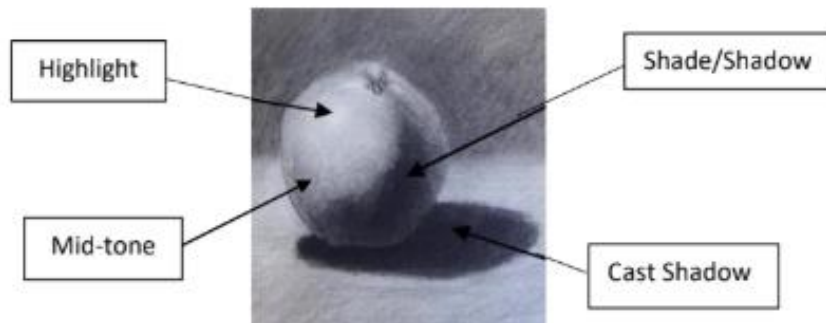


## Knowledge Organiser - Light - Visual Arts

| Key Vocabulary:                                                                    |                                                                                                                                                                                       |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Form</b>                                                                        | Form means the 3d shapes in art. In a drawing or painting an artist can create the illusion that an object is 3d rather than flat.                                                    |
| <b>Tone</b>                                                                        | How dark or light something is. Tones are created by the way light falls on a 3d object.                                                                                              |
| <b>Shade/Shadow</b>                                                                | The parts of an object which are darker.                                                                                                                                              |
| <b>Highlights</b>                                                                  | The parts of an object where the light is strongest or lightest.                                                                                                                      |
| <b>Mid-tone</b>                                                                    | Tones between the highlights and shadows.                                                                                                                                             |
| <b>Cast shadow</b>                                                                 | Where an object makes a shadow on something else e.g. a table underneath it.                                                                                                          |
| <b>Tints/shades</b>                                                                | A tint is a mixture of a colour with white, which increases lightness, and a shade is the mixture of a colour with black, which reduces lightness.                                    |
| <b>Chiaroscuro</b>                                                                 | An Italian word which means 'light-dark'. A technique which shows very clear tonal contrasts.                                                                                         |
| <b>Ground</b>                                                                      | The background colour which is painted onto a surface before starting a painting.                                                                                                     |
| <b>Underpainting</b>                                                               | A layer of paint showing the different tones of an object in a painting and painted on top of the ground layer. Underpainting will be painted over with other colours once it is dry. |
| <b>Burnt Sienna</b>                                                                | A deep reddish-brown colour.                                                                                                                                                          |
|   |                                                                                                                                                                                       |
| <b>Yellow Ochre</b>                                                                | A yellowish-brown colour.                                                                                                                                                             |
|  |                                                                                                                                                                                       |



### Key Knowledge:

I know that artists use tone to show form and drama

I know that Caravaggio used strong contrast of tone to show drama

I know that Vermeer used strong contrast to make paintings realistic

I understand that the great masters used underpainting to add their paint in layers

I understand that form is shown by the way light falls on an object

I know that artists use tints and shade to show form

Caravaggio, Supper at Emmaus, 1601



Johannes Vermeer, The Milkmaid, c. 1658



## Knowledge Organiser- The Internet – Computing

| Key Vocabulary              | Definition                                                                                                                |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Search Engine               | A program that searches for and identifies items in a database. Used especially for finding sites on the World Wide Web.  |
| Internet                    | A global computer network providing a variety of information and communication facilities.                                |
| Internet Browser            | A software application used to locate and display Web pages.                                                              |
| Website                     | A set of related web pages located under a single domain name.                                                            |
| Network Switch              | A device that enables multiple devices on a network to be connected with each other.                                      |
| Server                      | A computer that manages the network and stores files.                                                                     |
| Wireless Access Point (WAP) | A device, connected to a wired network, that sends and receives wireless signals for/from devices with WiFi connectivity. |
| Router                      | A device that passes information between two computer networks.                                                           |

### Networks and The Internet

- Networks connect different devices to one another, allowing for information sharing.
- Networks can also connect to other networks in different places, using a router.
- The internet is a network of networks that are all connected together.

**Router:** A router is something that finds a route between networks, connecting them.



**The Internet:** The internet is a network of networks, that is used around the world to share information and communicate.



**Protection:** Networks have security features that mean they can block or allow messages and requests. This means that information and data can be kept safe.



### Ownership and Reliability

- The content on the internet may belong to different people or companies, for example the person who wrote it or the company who published it.
- The content may be copyrighted, meaning that others cannot copy or use it without permission.
- Not all of the information that we see or hear on the internet is reliable. Some of it may be inaccurate due to people lying or misunderstanding things.
- Inaccurate information can quickly spread. This has become known as 'fake news.' We should check multiple sources that we can trust to verify information.

### Key Knowledge:

- To describe how networks physically connect to other networks
- To recognise how networked devices make up the internet
- To know how websites can be shared via the World Wide Web
- To describe how content can be added and accessed on the World Wide Web
- To recognise how the content of the WWW is created by people
- To evaluate the consequences of unreliable content

### Overview



#### The Internet

- You should also know that Information technology (I.T.) includes computers and things that work with computers.
- You should also know that information and data can be shared by devices across networks.
- The internet is a network of networks that is used around the world.
- The World Wide Web is a system on the internet that has websites and webpages.
- Some content is protected on the internet. It is important to know that not all information on the internet is accurate.

### The World Wide Web

#### The World Wide Web

- The World Wide Web is the part of the internet where we can visit web pages and websites.
- Information can be shared in the form of things we can see or hear (e.g. things we can read, music, sounds, or videos, etc.).
- When we use the world wide web, routers help us to journey to different networks in different parts of the world.
- We can use traceroute tools to track the journey between routers.
- Web browsers, e.g. Google Chrome and Internet Explorer, let us look at different pages on the internet.

#### Website and Webpages

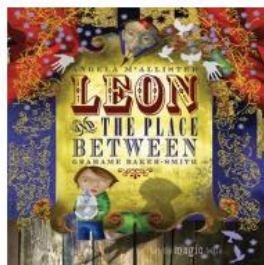
- Websites are a set of webpages.
- Webpages may contain different features, e.g. a title, links to other pages, images, videos, and text.
- Websites and webpages can be found using web addresses (domains), normally split into three parts:
  1. www (world wide web).
  2. Name of the organisation/ topic.
  3. Type of organisation/ location.

 [www.youtube.com](http://www.youtube.com)

## Unit: 1

Genre: Portal Story

Text: Leon and the Place Between



### Talk 4 Writing

#### Imitate

Learn the key vocabulary  
Draw a story map and box up together  
Explore toolkits for writing

#### Innovate

Box up the innovated text and make changes.  
Learn the toolkit features.

#### Invent

Write own portal story.

### Talk 4 Reading

#### Phase 1

Be "hooked" into the text to activate prior knowledge and contextual reading

#### Phase 2

Investigation/deepen understanding - access and read the text/s with fluency and expression, show understanding at a deeper level.

#### Phase 3

Independently complete a reading activity/answer questions in relation to comprehension focus, vocabulary, literal retrieval and inference.

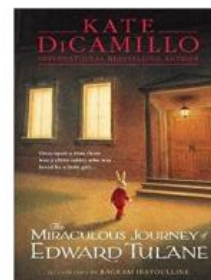
### Writing Knowledge Organiser

|                                                                                                                                                                                            |                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sentence of 3 for action                                                                                                                                                                   | Leon rushed out of the tent, jumped on the bus and sank into his seat.                                                                                |
| Expanded noun phrase – a phrase made up of a <b>noun</b> and at least one <b>adjective</b> . Use a <b>comma</b> to separate them.                                                          | Billy saw <b>delicious, cold, ice cream</b> on the table.                                                                                             |
| -ed clauses as starters                                                                                                                                                                    | Frightened, Leon ran straight home to avoid being caught. Exhausted, the Ice Dragon fell to the floor.                                                |
| Pronoun – a word to take the place of a proper noun.                                                                                                                                       | Michael was late for school, and <b>he</b> was going to get in trouble.<br>The children played in the park. <b>They</b> came home early.              |
| Compound sentences - coordinating conjunctions <b>and, or, but, so, for, nor, yet</b>                                                                                                      | Billy tried to talk to the tiny people <b>but</b> they did not say a word.                                                                            |
| Fully punctuate direct speech - <b>comma</b> between direct speech and reporting clause and use of <b>inverted commas</b> to punctuate direct speech.                                      | "Look where you wish but don't touch," whispered Billy.                                                                                               |
| Fronted adverbial - goes at the beginning of a sentence and describes the verb in the sentence. It describes where, when and how. A fronted adverbial is punctuated with a comma after it. | <b>As soon as he could</b> , Leon left the circus ring.<br><b>Last week</b> , I went to the circus.<br><b>In the winter</b> , some animals hibernate. |

## Unit: 2

Genre: Losing and Finding Tale

Text: The Miraculous Journey of Edward Tulane



### Talk 4 Writing

#### Imitate

Learn the key vocabulary  
Draw a story map and box up together  
Explore toolkits for writing

#### Innovate

Box up the innovated text and make changes.  
Learn the toolkit features.

#### Invent

Write own losing and finding tale.

### Talk 4 Reading

#### Phase 1

Be "hooked" into the text to activate prior knowledge and contextual reading

#### Phase 2

Investigation/deepen understanding - access and read the text/s with fluency and expression, show understanding at a deeper level.

#### Phase 3

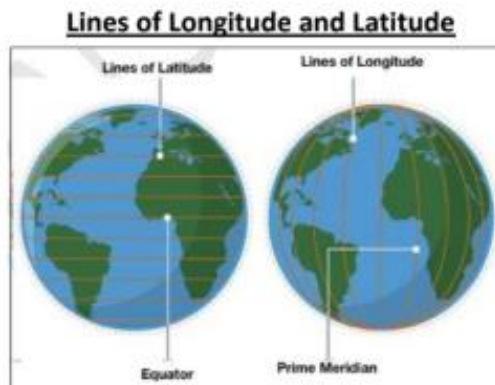
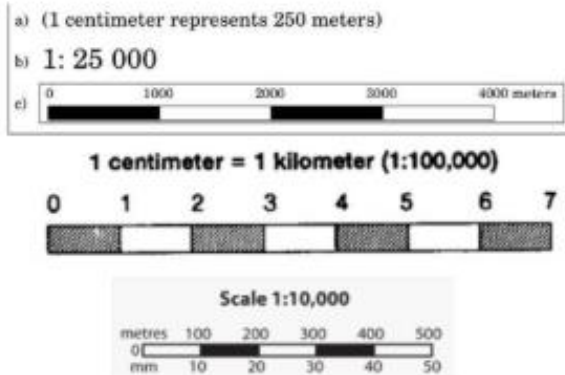
Independently complete a reading activity/answer questions in relation to comprehension focus, vocabulary, literal retrieval and inference.

### Writing Knowledge Organiser

|                                                                                                                                                                                                                                               |                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Speech to move action on.                                                                                                                                                                                                                     | "Come on we're going to get caught!"                                                                                                                                                             |
| Complex sentences.<br>A complex sentence consists of a <b>main clause</b> with one or more <b>subordinate clauses</b> .<br>A <b>conjunction</b> connects the clauses.<br>The <b>conjunction</b> can appear at various points in the sentence. | There are many mishaps, <b>because</b> wizards are careless with potions.<br><b>Although it was cold, we played on the beach.</b><br><b>We played on the beach although it was cold.</b>         |
| Relative clause - used to give additional information about a noun. They are introduced by a relative pronoun like <b>that, which, who, whose, where, when</b> .                                                                              | The house <b>with</b> the red door and four chimneys.<br>The rabbit <b>who</b> owned a pocket watch.<br>The ship, <b>which</b> sailed across the ocean                                           |
| Short sentences to move events on quickly.                                                                                                                                                                                                    | It was midnight.<br>It's great fun.                                                                                                                                                              |
| Sentence of 3 for action.                                                                                                                                                                                                                     | Edward fell from the ship, hit the water and sank to the bottom of the ocean.                                                                                                                    |
| Boastful vocabulary.                                                                                                                                                                                                                          | <b>Magnificent, exciting, unbelievable</b>                                                                                                                                                       |
| Idioms - a common phrase that has an alternative or figurative meaning different to the literal words being used.                                                                                                                             | <b>At the drop of a hat</b> - to do something suddenly or immediately...<br><b>It's the best thing since sliced bread</b> - it's really, really good.<br><b>Piece of cake</b> - very easy to do. |

## Knowledge Organiser - Spatial Sense - Geography

| Key Vocabulary             | Definition                                                                                                                                                                                |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lines of Latitude</b>   | Imaginary lines that help us identify how far north or south of the equator a location is.                                                                                                |
| <b>Lines of Longitude</b>  | Imaginary lines that help us identify how far east or west of the Prime Meridian a location is.                                                                                           |
| <b>Equator</b>             | An imaginary line that shows us the locations that are half way between the north and south pole. The Equator divides the earth into the Northern Hemisphere and the Southern Hemisphere. |
| <b>Prime Meridian</b>      | The line of longitude that measures 0° and runs through Greenwich in London.                                                                                                              |
| <b>Tropic of Cancer</b>    | The most northern line of latitude where the sun can be directly overhead. Named after the constellation of Cancer.                                                                       |
| <b>Tropic of Capricorn</b> | The most southern line of latitude where the sun can be directly overhead. Named after the constellation of Capricorn.                                                                    |
| <b>Scale</b>               | The representation of distance on a map.                                                                                                                                                  |



### Key Knowledge

|                                                                                                       |
|-------------------------------------------------------------------------------------------------------|
| I know the difference between latitude and longitude                                                  |
| I understand that a scale allows me to measure between two points on a map                            |
| I can use eastings and northings to find places on a map                                              |
| I know that I can find key places using a map in my area                                              |
| I understand that changes to the local area have happened over time and that I can see these on a map |

### Tropics of Cancer and Capricorn



## Knowledge Organiser - Anglo Saxons, Scots and Vikings - History

### Key Vocabulary:

|             |                                                                                                                                                                                  |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Anglo-Saxon | A mix of people from Germany, Denmark and the Netherlands who came to live in England during the 5th Century. The three biggest tribes were the Angles, the Saxons and the Jutes |
| Viking      | People of Scandinavian origin who travelled by sea and raided, invaded and settled in Europe from the 8th century                                                                |
| Kingdom     | A country or place ruled by a King or Queen                                                                                                                                      |
| Scots       | People who lived in Scotland (previously thought to have migrated from Ireland)                                                                                                  |
| Picts       | Early settlers in Scotland who fought with the Romans                                                                                                                            |
| Settlement  | A place where people live, and sometimes work                                                                                                                                    |
| Raid        | An unexpected attack where an enemy comes to steal and/or destroy                                                                                                                |
| Invasion    | To enter a country or place by force with the intent of taking over                                                                                                              |
| Pagan       | A word used to describe people who believe in many Gods and Goddesses                                                                                                            |
| Trade       | Exchange of goods                                                                                                                                                                |
| Oath        | A serious promise                                                                                                                                                                |
| Heir        | Someone who inherits a title, land or a position after someone else has died                                                                                                     |

### Key Knowledge:

|                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------|
| To know that the Anglo Saxons arrived after the Romans and the Picts and the Scots were early settlers in Scotland. |
| To know what the Anglo Saxons did for fun and their beliefs.                                                        |
| To know how shipbuilding skills helped the Vikings to explore.                                                      |
| To know that King Alfred defeated the Vikings.                                                                      |
| To know that King Canute understood the limits of his power                                                         |



**KEY PEOPLE**



**King Cnut (Canute)**

A Viking king who ruled Denmark, England and Norway



**Edward the Confessor**

An English king who built the original Westminster Abbey



**Alfred the Great**

Ruled the kingdom of Wessex and fought back against the Vikings in Britain



**Kenneth MacAlpin**

King of the Picts who, according to national myth, was the first king of Scots



**Bede (Bede the Venerable)**

A monk who wrote about life in Anglo Saxon England



**Ethelred the Unready**

English king who paid the Vikings to stop them attacking



**William the Conqueror**

Defeated Harold Godwinson at the Battle of Hastings, 1066 and became King of England

## Timeline



## Latin Knowledge Organiser - Unit 7: The Military Machine

### Key Vocabulary

| Latin       | English     |
|-------------|-------------|
| quid est?   | What is it? |
| galea       | helmet      |
| gladius     | sword       |
| pilum       | javelin     |
| scūtum      | shield      |
| cavē        | be careful! |
| lōrica      | breastplate |
| siste!      | stop!       |
| pugiō       | dagger      |
| relinque!   | leave it!   |
| periculōsus | dangerous   |
| ecce!       | look!       |
| militēs     | soldiers    |
| audite!     | listen!     |
| sūmite!     | pick up!    |
| portāte!    | carry!      |

### Grammar

Words we use to give commands called imperative verbs, e.g. Stop! Leave it!

Verbs can be changed from singular to plural form'. For example, venī becomes venīte - Come! (said to one person, or said to many people)

### UnitMotto

**per aspera ad astra =**

**Through hardship to the stars.**

### Key Knowledge

To learn imperative verbs (singular and plural)

To translate simple sentences with imperative verbs

To compare and contrast traditional tales from different cultures.



# Number and Place Value

# Knowledge Organiser

## Key Vocabulary

## Counting

thousands

hundreds

tens

ones

zero

place value

greater than

less than

order

round

rounded to

negative number

partition

digit

Roman numeral

Counting in 6s

|   |   |    |    |    |    |    |    |    |    |    |
|---|---|----|----|----|----|----|----|----|----|----|
| 0 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 |
|---|---|----|----|----|----|----|----|----|----|----|

Counting in 7s

|   |   |    |    |    |    |    |    |    |    |    |
|---|---|----|----|----|----|----|----|----|----|----|
| 0 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 |
|---|---|----|----|----|----|----|----|----|----|----|

Counting in 9s

|   |   |    |    |    |    |    |    |    |    |    |
|---|---|----|----|----|----|----|----|----|----|----|
| 0 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 |
|---|---|----|----|----|----|----|----|----|----|----|

Counting in 25s

|   |    |    |    |     |     |     |     |     |     |     |
|---|----|----|----|-----|-----|-----|-----|-----|-----|-----|
| 0 | 25 | 50 | 75 | 100 | 125 | 150 | 175 | 200 | 225 | 250 |
|---|----|----|----|-----|-----|-----|-----|-----|-----|-----|

Counting in 1000s

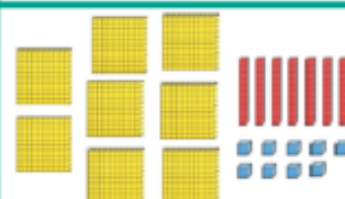
|   |      |      |      |      |      |      |      |      |      |        |
|---|------|------|------|------|------|------|------|------|------|--------|
| 0 | 1000 | 2000 | 3000 | 4000 | 5000 | 6000 | 7000 | 8000 | 9000 | 10 000 |
|---|------|------|------|------|------|------|------|------|------|--------|

## Compare and Order

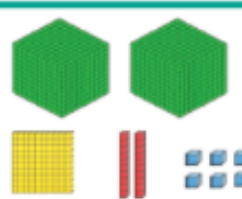
## 1000 More or 1000 Less



$4324 > 3243$   
greater than



$879 < 2126$   
less than



2497

2508

3012

3521

3530

4002

smallest

greatest

1000 Less

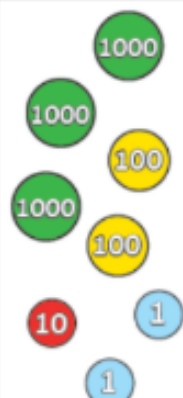


1212



2212

1000 More



3212

# Number and Place Value

# Knowledge Organiser

## Negative Numbers



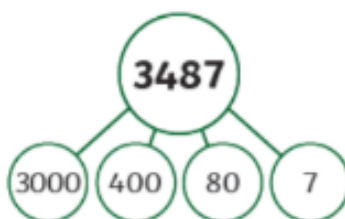
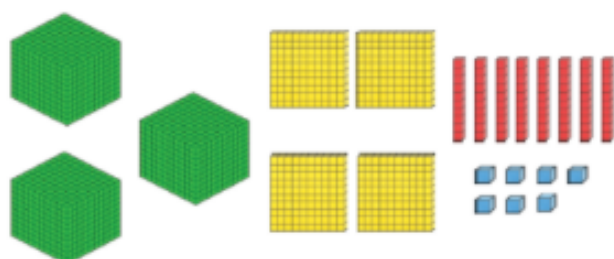
## Represent 4-Digit Numbers

3487

three thousand, four hundred and eighty-seven

| 1000s | 100s | 10s | 1s |
|-------|------|-----|----|
|       |      |     |    |

| Thousands | Hundreds | Tens | Ones |
|-----------|----------|------|------|
|           |          |      |      |



## Roman Numerals

|             |     |   |
|-------------|-----|---|
| one         | 1   | I |
| five        | 5   | V |
| ten         | 10  | X |
| fifty       | 50  | L |
| one hundred | 100 | C |

XVIII = 18

XXIX = 29

LXXXIV = 84

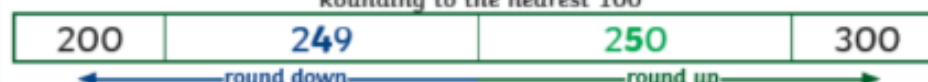
## Rounding

Look at the place value column to the right of the value you are rounding to. If this digit is a 4 or less, round down. If the digit is a 5 or more, round up.

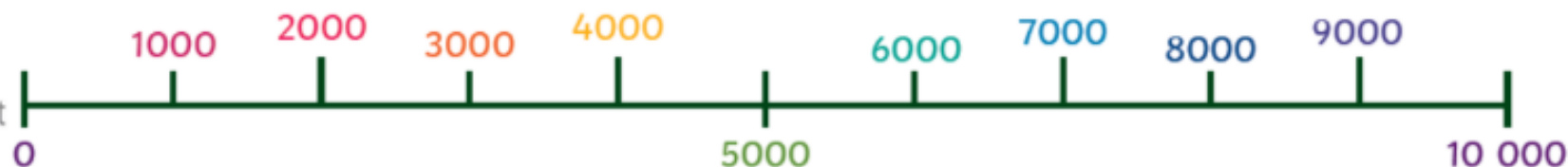
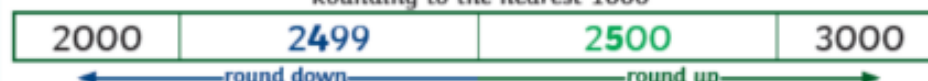
Rounding to nearest 10



Rounding to the nearest 100



Rounding to the nearest 1000



# Addition and Subtraction

# Knowledge Organiser

## Key Vocabulary

## Addition and Subtraction Methods

Add

Total

Plus

Sum

More

Altogether

Difference

Subtract

Less

Minus

Take away

Mentally, Orally

Column Addition

Column Subtraction

Exchange

Estimate

Inverse operation

Solve problems

Number facts

## Add 4-digit numbers

No exchange

$$\begin{array}{r} 5162 \\ +3427 \\ \hline 8589 \end{array}$$

Starting with the ones, add each column in turn.

One exchange

$$\begin{array}{r} 5162 \\ +3497 \\ \hline 8659 \\ 1 \end{array}$$

Starting with the ones, add each column in turn. When adding

6 tens + 9 tens = 15 tens

= 1 hundred + 5 tens

Place 1 hundred under the hundreds answer and 5 tens in the answer.

Multiple exchanges

$$\begin{array}{r} 5864 \\ +3497 \\ \hline 9361 \\ 111 \end{array}$$

Starting with the ones, add each column in turn. Exchange tens, hundreds and/ or thousands as required.

## Subtract 4-digit numbers

No exchange

$$\begin{array}{r} 5789 \\ -3421 \\ \hline 2368 \end{array}$$

Starting with the ones, subtract each column in turn.

One exchange

$$\begin{array}{r} 61 \\ 5749 \\ -3471 \\ \hline 2278 \end{array}$$

Starting with the ones, subtract each column in turn. When subtracting 4 tens - 7 tens, exchange 1 hundred to make:

14 tens - 7 tens = 7 tens

Multiple exchanges

$$\begin{array}{r} 6131 \\ 5742 \\ -3476 \\ \hline 2266 \end{array}$$

Starting with the ones, subtract each column in turn. Exchange tens, hundreds and/ or thousands as required.

## Efficient subtraction

Calculate  $6000 - 3617 = 2383$



# Addition and Subtraction

# Knowledge Organiser

## Add and Subtract 1s, 10s, 100s, 1000s

Here is the number 3124



Add 2 thousands = 5124

Add 5 hundreds = 5624

Subtract 2 tens = 5604

Add 5 ones = 5609

Here is the number 6708

| Thousands | Hundreds | Tens | Ones |
|-----------|----------|------|------|
| 6         | 7        | 0    | 8    |

Add 3 thousands = 9708

Subtract 4 hundreds = 9308

Add 5 tens = 9358

Subtract 7 ones = 9351

**Crossing ones, tens or hundreds**

5392 + 4 tens = 5432      crossing tens

5126 - 600 = 4526      crossing hundreds

When crossing ones, tens or hundreds, more than one digit will change.

## Round to Estimate

$$1635 + 386 = 2021$$

Round to the nearest ten

$$1640 + 390 = 2030$$

Round to the nearest hundred

$$1600 + 400 = 2000$$

Both give a reasonable estimate, but rounding the nearest ten is more accurate.

$$9362 - 5729 = 3622$$

Round to the nearest hundred

$$9400 - 5700 = 3700$$

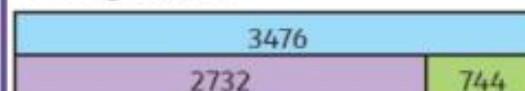
Round to the nearest thousand

$$9000 - 6000 = 3000$$

Rounding to the nearest hundred is much more accurate in this case.

## Checking Strategies

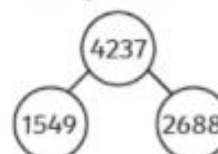
**Using Inverse**



3476 - 744 = 2732 can be checked using

$$2732 + 744 = 3476$$

This part whole shows the inverse calculations using these three numbers.



|                    |                    |
|--------------------|--------------------|
| 1549 + 2688 = 4237 | 2688 + 1549 = 4237 |
| 4237 - 1549 = 2688 | 4237 - 2688 = 1549 |

**Adding in a different order**

$$420 + 372 + 280 =$$

**Change to**

$$420 + 280 + 372 =$$

$$\text{As } 420 + 280 = 700$$

(because 42 + 28 = 70)

$$420 + 280 + 372 = 700 + 372 = 1072$$



| Key Vocabulary                      | Definition                                                                        |
|-------------------------------------|-----------------------------------------------------------------------------------|
| Minim                               |  |
| Crotchet                            |  |
| Dotted crotchet                     |  |
| Quaver                              |  |
| Tempo                               | The speed at which music is played                                                |
| Dynamics                            | Levels of sound in music (soft to loud)                                           |
| 20 <sup>th</sup> century orchestral | A group of instruments including brass, strings and woodwind                      |
| Soul ballad                         | Traditional blues and gospel music                                                |
| R&B                                 | Rhythm and blues originating in African American communities in 1940s             |
| Structure                           | The structure of a song, e.g. intro, verse, chorus outro                          |
| Pattern                             | Same sequence of notes repeated.                                                  |

**Key Signature: F major** — there is one flat in the key signature



F G A B $\flat$  C D E

**Key Signature: C major** — there are no sharps or flats in the key signature



C D E F G A B



How many beats per measure

What note gets one beat

**Key Signature: B $\flat$  major** — there are two flats in the key signature



B $\flat$  C D E $\flat$  F G A

**Time Signature: 4/4** — there are four crotchet beats in a bar

### Songs covered

- Hoedown
- I'm always there
- Martin Luther King



| Key Vocabulary             | Definition                                                                                                                        |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>Orienteering</b>        | A sport in which people run through a series of waypoints (controls) using a map to guide them.                                   |
| <b>Controls</b>            | A checkpoint or place on the map that a competitor needs to find.                                                                 |
| <b>Cardinal directions</b> | The eight cardinal directions are the four main compass directions: north, east, south, and west and also NE, SE, SW and NW.      |
| <b>Control point</b>       | The locations that the orienteer will visit on the course. They are marked on the map with a circle and the control point number. |

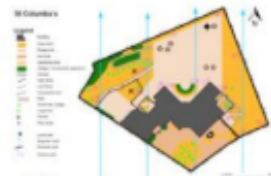
### Skill Development

Be able to identify key symbols on a map and use a key to help navigate around a grid.

To follow a set route on a map.

Be able to accurately follow and give instructions.

To communicate and co-operate effectively with others

| Skills                  |                                                                                      |
|-------------------------|--------------------------------------------------------------------------------------|
| <b>Problem Solving</b>  |   |
| <b>Map reading</b>      |   |
| <b>Reading a legend</b> |  |

## Knowledge Organiser – PSHCE – Being Me in My World



### Vocabulary

|                                                     |                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Included</b>                                     | To have or contain as a part.                                                                                                                                                                                                                                                       |
| <b>Excluded</b>                                     | To prevent someone or something from entering a place or taking part in an activity.                                                                                                                                                                                                |
| <b>Democracy</b>                                    | Rule by the people.                                                                                                                                                                                                                                                                 |
| <b>Democratic</b>                                   | Relating to or supporting democracy or its principles                                                                                                                                                                                                                               |
| <b>Authority</b>                                    | The power or right to give orders, make decisions, and enforce obedience.                                                                                                                                                                                                           |
| <b>Contribution</b>                                 | Something that you contribute or do to help produce or achieve something together with other people, or to help make something successful.                                                                                                                                          |
| <b>United Nations Convention on Rights of Child</b> | UNCRC is the basis of all of UNICEF's work. It applies to all children and young people under 18. Its aim is to recognise the rights of children and young people and ensure that they grow up in the spirit of <b>peace, dignity, tolerance, freedom, equality and solidarity.</b> |

How are we  
a **Democracy**  
in school?

Something to **think** about



### Key Knowledge

- I know my attitudes and actions make a difference to the class team.
- I can understand who is in my school community, the roles they play and how I fit in.
- I can understand how democracy and having a voice benefits the school community.
- I can understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.
- I understand how groups come together to make decisions.

### Reflective Questions

Ask me this...

- How can we make sure everyone feels valued and included in our class?
- What is your role do you take in your class and your school?
- Is one member of the school community more important than another?
- How do you feel about democracy in this school?
- What democratic processes do you take part in?



**R.E. Autumn 1 Knowledge Organiser**  
**Enquiry: Buddhism - Is it possible for everyone to be happy?**

| Key vocabulary            | Definition                                                    |
|---------------------------|---------------------------------------------------------------|
| Buddhism                  | A religion about the need to get rid of suffering             |
| Buddhist                  | A person who follows Buddhism                                 |
| Prince Siddhattha Gautama | The prince who founded Buddhism. The first Buddha.            |
| Enlightenment             | The understanding of how to be happy and free from suffering. |
| 8 fold path               | Buddhists rules to help them live good lives                  |

| Key Knowledge                                                                              |
|--------------------------------------------------------------------------------------------|
| I can say the sort of things that make me happy.                                           |
| I can explain whether being rich would make me happy.                                      |
| I know some key facts about the first Buddha, Prince Siddhattha.                           |
| I know that Prince Siddhattha was rich but he was not happy - then he found Enlightenment. |
| I can explain how living by the rules of the 8 Fold Path may help a Buddhist to be happy.  |
| I can give examples of how helping other people can make me happy.                         |



Siddhartha Gautama is known as the Buddha.  
 He was born in 580 BCE in the village of Lumbini in Nepal.  
 He discovered true happiness called "Enlightenment" through meditation.  
 An important rule for Buddhists is to lead a good life which helps others and does not hurt people or animals.  
 Buddhists believe they will be happy if they help others.



Buddhism started in Nepal near India in about 4 or 5 BC

## Knowledge Organiser – Classification of Animals – Science

| Vocabulary    | Definition                                                     |
|---------------|----------------------------------------------------------------|
| Organism      | A living thing                                                 |
| Vertebrate    | An animal with a backbone.                                     |
| Invertebrate  | An animal without a backbone.                                  |
| Spinal-column | The spine or backbone                                          |
| Exoskeleton   | A hard, external shell instead of an internal skeleton.        |
| Endoskeleton  | A living thing with a skeleton on the inside.                  |
| Cold-blooded  | An animal who cannot regulate their own body temperature.      |
| Warm-blooded  | An animal that can regulate its own body temperature.          |
| Food Chain    | A diagram that shows how plants and animals get their energy   |
| Producer      | The start of a food chain. An organism that makes its own food |
| Predator      | An animal that eats other animals                              |
| Prey          | An animal that is eaten by other animals                       |

| Key Knowledge                                                                    |
|----------------------------------------------------------------------------------|
| I can identify and explain the difference between cold and warm-blooded animals. |
| I can explain the five animal classification groups                              |
| I understand the differences between each group                                  |
| I understand the features of each group in classification                        |
| I understand the difference between a vertebrate and an invertebrate             |

