

YEAR 1 SCIENCE – PLANTS



What have we learnt in this topic before, what we will learn this year and what we will learn next?

In Reception children will have covered the following learning outcomes;

- Draw and label parts of a plant
- Planting seeds

In Year 1, the children will then learn how to;

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees

In Year 2, children will go on to learn about plants, seeds and bulbs and they will;

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

WORDS TO DESCRIBE THE BASIC STRUCTURE OF TREES AND PLANTS

<https://www.bbc.co.uk/bitesize/topics/zpxnyrd>

DECIDUOUS AND EVERGREEN TREES

Deciduous trees lose their leaves in the Autumn every year. Their leaves are generally broad, flat and have veins running through them.

Evergreen trees have green leaves all year round. Their leaves are generally thick, waxy and narrow like needles.



IDENTIFICATION OF COMMON PLANTS AND TREE LEAVES

Some common plants will grow by itself. They do not need to be cared for.

Common garden plants.

They are the biggest plants on the planet, they give us oxygen, store carbon, stabilise the soil and give life to the world's wildlife. They also provide us with the materials for tools and shelter. It is important for children to recognise common UK trees and their leaves.



How we gain knowledge through our investigations.



Magnifying glass.



Observational journal.



Microscope.

Key Vocabulary

Common Evergreen Deciduous Flower Garden Petal Plant Root Stem Leaf Truck Tree Branch Weed Oak Horse Chestnut Sycamore

YEAR 1 SCIENCE – SEASONAL CHANGES

KNOWLEDGE ORGANISER



WHAT HAVE WE LEARNT IN THIS TOPIC BEFORE AND WHAT WILL WE LEARN THIS YEAR?

In the early years, the topic of weather is broadly covered when the children learn about growing and plants.

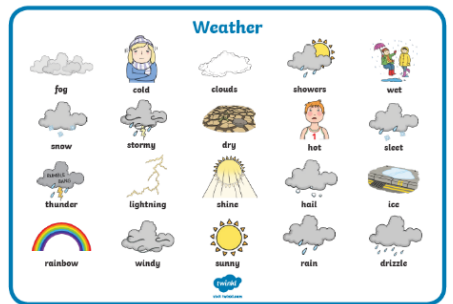
In Year 1, the children learn to; Observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies.

In Year 2, weather will be taught through two topics namely; living things and their habitats and plants, seeds and bulbs where the following criteria will be taught;

- Understanding the basic needs of different kinds of plants
- Finding out and describing how plants need water, light and a suitable temperature to grow and stay healthy

DESCRIBING THE DIFFERENT WEATHER ASSOCIATED WITH THE SEASONS

Weather is the way the air and the atmosphere feel. It includes the outside temperature, strength of the wind and whether it is raining, sunny, hailing, snowing, sleeting, foggy or cloudy. The weather changes regularly and tends to be different during different seasons and across different regions of the United Kingdom.



THE FOUR SEASONS

There are four seasons: **Spring, Summer, Autumn and Winter.** During our seasons the weather plays a significant part in our day to day lives and can within minutes change dramatically.

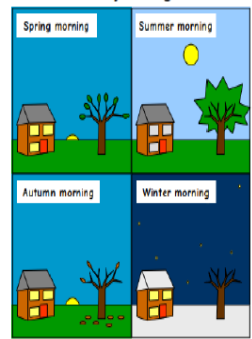


VARIATIONS IN DAY LENGTH THROUGH THE SEASONS

Not only does the weather change the day length also varies in different season. There is more daylight in summer. The nights are shorter in the summer and the weather is warmer. There is less daylight in the winter and the nights are longer and the weather is colder.

Table showing the number of hours of daylight on days in the middle of each season

Spring	11
Summer	16
Autumn	11
Winter	7



Hook



Is a magical fiction book which introduces children to the cycle of nature and teaches them about the months and seasons of the year.

Key Vocabulary

- Observe Temperature Seasons Spring Summer Autumn Winter Variations Day Length Colder Daylight

YEAR 1 HISTORY – EXPLORERS

KNOWLEDGE ORGANISER



What knowledge have we learnt before, what we will learn this year and what will come after?

In year 5 the children will be learning about Vikings and Anglo Saxons. This comes directly before Christopher Columbus on the historical timeline.

- The Vikings and Anglo Saxon Struggle 410BC-1066AD

Also in year 1 the children will be learning about the Victorians which comes directly before Neil Armstrong and the first moon landing.

- Events beyond living memory: The Victorians 1837-1901 AD

In Year 1, the children will begin by further developing their understanding of their own recent history and then stepping back in time to learn about significant individuals. They will firstly be travelling back to 1969 to learn about Neil Armstrong and the first moon landing and then diving into the 15th century to learn about the explorations of Christopher Columbus.

- Significant individuals: Christopher Columbus 1451–1506 AD
Neil Armstrong 1930– 2012 AD

In Year 2, the children will move forward along the timeline from 1451 to 1666AD to learn about the Great Fire of London. In Year 3 they will remain in the same period of time as Neil Armstrong and continue to learn about significant individuals such as Nelson Mandela.

- Significant individuals: Nelson Mandela 1918-2013 AD
- Events Beyond Living Memory: The Great Fire of London 1666AD

ENRICHING THE CURRICULUM

Imagine being Christopher Columbus and discovering the New World.

Children to use role play to reenact this experience on the wooden ships located in the school grounds.

Life at Sea – Objects from the Past



Map

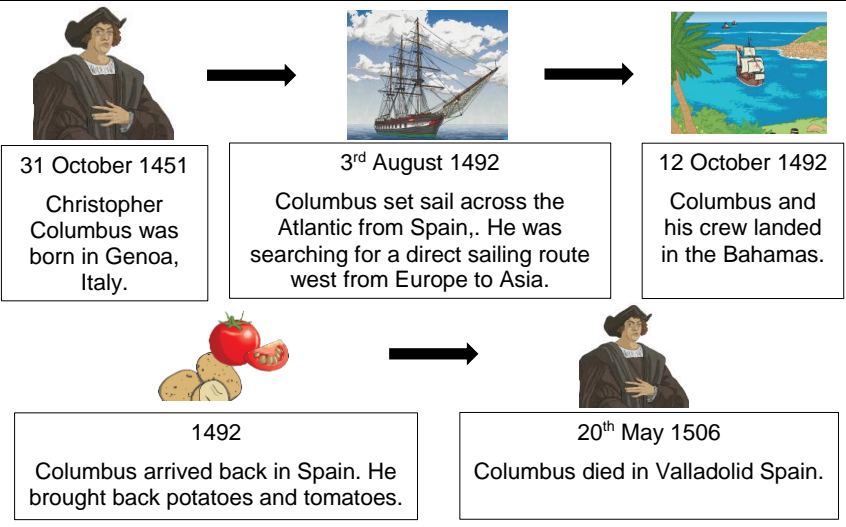


Compass



Sail

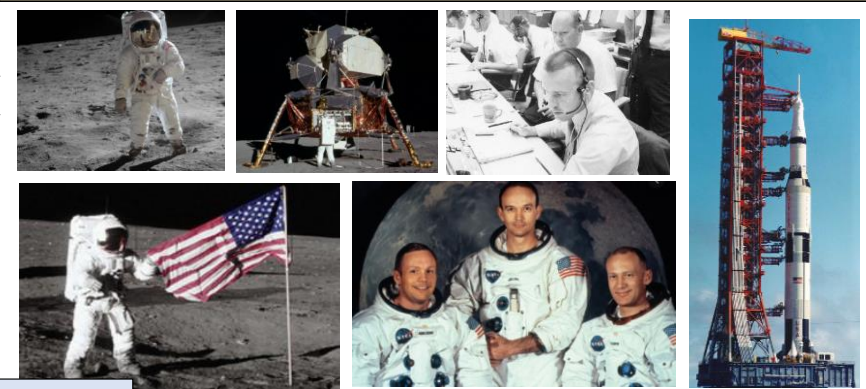
Timeline for Columbus



The Race to Space

<p>1962</p> <p>The first rocket called the V2 is launched.</p>	<p>1947</p> <p>Fruit flies are sent to space.</p>	<p>1969</p> <p>Albert the monkey is sent to space.</p>	<p>1957</p> <p>Laika the dog is sent to space.</p>
<p>1957</p> <p>The first satellite, Sputnik is sent to space.</p>	<p>1961</p> <p>Yuri Gagarin is the first man in space.</p>	<p>1963</p> <p>Valentina Tereshkova is the first woman in space.</p>	<p>1969</p> <p>Neil Armstrong and Buzz Aldrin land on the moon.</p>

The Moon Landing



Key Vocabulary

Christopher Columbus - Neil Armstrong – Explorers - Sea – Spices Map – Compass – Sail – Europe – America – Continent – Navigate – New World – Apollo - Astronaut - NASA

Year 1 Geography - Summer 2

YEAR 1 GEOGRAPHY – WHATEVER THE WEATHER

KNOWLEDGE ORGANISER



What have we learnt before in Geography and what we will learn next?

HOW OUR WEATHER CHANGES WITH EACH SEASON

In Reception, we have had an opportunity to explore their local environment through local walks and maps. Also, understand some important processes and changes in the natural world around them, including the seasons. In Year 1, we use our knowledge about our town Hemel Hempstead and compare the different types of buildings located in a town to a village. These include: a church, a shop, and different types of houses.

In Year 2, we will expand upon our knowledge learnt in Year 1, and learn to explain what facilities a town or village might require.

In the UK, we have **four seasons**: spring, summer, autumn and winter. Each season lasts about three months and has different weather. The weather is also different in different parts of the UK as well.

In **Spring** the days start to get **warmer**. Plants grow and start to flower. You can play outside for longer because it **gets dark later**. There are more warm, dry days so you might go outside more often.

In **Summer** usually has the hottest, sunniest days. There still may be some cooler or cloudier days. In some year's summer is very dry, but sometimes there is a lot of rain. You might go to the beach, zoo, farm, or adventure playground.

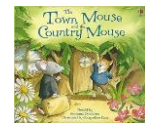
In **Autumn**, the days get shorter and cooler. There is usually more wind and rain. You'll need to start wearing your coat more and play inside. There may be more **frost** on the ground in the mornings.

Winter is the coldest season with the shortest days. It can be **stormy** with lots of rain and wind. There may be **snow** and **ice**. You will need a coat, hat, scarf, and gloves to keep you warm.



HOOK LESSON A STORY – THE TOWN MOUSE AND THE COUNTRY MOUSE

The town mouse and the country mouse' is a fable which tells the tale of two cousins who live in different habitats. The story explores how Country Mouse would rather live in country where it is quiet and simple instead of the nice and luxurious life in the town where it appears to be dangerous and noisy.



KEY FEATURES ASSOCIATED WITH A TOWN OR VILLAGE E.G. CHURCH, FARM SHOP AND HOUSE



TOWN



VILLAGE



A **town** is a much larger settlement than a village. More people live in a **town**, so they need more homes in built up areas and more shops to accommodate these people. You will not see as much countryside in the town. There will be places of worship, a school, doctors and dentist and sports facilities which could include a swimming pool.

Villages are small settlements for a few hundred people. Most **villages** are found the countryside and can be surrounded by farms, where food is produced and sold to people in towns and cities. Some **villages** have a few shops. There will not be so many houses. There may be a place of worship like a church and there is usually a school.

KEEPING A WEATHER CHART AND INTERPRETING WHAT IT MEANS

The children will keep a weather chart. A weather chart is a useful way for children to observe and record the weather over a period. This way, the children will have an opportunity to make plausible predictions about what the weather may be like later in the day or tomorrow or at the end of the week. Plus, will enable them to answer questions on the weather

Days of the week	Weather
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	



In the weather forecast, symbols are used to show what the weather will be like in a particular area. People check the weather forecast before they make plans for a day out. The weather across the UK will not always be the same in all regions.

Key Vocabulary

- Town country church farm shop stormy snow ice frost warmer Spring Summer Autumn Winter cloudy rainy
- windy partly cloudy snowy cloudy sunny forecast weather symbols predictions church house farm shop village town

What have we learnt before in DT and what we will learn next?

In Year 1, we will learn good practices in knife safety and food hygiene. We will make a fruit salad and describe the textures. We will also learn how to bake fairy cakes using a simple recipe and decorate these in interesting ways.

In Year 3, we will continue to use kitchen equipment safely when choosing the right ingredients for a product. We are able to describe how our ingredients come together and decorate our product in order for it to look attractive.

RECOGNISING GOOD HYGIENE PRACTICES IN THE KITCHEN.



Effective cleaning removes bacteria on hands, equipment and surfaces. This helps to stop harmful bacteria and viruses from spreading onto food. There are four simple instructions to help this process.

1. Get wet and soapy. Get your hands wet in clean water. Put soap on your hands and make suds.
2. Rub your soapy hands together long enough to sing "Happy Birthday" in your head twice. Clean your palms, the back of your hands, and between your fingers. Don't forget to clean under your nails. Nails can trap dirt and germs.
3. Rinse. Hold your hands under clean, running water. Rub them to rinse them fully.
4. Shake and dry. Shake your hands a few times, then dry them with a clean towel or hand dryer. Done!

<https://www.bbc.co.uk/bitesize/clips/zq4yqk7>

ADJECTIVES TO DESCRIBE FOOD AND CROSS CURRICULAR LINK.

What does it taste like?

Different foods have a variety of textures and tastes. They can be described using adjectives and explored using our five senses of touch, smell, taste, sight and sound.



Hook: Cross curricular link. In our History Topic, the children will have learnt about Christopher Columbus and the life of sailors on board the ships. They will have looked at the types of food the sailors would have eaten and talked about how they would have preserved the food. The children would have also learnt about the topic of nutrition/vitamins and how sailors suffered from a disease called scurvy. <https://www.bbc.co.uk/bitesize/topics/zhpohbb/articles/znchlamn>

KNIFE SAFETY IN THE KITCHEN.



Knives are not toys. That means we **only use knives to cut food**. When we are done cutting, we put our knives down **flat on the mat** (or cutting board). Learning how to hold and use a knife correctly will not only help you work more safely, but will also **enable you to work faster**, making you much more efficient in the kitchen.

If safety and speed weren't enough incentive, good knife skills also allow you to cut your food uniformly.

<https://www.youtube.com/watch?v=mvJSPhAQNZ4>

PREPARING, COOKING AND DECORATING FOOD.

Preparing Processes

Preparing processes are the different ways that we get food ready to be eaten.

-Mixing: to blend ingredients together, using a spoon, blender, or whisk.



-Weighing/measuring: to get the right amount of an ingredient, using scales, tablespoons, or teaspoons.

Cooking Processes

Cooking processes are the different ways that we heat food before it is eaten.

-Baking: to cook food in a heated oven. Make sure that you select the right temperature!



-Grilling: to cook food by putting it under a hot grill (like a radiator in a cooker).

Decorated cakes made their first appearance in England during the reign of Elizabeth I. The food of this era was becoming exotic and extravagant, with new culinary discoveries brought back from around the empire there were some extraordinary center pieces brought out to amaze and delight guests at banquets. We still continue this tradition today and use different techniques to decorate our cakes using **dots, swirls, spread, etc.**, to decorate fairy cakes. Frosting with natural coloring and flavors like vanilla, lemon, orange and whipped cream frosting and buttercream frosting are popularly used.



Key Vocabulary											
Bacteria	virus	surface	scurvy	safety	decorating	tasting	texture	preserved	equipment	mixing	weighing
measuring	baking	grilling	temperature	preparing process	senses	germs	incentive	tablespoons	teaspoons		

YEAR 1 ART – PRINTING AND TEXTILES

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What have we learnt before in Art and what we will learn next?

In foundation stage, we will study different artists and create art inspired by their work. In expressive arts and design, we will be creating by using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

In Year 1, we will develop our understanding of creating simple patterns in art and progress on to using cut fruit and vegetables as printing blocks. We will learn the different printing techniques to create abstract art. We will then learn the flower pounding technique to make a botanical mandala on fabric.

In Year 2, we will continue to develop our printing skills by exploring pressing, rolling, rubbing and stamping. These skills will be used to create some beautiful leaf printings.

PRINTING WITH FRUIT AND VEGETABLES



Artists use different printing techniques to create pieces of art using fruit and vegetables. The various vegetables make an assortment of different marks which can be used to create an abstract pattern or to make a picture like this vase of flowers.

PRINTING TECHNIQUES

ROLLING



Take a cob of sweetcorn and roll it in a paper plate of paint. Roll the sweetcorn back and forth on some paper to make a pattern.

STAMPING



Take a half of a vegetable or fruit. Dip the flat side in paint and stamp it onto some paper. Alternate the vegetables you are using to make an abstract patterned print.

CARVING



Take a courgette and cut both the ends off. Use a teaspoon or a plastic knife to carve into the courgette. You could also try carving with a straw.

A BOTANICAL MANDALA ON FABRIC

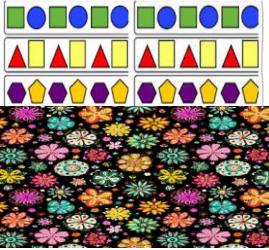


FLOWER POUNDING is the art of transferring the natural pigment of flowers and plants onto cloth or paper through the act of physically hammering the two mediums together. Artists follow a clear method when producing their work.



1. On a flat surface, lay out the fabric.
2. Place foliage (vein down) in desired pattern.
3. Tape foliage down with masking tape.
4. Using a hammer, lightly tap on taped foliage to transfer its natural dye onto the fabric or water colour paper.
5. Gently peel off the tape and brush off any foliage that is still attached to the fabric or paper.

DESIGNING A REPEATING PATTERN USING LEAVES & FLOWERS



REPEATING PATTERNS are taught in Maths, however they are also used on art. A repeating pattern is the **repetition of lines, shapes, tones, colours and textures**. Artists and designers explore patterns to discover their decorative elegance and they can be found in many pieces of modern and abstract art. Designing your own repeating pattern is a skill that enables you to create artwork with infinite possibilities.

Key Vocabulary

- printing abstract
- patterns shape
- repeating tone
- fruit colour
- vegetables texture
- flowers botanical
- leaves techniques
- pounding printing block
- mandala modern art
- lines

Year 1 PE - Summer 1. For this term only we are completing Tag Rugby.



Year 1 – Attack Defend Shoot Unit 1

Knowledge Organiser

Prior Learning

Experienced a variety of games. Practised throwing and catching and can demonstrate the basics of these skills.

Unit Focus

Practice basic movements, including running, jumping, etc. and begin to engage in competitive activities. Experience opportunities to improve ABCs.

We are learning...

1. to hit a target.
2. to defend a target.
3. to roll and slide balls and beanbags.
4. to shoot in a game to get points.
5. to work with a partner to score points.
6. to use our attacking and defending skills in a game.

Key Questions

1. What can we do to make it easier for our teammates to pass the ball to us?
2. How can we score a goal?
3. What skills can you use to attack and defend?
4. How have you worked well with your team?

Equipment

Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, and skittles.

Vocabulary

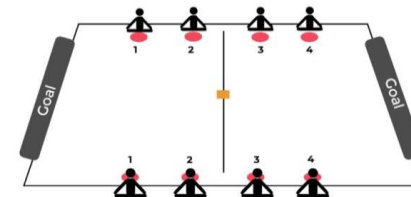
Attack, catch, compete, defend, over-arm, play against, receive, roll, rolling, send, throw, under-arm.

Rules

- No contact.
- No running with the ball.
- Restart from the sideline if the ball goes out.

Assessment Overview

Head - Make decisions about how to defend a target.
Hand - Use change of direction and speed in open play.
Heart - Show motivation to improve.



Prior Learning

Practiced basic movements, including running, jumping etc. Engaged in competitive activities. Experienced opportunities to improve ABCs.

Unit Focus

To recognise rules and apply them. Use and apply simple strategies for invasion games. Preparing for and explaining the reasons why we enjoy exercise.

We are learning...

1. to find our pulse on our wrists.
2. to move side to side to defend a goal.
3. to bounce a ball with control to ourselves.
4. to aim at different targets.
5. to adapt to a game with changing rules.
6. to play in the best defensive position in a game.

Key Questions

1. Why do we need to have a good defensive position when defending a hoop?
2. Where should we move to defend if attackers move to the outside?
3. How did attackers score points in this game?

Equipment

Small balls, large balls, beanbags, cones, hoops, mats, quoits, targets, skittles, and goals.

Vocabulary

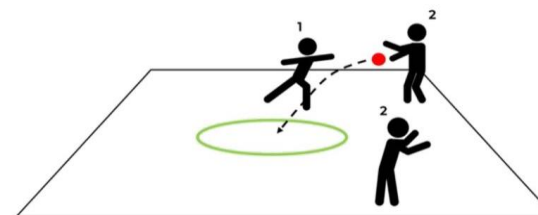
Cooperate, defend, fluency, heart rate, outwit, physical activity, pitch.

Rules

- Restart a game after a goal is scored from the start position.
- Use markings to play within restricted areas.

Assessment Overview

Head – Discuss changes in the body brought about by exercise.
Hand – Judge when and where to move to get in a defensive position.
Heart – Cooperate to perform a range of challenges using skills such as signalling.



Year 1 Computing - Summer 1

Y1

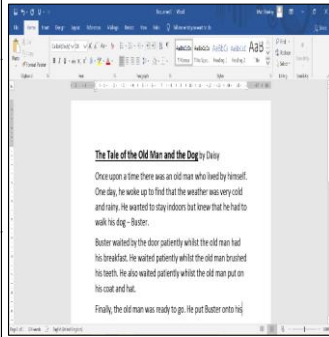


COMPUTING: CREATING MEDIA

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Overview



Digital Writing

- We can use digital devices to help us to write.
- The programs that we do this on are called word processors. Examples of word processors include Microsoft Word and Google Docs.
- When we use word processors, we can use a keyboard and a mouse to enter and remove text.
- We can also change the look of the text by changing things like the font and the size.
- Writing digitally has the benefit that it is neat and tidy, and it can be easily edited.

The Toolbar

The toolbar is the set of icons and buttons that are at the top of the page in a word processor. Below are some of the most common tools.

	These tools can change the text. The B makes the text Bold . The <i>I</i> writes the text in <i>Italics</i> . The <u>U</u> <u>underlines</u> the text.		Clicking on this icon allows you to <u>change the size of the text</u> . After pressing the icon, you will see a list of numbers. The larger the number selected, the bigger your text will be.
	Clicking on this icon allows you to <u>change the font</u> (style) of the text. Most word processors have many styles to choose from.		Clicking on this icon opens the text colour tool. It allows you to <u>change the colour of the text</u> . There are often many colours to choose from.

Using a Keyboard

- A keyboard is an input device that lets a person enter letters, numbers and symbols.
- Most keyboards are laid out in the same way. This is often called the QWERTY layout.
- The buttons on a keyboard are called keys.
- You can choose where to write by moving the cursor (the arrow) over the page. When you click a flashing line will appear. This is the text cursor. It allows you to type in letters.



- Caps key, press this for capital letters.
- Space bar, for leaving spaces.
- Backspace key, removes the letter on the left of the text cursor.
- Enter key, moves everything after the text cursor down one line.
- Arrow keys, can move the text cursor.

When we want to save our writing, we should click on this icon. The first time that we save, we need to choose a file name and a location (folder) to save it in.

Making Careful Choices



The undo tool reverses the last thing that you did. If you make a mistake, the undo tool can help you to get it back to how it was.

The redo button re-does something that you have undone!



Hand writing or Digital writing?

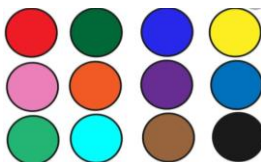
- Hand writing is often seen as more personal. For many people, it is a bit quicker than typing.
- Digital writing is often neat, tidy and easy to read. It can be more easily edited (changed).

Important Vocabulary

Word Processor Text Font Keyboard Text Cursor Enter Spacebar Toolbar Font icon



Overview

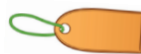


Grouping Data

- **Data** can be numbers, words or figures. **Information** is what we can understand from looking at data.
- Objects can be **labelled** using either their names or **describing their properties**.
- Labels can be used to **place objects into groups**. This helps us to **count and compare** data easily, through looking at **similarities and differences**.

Labels and Properties

- **Labelling:** Labels are all around us!



- Labels are the names that we give to things so that we can easily identify them.

- On computers, we can label different objects so that the computer knows what they are.

- **Properties:** Objects have different properties (features) that we can choose to label them by.

- Some examples of the properties of an object include its size, its colour and shape.

- We can use properties to tell computers what objects are and how to sort them.

- **Describing:** Objects can be described by their name labels and their properties.

- E.g. the picture here could be correctly labelled as 'dog', 'Labrador' or 'animal.'



Use describing adjectives for accuracy, e.g. big, circular, blue, old, thin, long, heavy etc.

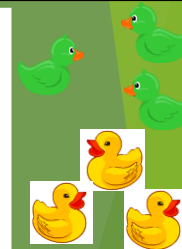
Grouping and Counting

- **Grouping:** The same objects can be put into different groups, depending upon their properties. Computers can help us by allowing us to put different objects into groups.

- For example, a computer can be asked to group all of the pictures that have a certain name label, e.g. 'duck', or property, e.g. yellow.

- **Counting:** Computers can be programmed to count the amounts in each group.

- For example, when your teacher takes the class register, the computer program can count how many ticks and crosses there are, to tell the teacher how many children are in school.



Jamie	✓
Elizabeth	✓
Ella	✗
Harry	✓
Marcus	✓
In school: 4 Absent: 1	

Comparing

- **Comparing** is when we look at what is similar (the same) and what is different between objects. You can compare objects or groups of objects.

Examples of comparing words

- more than, less than, the same as, least, most, bigger, smaller, older, younger, longer, shorter, wider, thinner.



Answering Questions

- Objects can be grouped in order to **answer questions and solve problems**.

- For example, if asked how many orange items there are below, you could group them into 'orange' and 'not orange.' To find out if there is more fruit than vegetables, you could group them into 'fruit' and 'vegetables.'



Important Vocabulary

Information

Data

Search

Label

Group

Describe

Program

Properties

Similar

Different

YEAR 1 PSHE - DRUGS

Overview and Recap

At South Hill, we follow the 'Christopher Winter project' curriculum for 'Relationship and Drugs education.'

We are learning about how to live healthy and safe lives, to promote our wellbeing and to have positive relationships with others.

You should already know that: Being healthy is about feeling good in your body and wellbeing is about feeling good in your mind.

There are many ways that we can live a healthy lifestyle, e.g. exercise and diet.

- When we have a bad feeling about something, trusted adults can help us.
- It is important for our health and wellbeing that we get enough sleep.



Health living

There are several things that we can do to live a healthy lifestyle:

- Eat healthy meals, including fruit and vegetables daily. Eat foods in moderation.
- Do not eat too much or too little;
- Exercise every day;
- Be hygienic (e.g. wash hands before eating meals);
- Clean your teeth;
- Wash your body and hair;

Even if we live a healthy lifestyle, we all sometimes get ill (we are likely to get ill much more when we don't live a healthy lifestyle).

- Illnesses can be mild (like a cold or a sickness bug) or more severe.
- Medicines** can be used to make us feel better when we are sick.
- However, too much medicine can be very dangerous, and can make us very ill. Therefore, only adults should handle medicines.



People who help us

There are many people we can trust and who can help us when we are poorly or when we need help. It is really important that we know who to go to when we need help. This could be:

- A teacher, Police Officer, Firefighter, friend, grandparent, mum, dad, Dentist, Doctor, Nurse, Pharmacist, Paramedic and other trusted adults



KNOWLEDGE ORGANISER



Medicines

Sometimes we need medicine to make us better if we have been poorly.

How do medicines get into our bodies?

Our trusted adult at home, such as our mum or dad, might sometimes give us medicine at home if we have a fever and we are hot.

Medicines are good if:

- They make us feel better
- They stop us from hurting
- They help our bodies to work properly



Medicines may be bad for us if:

- They belong to somebody else
- Someone we don't know tries to give them to us
- We don't follow the rules

Sometimes we may need an injection if we are poorly or to stop us from being poorly.

Injections are good if:

- A doctor or nurse gives them to us
- They help us from catching diseases
- They help our bodies to work as they should
- They stop us from hurting



Injections may be bad for us if:

- They are intended for someone else
- Someone we don't know tries to give them to us
- We find the needle or syringe

How do medicines get into our bodies?

Different medicines are given to us in different ways.

Medicines – these are usually given by being put into our mouth or sprayed into our nose.

Tablets/pills – these are normally swallowed with a sip of water.

Inhalers – these are normally given by mouth.

Epipen – this is for someone who has a severe allergy. These are normally injected into the thigh.

Injections – These are normally given in the arm or thigh.






Key Vocabulary


medicine help injection unhealthy healthy exercise trust adult body safe look after trust

YEAR 1 PSHE - RELATIONSHIPS

KNOWLEDGE ORGANISER




Overview and Recap	LIFECYCLE OF A HUMAN
<p>At South Hill, we follow the 'Christopher Winter project' curriculum for 'Relationship and Drugs education.'</p> <p>In Year 1 this year, we will learn:</p> <ul style="list-style-type: none"> To know how to keep clean and look after oneself To understand that babies become children and then adults To know the differences between boy and girl babies To know there are different types of families To know which people we can ask for help 	<p>As we get older, we grow and change. We start life as a foetus and grow into a baby in our mother's tummy. We then grow and develop through different stages of the life cycle:</p> <ul style="list-style-type: none"> • Foetus • Baby • Child • Teenager • Adult • Elder  <p>We all have private parts. Males have a penis and females have a vagina.</p> 

KEEPING OURSELVES CLEAN
<p>It is very important and healthy for us to keep ourselves clean. There are some things we can do ourselves and others that we will need an adult to help us with.</p> <p>There are lots of ways in which we keep ourselves clean. These include:</p> <ul style="list-style-type: none"> • Brushing our teeth twice a day with a toothbrush and toothpaste • Having regular showers or baths using soap or a product like shower gel • Washing our faces • Washing our clothes in a washing machine • Washing our hands before we eat • Brushing or combing our hair • Cleaning our duvet and bedsheets 

FAMILIES ARE ALL DIFFERENT AND UNIQUE

All families are different! Members of our family are special people, including carers and friends who are close to us and who we think are important. Some families will have similarities to our own and others will be very different.

All families are valued and unique.



Key Vocabulary

youngest	oldest	male	female	Life cycle	penis	vagina	testicles	vulva	toothbrush	toothpaste	different	
hairbrush	gender	boy	girl	soap	adult	elder	child	teenager	features	healthy	clean	similar