



Knowledge Organisers – Autumn 1

Hedgehogs Yr 1/2



English

Maths

Science

Geography

Art

Music

PSHE

Computing

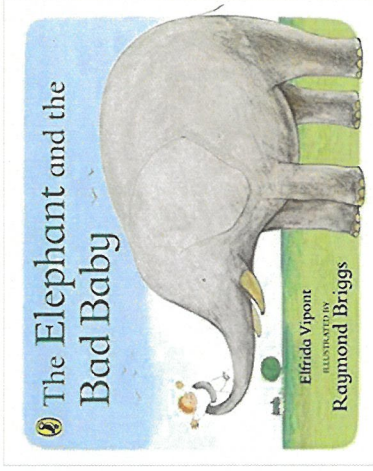
RE

PE

Unit: 1

Genre: Fast Forward Story

Text: The Elephant and the Bad Baby



Talk 4 Writing	
Imitate	Learn the key vocabulary Draw a story map and box up together Explore toolkits for writing
Innovate	Box up the innovated text and make changes. Learn the toolkit features.
Invent	Write own fast forward story using repeated language and dialogue.

Talk 4 Reading	
Phase 1	Be "hooked" into the text to activate prior knowledge and contextual reading
Phase 2	Investigation/deepen understanding - access and read the text/s with fluency and expression, show understanding at a deeper level.
Phase 3	Independently complete a reading activity/answer questions in relation to comprehension focus, vocabulary, literal retrieval and inference.

Writing Knowledge Organiser	
Use a capital letters at the start of sentences. Use a full stop at the end of a sentence	An elephant went to the shops.
Use different openers	Once upon a time... Early one morning
Use time connectives	First, Next, After that
Use commands (bossy verbs)	Stir, cut, put...
Use a question mark at the end of a question.	Would you like a cupcake?
Use the present tense.	He is taking a cake from the shop.
Use speech bubbles.	Look at that elephant.
Know speech is marked with inverted commas	"Look at that elephant."

Year 1 – Number and Place Value to 20

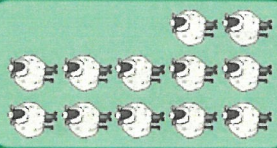
Key Vocabulary	
one	
two	
three	
four	
five	
six	
seven	
eight	
nine	
ten	



least
smallest



second



third

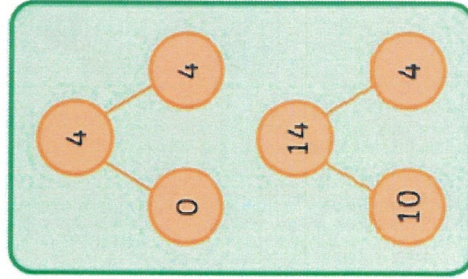
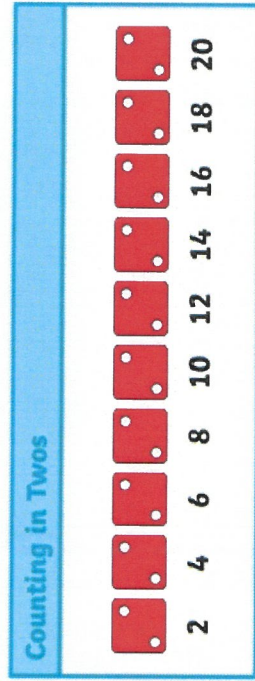
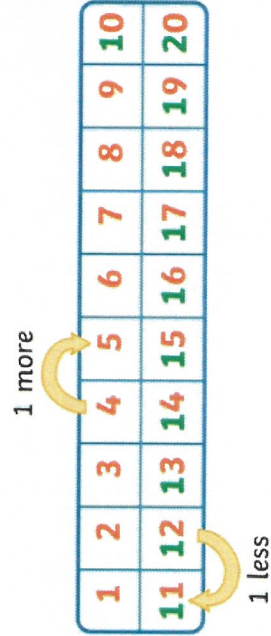


most
greatest

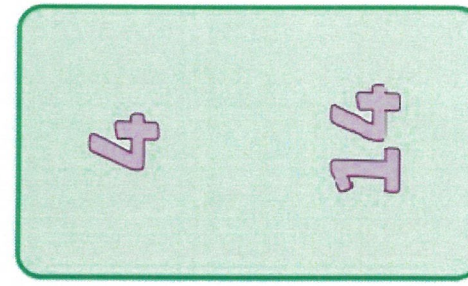
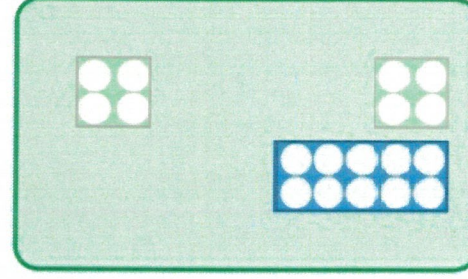


Key Vocabulary	
eleven	
twelve	
thirteen	
fourteen	
fifteen	
sixteen	
seventeen	
eighteen	
nineteen	
twenty	

Year 1 – Number and Place Value to 20



Tens	Ones
	
Tens	Ones
	



Knowledge Organiser- Number and place Value - Year 2

Key Vocabulary
Hundreds
Tens
Ones
Zero
Place value
Greater than
Less than
Order
Partition
Digit

2-Digit Numbers

26

twenty	six
20	6

Compare Numbers

Tens	Ones		Tens	Ones
		$36 = 36$		
		equals		

		$26 < 34$		
		less than		

		$24 > 19$		
		greater than		

Counting

Counting in 2s

0	2	4	6	8	10	12	14	16	18	20
---	---	---	---	---	----	----	----	----	----	----

Counting in 3s

0	3	6	9	12	15	18	21	24	27	30
---	---	---	---	----	----	----	----	----	----	----

Counting in 5s

0	5	10	15	20	25	30	35	40	45	50
---	---	----	----	----	----	----	----	----	----	----

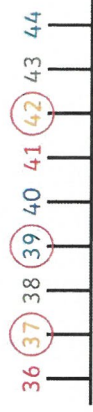
Counting in 10s

0	10	20	30	40	50	60	70	80	90	100
---	----	----	----	----	----	----	----	----	----	-----

Key Knowledge

I know what a 2 digit number is
I can count up in 2s, 3s, 5s and 10s
I can compare numbers to see if they are equal, less than and greater than each other
I can order numbers in a sequence
I can read, write and represent numbers up to 100

Order Numbers



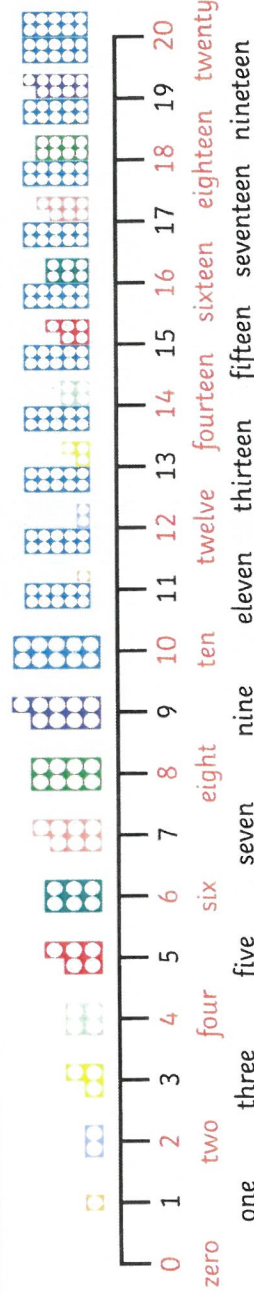
$$37 < 39 < 42$$



Knowledge Organiser- Number and Place Value - Year 2

Read, Write and Represent Numbers to 100

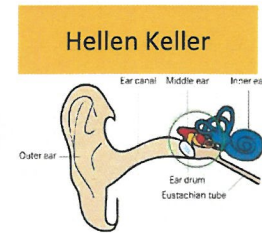
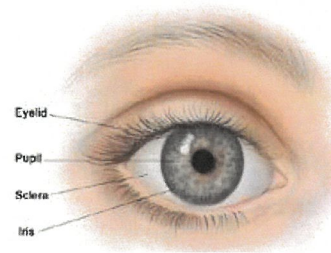
14	fourteen	one ten four ones				
29	twenty-nine	two tens nine ones				
42	forty-two	four tens two ones				



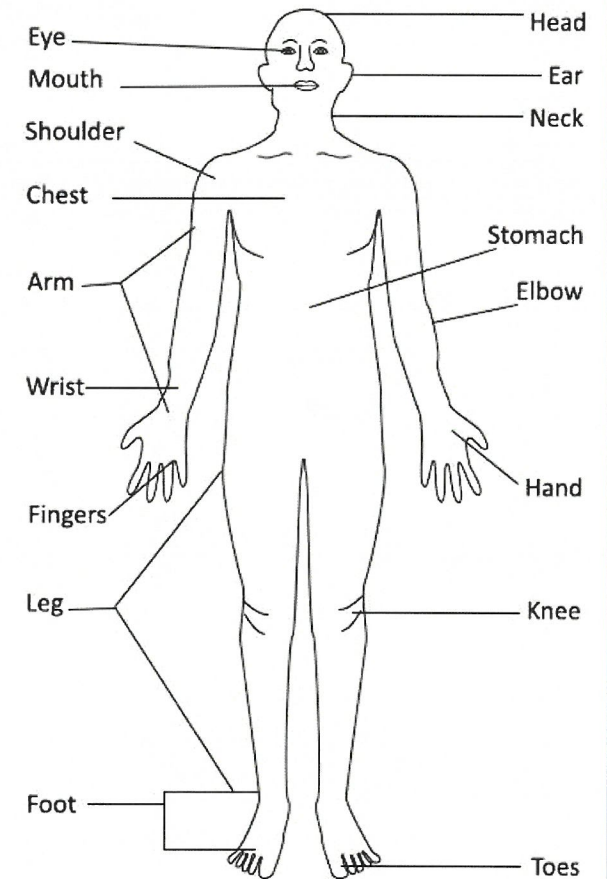
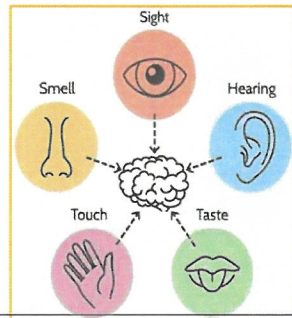
Knowledge Organiser - The Human Body – Science

Key Knowledge:

- I can identify parts of the body.
- I know that the eye is an organ that we use to see.
- I know that sounds travel through our ears to send messages to our brain.
- I know that our senses help us to understand the world around us.
- I can understand that some people have problems with their senses such as blindness or deafness.



Key Vocabulary	Definition
Body	The physical whole of a living or dead animal
Senses	Any of five ways to understand or experience your surroundings. The senses are touch, smell, taste, sight, and hearing
Sense organ	A body part which is linked to a sense. E.g. ear for hearing.
Impairment	Weakening or loss of function
Joints	The point of contact of two bones in the animal body
Vision	The act or power of seeing
Purpose	The reason for which something is done or created

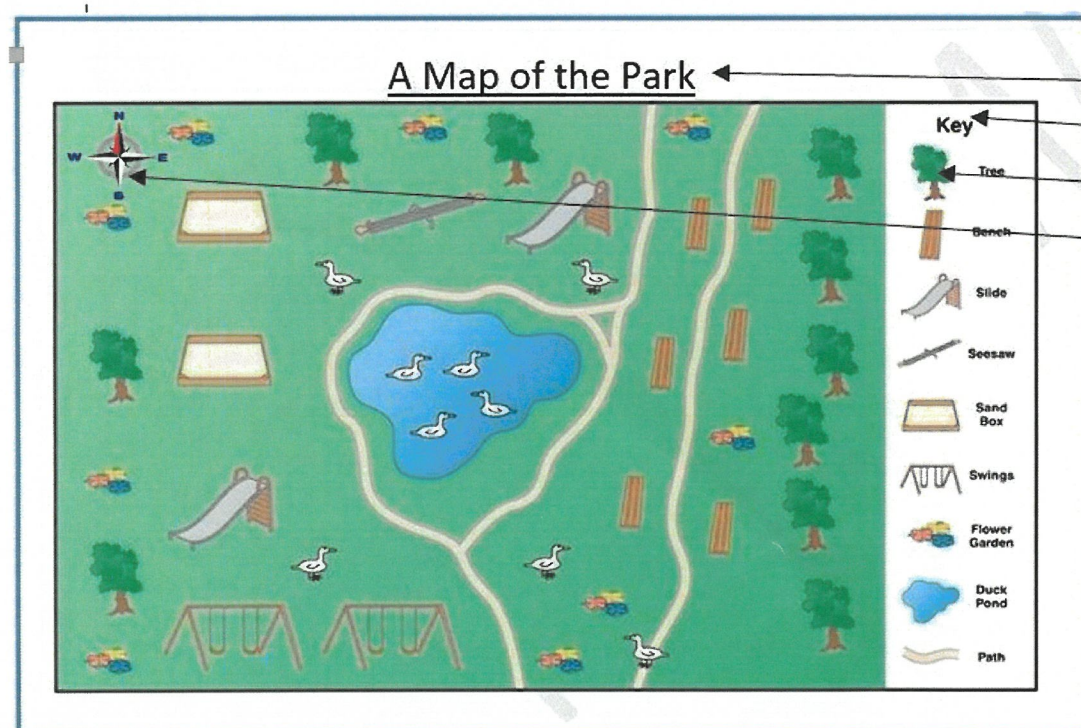


Labeled Human Body

Knowledge Organiser- Around My School - Geography

Key Vocabulary	Definition
Aerial View	A view from above
Map	A picture showing where things are located
Location	The place where something is
Compass	A tool used to find out directions
Key	A tool used to find out what symbols on a map represent
Navigate	To find the way.

Key Knowledge:
I know that an aerial view means to look at something from above.
I can understand that maps tell us the location of different places.
I can describe location.
I can understand that compass points can be used to show direction.
I can understand what makes a good map.



A Successful map has:

A title

A Key

Symbols in the key

A compass

Compass Points

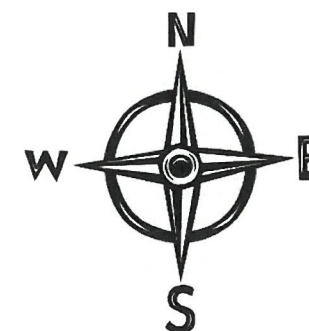
North

East

South

West

A person who creates maps is called a **cartographer**

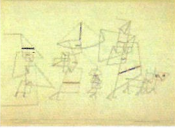


Knowledge Organiser - Colour and Line- Visual Arts

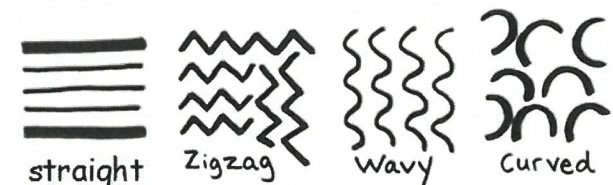
Key Vocabulary	Definition
primary colours	Yellow, red and blue. These colours cannot be mixed from other colours. When two of them are mixed together they make a secondary colour.
secondary colours	Green, orange and purple. These colours are mixed by combining two primary colours.
warm/cool colours	Yellow, orange and red are warm colours. These colours create a warm mood. Blue, green and grey are cool colours. These colours create a cold mood.
	
tint	When a colour is made lighter by adding white, e.g. a tint of blue (light blue).
shade	When a colour is made darker by adding black, e.g. a shade of blue (dark blue).
brushstroke	The marks a painter makes with their brush.
drawing	A line simply going for a walk.

Key Knowledge:	
I understand that there are three primary colours; red, yellow and blue.	
I know how primary colours are made from primary colours and can create secondary colours.	
I know how to create a tint and a shade by adding white and black.	
I know how lines can be straight, curved, wavy or zigzag.	
I know how Miro uses lines and shapes in his artwork.	
I know how Klee used lines to create people and landscapes.	

Primary/Secondary Colours:

Painting	Artist
	Mondrian
	Van Gogh
	Monet
	Miro
	Klee

Types of Line:



Music Knowledge Organiser – Unit 1: Rhyming in Time

Key Vocabulary	
Tempo	The speed at which a piece of music is played.
Movement	The act of changing physical location or position, especially in rhythm to music.
Beat	The basic unit of time in music, a steady pulse.
Rap	A style of popular music in which words are sung with a rhythm; it often has no melody.
Melody	A sequence of notes that is musically satisfying; a tune.
Pulse	Another word for the beat; the rhythm of the music.
Perform	To present music, dance, or art to an audience.
Scherzo	A lively and fast piece of music, often light-hearted.



Unit Objectives
To move in time with the beat/pulse, responding to different tempos (speeds).
To chant, rap and sing using different voices, following simple cues such as starting together.

I Can Statements:

I feel confident when I chant, rap or sing, and I can make my voice sound just like the music.

I can move in time with the beat. If the music speeds up, I speed up; if it slows down, I slow down.

I know that tempo means the speed of the music.

I can listen carefully to music that was written recently or a long time ago, and think about how it makes me feel.

Knowledge Organiser – PSHCE – Being Me in My World - Year One



Vocabulary	
Safe	Not in danger or in harm.
Belonging	To feel happy or comfortable.
Rights	Is morally correct or honourable.
Responsibilities	Something you are expected to do.
Rewards	Something that is given in return for good.
Consequences	A result of an unwanted or unpleasant act.
Manners	Polite behaviours like saying "please" and "thank you"

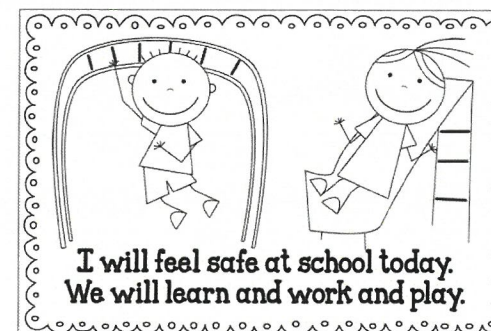


Key Knowledge

I can understand the rights and responsibilities for being a member of my class.

I can recognise the choices I make and understand the consequences.

I know my views are valued.



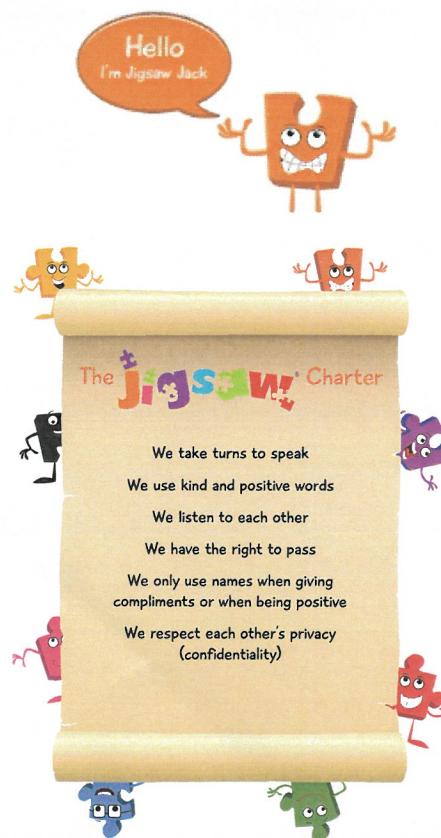
Reflective Questions

Ask me this...

Should we have consequences for people who choose not to be kind, or to listen, or make it hard for others to learn?

How do we stay safe in school?

What rights do we have in school?

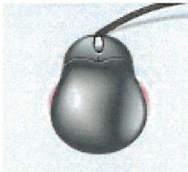


Knowledge Organiser- Technology All Around Us – Computing

Key Vocabulary	Definition
Technology	A man-made tool or device that assists with solving a problem.
Electronic	A device that requires electricity to work, either by being plugged in or through a battery.
Manufactured	The creation of objects or goods, often in factories.
Computer	An electronic device that stores and sorts information.
Mouse	A small tool used with personal computers. It can be used to move and select things displayed on a screen.
Keyboard	A row of keys (buttons) that are used to give information to a computer, often letters or numbers.
Screen	A flat surface that shows images, often on a computer or a TV.
Click	Pressing and releasing a button on a mouse.
Safely	Using or doing something without being hurt.
Responsibly	Being able to make the right decisions.

Key Knowledge:
To understand and explain what technology is.
To identify a computer and its main parts.
To use a mouse in different ways
To use a keyboard to type
To use a keyboard to edit text
To create rules for using technology responsibly.

What kind of computer am I using?	
	
Laptop	Desktop
A laptop can fit on your lap. It can be moved around.	A desktop sits at a desk and cannot be moved.

Main Parts of a Computer						
						
Screen	Screen	Keyboard	Keyboard	Mouse	Trackpad	Base Unit
The screen shows what the computer is doing.		The keyboard lets you type letters and numbers.		The mouse/trackpad lets you select and move objects.		The base unit stores and processes information. In a laptop, this is part of the device!

Autumn 1 Knowledge Organiser

Does God want Christians to look after the world?

Key vocabulary	Definition
Story of Creation	The story of how the world was made. Christians believe God made the world
Adam and Eve	The first humans made by God in the Christian story of Creation
Steward	A person in charge of looking after and protecting something
Nature	The natural world, including plants and animals
Care	To love and look after something
Protect	To keep something safe and stop it from being hurt
Harm	To damage, ruin or break something

Key Knowledge
I can create something special and think about how it makes me feel to own it.
I know the Christian story of Creation
I know what Christians believe God feels about the world and how we should look after it.
I can name some things we should and shouldn't do to look after our world.
I can talk about how I want to look after and treat the World.



**Look
after our
world!**



Knowledge Organiser – OAA

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

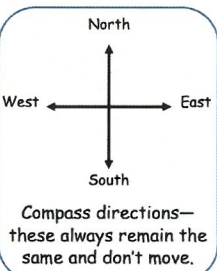
Skill Development

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 up to 4 different points in reality.

Make decisions and solve problems whilst being physically active.

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

Skills	
Legend	 Open land  Out of bounds  Forest, light trees/bushes: slow running  Forest, thick trees/bushes: walk  Hedge  Flowerbed  Wall
Start and finish sign	 Start  Finish
Compass directions	 Compass directions— these always remain the same and don't move.