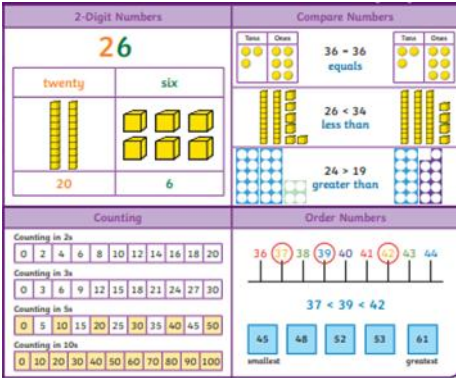
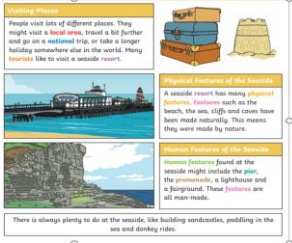


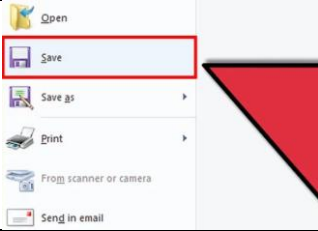
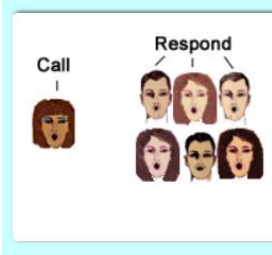
Badger Class Knowledge Organiser

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

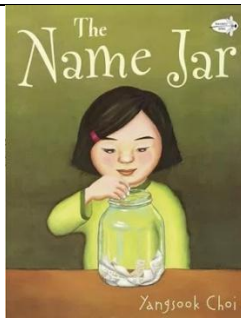
Subject	Key vocabulary –	Meaning	Key facts	Key knowledge	Key Skills I will learn	I know more I can do.....
Maths Place value, addition and subtraction.	Hundreds	Numbers between 100 and 999	Number bonds to 10 Number bonds to all numbers 1-9	- Count to and across 100, forwards and backwards, beginning from any given number. - Read and write numbers to at least 100 in numerals and in words.	Compose and decompose two-digit numbers using standard and nonstandard partitioning.	-I can use place value and number facts to solve problems.
	Tens	The digit that represents the number of tens in a number.			Recognise the place value of each digit in a two-digit number (10s, 1s).	-I can compare and order numbers from 0 up to 100; use <, > and = signs.
	Ones	The digit that represents the number of ones in a number.			Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.	-I can Solve problems with addition and subtraction.
	Place value	The value of each digit in a number.			Compare and order numbers from 0 up to 100; use <, > and = signs.	
	Greater than	Bigger than				
	Less than	Smaller than				
	Order	Putting things in a correct place following a rule.				
	Partition	A way of splitting numbers into smaller parts.				
Digit	Numbers from 1-9.					

English	Character description	Describing a character in detail.	 	- 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 write simple and coherent narratives, real events and compose letters. To phonetically attempt to spell words. To use conjunctions to join sentences and consistently use the correct tenses in their writing.	I can write letters and re-tell stories after careful planning. I can use my phonics knowledge as well as subject knowledge to write coherently. I can use capital letters and correct punctuation in my writing.
	Re-tell	Telling a familiar story in your own words.				
	Letters	Writing letters using a correct format.				
	Sentence starters	Different and interesting ways to start sentences eg After that, Suddenly, Carefully				
Science materials	Materials	What objects are made from.		- To know that different materials are suited to different uses. - To know that some materials can be changed by squashing, bending, twisting and stretching.	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	I can identify different materials. I can make predictions about suitability of materials to make a shelter. I can test my predictions and record findings.
	Suitability	Having the right properties for a particular purpose.				
	Properties	What a material is like and how it behaves (soft, stretchy etc)				

History Black history month	chronological	A record of events following the order in which they occurred.	 Rosa Parks	- Know about events beyond living memory which are significant globally. - Know about a significant historical event and how the past has changed the future. (Rosa Parks, WW2)	To use questioning to learn more about a historical event. Recognise the time frame in which an event took place. Compare events from different viewpoints.	I can re-tell the story of Rosa Parks. I can list the events that happened because of Rosa Parks refusing to give up her seat. I can recognise when these events happened and the significance of them today (WW2).
	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- human and physical features	Physical feature	A feature that has been formed by nature.	Beside the seaside 	- Understand and use a range of basic geographical vocabulary to identify key human and physical features of the places studied. - Make simple comparisons between the key human and physical features of places studied	To compare London with Brighton. Recognise differences between physical and human features.	I can identify and list differences and similarities between two areas. I can describe what are physical and what are human features are and explain how I know.
	Human feature	A feature that has been made or changed by humans.				
	Feature	Interesting or important part.				
	Local area	Nearby				
	National	Within the same country.				
Computing E-safety	Internet	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.
	Safety	Keys used to type on a computer.				
	private	Where something is saved.				
	Information	Keep and store.				

	Online/offline	Remove text.				
Art Picasso	Self-portrait	Drawing/ painting of yourself.		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. To experiment with colour and paint.	-I can create a painting of myself in the style of Picasso. -I can understand the different stages of Picasso's career and write about them.
	Painting	Using paints to create art work.				
	cubism	A style of Art used by Picasso.				
	Colourful	Using different, bright colours.				
DT Create a sculpture	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 techniques to mould Modroc into a sculpture. To create a sculpture to emulate that of an artist.	-I can create a sculpture using Modroc. -I can paint my sculpture in the style of Picasso.
	Make	form (something) by putting parts together or combining substances; create.				
	Evaluate	Form an idea of the amount, number, or value of; assess.				
Music Call and response	Sing	Make musical sounds with the voice, especially words with a set tune.	 Music from around the world.	- To know how to follow a tune (melody) well. - Know how to use my voice in different ways to create different effects. - Know the meaning of fast, slow, quiet, loud and call and response.	To use my voice to good effect and perform with others', taking instructions from the leader. Use my voice and instruments to make loud and quiet sounds (dynamics).	I can perform a call and response song using fast, slow, quiet and loud variations in my singing.
	Loud	With a great deal of volume.				
	quiet	Making little or no noise.				
	fast	At high speed and happening quickly.				

	slow	Lasting or taking a long time.					
	Call	Shout out or chant.					
	Response	A reaction made to something.					
PE Tennis	Rally	A series of continuous shots between players.	Forehand:		- To rally within matches. - Rally with control using a variety of shots. - Understand the rules of the game.	- Use different shots when playing a match. - Rally with coaches and other class members. -Umpire games and understand the rules.	-I can use forehand and backhand shots during a match. -I Can umpire matches and show respect of their decisions. -I can rally during a match.
	Control	Place the ball with precision.	Backhand:				
	Forehand	A way of hitting the ball where the inside of the hand faces the direction of the ball.					
	Backhand	A shot where the back of your hand is leading the swing.					
	Umpire	A person who makes sure players follow the rules.					

RE What is God like for Christians?	Creator	Someone who makes something; Christians believe God created everything.		- Understand what some Christians think God is like. - Know that the bible teaches Christians that God loves them. - Consider what it means to Christians to have God as their shepherd.	Understand the role of the shepherd in the lost sheep and how God is like a shepherd. To articulate my own beliefs about God.	-I can use adjectives to reflect how Christians describe God. -I can understand that humans may be lost like the sheep and that God can be like a shepherd to them.
	Shepherd	Someone who looks after sheep.				
	Adjective	A word used to describe what someone or something is like.				
	Guide	Someone who teaches you and shows you the way.				
PSHE The Name Jar	Unique	Being the only one of its kind.		- Understand the importance of my name and cultural identity. - know what it means to be unique and why it is good to be different.	How to vote as part of a democracy. To understand how it feels to start somewhere new and how to welcome others.	-I can take part in a class vote. -I can understand what makes me unique. -I can understand what democracy means and how my school is democratic.
	Democracy	Having the ability to vote and choose.				
	Voting	Choosing something or someone.				
	Identity	Qualities, beliefs, personality traits, appearance or expression that make a person who they are,				