



## Hanslope Primary School Religious Education Knowledge Organiser

**Year One- Do we need shared special places?**

### National Curriculum Links:

- To explore the significance and role of the synagogue for Jews
- To become aware of the role of the home for Jews  
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

### How does this link to my previous learning?

- Year One- Is everybody special? Should we celebrate Harvest or Christmas?

### How does this link to my future learning?

- Year Two- How should we spend the weekend?
- Year Five- Does the community of the Mosque help Muslims lead better lives?

### What key vocabulary will I learn:

**Judaism-** followers of this religion are called Jews. They believe in one God. Jews do not believe Jesus was God's son and do not follow him.

**Sacred space-** a meaningful space which can be constructed for religious purposes, such as a temple. Places that are religiously interpreted such as rivers and mountains can also be considered as a sacred space.

**Synagogue-** a sacred space used for public worship by Jews.

**Mosque-** a sacred space used for public worship by Muslims.

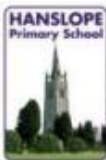
**Gurdwara-** a sacred space used for public worship by Sikhs.

**Mandir-** sacred space used for public worship by Hindus.

### What will I know by the end of this unit:



- What a synagogue looks like
- Key features of a synagogue and how they are used
- How the synagogue is important to Jewish people
- How the synagogue compares to a place that is special personally



## Hanslope Primary School Design Technology Knowledge Organiser

**Year 2 - Food (Preparing fruit and vegetables including cooking and nutrition requirements for KS1)**

### Overview:

Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.

Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the eat well plate.

Know and use technical and sensory vocabulary relevant to the project.

### What key vocabulary will I learn:

*fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, parts of fruit and vegetables e.g. skin, seed, pip, core, actions e.g. slicing, peeling, cutting, squeezing, and healthy diet, choosing, ingredients*



### National Curriculum Links:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

### How does this link to my future learning?

Year 3 - Food healthy and varied diet (including cooking and nutrition requirements for KS2)

### What steps will I follow to create my final product?

- Research where food comes from and the different sources
- Discuss the different food groups and their sources.
- Taste the different foods and which ones we like best
- Prepare the food using different utensils.
- Cook the food in different forms.
- Eat our food!



### **Health and Safety**

-Remove any jewelry and tie back long hair.

-Wear an apron and roll up your sleeves.

-Wash your hands with hot water and antibacterial soap.

Washing your hands should be done before, during and after preparing food.

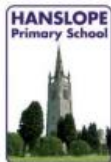
Use different chopping boards and knives for raw meat & other foods.

Check that food is cooked right the way through.

Check the dates on food, and check for allergies of those eating.

Make sure that you clean up properly after yourself.





## Hanslope Primary School Geography Knowledge Organiser

**Year 1: What is it like to live in Shanghai?**

### How does this link to my previous learning?

- Recognise some environments that are different from the one in which they live
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Year 1 unit – **What is the weather like in the UK?**

### National Curriculum Links:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Use simple compass directions (North, South, East and West) and locational and directional language.

### How does this link to my future learning?

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### What key vocabulary will I learn:



### **What will I know by the end of this unit:**

- To recognise physical and human features.
- To draw a sketch map.
- To name and locate some continents on a world map.
- To identify physical and human features of a non-European country.
- To describe what it is like in Shanghai.
- To compare Shanghai to a small area of the UK.





## Hanslope Primary School

### Music Knowledge Organiser

#### Year 1 – Dynamics (Theme: Seaside)

##### How does this link to my previous learning?

- This links to previous learning in year 1: Musical Symbols (Theme: Under the sea).

##### National Curriculum Links:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

##### How does this link to my future learning?

- This links to future learning in year 2: Contrasting Dynamics (Theme: Space)

##### What key vocabulary will I learn?

- Instrument- An object played to make musical sounds, e.g. a piano, drum, etc.
- Symbol- A small drawing that shows sounds.
- Volume- How loud or quiet a sound is.
- Soundscape- The mixture of different sounds that are heard in a particular place.

##### What will I know by the end of this unit:

- Use appropriate, justified movements to represent dynamics.
- Identify sounds within the music and describe them using adjectives.
- Recreate sounds using voice or body and extend ideas by adding dynamics.
- Create appropriate, original sounds with their voice and body.
- Use instruments to create loud and soft sounds.
- Justify instrument and sound choices.
- Follow instructions during a performance.
- Create and play a musical score that showcases understanding by using dynamics symbols.



## Hanslope Primary School Summer 2

### PE Knowledge Organiser

#### Year 1: Health and Fitness/striking and fielding

##### How does this link to my previous learning?

- Fundamental skills learnt in EYFS

##### National Curriculum Links:

- Develop basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities, individually and with others.
- Engage in activities in a range of increasingly challenging situations.
- Engage in competitive (both against self and against others) and cooperative physical activities.

##### How does this link to my future learning?

- Builds up to health and fitness in Y2
- Provides basic skills needed for more complex games
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##### What key vocabulary will I learn:

- Changes
- Health
- Balanced
- Quickly, in line
- Shoulders
- Hips
- Aim
- Throw
- Catch
- Striking
- Fielding
- Rules
- Control

##### What will I know by the end of this unit:

###### Health and Fitness:

- I can start and stop quickly.
- I can collect the ball with balance/control.
- I can maintain balance throughout.
- I can balance with control when changing balance/position.

###### Striking and fielding:

- Show control and accuracy for rolling, underarm throwing, striking and kicking a ball
- Show some different ways of hitting, throwing and striking a ball.
- Hit a ball or bean bag and move quickly to score a range of points
- Begin to follow some simple rules