

Year 1 Mathematics – Autumn 1

Place Value

- Count to 10 forwards and backwards.



- Count one more and one less.



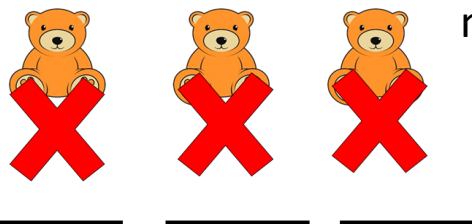
- Read and write numbers to 10.

1	one	6	six
2	two	7	seven
3	three	8	eight
4	four	9	nine
5	five	10	ten

Compare numbers using $<$, $>$ and $=$ for numbers within 10.



Count



Vocabulary

Add + Finding a total by combining two or more numbers. $1 + 2 = 3$

Subtract - Taking one number away from another. $7 - 5 = 2$

Equals = Exactly the same amount or value.

$$1 + 1 = 2$$

Addition and Subtraction

- Represent and use number bonds and related subtraction facts to 10.

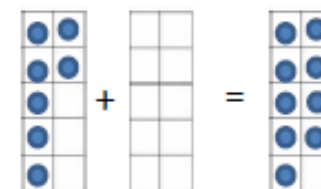


- Add and subtract one-digit numbers to 10 including zero.

$$3 + 1 = 4$$

- Solve one-step problems that involve addition and subtraction.

- Find and make the missing number.



Year 1 – Autumn

Science - Animals Including Humans

Crucial Knowledge

Vocabulary

animals– Living things that feed on plants or other animals.

humans– A man, woman or child.

baby– A very young child.

toddler– A young child who is just learning to walk.

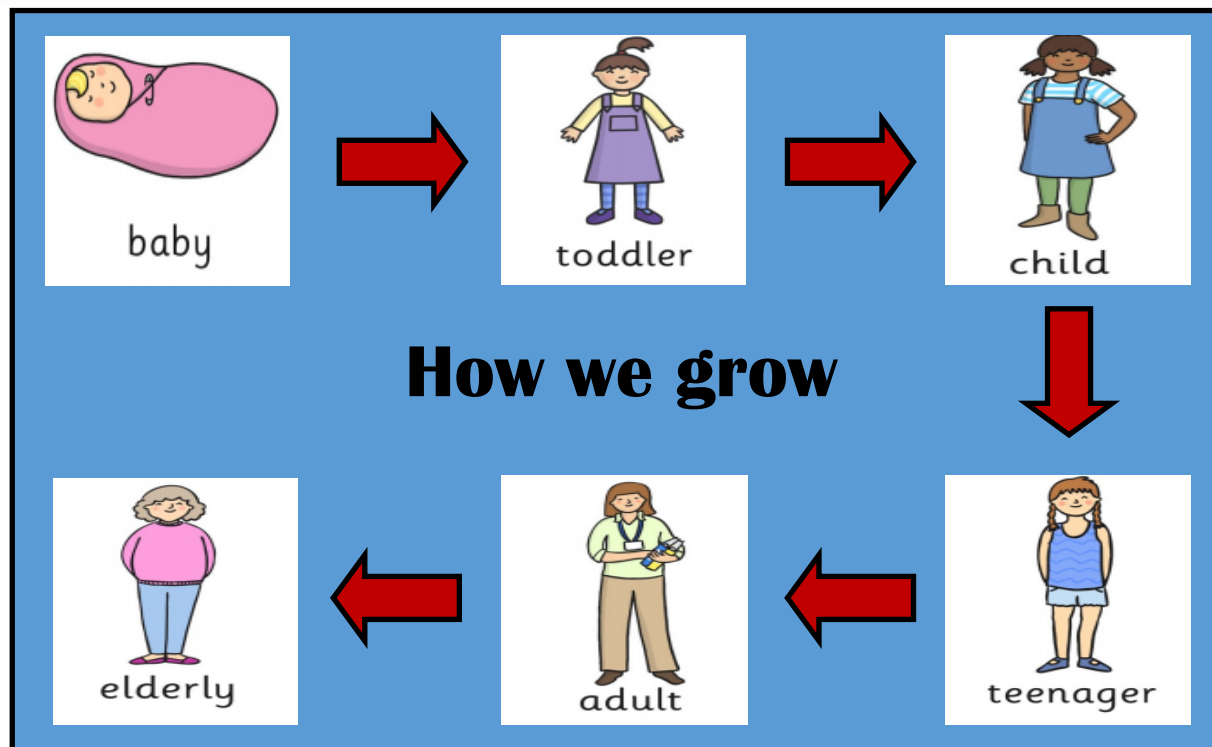
child– A young person.

teenager– A person between 13 and 19 years old.

adult– A person who is fully grown.

elderly– An older person.

senses– Allow us to observe and understand the world around us. There are 5 main senses.



Head, Shoulders, Knees and Toes



Head, shoulders, knees and toes,
Knees and toes.

Head, shoulders, knees and toes,
Knees and toes.

And eyes, and ears, and mouth,
And nose.

Head, shoulders, knees and toes,
Knees and toes.



Computing- Year 1



Purple Mash Computing Scheme of Work: Knowledge Organisers

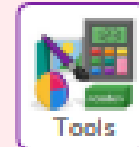
Unit: 1.1

Online Safety and Exploring Purple

Key Learning

- To log in safely.
- To learn how to find saved work in the Online Work area and find teacher comments.
- To learn how to search Purple Mash to find resources.
- To become familiar with the icons and types of resources available in the Topics section.
- To start to add pictures and text to work.
- To explore the Tools and Games section of Purple Mash.
- To learn how to open, save and print.
- To understand the importance of logging out.

Key Resources



Key Vocabulary

Alert

A system that lets you know if you have something to look at.

Avatar

A digital picture to represent someone.

Button

An area where you click to make something happen.

Device

A piece of electrical equipment made for a purpose.

File Name

The name given to an online piece of work.

Icon

An image on a web page that you can click on to navigate to somewhere.

Log in

Using a username and password to access a system.

Log out

Leaving a computer system.

Menu

A button which gives the user different options.

MyWork Area

The place on Purple Mash where your work is stored. Only you and your teachers can access this.

Notification

A message telling you about something.

Password

A series of letters, numbers and special characters that is entered after the username to access an online site.

Private

Keeping information restricted from other people.

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Toys Past and Present

Chronological Understanding

Children will be able to order decades chronologically.

Historical Understanding

Children will learn and discover that the toys their parents and grandparents played with are different to the toys they play with today.



Historical Enquiry

Children will learn that some objects were different in the past to how they are today.

Children will learn how to describe old objects.

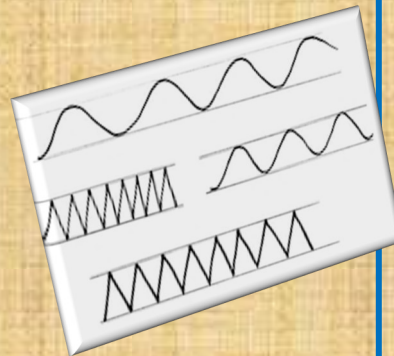
Children will learn how to identify and compare old and new objects.

Crucial Knowledge Art: Autumn Year 1—Mark Making



Drawing, line, pattern and texture

- I can explore ways of drawing lines between two points
- I can experiment with holding a pencil when sketching
- I can discuss what a line is
- I can use adjectives to describe lines
(Wavy, dotted, curly, straight, zigzag)
- I can experiment with pressure when drawing pencil lines
- I can experiment with different kinds of pencils and observe the different marks they make
- I can create different repeated line patterns
- I can discuss and comment on the texture in artwork
(Rough, smooth, soft, ridged, flat bumpy, fuzzy, sharp, hard)
- I can use rubbing to recreate texture



Painting, printing and colour

- I can hold a paintbrush correctly when painting
- I know what 'loading' the paintbrush is
- I know how to create a smooth sweeping brushstroke
- I can use paint to create differently shaped lines
- I can use my paintbrush to create lines of different thicknesses
- I can experiment with different ways to make marks using a paintbrush



Responding to artwork and using a sketchbook

- I can explore how Kandinsky used different lines in his artwork
(Lyrical Kandinski)
- I can discuss how a line or a dot can be a piece of art using the story 'The Dot' by Peter H Reynolds
- I can discuss the artworks of Paul Klee and say what I like and dislike about them
- I can spot different mark making techniques in Klee's artwork
(Paul Klee 1925, 1922)