

Year 1 Materials - Autumn Term 1 Knowledge Organiser

What should I already know?

In EYFS, children complete investigations of materials and some of their properties.

What is special about our area?

Key vocabulary

Object- a thing that can be used. For example a door, chair, car, table are all objects.

Material- materials are what an object is made from.

Hard- not easily broken or bent.

Soft- if something is soft, it is easy to cut, fold or change the shape of.

Stretchy- can be pulled to make it longer or wider without breaking.

Shiny- reflects light easily.

Dull-doesn't reflect light. Doesn't look bright or shiny.

Rough- if something is rough, it feels and looks uneven or bumpy.

Smooth- smooth objects have no lumps or bumps.

Bendy- bendy things can be folded easily.

Not bendy- if something is not bendy, it can't be folded easily.

Waterproof-if something is waterproof, it keeps water out. It keeps things dry.

Not waterproof- not waterproof materials let water in.

Absorbent- if something is absorbent, it soaks water up.

Not absorbent-if something is not absorbent, it does not soak up water.

Transparent-transparent objects can be seen through.

Opaque-opaque objects can't be seen through.








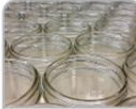

National Curriculum objectives:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties






Knowledge:

Materials:

| | | | | | |
|--|---|--|--|--|---|
|  plastic |  wood |  metal |  paper |  brick |  fabric |
|  water |  glass |  stone | | | |

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| | | |
|--|---|--|
|  paper books |  brick houses |  fabric clothing |
|--|---|--|

Skills and enquiry

Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.

Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ... for lining a dog basket? ... for curtains? ... for a bookshelf? ... for a gymnast's leotard?'



Year 1 Seasonal changes- Autumn Term 2 Knowledge Organiser

What should I already know?
In EYFS, children make observations of the seasons and changes.

What makes the Xbox more fun than toys/games from the past?

Key vocabulary

Seasons- there are four seasons each year, autumn, winter, spring and summer.

Autumn- in autumn, the weather begins to get colder. The leaves start to fall from the trees. The amount of daylight becomes less. This means the daytimes are shorter and the night times are longer.

Winter- in winter, the weather 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.

Weather- the weather includes the temperature outside, the wind direction and strength, as well as rain, cloud, snow and sun.

Daylight- daylight is when it is light outside. The amount of daylight changes with each season



National Curriculum objectives:

- > observe changes across the 4 seasons
- > observe and describe weather associated with the seasons and how day length varies



Knowledge:



Daylight hours each month:

| Month | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | July | Aug |
|-------------------|------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|-----|
| Hours of Daylight | 13 | 11 | 9 | 8 | 8 | 10 | 12 | 14 | 15 | 16 | 16 | 14 |

Skills and enquiry

Pupils should observe and talk about changes in the weather and the seasons. Pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses. Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.

Year 1 Plants - Spring Term Knowledge Organiser

What should I already know?

In EYFS nature walks introduce children to some common plants found in their area.

What did Flat Stanley do when he went to London?

Key vocabulary

Wild plants-a wild plant seed grows where it falls. It doesn't need to be planted or cared for as it grows.

Garden plants-garden plants are plants that people choose to grow in their gardens.

Weed- weeds are wild plants that grow in places where people don't want them.

Deciduous- a deciduous tree loses its leaves each year.

Evergreen- an evergreen tree keeps its green leaves all year round, even in the winter



Garden Plants



Deciduous Trees



Wild Plants



Evergreen Trees



National Curriculum objectives:

- > identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- > Working scientifically-observing, identifying and classifying (growing experiments)



Knowledge:

Wild Plants

| | | | |
|---|---|--|--|
|  dandelion |  daisy |  buttercup |  nettles |
|  ivy |  dog rose |  clover |  brambles |
|  fuchsia |  pansy |  sweet pea |  sunflower |
|  rose |  lavender |  iris | |

| | | |
|---|---|---|
| cedar | horse chestnut | oak |
|  |  |  |
|  |  |  |

Skills and enquiry

Pupils should use the local environment to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees. Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them. Pupils might keep records of how plants have changed over time, for example, the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.

Year 1 Plants and animals - Summer Term 1 Knowledge Organiser

What should I already know?

In EYFS, children are able to identify animals-now leading onto how these can be grouped. In Year 1 Spring term, children identified and named plants.

Where do animals and plants come from?

Key vocabulary

Plants

Roots-roots take in water and nutrients from the soil.

Stem-the stem holds the plant up and carries the water and nutrients from the roots to the leaves and flowers.

Leaves- leaves catch sunlight to make energy.

Flowers-flowers attract insects and birds.

Petals-petals are the colourful part of the flower.

Fruit-fruit contains the plant's seeds. Sometimes humans try to grow fruit without seeds because it's easier to eat.

Seed- seeds grow into new plants.

Bulb- bulbs grow into new plants.

Animals

Amphibians- amphibians live in the water as babies and on land as they grow older. They have smooth, slimy skin.

Birds- all birds have a beak, two legs, feathers and wings.

Fish-fish live and breathe under water. They have scaly skin, fins to help them swim and they breathe through gills.

Mammals -mammals are animals that breathe air, grow hair or fur and feed on their mother's milk as a baby.

Reptiles-all reptiles breathe air. They have scales on their skin.

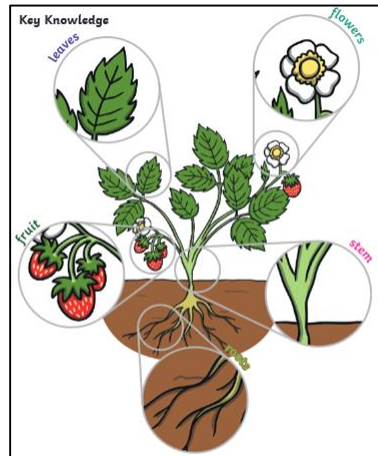
Carnivore- animals that mostly eat other animals (meat) are carnivores.

Herbivore-animals that only eat plants are herbivores.

Omnivore-animals that eat both plants and other animals are omnivores.

National Curriculum objectives:

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.(recap of Spring 1)
- Identify and describe the basic structure of a variety of common flowering plants, including trees.
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).



Skills and enquiry

Children use skills developed during the Spring term to observe and classify. They should recognise the structure of plants. Pupils should continue to use the local environment to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

Year 1 Animals including humans - Summer Term 2 Knowledge

Organiser

What should I already know?

In EYFS, children learn about some of the main parts of the human body. In Year 1 Summer 1, children use features of animals to determine the group they belong to.

National Curriculum objectives:

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



How easy is it to fly?

Key vocabulary

Sight- your eyes let you see all the things around you.

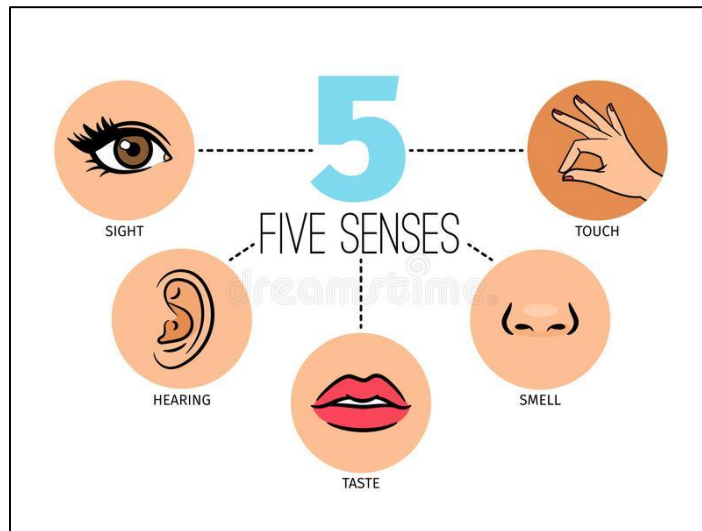
Hearing- your ears let you listen to all the things around you. Your brain is able to tell what different sounds are.

Touch- your skin gives you the sense of touch. You can tell if something is warm, cold, smooth or rough without even looking at it!

Taste- your sense of taste comes from your tongue. You can tell if something tastes bitter or sweet. You might have some tastes you like and some you don't.

Smell- you smell using your nose. Your nose can tell if things smell nice or not nice

Knowledge:



Skills and enquiry

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.