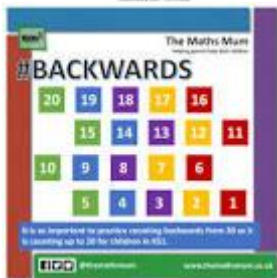
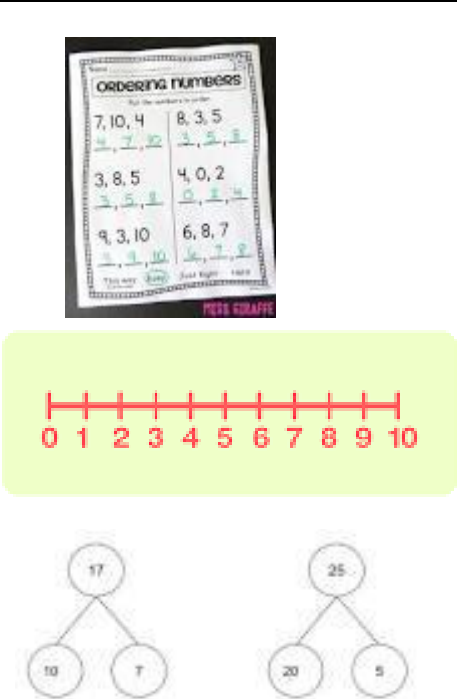
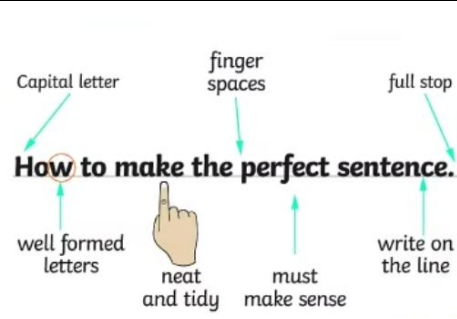
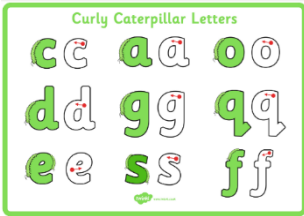


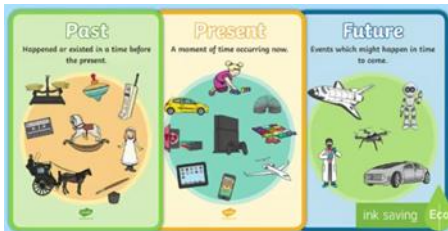
Fox Class Knowledge Organiser

Autumn term 1 - Home is where the heart is - What makes me, me?

Subject	Key vocabulary	Meaning	Key facts	Key knowledge	Key Skills I will learn	I know more I can do.....
Maths – Place Value & Addition and Subtraction	count	Find the total number of something	  	- I can understand how to count objects. - I can understand numbers can be written as words. - I can understand 1 less than a number is the number before. - I can understand that 1 more is the number after. - I can understand when I count backwards the numbers will get smaller. - I can understand that I can compare groups of numbers. - I can understand that Fewer and less than mean the same thing.	- I can count any amount of objects within 10. - I can recognise numbers as words within 10. - I can count to 10 from any number. - I can say 1 more than any number to 10. - I can say 1 less than any number to 10. - I can count backwards from 10. - I can say if an amount is fewer than another. - I can say if a number is more than another. - I can say if a number is the same as another number.	- I can use effective methods to count an amount of objects. - I can confidently count in different ways with numbers to 10. - I can confidently understand the place value of numbers within 10.
	1 more	The number after the number you currently have.				
	1 less	The number before the number you currently have.				
	Count backwards	Numbers decrease in value				
	Compare	See what is similar or different between 2 numbers				
	Fewer/ Less Than	A less amount				
	More/ Greater than	A larger amount				
	Same/ Equal to	The same amount				
	Order	Arranging numbers to regulate them				
	Number line	A straight line with numbers placed along the length				
	Part	A smaller number within the bigger number				
	Whole	The largest number				

English – recount. traditional tales English – Instruction writing, Non-fiction	Part - Whole model	A pictorial representation of how numbers can be split apart.		- I can understand that more and greater than mean the same thing. - I can understand that same and equal to mean the same thing. - I can understand what a number line and a number track is. - I can understand what a ten frame is.	- I can say if a number is less than another number. - I can say if a number is greater than another number. - I say if a number is equal to another number. - I can order a set of objects and numbers to 10. - I can place numbers on a number line. - I can use my knowledge of a ten frame to support my counting.	
	adjectives	Describing words		- I can understand that a sentence needs a capital letter, finger spaces and a full stop. - I can understand what a noun is. - I can understand what adjectives are. - I can understand who the characters are in a book. - I can understand what the settings are in a book. - I can know the rhyme to form my letters correctly. - I can understand that stories have a beginning a middle and an end.	- I can write clear sentences. - I can use adjectives to describe nouns. - I can refine my letter formation and begin to practise capital letters.	- I can re-tell a familiar story using actions to help me.
	characters	Who is in the story				
	setting	Where the story happens				
	Curly caterpillar letters	Letters that start with the c shape, C, a, o, d, g, q, e, s, f				
	story	A description of something that has happened, either true or made up				
	Fiction	Something that is made up or not true				
	Non-fiction	Something that is factual and true				

			  			
Science – Animals including humans	amphibians	Amphibians live in the water as babies and on land as they grow older. They have smooth, slimy skin.	    	- I can say the names of a variety of common animal groups. - I can understand that different animals have different diets. - To observe changes across the seasons. - To observe the weather associated with the seasons. - To observe how day length varies. - I know not to look directly at the sun.	- I can identify a variety of animals and decide which animal group they belong to. - I can understand what carnivore; herbivore and an omnivore mean. - I can see the changes in nature during the autumn season. - I can see and feel the changes in weather in the autumn season. - I am aware that there are fewer hours of daylight in the autumn.	- I can sort animals into their categories based on their features. - I can search for things and say what sense I used to find it.
	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	Born living, drink their mother's milk and have hair.				
	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.				
	Seasonal changes	Changes in the nature, weather and day length.				

History- Personal timelines	timeline	Tool to describe the order in which events happen.	  old new 	- I can know the real events in my own life. - I can understand that other's versions of similar experiences may be different from mine. - I am aware of what the 'past' means. - I am aware of what the 'present' means. - I am aware of what the 'future' means. - I am aware of what a museum is. - I am aware of what an artifact is. - I am aware that artifacts maybe very different from their present-day versions	- I can order events of my life in. Chronological order - I can remember details about an event that has happened in my life. - I can ask questions to find out about the past. - I can ask interesting questions about artifacts. - I can compare the differences between the older artifacts and their present-day versions.	- I can create a timeline of my own life. - I can talk about my first days at school. - I can ask my family members about when they were little. - I can be on the lookout for things that were made a long time ago in the world around me.
	event	Something important that happens				
	old	Something that has existed for a long time				
	new	Something that has not existed for very long				
	A long time ago	Something that has not happened in living memory.				
	past	Something that has already happened				
	present	Something that is happening now				
	change	Something that is done differently				
	remember	To think of again since it was taught or happened.				
	truth	Correct remembering of an event.				
	real	Actually, exists or happened.				
Geography		Next half term		-	-	-
Computing – E-Safety	Personal information	Information about yourself e.g. full name, address, age etc	 Password	- I can understand what a password is. - I can understand that a password needs to be kept private. - I can understand what personal information is.	- I can explain how to keep a password safe. - I can explain what personal information is. - I can explain what I might need to tell an adult about when	- I can create a poster about how to keep safe whilst using technology.
	Password	A word or set of numbers needed to access private information				
	Online world	A world which exists only on a computer or the internet				

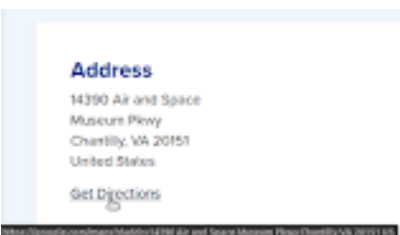
	Offline world	Real life word which is experienced in person	 Trusted by the Best the official site of the world's leading technology companies 1000+ more downloads	Website Personal	- I know to tell an adult if something worries me whilst I am using the internet. - I know that it is important to be kind and polite in an online word. - I know there is a difference between an online world and an offline world. - I am aware of Purple Mash and that I need to login to access my account.	using technology to keep me safe. - I can use my username and password to access my Purple Mash account.	- I can login to Purple Mash to complete my weekly Maths homework.
	Website	A page on the internet which displays information					
	E-Safety	How to be safe on the internet and whilst using technology.					
	Login	The children will learn how to Login to their Purple Mash account with their username and password.					

information:



Name

Age



Computing – E-Safety	Purple Mash	Purple Mash – is a secure online platform. Year One Maths homework is set weekly on it. There are also many educational games and activities to explore.		-		
Art – Landscape	David Hockney	A British Artist who contributed greatly to the Pop Art movement	 David Hockney   Landscape 	- I can name all of the primary colours. - I can understand who David Hockney is. - I can understand what needs to be done to create a tint. - I can understand what needs to be done to create a shade. - I have an awareness of perspective.	- I can use primary colours to mix secondary colours. - I can create shades and tints of colours. - I can use David Hockney's paintings to inspire my own work.	- I can find collections of different colours in the natural environment.
	Shades	A colour which has been darkened				
	Tints	A colour which has been lightened				
	Technique	A way to create a piece of art				
	Primary Colours	Colours which cannot be made: Red, Yellow, Blue				
	Secondary colours	Colours which are created by mixing 2 primary colours together: Green, Purple etc				
	Pop art	A type of art which used bright colours and cartoon like features				
	Landscape painting	A painting of a particular piece of scenery.				
DT-		Next half term				

Music- My musical Heartbeat

notation	Symbols to depict how a piece of music should be played
beat	A steady pulse in the music
Untuned instruments	An instrument that cannot produce a specific musical pitch.
Tuned instruments	Instruments capable of producing different notes or pitches.
pitch	How high or low the note sounds
note	A sound with a specific pitch
dynamics	How loud or quiet the music is
tempo	How fast or slow the music is
rhythm	The pattern of the sounds

Tempo (Speed)

How fast or slow a piece of music is.



Dynamics (Volume)

How loud or quiet a piece of music is.



Pitch

Whether notes are high or low.



Rhythm

The pattern of sounds (notes or words) in music.



BBC

musical storyland



The Three Billy Goats Gruff



The Baobab Tree



Hare and Tortoise

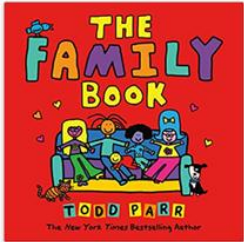


- I am aware that there are many different types of instruments.
- I am aware of what a beat is.
- I am aware of different rhythms within pieces of music.

- I can follow instructions about when to find a beat or sing a note.
- I can control how long a sound lasts.
- I can imitate changes in pitch.
- I can use my voice to create different effects.
- I can sing the songs that we learn from the musical storyland sessions.

- I can sing a simple song using different effects.

PE – Tennis and Football	Forehand	A stroke in which the palm of the dominant hand makes a forward motion.	Forehand:  Backhand: 	- I am aware of how to hold the racket correctly. - I am aware of what a forehand is in tennis. - I am aware of what a backhand is in tennis. - I am aware of what a volley is. - I understand that a rally means passing the tennis ball to each other. - I am beginning to understand when a ball is 'in' or 'out'.	- I can hold the racket correctly during lessons. - I can perform a forehand stroke. - I can perform a backhand stroke. - I can volley the ball. - I can hold a short rally with another person.	- I can explain to my family about the tennis skills that I have learned.
	Backhand	A stroke in which the back of the dominant hand.				
	Volley	The racket hits the ball before it touches the ground.				
	Rally	A sequence of back and forth shots between players.				
RE – Why do Christians call God	God	The spiritual leader of the Christian Faith		- I understand that most Christians believe that God loves to give. - I am aware of the creation account and that Christians believe God is a creator. - I understand how the beliefs of Christians link to the event of	- I can discuss who I think God is to me. - I can understand that everyone may have different opinions and this is OK. - I can describe the Christian Creation story in increasing detail.	- I can create a book about the creation story. - I can join in with discussion about everyone's beliefs.
	creator	Someone who makes something				
	God the Father	God being the father of Jesus and a father figure to Christians				

	Holy Trinity	God the father, God the son (Jesus), God the holy spirit.		creation and the events of Jesus' life. - I understand that Harvest is a time to be thankful for food. - I understand that for most Christians, worship/ giving is a response to who God is and what he has given.	- I can talk about my emotions in response to 'creation'.	
PSHE – The Family Book	Family	Parents/ guardians/ careers and their children. Extended families – include grandparents, aunties, uncles, cousins etc...		- I understand that all families are different. - I understand that all families deserve respect and value diversity between families. - I know how people choose friends. - I know how people make friends. - I understand that there are a variety of games that I can play in the playground. I can choose to play these independently.	- I can be respectful and accepting of differences. - I can value diversity. - I know how to be a good friend.	- I can make up games with friends and ask other children to join in.
	Friends	People who you choose to spend time with because you enjoy their company.				