






Planning for retention
Key of Knowledge | Year 1





Outlined below is the 'sticky' knowledge for Year 1. We expect children to know and remember the following information, which is derived from our broader curriculum expectations. These concepts are revisited in our regular focused retrieval sessions – as well as through lessons, where prior knowledge is identified, built upon and extended. Number in brackets is amount of knowledge points expected per unit.


Science	Animals Including Humans	Plants	Materials	Seasonal Change
	<p>Some parts of the body are arm, leg, neck, head, feet, hands, elbows and knees.</p> <p>The five sense are taste (tongue), touch (skin), smell (nose), sight (eyes) and hearing (ears).</p> <p>Animals can be grouped into amphibians, reptiles, birds, fish and mammals. (with examples)</p> <p>A carnivore eats only meat, a herbivore eats only plants and an omnivore eats meat and plants. (with examples of animals)</p>	<p>Different plants can be found in the wild and in gardens.</p> <p>A deciduous tree loses its leaves in autumn but evergreen trees don't.</p> <p>Plants, trees and flowers have similar and different parts which have different functions. (roots, stem/trunk, leaves and flowers)</p>	<p>Some materials are metal, plastic, wood, glass, paper, rock, brick, fabric and foil.</p> <p>Materials have different properties such as hard, soft, smooth, rough, transparent, opaque, waterproof, absorbent.</p> <p>Materials can be compared based on their properties.</p> <p>An object is different to the material it is made from.</p>	<p>The weather changes according to the season.</p> <p>Day length varies according to each season.</p> <p>There are different signs of autumn, winter, spring and summer.</p>


History	Kings and Queens	Victorian Study – The Seaside
	<p>A monarch is a king or queen, an emperor or a sultan.</p> <p>They are usually part of a royal family.</p> <p>The crown is inherited which means that the heir becomes the monarch as soon as their parent dies. Queen Elizabeth II was our past monarch.</p> <p>King Charles III, is our present monarch.</p> <p>Monarchs are crowned during a special coronation ceremony.</p>	<p>Queen Victoria reigned from 1837 to 1901.</p> <p>Seaside holidays became very popular for more people during the Victorian times because new steam trains made it easier and cheaper to go to the seaside.</p> <p>There would not have been the plastic containers and packaging.</p> <p>Although seashores are still busy, less and less people choose to go there for a holiday because they can travel to other countries on aeroplanes.</p> <p>People still eat ice-cream, ride donkeys, paddle in the sea and build sandcastles.</p> <p>Money has been spent improving Saltburn so that people continue to come and visit the seaside.</p>


Geography	Location	Place	Human and Physical	Fieldwork Skills
	<p>The four countries that make up the UK are England, Scotland, Wales, Northern Ireland.</p> <p>The three main seas surrounding the UK are the English Channel, the North Sea, the Irish Sea.</p> <p>The place where they live can be found on a map of the UK.</p> <p>The seven continents of the world are Asia, Africa, North America, South America, Antarctica, Europe, Australia.</p>	<p>The main features of hot places (e.g., deserts) are dry, hot, and sunny, and cold places (e.g., polar regions) are icy, cold, and snowy.</p> <p>Hot and cold places can be located on a world map, with deserts in Africa and polar regions near the North and South Poles.</p> <p>In very hot places, people wear light, breathable clothing, such as shorts and T-shirts. In very cold places, people wear thick clothing, like coats, hats, gloves, and boots.</p> <p>People wear different clothes at different times of the year based on the weather—warm clothes in winter and cooler clothes in summer.</p>	<p>The weather changes with each season, with warmer weather in summer and colder weather in winter, and rain in autumn and spring.</p> <p>Daily weather patterns in the UK include changes in temperature, wind, and rain, with mild and rainy weather being common.</p> <p>Key features associated with a town, village, or city include a church, farm, shop, and house.</p>	<p>The equator, North Pole, and South Pole on a globe.</p> <p>How to use maps, atlases, and globes. Compass directions: North, East, South, and West.</p> <p>Their home addresses.</p> <p>How to describe a locality with words and pictures.</p> <p>Identifying basic symbols on a map.</p>




PSHE	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
	<p>Understand that their choices have consequences</p> <p>Understand that their views are important</p> <p>Understand the rights and responsibilities of a member of a class</p>	<p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know that people are unique and that it is OK to be different</p>	<p>Know how to set simple goals</p> <p>Know how to achieve a goal</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</p> <p>Know when a goal has been achieved</p>	<p>Know the difference between being healthy and unhealthy</p> <p>Know how to make healthy lifestyle choices</p> <p>Know that all household products, including medicines, can be harmful if not used properly</p> <p>Know how to keep safe when crossing the road</p>	<p>Know that everyone's family is different</p> <p>Know that families are founded on belonging, love and care</p> <p>Know that physical contact can be used as a greeting</p> <p>Know how to make a friend</p> <p>Know who to ask for help in the school community</p>	<p>Know the names of male and female private body parts</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p>

Art and Design (knowledge of art and artists)	Drawing	Painting	Sculpture
	<p>A pencil grip and control can change how marks are applied on a surface (light marks, dark marks, thick marks, thin marks)</p> <p>Pencils, pastels, crayons can be used to draw with.</p> <p>The three primary colours are red, yellow and blue.</p>	<p>A shape is created by closing a line.</p> <p>A collage is when different materials are stuck down to create a new image.</p> <p>There are different ways of painting – brushes, fingers, sponges, natural materials)</p>	<p>The texture of clay can be made smooth by rubbing it with water.</p> <p>The texture of clay can be changed by adding patterns to it.</p> <p>A sculpture can be painted to make it attractive.</p>

RE (3) 	Christianity - Autumn Christians believe that God created the world. God wanted the world to be treated kindly. We give gifts for a reason and know why these gifts are different. Retell the Christmas Story and know that Jesus received Gold, Frankincense and Myrrh as gifts.	Christianity - Spring Jesus always tried to show friendship, even when this was difficult. Jesus entered Jerusalem on Palm Sunday and was greeted by people waving palm branches. Events leading up to the Last Supper. Resurrection means bringing someone back to life after they have died.	Judaism Shabbat is the Jewish day of rest, that begins on Friday before sunset. Children learn about the importance of food, blessings and family time during Shabbat. Shabbat is considered a day of rest for Jews. A Kippah (skull cap) is worn by Jewish men when praying. Rosh Hashanah is the Jewish New Year and Jewish people make plans they want to achieve and ask God for help A shofar is blown like a trumpet on Rosh Hashanah and Yom Kippur. Yom Kippur comes 10 days after the beginning of Rosh Hashanah. Yom Kippur is a day to reflect on the past year.
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Online Safety 	Privacy and Security I can explain how passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	Online Relationships I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	Health, Wellbeing and Lifestyle I can explain rules to keep myself safe when using technology both in and beyond the home.	Online Bullying I can describe how to behave online in ways that do not upset others and can give examples.
	Online Reputation I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.	Managing Online Information I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.	Self-image and identity I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.	Copyright and Ownership I can explain why work I create using technology belongs to me I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content). I understand that work created by others does not belong to me even if I save a copy

Computing 	General Skills Can take photos and videos effectively Can find videos and photos in the photo app Can take a screenshot Can find and use an app requested by an adult.	Publishing (Pages) Can open a new document, name it and text. Can format text. Can use templates to create a document.	Presentation (Keynote) Can open a new document, name it and add text Can format text Can add images/ photos to documents	Filmmaking (iMovie) Can open a new movie and name it. Can add still images onto a timeline using the photo app. Can add a voice over.	Sound production (Garageband) Can open an instrument choice and 'play' some music. Can record their composition. Can record their voice and add effects. Can chose variations of instruments to alter sound.	Coding (Scratch) Explore app using blocks to add to the coding system. Add sprites Add a Backdrop
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Design Technology 	Making a windmill To understand that cylinders are a strong type of structure To know that a structure is something that has been made and put together. To know that the sails or blades of a windmill are moved by the wind. To know that a structure is something built for a reason. To know that stable structures do not topple. To know that adding weight to the base of a structure can make it more stable.	Food Technology To know that a blender is a machine which mixes ingredients together into a smooth liquid. To know that a fruit has seeds and a vegetable does	Moving pictures To know that a mechanism is the parts of an object that move together. To know that a slider mechanism moves an object from side to side. To know that a slider mechanism has a slider, slots, guides and an object. To know that bridges and guides are bits of card that purposefully restrict the movement of the slider			
	PE 	Invasion Games (Football Lacrosse Tag Rugby Handball) OA	Dance Gymnastics	Striking and Fielding (Rounders and Cricket) Net Wall Games Tennis		
		To know that vegetables is any edible part of a plant				
Music 	Untuned Percussion	Structure	Musical Notation	Singing	Composition	Improvisation

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Retrieval Practise Sessions:

At Handale, we understand that regular retrieval practice embeds learning in to the long term memory – and as such, we aim to regularly retrieve prior learning through fun, low stakes retrieval opportunities.

If a teacher assesses that a concept or word is not well embedded, they must ascertain how this will be improved?

- Embedded in to a curriculum lesson
- Taught there and then – as part of the retrieval session
- Embedded in to the next few sessions to gain repeated exposure of the concept to aid overlearning

Over the year, with regular retrieval practice sessions, as well as revisit opportunities built in to the curriculum, it is hoped that the vast majority of children will have the above knowledge firmly embedded in to their long term memory.