

# **Knowledge Organisers**

## **1<sup>st</sup> Spring Term**

**Science**

**Geography**

**Art/DT**

**PSHE**

**Computing**

**RE**

**Music**

**Latin**

**PE**

**Class 2**

## Knowledge Organiser – Rocks, Fossils and Soil – Science – Year 3

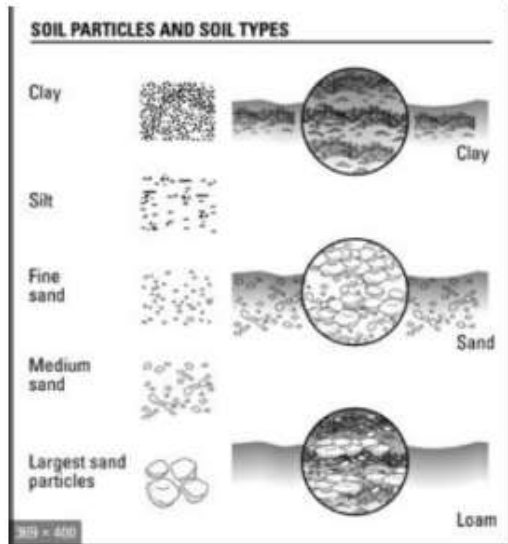
Key Vocabulary	Definition
<b>Rock</b>	A solid mineral material forming part of the surface of the earth
<b>Sedimentary</b>	Rocks that are made of small particles laid down over time
<b>Hardness</b>	How well a rock resists being changed when scratched.
<b>Flint</b>	Flint is a hard form of sedimentary rock
<b>Chalk</b>	Chalk is limestone which is also a form of sedimentary rock
<b>Soil</b>	Soil is a mixture of tiny particles of rocks, organic matter from animals and plants, as well as air and water
<b>Fossils</b>	the remains or impression of a prehistoric plant or animal embedded in rock
<b>Organic matter</b>	A substance come from recently living organisms (plants, animals)
<b>Permeability</b>	Allowing water to pass through it
<b>Profile</b>	A cross section of soil

Key Knowledge
I know the three different types of rock. I can describe and compare different rocks according to their properties.
I know that different rocks have different levels of hardness and I can suggest ways to investigate this
I know what fossils are and can describe how they are made.
I know that soil is made up of different materials (bedrock, subsoil, topsoil, humus and organic matter)
I know what permeability means and which soils are the most permeable.

**Chalk**



Flint



## Knowledge Organiser - British Isles - Geography - Year 2

Key Vocabulary	Definition
<b>The United Kingdom</b>	The union of the following countries: England, Wales, Scotland and Northern Ireland
<b>The British Isles</b>	The group of islands, located in north-western Europe, that include Britain and Ireland and over six thousand smaller islands
<b>island</b>	A piece of land entirely surrounded by water
<b>loch</b>	The Scottish word for a large lake
<b>valley</b>	Sloping land in between two mountains or hills, often has a river running through it
<b>coastline</b>	The edge of the land, where the land meets the sea
<b>Munro</b>	The Scottish name for a mountain
<b>inhabited</b>	People live there
<b>uninhabited</b>	No one lives there

Key Knowledge
I know that the British Isles are a group of islands that include Britain and Ireland.
I can recognise Scotland as a country of the British Isles.
I can recognise Wales as one of the countries in the British Isles.
I can recognise Ireland as the one of the countries in the British Isles.
I can recognise England as a country within the British Isles.






### Flags



England	Ireland	Scotland	Wales	Northern Ireland
				
Capital city - London	Capital city - Dublin	Capital city – Edinburgh	Capital city – Cardiff	Capital city – Belfast

## Knowledge Organiser- Portraits and Self Portraits - Visual Arts - Year 2

Key Vocabulary	Definition
Portrait	A piece of art work showing a person
self-portrait	A portrait that an artist creates of themselves
facial features	Eyes, nose, mouth, ears
skin tone	The shades of a person's skin
represent	How an artist shows what a person is like in a portrait
cubism	A way of painting and drawing where artists show more than one view of something in the same Picture, like looking at many sides of a cube at once.

Key Knowledge
I understand what portraits and self-portrait are.
I understand how an artist can plan a portrait.
I can explore the use of colour in self-portraits.
I understand how artists represent themselves through self-portraits.
I can explore how an artist can represent themselves or others in different ways.

Self-Portraits	Artist
	Vincent Van Gogh, Self- portrait 1889
	Rembrandt van Rijn, Self-portrait, 1659
	Pablo Picasso, Self- portrait, 1907

Portraits	Artist
	Leonardo da Vinci, Mona Lisa, 1503-06
	Hans Holbein the Younger, Edward VI as a Child, 1538

## Knowledge Organiser – PSHE – Dreams and Goals - Year Two



Vocabulary	
Realistic	Having a sensible idea of what can be achieved.
Proud	A feeling of satisfaction as a result of an achievement.
Success	The achievement of an aim or purpose.
Challenge	Something that needs great effort in order to be successfully.
Goal	An aim or purpose.
Persevere	To try to do something in a determined way, despite having problems.



Key Knowledge
I can choose a realistic goal and think about how to achieve it.
I can persevere even when I find things difficult.
I can explain some of the ways I worked cooperatively in my group to create the end product.



**The Jigsaw! Charter**

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)



Reflective questions
Ask me this...
How does it feel to achieve a task together?
How does it feel to set a goal and to achieve it?



## Knowledge Organiser - Data and Information: Branching Databases

Key Vocabulary	Definition
attribute	An attribute includes its name and a value. For example, a ball will have a colour which might be red. Colour is the attribute name, red is the attribute value.
value	What the data in a cell represents. This could be certain text e.g. blue/green, a date or a number.
table	Sorting information into rows and columns.
object	An element in a computer program that can be changed using actions or properties.
branching database	A way to sort information by asking questions that are normally answered 'yes' or 'no'.
database	A collection of data organised in such a way that it can be searched, and information found easily. Database usually refers to data stored on computers.
equal	Exactly the same in number or amount
structure	To organise
selecting	To choose a particular action
decision tree	An attribute includes its name and a value. For example, a ball will have a colour which might be red. Colour is the attribute name, red is the attribute value.
question	Something that is asked or written to try and gain information.

Key Knowledge:
To be able to explore and create yes/no questions
To be able to group objects into a tree structure
To be able to create a branching database
To be able to create yes/no questions and compare two branching database structures
To be able to identify objects using a branching database
To be able to compare the information shown in a pictogram with a branching database

### Branching Databases

**-Branching Databases:** A branching database (sometimes known as a binary tree) is a way of classifying a group of objects. If it has been designed correctly, a branching database can be used to help someone identify one of the objects.



**-Creating Branching Databases:** Programs such as *12data* can help you to create branching databases. Firstly, you need to select which objects you would like to use in your database. You can then type in 'yes' or 'no' questions to sort your objects. Add as many questions as needed until all of the objects are sorted individually.



### Grouping and Separating

**-Grouping:** Objects can be put into different groups. These groups can be made up of objects that are the same, or objects that have the same attributes (features).



Computers can help us by allowing us to put different objects into groups.

**-Yes or No Questions:** Questions that require yes and no answers can be useful for helping us to find out the attributes of different objects. For example:

- Is it big? (size)
- Is it red? (colour)
- Is it made of plastic? (material)
- Is it heavy? (weight)



**-Multiple Groups:** Sometimes, we need to split objects into more than two groups, and so one yes or no question alone is not enough. For example, we may wish to classify animals into the different animal types (mammals, birds, reptiles, amphibians, fish, etc.). We may ask multiple yes or no questions, such as 'does it lay eggs?' 'does it have hair or fur?' etc.

### Structuring Branching Databases

-Remember that for your branching database to be effective, the strength of the questions that you ask is hugely important. Your questions need to separate different objects based on their attributes. E.g. the question 'does it have stripes?' would separate the animals below. You should also carefully consider the order that you ask questions.



### Presenting Information

-Both pictograms and branching databases can be used in order to **answer questions and solve problems**.

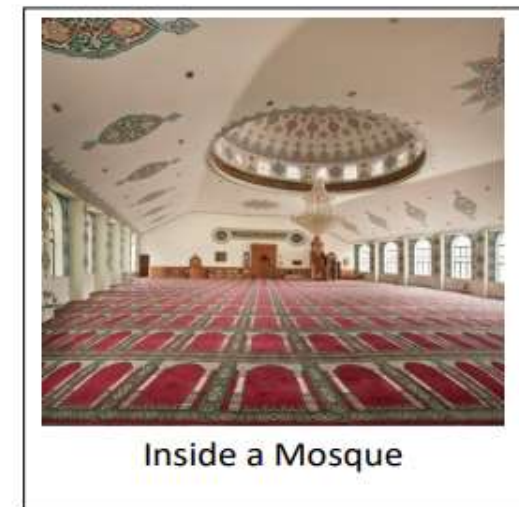
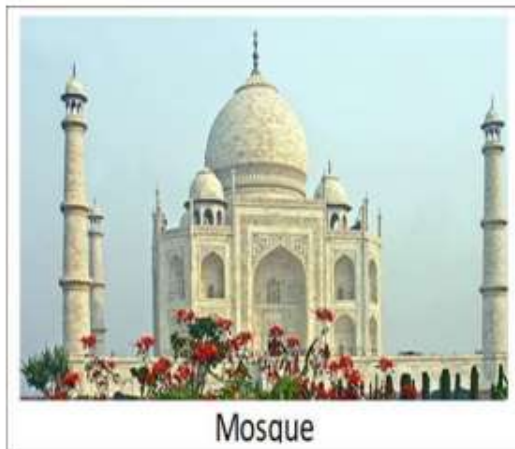
-You should know which is best to use in different situations. E.g. a pictogram is best to show the favourite colours of children in the class, whilst branching diagrams are best to identify different types of minibeasts.






**Knowledge Organiser - R.E. Year 2 - Spring 1 Knowledge Organiser Enquiry: Does going to a mosque give Muslims a sense of belonging?**



Key Vocabulary:	
<b>belonging</b>	A feeling of fitting in or being part of something
<b>Mosque</b>	A Muslim place of worship
<b>Wudu</b>	A ritual of cleansing before Muslims pray
<b>Minaret</b>	A tower from where Muslims are called to worship
<b>Hajj</b>	Annual pilgrimage to Makkah that each Muslim must undertake once in their lifetime if they have adequate health and wealth.
<b>community</b>	A group of people who share the same beliefs
<b>Makkah / Mecca</b>	A place in Saudi Arabia, the birth place of Muhammad (PBUH)

Key Knowledge:
I know what it feels like to belong
I can explain a Muslim ritual that shows a baby belongs to a Muslim community
I know some of the rituals Muslims perform when they pray.
To know that praying with others in a Mosque helps Muslims feel like they belong
I can explain why a Muslim might feel like they belong to a community.
I know that going to a special place and having special actions helps me feel like I belong to a group.



Key Vocabulary	Definition
Time signature	The rhythm following a clef
Key signature	The key of a piece of music depends on the flats and sharps in the music.
Minim	
Crotchet	
Quaver	
Disco	A form of dance music emerged in 1970s
Jazz	A style of music from Southern America which uses pianos, saxophones, trumpets and drums
Folk	Traditional popular culture music
Sea shanty	A song with alternating solos and chorus originally sung by sailors while performing physical labour
Harmony	The notes that support the tune
Melody	The tune

**Key Signature: C major** — there are no sharps or flats in the key signature


How many beats per measure

What note gets one beat

**Key Signature: G major** — there is one sharp in the key signature



**Key Signature: F major** — there is one flat in the key signature



- Songs covered
- Love what we do
  - When the saints go marchin' in
  - My bonnie lies over the ocean





# Latin Knowledge Organiser - Unit 3: Work, Work, Work

Key Vocabulary	
Latin	English
facis	You are doing
scrībō	I am writing
scrībit	He/she/it is writing
spectat	He/she/it is watching
pūrgō	I am cleaning
pūrgat	He/she/it is cleaning
legō	I am reading
legit	He/she/it is reading
verrō	I am sweeping
subitō	suddenly
ancilla	slave girl
intrat	He/she/it enters
nova/novus	new
labōrant	They are working
rīdent	They are smiling
quod	because
minimē!	No!
legis	You read
coquis	You cook
valida/validus	strong
semper	always

## Grammar

Words we use to talk about actions are called verbs, e.g. **Corinthus is writing.**

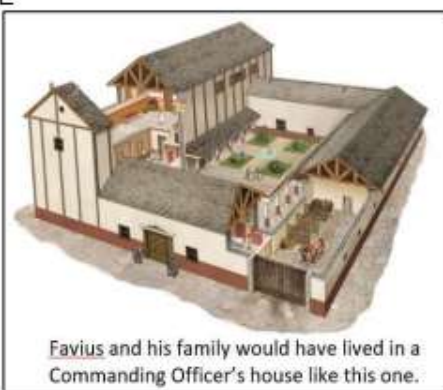
In Latin you don't need to use a separate word for "I" or "he" or "they". The ending of the verb tells us who is doing the action.



I want you to remember that if a verb ends in -t, then *he* or *she* is doing that action.



**Pandora's Box**



Favius and his family would have lived in a Commanding Officer's house like this one.



## Key Knowledge

- To identify verbs in English and Latin.
- To identify Latin verbs and begin to understand their endings.
- To explore regular verb endings.
- To write simple sentences with verbs and 'quod' (because).
- To explore creation myths (Pandora's Box).

**Unit Motto**  
**veni, vidi, vici = I came, I saw, I conquered**



Key Vocabulary	Definition
<b>possession</b>	Making sure your team keep the ball and doesn't let the other team get it.
<b>attacking</b>	Trying to score a goal.
<b>defending</b>	Trying to stop a goal.
<b>marking</b>	Staying near an opponent so it is hard for them to get the ball.
<b>tactics</b>	Different strategies to try to beat the opponent.

Skills	
<b>Passing</b>	
<b>Marking</b>	
<b>Intercepting</b>	

### Skill Development

- To understand what being in possession means.
- To understand that scoring goals is an attacking skill.
- To understand that stopping goals is a defending skill.
- To explore how to gain possession.
- To mark an opponent as a form of defending.
- To apply simple tactics for attacking and defending.