# Knowledge Organisers – Autumn 2

## Ducklings Yr 1/2

Art

PSHE

PE

Science

RE

History

Music

# Knowledge Organiser – Children in Art - Visual Arts

| Key Vocabulary | Definition |
|---|---|
| artist | A person who makes a work of art. |
| luxury | When something is very comfortable and maybe expensive. |
| wealth | To have lots of money or things. |
| message | An important piece of information that someone wants to share. This could be shown by a picture. |
| past | A time that happened before now. |
| pose | To put your body into a position so that someone can take a picture of you or draw you. |
| 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 know that art can tell us about people. |
| I know artists sometimes plan their paintings. |
| I know how to match colours and choose a brush. |
| I know what cubism art is. |

| Paintings about Children | Artist and Title |
|---|---|
|  | **Hogarth**, The Graham Children, (1742) |
|  | **Bruegel**, Children's Games, (1560) |
|  | **Sargent**, Carnation, Lily, Lily, Rose, (1885-6) |

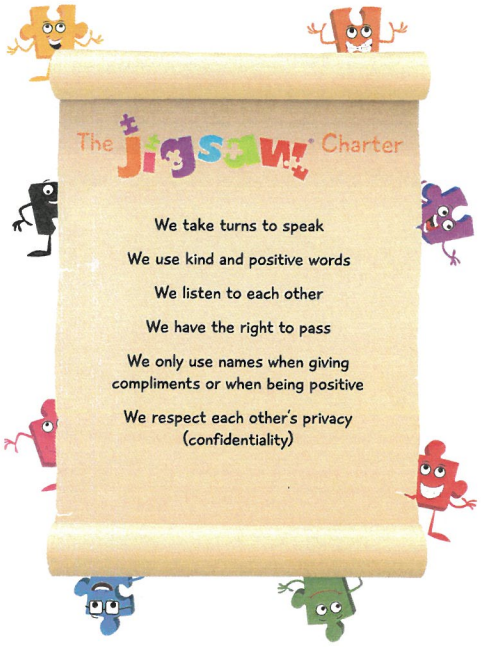
West Norfolk Academies Trust

# Knowledge Organiser – PSHCE – Celebrating Difference

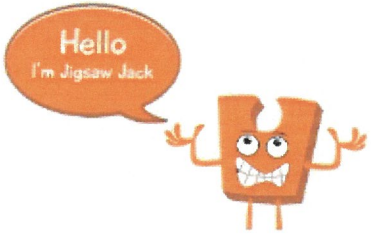
| Key Vocabulary | Definition |
|---|---|
| **Similarities** | Having similar features – looks alike. |
| **Differences** | A way in which people or things not alike. |
| **Unfair** | Not fair - not following the rules. |
| **Deliberate** | Planned and decided beforehand - on purpose. |
| **Unique** | Being the only one of its type or special in some way. |
| **Included** | To feel accepted – part of something. |
| **Bully** | Someone who hurts or frightens someone over a period of time. |

| Key Knowledge |
|---|
| I can identify similarities and differences between people in my class. |
| I know some people I could talk to if I was feeling unhappy or being bullied. |
| I know how to make new friends. |








| Reflective questions<br>Ask me this... |
|---|
| What differences are there between you and your friends? |
| What makes a good friend? |
| How can you make new friends? |

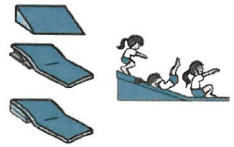
West Norfolk Academies Trust

# Knowledge Organiser – PE – Gymnastics

Get Set 4 P.E.

| Key Vocabulary | Definition |
|---|---|
| **Action** | The skill a gymnast uses in their sequence e.g. jump, travel, shape, balance, roll. |
| **Balance** | The ability to remain stable when stationary (static balance) and when moving (dynamic balance). |
| **Sequence** | A number of actions linked together. |
| **Body tension** | Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action. |

| Skill Development |
|---|
| To make my body tense, relaxed, stretched and curled.<br>To develop technique and control when performing balances, jumps and rolls<br>To remember and repeat actions and shapes.<br>To link gymnastics actions to create a sequence.<br>To confidently perform in front of others. |

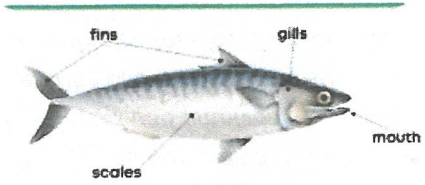
| Skills | |
|---|---|
| **Balance** |  |
| **Pike** |  |
| **Forward roll** |  |

# Knowledge Organiser – Animals and their needs – Science

| Key Vocabulary | Definition |
|---|---|
| Animal | A living thing that moves and breathes |
| Mammal | A warm-blooded animal, with a backbone, that has hair or fur (most mammals live on land) |
| Amphibian | A cold-blooded animal that can live in water and on land |
| Reptile | A cold-blooded animal that breathes air and has dry, scaly skin |
| Bird | A warm-blooded animal that has feathers, a beak, wings and can usually fly |
| Fish | An animal with a backbone, but no arms and legs that lives completely underwater, has scales and gills |
| Pet | An animal kept and cared for in a person's home |
| Omnivore | Animals that eat both meat and plants. |
| Carnivore | Animals that eat meat. |
| Herbivore | Animals that eat plants. |

| Key Knowledge: |
|---|
| I can name and describe common animals. |
| I can group animals according to their features. |
| I can describe an animal using scientific words |
| I know what animals need to survive |
| I understand that we can group animals according to what they eat. |

Fish



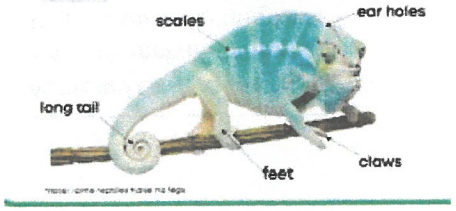

Bird



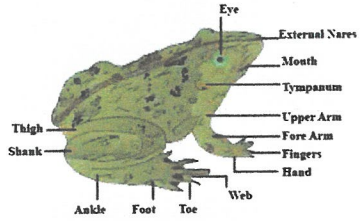


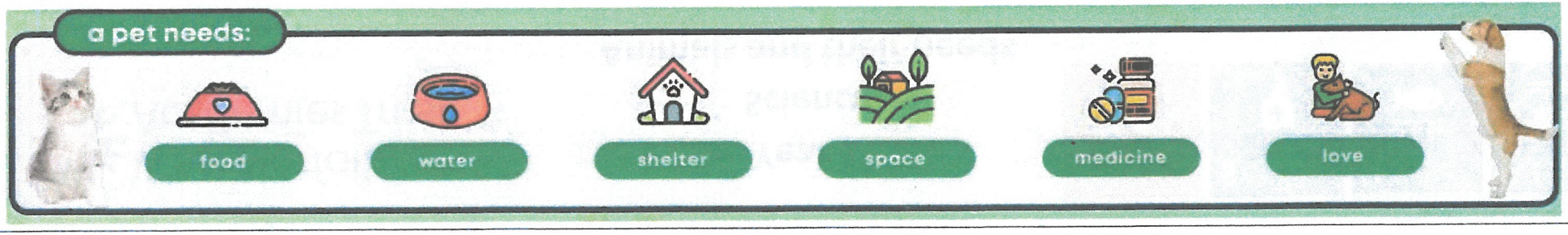


Reptile




Amphibian



# R.E. Autumn 2 Knowledge Organiser

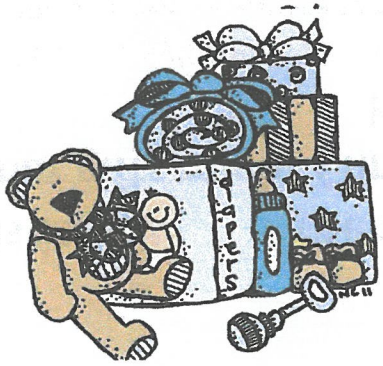
## What gifts might Christians give Jesus if he had been born today?

| Key vocabulary | Definition |
|---|---|
| Jesus | Christians believe that Jesus is the Son of God. |
| Saviour | A person who saves others. Christians believe that Jesus is the Saviour of the world. |
| Gift | An item that is given from one person to another to celebrate a special event, such as a wedding, birthday or a new baby. |
| Three kings | Also known as the three 'wise men', who travelled to visit the baby Jesus and gave him special gifts when He was born. |
| Gold | A special shiny metal sometimes used in jewellery, decorations and coins. It is worth a lot of money, and was given to the baby Jesus as a gift. |
| Frankincense | A special incense (like perfume) used to bless priests, which was given to the baby Jesus as a gift. |
| Myrrh | A special oil used to clean the body after someone had died, which was given to the baby Jesus as a gift. |
| Symbol | A special meaning given to an object. |

| Key Knowledge |
|---|
| I can talk about a gift that is special to me. |
| I can retell the Christmas story and name the 3 gifts given to Jesus. |
| I know why gold, frankincense and myrrh were chosen as special gifts. |
| To know that Christians believe Jesus is the Son of God. |
| I can think of a gift I would give to the baby Jesus or someone special in my life. |

What might a baby be given today?

teddy
rattle
blanket
clothes





The Three Kings giving gifts to baby Jesus

gold

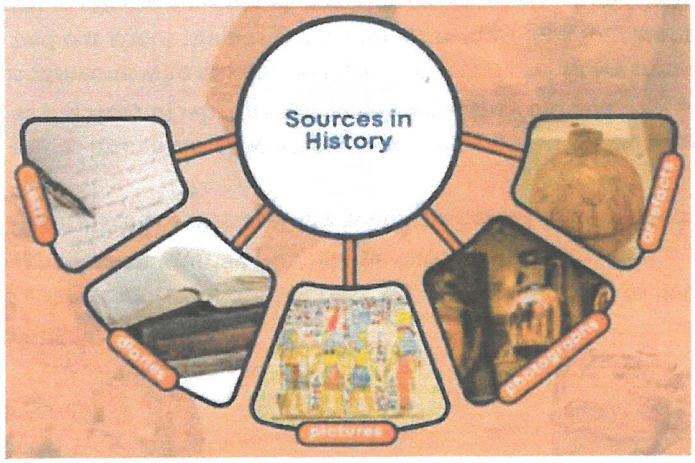
frankincense

myrrh

## Knowledge Organiser- Discovering History – History

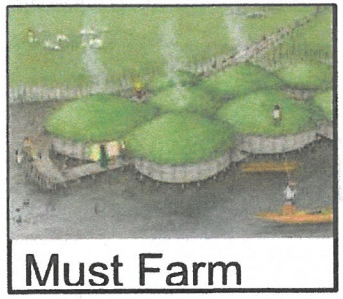
| Key Vocabulary | Definition |
|---|---|
| **History** | The story of the past |
| **Historian** | A person who learns about the past |
| **Pre-History** | The time before people wrote things down. |
| **Archaeologist** | A person who looks in the ground for clues about the past. |
| **Artefact** | An object made and used a long time ago. |
| | |

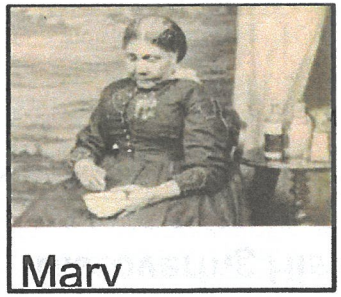
| Key Knowledge: |
|---|
| I know that history is the story of the past. |
| I know that family trees tell us who lived in the past. |
| I understand that historians study books, pictures and many other sources to find out about the past. |
| I know that archaeologists find out about the past through looking at things found in the ground. |
| I understand what life was like in the past where we live. |

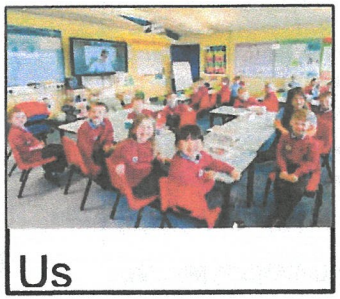




Dinosaurs


Must Farm


Marv


Us

Millions of years ago

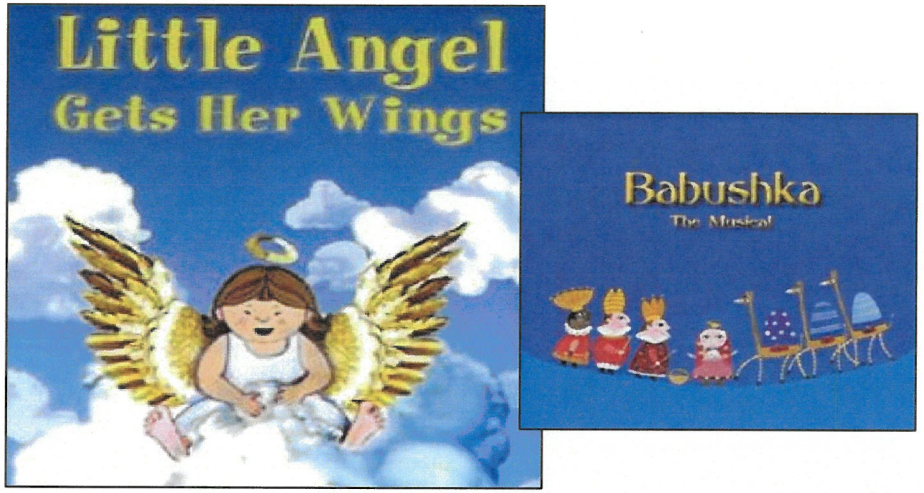
Three thousand years ago

Two hundred years ago

Now

# Music Knowledge Organiser – Unit 2: Let's Start Singing

| Key Vocabulary | |
|---|---|
| Vocal Warm-Up / Body Warm-Up | Exercises to prepare the voice and body for singing. |
| Steady Beat | Maintaining a consistent rhythm while singing or moving. |
| Melody | The tune of the song; the sequence of high and low notes. |
| Articulation / Diction | Clear pronunciation of words while singing. |
| Tempo | The speed of the music, fast or slow. |
| Dynamics | The volume of the music, including loud and soft. |
| Expression | Conveying feeling and meaning through singing. |
| Performance | Presenting a song or piece of music to an audience. |






| I Can Statements: |
|---|
| I can warm up my body and voice before singing. |
| I can enjoy learning and performing songs. |
| I can follow and create the melodic shape of a song. |
| I can listen carefully and respond to music. |
| I can articulate words clearly while singing. |
| I can perform confidently with my classmates. |

| Unit Objectives |
|---|
| To enjoy learning to sing songs and know how to warm up your body and voice, ready to sing. |
| To create and follow the melodic shape of the songs they are singing. |