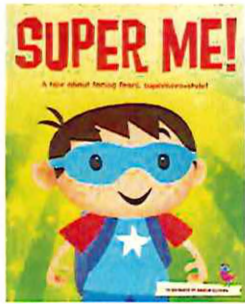




Heatherlands
Primary School

Year 1 Knowledge Organisers

Super Me!



Toys through
time



Home and
away

Curriculum Intent

The intent of our curriculum is for pupils to have high aspirations, strive to be the best they can be and to make a positive contribution to the school community and beyond.

<p>Community</p> <p>At Heatherlands we want our children to develop a sense of self within the school community and the wider community.</p>	<p>Communication</p> <p>At Heatherlands we want our children to develop the tools necessary to communicate their thoughts, ideas and feelings successfully in different ways.</p> <p><i>We will:</i></p> <ul style="list-style-type: none"> enable the children to listen and respond appropriately to adults and their peers, maintaining attention and participating actively. ask relevant questions and use strategies (including modelling and knowledge organisers) to extend the children's understanding and knowledge and build their vocabulary. enable the children to articulate and justify answers, speculate, hypothesise. imagine and explore ideas and share opinions. encourage participation in discussions, presentations, performances, approximations and debates. use high quality texts to support learning. 	<p>Consolidation</p> <p>At Heatherlands we want our children to build schemas of knowledge that enable them to be curious and solve problems for themselves.</p> <p><i>We will:</i></p> <ul style="list-style-type: none"> make links to prior learning explicit. plan across phases to ensure progression and consolidation. provide knowledge organisers to enable pre-learning/overlearning. develop metacognition and self-regulation approaches, holding the children think about their own learning more explicitly. teach specific strategies for planning, monitoring and evaluating learning. consolidate our school values to build 'rounded' citizens. deepen and broaden learning experiences and understanding.
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Little gardeners



Claws, paws and more!



Key term dates 2025 - 2026

- Autumn term: 5th September 2025 to 19th December 2025
- Autumn half term break: 27th October 2025 to 31st October 2025
- Christmas holiday: 22nd December 2025 to 2nd January 2026
- Spring term: 5th January 2026 to 27th March 2026
- Spring half term break: 16th February 2026 to 20th February 2026
- Easter holiday: 30th March 2026 to 10th April 2026
- Summer term: 13th April 2026 to 22nd July 2026
- Summer half term break: 25th May 2026 to 29th May 2026

Summer holiday: from 23rd July 2026

Heatherlands INSET Days 2025 - 2026

Inset Day - Wednesday 3rd September 2025 – School closed

Inset Day - Thursday 4th September 2025 – School closed

Inset Day - Friday 24th October 2025 – School closed

Inset Day - Monday 5th January – School closed

Inset Day - Monday 13th April 2026 – School closed

May Bank Holiday - Monday 4th May 2026 – School closed

Inset Day - Friday 19th June 2026 - School closed

Year group reminders

Please ensure children are always dressed appropriately wearing school uniform:

Children in Early Years & Key Stage 1 need to wear a school crested round neck jumper or cardigan, white polo shirt with a grey skirt or trousers and black shoes.

PE kit - Children are required to wear navy blue shorts and a house coloured t-shirt (red, white, blue) for indoor PE.

For outdoor PE, trainers or plimsolls are necessary. Navy blue tracksuit bottoms (**plain, without logos or patterns**) must be worn in cold weather along with the Heatherlands sweatshirt or cardigan they have for their school uniform.

Home learning 2025 - 2026

Home learning will be uploaded to the school website year group pages on a Wednesday and submitted by the following Monday as per the home learning schedule.

If you require a paper copy, please let the class teacher know and you will be provided with the relevant resources.

We use Bug Club, EMILE and Purple Mash to supplement the 'essentials' in reading and multiplication.

Super Me! Year 1

Words I need to know and use:

sense	Any five ways to understand or experience one's surroundings
portrait	A painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders.
body	The physical structure, including the bones, flesh, and organs, of a person or an animal
Pop art	An art movement that emerged in the United Kingdom and the United States during the mid- to late-1950s.
proportion	Proportion describes the size, location, or amount of one element in relation to another.
abstract	Art that does not represent images of our everyday world. It has colours, lines and shapes (form) but they are not intended to represent objects or living things.



The focus of this topic is art and science.

Key knowledge:

The 'Big Ideas' in art are: inspiration, experimentation and expression.

- To control lines to create simple drawings from observations, including self portraits
- To know that hatching is an artistic technique used to create tonal or shading effects by drawing closely spaced parallel lines
- To know that cross hatching is a method of line drawing that describes light and shadow
- To know that shading is applying media more densely, with a darker shade for darker areas, or with a lighter shade for lighter areas
- To use thick felt tip pens/chalks/charcoal/wax crayon/pastel in small and large scale drawings
- To colour within the line with increasing accuracy
- To choose from a range of collage materials to create a self-portrait image
- To create self portraits in the style of a famous artist –Picasso/Roy Lichtenstein/Van Gogh

Super Me! Year 1

Video links to learn more:

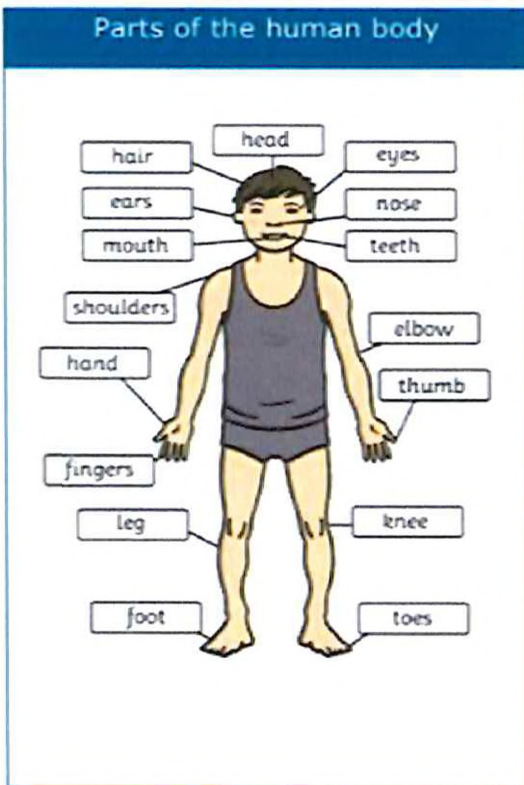
<https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/z3cyn9q>

<https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zsbntrd>

The focus of this topic is art and science.

Pablo Picasso is one of the most famous artists of the twentieth-century. Why?

Because he was brilliant at drawing. People really loved his doodles. Even as a child he was better at drawing than many adults. He could draw and paint just about anything, and in any style. He liked to experiment and try out new ideas, which is important if you are an artist, because the world is always changing.



The 5 senses				
Hearing	Sight	Touch	Smell	Taste
				
Ears	Eyes	Fingers, hands, feet	Nose	Tongue



Why not try and use your senses to play some games?

*The feely bag or box.. Hide some objects in a box then using only your sense of touch. Can you work out what they are?

*Blindfold taste test. Are the tastes bitter, sweet, sour or salty?

Toys through time Year 1

Words I need to know and use:

old	Something that is old - has existed for a long time
new	Something new - has recently been invented or created
past	The past is the time before the present - things that have already happened
present	The present is the period of time we are in now
replica	A copy or model of something
toy	An object to play with
material	The thing that something else is made out of
suitability	The quality of being right for a person or purpose



The focus of this topic is:
History, Science and DT

Key knowledge:

The 'Big Ideas' in History are:
CHRONOLOGY

I am a historian because I understand chronology and when events happened in relation to one another.

INNOVATION

I am a historian because I investigate changes and innovations in different time periods.

IMPACT

I am a historian because I understand how historical events can change and impact upon everyone's lives.

The 'Big Ideas' in DT are:
DESIGN

I use creativity and experiment to design new products.

PROBLEM SOLVING

I use my designs to solve problems in the real world.

SKILLS AND EXPERTISE

I learn and apply practical and technical skills.

Toys through time Year 1

Video links to learn more:

<https://www.bbc.co.uk/bitesize/topics/zj3nf82/articles/z8x7m39>

<https://www.youtube.com/watch?v=iuovpz2O3Xc>



Why not talk to some of your family about the toys they played with growing up? Do they still have any? Are they different from the toys you play with today?

The focus of this topic is:
History, Science and DT

Toys are the objects that we play with. They can be anything from simple pieces of string and plastic to fancy dolls and flashy scooters.

At any point in history, whether you're looking at the Iron Age Celts or the World War II era, children played with toys. The toys may have looked different depending on what materials were available to make things from.

We are going to look at the toys that King Charles III might have played with and see how they are different from your toys today!



Year 1 - Home and Away

Words I need to know and use:

Continent	A continent is a large solid are of land. The Earth has 7
Ocean	An ocean is a huge body of salt water. There is one world ocean, but it is split into five main areas
Seasons	The four seasons are: Spring, Summer, Autumn and Winter. A sea- son is a part of the year. In most areas of the world there are four seasons in a year, although this is not the same for all areas.
globe	A spherical representation of the Earth.
country	A nation with it's own government
location	The position of something
weather	The state of the air and atmosphere at a time or place; the temperature and other outside conditions (rain, cloudiness etc)
diversity	Understanding that different people from a range of backgrounds, live together



The focus of this topic is:

Geography, Science and Design & Technology

Key knowledge:

The 'Big Ideas' in Geography are:

LOCATION

I am a geographer because I can locate different places in relation to one another. I can find places on maps and globes.

DIVERSITY

I am a geographer because I explore and know about different places, people, resources and environments.

IMPACT

I am a geographer because I investigate how humans and physical geography change and impact on one another.

The 'Big Ideas' in DT are:

DESIGN

I use creativity and experiment to design new products.

PROBLEM SOLVING

I use my designs to solve problems in the real world.

SKILLS AND EXPERTISE

I learn and apply practical and technical skills

Year 1 - Home and Away

The focus of this topic is::

Geography, Science and Design &
Technology



The United Kingdom is large, and full of a diverse mix of cultures, people and land.

This half term we will be exploring the 7 continents and the 4 countries of the United Kingdom. We will also learn about the seas surrounding the United Kingdom.

We will be making some healthy food as well as looking at the seasons of the UK and comparing them with those elsewhere in the world.

Why not talk to some of your family about where they have been in the United Kingdom?

Do they have any souvenirs from their travels?

Little Gardeners Year 1

Words I need to know and use:

deciduous	A tree or shrub that sheds their leaves in winter
evergreen	A tree or shrub that keeps its leaves all year
season	The four seasons we experience caused by the Earth's tilt as it rotates around the sun
root	The part of the plant used for support and nourishment
stem	The main body of a plant or shrub
leaf	The part of plant mainly used to catch sunlight
flower	The part of the plant that germinates fruit or seeds
germinate	To start a process of growth or development
seed	The small part of a flowering plant that grows into a new plant

Key Vocabulary

germinate	petals
plant	trunk
bud	branches
bulb	fruit
blossom	vegetables

The focus of this topic is::

Science

Key knowledge:

The 'Big Ideas' in Science are:

OBSERVATION

I can observe, classify and name a selection of leaves and trees

I know the difference between a leaf, a plant and a flower

I can name the parts of a plant

I know what grows in the school environment

I can observe, sort and classify leaves, plants and flowers

EXPLANATION

I know what is meant by deciduous and evergreen

I understand that the 2 main parts of a plant are the root and stem/
trunk

I understand that different parts of a plant perform different functions

I can explain what happens when a seed germinates

I know the four seasons are spring, summer, autumn and winter.

I know that colder weather comes in autumn and winter. (observation)

I know that warmer weather comes in spring and summer.

INVESTIGATION



I can explore the link between the size of a seed to the size of a plant

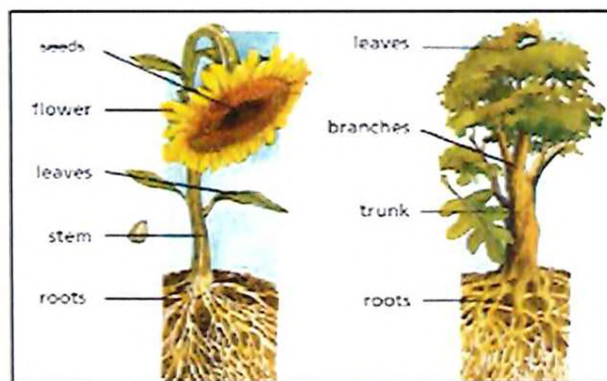
I know that our days of sunlight are longest in the summer and
shortest in the winter

Little Gardeners Year 1

The focus of this topic is:
Science

Science is knowledge about the natural world that is based on facts learned through experiments and observation.




Deciduous Trees	Evergreen Trees
Lose their leaves during autumn.	Keep their leaves all year around.
e.g. Oak Tree	e.g. Fir Tree
	



The various methods of **seed dispersal** are designed to ensure that as many **seeds** as possible have a good chance of growing up to produce **seeds** of their own. Sometimes, the pod or fruit containing the **seeds** is carried away from the parent plant; sometimes, individual **seeds** are spread to a new location.

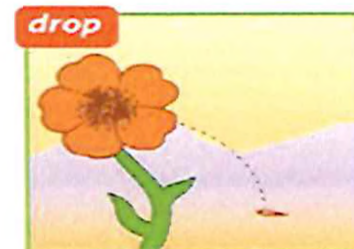
Deciduous = the word **deciduous** means to "fall off", and every autumn these **trees** shed their leaves. Most **deciduous trees** are broadleaved, with wide, flat leaves.

Evergreen = an **evergreen** plant/tree is a one that has leaves throughout the year that are always green and don't fall out.

Acorn (oak)	Poppy Seed	Sycamore Seed
Dispersal: Gravity and Animal	Dispersal: Pepper Pot	Dispersal: Wind
		

Seed dispersal

How Do Seeds Get Planted By Nature?



Some seeds drop out of the flower onto the ground.



Some seeds travel by wind.



Some seeds float in the water to get to land.



Some seeds spread when they are carried by animals or bugs.

Claws, Paws and More! Year 1

Science is knowledge about the natural world that is based on facts learned through experiments and observation.

Key Vocabulary
fish
amphibians
reptiles
birds
mammals
insects
habitat
diet
carnivore
omnivore
herbivore
structure

INVESTIGATION
I am a scientist because I ask questions about the world around me and investigate my ideas. This is how I increase my knowledge and understanding.

EXPLANATION
I am a scientist because I try to explain how and why things happen.

OBSERVATION
I am a scientist because I try to explain changes I observe in the world around me carefully.

The focus of this topic is:
Science and Geography

Key scientific knowledge:

I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.

I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

bird – an animal that has feathers, wings and a beak

wings – a part of a bird's body that can be used for flying

beak – the hard part of a bird's mouth and nose



feathers – the soft covering on the outside of the bird

Claws, Paws and More! Year 1

Definitions	
carnivore	A carnivore is an animal that only eats meat (other animals). E.g. a lion.
herbivore	A herbivore is an animal that only eats plants. E.g a horse.
omnivore	Omnivores are animals that eat both plants and meat (other animals) E.g. a bear.
birds	Birds are warm-blooded vertebrates (vertebrates have backbones) and are the only animals with feathers. Although all birds have wings, a few species can't fly.
reptiles	Reptiles are cold-blooded animals that are characterised by their scales and their ability to lay hard eggs on land. They include animals like crocodiles, snakes, lizards and turtles.
amphibians	Amphibians are cold-blooded vertebrates (vertebrates have backbones) that don't have scales. They live part of their lives in water and part on land. They lay eggs in damp places.
mammals	Mammals include humans and all other animals that are warm-blooded vertebrates (vertebrates have backbones) with hair. They feed their young with milk and have a more well-developed brain than other types of animals.
fish	Fish are vertebrates (vertebrates have backbones) that live in water. They breathe using special organs called gills.

mammal – an animal with fur or hair on its body



bird – an animal that has feathers, wings and a beak



fish – an animal that lives in water which usually has fins, scales and gills



amphibian – an animal that lives on land and in water



reptile – an animal that has dry scales



omnivore – an animal that eats other animals and plants



carnivore – an animal that eats other animals



herbivore – an animal that eats plants



plants – living things which usually grow in the soil



Heatherlands Primary School KS1 Curriculum Overview 2025-2026 Year 1

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: **Community**, **Communication** and **Consolidation**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the **'Big Ideas'**.

Autumn Term		Spring Term		Summer Term
RESPECT RESILIENCE		ASPIRATION MOTIVATION		INDEPENDENCE THE HEATHERLANDS WAY
Super Me!	Toys through time	Home and away	Little gardeners	Claws, paws and more!



Screening check:

First name	
Last name	

The Phonics Screening Check is meant to show how well your child can use the phonics skills they've learned up to the end of Year 1, and to identify children who need extra phonics help. The Department for Education defines the checks as "short, light-touch assessments" that take about four to nine minutes to complete.

The checks consist of **40 words and non-words** that your child will be asked to read one-on-one with a teacher. Non-words (or nonsense words, or alien words) are a collection of letters that will follow phonics rules your child has been taught, but don't mean anything – your child will need to read these with the correct sounds to show that they understand the phonics rules behind them.

You can download the Department for Education's official [Year 1 Phonics screening check past paper from](#) previous years to get an idea of what your child will be asked to do.

All information can be found on our school website:

<https://www.heatherlands.poole.sch.uk/>

<https://www.heatherlands.poole.sch.uk/year-1/>

If you need to contact the class teacher, please email the school office and your message will be forwarded on to them:

heatherlands.office@coastalpartnership.co.uk



Children in Year 1 will have outdoor PE on a **Wednesday** and indoor PE on a **Thursday**.

Children need to come into school on Wednesdays and Thursdays wearing their Heatherlands PE kit.



Forest Schools will take place on a Friday once a term.

Most sessions run in Autumn term 2, Spring term 2 or Summer term 2 and you will be informed of the dates on a termly basis.