

Knowledge Organisers

1st Autumn Term – Cycle B

Art / DT
Computing
Geography
PE
PSHE
RE

Science

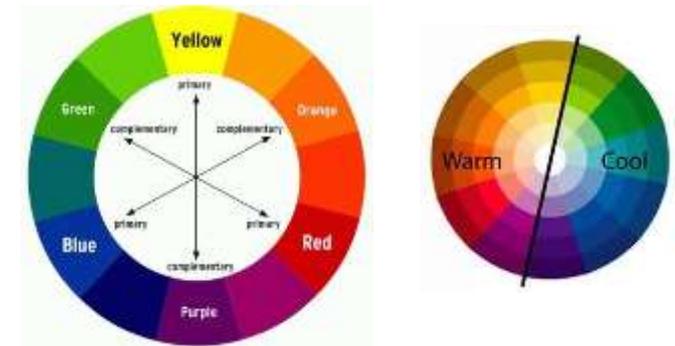
Oak Class

Knowledge Organiser - Colour, Shape and Texture - Visual Arts - Year 1/2 – Cycle B

Key Vocabulary	Definition
primary colours	Yellow, red and blue. These colours cannot be mixed from other colours.
secondary colours	Green, orange and purple. These colours are mixed by combining two primary colours.
complementary colours	Any two colours which are opposite each other on the colour wheel, for example yellow and purple are complementary to each other.
warm/cool colours	Yellow, orange and red are warm colours. These colours create a warm mood. Blue, green and grey are cool colours. These colours create a cold mood.
tint	When a colour is made lighter by adding white, e.g. a tint of blue (light blue).
shade	When a colour is made darker by adding black, e.g. a shade of blue (dark blue).
geometric shape	Shapes we can name, e.g. square, rectangle, triangle, circle.
organic shape	A shape we cannot give a name to, unlike a geometric shape. These shapes are often found in the natural world.
composition	How different ingredients in art (e.g. colour, shape, texture) are put together to make up a whole work of art.
cut-out	The words Matisse used to describe his method of creating pictures with scissors and coloured paper.
texture	How an object feels.
visual texture	When an artist uses different shapes, marks, colours, light or shade to show how something feels (texture).

Key Knowledge
I can recognise primary, secondary, warm and cool colours.
I know that adding white to a colour creates a tint and adding black to a colour creates a shade.
I can recognise and name geometric shapes in art.
I understand how Matisse made his cut-outs.
I understand that artists can show how something feels.
I can explore how artists create visual texture.

Complementary Colours:



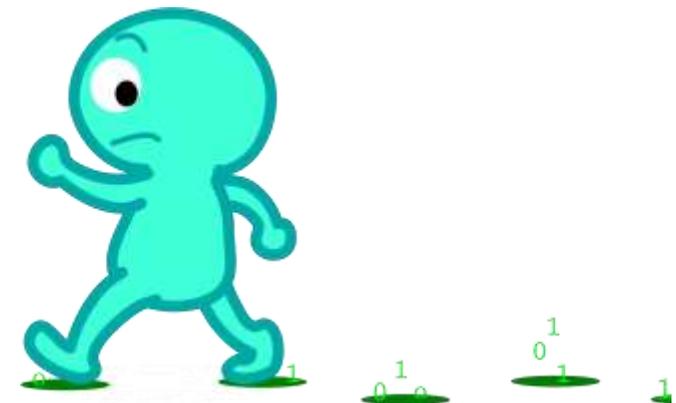
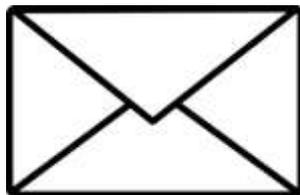
Artist:	Kandinsky	Monet	Klee	Matisse
Artwork:				

Key Vocabulary	Definition	Key Learning
Internet	A global computer network providing a variety of information and communication facilities, consisting of interconnected networks and computers.	<ul style="list-style-type: none"> • To understand the terminology associated with searching. • To gain a better understanding of searching on the Internet. • To create a leaflet to help someone search for information on the Internet.
Search	Look for information in a database or the World Wide Web using a search engine.	
Search Engine	A program that searches for and identifies items on the World Wide Web.	



Key Vocabulary	Definition
Search	Look for information (in a database of the World Wide Web) using a search engine.
Internet	A way to send information from one computer to another anywhere in the world using technology such as phones, satellites and radio links.
Sharing	Post or repost (something) on a website.
Email	Messages distributed by electronic means from one computer user to one or more people.
Attachment	A computer file sent with an email.
Digital Footprint	The information about a person that exists on the Internet as a result of their online activity.

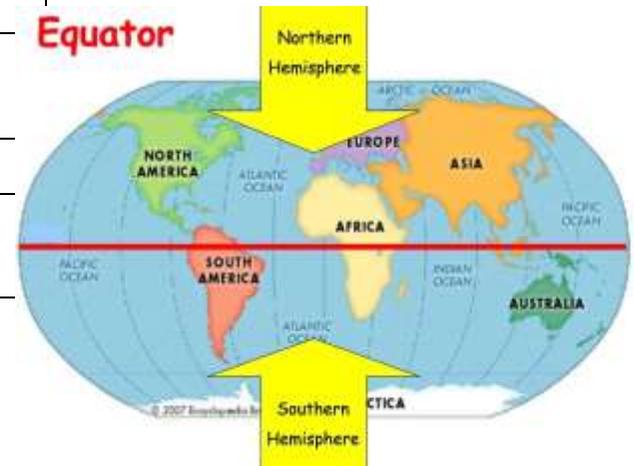
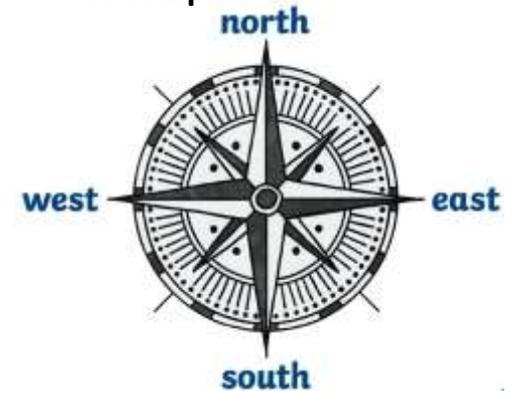
Key Learning
<ul style="list-style-type: none"> • I know how to use digital technology to share work and communicate locally and globally. • I know how to open and send simple emails. • I understand that information put online leaves a digital footprint or trail and how to keep personal data and hardware secure.



Knowledge Organiser - Maps and Globes – Geography - Year 1/2 -Cycle B

Key Vocabulary	Definition
Map	A picture that shows where things are located
Globe	A globe is a 3-D representation of the world
Navigate	To plan and then travel along a route
Location	The place where something is
Direction	The position towards which something travels
Ordnance Survey	An organisation that produces maps in the UK
Symbols	Small pictures that are used on maps to represent geographical features.
Scale	Maps use scale to show how far apart places are
Equator	An imaginary line around the Earth that divides the Northern Hemisphere from the Southern Hemisphere

A Compass



A Map



A Globe



Key Knowledge

I know what is located on the site of my school.

I know maps show us information about a location.

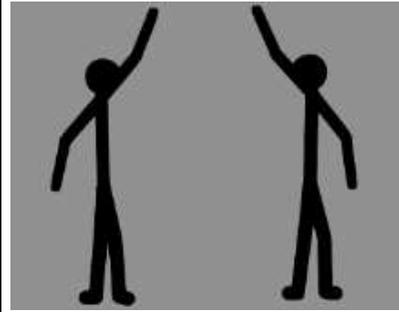
I can recognise and locate physical and human features of the local area.

I can use a map to plan a route.

I can identify locations on a globe or world map.

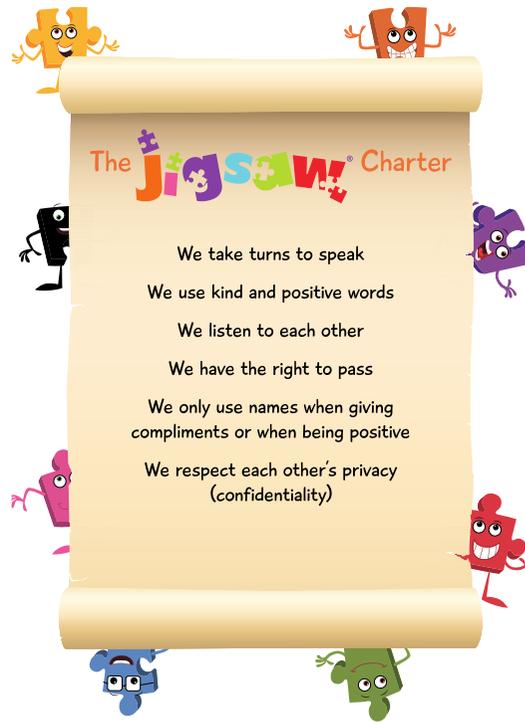
Key Vocabulary	Definition
Action	The movement a dancer does e.g. travel, jump, kick.
Dynamics	How an action is performed e.g. quickly, slowly, gently.
Pathway	Designs traced in space (on the floor or in the air).
Mirroring	Reflecting the movements of another person as if they are a mirror image.
Cooperate	To work together towards the same goal.
Map	A pictorial representation of an area.

Skill development	
DANCE	TEAM BUILDING
Begin to provide feedback using key words.	Be able to say when I was successful at solving challenges.
Be able to copy, repeat and create a dance.	Be able to share my ideas to help solve tasks.
Be able to show a character and idea through the actions and dynamics I choose.	Be able to work cooperatively with a partner or a small group.
Be able to work with a partner using mirroring and unison in our actions.	Be able to use, follow and create a simple diagram/map.

Skills	
Pathway	
Mirroring	
Map	

Knowledge Organiser – PSHE – Being Me in My World - Year One/ Two – Cycle B

Vocabulary	
Co-operate	To act or work together for a particular purpose, or to be helpful by doing what someone asks you to do.
Problem-solving	The process of finding solutions to problems.
Positive	Full of hope and confidence, or giving reason for hope and confidence.
Negative	Expressing no. A negative sentence or phrase is one that contains a word such as "not", "no", "never", or "nothing".
Consequences	A result of a particular action or situation, often one that is bad or not convenient.



Key Knowledge
I can understand the rights and responsibilities for being a member of my class and school.
I can listen to other people and contribute my own ideas about rewards and consequences.
I can recognise the choices I make and understand the consequences.



Reflective Questions
Ask me this...
How can we make the Learning Charter work in our class?
Why is it important to be responsible?
Does every behaviour have a consequence?

R.E. Year 1/2 - Autumn 1 Knowledge Organiser – Cycle B

Enquiry: Is it possible to be kind to everyone all of the time?

Key vocabulary	Definition
Kindness	Being friendly and showing concern about the way others' feel.
Parable	A story with a moral or meaning about everyday life.
Neighbour	A neighbour is anyone near us.
Samaritan	A person who belonged to a race who did not normally associate with Jews.

Key Knowledge
I can say when I have been kind to others, even when it was difficult.
I know the story of the Good Samaritan and know it means that Christians believe they should be kind to everyone.
I know the story of Jesus healing the paralysed man and know it means that Christians believe Jesus was a kind person.
I know that Jesus taught Christians to be kind.
I can suggest ways that I could be a kinder person.

