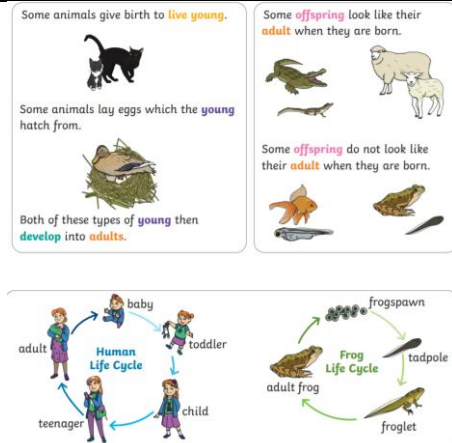


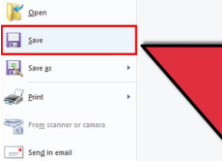
Badger Class Knowledge Organiser

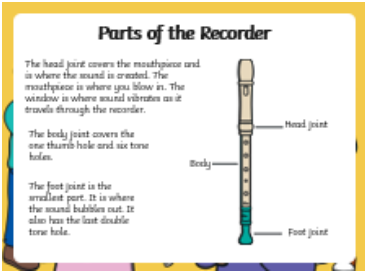
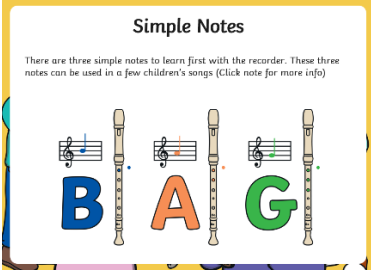
Autumn term 1 -Marvellous Me -What is unique about me?

Subject	Key vocabulary –	Meaning	Key facts	Key knowledge	Key Skills I will learn	I know more I can do.....
Mathematics Multiplication, Division and money.	Equal groups	Groups that have the same number.		- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. - Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs. - Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value - Find different combinations of coins that equal the same amounts of money.	To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	I can count in 2's, 5's and 10's. I can use this knowledge to solve simple problems. I can use different coins to make the same amount.
	Lots of	To multiply				
	Arrays	Arrangement of pictures in rows and columns.				
	Repeated addition	To add equal groups over and over.				

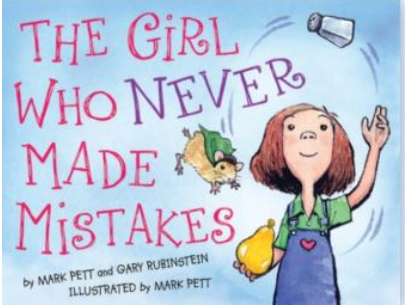
English	conjunctions	Words that are used to join two sentences together (and, but, because)		- To know how to use punctuation to demarcate sentences. - To know the difference between past and present tense. - To Know how to write for different purposes and when writing needs to be formal or informal. - 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 (. , !?')	To phonetically attempt to spell words.	I can write a letter to father Christmas using commas.
	Commas	Punctuation used to separate items in a list		To use conjunctions to join sentences and consistently use the correct tenses in their writing.	I can write a poem related to Christmas.	
	Letters	Writing letters using a correct format.				
	Sentence starters	Different and interesting ways to start sentences eg After that, Suddenly, Carefully				
Science Animals including humans	Adult	A fully-grown animal or plant.		- Notice that animals, including humans, have offspring which grow into adults. - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	To compare the basic needs of animals and humans.	I can identify the basic needs of living things.
	Develop	To grow bigger and become stronger.			To recognise which animals, have offspring that look like them and ones that don't.	I can draw and describe the life-cycle of animals and humans.
	Life-cycle	The changes living things go through to become an adult.			To know that animals including humans have a life cycle.	I can match offspring to its adult.
	Off-spring	The child of an animal.				
	Young	Off-spring that has not reached adulthood.				
	Live young	Off-spring that has not hatched from an egg.				

History WW2	chronological	A record of events following the order in which they occurred.	 Remembrance Day 11 th November	- Know about events beyond living memory which are significant globally. - Know about a significant historical event and how the past has changed the future.	To use questioning to learn more about a historical event.	I can recognise when these events happened and the significance of them today (WW2). I can write a letter from a soldier based on my knowledge of WW2. I can understand when and why we have Remembrance Day.					
	Past	Something that has already happened.			Recognise the time frame in which an event took place.						
	Questioning words	Who, what, where, when, how, why.			Compare events from different viewpoints.						
	Compare	Note the similarity or dissimilarity between things.									
	Re-tell	Tell again or differently.									
	Key dates	Important dates.									
Geography	Sketch map	A simple map with basic details.	<table><tr><td>What Is a Map? A map is a drawing of an actual place that uses lines and symbols to represent real-life objects. People have used maps for hundreds of years to help them travel from place to place.</td><td>Types of Maps There are many different types of maps, such as: Sketch maps Road maps Ordnance Survey maps Climate maps</td></tr><tr><td>Key Features Key features of maps include: a title, a compass rose, symbols, a key and different colours for important things, such as green for forests and blue for rivers.</td><td>Compass Directions People use a compass to help them position and use a map accurately. The main points of a compass are north, south, east and west.</td><td>Planning a Route When planning a journey using a map, people think about the quickest or safest route.</td></tr></table>	What Is a Map? A map is a drawing of an actual place that uses lines and symbols to represent real-life objects. People have used maps for hundreds of years to help them travel from place to place.	Types of Maps There are many different types of maps, such as: Sketch maps Road maps Ordnance Survey maps Climate maps	Key Features Key features of maps include: a title, a compass rose , symbols , a key and different colours for important things, such as green for forests and blue for rivers.	Compass Directions People use a compass to help them position and use a map accurately. The main points of a compass are north, south, east and west.	Planning a Route When planning a journey using a map, people think about the quickest or safest route .	- Know how to understand simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. - Understand the features which make up a map.	To create a clear map	I can create a map of the local area with directions for a particular route and a clear key. I can confidently give directions using N, E, S and W.
	What Is a Map? A map is a drawing of an actual place that uses lines and symbols to represent real-life objects. People have used maps for hundreds of years to help them travel from place to place.	Types of Maps There are many different types of maps, such as: Sketch maps Road maps Ordnance Survey maps Climate maps									
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	Key	Helps us to understand map symbols.		To understand N, E, S and W.							
	Compass rose	Printed on a map to show directions.		To recognise symbols on a map.							
	Map symbol	A picture or sign to represent something.		To effectively use a key.							
	Ordnance survey	Organisation in UK who make very detailed maps of the country.									
	Route	A way of getting from a start to finish point.									
Compass	A tool that shows you which direction and helps you find your way.										
Climate	The usual weather conditions of an area.										

Computing E-safety	Word processing	To create a type written document.	 	- Know that computers can be used to type words. - Understand that this work needs to be saved to a file.	To know how to use the keyboard on a device to add, delete and space text for others to read. To know how to save and open files on a device.	- I can type a piece of work and save it to a file.
	keyboard	Keys used to type on a computer.				
	file	Where something is saved.				
	Save	Keep and store.				
	Delete	Remove text.				
Art Stephen Wiltshire	landscape	Area of land	 	Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	To use different techniques to emulate that of an Artist.	-I can understand the life of Stephen Wiltshire and his autism. -I can draw a city from memory using pencils to sketch and finishing with black pen.
	Memorise	To recall something just from your memory.				
	sketch	Use pencils to draw.				

DT Create a skyline using junk modelling	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.		- Generate their own ideas and plan what to do next. - Explain what they want to do and describe how they may do it.	To use different shapes to create a city skyline. To add detail to the shapes chosen to create a city skyline from memory.	-I can create a skyline using junk modelling. -I can paint my skyline using memory of cities from Art lessons.
	Make	form (something) by putting parts together or combining substances; create.				
	Evaluate	Form an idea of the amount, number, or value of; assess.				
Music	Verse	A verse tells the story and develops the narrative of a song,	Learn by heart songs for Christmas play  	- Understanding songs are made up of verses and chorus'. - Understand and explore how music is created - Know all parts of a recorder - Know how to play note BAG	To sing and perform using their voices expressively and creatively by singing songs To play a tuned instrument musically.	-I know the parts of a recorder. -I can play notes BAG
	Chorus	the main idea and is repeated with the same lyrics and melody each time				
	Tuned instruments	Instruments capable of producing different notes or pitches.				
	pitch	How high or low the note sounds				
	note	A sound with a specific pitch				
	dynamics	How loud or quiet the music is				
	tempo	How fast or slow the music is				
PE Football	Football	A ball game played with the object of the game being to score more goals than your opponent.	Goalie Skills: 	- To know how to: -move into space. -To move with a ball. -Roll, kick, and carry a ball -Stop a ball using your foot -Move towards a goal to defend it	Use skills in different ways when playing games. Recognise space in games and use	-I can explore different ways to use and move with a ball and show control of a ball with basic actions.
	Goals	An area in which the ball needs to enter in order to score.				

	Scoring	Putting the ball in the goal.	Passing: 	- Compete against others trying to score.	it to your advantage. Recognise what is successful. Use actions and ideas you have seen to improve your own skills.	-I can send/ pass a ball and successfully catch/stop a ball. – I can move fluently, changing direction and speed – with and without a ball. -I can perform a variety of skills keeping the ball under control. - I can participate in team games – showing good awareness of others.
	Shooting	Attempting to put the ball into the goal.				
	Teamwork	Working together as a team.	Stopping: 			
	Passing	Getting the ball from one person to another accurately.	Teamwork 			
	Dribbling	Moving with the ball in a controlled manner.				
	Control	Maintaining possession of the ball.				
RE Why is giving important to Christians?	Giving	Providing something for others.	The Nativity 	- To know that giving is important within all communities as a way of helping others and building relationships. - To know that most Christians believe that God's nature is to give and that he gave Jesus as a gift to the world. - To know that worship is a way of giving to God.	Explain why giving to others is important. Suggest different ways by which different people might give.	I can find evidence in the church / community for different types of giving by Christians e.g. prayer, money, time, acts of service. I can retell the story of how the wise men gave, making simple connections with the symbolism of the gifts & things Christians believe about Jesus.
	Worship	The act of giving to God In prayer.				
	Incarnation	The concept of God coming to earth as Jesus.				
	Church	The building where Christians go to worship.				
	Bible	Holy book for Christians.				
	Service	A time of worship, much like an assembly.				

PSHE The girl who never made mistakes.	Mistakes	Doing something wrong that is not intended.		- To know that mistakes are a part of learning. - To understand the importance of reflection and perseverance. - To be kind to myself.	-To reflect on my own experiences. -To know how to persevere when things are difficult. -To learn from mistakes.	-I can recognise how people feel when they make mistakes. -I can recognise mistakes I have learned from. -I can recall a time I have needed to persevere.
	Reflect	Thinking carefully about something.				
	Perseverance	'Sticking at it' when something is tough.				
	Self-respect	Recognising your own worth.				
	Self-kindness	Treating yourself with the same care and kindness that you would show to others.				