

Knowledge Organisers

1st Autumn Term

Science

Geography

Art

PSHE

Computing

P.E.

Music

R.E.

Latin

Class 2 – Year 3

Knowledge Organiser- Living things and their Environment - Year 2

Key Vocabulary	Definition
Alive	Something that moves, grows and reproduces
Living	Something that is alive
Habitat	A place where particular
Germination	Stage of plant growth when the seed begins to sprout
Mature	When a plant has reached its adult (flowering) stage
Adapt	To change to fit in with the habitat
Environment	The surroundings of where an animal or plant lives
Survive	To stay alive
Damage	To hurt or harm a person or a place

Specific habitat names, animals and plants as required each lesson.

Key Knowledge

I can classify things into living, dead and never alive.

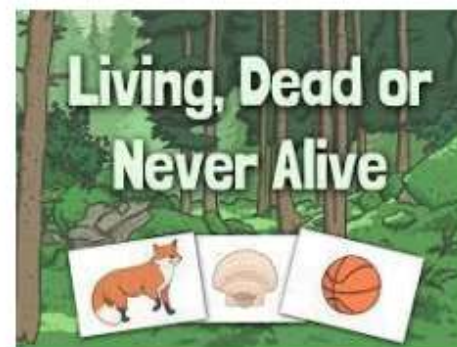
I know that a habitat is the name given to a place where plants or animals live.

I know that plants need water, light and a suitable temperature to grow

I can name and describe animals that live in underground habitats

I know that rainforest habitats are home to many different animals and plants.

I know how desert animals and plants are adapted to their environment



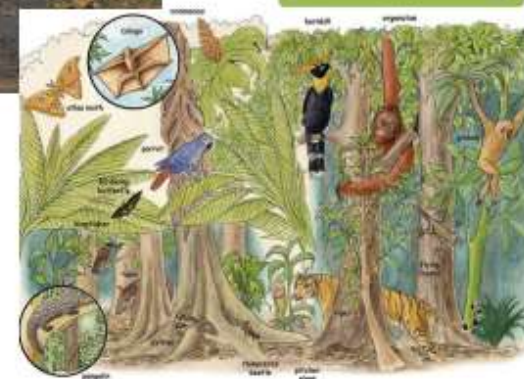
Underground



Desert



Rainforest



Knowledge Organiser - Spatial Sense - Geography - Year 3

Key Vocabulary	Definition
Eight-point compass	A tool used for navigation, shows the following directions; north, north-east, east, south-east, south, south west, west and north west.
Grid reference	A set of information (often a letter and a number) that locates a place on a map.
Symbols	Small simple pictures that represent different things on a map.
Key	A key gives information about the symbols included on a map.
Human features	Man-made features of an area, for example, buildings, bridges and roads.
Physical features	Natural features of an area, for example, rivers, hills, valleys.

Key Knowledge

I know what a compass is and why they are important. I can name the 8 point on a compass.

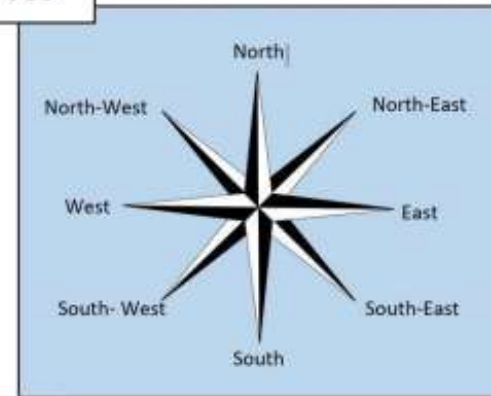
I know that OS (Ordinance Survey) symbols give us information about locations on a map.

I can use 4 figure grid references to find and plot locations on a map

I know why and how the Fens were drained

I know the similarities and differences between Puno (Peru) and West Norfolk (England)

Eight Point Compass



Map of the Fens



Peru	United Kingdom
<p>A topographic map of Peru, showing the Andes mountain range running north-south through the center of the country. The Amazon basin is visible to the east of the mountains. Neighboring countries Ecuador, Colombia, and Brazil are also labeled.</p>	<p>A topographic map of the United Kingdom, showing the island's terrain with various shades of green and brown representing different elevations. The map includes the English Channel, the North Sea, and the Atlantic Ocean.</p>

Knowledge Organiser - Colour, Shape and Texture - Visual Arts

Key Vocabulary	Definition
primary colours	Yellow, red and blue. These colours cannot be mixed from other colours.
secondary colours	Green, orange and purple. These colours are mixed by combining two primary colours.
complementary colours	Any two colours which are opposite each other on the colour wheel, for example yellow and purple are complementary to each other.
geometric shape	Shapes we can name, e.g. square, rectangle, triangle, circle.
organic shape	A shape we cannot give a name to, unlike a geometric shape. These shapes are often found in the natural world.
composition	How different ingredients in art (e.g. colour, shape, texture) are put together to make up a whole work of art.
cut-out	The words Matisse used to describe his method of creating pictures with scissors and coloured paper.
texture	How an object feels.
visual texture	When an artist uses different shapes, marks, colours, light or shade to show how something feels (texture).

Painting	Artist and Title
	Matisse, <i>Mimosa</i> (1951)
	Dürer, <i>Young Hare</i> , (1502)
	Jan van Eyck, <i>The Arnolfini Portrait</i> (1434)

Key Knowledge
I understand how Matisse made his cut-outs.
I know that Matisse used organic shapes and complementary colours in his cut-outs.
I understand that Matisse carefully considered the composition of his cut-outs.
I understand that artists can show how something feels.
To explore how artists create visual texture.

Complementary Colours:



Knowledge Organiser – PSHE – Being Me in My World - Year Two

Vocabulary	
Co-operate	To act or work together for a particular purpose, or to be helpful by doing what someone asks you to do.
Problem-solving	The process of finding solutions to problems.
Positive	Full of hope and confidence, or giving reason for hope and confidence.
Negative	Expressing no. A negative sentence or phrase is one that contains a word such as "not", "no", "never", or "nothing".
Consequences	A result of a particular action or situation, often one that is bad or not convenient.

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)

Key Knowledge
I can understand the rights and responsibilities for being a member of my class and school.
I can listen to other people and contribute my own ideas about rewards and consequences.
I can recognise the choices I make and understand the consequences.



Before Making a Choice,

Ask Yourself...



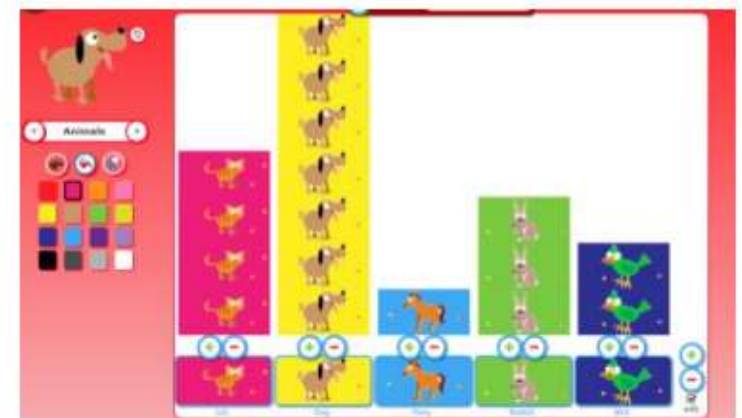
Reflective Questions
Ask me this...
How can we make the Learning Charter work in our class?
Why is it important to be responsible?
Does every behaviour have a consequence?

Knowledge Organiser- Data and Information – Pictograms -



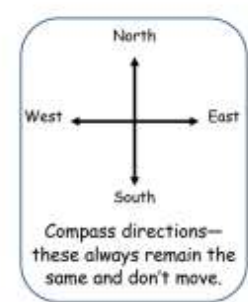
Key Vocabulary	Definition
Attribute	A property of an object for example, its colour, shape, or size.
Block diagram	A simple chart which displays units of data with blocks.
Common	Found often
Data	Information processed or stored by a computer.
Enter	Command button to input information.
Pictogram	A chart that uses pictures to represent data.
Tally chart	A chart that uses tally marks to represent data.



Key Knowledge
I know how to count and compare objects using tally charts.
I know how objects can be represented using pictures.
I know how to create a pictogram.
I know how to select objects by attribute and make comparisons.
I know how to recognise people described by attributes.
I know how to explain to someone how we can present information using a computer.



Key Vocabulary	Definition
Cooperate	To work together towards the same goal.
Map	A pictorial representation of an area.
Route	A way of getting from one point to another.
Orienteering	A sport in which people run through a series of waypoints (controls) to guide then

Skills	
Legend	
Start and finish sign	
Compass directions	

Skill Development

Understand that a diagram/map is a bird's eye representation of the ground.
 Follow & give verbal & written commands to move forwards, backwards, up, down, left and right.

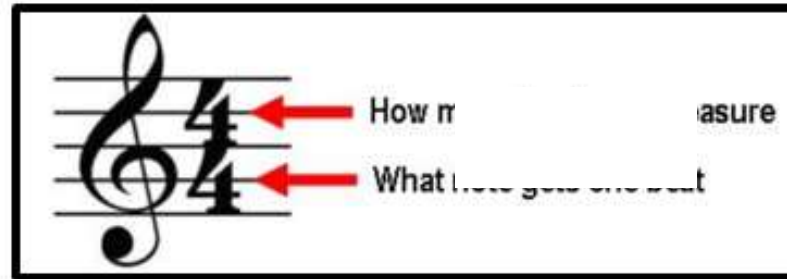
Use a basic diagram/map to navigate to a single point in reality.

Make decisions and solve problems whilst being physically active.

Listen to other pupils and communicate with other pupils to complete a task.



Key Vocabulary	Definition
Pulse/Beat	A musical pulse
Rhythm	Music as it unfolds in time
Pitch	Highness or lowness of a sound
Tempo	The speed of the music
Dynamics	Loudness or quietness of a sound
Timbre	The tone of the sound
forte	Loud sound
piano	Quiet sound
Time signature	The number of beats in a bar
Key signature	The number of flats/sharps in the music




Songs covered

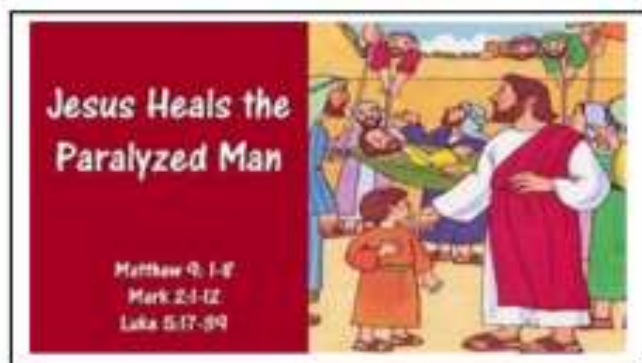
- Music Is In My Soul
- Hey Friends!
- Hello!

Recorder NOTES Chart

R.E. Year 2 - Autumn 1 Knowledge Organiser
Enquiry: Is it possible to be kind to everyone all of the time?

Key vocabulary	Definition
Kindness	Being friendly and showing concern about the way others' feel.
Parable	A story with a moral or meaning about everyday life.
Neighbour	A neighbour is anyone near us.
Samaritan	A person who belonged to a race who did not normally associate with Jews.

Key Knowledge
I can say when I have been kind to others, even when it was difficult.
I know the story of the Good Samaritan and know it means that Christians believe they should be kind to everyone.
I know the story of Jesus healing the paralysed man and know it means that Christians believe Jesus was a kind person.
I know that Jesus taught Christians to be kind.
I can suggest ways that I could be a kinder person.



Latin Knowledge Organiser - Unit 1: Meet the Family

Key Vocabulary	
Latin	English
quis es?	Who are you? singular
quī estis?	Who are you? plural
māter	Mother
pater	Father
filia	Daughter
filius	Son
īnfāns	Little child
servī	Slaves
sum	I am
salvē	Hello singular
salvēte	Hello plural
omnēs	Everyone
quis?	Who?
quid?	What?
Fēlix diēs tibi sit	Happy birthday (may you have a happy day)
grātiās tibi agō	I thank you
fāmōsa	Famous
euge!	Hurrah!
sedāte!	Sit down! (imperative/bossy verb)

**Greek Myth
Perseus and Medusa**



Meet the Family who live in Vindolanda

Lepidina is the mother
Flavius is the father. He is the fort commander of Vindolanda
Iulius is the son
Flavia is the daughter
Rufus is the young child
Corinthus and Candidus are slaves
Pandora is a slave
Vibrissa is the cat
Minimus is the mouse

**Unit Motto
carpe diem = seize the day**

Key Knowledge

- To understand the relevance of learning Latin.
- To learn to say hello and goodbye.
- To write simple sentences using the verb esse (to be).
- To understand the difference between singular and plural.
- To translate the description of a character from a Greek myth.

Grammar and Phonics

- No capital letters are used in Latin apart from when you are writing someone's name. Don't translate names.
- The letter v in Latin makes the sae sound as the letter w in English.
- Male names end in -us, female names end in -a.