

# Geography Knowledge Organiser

Term 3 Y1

## Marvellous Maps

An aerial view.



### Maps

- View from above a place.
- Sometimes has a key with symbols.
- Shows the distance between places.



### Key Vocabulary

Local area	The area around where you live.
Map	A drawing of an area shown from above.
Key	An explanation of the symbols on a map.
Symbol	A picture used to represent something.
Address	The place where someone lives.
Observe	To watch or look at something carefully.
Distance	How far away something is.
Aerial view	Birds eye view. What somewhere would look like from above, looking down.
Fieldwork	Working outside to collect information.
Route	How you get somewhere.



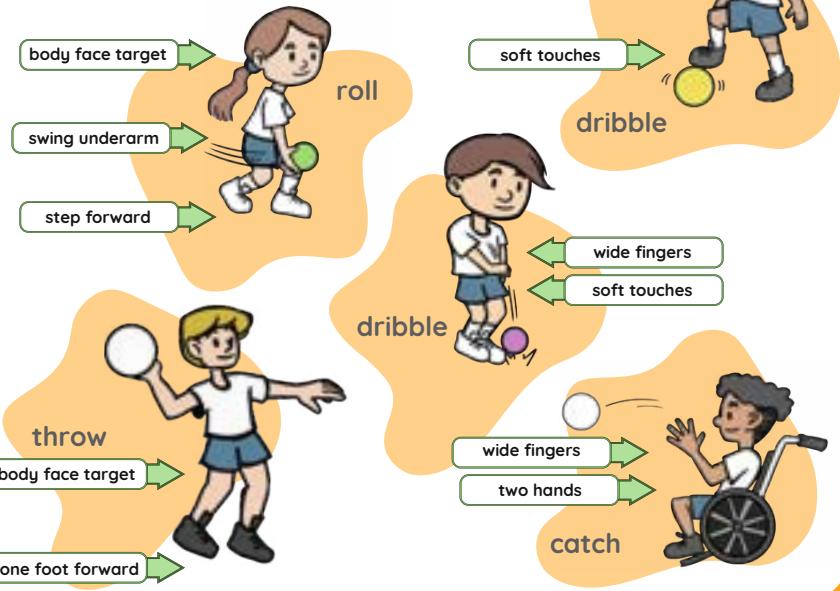
A **compass** can be used to help you find your way. It shows four directions – North, East, South and West. It is useful for people navigating ships and aircraft, explorers and builders.

# Knowledge Organiser

## Ball Skills Y1

### About this Unit

You can move a ball in lots of different ways, using different body parts.



### Ladder Knowledge



#### Sending:

Face your body towards your target when rolling and throwing underarm. It will help you to balance.

#### Catching:

Watch the ball as it comes towards you.

#### Tracking:

Move your feet to get in the line with the ball.

#### Dribbling:

Moving with a ball is called dribbling. You can dribble with your hands and with your feet.

### Movement Skills

- dribble with hands
- roll
- throw
- catch
- dribble with feet
- track

This unit will also help you to develop other important skills.

**Social** communication, support others, co-operation

**Emotional** perseverance, honesty, determination

**Thinking** exploration, make decisions, comprehension, use tactics

### Strategies

For all ball skills use these tips:

Track the ball as it comes towards.  
 Point your hand or foot towards your target when sending the ball.  
 Cushion the ball as you receive it.

### Healthy Participation



- Make sure unused balls are stored in a safe place.
- Make sure you work in a safe space and show an awareness of others as you use the ball.

### Key Vocabulary



catch	safely	swing
control	score	target
dribble	space	track
ready position	soft	underarm
roll		

If you enjoy this unit why not see if there is a ball game e.g. a basketball club in your local area.



### This unit will help you to:

- change direction
- balance
- move different body parts at the same time
- be faster
- move for longer

### Home Learning



Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

### Bottle Skittles



What you need: plastic bottles, a pair of socks.  
 1 or more players

#### How to play:

- Use empty plastic bottles as skittles. Set them up opposite. Be steady.
- Use a pair of socks rolled into a ball and try to hit as many skittles as possible down.

Playing with more people?  
 See how many throws it takes each player to knock down all of the skittles.



Head to our youtube channel to watch the skills videos for this unit. [www.youtube.com/@getset4education136](https://www.youtube.com/@getset4education136)



# Knowledge Organiser

## Dance Year 1

### Ladder Knowledge



Actions:  
Actions can be linked to create a dance.

Dynamics:  
You can create fast and slow actions to show an idea.

Space:  
There are different directions and pathways within space.

Relationships:  
When dancing with a partner it is important to be aware of each other and keep in time.

Performance:  
Stand still at the start and at the end of the dance. It will let the audience know when you have started and when you have finished.

### About this Unit

Here are some themes that you may explore in this dance unit...

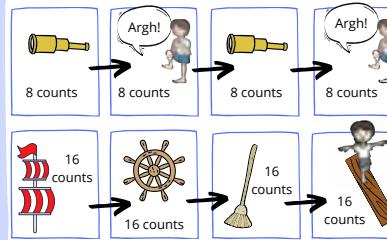
#### The Weather



How would these toys move?



#### Pirates



#### On Safari



### Movement Skills

- actions
- dynamics
- space
- relationships

This unit will also help you to develop other important skills.

#### Social

respect, work safely, collaboration, communication

#### Emotional

empathy, confidence, acceptance, determination, kindness

#### Thinking

creativity, select and apply actions, copy and repeat actions, provide feedback, recall

### Strategies

Use big, clear actions. It will help the audience to see you clearly.

### Healthy Participation



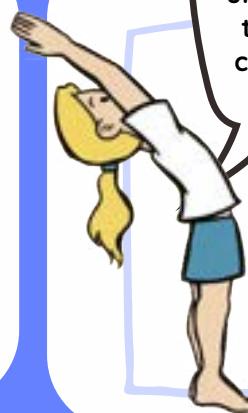
- You should be bare foot for dance.
- Ensure you always work in your own safe space when working on your own.

If you enjoy this unit why not see if there is a dance club in your local area.

### Key Vocabulary



action	direction
balance	fast
beat	level
copy	pathway
counts	pose
	timing



This unit will help you to:

- balance
- move different body parts at the same time
- be more flexible

### Home Learning

#### Animal Dance



Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)



##### How to play:

- Create a short dance that uses the movements of an animal of your choice.
- Try not to just act like the animal, but use their movements e.g. the way they crawl, walk, sleep or jump.
- Think about how quickly or slowly they move.
- Think about how they move e.g. bouncy, smoothly.
- Choose some music that suits your animal best.

Show your dance to a family member or friend.





Purple Mash Computing Scheme: Knowledge Organiser

## Year 2

# Creating Pictures

### Key Learning

- To create a digital art piece in an Impressionist style.
- To create a digital art piece in a Pointillism style.
- To create a digital art piece that is in the style of Piet Mondrian's work.
- To create digital art patterns in the style of the Arts and Crafts movement.
- To create a portfolio of digital art.

### Key Resources



2Paint A Picture



Publishing Template

### Key Vocabulary

#### Arts and Crafts

A style of art that often-used nature inspired patterns.

#### De Stijl

A style of art from over 100 years ago that uses straight lines and bright colours.

#### Digital Portfolio

A place where a collection of different files can be saved in one place or file.

#### Fill Tool

A tool found in digital art tools that let a user fill a shape with a colour.

#### Image Picker

A place where images such as clipart or photos can be chosen to import into file.

#### Import

Using a file such as an image and importing it into another file like a writing template.

#### Palette

Within computer graphics, this is the range of colours or shapes available to the user.

#### Impressionism

A style of painting that looks light and colourful. Instead of painting every detail, impressionist artists used quick and short brush strokes, which captured a scene at that moment.

#### Pointillism

A way of painting where artists use tiny dots of different colours instead of brushstrokes.

#### Repeating Pattern

A decorative design that is shown again and again.

#### Outline

An outline on a picture is like a border or edge that shows the shape of something. It's usually drawn with a line around an object to make it stand out.

#### Resize

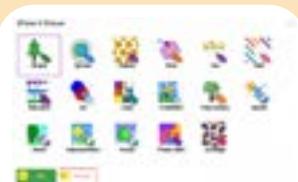
Changing the size of something to fit. Such as resizing an image to fit into a frame.



## Year 2

# Creating Pictures

### Key Images



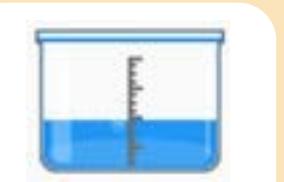
Choose the art style



Open, Save and Share



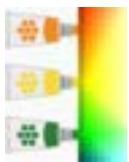
Undo or redo



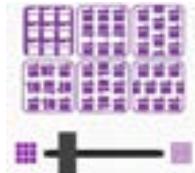
Dilute colours



Use outline guide



Select colours from palette



Pattern style and size



Import and remove picture

### Key Questions

#### What is 2Paint A Picture?

2Paint A Picture is a digital painting software tool that has different painting effects that can help someone create digital pictures on a computer.

#### How can digital painting software help create patterns?

Patterns can take a long time to create using traditional pattern printing methods. Using a digital painting software, patterns can be made quickly. Also, how a pattern is repeated, positioned and the size of it can all be changed with just a few clicks.

#### What are the advantages of using digital art tools like 2Paint A Picture?

Digital art can be created more quickly than traditional paper and paint methods. Any mistakes or changes that need to be made can be done without any mess and almost straight away. Digital art can also be shared with lots of people very easily.

#### What is a digital art template?

2Paint A Picture provides a range of digital painting templates. Each template produces different effects. For example, the pointillism template produces lots of little dots each time a brush stroke is made.

#### What is a digital art portfolio?

A digital art portfolio lets you import digital art images. Someone might which to show all their digital art images in one place.



### Lesson Sequence



1. Identify and name a variety of everyday materials



2. Distinguish between an object and the material it is made from



3. Describe the properties of everyday materials



4. Identify objects that are natural and those that are manmade



5. Predict and identify if an object will float or sink



6. Explore which materials are best for different objects

### Everyday materials

fabric

metal

wood

plastic

glass

### Objects made from materials

clothes

spoon

chair

bottles

mirror

### Properties

transparent

bendy

absorbent

soft

rough

opaque

### Natural

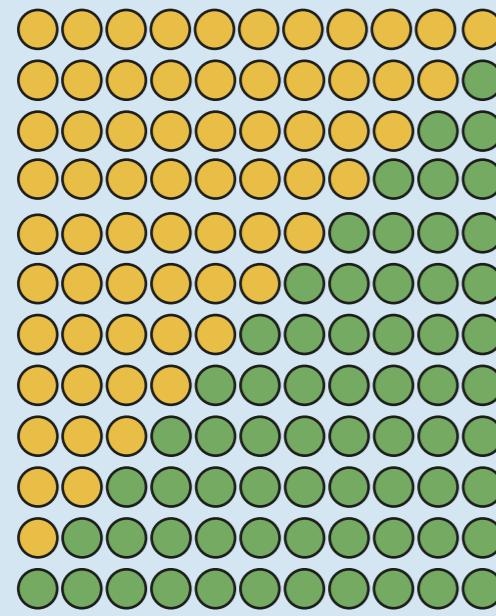
### Man-made



## Rocket Words

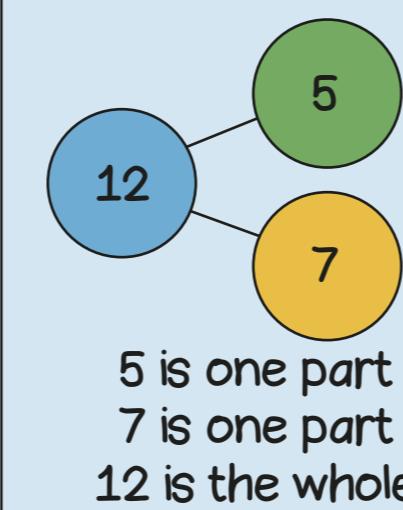
material	anything that is used to make something else
property	words that tell us what a material is like
absorbent	something that soaks up water
transparent	you can see through it
natural	made by nature and not by humans
man-made	made by human beings
waterproof	to not let water pass through
float	to stay on the surface of the water
sink	to fall downwards when placed in water

$$\begin{aligned}11 &= 11 + 0 \\11 &= 10 + 1 \\11 &= 9 + 2 \\11 &= 8 + 3 \\11 &= 7 + 4 \\11 &= 6 + 5 \\11 &= 5 + 6 \\11 &= 4 + 7 \\11 &= 3 + 8 \\11 &= 2 + 9 \\11 &= 1 + 10 \\11 &= 0 + 11\end{aligned}$$

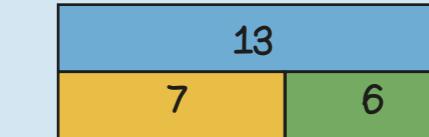


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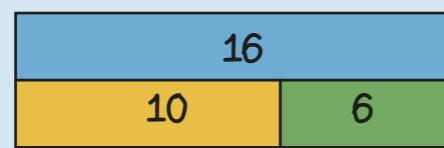
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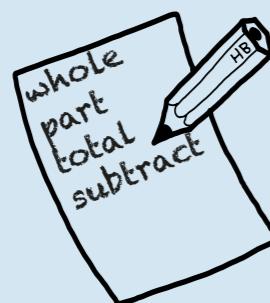
7 is one part  
6 is one part  
13 is the whole

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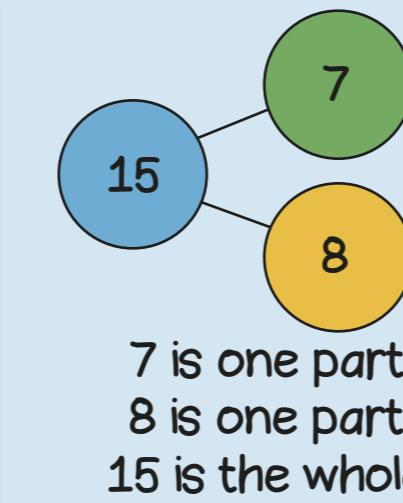


10 is one part  
6 is one part  
16 is the whole

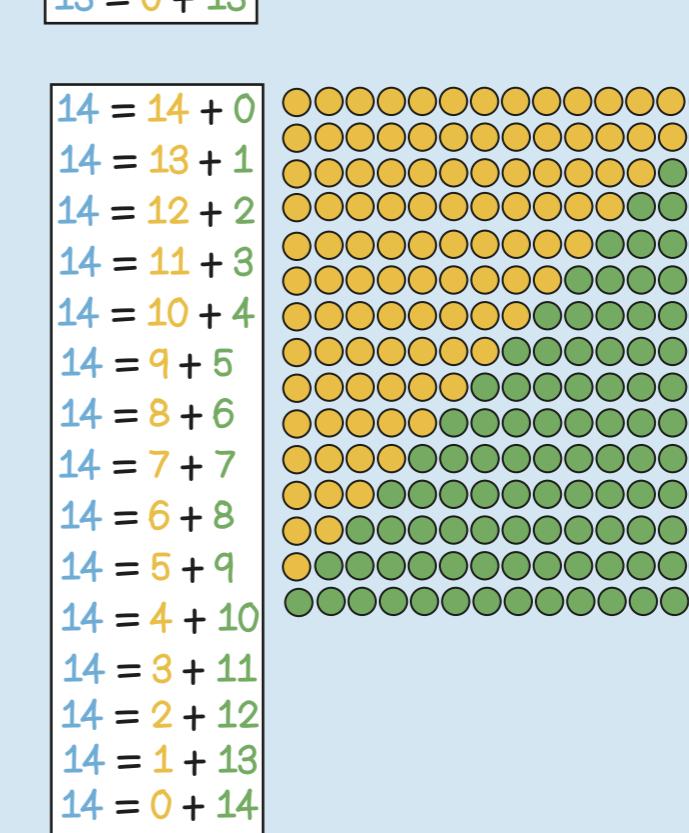


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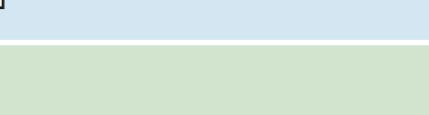
$$\begin{aligned}15 &= 15 + 0 \\15 &= 14 + 1 \\15 &= 13 + 2 \\15 &= 12 + 3 \\15 &= 11 + 4 \\15 &= 10 + 5 \\15 &= 9 + 6 \\15 &= 8 + 7 \\15 &= 7 + 8 \\15 &= 6 + 9 \\15 &= 5 + 10 \\15 &= 4 + 11 \\15 &= 3 + 12 \\15 &= 2 + 13 \\15 &= 1 + 14 \\15 &= 0 + 15\end{aligned}$$



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$$\begin{aligned}14 &= 14 + 0 \\14 &= 13 + 1 \\14 &= 12 + 2 \\14 &= 11 + 3 \\14 &= 10 + 4 \\14 &= 9 + 5 \\14 &= 8 + 6 \\14 &= 7 + 7 \\14 &= 6 + 8 \\14 &= 5 + 9 \\14 &= 4 + 10 \\14 &= 3 + 11 \\14 &= 2 + 12 \\14 &= 1 + 13 \\14 &= 0 + 14\end{aligned}$$

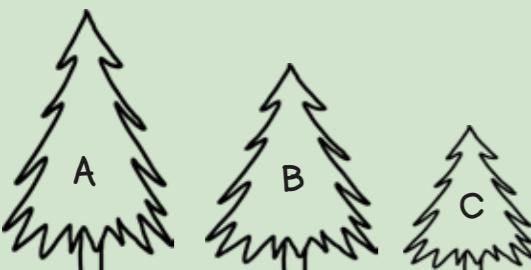


$$\begin{aligned}13 &= 13 + 0 \\13 &= 12 + 1 \\13 &= 11 + 2 \\13 &= 10 + 3 \\13 &= 9 + 4 \\13 &= 8 + 5 \\13 &= 7 + 6 \\13 &= 6 + 7 \\13 &= 5 + 8 \\13 &= 4 + 9 \\13 &= 3 + 10 \\13 &= 2 + 11 \\13 &= 1 + 12 \\13 &= 0 + 13\end{aligned}$$

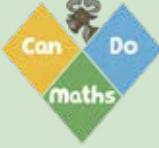
## Year 1 Term 3



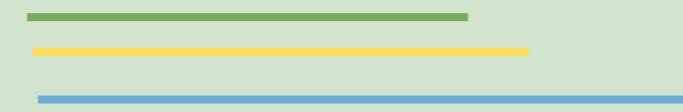
Tree A is taller than tree B  
so tree B is shorter than tree A.



Tree C is the shortest.

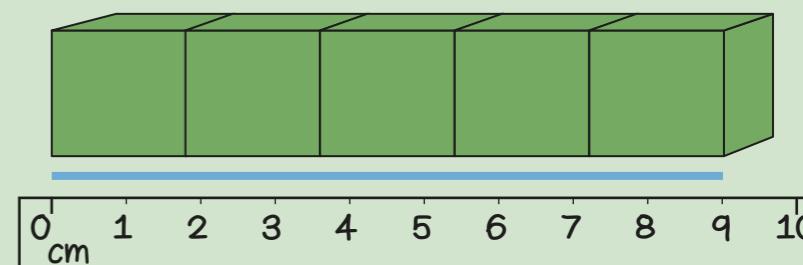


The yellow line is longer than the green line  
so the green line is shorter than the yellow line.



The blue line is longest.

The blue line is 5 centimetres long.



The blue line is 9 centimetres long.

# Pathway: Playful Making

## Pathway for Years 1 & 2

Disciplines:

**Sculpture, Drawing**

Key Concepts:

- **That when we make art in 3 dimensions it is often called Sculpture.**
- **That we can generate ideas through playful exploration.**
- **That we can build understanding of the properties of materials through manipulation.**
- **That making sculpture is a partnership between materials, ideas, hands and tools.**
- **That we can reflect upon our intention when we see our ideas made physical.**

In this pathway children are introduced to what sculpture can be, and invited to explore the work of other sculptors whilst taking a playful and inventive approach to making their own sculptures.

The pathway encourages children to start voicing their response to sculptural artworks, including their own, and to give them time and space to explore properties of materials, and what happens when you join one or more materials together to construct new forms.

Theme:

**Transformation & Invention**

Medium:

**Construction Materials (card, paper, wood, wire, string, fabric including recycled and found objects)**

Artists:

**Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett**

This pathway will take approximately half a term, based upon a weekly art lesson.

**If you use this resource in your setting, please tag us**



AGES 5-8

## Curriculum Links

**Geography:** Adapt the playful making approach to make sculptures of ports and harbours, towns, cities, villages, The Great Wall of China etc.

**Maths:** Uses language to support understanding of 2D/3D shapes, sequence, measuring, position & direction.

**Science:** Uses language to support understanding of properties and manipulation of materials.

**PSHE:** Collaboration, responsibility to the planet.

## I Can...

- I have explored what we mean by “sculpture” and I thought about what I like about different pieces of sculpture.
- I can use my sketchbook to make drawings inspired by sculptures I have seen, to help me think about what I like, and to remember what I have seen.
- I can use my hands to make small sculptures out of lots of different materials. I can bend, twist, fold, cut and fasten.
- I can use my hands to make sculptures without designing first. I can just see what happens if...
- I can discover that sometimes working with materials is hard work – things break or my fingers hurt – but that is all ok!
- I can share my work and listen to what other people like about it.
- I can look at other people’s work and sometimes share what I like about it with them.

# Pathway: Playful Making

## Aims of the Pathway

This pathway aims to introduce children to the idea of Design through Making: a playful approach to exploring materials and constructing sculpture.

### Week 1: Introduce the idea of "Sculpture"

#### Talk

#### What Is Sculpture?

Use the [“What Is Sculpture?”](#) resource to introduce children to the idea that when we make art in 3 dimensions it is often called Sculpture.

#### Enable Children to Be Curious & Articulate

Use the animation above as a starting point to talk about Sculpture made by Sculptors. Use the artworks and questions on the [“Talking Points: Introduction to Sculpture”](#) to help children explore sculpture made by other artists.



#### Work in Sketchbooks

#### Show Me What You See

Invite pupils to make drawings of the sculptures using the [“Talking Points: Introduction to Sculpture”](#) resource above. Create drawings in sketchbooks inspired by the videos and images using [“Show Me What You See”](#).

## Time

This pathway takes 6 weeks, with an hour per week. Shorten or lengthen the suggested pathway according to time and experience. Follow the stages in **green** for a shorter pathway or less complex journey.

## Materials

A3 Sugar paper, handwriting pens.  
Construction Materials (see [list here](#))



Remember that children are using drawing as a way of collecting information and adding their own thoughts. They can also add words etc (no need for sentences).

Remember there is no need/requirement to add learning objectives to sketchbooks or to mark the pages in any way.

## Week 2: Start Making

### **The AccessArt Making Prompt Cards**

Time to let the children explore materials and tools and connect hand, heart and head. Before you introduce children to this activity, watch "[Design through Making](#)".



In this warm up session, introduce children to "[The AccessArt Making Prompt Cards](#)" a wide range of materials and invite them to make in a playful way without a predefined outcome in mind.

Openly invite the children to explore the materials without "knowing" what they will make ("We are going to be explorers and inventors..."). This comes easy to young children and we tend to grow out of it as we get older – but it's an important skill to acknowledge and retain. Collect together materials on the materials list in the Teacher notes column, and choose one or more of the prompts.



At the end of the session, tidy the room and clear a space to show the “sculptures” made. Remember these are just “doodles” of materials – and are the first stage in exploring the properties of materials, and how we can connect and combine to make new objects. Ask the children to try to guess the prompt card used, and to talk about the sculptures as a class.

**Week 3 &  
4: Find  
your  
Focus**

**Make Your Sculpture**

**Choose from one of the projects below, or adapt a similar approach to your own area of focus/curriculum theme.**



All the resources below share the common aim of enabling children to explore materials, simple tools and their ideas, with plenty of freedom to play and invent.

Give children plenty of time and space to explore, take creative risks, discover and share, without working towards a predefined outcome.

Encourage and celebrate individuality.

Have sketchbooks open on tables and encourage children to make notes, record and reflect.

Project 1

**Creativity Medals**



Jan Miller is an Art and Design Technology teacher and magazine editor with 25 years' experience. Invite children to create imaginative and unique "[Creativity Medals](#)" using recycled materials.

Or...

Project 2

**Making a Roller Coaster**



KS1 children use their imaginations and sense of fun to collaborate to create a "[Model Roller Coaster](#)" with moving parts.

Or...

Project 3 & 4

**Boats That Float & Sea Creatures**

Both these projects were illustrated with older children, but they follow the same playful making approach. Adapt by keeping tools simpler (ie scissors, but no pliers or glue guns).

[Boats That Float](#)

[Sea Creatures](#)

**Week 6:****Reflect & Discuss****Share and Celebrate the Outcomes**

Time to see the work which has been made, talk about intention and outcome.

Invite children to display the work in a clear space, and walk around the work as if they are in a gallery. Give the work the respect it deserves. Remind the children of their hardwork.

If you have class cameras or tablets, invite the children to document their work, working in pairs or teams. Think about how the work is lit and what it is displayed on. Encourage them to feel able to change the background, turn the sculpture around etc.

[Use the resource here to help you run a class "crit" to finish the project.](#)



# Discovery RE Knowledge Organiser Year 2, ages 6-7



This knowledge organiser is a guide, offering key information to point the teacher in the right direction as to the beliefs underpinning the particular enquiry.

The summaries must not be taken as the beliefs of ALL members of the particular religion.

Religion /Worldview: Judaism	Enquiry Question: How important is it for Jewish people to do what God asks them to do?	Age: 6/7	Year Group: 2 Spring 1
In this enquiry, the children look at the festival of Passover. They reflect on the stories behind the celebrations and consider the importance of symbols and symbolic actions.			
Core Knowledge (see also background information documents)	Link to other aspects of belief	Personal connection / resonance	
<p>The focus of this enquiry is the Story of Passover and how it is commemorated today. The Jews were captive in Egypt when Moses became their leader, he was inspired to lead the people out of slavery and would lead them to a 'promised land'. However, their exit from Egypt was not straightforward as the Pharaoh (Egyptian leader) refused to let them go. The Jewish scriptures say that 10 plagues were sent upon the Egyptians one at a time until they were finally able to leave. The last plague saw the Angel of Death killing the firstborn of every Egyptian family including the Pharaoh. However, the angel 'passed over' the Jewish houses, hence the name Passover. Pesach (Passover) commemorations include a Seder meal – a meal with symbolic foods that remember key parts of the story and the relevant accompanying emotions.</p>	<ul style="list-style-type: none"> <li>Relationship with God</li> <li>Identity as a chosen people</li> <li>Symbolism in the synagogue – for example, the careful storage of the scriptures in the Ark</li> <li>10 Commandments which were given to Jesus in the desert after these events.</li> </ul>	<ul style="list-style-type: none"> <li>Who do I have a special friendship with?</li> <li>What do I expect to get from this friendship?</li> <li>What do I give to this friendship?</li> <li>How does this friendship make me feel?</li> </ul>	
Key Terms and definitions	History/Context	Impact on believer/daily life	Spiral curriculum link
<p><b>Covenant:</b> special relationship based on mutual promises</p> <p><b>Pesach:</b> festival of Passover</p> <p><b>Seder meal:</b> meal commemorating the events of the exodus</p>	<p>Passover remembers a time of coming out of slavery and persecution. The story shows how God came to their rescue and led them to a land they believe was promised for them. This land is still contested today as not everyone agrees.</p>	<ul style="list-style-type: none"> <li>Jews remember the leaders who showed courage in their actions.</li> <li>Remembering the events helps Jews to connect daily with their history and relationship with God.</li> </ul>	<p>Recap on Year 1 work on Shabbat, Rosh Hashanah and Yom Kippur. Bring Abraham and Moses to the fore as people who led these key events in Jewish history. Yr4 Autumn 1 looks at the 10 Commandments in more detail, which follows on in Jewish history from this event.</p>
Home learning ideas/questions:			
Do we have celebration meals? Why is it important to remember things that happened in the past?			

## Y1 PSHE Jigsaw Knowledge Organiser Dreams & Goals

### Puzzle Outcomes

- I can set simple goals.
- I can tell you about the things I do well.
- I can set a goal and work out how to achieve it.
- I can tell you how I learn best.
- I can understand how to work well with a partner.
- I can celebrate achievement with my partner.
- I can tackle a new challenge and understand this might stretch my learning.
- I can identify how I feel when I am faced with a new challenge.
- I can identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them.
- I know how I feel when I see obstacles and how I feel when I overcome them.
- I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.
- I know how to store the feelings of success 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.

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 and Love



### Key Vocabulary

Dream	A cherished aspiration, ambition, or ideal.
Goal	The object of a person's ambition or effort; an aim or desired result.
Proud	Feeling deep pleasure or satisfaction as a result of your achievements.
Success	The accomplishment of an aim or purpose.
Learning	Gaining new knowledge and skills.
Treasure	Valuable objects.
Team	Coming together to achieve a common goal.
Challenge	A difficult task or problem.

