A Guide for Students and Parents

What are knowledge organisers?

A knowledge organiser is a set of key facts or information that pupils need to know and be able to recall in order to 'master' a unit or topic. Typically, an organiser fits onto one or two pages of A4 – this helps pupils to visualise the layout of the page which in turn helps them to memorise the information better.

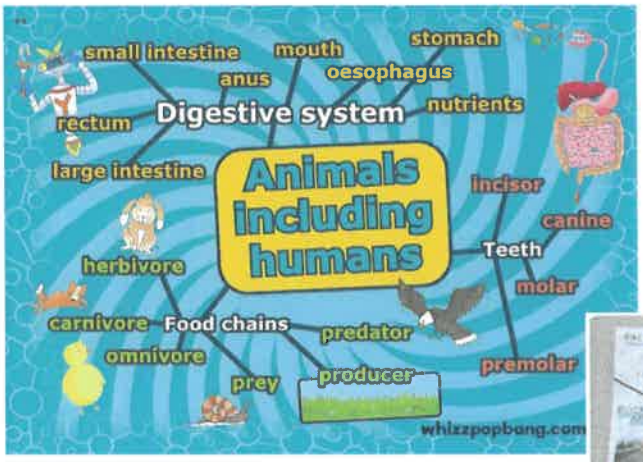
Student tips:

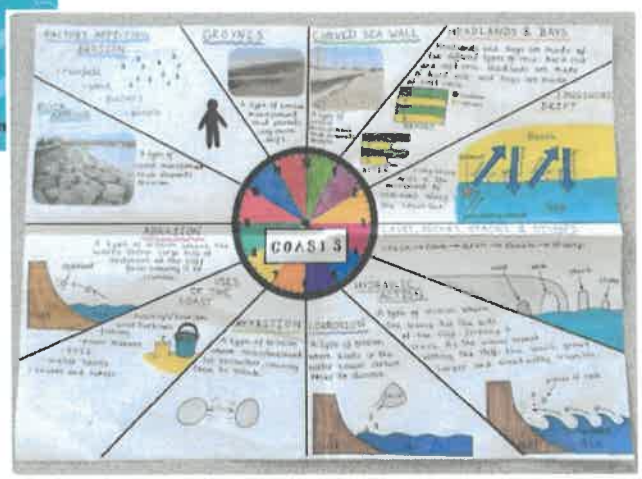
How to use your Knowledge organiser

- Look, cover, write, check
- Quizzing— set your self a test or list key terms and blank out descriptions, then try writing them down.
- Flash cards — key words/terms/images on front descriptions on reverse side.

Parent tips to support your child:

- Please quiz your child in preparation for their weekly quiz. It should take 10 to 15 minutes.
- Read through the Knowledge Organiser with your child – if you don't understand the content then ask them to explain it to you – 'teaching' you helps them to reinforce their learning.
- Test them regularly on the spellings of key words until they are perfect. Make a note of the ones they get wrong – is there a pattern to the spelling of those words?
- Get them to make a glossary (list) of key words with definitions.
- Read sections out to them, missing out key words or phrases that they have to fill in. Miss out more and more until they are word perfect.
- Get your child to make a blank Knowledge Organiser and fill in all the gaps without looking.





Writing Knowledge Organiser— Year 3/4

Autumn term 1

Talk for Writing



Fiction

Little Red Riding Hood
Plot - Warning Tale
Toolkit –Openings and dialogue

Confidently, Little Red Riding Hood strode off into the forest. The path stretched out in front of her. It was well trodden and lined with beautiful flowers. The birds sang above her head and the leaves whispered a welcome.

"Oh, what big ears you have, grandmother!"

Spelling Patterns taught Year 3

Adding the prefixes dis- and in-.
Adding im- to root words beginning with m or p
Adding the suffix -ous
Adding the suffix -ly

Spelling (5 words to learn each week)

3/4 Common Exception Words

Week 1
accident(ally) actual(ly) address answer appear

Week 2
arrive believe bicycle breath breathe

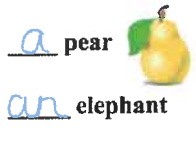
Week 3
build busy/business calendar caught centre

Week 4
century certain circle complete consider

Week 5
continue decide describe different difficult

Week 6
disappear early earth eight eighth

Active English



Year 3

Know whether to use 'a' or 'an'.

Know how to write speech in your story and put in the inverted commas.

Year 4



Know how to write speech in your story and punctuate it properly.

Know to put an adverb at the front of a sentence to see if it makes it better.

Include time adverbials in your sentences.

Spelling Patterns taught Year 4

Adding the prefix mis- and revising un-, in-, dis-
Words ending in zhuh spelt -sure
Adding the prefix auto
Adding the suffix -ly

disappear

measure

delicious

automatically

Maths Knowledge Organiser—Year 3

Place Value

Key Knowledge:

Key Vocabulary:

- Hundreds
- Tens
- Ones
- Zero
- Partition
- Place value
- Greater than
- Less than
- Order
- More
- Less
- Partition
- digit

3-Digit Numbers

256

two hundred	fifty	six
200	50	6

10 and 100 More or Less

Ten Less		Ten More
120	130	140

One Hundred Less		One Hundred More
212	312	412

Compare and Order

100s	10s	1s

324 > 243

greater than

100s	10s	1s

79 < 126

less than

smallest greatest

497 508 512 521 602

500 600

Counting in 4s and 8s

0	4	8	12	16	20	24	28	32	36	40

0	8	16	24	32	40	48	56	64	72	80

Counting in 50s and 100s

0	50	100	150	200	250	300	350	400	450	500

0	100	200	300	400	500	600	700	800	900	1000

Represent Numbers to 1000

587

five hundred and eighty-seven

Hundreds	Tens	Ones

500 + 80 + 7

587 → 500, 80, 7

Hundreds	Tens	Ones

0	100	200	300	400	500	600	700	800	900	1000
zero	one hundred	two hundred	three hundred	four hundred	five hundred	six hundred	seven hundred	eight hundred	nine hundred	one thousand

Maths Knowledge Organiser—Year 4

Place Value

Key Knowledge:

Key Vocabulary:

- Thousands
- Hundreds
- Tens
- Ones
- Zero
- Partition
- Place value
- Greater than
- Less than
- Order
- More
- Less
- Partition
- Digit
- Round
- Roman numeral

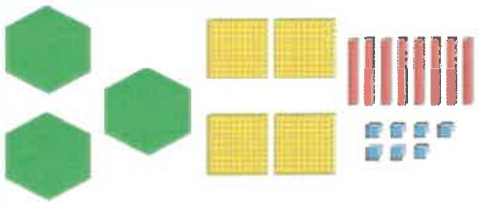
Represent 4-Digit Numbers

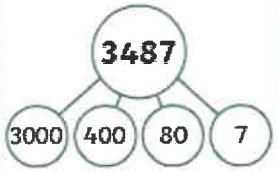
3487

three thousand, four hundred and eighty-seven

1000s	100s	10s	1s
///	////	//// ///	//// //

Thousands	Hundreds	Tens	Ones
1000 1000 1000	100 100 100 100	10 10 10 10 10 10 10 10	1 1 1 1 1 1 1





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

20	21	22	23	24	25	26	27	28	29	30

round down ← → round up

Rounding to the nearest 100

200	249	250	300

round down ← → round up

Rounding to the nearest 1000

2000	2499	2500	3000

round down ← → round up

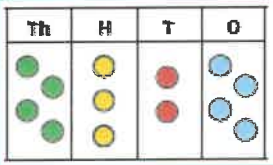
Negative Numbers



1000 More or 1000 Less

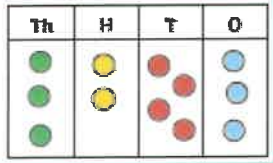


Compare and Order



4324 > 3243

greater than



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

French Knowledge Organiser—Year 3/4

Core Unit 1

Key Knowledge:

Know how to greet each other
Know how to introduce themselves
Know how to count up to 10
Know how to introduce their immediate family

Key Vocabulary:

Know how to greet each other

Hello!	Bonjour!
Goodbye!	Au revoir!
Hi!	Salut!
Good evening!	Bonsoir!
See you soon!	À bientôt!
sir	Monsieur
madam	Madame

Key Vocabulary:

Know how to introduce themselves

What is your name?	Comment tu t'appelles?
My name is...	Je m'appelle...

Key Vocabulary:

Know how to count up to 10

one	un
two	deux
three	trois
four	quatre
five	cinq
six	six
seven	sept
eight	huit
nine	neuf
ten	dix

Key Vocabulary:

Know how to introduce their immediate family

my mother	ma mère
my father	mon père
my sister	ma sœur
my brother	mon frère
my grandmother	ma grand-mère
my grandfather	mon grand-père

History Knowledge Organiser—Year 3/4

Key enquiry Question: Romans in Britain: How did the Roman's change Britain?

What children must know and remember:

Key Vocabulary:

- Strength,
- Roman Empire,
- rule,
- invade,
- Julius Caesar,
- emperor
- Claudius,
- Boudicca,
- Celts,
- resistance,
- occupation,
- soldiers
- Lindum, - Lincoln
- urbanisation,
- infrastructure,
- politics,

Key Knowledge:

Know that the Roman occupation followed the Iron Age
Knows when Rome was founded and the dates of the Roman era.

Knows how the strength of the Roman trade links and army were used to take over and rule surrounding areas and this led to the Roman empire

Knows about the invasions, including who the emperor Julius Caesar was and how he attempted to invade Britain in 55BC and the successful invasion of ¾ of Britain (less presence in Scotland) by Claudius in 43AD which marked the end of the Iron Age

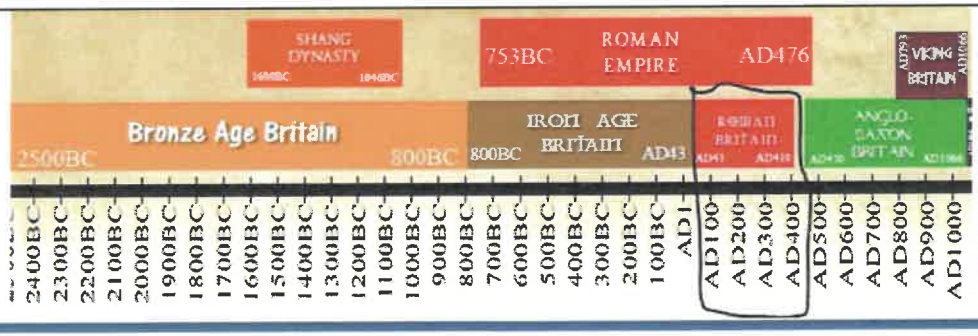
Know that Boudicca, from the Celt community, resisted the Roman occupation of Britain.
Know that some Britons could have fought with the Roman Army.

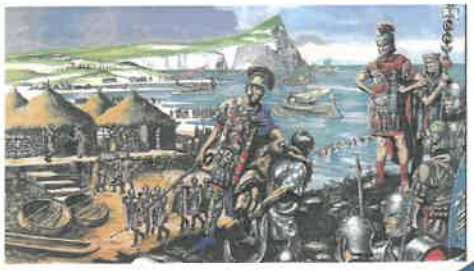
Know that Lindum (Lincoln) was a thriving Roman colony and an important city.
Know about Roman urbanisation (houses, shops, workshops, temples, bathhouses) through a study of Lincoln (Lindum).

Know what impact the Romans had on British society: infrastructure, politics, trade and goods, military. culture
Know what life was like in Roman Britain and knows of any legacies left behind









Hockey knowledge organiser—Year 3/4

What children must know and remember:

Key vocabulary:

- attack
- defence
- mark
- push pass
- receiver
- interception
- trapping the ball
- obstruction
- possession
- dribble
- shoot
- opponent
- opposition
- grip

Key knowledge:

Year 3

- I am beginning to use simple tactics.
- I am learning the rules of the game and am beginning to use them honestly.
- I know how to dribble, pass, receive and shoot the ball with some control.
- I know how to find space away from others and near to my goal.
- I know how to provide feedback using key words.
- I know how to track an opponent to slow them down.
- I know how to understand my role as an attacker and as a defender.
- I know how to work co-operatively with my group to self-manage games.

Year 4

- I know how to delay an opponent and help to prevent the other team from scoring.
- I know how to dribble, pass, receive and shoot the ball with increasing control.
- I know how to move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve.
- I know how to use simple tactics to help my team score or gain possession.
- I share ideas and work with others to manage our game.
- I understand the rules of the game and I can use them often and honestly.

Key rules:

- Foot: Players must not to let the ball hit their feet.
- Back sticks: A player can only use one side of their stick (the face) to hit the ball.
- High stick: When a player attempts to play at any high ball (over knee height) with the stick.
- Obstruction: When a player uses either their stick or body to block or keep another player from hitting the ball.

If any of the above occur, the opposition is awarded a free pass.

Fundamentals knowledge organiser—Year 3/4

Fundamental movement skills are a specific set of gross motor skills that involve different parts of the body. When confident and competent in these skills, children can develop more complex movement skills and apply these to recreational, activity or sport-specific situations.

What children must know and remember:

Key vocabulary:

- distance
- technique
- accelerate
- decelerate
- control
- momentum
- co-ordination
- stability
- pace
- rhythm
- tension
- transfer

Key knowledge:

Year 3

- I know how to jump and turn a skipping rope.
- I know how to change direction quickly. I can identify when I was successful.
- I know how to link hopping and jumping actions.
- I know how to demonstrate balance when performing other fundamental skills.
- I know how the body moves differently at different speeds.
- I know why it is important to warm up.

Year 4

- I know how to change direction quickly under pressure.
- I know how to explain what happens when I exercise.
- I know how to identify when I was successful and what I need to do to improve.
- I know how to link hopping and jumping actions with other fundamental skills.
- I know how to work with others to complete skipping challenges.
- I know how to demonstrate good balance and control when performing other fundamental skills.
- I know how and when to speed up and slow down when running.

Glossary:

Balance: The ability to maintain stability when stationary (static balance) or when moving (dynamic balance).

Jump: Take off and land on two feet.

Hop: Take off on one foot and land on the same foot.

Accelerate: Speed up.

Decelerate: Slow down (used when stopping or turning).

Tension: using body tension to help to balance when stopping or landing.

Ropsley C of E Primary School – R.E.
Knowledge Organiser – God (Hinduism) – Year 3-4

Vocabulary

Dharma – duty.
Brahman – the ultimate reality and the life force in all things.
Monotheistic religion – belief in one ultimate reality.
Trimurti – Brahma (creator – the beginning of life), **Vishnu** (preserver – the sustaining of life), **Shiva** (the destroyer – the end of life).
Atman – the soul – the bit of the ultimate reality in all living things.
Samsara – the cycle of life (birth, life, death, reincarnation).
Moksha – break free from the cycle of life.
Karma – actions carried out by humans – this can be good or bad.
Deities – other key figures such as **Lakshmi, Hanuman and Ganesh.**
Aum symbol – a symbol of Brahman and the atman; some believe it to be the first sound of creation. Often used in meditation.



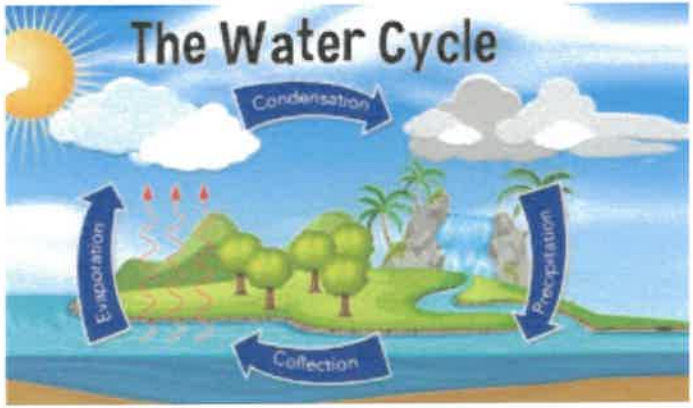
Knowledge

Know that Hinduism is an umbrella term for a collection of religious expressions.
Know that some Hindus describe their world view as Sanatana Dharma (the eternal duty).
Know that Hinduism is a monotheistic religion (belief in one ultimate reality) Brahman, the ultimate reality, the life force in all things.
Know about the Trimurti – representing the cycle of life.
Know about the symbol of the lotus flower and its association with Brahman, Vishnu and the story of creation.
Know that other deities are a means of knowing more about Brahman, e.g. Lakshmi, Hanuman, Ganesh.
Know about Atman (the soul) – the bit of the ultimate reality (Brahman) in all living things.
Know that the atman travels continuously through the cycle of life, samsara (birth, life, death, reincarnation).
Know that the goal is for the atman to break free from this cycle of life (moksha).
Know about stories from the Hindu texts.
Know that the aum symbol is believed by some Hindus to be the first sound of creation; the use of the aum sound during meditation and in Hindu holy texts.
Know that humans can achieve Moksha through fulfilling their dharma (duty) – the actions (karma) they carry out help them to do this.

Ropsley C of E Primary School - Science
Knowledge Organiser – States of Matter – Year 3-4

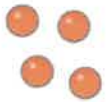
Vocabulary

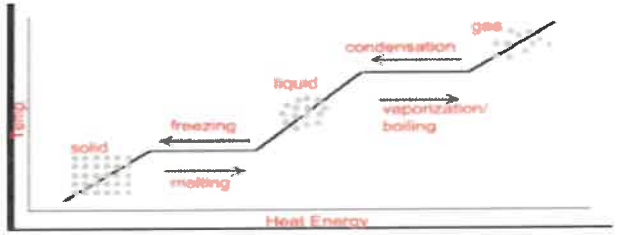
Matter – objects that take up space and have a mass.
Solid – holds its shape and has a fixed volume.
Liquid – fills up the shape of the bottom of a container.
Gas – fills up the space it is in and does not have a fixed volume.
Temperature – how hot or cold something is. Measured in degrees Celsius – a scale of temperature.
Molecules – the very tiny particles that make matter.
Melting – a solid heating and changing into a liquid.
Evaporation – a liquid heating and changing into a gas.
Condensation – a gas cooling and changing into a liquid.
Freezing – a liquid cooling (0 degrees C) and changing into a solid.
Boiling – a liquid becoming hot (100 degrees C) and turning into a gas.
Precipitation – when water or snow falls from a cloud.



Knowledge

Knows how to compare and group materials together, according to whether they are solids, liquids or gases.
Knows that some materials change state when they are heated or cooled, and can measure or research the temperature at which this happens in degrees Celsius.
Knows how to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

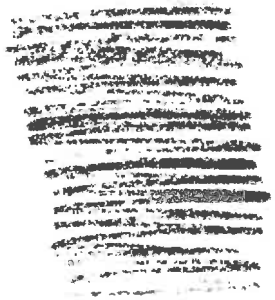
Solids 	Stays the same shape Can be held in your hands Can be cut into a new shape Examples - wood, metal, rock, ice
Liquids 	Flows and can be poured Changes shape to its container Volume never changes Examples - water, juice, oil
Gases 	Often invisible Always fills its container Shape & volume change Examples - oxygen, hydrogen, carbon dioxide



Year 4 - Drawing

Collaborate	Work in a group to create a shared artwork
Collage	Cutting, arranging and sticking materials like paper, fabric etc to a background
Composition	Putting different elements together in a pleasing way
Engraving	Lines cut into a hard surface which is covered in ink and printed
Printing technique	Creating prints in different ways e.g. monoprint, block print
Proportion	How big one element of an artwork appears compared to the whole thing
Shading	Drawn marks to illustrate degrees of light and dark
Tone	How light or dark something is
Wax-resist	Using wax to stop another material, like paint, from sticking permanently to a surface

Mark making with a pencil



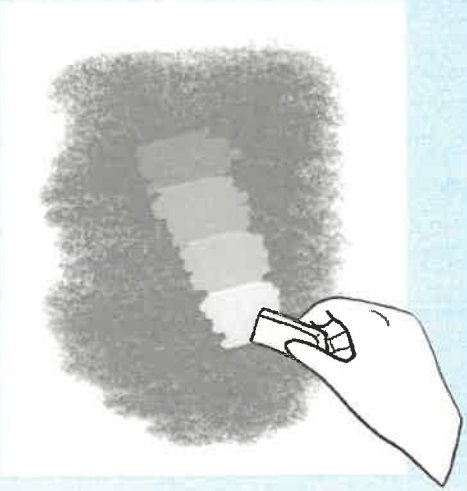
Hatching



Cross-hatching

Mark making with charcoal

- Use the tip of the charcoal for sharp lines
- Blend light and dark areas to create tone.
- Use a rubber to draw light tones.



Proportion

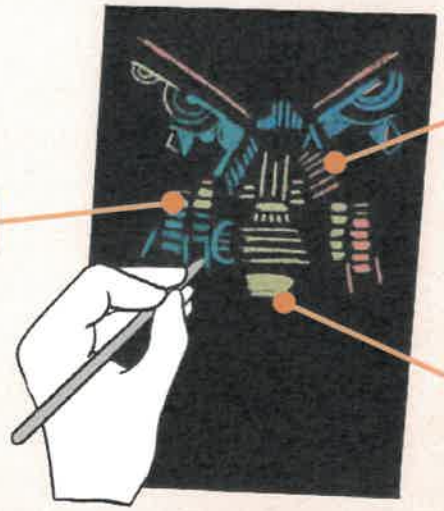
- Use the relative size and shape of objects to help draw them in proportion.
- Artists use proportion to help make drawings look realistic.
- Artists can exaggerate proportion to draw attention to one aspect of an artwork.



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Year 4 - Drawing

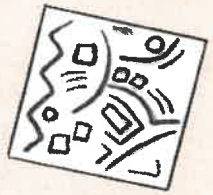
Creating contrast

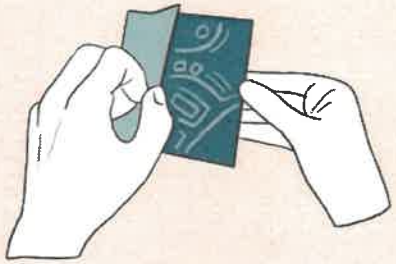


- Patterns
- Textures
- Light and dark

Block printing

- Draw your design on the polystyrene block, pressing in with the pencil
- Don't press too hard!
- Apply ink or paint to the block
- Press the block ink-side down to print it





Henri Matisse

- Painted with bold shapes and colours in the 'Fauvist' style.
- Made paper cut-outs when he could no longer stand up to paint.
- He called his collage style 'Painting with scissors'.



Artists

- Georges Seurat
- Ed Ruscha
- Fernando Botero
- Alberto Giacometti
- Henry Moore

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Jigsaw knowledge and skills progression: Being Me In My World Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Being Me in My World Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8	• Understand that they are important • Know what a personal goal is • Understanding what a challenge is • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings • Know that others may hold different views • Know that the school has a shared set of values	• Recognise self-worth • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves and others • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively	• What would your 'nightmare school' look, sound and feel like? • What would your 'dream school' look, sound and feel like? • What are emotions? Can you name some different ones? • Can you give some examples of positive (helpful) choices that could lead to a reward? • Why is making someone feel welcome an important skill? • What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons • Can you tell me about Calm Me time?
	In this Puzzle (unit) the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They talk about new challenges and how to face them with positivity. The children talk about the need for rules and how these relate to rights and responsibilities. They talk about choices and consequences, working collaboratively and seeing things from other people's points of view. The children talk about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.		
	Key Vocabulary Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong.		

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 3.1
Coding

Key Learning

- To understand what a flowchart is and how flowcharts are used in computer programming.
- To understand that there are different types of timers and select the right type for purpose.
- To understand how to use the repeat command.
- To understand the importance of nesting.
- To design and create an interactive scene.
-

Key Resources

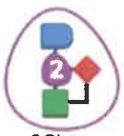
purple mash



Tools



2Dos



2Chart


Free code chimp

Key Vocabulary

Action
The way that objects change when programmed to do so. For example, move or change a property.

Alert
This is a type of output. It shows a pop-up of text on the screen.

Algorithm
A precise step by step set of instructions used to solve a problem or achieve an objective.

Background
In 2Code the background is an image in the design that does not change.

Bug
A problem in a computer program that stops it working the way it was designed.

Button
A type of object that responds to being clicked on.

Click Event
An event that is triggered when the user clicks on an object.

Code
Writing the code for a computer program.

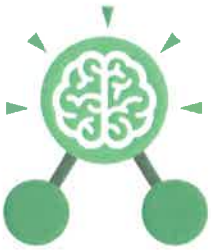
Collision Detection Event
The event of two objects colliding.

Command
A single instruction in a computer program.

Debug/Debugging
Fixing code that has errors so that the code will run the way it was designed to.

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Unit: 3.1
Coding

Key Vocabulary

Event
An occurrence that causes a block of code to be run. The event could be the result of user action such as the user pressing a key (**when Key**) or clicking or swiping the screen (**when Clicked, when Swiped**). In 2Code, the event commands are used to create blocks of code that are run when events happen.

Nesting
When coding commands are put inside other commands. These commands only run when the outer command runs.

Properties
These determine the look and size of an object. Each object has properties such as the image, scale and position of the object.

Sequence
When a computer program runs commands in order.

Turtle Object
A type of object in 2Code that moves by coding angles of rotation and distance to move.

Flowchart
A diagram which represents an algorithm.

Input
Information going into the computer. Can include moving or clicking the mouse, using the keyboard, swiping and tilting the device.

Object
Items in a program that can be given instructions to move or change in some way (action). In 2Code Gibbon, these include character, turtle, button, vehicle, animal, food, shape, number, input and label.

Repeat
This command can be used to make a block of commands run a set number of times or forever.

Test
To run the code and observe what happens to identify where there might be bugs in the program.

Implement
When a design is turned into a program using coding.

Interval
In a timer, this is the length of time between the timer code running and the next time it runs e.g. every 1 second.

Predict
Use your understanding of a situation to say what will happen in the future or will be a consequence of something.

Run
Clicking the Play button to make the computer respond to the code.

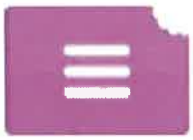
Scene
In 2Code, this is the combination of the background and objects in a program.

Timer
Use this command to run a block of commands after a timed delay or at regular intervals.

Purple Mash Computing Scheme of Work: Knowledge Organisers

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Key Images



Open, close or share a file.



Save your work.

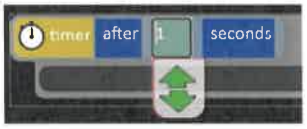


Design



Exit Design

Switch to code mode in 2Code.



A timer code block.



Repeat block.

Key Questions

Why is it useful to use a flowchart to design a computer program?

Using a flowchart to design a computer program is helpful as you can see it in its simplest form as inputs and outputs. You can see where the program is going which will prevent mistakes when creating the code.

What does repeat mean in computer programming?

Using the repeat command will make a block of commands run for a set number of timers or forever. These saves rewriting the code many times.

What is the difference between 'timer after' and 'timer every'?

A 'timer after' means after a certain amount of seconds, the action will occur. 'Timer every' means that the action will re-occur every certain amount of seconds on a loop.