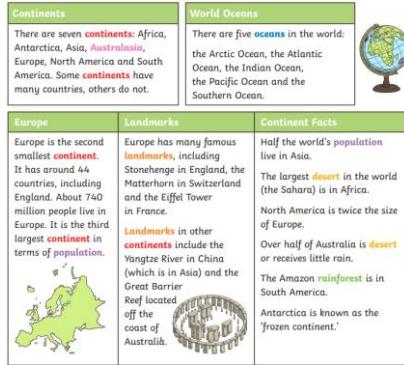


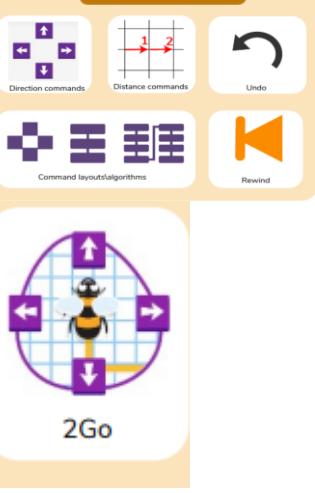
Badger Class Knowledge Organiser

Spring Term 1 - Once Upon a Time- What happened long ago?

Subject	Key vocabulary	Meaning	Key facts	Key knowledge	Key Skills I will learn	I know more I can do.....
Mathematics Multiplication and division	<p>Multiplication</p> <p>Division</p> <p>Array</p> <p>Double</p> <p>Equal groups</p> <p>Odd</p> <p>Even</p> <p>Lots of</p> <p>Repeated addition</p>	<p>The process of adding a number to itself a particular number of times</p> <p>Separation of something into parts or groups.</p> <p>A group of things in a certain order.</p> <p>Add a number to itself</p> <p>The same number in each group.</p> <p>A number that has one left over when divided by 2.</p> <p>An equal amount, even numbers always have partner.</p> <p>Multiples of/multiply</p> <p>Add the same number to itself multiple times.</p>		<ul style="list-style-type: none"> To know 2, 5- and 10-times tables. To know how to create an array to represent a multiplication sentence. To know how to share an amount into equal groups and recognise that is called division. To use repeated addition to help with tricky multiplication sentences. 	<p>To know how to multiply and divide a number by 2, 5 and 10 and use an effective method to do so.</p> <p>To recognise number patterns and odd and even numbers.</p>	<p>I can reflect what I have learnt in an end of block assessment quiz.</p> <p>I can answer number problems using multiplication and division, drawing on knowledge of arrays and equal groups to find the answer.</p> <p>I can count in 2, 5 and 10's.</p>

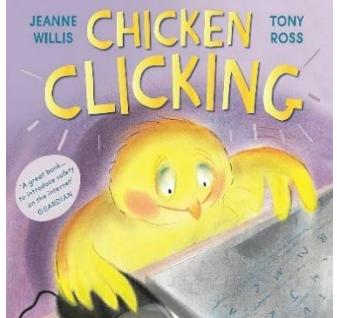
English	Conjunctions	A word used to connect clauses or sentences or to coordinate words in the same clause (e.g. <i>and, but, if</i>).		<ul style="list-style-type: none"> • To know how to use punctuation to demarcate sentences. • To know the difference between past and present tense. • To Know how to write for different purposes and when writing needs to be formal or informal. • Know how to use phonics knowledge to attempt spelling of a word. • Know that two sentences can be joined together using a conjunction. • To know when to use different punctuation (., !?) 	<p>To write simple and coherent narratives, real events and compose letters.</p> <p>To phonetically attempt to spell words.</p> <p>To use conjunctions to join sentences and consistently use the correct tenses in their writing.</p>	<p>I can write diary entries, reports and letters after careful planning.</p> <p>I can use my phonics knowledge as well as subject knowledge to write coherently.</p> <p>I can use capital letters and correct punctuation in my writing.</p>
	Punctuation	The marks, such as full stop, comma, and brackets, used in writing to separate sentences and their elements and to clarify meaning.				
	Phonetically plausible	Using phonic knowledge to spell a word even if it is not correct.				
	Present tense	Something that is happening now.				
	Past tense	Something that has happened in the past.				
	1 st person	Talking in your own voice (I, we)				
	3 rd person	Talking about others (he, they, she)				
Science Living things and their habitats	Habitat	A natural place where something lives. It provides living things with everything they need to survive.		<ul style="list-style-type: none"> • To know that there are different habitats in the world. • To Know that within these habitats there are microhabitats. • To understand that all living things within these habitats depend on each other. 	<p>-To recognise habitats and animals within them.</p> <p>- To understand how microhabitats are formed within these habitats.</p> <p>-To discover which living things depend on each other within certain habitats.</p>	<p>I can name the habitats of the world.</p> <p>I can describe what a microhabitat is.</p> <p>I can draw a food chain within these habitats.</p> <p>I can identify microhabitats within the woods during forest school.</p>
	Microhabitat	A very small habitat like under a rock. Minibeasts live in microhabitats.				
	Depend	Many things within a habitat depends on each other, meaning they need each other for different things.				
	Survive	To stay alive.				

History Titanic	chronological	A record of events following the order in which they occurred.	<ul style="list-style-type: none"> • Name: RMS Titanic • Location: 41°43'32"N 49°56'49"W (underwater wreck site) • Built: Between 1909 and 1912 • Operator: White Star Line • Madien Voyage: April 10th, 1912 • Sunk: April 15th, 1912 • Significance: A famous ocean liner that sunk in the Atlantic 	<ul style="list-style-type: none"> • Know about events beyond living memory which are significant globally. • Know about a significant historical event and how the past has changed the future. 	<p>To use questioning to learn more about a historical event.</p> <p>Recognise the time frame in which an event took place.</p> <p>Compare events from different viewpoints.</p>	<p>I can re-tell the story of the Titanic.</p> <p>I can list key dates and order things which happened during the voyage.</p> <p>I can recognise that it happened last century which is in the past.</p>
	Past	Something that has already happened.				
	Questioning words	Who, what, where, when, how, why.				
	Compare	Note the similarity or dissimilarity between things.				
	Re-tell	Tell again or differently.				
	Key dates	Important dates.				
Geography Continents and Oceans	Continent	A very large area of land that includes all the islands with it.		<ul style="list-style-type: none"> • Know that the world is made up of Continents and Oceans. • Understand where these Continents and Oceans are located on a map. • Know that landmarks are found in all continents. 	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p> <p>Use aerial photographs when studying a country and recognise landmarks.</p>	<p>-I can name and locate all oceans and continents of the world.</p> <p>-I can name countries within these continents.</p> <p>-I can name some famous landmarks.</p> <p>-I can recall countries within the UK.</p>
	Ocean	A large area of sea				
	Landmark	A well-known building or place.				
	Desert	A large area of land with very little rainfall and where not much grows.				
	rainforest	A large area of land with lots of trees and lots of rainfall.				

Computing Route explorers	Computer Bug	Bug is the word used to describe an error in the way that a computer program works.		<ul style="list-style-type: none"> • Know how to create instructions using distance and direction. 	<p>Use the direction keys in 2Go to move the turtle along a route. Use units of distance along with the direction keys in 2Go to move along a route.</p>	<p>- I can write instructions to complete more than one step of a route at once. - I can build up instructions for a longer route.</p>
	Command	An action such as, 'turn left'.				
	Debugging	To find and remove bugs (errors) from a computer program.				
	Direction	The path that something travels. For example, a robot moving forwards or backwards.				
	Coding	Creating instructions for a computer, telling it what to do, step-by-step.				
Art African Art	Africa	A continent in the world.	<p>Let's Create Our Own Aboriginal Works of Art!!</p> <p>1. Pretend you are living thousands of years ago and need to create a work of art for your ancestors. 2. Choose one-three of the above Aboriginal symbols to create a storyline. 3. On the back sheet of your new, blank sketchbook page, write down the short story you are choosing to tell with your symbols. Use the original Aboriginal Art Works as inspiration to get you started. 4. On a blank sheet in your sketchbook, draw the symbols you have chosen, and create patterns to tell your story using different lines. 5. Once your lines are drawn, glue down different colours of string or other materials over the lines to complete your work. 6. Make sure all your lines are completely covered in neatly, and you are only using the same colours you would see in nature to complete your work.</p> 	<ul style="list-style-type: none"> • Know that aboriginal art comes from Australia. • Understand who the aboriginal people were. • Know that aboriginal art includes symbols and patterns. 	<p>To create a print reflective of aboriginal art.</p>	<p>I can use symbols to create my own story through aboriginal art.</p> <p>I can use pattern and colour to help create this.</p> <p>I can use a printing technique to create my own work.</p>
	Australia	A continent in the world.				
	Aboriginal	Inhabiting or existing in a land from the earliest times or from before the arrival of colonists; indigenous.				
	Symbol	A mark used to represent something else.				
	pattern	A design which is repeated.				
DT Create a Titanic	Design	A plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made.		<ul style="list-style-type: none"> • To know which materials to use to create a strong structure. • To use different methods to join parts of the models together. 	<p>To develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and</p>	<p>I can design a Titanic from junk modelling.</p> <p>I can build and use appropriate materials for making and joining.</p>
	Make	form (something) by putting parts together or combining substances; create.				

	Evaluate	Form an idea of the amount, number, or value of; assess.			<p>communication technology.</p> <p>To use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>To evaluate finished structure.</p>	I can evaluate and discuss what went well and what could be better.
Music	Long sound	A long-lasting note.	 <p>Instruments, Wood, String, Brass Percussion</p>	<ul style="list-style-type: none"> To know that there are different sounds in music. To know the names of these sounds. To know that symbols can be used in music and how to create them. 	<p>-To identify long and short sounds when played.</p> <p>-To copy a pattern of long and short sounds using instruments.</p> <p>-To create a sequence of long and short sounds using instruments.</p> <p>-To create symbols to record the sequence.</p>	<p>I can write my own piece of music including long and short sounds.</p> <p>I can use symbols to reflect the long and short sounds.</p>
	Short sound	A short sounding note.				
	Symbol	A picture used to represent something.				
	Pattern	Music which is repeated.				
PE Gymnastics	Performance	Performance Carrying out an action		<ul style="list-style-type: none"> To know that fundamental movement skills, such as travelling, balancing, and moving smoothly from one position to another are important gymnastics basics. 	<p>-Watch and describe a performance accurately.</p> <p>-Understand and describe changes to heartrate.</p>	<p>I can perform gymnastic actions, including, travelling, rolling, jumping and staying still.</p> <p>I can become increasingly confident and competent, moving safely using</p>
	Movement	Movement Changing place or position.				
	Balance	Balance To hold a steady position.				

	Roll	Roll To move by turning over and over on a surface.		<ul style="list-style-type: none"> To know about different movement phrases and that they use a range of different body actions and body parts. To Know that heartrate will change when playing games. 		<p>changes of speed, level, and direction.</p> <p>I can Combine different ways of travelling exploring a range of movements and shapes. - I can create linked movement phrases with beginning, middle and ends.</p>
RE Who is Allah and how do Muslims worship him?	Islam	The religion of the Muslims, revealed through Muhammad as the Prophet of Allah.	 Crescent moon and star Symbol  Mecca Pilgrimage	<ul style="list-style-type: none"> To know some of the 99 names and how these link to what Muslims believe about Allah. To know that Muslims think it is better to represent Allah in words rather than pictures. To know that Muslims worship Allah through prayer. To know that Muslims believe it is important to be ritually clean before they pray. To know that Muslims should face Makkah when they pray and have different physical positions in prayer to help them focus on Allah. 	<p>To talk respectfully about core beliefs about Allah.</p> <p>Use the following vocabulary- Allah, beautiful names, pray, prayer, mosque.</p> <p>Give examples of how Allah is worshipped by Muslims</p>	<p>I can talk about why some Muslims might pray together.</p> <p>I can talk about how different positions in prayer might help Muslims to focus on Allah.</p> <p>I can give simple reasons for the views they have.</p>

PSHE	Online	To be connected to the internet.		<ul style="list-style-type: none"> • To know the benefits of going online. • To recognise risks online and to know how to be safe. 	<p>To know the good things about going online and how it can help us.</p> <p>To report any issues online and to recognise the importance of keeping personal information private.</p>	<p>I can make a poster about the benefits of the internet and being online.</p> <p>I can identify risky online behaviours.</p> <p>I can act out sharing my worries with a trusted adult.</p>
	Risks	A situation involving exposure to danger.				
	Personal information	Name, age, address, telephone number, email number.				