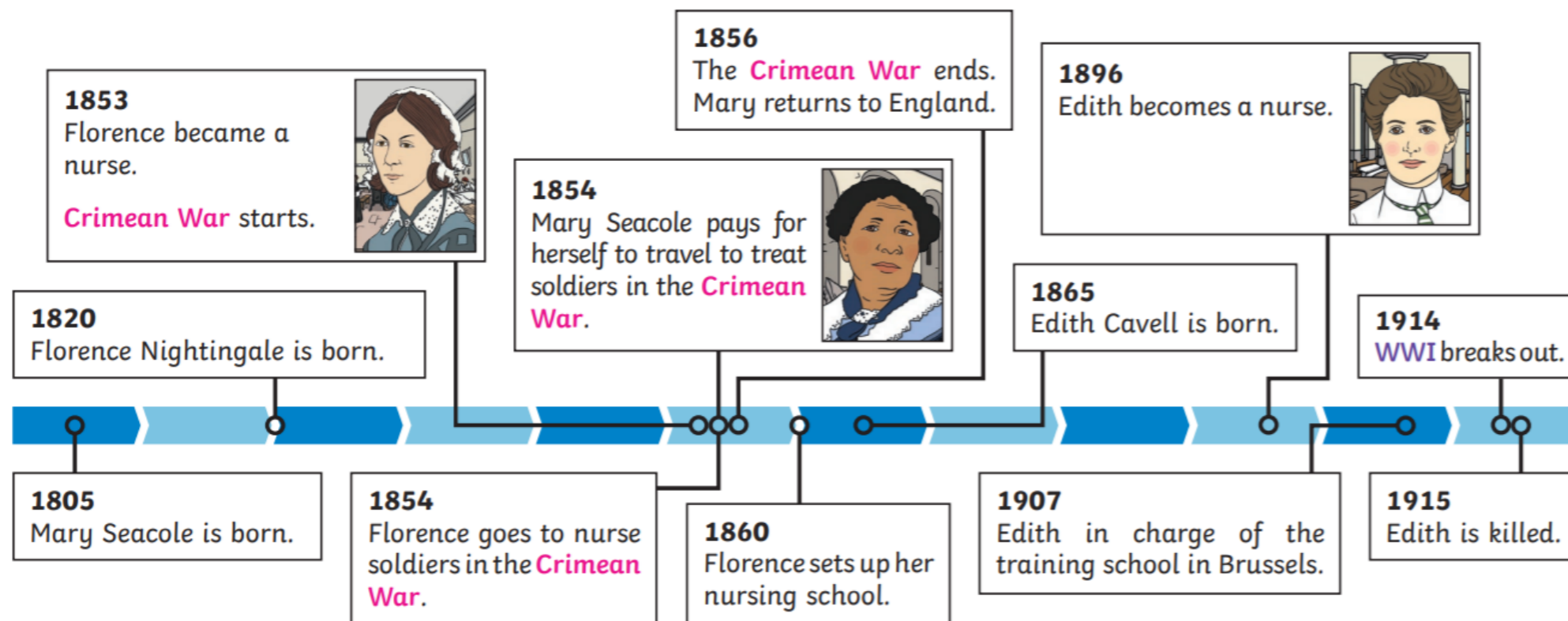# Knowledge Organiser – Rebel Girls

Who was Florence Nightingale?	Florence Nightingale was a British nurse born on 12th May 1820, in Florence, Italy. She was a daughter of an upper-class couple. She longed to be a nurse, but her father wouldn't allow it as it was not a job that a lady would have. Eventually, she became a nurse in 1853.
What is Florence Nightingale remembered for?	Florence Nightingale is remembered for changing the way hospitals were run. She treated soldiers during the Crimean War; here she became known as, 'The Lady with the Lamp.'
Who was Mary Seacole?	Mary Seacole was a nurse. She was born in Jamaica in 1805. Her mother was Jamaican, and her father was Scottish. She died in Britain in 1881.
What is Mary Seacole remembered for?	Mary Seacole wanted to join the nurses treating the soldiers injured in the Crimean War, but the British Government refused. So, she paid for herself to go. She set up the 'British Hotel' hospital two miles from the fighting for soldiers to receive food, drink and treatment. She would also travel to the front line, taking supplies and treating soldiers from both sides.

1853
Florence became a nurse.
Crimean War starts.

1856
The Crimean War ends. Mary returns to England.

1896
Edith becomes a nurse.

1820
Florence Nightingale is born.

1854
Mary Seacole pays for herself to travel to treat soldiers in the Crimean War.

1865
Edith Cavell is born.

1914
WWI breaks out.

1805
Mary Seacole is born.

1854
Florence goes to nurse soldiers in the Crimean War.

1860
Florence sets up her nursing school.

1907
Edith in charge of the training school in Brussels.

1915
Edith is killed.

Florence Nightingale

Mary Seacole

Florence Nightingale 1820 - 1910

In Victorian Britain, girls like Florence Nightingale would usually do housework or charity work. Florence was different. Florence trained as a nurse and decided to help others. She changed the way people nursed and helped save many lives.

Florence led a team of nurses to the Crimea. When she was there, she saved many lives.

The Nightingale Fund was established for the training of nurses which many people donated to.

She used some of the money to set up Nightingale Training School at St Thomas' Hospital to train nurses.

Queen Victoria wrote her a letter to say thank you for everything she had done.

Florence wrote letters to important people telling them what was wrong with Army hospitals, and in September 1856, she met with Queen Victoria to discuss ways to improve military medical systems.

Huge reform took place – the Army started to train doctors, hospitals became cleaner and soldiers were provided with better clothing, food and care.

The Crimean War

In 1854, the Crimean War broke out. British troops went off to fight.

News soon reached home of soldiers dying from battle wounds, cold, hunger and sickness, with no real medical care or nurses to treat them.

Help was needed fast and Florence was asked to lead a team of nurses to the Crimea.

When they arrived, the nurses found the Army hospital in Scutari in a terrible state. It was overcrowded and filthy, with blocked drains, broken toilets and rats running everywhere. Disease spread quickly and most of the soldiers died from infection.

Florence knew that the soldiers could only get well again if the hospital conditions improved. She bought better medical equipment and food, and paid for workmen to clear the drains.

Together with her team, she cleaned the wards, set up by a hospital kitchen and provided the wounded soldiers with quality care.

As a result of all the improvements, far fewer soliders were dying from the disease.

Mary Seacole 1805 - 1881

Mary was born in Jamaica. Mary's mother was a nurse and when she was 12, Mary started to help her mum look after the sick.

As an adult, when she heard news of British soldiers going off to Russia to fight in the Crimean War, she wanted to help. She went to London and asked to join Florence Nightingale and her team of nurses but she was turned down.

Together with her friends, she set off to the Crimea in a ship stocked with medical supplies.

She arrived to a terrible state. Many of the soldiers were cold, dirty and hungry, and those that were sick and wounded, weren't being cared for. Mary used the money spent there to help treat and care for sick and wounded soldiers.

Mary rode on horseback into the battlefields, even when under fire, to nurse wounded men from both sides of the war. Mary was so caring she became known as 'Mother Seacole.'
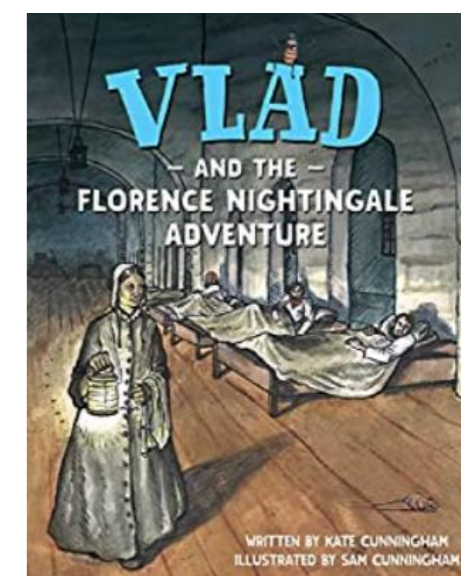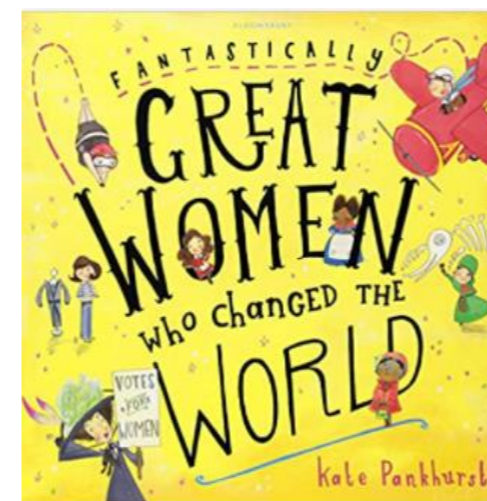
Mary Seacole was awarded medals by the British, Turkish and French to thank her for her work with the soldiers of all nationalities.

Key Vocabulary	Definition
Victorian era	A period of time between 1837-1901 when Queen Victoria was the queen of England.
Crimean War	A war that was fought between 1853 and 1856 in Russia. On one side were Britain, France and Turkey. On the other side was Russia.
injured	Hurt or harmed by something or someone.
soldiers	A person who fights as part of an army.
medicine	A pill or liquid taken to prevent or cure an illness.
germ	A tiny organism that causes a disease in a plant or animal.
heroine	A brave woman who we admire.
Crimean War	The Crimean War[c] was fought from October 1853 to February 1856[4] between Russia and an ultimately victorious alliance of the Ottoman Empire, France, the United Kingdom and Sardinia-Piedmont.
allies	Countries that fight together against other countries.
treason	The crime of betraying your country by helping the enemy.
nurse	A person who is trained to care for sick or injured people and who usually works in a hospital or doctor's office.
Monarch	A person who reigns over a kingdom or empire.
antiseptic	Used for cleaning wounds to stop infections.
anaesthetic	Medicine is given to a patient to stop them feeling pain in an operation.
disease	A condition that causes harm to the health of a person, animal or plant.

Queen Victoria

Queen Victoria, the monarch, awarded Florence a jewelled brooch, designed by her husband, Prince Albert. It was dedicated: 'To Miss Florence Nightingale, as a mark of esteem and gratitude for her devotion towards the Queen's brave soldiers.'

Exciting Books

FANTASTICALLY GREAT WOMEN who changed the WORLD
Kate Pankhurst

USBORNE FAMOUS LIVES
Florence Nightingale
Lucy Lethbridge
Illustrated by Karen Donnelly

VLAD AND THE FLORENCE NIGHTINGALE ADVENTURE
WRITTEN BY KATE CUNNINGHAM
ILLUSTRATED BY SAM CUNNINGHAM

Amazing Fact!

Florence Nightingale could speak four languages!

Factor, factor, product

2, 1, 2
2, 2, 4
2, 4, 8
2, 8, 16

2, 10, 20
2, 5, 10

2, 3, 6
2, 6, 12
2, 12, 24

2, 11, 22
2, 9, 18
2, 7, 14

0	2	4	6	8	10	12	14	16	18	20	22	24
0	1	2	3	4	5	6	7	8	9	10	11	12

There is a repeating pattern of 0, 2, 4, 6, 8

Even numbers are divisible by 2

2 x 5 = 10
10 = 2 x 5
10 ÷ 2 = 5
5 = 10 ÷ 2
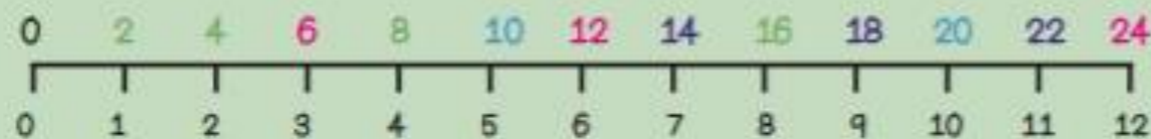
5 x 2 = 10
10 = 5 x 2
10 ÷ 5 = 2
2 = 10 ÷ 5

If I know... then I also know...

---

multiple
factor
product
odd
even

10, 1, 10
10, 2, 20
10, 4, 40
10, 8, 80

10, 10, 100
10, 5, 50

10, 3, 30
10, 6, 60
10, 12, 120

10, 11, 110
10, 9, 90
10, 7, 70

0	10	20	30	40	50	60	70	80	90	100	110	120
0	1	2	3	4	5	6	7	8	9	10	11	12

Multiples of 10 all have a zero in the ones column.

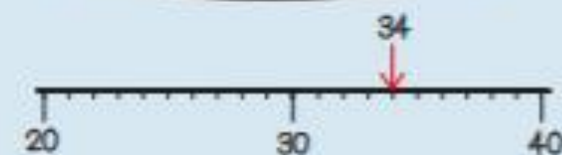The products of 10 are even numbers.

Year 2 Term 3

The product of an odd number and 5 is odd.

The product of an even number and 5 is even.

5, 1, 5
5, 2, 10
5, 4, 20
5, 8, 40

5, 10, 50
5, 5, 25

5, 3, 15
5, 6, 30
5, 12, 60

5, 11, 55
5, 9, 45
5, 7, 35

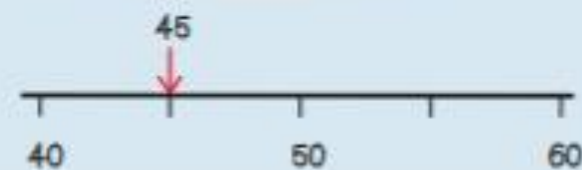| 0	5	10	15	20	25	30	35	40	45	50	55	60
0	1	2	3	4	5	6	7	8	9	10	11	12

If there are 10 steps to increase by 10 then the scale is going up in 1s.

34

| 20 | 30 | 40 |

If there are 5 steps to increase by 10 then the scale goes up in 2s.
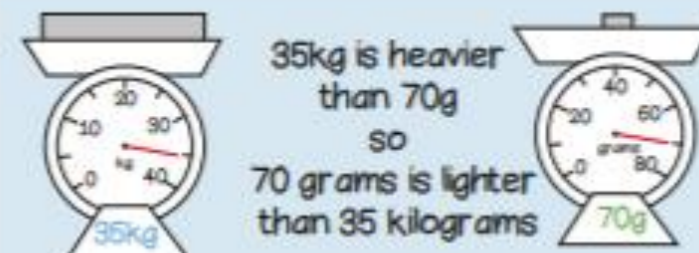
54

| 40 | 50 | 60 |
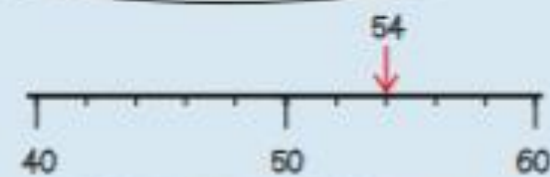
If there are 2 steps to increase by 10 then the scale goes up in 5s.
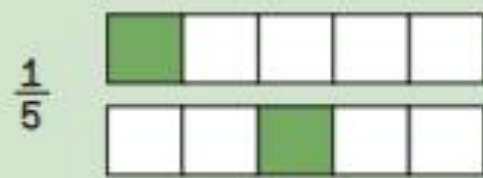
45

| 40 | 50 | 60 |

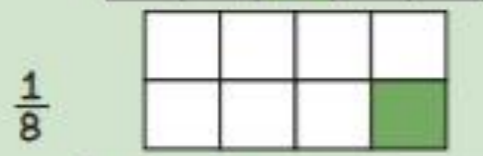Tree A is taller than tree B so tree B is shorter than tree A.

52cm > 25cm
25m < 52m
1m > 1cm

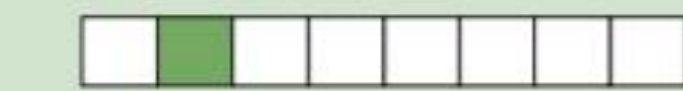The yellow line is longer than the green line so the green line is shorter than the yellow line.

35kg is heavier than 70g so 70 grams is lighter than 35 kilograms

---

Year 3 Term 3

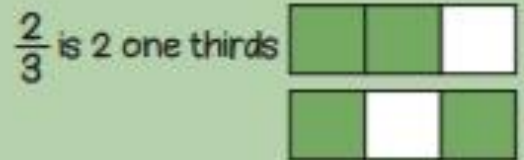## Unit fractions have a numerator of 1

$\frac{1}{5}$ If the denominator is 5 there are 5 equal parts.

$\frac{1}{8}$ If the denominator is 8 there are 8 equal parts.

Non-unit fractions have a numerator greater than 1

$\frac{2}{3}$ is 2 one thirds The numerator is 2 so two out of 3 equal parts are shaded.

$\frac{4}{7}$

$\frac{4}{7} < \frac{6}{7}$
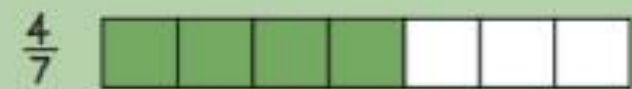
When the denominators are the same, the larger the numerator, the larger the fraction.

$\frac{2}{7} < \frac{2}{5}$

When numerators are the same, the larger the denominator the smaller the fraction.

denominator
numerator
unit fraction
non-unit fraction

0   $\frac{1}{9}$ $\frac{1}{5}\frac{1}{4}\frac{1}{3}$ $\frac{1}{2}$ 1
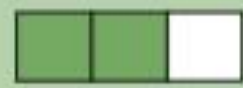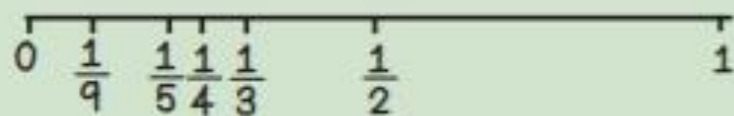
$\frac{2}{3} = \frac{4}{6} = \frac{6}{9}$
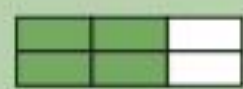
$\frac{4}{6}$ If there are 2 times as many equal parts, then there are 2 times as many shaded parts
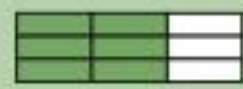
$\frac{6}{9}$ If there are 3 times as many equal parts, then there are 3 times as many shaded parts

348 + 224 — Regrouping the ones

100s   10s   1s

```
  3 4 8
+ 2 2 4
-------
  5 7 2
  ₁
```
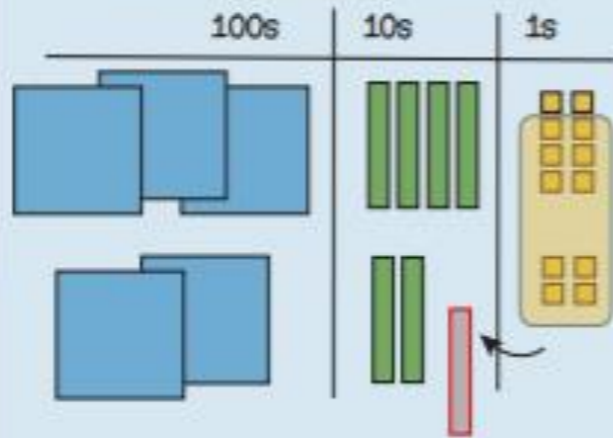
Regroup the 12 ones into 1 ten and 2 ones

388 + 264 — Regroup in multiple columns

100s   10s   1s

```
  3 8 8
+ 2 6 4
-------
  6 5 2
  ₁ ₁
```
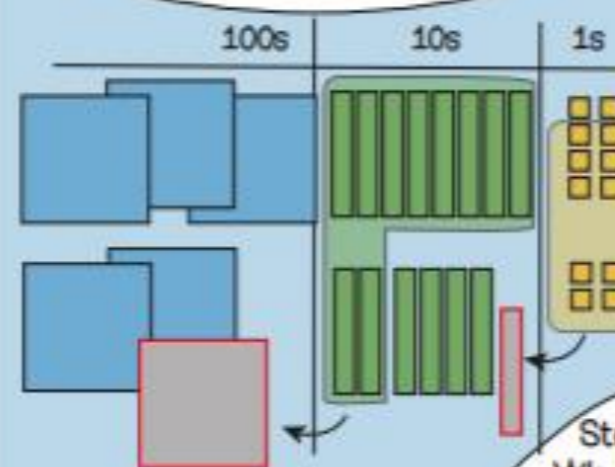
Stop and Look! What do you notice? Where will we regroup or exchange?

regroup
exchange
ones
tens
hundreds

76 + 388 — Different numbers of digits

```
  3 8 8
+   7 6
-------
  4 6 4
  ₁ ₁
```

Line up the ones with the ones, the tens with the tens

388 + 199
348 + 140
348 + 51

In my head? With jottings? Formal written method?

348 – 199
348 – 140
348 – 23
308 – 297

345 – 127 — Exchanging tens

100s   10s   1s

```
  3 ³4̶ ¹5
-   1 2 7
--------
  2 1 8
```
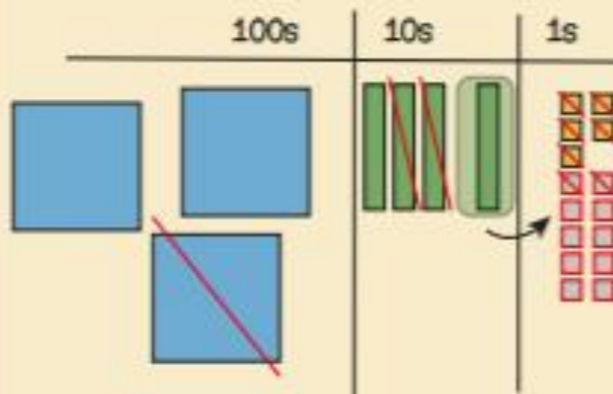
345 – 157 — Exchanging in multiple columns

100s   10s   1s

```
  ²3̶ ¹³4̶ ¹5
-    1 5 7
---------
   1 8 8
```

345 – 67 — Different numbers of digits

```
  ²3̶ ¹³4̶ ¹5
-      6 7
---------
     2 7 8
```

Line up the ones with the ones, the tens with the tens

Can Do Maths

Key Vocabulary

materials	Materials are what objects are made from.
suitability	Suitability means having the properties which are right for a specific purpose.
properties	This is what a material is like and how it behaves (soft, stretchy, waterproof).

Squash an object by pushing both hands together.

Bend an object by grabbing both ends of the object and bringing the ends inwards together.

Twist an object by turning your hands in opposite directions.

Stretch an object by pulling your hands slowly and gently apart.

Key Knowledge

Properties of Materials

wood: hard, stiff, strong, opaque, can be carved into any shape.

glass: waterproof, transparent, hard, smooth.

plastic: waterproof, strong, can be made to be flexible or stiff, smooth or rough.

metal: strong, hard, easy to wash.

paper: lightweight, flexible.

cardboard: strong, light, stiff.

fabric: soft, flexible, hard-wearing, can be stretchy, warm, absorbent.

rubber: hard-wearing, elastic, flexible, strong.

Key Vocabulary

igneous rock	Rock that has been formed from magma or lava.
sedimentary rock	Rock that has been formed by layers of sediment being pressed down hard and sticking together. You can see the layers of sediment in the rock.
metamorphic rock	Rock that started out as igneous or sedimentary rock but changed due to being exposed to extreme heat or pressure.
magma	Molten rock that remains underground.
lava	Molten rock that comes out of the ground is called lava.
sediment	Natural solid material that is moved and dropped off in a new place by water or wind, e.g. sand.
permeable	Allows liquids to pass through it.
impermeable	Does not allow liquids to pass through it.

Key Knowledge

There are three types of naturally occurring rock.

Igneous   Sedimentary   Metamorphic

Natural Rocks			Human-Made Rocks
Igneous	Sedimentary	Metamorphic	
Obsidian	Chalk	Marble	Brick
Granite	Sandstone	Quartzite	Concrete
Basalt	Limestone	Slate	Coade Stone

Some words you might use to discuss the properties of a rock:

hard, soft, permeable, impermeable, durable (meaning resistant to weathering), high density, low density. Density measures how 'bulky' the rock is (how tightly packed the molecules are).

Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Pupils should be taught to perform dances using simple movement patterns

Key Skills: Physical

- Travel
- Copying and performing actions
- Using dynamics
- Using pathways, expression and speed
- Balance
- Coordination

Key Skills: S.E.T

- Social: Respect
- Social: Consideration
- Social: Sharing ideas
- Social: Decision making with others
- Emotional: Acceptance
- Emotional: Confidence
- Thinking: Selecting and applying actions
- Thinking: Counting
- Thinking: Observing and providing feedback
- Thinking: Creating

Performance Ideas

Performing in front of the class can be a daunting task for some pupils. Be mindful to introduce this gradually by encouraging pupils to perform without forcing them. Performance is an important part of dance but can also be time consuming if not structured correctly.

Performing, some good ideas:

- Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
- Help the audience to structure their feedback with positive comments first, followed by areas to improve.
- Encourage pupils to use the correct dance terminology in their feedback.
- Ways to perform: half the class to the other half, one individual to another, one pair to another, three groups at a time etc.

Key Vocabulary:

counts | action | travel | shape

direction | speed | level | space

balance | timing | mirror | pathway

Teacher Glossary

Counts: A performer uses counts to stay in time with the music and / or other performers.

Action: The movement a dancer does e.g. travel, jump, kick.

Dynamics: How an action is performed e.g. quickly, slowly, gently.

Level: High, medium and low.

Pathway: Designs traced in space (on the floor or in the air).

Mirroring: Reflecting the movements of another person as if they are a mirror image.

Get Set 4 P.E.

Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to perform dances using a range of movement patterns.

Key Skills: Physical

- Using canon, unison, formation, dynamics, pathways, direction
- Copying and performing actions
- Control
- Balance

ONE AND TWO AND THREE AND FOUR

Key Skills: S.E.T

- Social: Sharing ideas
- Social: Respect
- Social: Inclusion of others
- Social: Leadership
- Social: Working safely
- Emotional: Confidence
- Emotional: Acceptance
- Thinking: Selecting and applying actions
- Thinking: Creating
- Thinking: Observing and providing feedback

Performance Ideas

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- Ways to perform: half the class to the other half, one individual to another, one pair to another, three groups at a time etc.

Key Vocabulary:

- unison
- explore
- create
- feedback
- perform
- timing
- levels
- flow
- dynamics
- expression
- actions

Teacher Glossary

Counts: A performer uses counts to stay in time with the music and / or other performers.
Action: The movement a dancer does e.g. travel, jump, kick.
Level: High, medium and low.
Pathway: Designs traced in space (on the floor or in the air).
Unison: Two or more dancers performing the same movement at the same time.
Canon: Performing movements one after the other.
Formation: where dancers are in relation to each other.
Dynamics: How a movement is performed e.g. robotically, softly.

Knowledge Organiser: Ball Skills Year 2

Get Set 4 P.E.

Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Examples of games that use ball skills

Target Games	Invasion	Striking & Fielding	Net & Wall
Boules	Netball		
Boccia	Football	Rounders	Tennis
New Age Kurling	Tag Rugby	Cricket	Volleyball
Dodgeball	Handball	Baseball	Badminton
	Basketball		

Key Vocabulary:

- overarm
- distance
- dribble
- underarm
- collect
- target

Key Skills: Physical

- Rolling
- Kicking
- Throwing
- Catching
- Bouncing
- Dribbling

Key Skills: S.E.T

- Social: Co-operation
- Social: Communication
- Social: Leadership
- Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Emotional: Challenging myself
- Thinking: Using tactics
- Thinking: Exploring actions

Teacher Glossary

Dribble: To move the ball using your feet or your hands.

Track: To track is when a player moves their body to get in line with a ball that is coming towards them.

Send: To pass to someone with using either your feet or hands.

Receive: To collect or stop a ball that is sent to you using either your hands or feet.

Puzzle Outcomes

- I can choose a realistic goal and think about how to achieve it.
- I can tell you things I have achieved and say how that makes me feel.
- I can persevere even when I find tasks difficult.
- I can tell you some of my strengths as a learner.
- I can recognise who it is easy for me to work with and who it is more difficult for me to work with.
- I can understand how working with other people can help me to learn.
- I can work cooperatively in a group to create an
- end product and explain some of the ways I cooperated.
- I can work with other people to solve problems and express how it felt to be working as part of this group.
- I know how to share success with other people.
- I know how contributing to the success of a group feels and be able to store those feelings in my internal treasure chest (proud).

Weekly Celebrations

Week 1- Stay motivated.

Week 2 – Keep trying even when it's difficult.

Week 3 – Work well with a partner or in a group.

Week 4 – Have a positive attitude.

Week 5 – Help others to achieve their goals.

Week 6 – Are working hard to achieve their own goals and dreams.

Dreams & Goals at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, we understand that it is important to set challenging yet realistic goals. We try our hardest to reach our potential.

Our Values of the term:

Quality & Love

The Jigsaw Charter

We take turns to speak

We use kind and positive words

We listen to each other

We have the right to pass

We only use names when giving compliments or when being positive

We respect each other's privacy (confidentiality)

Key Vocabulary

Dream	A cherished aspiration, ambition, or ideal.
Goal	The object of a person's ambition or effort; an aim or desired result.
Realistic	Having or showing a sensible and practical idea of what can be achieved or expected.
Achievement	A thing done successfully with effort, skill, or courage.
Success	The accomplishment of an aim or purpose.
Strengths	The things that you are good at.
Challenge	Something that you find difficult.
Persevere	To continue doing something even though it is difficult.
Celebrate	To recognise an important event or occasion by taking part in an activity that makes it special.

Puzzle Outcomes

- I can tell you about a person who has faced difficult challenges and achieved success.
- I can show respect and admire people who have overcome obstacles to achieve a success.
- I can tell you about a dream or ambition that is important to me and imagine how it feels to fulfil this.
- I can explain why I enjoy new learning challenges and can work out the best ways for me to achieve them.
- I can break down a goal into a number of steps and can explain how others can help me to achieve it.
- I am motivated and enthusiastic about achieving our new challenge.
- I can explain that I am responsible for my own learning and what learning strengths I have to achieve a challenge.
- I can recognise obstacles which might stop me from achieving a challenge and can take steps to overcome them
- I know how to share my successes with others positively, and can store these feelings in my internal treasure chest.

Weekly Celebrations

Week 1- Stay motivated.
Week 2 – Keep trying even when it's difficult.
Week 3 – Work well with a partner or in a group.
Week 4 – Have a positive attitude.
Week 5 – Help others to achieve their goals.
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Key Vocabulary

Dream	A cherished aspiration, ambition, or ideal.
Goal	The object of a person's ambition or effort; an aim or desired result.
Perseverance	Persistence in doing something despite difficulty or delay in achieving success.
Ambition	Desire and determination to achieve success.
Aspiration	A hope or ambition of achieving something.
Challenge	Something new and difficult which requires great effort and determination.
Obstacles	Something that blocks you so that movement, going forward, or action is prevented or made more difficult.
Overcome	Succeed in dealing with a problem or difficulty.