

# Bomere and the XI Towns Federation Knowledge Organiser—RE

Term: Spring Term 2023

Topic: Who is a Muslim and how do they live?

Class/Year Groups: KS1—Rabbit Class

What you already know?

What you will learn:

**Making Sense of the Belief**

Recognise the words of the Shahadah and that it is very important for Muslims

Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean

Give examples of how stories about the Prophet show what Muslims believe about Muhammad.

**Understanding the Impact**

Give examples of how Muslims use the Shahadah to show what matters to them

Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)

Give examples of how Muslims put their beliefs about prayer into action.

**Making Connections**

Think, talk about and ask questions about Muslim beliefs and ways of living

Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas

Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

**Vocabulary**

**Allah**—Allah is the Muslim word for God

**Qur'an**— The religious book of Islam

**Muslim**—Persons who follow the Islamic faith

**Islam**— The religion of Muslims

**Shahadah**— An Islamic belief and one of the five pillars of Islam

**Prophet**—An inspirational teacher of faith

**Mosque**—A place of worship and prayer for Muslims



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



# Bomere and the XI Towns Federation Knowledge Organiser—Science

Topic: - Plants

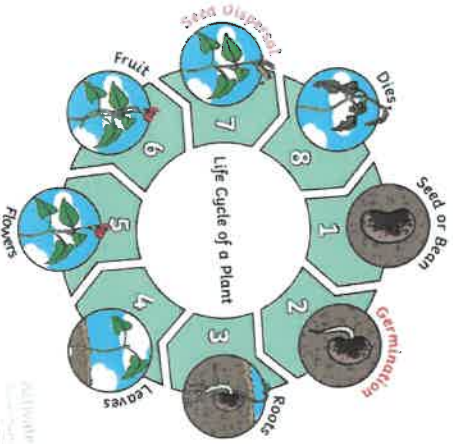
Class/Year Groups: Year 2

Term: Summer

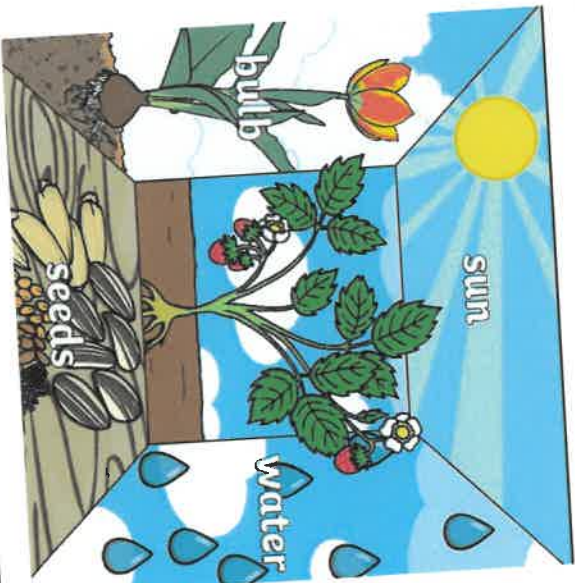
## What you already know?

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

## What you will learn:



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

## 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—Science

Topic: Science — Animal Kingdom

Class/Year Groups: Year 1/2

Term: Summer

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)

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 group 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.

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



# Bomere and the XI Towns Federation Knowledge Organiser—RE

Topic: What do Christians believe God is like?

Class/Year Groups: Haughmond

Term: Summer

What you already know?

The word God is a name.

Christians believe God is Creator of the universe.  
Christians believe God made our wonderful world  
and so we should look after it.



What you will learn:

**Making Sense of the Belief**

Identify what a parable is.

Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.

Give clear, simple accounts of what the story means to Christians.

**Understanding the Impact**

Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.

Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.

**Making Connections**

Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

<b>Key Vocabulary</b>	
<b>bible</b>	A holy book containing religious texts.
<b>parable</b>	A short and simple story that has a moral or spiritual lesson that can be learnt from it.
<b>Christian</b>	The large group of religions who believe that the son of god was born a man - Jesus of Nazareth - over 2000 years ago.
<b>worship</b>	Giving adoration to God .
<b>God</b>	The supreme being that is worshipped by Christians .



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—Art

Topic: Art - Drawing—Lowry

Class/Year Groups: - Haughmond

Term: Summer

What you already know?

- How to develop ideas as an artist
- How to explore and then 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 represent events, people and objects

What you will learn:

- LS Lowry was an English artist
- He was born in Lancashire in 1887
- He took private art lessons in the evening until he got a place at the Manchester school of art
- His drawings and paintings were mainly of greater Manchester as well as Salford
- He is most famous for his urban landscapes with people which looked like matchstick men
- Famous paintings included:



Spring in Street (1940) - Inspired by the film 'The Long Walk Home'



Take Coming Out of School, L.S. Lowry, 1927...

Vocabulary:

- |               |   |
|---------------|---|
| line          | Mark made on the surface                  |
| Bold          | to make an image stand out                |
| Medium        | felt tips, pencils, chalk, pastels        |
| Self-portrait | Own artistic representation of themselves |
| portrait      | artistic representations of people        |

National Curriculum Objectives:

To become proficient in drawing techniques.

To use drawing to develop and share their ideas, experiences and imagination.

Children can:

draw lines of varying thickness;

use dots and lines to demonstrate pattern and texture;

use different materials to draw, for example pastels, chalk, felt tips;



# Bomere and the XI Towns Federation Knowledge Organiser - Computing

Topic: Creating Media—Digital Music

What you already know?

Children should have experience of making choices on a tablet/computer, and they should be able to navigate within an application. Children should also have some experience of patterns. This unit progresses students' knowledge through listening to music and considering how music can affect how we think and feel. Learners will then purposefully create rhythm patterns and music.

Class/Year Groups: Haughmond

What you will learn:

### Music Vocabulary

There are lots of different things to consider when we are making and listening to music. Some of the most important words that you should know are below.

**Pulse** is the steady beat, like a ticking clock or a heartbeat. Music has a pulse. Sometimes, we can clap or move in time to the pulse of music.

The pitch is how high or low a sound is. An example of a high-pitched sound is a whistle, a low-pitched sound is a drum.

Volume is how loud or quiet something is. When making music, we can use loud and quiet sounds to show different ideas and emotions.

**Rhythm** is the pattern of long and short sounds in music. In lots of music, a rhythm is repeated throughout the song.

The tempo is how fast or slow the music is. Fast-tempo music can sound energetic or frightening. Slow-pitched music can sound sad.

### Describing Music

Music is a type of art that can be heard. It can make us feel different emotions.

Some words to describe music:

Loud Soft Gentle Fast Slow  
Catching Boring Interesting Noisy  
Smooth Modern Old-fashioned Scary

Music can make us feel different emotions.

Some of these emotions may include:

Happy Sad Excited Depressed  
Bored Worried Angry Nervous  
Scared Surprised Motivated Tired



Term: Summer

Vocabulary:

pulse	a steady beat
pitch	how high or low a sound is
rhythm	a pattern of long and short sounds
tempo	how fast or slow the music is
volume	how loud or quiet a sound is

### Using Song Maker

-On Chrome Music Lab, click on the multi-coloured smiley face for Song Maker.

-By clicking on the different squares, you can make different musical notes. The higher up you click, the higher the pitch!

-Clicking on the shapes below the notes allows you to add in percussion, e.g. drums and synths.

-You can change the instruments that make the sounds, by clicking on the different options in the bottom left.

-By moving the dot along this bar (at the bottom of the page) you can change the tempo, making it faster or slower.

-This symbol lets you listen to the music that you have made!



### National Curriculum Objectives:

- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select, and combine sounds using the interrelated dimensions of music





# Bomere and the XI Towns Federation Knowledge Organiser—Geography

Topic: Llandudno and the Maasai Mara

Class/Year Groups: Haughmond Years 1 and 2

Term: Summer 2024

Overarching Enquiry Question: Where should I go on holiday and what might I see?



## What you already know.

- The names of the 7 continents.
- The countries of the United Kingdom.
- What physical and human features are and name some.
- How to use some maps and plans
- The four main compass points.



## What you will learn

- **Location**
- To locate Wales and Kenya on a world map
- To locate Llandudno and the Maasai Mara on maps of the countries.
- To identify features of places using maps and plans.
- To understand the weather and climate of Llandudno and the Maasai Mara.

### Diversity

- To identify key physical and human features in both locations and talk about the similarities and differences between them.
- To identify and understand cultural traditions

### Relationships

- Why the locations are tourist destinations.
- The impact of tourism on the locations
- What there is for the children that live there.
- About the natural environment and human impact upon it.



## Key Vocabulary:

<b>Country</b>	A land controlled by a single government.
<b>Safari</b>	A place to observe animals in their natural habitat
<b>Region</b>	Part of a country that has certain characteristics from others.
<b>Culture</b>	The ideas, customs and social behaviour of a particular people or society.
<b>Capital</b>	A city or town where the government usually meets.
<b>Climate</b>	The general weather conditions that are
<b>National Park</b>	A protected area of land.
<b>Coast</b>	The area where the land meets the sea.
<b>Human Features</b>	Features of land that have been impacted by human activity
<b>Physical Features</b>	Natural features of land
<b>Tourist</b>	A person who is visiting a place for pleasure and interest, especially when they are on holiday.
<b>Savannah</b>	A grassy plain with few trees.

## National Curriculum Objectives:

- 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
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as other countries, continents and oceans



# Bomere and the XI Towns Federation Knowledge Organiser—DT

Topic: Cooking and Nutrition—Making Sandwiches for an event (including vegetables)

Class/Year Groups: 1/2

Term: Summer

What you already know?

- Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.
- Experience of cutting soft fruit and vegetables using appropriate utensils.

What you will learn:

**Designing** Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings.

**Making** Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.

**Evaluating** Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose.

**Technical knowledge and understanding** Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell plate. Know and use technical and sensory vocabulary relevant to the project.

Vocabulary

fruit and vegetable names; names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria

National Curriculum Objectives:

Key stage 1

use the basic principles of a healthy and varied diet to prepare dishes  
understand where food comes from  
design purposeful, functional, appealing products for themselves and other users based on design criteria

select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  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

