

Bomere and the XI Towns Federation Knowledge Organiser—Art

Topic: Art - Collage—Pete Cromer	Class/Year Groups: - Haughmond	Term: Summer
What you already know? - How to explore ideas to express feelings - How to return to a piece of work and build on prior learning - How to work collaboratively - How to share ideas and resources - How to use tools safely and appropriately - How to share creations and explain the process used	What you will learn: - Pete is a contemporary Australian artist - His work is inspired by Australian wildlife - He is known for his bursts of glowing colour and beautiful textures - His artwork can be found all around the world, including on tea towels and bottles! - Disney asked him to create a collage of Mickey Mouse to celebrates his 90th birthday. - To create own collages inspired by the work of Cromer 	Vocabulary: Collage overlapping pieces of materials mosaic overlapping different coloured squares cut Using scissors to cut the materials place place/position materials in a particular way to create artwork arrange arrange materials in a particular way to create artwork Glowing colours complementary positive colours Bursts small amounts of colour to stand out Textures layering materials to create an uneven feel.
National Curriculum Objectives: To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space. Children can: - use a combination of materials that have been cut, torn and glued; - sort and arrange materials; - add texture by mixing materials; - Use the relevant vocabulary		



Bomere and the XI Towns Federation Knowledge Organiser—RE

Topic: How should we care for the world and for others, and why does it matter?	Class/Year Groups: KS1—Haughmond Class	Term: Summer Term 2023
What you already know? Before studying this, pupils will have studied systematic units on Christians, Muslims and Jewish people.	What you will learn: Making Sense of the Belief Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Understanding the Impact Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world Making Connections Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.	Vocabulary Unique—One of a kind Psalm—A book in the bible full of songs Charity—A group that helps and raises money for those in need Steward—Someone who looks after something Environment—The space in which we live Community—A place where you are together
  Shropshire Agreed Syllabus Programme of Study KS1: Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.		

Bomere and the XI Towns Federation Knowledge Organiser—Science

Topic: - Plants

Class/Year Groups: Haughtmond, Years 1 and 2

Term: Summer

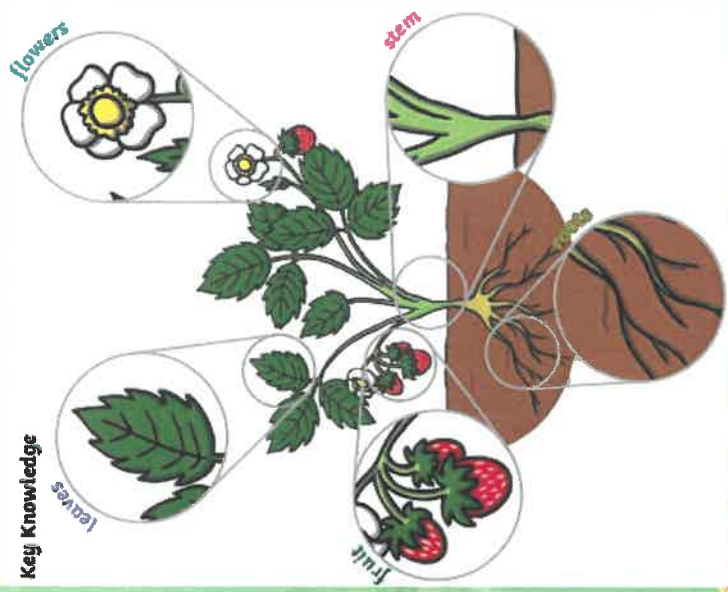
What you already know?

Pupils may have grown seeds and/or bulbs before in the Early Years Foundation Stage. They may have looked at plants and trees outside. They may know some of the vocabulary related to the structure of flowering plants and trees.

What you will learn:



Wild Plants



Vocabulary

Wild plants	A wild plant seed grows where it falls. It does not need to be planted or cared for.
Deciduous	A deciduous tree loses its leaves each year.
Evergreen	An evergreen tree keeps its leaves all year round, even in the winter.
Roots	Roots take in water and nutrients from the soil and keep the plants in the ground.
Stem	The stem holds the plant up and carries the water and nutrients from the roots to the leaves and flowers.
Leaves	Leaves catch sunlight to help the plant to make its own food.

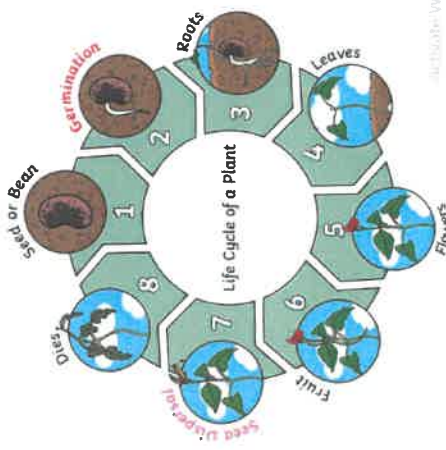
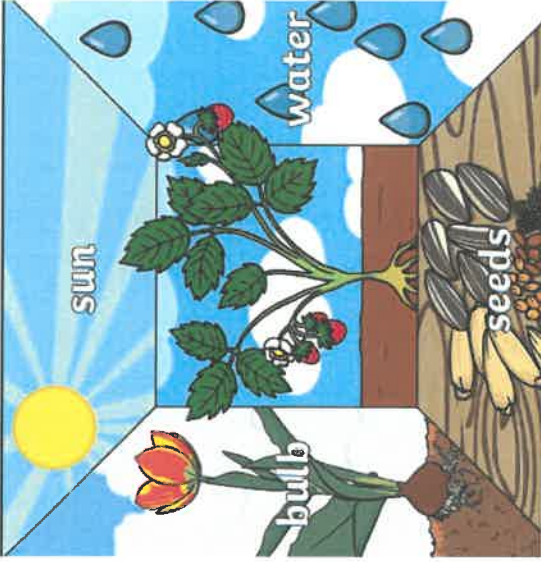


National Curriculum Objectives:

- To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- To identify and describe the basic structure of a variety of common flowering plants, including trees
- To observe the growth of bulbs and/or seeds



Bomere and the XI Towns Federation Knowledge Organiser—Science

Topic: - Plants	Class/Year Groups: Year 2	Term: Summer
What you already know? Pupils will have learned about the basic structure of plants in Year 1 and they will have grown seeds, observing the growth each week. They will have sorted seeds from similar non-organic items and looked inside seeds. They will have been introduced to the notion that seeds	Pupils think about the difference between seeds and other objects and work out what a seed is. They plant beans and monitor them weekly, observing, measuring, sketching and photographing them to provide a record of growth. They investigate the basic needs of plants for healthy growth and explore the way that plants change through the seasons. 	Vocabulary Germination When the conditions are right, the seed soaks up water and swells, and the tiny new plant bursts out of its shell. This is called germination. Shoot A shoot grows upwards from the seed or plant to find sunlight. Seed dispersal Seed dispersal is when seeds move away from the parent plant. They can drop to the ground in the plant's fruit Nutrition Food or nourishment. Plants make their own food in their leaves using sunlight. Sunlight All plants need light from the sun to grow well. Some plants need lots of sunlight. Some plants only need a
What you will learn:		



National Curriculum Objectives:

- To observe and describe how seeds and bulbs grow into mature plants
- To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.



Bomere and the XI Towns Federation Knowledge Organiser—Geography



Topic: How does Bomere Heath compare to Tocuaro?

Class/Year Groups: Key Stage One

Term: Summer

What you already know.

- The names of the 7 continents and 5 oceans.
- The names of a number of some countries.
- Some different physical and human features of a location.
- The names of some different types of settlement.

What you will learn

Location

- About continents and oceans
- How to make and read some different maps.
- Where is Tocuaro?
- Weather patterns –
 - What clothes should I pack for a trip out?
 - What month would be better for the summer holidays?

Diversity

- Should I live in Bomere Heath or Tocuaro?
 - A comparison of Bomere Heath and Tocuaro.

Relationships

- How does living here impact on people's daily lives?
- What is it like to be a child in Tocuaro?
- Do we need speed cameras or zebra crossing?
- What is the safest route to school?



Key Vocabulary:

City	Cities are the largest kind of settlements and often
Town	A town is a larger settlement than a village.
Village	Villages are small settlements with houses for a
Office	A place where business or professional work is
Factory	A building where workers use machines to make
Farm	An area of land used to grow crops and/or raise
House	A building where people live.
Shop	A place to buy goods, such as food and clothes.
Mountain	Areas of land that are much higher than the land surrounding them. They are higher and steeper
Soil	A mixture of tiny particles of rock, dead plants and
Settlements	Where people live, i.e. villages, towns and cities
Valley	A long depression, or ditch, in Earth's surface.
Vegetation	The plant life of a region or the plant community.

National Curriculum Objectives:

- name and locate the world's seven continents and five oceans
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- identify seasonal and daily weather patterns in the United Kingdom
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- devise a simple map; and use and construct basic symbols in a key

