

Year 1 Knowledge Organiser: Let it Grow

Cross-curricular subject links: Oliver's Vegetables. Maths - Measurement and Capacity. Art - Andy Goldsworthy, DT 'Where food comes from.

Curriculum Driver: Discovery

Trips/Enrichment: Glapton Woods Nature Reserve

GARP/GASP: Where does our fruit and vegetables come from? Which fruits and vegetables have been introduced to Britain from other cultures?

Subject/Conceptual knowledge/skills:

Plants - Observation - Identifying - Environment - Classifying

LEAPS:

- I can identify and name a variety of common plants.
- I can identify and name a variety of wild plants.
- I can identify and describe the basic structure of common flowering plants.
- I can observe the growth of flowers and vegetables.

Core Knowledge

Plants and flowers have common parts; roots, stem, leaves, petals, seeds. These parts can vary between different flowers.

Names of wild flowering plants in the local area - buttercups, meadow cranesbill, knapweed, daisies, poppies.

Names of garden plants in the local area - lavender, pansies, snapdragons, marigolds.

Understanding that different cultures have changed what British people eat.

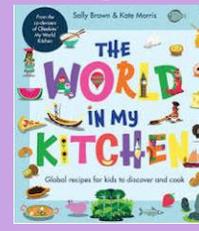
Key Visuals - QR BBC Bitesize Plants



Glapton Wood - Nature Reserve



Books/associated reading:



Vocabulary

Words	Meaning
Flower	The colourful part of a plant that makes seeds.
Root	The part that attaches to the ground and gives support to the plant.
Stem	The main body or stalk of the plant.
Petal	A colourful leaf.
Bud	The start of a leaf, flower or shoot.
Leaf	Found on trees and plants that help the tree to make food.
Blossom	Flowers on a tree or bush.
Fruit	The seed bearing part of a plant.
Bramble	A prickly scrambling plant.
Bush	A plant with a medium stem.
Berry	A small roundish fruit.
Seed	The start of a plant, flower or tree.
Water	A liquid used to help plants grow.
Sunlight	Light from the sun.
Soil	The top layer of Earth.

QUIZ



1) What happens to a seed?

2) Which part of a flower anchors it to the soil?

3) Are the colourful petals types of leaves?

4) Which of these flowers can you name?



5) Can you name the key parts of a flower?

6) Why do recipes in Britain contain fruit and vegetables from around the world?

Subject/Conceptual knowledge/skills:

History - Mary Seacole
Chronology - Organisation and Communication
People who lived in the past



LEAPS:

I can discuss the lives of significant individuals in the past.

BBC Bitesize QR Code



Core Knowledge

Mary Seacole lived more than 150 years ago and had an adventurous life travelling across many lands to run businesses and help people in need.



Subject Key Vocabulary

past, present, order, time, chronology, chronological order, sequence, pictures, sources, artefacts, objects, events, memories, stories, old, new, today, yesterday, last week/month/year. Lemon grass and Aloe Vera.



Subject/Conceptual knowledge/skills:
Design and Technology - Cooking and Nutrition - Food preparation,

LEAPS:

I can begin to understand that all food comes from plants or animals.

I can start to understand that food has to be farmed, grown elsewhere (home) or caught.

I am beginning to understand that everyone should eat at least 5 portions of fruit and vegetables every day.

I know how to prepare dishes safely and hygienically, without using a heat source.



Core Knowledge

To know that food comes from plants or animals. That farms grow the crops or care for the animals to produce food.



That food can be grown on farms or at home.

I know how to use techniques such as cutting, peeling and grating.



Subject Key Vocabulary

Fruit, Vegetables, Cereals, Grains, Dairy, Meat, Fish, Fats, Sugars, Portion, Safely, Hygiene, Cutting, Peeling, Grating.

Subject/Conceptual knowledge/skills:

Art - Andy Goldsworthy
Printing, Patterns, Drawing, Sculpture

LEAPS:

I can explore different textures e.g. using natural materials in relation to Andy Goldsworthy artwork (sculpture).

Subject Key Vocabulary

Process, characteristics, textures, printing, pattern, repeating pattern, irregular pattern, symmetry, observe, sculpture,

Core Knowledge

Printing/Patterns
Creating patterns by printing



Repeated patterns



Symmetrical Patterns



Sculpture

Using materials to make an object for purpose.



Subject/Conceptual knowledge/skills:

Geography -

Fieldwork - Locational Knowledge - Human and Physical Geography.

LEAPS:

I can use simple fieldwork and observational skills to study my school grounds and its surrounding environment.

I can use locational and directional language to describe features on a map



Core Knowledge

A map is the picture of the place and the key helps us to understand it.



Subject Key Vocabulary

Identify features: trees, hills, grass, plants, soil, leaves, animals and their habitats (physical)

Buildings, school, fences, pathways, roads, playground, car park, road markings and crossings (human).

Locational language - north, south, east, west, near, far, left, right, in front, behind, next to

Subject/Conceptual knowledge/skills:

PE - Tennis: Striking and Fielding

Football - Invasion games

LEAPS:

- I can show correct technique when rolling and sending a ball.
- I can send a ball into a space.
- I can explore ways of stopping a ball.
- I can control my body when retrieving a ball.
- I can make simple decisions on where to send a ball in a game
- I can demonstrate simple tactics in a game.
- I can receive a ball with basic control.
- I can participate in team games

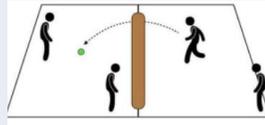
Football:

- I can show correct technique when rolling and sending a ball.
- I can send a ball into space.
- I can explore ways of stopping a ball.
- I can control my body when retrieving a ball.
- I can make simple decisions on where to send a ball in a game.
- I can demonstrate simple tactics in a game.
- I can participate in team games.

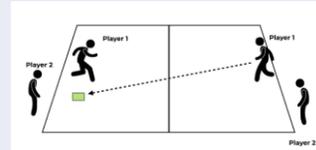
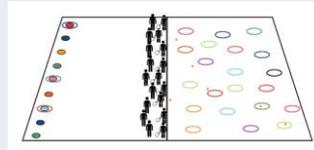
Core Knowledge

Tennis

Striking with a part of the body: using a part of the body to deflect an object to a target or space.



Striking with an implement: using an implement to deflect an object to a target or space.



Football

Passing: using limbs of the body to move an object to another person:

Kicking: using legs to propel an object to a target or space.



Striking with a part of the body: using a part of the body to deflect an object to a target or space.

Striking with an implement: using an implement to deflect an object to a target or space.

Subject Key Vocabulary

Tennis - hit, send, collect, roll, strike, catch, bowl, feed, pick up, forehand, backhand, court.

Football - Kick - send - receive - attack - defend - pass - space.

Subject/Conceptual knowledge/skills:

Music - Listening - Mozart



LEAPS:

History of Music

- I can say how a range of music makes me feel.

Listening

- I can listen to a piece of music and clap/move in time with the beat.
- I can begin to identify differences in tempo (slow/fast), dynamics (loud/quiet), duration (long and short) and pitch (high/low).
- I can respond to the mood of a piece of music through movement, dance and art and show awareness when the mood of the piece changes.

Subject/Conceptual knowledge/skills:

British Values - Democracy 

SCARF - Being My Best

Growth Mindset and Keeping Healthy

LEAPS:

- Recognise the importance of fruit and vegetables in their daily diet.
- Know that eating at least five portions of vegetables and fruit a day helps to maintain health.
- Recognise that they may have different tastes in food to others.
- Understand how diseases can spread;
- Recognise and use simple strategies for preventing the spread of diseases.
- Recognise that learning a new skill requires practice and the opportunity to fail, safely.
- Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.
- Suggest simple strategies for resolving conflict situations;
- Give and receive positive feedback, and experience how this makes them feel.
- Recognise how a person's behaviour (including their own) can affect other people.

Core Knowledge

Music is a form of communication. Music can convey different emotions and tell stories.

Composer = the writer of a piece of music.

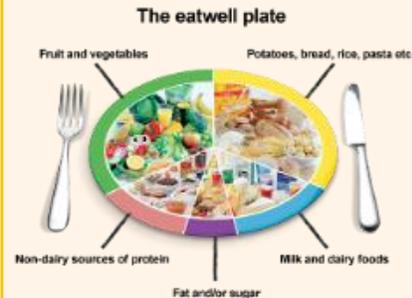


Subject Key Vocabulary

Pulse, sing, pitch, mood, happy, sad, angry, listen, beat, in time, tempo, fast, slow, dynamics, loud, quiet, duration, long, short, high, low

Core Knowledge

Select foods from the Eatwell Guide (formerly Eatwell Plate) to make a healthy lunch;



Subject Key Vocabulary

Fruit, vegetables, diet, healthy, unhealthy, taste, eat, carbohydrates, fats, protein, dairy, disease, skills, practice, fail, challenge, listening, conflict, feedback, behaviour

Subject/Conceptual knowledge/skills:
Computing - iSafety

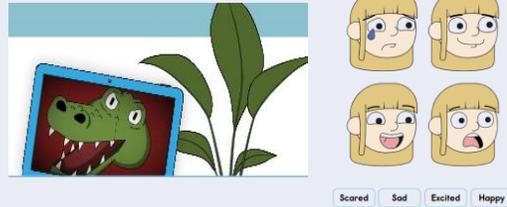
LEAPS:

- I can understand what being online may look like, the different feelings we can experience online and how to identify adults who can help.
- I can understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help.
- I can understand that photos can be shared online
- To understand the importance of seeking permission before being on internet.

Core Knowledge

To know that being online is to access the internet.

Feelings when worried or being manipulated.



Trusted adults that can help are parents, family members, teachers, adults at school.



To ask permission - consent to go on the internet or share pictures



Subject Key Vocabulary

Online, feelings, experience, identify, manipulate, approach, safety, safe, shared, permission, internet.

Subject/Conceptual

knowledge/skills:

RE - Judasim - Shabbat

"Is Shabbat important to Jewish children?"

LEAPS:

Personal Resonance and Reflection

I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal.

Knowledge and Understanding

I can use the right names for things that are special to Jewish people during Shabbat and explain why.

Evaluation and Critical Thinking

I can start to make a connection between being Jewish and decisions about behaviour.

Core Knowledge

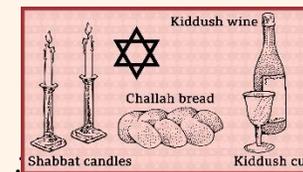
Shabbat(Sabbath) is celebrated in the home and synagogue. No work should be attempted from sunset on Friday until sunset on Saturday.

Jews believe God created the world in 6 days and rested on the seventh. The Jewish week starts on a Sunday so Saturday is the Shabbat.



Jewish people believe it is important for them not to work so food is prepared the day before and a special meal is eaten that includes many symbols.

Candles: At least 2 candles are lit. One stands for observance and the other remembrance. **Food:** Challah bread is plaited and is a remembrance of the manna the Israelites received in the desert when they were wandering with Moses. **Wine** is used for blessing.



Tenakh: First five books of the Torah: Genesis, Exodus, Leviticus, Numbers and Deuteronomy. In Hebrew it is called: Torah (Law), Nevi'im (Prophets), Ketuvim (Writings).

Torah: Believe Torah was given to Moses by G-d. Jews follow the 613 mitzvot (commandments)