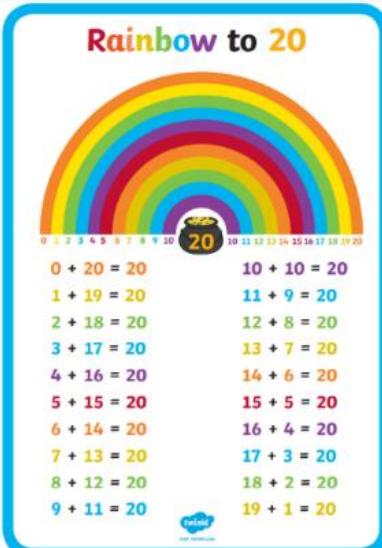
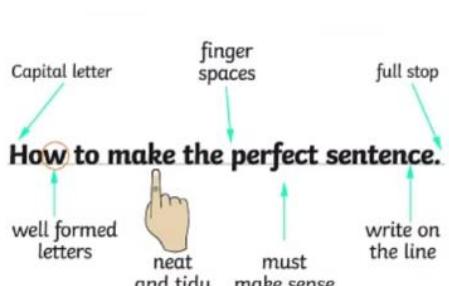


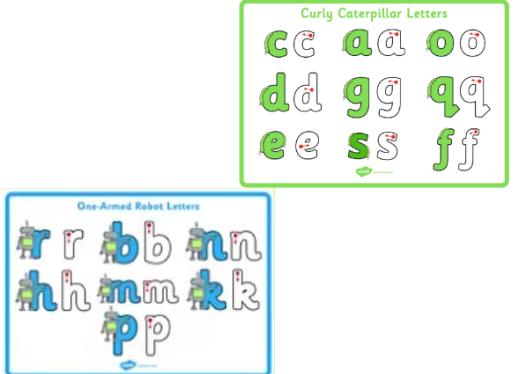
## Fox Class Knowledge Organiser

### Spring Term 1 -Ice - What happens next?

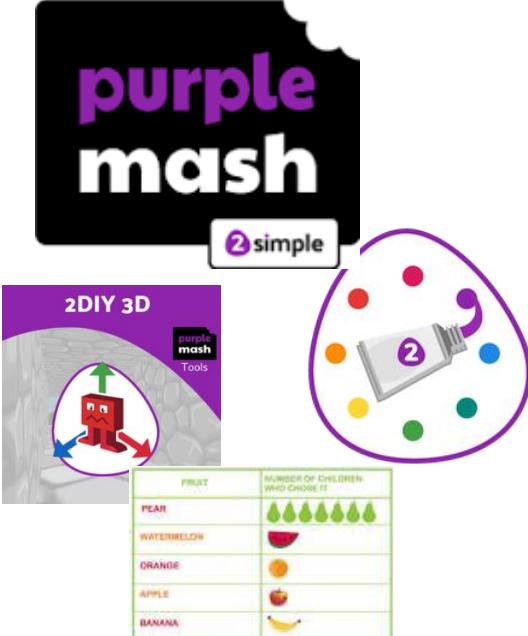
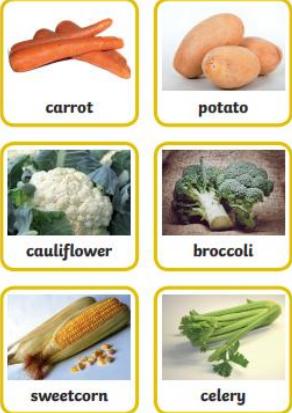
Subject	Key vocabulary	Meaning	Key facts	Key knowledge	Key Skills I will learn	I know more I can do.....
Maths - + and - within 20, Place Value within 20	Addition +	When two numbers are put together to make a larger number		<ul style="list-style-type: none"><li>I can understand that when I add 2 numbers together the number will get larger.</li><li>I can understand if I add numbers on a number line I have to jump forwards.</li><li>I can understand that when I subtract a number from another number the number will get smaller.</li><li>I can understand that when I subtract on a number line I have to jump backwards.</li><li>I can understand that the 1<sup>st</sup> digit in a number is the amount of 10s/tens.</li><li>I can understand that the 2<sup>nd</sup> digit in a number is the</li></ul>	<p>I can add 2 numbers together on a number line.</p> <p>I can subtract a number from another number on a number line.</p> <p>I can say how many 10s and 1s there are in a 2-digit number.</p> <p>I can use the symbols, &lt; &amp; &gt; to compare numbers.</p> <p>I can count in 2s.</p> <p>I can count in 5s.</p> <p>I can count in 10s.</p> <p>I can identify is a number is a multiple of 2, 5, or 10.</p>	<p>Know what number operation I am doing when I look at the mathematical symbols.</p> <p>Confidently add and subtract numbers with the use of the number line independently.</p> <p>I can use my 10s and 1s knowledge to help me compare numbers.</p>
	Subtraction -	When a smaller number is taken away from a larger number leaving another smaller number				
	Equals =	The same				
	Number line	A resource used to add or subtract numbers				
	Number sentence	A series of numbers and symbols to represent a mathematical problem				
	Place Value	The value of each digit in a number, a digits value depends on where it is placed in a number.				

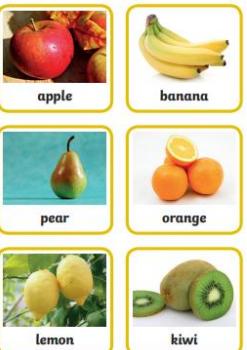
English – Poetry, Non-fiction writing	Digit	The way to show a number	 <p><b>Rainbow to 20</b></p> <p>A colorful rainbow arching across the page, with the number 20 at the end. Below the rainbow is a grid of addition facts:</p> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>0 + 20 = 20</td><td>10 + 10 = 20</td></tr> <tr><td>1 + 19 = 20</td><td>11 + 9 = 20</td></tr> <tr><td>2 + 18 = 20</td><td>12 + 8 = 20</td></tr> <tr><td>3 + 17 = 20</td><td>13 + 7 = 20</td></tr> <tr><td>4 + 16 = 20</td><td>14 + 6 = 20</td></tr> <tr><td>5 + 15 = 20</td><td>15 + 5 = 20</td></tr> <tr><td>6 + 14 = 20</td><td>16 + 4 = 20</td></tr> <tr><td>7 + 13 = 20</td><td>17 + 3 = 20</td></tr> <tr><td>8 + 12 = 20</td><td>18 + 2 = 20</td></tr> <tr><td>9 + 11 = 20</td><td>19 + 1 = 20</td></tr> </table> <p style="text-align: center;">0-20 number line</p>  <p>A horizontal number line from 0 to 20, with each number marked by a small red dot and a vertical tick mark.</p>	0 + 20 = 20	10 + 10 = 20	1 + 19 = 20	11 + 9 = 20	2 + 18 = 20	12 + 8 = 20	3 + 17 = 20	13 + 7 = 20	4 + 16 = 20	14 + 6 = 20	5 + 15 = 20	15 + 5 = 20	6 + 14 = 20	16 + 4 = 20	7 + 13 = 20	17 + 3 = 20	8 + 12 = 20	18 + 2 = 20	9 + 11 = 20	19 + 1 = 20	<p>amount of the 1s/ones.</p> <ul style="list-style-type: none"> <li>• I can understand that the symbol opens to the greatest number and points to the smallest number.</li> <li>• I can understand that multiples of 2 end in 0, 2, 4, 6, &amp; 8.</li> <li>• I can understand that multiples of 5 end in 0 or 5.</li> <li>• I can understand that multiples of 10 end in 0.</li> <li>• I can understand that a double is when 2 of the same number are added together.</li> </ul>	<p>I can say what all the double facts are within 20.</p>	
0 + 20 = 20	10 + 10 = 20																									
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8 + 12 = 20	18 + 2 = 20																									
9 + 11 = 20	19 + 1 = 20																									
10s	The first digit in a 2-digit number																									
1s	The second digit in a 2-digit number																									
<	Less than (Smaller)																									
>	Greater than (Bigger)																									
Multiple	A number that can be split into another number without any left over.																									
Number bonds	A set of number sentences which consist of 2 numbers added together to make another number																									
Related Facts	How addition and subtraction number sentences relate to one another using knowledge of fact families.																									
Doubles	When the same number is added together																									
English – Poetry, Non-fiction writing	Sentence	A group of words put together to mean something	 <p><b>How to make the perfect sentence.</b></p> <p>Diagram illustrating the components of a perfect sentence:</p> <ul style="list-style-type: none"> <li>Capital letter</li> <li>well formed letters</li> <li>neat and tidy</li> <li>finger spaces</li> <li>must make sense</li> <li>full stop</li> <li>write on the line</li> </ul>	<p>I can understand that a sentence needs a capital letter, full stop and finger spaces.</p> <ul style="list-style-type: none"> <li>• I can understand that a verb is a doing word.</li> <li>• I can understand that noun is a person, place or object.</li> </ul>	<p>I can write clear sentences which make sense.</p> <p>I can write my sentence with a capital letter, full stop and finger spaces.</p>	<p>I can use my skills to re-write a familiar story.</p> <p>I can use my skills to write my own version of a familiar story.</p> <p>I can use my skills to write a</p>																				
	Adjective	A describing word																								
	Noun	People, place or objects																								

	Verb	Doing words		<ul style="list-style-type: none"> <li>• I can understand that an adjective is a describing word.</li> <li>• I can describe how to form my curly caterpillar letters and my reach over robot letters.</li> <li>• I can understand a few key features of poetry.</li> <li>• I am aware of the key features of a postcard.</li> <li>• I am aware of the key features of a fact file.</li> </ul>	<p>I can include adjectives in my sentences.</p> <p>I can form my curly caterpillar letters and reach over robot letters correctly.</p> <p>I can recognise and highlight some features of poetry.</p> <p>I can write a descriptive fictional postcard.</p> <p>I can create my own non-fiction fact file by carefully working on each feature at a time.</p>	<p>set of instructions.</p> <p>I can write my own poems at home.</p> <p>I can send a postcard if I go on holiday.</p> <p>I can write fact files about other subjects of interest at home.</p>
	Curly caterpillar letters	Letters that start with the c shape, C, a, d, g, q, e				
	Reach over robot letters	Letter that start at the top, go down the body of the shape, back up and over in an arch, r, h, n, m, b, p				
	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				
	Fact file	A short report about the most important information on a particular subject.				
	Poems	A group of words that describe something in an interesting way. Some are very short. Some are long and tell a story.				

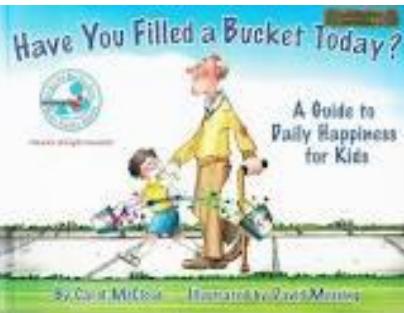
	Character	Who (person or animal) is the story about				
	Setting	Where the story happens				
Science – Everyday Materials	Material	The substance from which something is made.		<ul style="list-style-type: none"> <li>I can name a variety of everyday materials.</li> <li>I can understand that materials have different properties.</li> <li>As part of a group, I can learn about planning an experiment.</li> <li>I know what a prediction is.</li> <li>I know I have to observe closely to see what has happened.</li> <li>I know that I can record my results.</li> </ul>	<p>I can describe the properties of everyday materials.</p> <p>As part of a group, I can make a plan.</p> <p>I can make a prediction.</p> <p>I can observe closely.</p> <p>I can record my results.</p>	<p>I can find various materials around my house.</p> <p>I can talk to my family about science experiments.</p>
	Wood	Material made from trees				
	Glass	Material made from sand				
	Metal	Gasses which are heated together				
	Plastic	Oils and gasses which are heated together				
	Properties	How something is identified				
	Experiment	To test an idea out - to see what may happen.				
	Observation skills	To watch and look closely and carefully over a period of time to see whether any sort of change has occurred.				

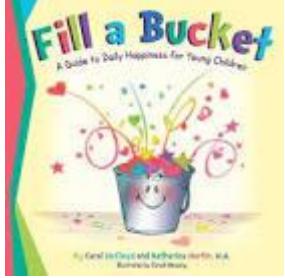
History – next half Term				-	-	-
Geography	UK and surrounding seas	The English Channel, The North Sea, The Irish Sea and the Atlantic Ocean.	 	<ul style="list-style-type: none"> <li>I know the names of the surrounding seas of the UK.</li> <li>I know what a continent is.</li> <li>I know that there are 7 continents.</li> <li>I know that Antarctica is a continent.</li> <li>I know what Physical features are.</li> <li>I know what human features are.</li> <li>I know about the 2Paint tool.</li> <li>I know about the 2DIY tool.</li> <li>I know what a pictogram is.</li> <li>I know that information that we collect can be represented visually with pictures.</li> </ul>	I am able to locate The English Channel, The North Sea, The Irish Sea and the Atlantic Ocean on a map.  I can recall the names of the continents when singing a song.  I am able to recall a few facts about Antarctica.  I can identify physical features at school and in my local surroundings.  I can identify human features at school and in my local surroundings.  I can create a picture in 2Paint.  I can create a jigsaw and a game in 2DIY.  I am able to share and collect information as a class (e.g – how I travel to	I could look at an atlas to find out the names of other seas and oceans.  I can teach my family the continent song!  I could research further facts about Antarctica at home.  I can spot physical features when I am out and about with my family.  I can spot human features when I am out and about with my family.  I can explore the 2Paint and 2DIY tools with my grown-ups.
	Continent	A large land mass				
	Antarctica	One of the Earth's 7 continents				
	Physical Geography	Natural features in the environment				
	Human Geography	Human made features in the environment				

Computing – Creative computing and Data Explorers	2Paint	A tool on Purple Mash which allows children to paint a picture.		<p>school/ what is my favourite fruit.)</p> <p>As a class we can transform the data into a pictogram using Purple Mash.</p>	I can create my own pictograms at home.
	2DIY	A tool on Purple Mash which allows children to create (e.g – games/ jigsaws) using their own ideas.			
	Data	Data is information that can be collected and used.			
	Pictograms	A visual representation of data that has been collected.			
Art		Next Half Term			
DT – Food/ Healthy Eating	chop	Cut into pieces		<ul style="list-style-type: none"> <li>I can name different textures.</li> <li>I can name sources of food.</li> <li>I can name some food groups.</li> <li>I am aware that you need to cut, peel and grate in a safe manner.</li> <li>I know that fruit and vegetables are healthy.</li> </ul> <p>I can wash my hands and clean surfaces before I work with food.</p> <p>I can understand what food sources my food comes from.</p>	<p>I can sort foods into textures.</p> <p>I can sort foods into food groups.</p>
	grate	Reduce food by shredding			
	peel	Take the skin off a fruit or vegetable			

	fruit	Has seeds inside and grown from the flower of the plant			I can explain the differences between food groups.	
	vegetable	Grow from the roots, leaves or shoots of a plant			I can cut and peel safely with support.	
	Food groups	Groups of different types of food			I can say why fruit and vegetables are healthy.	
	Textures	What something feels like				
	healthy	Includes good things to help them grow well				
	Sound exploration	Children will be listening to and exploring: High and low sounds Long and short sounds Loud and quiet sounds		<p>I can hear the difference between high and low sounds.</p> <p>I can hear the difference between long and short notes.</p> <p>I can hear the difference between loud and quiet sounds.</p>	<p>I can make high and low sounds on an instrument.</p> <p>I can make loud and quite sounds on an instrument.</p>	<p>I can listen to various genres of music at home with my family.</p>
	Tempo	Beats of the music				

PE - Gymnastics	Travel	Learn to move in different directions and at different speeds. Stepping from one foot to one foot/ two feet to one foot. Perform controlled turns (spins.)	 	<ul style="list-style-type: none"> <li>• I can understand that I need to control my body in order to balance.</li> <li>• I am aware that there are five main gymnastic shapes.</li> <li>• I am aware that there are three main jumps.</li> <li>• I am aware that there are different ways in which to travel.</li> <li>• I am aware of the two rolls in my gymnastics lessons.</li> <li>• I am aware of the gymnastic apparatus at school.</li> <li>• I am aware that a sequence is a series of movements.</li> </ul>	I am able to balance on a different number of body parts and perform partner balances.	I can choreograph simple gymnastic routines including: shapes, travelling, rolls, jumps and balances.
	Shapes	Identify and perform the five gymnastic shapes – star, straight, tuck, pike and straddle.			I can perform the five main gymnastic shapes.	
	Jumps	Perform the three jumps – star, straight and tuck.			I can perform the three main jumps.	
	Balance	Balance on a different number of body parts and hold them still. Perform partner balances.			I can travel around the room in a variety of ways, including controlled spins.	
	Rolling	Perform log rolls and egg rolls.			I can perform both the log roll and the egg roll.	
	Apparatus	Children will be making use of the benches and wall bars in their lessons.			I am able to use apparatus in a sensible way.	
	Sequences	Children will be creating a series of movements including various ways to travel and balances.			I am able to think of and perform my own gymnastic sequence.	
RE – Judaism: What is the Torah and why is it	Judaism	A religion	 	<ul style="list-style-type: none"> <li>• I understand what it means to treat someone with respect.</li> <li>• I understand that the Torah is the Jewish Holy Book.</li> <li>• I understand that the Torah contains rules to help Jewish people live good lives.</li> </ul>	I can respect other people and property.	I can look at some Hebrew letters and try to copy them myself.
	Jew	A person who follows the religion of Judaism			I can identify important rules in my own life and say why they are important.	
	Hebrew	This is a language spoken and written by Jewish people			I can suggest why the Torah may be valued by Jews.	
	Torah	The Jewish holy book and contains rules to help Jewish people live good lives.				
	Scroll	A long roll of paper				

	Yad	A pointing stick that people use to read the Torah, so that they do not have to touch the scroll.		<ul style="list-style-type: none"> <li>lives (child friendly version.)</li> <li>• I understand that these rules (child friendly version) make life fair for everyone and help them worship God.</li> <li>• I understand that God's name is holy for Jewish people.</li> <li>• I know that the Torah scroll is written in Hebrew.</li> <li>• I know that the Torah which contains God's holy words is treated with great respect</li> <li>• I know that the synagogue is the place where the Torah is kept and where Jewish people go to pray.</li> </ul>	I can talk about how Jewish people show respect for the Torah.	
	Synagogue	A synagogue is a place of worship for Jewish people			I can identify possible meanings for the ten (child friendly) rules that God gave to Moses.	
	God	The creator of everything			I can identify some of the things that the Jewish community might learn from the Torah about how to lead good lives.	
	Moses	One of the first leaders of the Jewish people, to whom God gave the ten commandments. There are stories about Moses in the Torah.				
	Ten Commandments	The ten rules given by God to his people, Jewish people.				
PSHE – Have you filled a bucket today?	Happiness	A feeling of contentment.		<ul style="list-style-type: none"> <li>I know the people who are important to me and how they help me feel happy.</li> <li>• I know how I can contribute to the happiness of others.</li> <li>• I know how to make myself happy.</li> <li>• I understand how I can help myself and</li> </ul>	I can recognise this feeling of happiness and calm.	I can be kind to both friends and family members.  I can teach my family about being a bucket filler.
	Kindness	Helping other people by being friendly, offering support, giving your time.			I can say kind words and do nice things for other people.	
	Bucket Filler	Someone who makes other people feel happier because of something they do or say.			I can do something to make myself happy.	

	Bucket Dipper	Someone who makes other people feel sad because of something they do or say.		<ul style="list-style-type: none"> <li>others through small acts of kindness.</li> <li>• I recognise when I am acting in a way that is making other people unhappy and have strategies to stop myself.</li> </ul>	<p>I can feel happy by being kind to other people and I can make them happy too.</p> <p>I know when I am being a bucket dipper</p> <p>I can make good choices to make things better again.</p>	
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