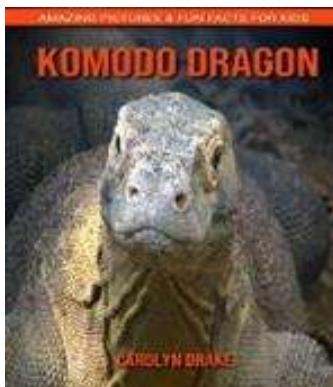
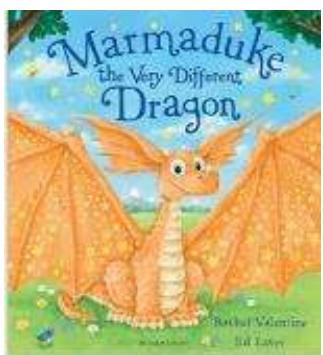
W/c Monday 9th February 2026 - Sponsored Run for Sheffield Children's Hospital Lion Cub.

Tuesday 10th February 2026 - Parent Enterprise: Dragon Performance 2:45pm - 3:30pm.

Friday 13th February 2026 - Multi-Skills Competition STWA - 9:00am - 12:30pm.

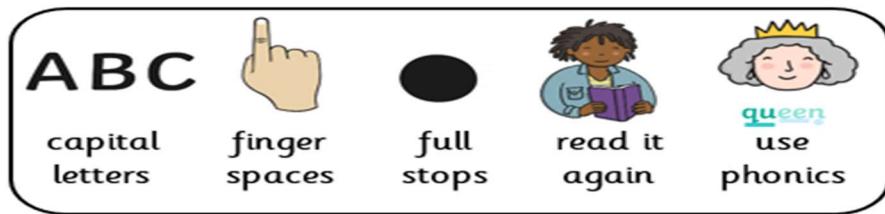
We will be reading the following texts:

- We will read model texts to locate word groups; nouns, adjectives, prefixes and suffixes (un-, -est).
- We will be locating adjectives, predicting events, sequencing events and recalling information.



A Writer's Knowledge Organiser:

- We will be describing dragons using a variety of **adjectives**. For example: Zog the dragon has **red-hot, fiery** breath.
- We will be applying our knowledge of phonics and punctuation when writing independently.



- We will be creating an information leaflet about Komodo dragons. E.g.:
 - What does a Komodo dragon look like?
 - Where does it live?
 - What does it eat?



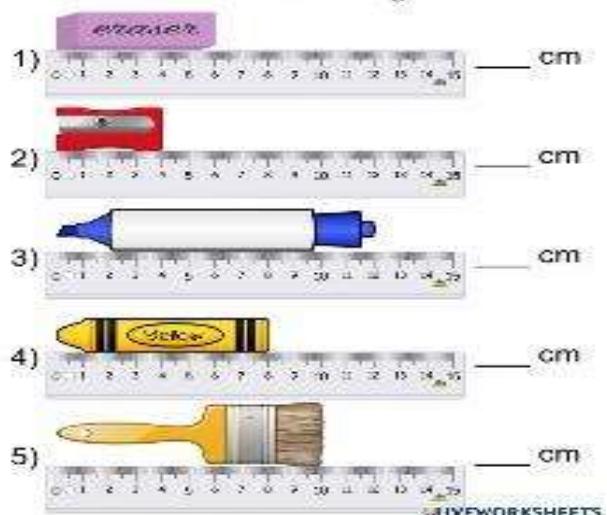
A Mathematician's Knowledge Organiser:

- We will be counting in 2s, 5s and 10s.
- We will be measuring the height and length of objects using standard and non-standard units.
- We will be exploring addition and subtraction within 20. We will use number lines to count forwards and backwards.

Skip Count by		
2's	5's	10's
2	5	10
4	10	20
6	15	30
8	20	40
10	25	50
12	30	60
14	35	70
16	40	80
18	45	90
20	50	100

Measuring Length

Write the correct length.



A Scientist's Knowledge Organiser:

We will be looking at the characteristics of certain animals and identifying different animal groups.

- To understand what makes some animals different from other animals.
- To know that animals can be grouped by what they eat. E.g. herbivores, carnivores and omnivores.

Answer Key

Mammals		Birds		Fish	
	giraffe		person		toucan
	rabbit		cat		penguin
Reptiles		Amphibians			
	turtle		snake		salamander
	lizard		crocodile		frog
	toad		newt		

A Computing Specialist's Knowledge Organiser:

We will be developing our understanding of how to keep our personal information private and safe when we are online.



Key Learning:

- To know what the internet is.
- To know what the internet is used for and who uses it.
- To know how we can safely access the internet.
- To know why we need adult permission to use the internet.

An Historian's Knowledge Organiser:

We will think about what our homes have in them.

We will look at pictures of homes from history with a focus on Victorian homes.



Key vocabulary:

- past
- present
- observation
- artefact
- Victorian

An Artist's Knowledge Organiser:



We will be exploring a variety of techniques when printing, using a variety of objects and materials, to give a different effect e.g. rolling, pressing, stamping etc.

We will be using graded pencils to produce a range of lines and patterns. We will use these patterns to create our own dragon scale designs.

A Musician's Knowledge Organiser:



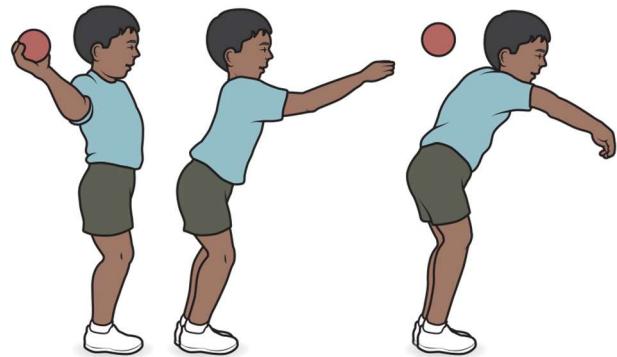
We will use tuned percussion instruments to represent characters e.g. drum for a wolf (baddie).

- To understand and use musical vocabulary in the correct context.
- To know that **timbre** means a change in sound.
- To know that **tempo** means fast or slow.
- To know that **dynamics** mean loud or quiet.

Musical Elements	
Timbre	Sound quality
Pitch	High or low sounds
Texture	How many sounds?
Tempo	Fast or slow?
Duration	Long or short?
Structure	The musical plan
Dynamics	Loud or quiet?

An Athlete's Knowledge Organiser:

- We will be developing our running, jumping and throwing skills.
- We will begin to perform a range of different throws e.g. overarm, underarm, chest passing etc.
- We will be participating in a simple game of attack vs defence e.g. Dodgeball.



A Linguist's Knowledge Organiser:

- To know how to pronounce numbers one to ten in French.
- To know primary colours in French.
- We will be practising our pronunciation by playing "I say..., you say..." games in class.



A Knowledge Organiser for Religious Education:

Key Learning:

Many people belong to a range of different groups such as a family, school or team. Special places are locations that hold particular significance for people. Places of worship have many different features and artefacts.

Some people belong to a faith community. A faith community is a group of people who believe the same things as each other about God or the religion they follow. Religion often provides a strong sense of community, a readymade group with shared beliefs, dress, actions and traditions. There are many ways in which people express their identity and belong within faith communities.

We will explore the following Questions:

- What symbols and signs show belonging?
- What makes a place special?
- How do Christians show they belong to a church?
- What might you see in a church?
- How to Muslims prepare themselves for worship and prayer?
- What might you see in a Mosque?
- What does it mean to belong to a synagogue?
- Why do people choose to belong to a community or belief?

Key Vocabulary: belong, symbol, faith, community, place of worship, special, Christian, church, together, worshippers, artefacts, Muslims, mosque, wudu, dome, minaret, Torah, synagogue, Jews, traditions.

A Citizen's Knowledge Organiser for Personal Education:

To coincide with Internet Safety, we will be exploring the following questions:

- What is the internet?
- What is it used for?
- Why do people use the internet?
- How can we access the internet?
- Why should I ask for permission to use the internet?
- What is hurtful behaviour online?
- What are the rules for staying safe online?
- How can we communicate safely online?