

**Wombat Class
Year One
Autumn Term
November –
December 2024**



This is a summary of what your child will be learning at school over the next half term.

English

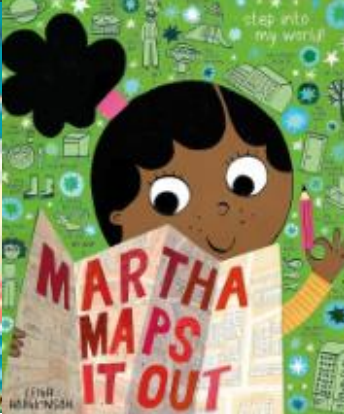
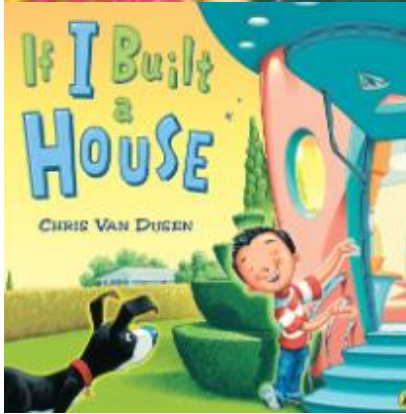
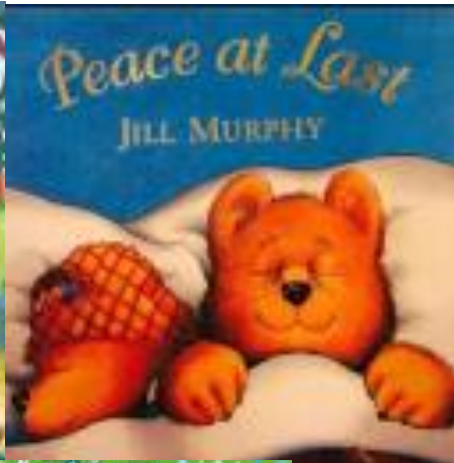
Character

Setting

Adventure
time



The children are making so much progress with their writing during Drawing Club that we have decided to continue with this until January. Their new challenge is to include some of the weekly vocabulary into their sentence writing.



Weekly phonics information sheets about the phase 5 alternative phonemes will be sent home separately.

Grammar

When to Use a Capital Letter

Capital letters are used for **proper nouns** such as...

The names of people:

Katie

James

The names of places:

Africa

Big Ben

The name of companies:

Panasonic

Google

They are also used at the beginning of sentences:

We went on a trip to the supermarket.

Days of the Week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday



Months of the Year

January
February
March
April
May
June

July
August
September
October
November
December

The Word 'I'















Names of Religious Festivals

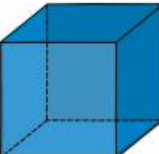
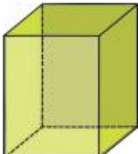

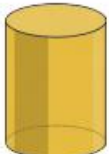


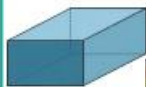




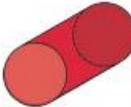




Maths

Geometry

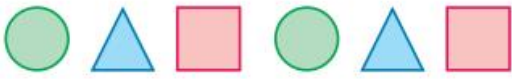
Knowledge Organiser

Key Vocabulary	2D Shapes			
	square	circle	rectangle	triangle
side				
corner				
vertices				
vertex				
face				
straight				
2D				
3D				
pattern				

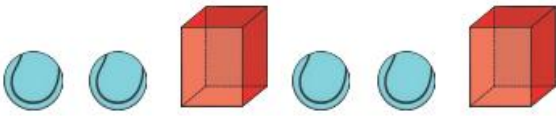
3D Shapes				
cube	cuboid	sphere	cylinder	cone
				
	 	 	 	 

Patterns

A pattern follows a rule.



What shape will be next?



What shape will be next?

Science



plastic



wood



metal



water



glass

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.

Key Vocabulary

smooth	Smooth objects have no lumps or bumps.
bendy	Bendy things can be bent easily into a curved or folded shape.
not bendy	If something is not bendy , it can't be bent easily into a curved or folded shape.
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 liquid up.
not absorbent	If something is not absorbent , it does not soak up liquid.
transparent	Transparent objects can be seen through.
opaque	Opaque objects can't be seen through.



paper books



brick houses



fabric clothing



stepping stones

History

Houses and Homes: How have houses changed over time?

KS1

The Great Fire of London

Spread of the Fire

- Sunday 2nd September 1666
- Monday 3rd September 1666
- Tuesday and Wednesday 4-5th September 1666



Monday 3rd September 1666

The fire gets very close to the Tower of London.

Tuesday 4th September 1666

St Paul's Cathedral is destroyed by the fire.

Timeline of Events

Sunday 2nd September 1666
The fire starts at around 1 a.m.
Mid-morning: Samuel Pepys starts to write about the fire in his **diary**.

Wednesday 5th September 1666
The wind dies down and the fire spreads more slowly.

Thursday 6th September 1666
The fire is finally put out.
Thousands of people are left homeless.

Key Vocabulary	
bakery	A shop where bread is made and sold.
diary	A book that people write about their lives in.
fire engine	A vehicle that carries things used to put out fires.
firefighter	People who put out fires as their job.
St Paul's Cathedral	A very large church in London. St Paul's Cathedral was rebuilt by Sir Christopher Wren after the fire.
rebuilt	Building something again after it has been broken or destroyed.
river Thames	The river that runs through the middle of London.
17th century	From the year 1601 to 1700. The Great Fire of London happened in the 17th century , in 1666.

Key People		
 Samuel Pepys	 Sir Christopher Wren	 King Charles II

Key Knowledge	
When was the Great Fire of London?	The Great Fire of London started on Sunday 2 nd September 1666 and ended on Thursday 6 th September 1666.
Where did the fire start?	The fire started in a bakery on Pudding Lane.
Why did the fire spread so quickly?	In 1666, the buildings in London were very close together and many were made of wood and had straw roofs.
What happened after the fire?	After the fire, many buildings were rebuilt . King Charles II ordered that buildings were built further apart and made of stone to make sure the fire could not happen again so easily.

Computing

Creating Media – digital photography

Basics of the Camera



- 1 Taking photographs
- 2 Landscape or portrait?
- 3 What makes a good photograph?
- 4 Lighting
- 5 Effects
- 6 Is it real?

Numbots

Models and representations to support the teaching of number bonds

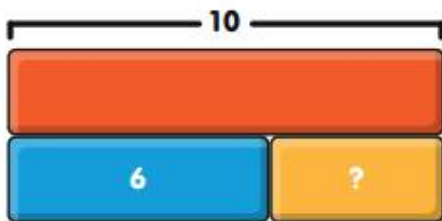
Ten Frames

Makes counting values simpler. We can use them to make and split numbers in relation to 5 and 10. They help form the basis for understanding place value in the future.



Bar Model

Remove a number for problem solving opportunities across all operations (+ - x ÷)



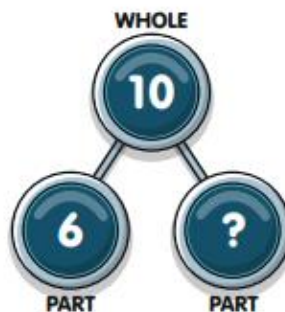
Bead Strings

Usually consists of 10, 20 or 100 beads on a string, grouped by colour. They allow children to move the beads whilst counting and visualising groups of ten.



Part Part Whole Model

Within the part whole model, you can use real objects, concrete objects, pictures or numbers. The two parts combine to make the whole and can support with addition and subtraction.



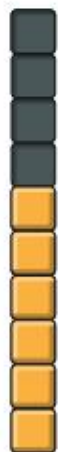
Number Line

Can be used to count forwards and backwards or to identify number bonds and patterns.



Dienes/Base 10

Can be used practically or drawn to support addition and subtraction.



Religious Education

Which Communities Might I Belong to?

My family



My school



My class



A club



Is it important to belong?

Why is learning to do good deeds so important to Jewish people?

Key Vocabulary

belong	To belong is to be in a place or a group where you feel safe, secure and valued.
community	A community is a group of people living or working together or who have shared interests.
identity	A person's identity is the qualities, likes and dislikes that make them who they are.
religion	A system of faith or worship linked to one or many gods.
role	A role is a part that a person can play. In a family, this might be the position that you hold e.g. son, daughter, sister or brother.
symbol	A symbol is something that stands for something else. An object with an underlying meaning.

Key Religious Symbols

Judaism -
Star of David



Jewish Festivals

Rosh Hashanah

The Jewish new year festival.

Shavuot

A festival celebrating God giving the words of the Torah to Moses.

Key Religious Text

The Torah



Judaism

A **religion** with one God, who revealed Himself through prophets such as Abraham and Moses. The world's oldest **religion**. Followers are called Jewish people.

PHSE

Year 1 - Health and wellbeing

Key facts

allergy	A condition where your body reacts to something that is normally harmless.
emotions	The range of feelings that someone can have, such as happiness or anger.
germs	A very small living thing which can make us ill.
healthy	Feeling good and not ill. Eating good food, drinking water, sleeping well, exercising and keeping clean help us to stay healthy.
ill	Not feeling well because of an illness or disease.
qualities	Special things about a person that make them who they are.
relax	To rest or take a break.
strengths	Something you are really good at.

Some emotions we can feel are happiness, sadness, anger and worry. Different situations make us feel different emotions.



We are all good at different things.

Some people can be allergic to different foods, plants or animals.



Health tips

1

Washing our hands helps to get rid of germs which can make us ill. We should wash our hands regularly.

1

The sun can be good for us but we need to take care to look after our skin. In the sun, remember the 5 S's: **s**lip, **s**top, **s**lap, **s**hade, **s**unglasses.

3

Use relaxation techniques such as muscle relaxation and laughter.

4

Get the right amount of sleep every night to keep healthy and well.



nurses

dentists

doctors

Some people have jobs which help us to keep healthy, for example: doctors, nurses and dentists.

Getting help

If you are worried about anything, talk to an adult you trust at home or at school.

Indoor PE – Thursdays



Knowledge Organiser Gymnastics Year 1

About this Unit

In gymnastics you learn to move your body in really fun ways. There are also lots of shapes that you can make with your body. In gymnastics, these shapes have special names.



star



pike



tuck



arch



straddle



dish



Ladder Knowledge

Shapes:

You can improve your shapes by extending parts of your body.

Balances:

Balances should be held for 5 seconds.

Rolls:

You can use different shapes to roll.

Jumps:

Landing on the balls of your feet helps you to land with control.

- travelling actions
- shapes
- balances
- shape jumps
- barrel roll
- straight roll
- forward roll

Movement Skills

This unit will also help you to develop other important skills.

Social respect, collaboration, sharing, work safely
Emotional confidence, self regulation, perseverance
Thinking comprehension, select and apply action, creativity

Strategy

Use a starting and finishing position so that people know when your sequence has begun and when it has ended.

Healthy Participation



- Remove shoes and socks.
- Make sure the space is clear before using it.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Crabs and Scorpions

What you need: two markers, one player, one person to time

How to play:

- Mark a 6m distance using two markers.
- Place 30 x socks at the start marker.
- Transport the socks one at a time from one marker to the other.
- How many socks can you move in 2 minutes?

Rules:

- Socks must be carried on stomach on the way there (crab)
- Players must travel back on their hands and feet stomach facing down (scorpion)



www.getset4education.co.uk

If you enjoy this unit why not see if there is a gymnastics club in your local area.



Key Vocabulary

action	jump	speed
balance	level	squeeze
control	point	star
direction	roll	straight
	shape	travel

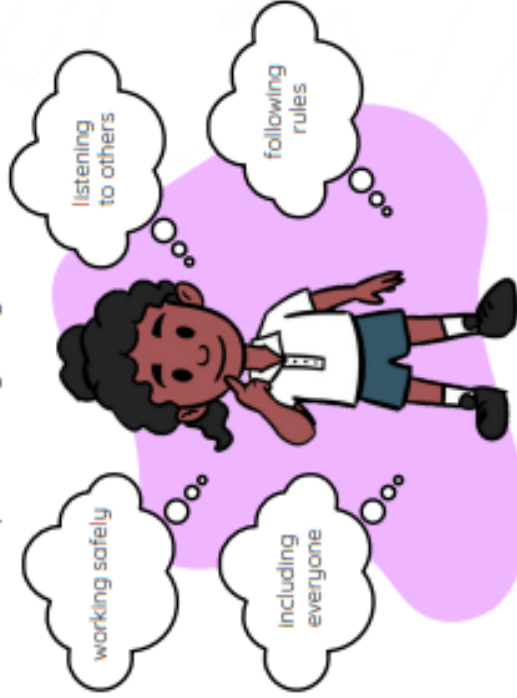
Outdoor PE – Fridays



Knowledge Organiser Team Building Year 1

About this Unit

Being able to work as a team is an important skill. What helps to make you a good team mate?



Ladder Knowledge

Problem solving:

working well with others will help you to solve challenges.

Navigational skills:

deciding which way to go before starting will help you.

Reflection:

we can always be better, we just need to look for how.

Communication:

using short instructions when telling a partner what to do will help them to understand.

- balance
- co-ordination
- run
- jump
- hit

Movement Skills

This unit will also help you to develop other important skills.

- Social** trust, communication, inclusion
- Emotional** confidence, determination
- Thinking** identify, comprehension, reflection, planning

Rules help you to play fairly.

Rules

Healthy Participation

- Work safely around others and when using equipment.
- When using blindfolds, make sure the area is safe and only move when your partner tells you to.



Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Key Vocabulary



- challenge
- co-operate
- instruction
- lead
- listen
- plan
- share
- talk

If you enjoy this unit why not see if there is a forest school club in your local area.



Alphabet walk

Play: Outside

How to play:

- Head out for a walk.
- On the way, try to spot something beginning with the letter 'A', the 'Z' the letter 'B' and so on until you get to 'Z'.
- Make this easier if there are some letters that are difficult to find by finding something that contains the letter instead of 'starts with the letter...'.



Music

1 – Listening: Ho Ho Ho (A fun song about Christmas)

Find the pulse as you are listening to the music: Move to the music and feel the groove.

Instruments/voices you can hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.



2 – Musical Activities

Find the pulse!

- You can march and find the pulse
- You can be rapper and find the pulse

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite colour
- Make up your own rhythm

Pitch is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.

Playing instruments using up to three notes – G or G, A and B. *Which part did you play?*

Singing: Rap and sing Ho Ho Ho. Have fun!

Improvise using words

3 – Perform & Share

A class performance. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Have a think...

What did you like doing best?



Singing?



Rapping



Dancing?



Playing?



Listening?



This unit is about Christmas and having fun!

Words you need to know: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo

Design and Technology: cooking and nutrition

Making Words

chop

cut

heat

knead

measure

melt

mix

peel

pour

stir

weigh



Forest School - Tuesdays

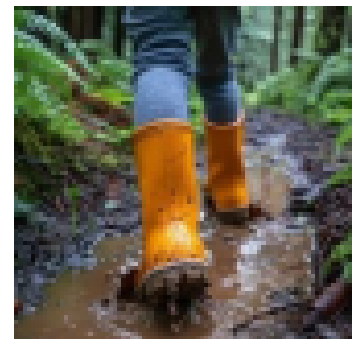
We will be following the themes of the seasons, flora and fauna, Andy Goldsworthy and the creation of natural art.



Clothing

To ensure children gain the best experience from Forest School sessions, appropriate clothing must be worn. This includes;

- welly boots/outdoor shoes
- outdoor/waterproof clothing
- warm clothing - layers are particularly good
- hats - for both sunny and cold weather
- long sleeved tops and trousers.



Children will have the time to add additional layers and waterproof clothing before we head down to the forest so can bring their Forest School clothes into school on a Tuesday in a named bag.