

# **Knowledge Organisers**

## **1<sup>st</sup> Autumn Term**

**Science**  
**Geography**  
**Art**  
**PSHE**  
**Latin**  
**Computing**  
**R.E.**  
**Music**  
**P.E.**

## Knowledge Organiser - Living things and their Environment – Science - Year 2/3

Key Vocabulary	Definition
habitat	A place where plants and/or animals live.
alive	A plant or animal that is alive, lives, grows and reproduces.
dead	Something that was a living thing but is no longer alive.
microhabitat	A very small part of a bigger habitat, e.g., woodlice living under stones in a garden
adaption	Many plants and animals have adapted so they can survive in a particular habitat.
consumer	A consumer is a plant/animal that eats another plant or animal.
producer	Plants are called producers because they produce their own food: food chains start with a producer(plant), nutrients and energy are transferred to the consumer.
food chain	A food chain is a diagram which shows us how animals are linked by what they eat, and what eats them: energy and nutrients are transferred around the food chain.
Specific habitat names, animals and plants as required each lesson.	



### TYPES OF HABITATS



Coastal



Freshwater



Arid



Polar



Forest

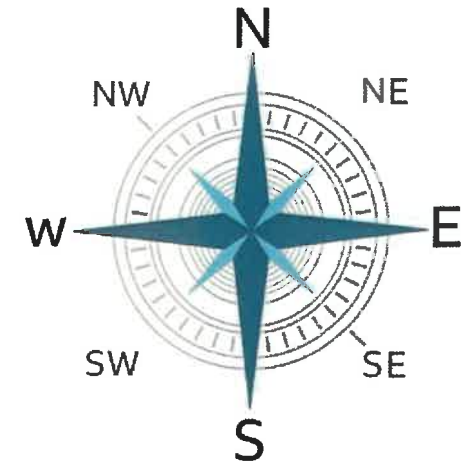


Urban



## Knowledge Organiser - Maps and Globes – Geography - Year 2/3

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
Aerial mapping	The process of creating a map from the air
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



### Key Knowledge

I know what symbols are used on a map.

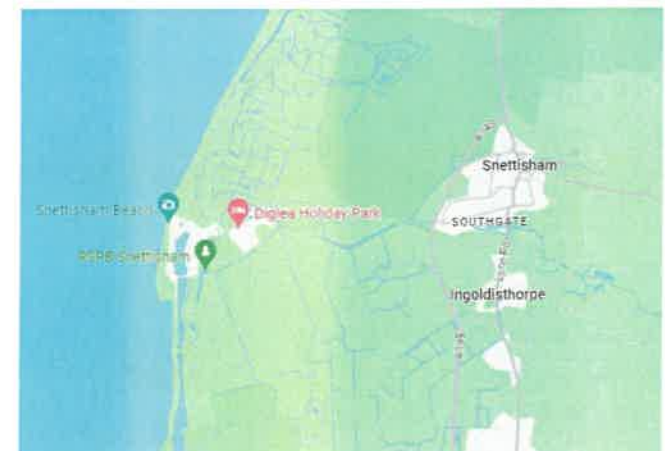
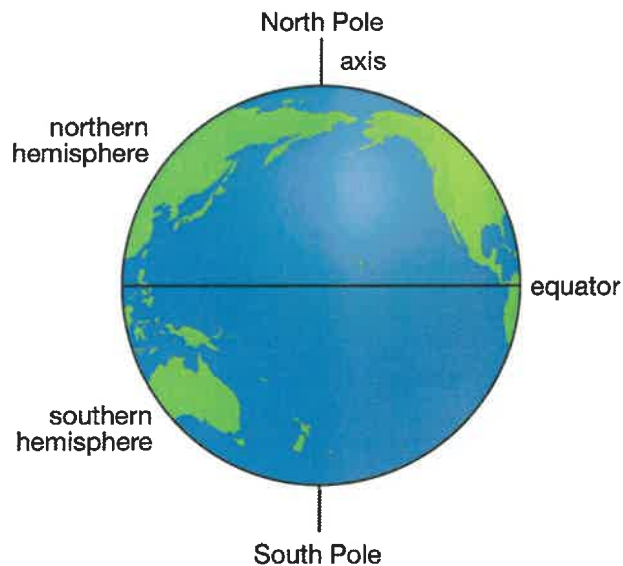
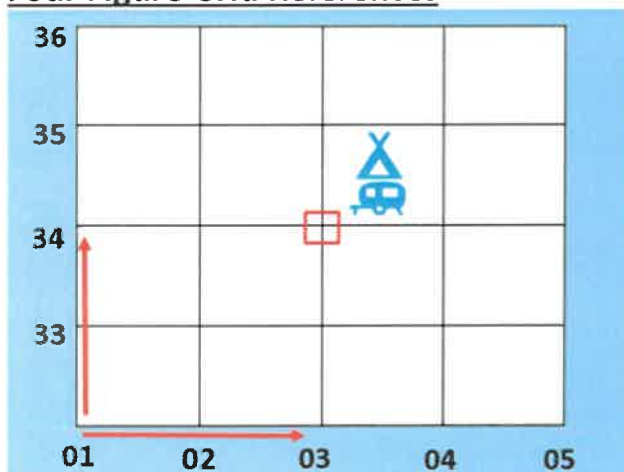
I know four figure grid references help us find key locations on a map.

I know some physical and human features of the local area.

I know how to navigate using a map.

I know the globe is a model of the Earth.

### Four Figure Grid References





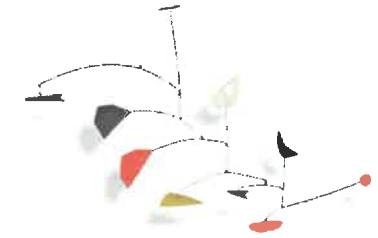
## Knowledge Organiser – Colour and Shape - Visual Arts - Year 2/3

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, e.g., yellow and purple are complementary to each other.
geometric shape	Shapes we can name: square, rectangle, triangle, circle.
organic shape	A shape we cannot give a name to (unlike a geometric shape) 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.



Paul Klee Three Houses 1922

Alex Calder Various shapes and planes 1951



Sonia Delaunay Electrical Prisms 1914,

Elmsworth Kelly, Ivy 1960



Kandinsky, concentric circles 1913

### Key Knowledge

To know that a tint can be made by adding white to a colour and a shade can be made by adding black to a colour.

To know that colours can be primary, secondary and complementary

To recognise work by at least two of the artists and describe their techniques

To compare geometric art and organic art

## Knowledge Organiser – PSHE – Being Me in My World -

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

**The Jigsaw Charter**

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

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.



### Before Making a Choice, Ask Yourself...



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?



# Latin Knowledge Organiser - Unit 1: Meet the Family

Key Vocabulary	
Latin	English
quis es?	Who are you? singular
quī estis?	Who are you? plural
māter	Mother
pater	Father
filia	Daughter
filius	Son
infāns	Little child
servī	Slaves
sum	I am
salvē	Hello singular
salvēte	Hello plural
omnēs	Everyone
quis?	Who?
quid?	What?
Fēlix diēs tibi sit	Happy birthday (may you have a happy day)
grātiās tibi agō	I thank you
fāmōsa	Famous
euge!	Hurrah!
sedāte!	Sit down! (imperative/bossy verb)

Greek Myth  
Perseus and Medusa



Meet the Family who live in Vindolanda

Leodia is the mother  
Flavius is the father, he is the son, commander of Vindolanda  
Julius is the son  
Flavia is the daughter  
Rufus is the young child  
Corinthus and Candidus are slaves  
Pandora is a slave  
Vibessa is the cat  
Minimus is the mouse

Unit Motto  
carpe diem = seize the day

## Key Knowledge

- To understand the relevance of learning Latin.
- To learn to say hello and goodbye.
- To write simple sentences using the verb esse (to be).
- To understand the difference between singular and plural.
- To translate the description of a character from a Greek myth.

## Grammar and Phonics

- No capital letters are used in Latin apart from when you are writing someone's name. Don't translate names.
- The letter v in Latin makes the sae sound as the letter w in English.
- Male names end in -us, female names end in -a.

## Knowledge Organiser- Information Technology All Around Us – Computing

Key vocabulary	Definition
Information Technology	Information technology (IT) or information and communication technology (ICT) is the technology required for information processing. In particular the use of electronic computers to convert, store, process, transmit, and retrieve information.
Computer	a programmable electronic device designed to accept data, perform mathematical and logical operations at high speed, and display the results of these operations. Mainframes, desktop and laptop computers, tablets, and smartphones are some of the different types of computers
Barcode	A barcode is a way of storing numbers printed in a way that a computer can easily read. The first barcodes stored the numbers using lines (bars).
Scanner	a device that converts a printed image (as text or a photograph) into a form a computer can display or alter



### Key Knowledge

- To recognise the uses of IT
- To recognise the use of information technology in school
- To identify information technology beyond school
- To explain how information technology helps us
- To know how to use information technology safely
- To recognise that choices are made when using information technology





## R.E. Year 2/3 Autumn 1 Knowledge Organiser

### What do Humanists believe?

Key vocabulary	Definition
Golden Rule	Treat other people as you would like to be treated
Big Bang	How Humanists consider the world was created
Evolution	The changes over time to how humans (and living things) are today
Happy Human	Symbol associated with Humanism designed to portray the potential of humans and ability to celebrate life
Humanism	A non-religious worldview

Key Knowledge
I can say how I would like to be treated
I know what a Humanist might choose to live by and how they might treat other people
I know 3 things Humanists believe and how this might affect their actions
I can explain the Humanist symbol and what it means
I can talk about what I would do to look after the world and show people I care

#### Knowledge:

Humanism is not a religion. It is more a shared approach to seeing the world in a certain way. Humanists try to live by the "Golden Rule" which is "Treat other people as you would like them to treat you". It explains how a Humanists may try to live. This idea or way of living will also apply to how a Humanist might treat animals and the planet as well as other humans.



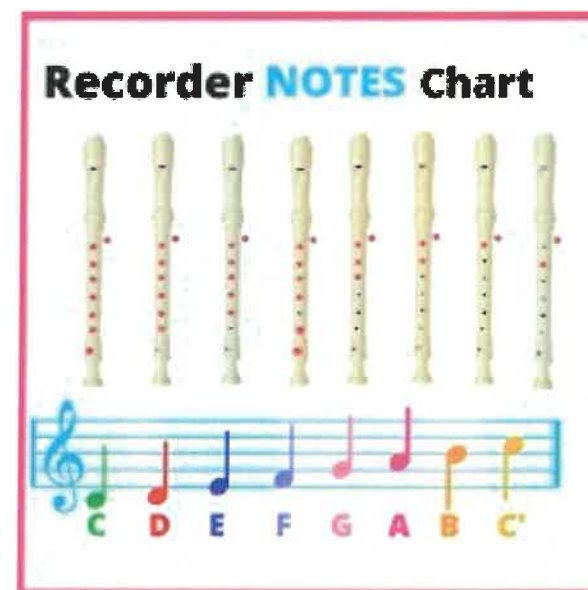
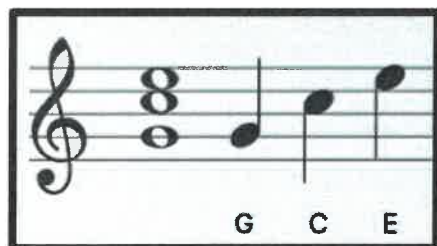
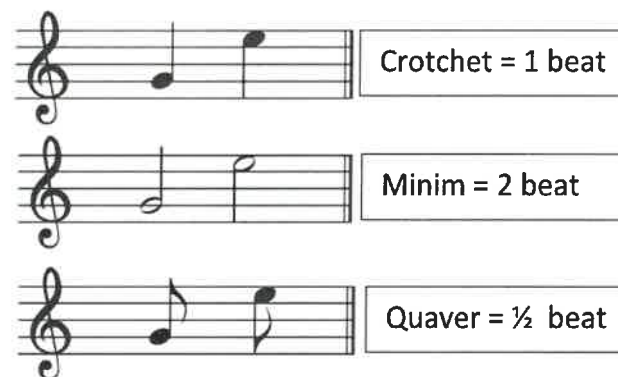
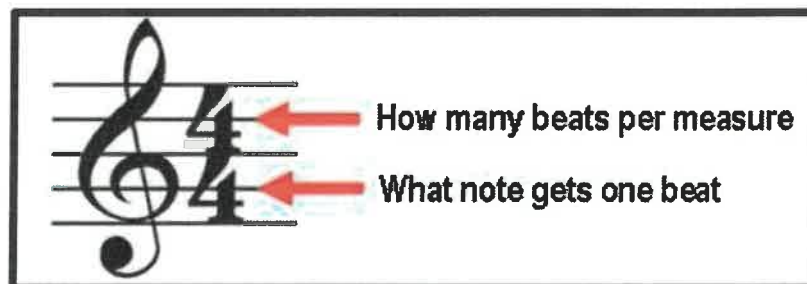
#### HUMANISM

"Treat other people as you'd want to be treated in their situation; don't do things you wouldn't want to have done to you."





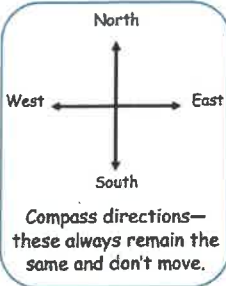


Key Vocabulary	Definition
Pulse/Beat	A musical pulse
Rhythm	Music as it unfolds in time
Pitch	Highness or lowness of a sound
Musical elements	Pitch, Duration, Dynamics, Tempo, Timbre, Texture and Structure
Compose	Write or create a piece of music
Performance	Entertaining an audience by singing or playing an instrument
Time Signature	The number of beats in a bar



- Songs covered**
- Music Is In My Soul
  - Hey Friends!
  - Hello!

Key Vocabulary	Definition
<b>Cooperate</b>	To work together towards the same goal.
<b>Map</b>	A pictorial representation of an area.
<b>Route</b>	A way of getting from one point to another.
<b>Orienteering</b>	A sport in which people run through a series of waypoints (controls) to guide then

Skills	
<b>Legend</b>	
<b>Start and finish sign</b>	
<b>Compass directions</b>	

**Skill Development**

Understand that a diagram/map is a bird's eye representation of the ground.  
 Follow & give verbal & written commands to move forwards, backwards, up, down, left and right.

Use a basic diagram/map to navigate to a single point in reality.

Make decisions and solve problems whilst being physically active.

Listen to other pupils and communicate with other pupils to complete a task.