



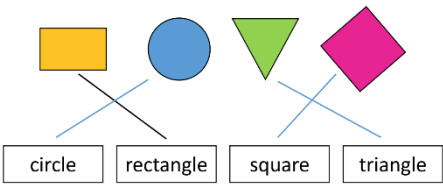
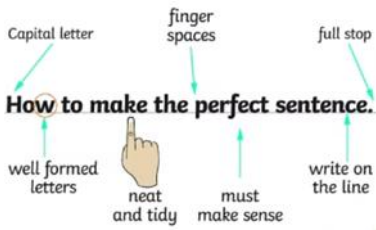
Fox Class Knowledge Organiser

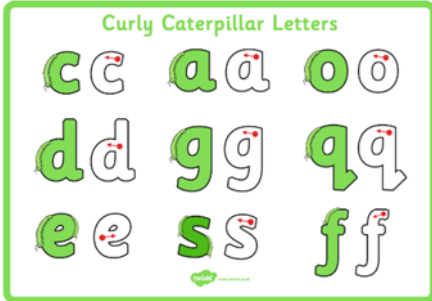
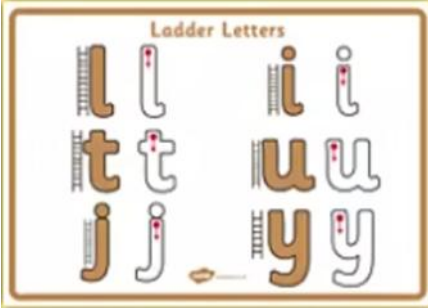


Autumn term 1 - Home is where the heart is - What makes me, me?

Subject	Key vocabulary	Meaning	Key facts	Key knowledge	Key Skills I will learn	I know more I can do.....
Maths – Addition and Place Value within 20	Addition	Where two or more number parts are combined to make a larger number.	$5 + 4 = 9$ $4 + 5 = 9$ Fact families 1-9	- I know that when I add 2 numbers together they are parts which make a bigger number. - I know that a number sentence can be written in any order and it still means the same thing. - I know that there are 12 different ways 2 numbers can be added together to make 10. - I can understand that I don't have to start at 1 to find a total of 2 amounts and know to hold 1 number in my head. - I know that when I subtract a part from a whole I will find a smaller number which is a part.	I will be able to write down a number sentence.	I can be confident in using simple mathematical symbols.
	Fact Family	Number sentences which contain the same numbers and mean the same thing but are written in a different order or with a different number operation.	 Counting on Number bonds to 10		I will be able to solve addition and subtraction problems. I will know my number bonds to 10.	I can understand the best method to solve problems.
	Number bonds	Combinations of 2 numbers to create the same whole number.	 $0 + 10 = 10$ $1 + 9 = 10$ $2 + 8 = 10$ $3 + 7 = 10$ $4 + 6 = 10$ $5 + 5 = 10$ $10 + 0 = 10$ $9 + 1 = 10$ $8 + 2 = 10$ $7 + 3 = 10$ $6 + 4 = 10$ $5 + 5 = 10$		I can solve addition problems by using various methods such as counting on.	I can talk about the properties of 2D and 3D shapes to help identify them.
	Count on	Placing a number in your head and counting on to the next number rather than counting from 1 each time.				

	Subtraction	Where one or more number parts is taken away from a whole number to be left with the remaining part of the whole number.	addition • add • more • plus • make • sum • total • altogether  subtraction • subtract • minus • leave • less • take away • difference between  equals • makes • total • same as • equivalent • balances  3D shapes  cuboid cylinder cube cone	• I know that I count how many numbers are between 2 numbers to find the difference. • I know that 3D shapes are 'fat'. • I know 2D shapes are 'flat'.		
	Difference	How many it is between 2 numbers.				
	Compare	Seeing which numbers are greater or less than each other.				
	3D shape	A shape that is 'fat' it has height, depth and width.				
	2D Shape	A shape that is 'flat' it has height and width.				
	Patterns	Things which repeat in an order.				
	Tens and Ones	A method of understanding a numbers worth or value.				
	1 more	The number that is after the number I have when I count.				
	1 less	The number that is before the number that I have when I count.				
	Compare	Using the language 'greater than' and 'less than'.				

English			 circle rectangle square triangle 2D shapes Patterns 			
	letter	A written form of communications	 How to make the perfect sentence. Capital letter finger spaces full stop well formed letters neat and tidy must make sense write on the line 	• I can understand what a letter is. - I can understand what instructions are. • I can understand a sentence needs a capital letter, finger spaces and a full stop. • I can understand what adjectives are. • I can understand who the characters are in a book. - I can understand what the settings are in a book. - I can know the rhyme to form my letters correctly.	I can write clear cohesive sentences. I can re-tell a familiar story. I can write the beginning, middle and end. I can use adjectives to describe a character. I can use adjectives to describe a setting. I can form my letters correctly.	I can write a set of instructions. I can write a simple letter. I can recite and perform a poem with actions.
	instructions	Sentences formed together to tell you how to complete a task.				
	adjectives	Describing words				
	characters	Who is in the story				
	setting	Where the story happens				

	Curly caterpillar letters	Letters that start with the c shape, C, a, d, g, q, e	   	I can understand that stories have a beginning a middle and an end. I can understand what a poem is.	I can talk about a poem.	
	story	A description of something that has happened, either true or made up				
	Fiction	Something that is made up or not true				
	Non-fiction	Something that is factual and true				
	Ladder letters	Letters which start at the top and go in a downward direction to begin with.				

Science	weather	The weather includes the temperature outside, the wind direction and strength, as well as rain, cloud, snow and sun.		I can know that the amount of daylight hours change with every season.	n observe and describe the daylight hours in Autumn and Winter.	--I could keep a weather chart.
	season	In places like the UK, there are four seasons each year, autumn, winter, spring and summer.		I know it is not safe to look directly at the sun.	I can observe and describe weather changes in Autumn and Winter.	
	autumn	In autumn, the weather begins to get colder. The leaves start to fall from the trees. The amount of daylight becomes less.	Daylight Hours	- I know the weather changes in every season. - I can understand why we carry out experiments.	I can observe and describe the changes to my environment during Autumn and Winter.	
	winter	In winter, the weather is much colder. Sometimes it is cold enough to freeze, leaving frost and ice on the ground. It sometimes snows. Many trees have bare branches as all their leaves fall off. The amount of daytime light is the shortest in the year.		- To learn that humans have five different senses. - To know what they are called. - To know which body part is connected with the five senses.	I can explain why I am carrying out an experiment.	
	Daylight	Daylight is when it is light outside. The amount of daylight changes with each season.	Equipment	- To learn the names of the main body parts. (head, neck, elbows, arms, legs, knees, face, ears, eyes, hair, mouth, teeth)	I can explain how I am going to carry out an experiment. I can think of equipment I might need to carry out an experiment.	
		Results			I can talk about what I discovered from my experiment. To tune in to each sense.	

The Four Seasons	
autumn September October November	winter December January February
spring March April May	summer June July August

A hand-drawn illustration of a piece of paper titled 'LAB REPORT' in bold, black, uppercase letters. Below the title are several horizontal wavy lines representing text. At the bottom of the page, there are two test tubes: the left one contains a green liquid, and the right one contains an orange liquid. The paper has three binder holes on the left side.



Equipment

Results

- I can know that the amount of daylight hours change with every season.
- I know it is not safe to look directly at the sun.
- I know the weather changes in every season.
- I can understand why we carry out experiments.
- I can understand that experiments produce results.
- To learn that humans have five different senses.
- To know what they are called.
- To know which body part is connected with the five senses.
- To learn the names of the main body parts.
- (head, neck, elbows, arms, legs, knees, face, ears, eyes, hair, mouth, teeth)

n observe and describe the daylight hours in Autumn and Winter.

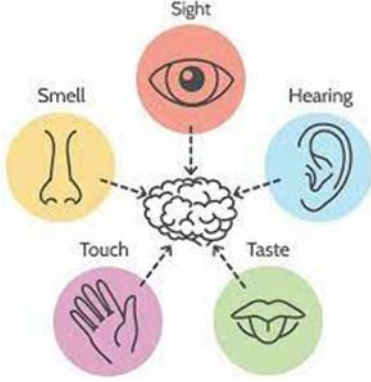
I can observe and describe weather changes in Autumn and Winter.

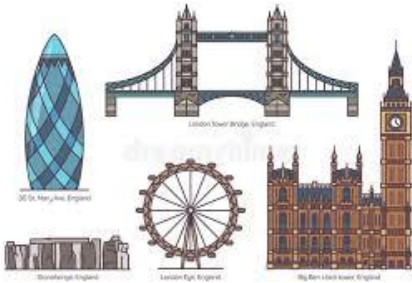
I can observe and describe the changes to my environment during Autumn and Winter.

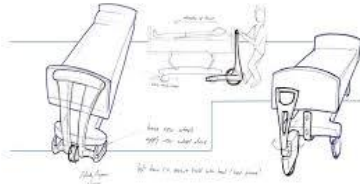
I can explain why I am carrying out an experiment.

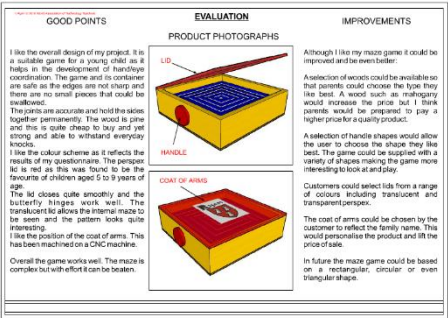
I can explain how I am going to carry out an experiment.
I can think of equipment I might need to carry out an experiment.

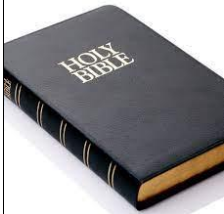
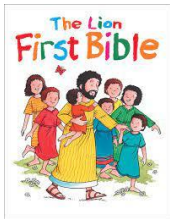
I can talk about what I discovered from my experiment.
To tune in to each sense.

	Experiment	A process to find out something new.			To compare different textures, sounds, smells, tastes and sights. To know the name of the body part connected to a sense. To point correctly to each body part when asked.	
	Prediction	What you think you will find out.				
	Equipment	What things you need to carry out your experiment.				
	Method	What steps you will do to carry out the experiment.				
	Results	What you found out.				
	senses	Senses provide our brains with sensory feedback from our bodies.				
	smell	We use our noses to smell different scents.				
	taste	We have taste buds on our tongues to taste different foods.				
	touch	Our skin is sensitive and sends signals to our brain.				
	sight	We use our eyes to see the world around us.				
	hearing	We use our ears to listen to sounds.				
	Body Parts	Specific parts of our bodies. Specific parts have specific functions.				

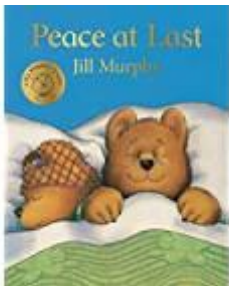
History		7 weeks Previous Half-Term				
Geography	Map	A pictorial representation of an area of land or sea.	4 countries of the UK:    Capital cities of the UK: Landmarks: Local environment – Churt:	• I know that there are 4 countries in the UK. • I know that each country has a capital city. • I know the names of the 4 countries of the UK. • I know the name of the 4 capital cities in the UK. • I know that I can use a map to identify where the United Kingdom is on earth. • I can explain what a landmark is • I can understand what a significant place is. • I can explain what my local environment is. • I can understand what a map is and what it is used for.	I can name the 4 countries in the UK. I can name the capital city of each country in the UK. I can find the UK on a map of the world. I can find the 4 countries of the UK on a map of the UK and their capital cities. I can name famous landmarks in the 4 capital cities of the UK. I can talk about my local environment. I can create a map of my local environment.	I can confidently use maps. I can understand why landmarks are important.
	Country	A piece of land on earth				
	Earth	The planet we live on				
	United Kingdom	Piece of land on earth where we live and which is made of 4 countries				
	Capital city	The main city in a region where government (people who make laws) are based.				
	Landmark	features or structures around the world that are easily recognised or unique				
	Significant places	Something that has meaning				
	Local environment	Physical surroundings that are close or nearby to the person				

Computing - Creative Computing and Data Explorers	Criteria	A way in which something was judged.	 	- To sort items using a range of criteria. - To sort items on the computer using the 'grouping' activities on purple mash. - I know what a login is. - I know what a username is. - I know what a password is.	I can login to my Purple Mash account using my username and password. I can log out of my Purple Mash account I can group and sort the shapes depending on the criteria.	I can login to Purple Mash at home when I do my homework .
	Grouping	Objects arranged and put together because they have features in common.				
	Sort	Put things together by features they have in common.				
	Login	Using a username and password to access a system.				
	Log out	Leaving a computer system.				
	Username	The letters I put in so that the computer knows it is me!				
	Password	Number/ pictures entered after the username to gain access to an online site.				
	Menu	A button which gives the user different options.				
Art		Previous Half Term				
DT – Diya Lamps	Design	Plan or drawing of what the finished product will look like and what its function is.		- I can understand why I need to design a product before I make it - I can understand what a criteria is. - I can understand why I need to evaluate a product.	I can design a product based on a criteria I can talk about how I made my product I can evaluate my product based on the	I can talk about why I designed a product I can talk about why I
	Evaluate	Looking at how the product has been made compared to the design criteria				

	Materials	What something is created from	Evaluation  Materials 	I can name various materials	criteria I designed it from. I can clearly evaluate my product.	used certain materials
	criteria	An explanation of what product is wanting to be made.				
	audience	The people who would purchase or use the created product.				
	purpose	What the product will be used for.				
Music – BBC Primary Music	Rhythm	Long and short sounds within music.	Three Little Pigs  The Little Fir Tree 	- I understand that music is made up of long and short sounds called 'rhythm'. - I understand that music is made up of high and low sounds that we call 'pitch'. - I can understand that there is a steady pulse within a piece of music.	I can hear the difference between the long and short sounds. I can hear the difference between the high and low sounds. I can keep time to the rhythm of the music. I can have a go at performing our class Christmas song.	
	Beat	The steady repeating pulse within the music.				
	Pitch	High and low sounds within music.				

PE - Football	Goalie Skills	Careful watching/ tracking of the opponent's ball, in order to decide how best to deal with it (Hands or feet).	Goalie Skills: 	- I understand that if you are a goalie, it is important to track the ball in order to be in the correct position to stop it. - I am aware that I can use both feet to pass the football. - I am aware that I can trap the football to bring it under control. - I am aware of the role of an attacking player. - I am aware of the role of a defending player.	When practising to be a goalie, I can stop the ball with my hands or feet. I can use both feet when passing the football. I can trap the ball to stop it. I can be in role as an attacking player. I can be in role as a defender.	I could play football with my family and teach them some of the skills I have learned.
	Passing	Passing the football to a fellow teammate.	Passing: 			
	Stopping/controlling	Stopping the football in a controlled manner.	Stopping: 			
	Attack	Moving/ passing the football towards the opponent's goal.				
	Defence	Marking attacking players from the opposite team. The aim is to block/ intercept the ball so that it does not go near your goal.				
RE: What is the Nativity and why is it important	Bible	The holy book of Christianity.	Bible  	- I can understand that the Bible is the holy book of Christianity. - I can understand that different books are important to different people. - I can understand that the Bible is made of 2 parts called the Old	I can explain why the Bible is an important book to Christians I can explain that the Old Testament contains stories about God and the New Testament contains stories about Jesus.	I can understand that the Bible teaches Christians about the work of God and Jesus. I can re-tell stories from
	Important book	A book that has meaning.				

	Old testament	The section of the Bible which contains stories about God.		Testament and the new testament. - I can understand that the 3 wise men can also be called 3 kings. - I can understand that people give gifts to babies when they are born. - I can name the 3 gifts that were given to baby Jesus.	I can analyse paintings and pictures of the 3 wise men. I can understand what the purpose of the gifts given to baby Jesus.	both testaments.
	New testament	The section of the Bible which contains stories about Jesus.				
	3 Wise men	3 Kings who visited Jesus after he was born after following a star to Bethlehem.	3 wise men			
	Gold	A precious metal which was 1 of the presents given to Jesus.				
	Frankincense	A smelly gum from trees, used as a perfume for after people have died.	Gold			
	Myrrh	A smelly gum from trees used as a medicine.				
	King	A male ruler.	Frankincense  Myrrh 			

PSHE – The Story Project	Rest	Giving your body the chance to rest and recover is incredibly important for both your mind and your body.		• I understand the consequences of not getting enough sleep. • I understand feeling tired and have some strategies to manage this feeling. • I understand what helps me to get a good night's sleep. • I have some ideas to help myself when I feel fidgety. • I understand the importance of permission seeking. • I can say 'no' when I don't want to do something.	I will try to stick to my bedtime routine! I know what to do when I start feeling tired. I will make sure I do what helps me to get to sleep. I canwhen I begin to feel sleepy. I can ask for peoples' permission. I am able to say no politely.	I can speak to other family members about my calm bedtime routine.
---------------------------------	-------------	--	--	--	--	---