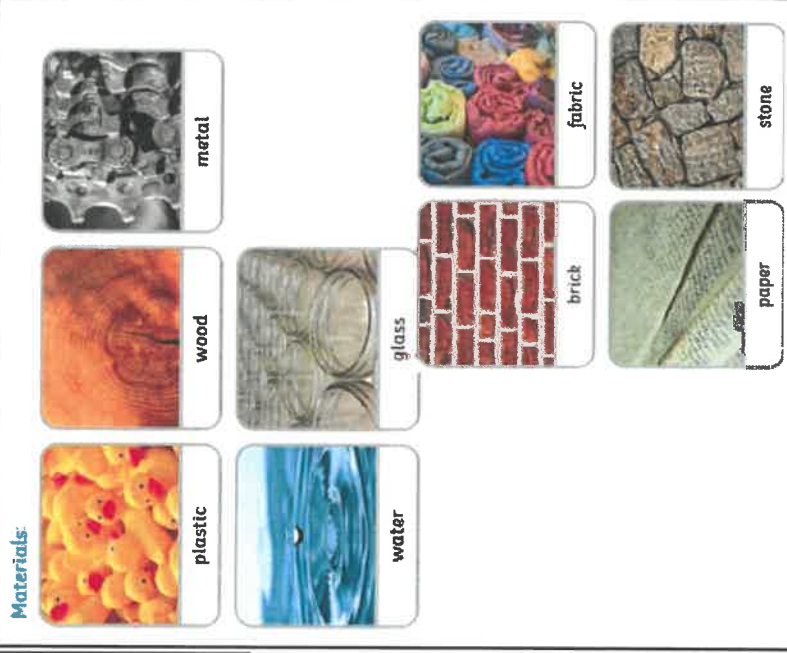
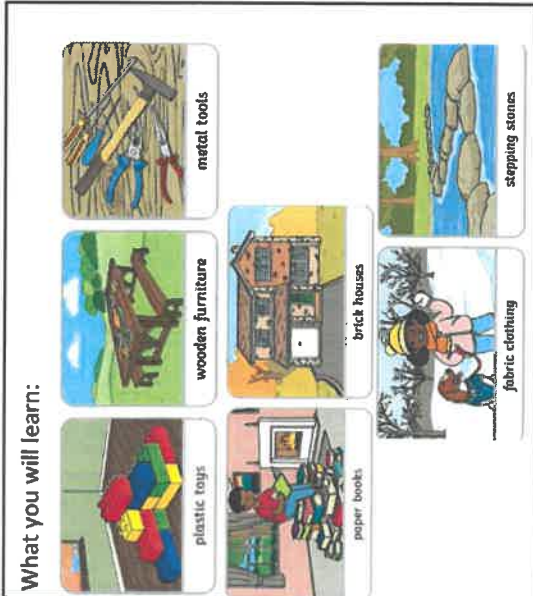


Bomere and the XI Towns Federation Knowledge Organiser—Science

Topic: - Everyday Materials	Class/Year Groups: Year 1	Term: Autumn
What you already know? In EYFS children will have learned some of the vocabulary they need for this unit. They will have used comparative language. They will know the names of some materials such as wood and glass. They should have handled objects made from a range of materials.	Materials: 	Vocabulary Smooth Smooth objects have no lumps or bumps. Bendy Bendy things can be bent easily into a curved or folded shape. Not bendy If something is not bendy, it can't be bent easily into a curved or folded shape. Waterproof If something is waterproof, it keeps water out. It keeps things dry. Absorbent If something is absorbent, it soaks liquid up. Transparent Transparent objects can be seen through. Opaque Opaque objects can't be seen through.
What you will learn: 		



National Curriculum Objectives:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching



Bomere and the XI Towns Federation Knowledge Organiser—Science

Topic: - Habitats

Class/Year Groups: Year 2

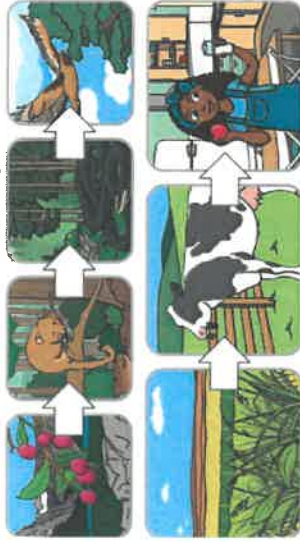
Term: Autumn

What you already know?

Pupils will have learned about the basic groups of animals and should know that animals can be carnivores, omnivores or herbivores. They will have learned that animals are carnivores, herbivores or omnivores. They should have studied animals and plants in their environment and be used to working outdoors.

What you will learn:

Food chains. The arrows mean 'is eaten by'.



Examples of habitats:



Examples of microhabitats:



Vocabulary

Habitat

A habitat is the natural place something lives. A habitat provides living things with everything they need to survive such as food, shelter and water.

Microhabitat

A microhabitat is a very small habitat in places like under a rock, under leaves or on a rock. Mini-beasts live in microhabitats, because they have everything they need to survive.

Life processes

These are the things that all living things do. They move, breathe, sense, grow, make babies, get rid of waste and get their energy from food.

Food chain

A food chain shows how each animal gets its food. Food chains are one of the ways that animals rely on each other to survive.

National Curriculum Objectives:

- To identify and name a variety of plants and animals in their habitats, including micro-habitats
- To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other



Bomere and the XI Towns Federation Knowledge Organiser—SUBJECT

Topic: Science— Animal Kingdom	Class/Year Groups: Year 2	Term: Autumn
What you already know? • That animals and humans have offspring that grow into adults. • What animals and humans need to survive. • How to stay healthy by eating healthily and taking exercise. • Animals have babies that grow. • Names of body parts and how to keep ourselves safe.	What you will learn: • Name the parts of the external human body (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth lips etc.) • Describe what we use these body parts for or what they do. • Discuss some basic ways of staying healthy – eating well, exercising, keeping clean. • Sort and group different kinds of animals • To identify and groups animals according to their features or what they eat. EYFS • Explore the natural world around them. (UTW) • ELG Understanding: the natural world • Explore the natural world around them, making observations and drawing pictures of animals and plants.	Vocabulary: Offspring: a child or the young of a human or animal. Life Cycle: the sequence of changes that a living thing goes through. Carnivores: an animal that eats the flesh (meat) of another animal. Herbivores: an animal that only eats plants. Omnivores: an animal that lives on a diet of plants and meat. Cold blooded: having blood whose temperature changes with the temperature of the air or water e.g. snakes and lizards. Warm blooded: having a body temperature that remains steady and warm no matter what the outside temperature is. Animal categories: Fish, Amphibians, Reptiles, Mammals and Birds (FARM B)



National Curriculum Objectives:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense



Walthamstow Queen's Road Homerton Canonsbury South Quay Tower of London The Shard The London Eye St. Paul's Cathedral Houses of Parliament Tower of London

Topic: London

Class/Year Groups: Pimhill & Haughtmond
Years One and Two

Term: Autumn

What you already know?

- The UK is made up of the island of Great Britain and Northern Ireland.
- It consists of the countries England, Scotland, Wales and Northern Ireland.
- It is surrounded by the English Channel, North Sea, Irish Sea and Atlantic Ocean.

What you will learn:

- Where London is located.
- London is a very busy and built up city with lots of important buildings.
- London has lots of famous landmarks, and the names of these.
- About the River Thames and its features.

Vocabulary

London	The capital city of England
England	One of the countries that makes up the United Kingdom.
capital city	A town or city where the government sits.
city	A large place where people live and work. There are shops, places of worship, factories and offices. It is larger than a town and a village.
landmark	A feature of a landscape or place that is easily recognised.
river	A natural, flowing body of water.
River Thames	The main river that runs through London.
map	A diagram of a place drawn from above showing physical and human features.
compass points	North, South, East and West.



National Curriculum Objectives:

Key Stage One

- ♦ To name, locate and identify characteristics of the four countries and capital cities of the UK.
- ♦ To use basic geographical vocabulary.

Bomere and the XI Towns Federation Knowledge Organiser—History

Topic: Remembrance

Class/Year Groups: Pimhill & Haughmond
Years One and Two

Term: Autumn

What you already know?

- That the past is different to today.
- How to order some events chronologically.

What you will learn:

- Lifestyle & Living**
- ♦ What was life like during World War One?
- Chronology & Calendar**
- ♦ When did World War One happen?
 - ♦ Why is 11th November important?
- Impact on the World**
- ♦ How do we remember World War One?
 - ♦ Why do we remember World War One?
- Significant Individuals**
- ♦ Who do we remember on Remembrance



The Cenotaph,
London



Leaton War Memorial



Poppy

Timeline of Events

28th July 1914
First World War breaks out.

July – November 1916
The Battle of the Somme. This battle was one of the deadliest battles of the First World War.

11th November 1919
The first Remembrance Sunday is held.

11th November 1918
The armistice (an agreement) is signed, ending the First World War.

Vocabulary

past	something which has already happened
present	something happening now
timeline	a series of events in the order that they happened
World War	a war involving many countries
armistice	an agreement to stop fighting
soldiers	somebody serving in the army
poppy	a red flower
Remembrance Day	An day to remember those who died fighting for our country.
memory	what someone remembers about the past.
war memorial	a monument to remember people killed in a war.
truce	an agreement to pause fighting.
trench	a ditch with deep sides that soldiers lived and fought in.



National Curriculum Objectives:

Key Stage One

- ♦ To learn about events beyond living memory that are significant nationally or globally and commemorated through anniversaries or festivals

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Bomere and the XI Towns Federation Knowledge Organiser—DT

Topic: Textiles	Class/Year Groups: Haughmond Y1 and Y2	Term: Autumn
What you already know? • Explored and used different fabrics. • Cut and joined fabrics with simple techniques. • Thought about the user and purpose of products	What you will learn: Designing • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. Making • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics. Evaluating • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas as throughout and their final products against original design criteria. Technical knowledge and understanding • Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project.	Vocabulary names of existing products, joining and finishing techniques, tools, fabrics and components template, pattern pieces, mark out, join, decorate, finish features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function
  National Curriculum Objectives: design purposeful, functional, appealing products for themselves and other users based on design criteria ☐ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and evaluate a range of existing products ☐ evaluate their ideas and products against design criteria		

Bomere and the XI Towns Federation Knowledge Organiser—Art

Topic: Art - Textiles	Class/Year Groups: - Haughtmond	Term: Autumn
What you already know? - How to develop ideas as an artist - How to master techniques - How to represent ideas, thoughts and feelings in art - How to choose resources for activities - How to safely use tools and equipment - How to choose colours and know what happens when they are mixed - How to represent events, people and objects	What you will learn: - How to use the technique Batik - How to use the hot wax safely - How to use the Tjanting tool safely - Which colours are cold and which are hot? - Which coloured dyes suit the technique? - How to use the great fire of London as inspiration for own artwork   	Vocabulary: Batik a method of producing coloured designs on textiles by dyeing them, having first applied wax to the parts to be left undyed. Wax a mouldable substance Tjanting tool The tool which contains the hot wax to design the fabric Hot colours orange, red, yellow Cold colours green blue indigo violet Outline a line to define the edge which is then filled with colour Melt when a solid changes to a liquid Fabric cloth or other material produced by weaving or knitting Dye coloured liquid used to change the colour of fabric Decoration by adding decorative pieces to add more detail and texture to a fabric
National Curriculum Objectives: To become proficient in other art, craft and design techniques – Textiles To develop a wide range of art and design techniques in using colour, pattern and texture Children can: - show pattern by weaving; - use a dyeing technique to alter a textile's colour and pattern; - decorate textiles with glue or stitching (running stitch), to add colour and detail; - Use the relevant vocabulary	 	

Bomere and the XI Towns Federation Knowledge Organiser—RE

Topic: What is the Good News that Jesus brings?	Class/Year Groups: KS1—Haughtmond Class	Term: Summer Term 2023
What you already know? Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way.	What you will learn: Making Sense of the Belief Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Understanding the Impact Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). Making Connections Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.	Vocabulary Gospel—The teaching of Jesus Disciples—The followers and friends of Jesus Tax collector—A person that collects money for the king Peace—No arguments or war Neighbour—A person near to you Forgiveness—Not being mad when someone hurts or upsets you—forgetting it happened Pray—To talk to God
  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 - Computing

Topic: Computing systems and networks – Technology around us

Class/Year Groups: Haughtmond

Term: Autumn

What you already know?

This unit progresses students' knowledge and understanding of technology and how they interact with it in school. Learners will build their knowledge of parts of a computer and develop the basic skills needed to effectively use a computer keyboard and mouse.

Using a Mouse

- The mouse can be used to click and drag.
- Clicking the left button lets us select something. Clicking twice quickly lets us open files and programs.
- Clicking the right button gives us options.
- Holding the left button down allows us to drag things.

Using a Keyboard

- Writing on a computer is called typing. We do this on a keyboard.
- Holding the shift key, or pressing caps lock, helps us to type a capital letter.
- Delete and backspace buttons can help us to remove typing.

What you will learn:

Computers

- Desktop computers need to be placed on a surface, e.g. a table or desk. Laptop computers are portable – they can be moved to different places.
- The screen (or monitor) displays what the computer is doing.
- The mouse lets you select and move objects (some computers have a trackpad instead).
- The keyboard lets you type letters and numbers.
- Computers can run different programs. Programs do different tasks on the computer. Eg. Microsoft Word, Microsoft PowerPoint and Paint.
- When we are using a program, we can save our work by pressing Ctrl + S or by clicking on this icon.

Technology

- Technology is the name for man-made things that help us.
 - Technology is all around us, and helps to make our lives easier.
 - Digital technology is the name for electronic items that create and store information, e.g. computers, mobile phones, and televisions.
 - Non-digital technology is the name for non-electronic items that create and store information.
- Using Technology Safely
- When using technology, we should:
 - Hold the device carefully and use it gently.
 - Not have food and drink around the device.
 - Only use the programs that we are supposed to be using.
 - Take turns with our partner, and stop using the device when we are being spoken to.

Vocabulary:

technology	something that has been made by people to help us
screen	displays what the computer is doing
mouse	lets you select and move objects
programs	do different tasks on the computer
digital technology	electronic items that create and store information



National Curriculum Objectives:

- Recognise common uses of information technology beyond school
- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.