

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.

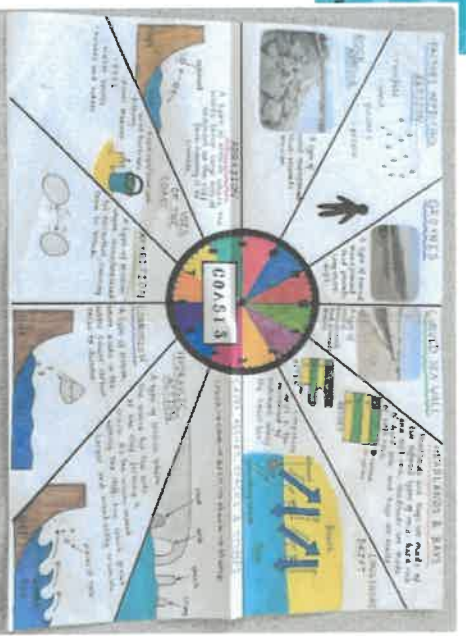
Student tips:

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.



- Said
- Are
- Was
- They
- My
- He, Be, Me, She
- No, Go, So
- Your
- Here
- There
- Where
- Were
- One
- Once
- Love
- Come
- Some

 fo	 no
 ir	 ar
 oo	 ow

are	ear	ire	ew	oa
ai	ow	er	ur	are
aw	u-e	o-e	i-e	a-e
ar	oo	oi	ea	
ee	ay			

Phoneme—1 letter sound
Digraph—2 letters making 1 sound
Split digraph—A digraph split by a consonant
Trigraph—3 letters making one sound

Real word
Pseudo word—nonsense
(alien) word
Fred talk—Sounding out words
phonetically (c-a-t)
Fred fingers—Using a sound
per finger





What children must know and remember:

End of day Texts—

Autumn A:

Beegu – Alexis Deacon



Fantastic Mr fox – Roald

Dahl



B:

End of day Texts—Autumn

Knuffle Bunny – Mo Willems



The owl who was afraid of

the dark – Jill Tomlinson



Books to celebrate diver-

sity:

The odd egg—Emily

Gravett



Colour

Monster—Anna Lenas



Rhyme time poems and

songs:

Here's the lady's knives

and forks

Lavender's Blue

London Bridge

Here's the Church and

here's the Steeple

I had a little nut tree

The cherry tree

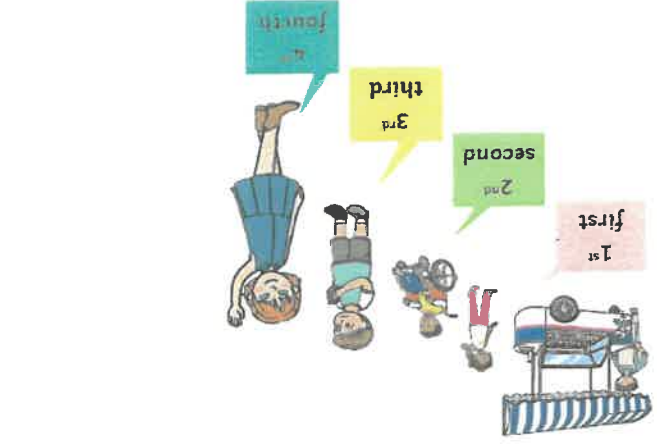


Place Value to 10

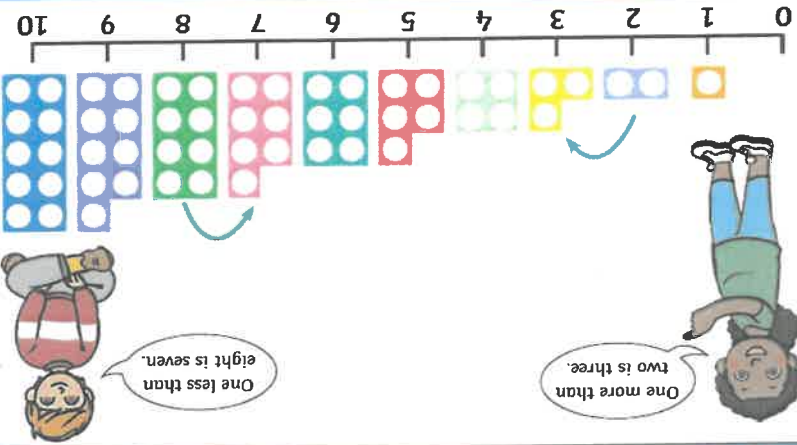
Key Knowledge:

Key Vocabulary:

- One more
- One less
- Order
- Compare
- 1st
- 2nd
- 3rd
- 4th
- Most
- Least
- More than
- Less than
- Equal to

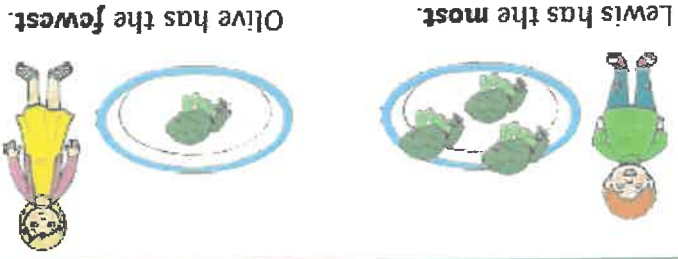


Ordering numbers



1 2 3 4 5 6 7 8 9 10
One Two Three Four Five Six Sev- en
Eight Nine Ten

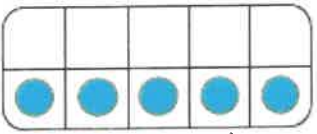
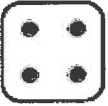
Number line



greater than
 $8 > 2$
two



less than
 $4 < 7$



equals
 $5 = 5$



Comparing numbers



Maths Knowledge Organiser—Year 2

Place Value to 100

Key Knowledge:

Key Vocabulary:

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

2-Digit Numbers

Counting

twenty	20
six	6

26

Compare Numbers

36 = 36

Tens	Ones

equals

26 < 34

less than

--	--

24 > 19

greater than

--	--

Order Numbers

36 37 38 39 40 41 42 43 44

37 < 39 < 42

smallest

45	48	52	53	61
----	----	----	----	----

greatest

Counting

Counting in 2s

0	2	4	6	8	10	12	14	16	18	20
---	---	---	---	---	----	----	----	----	----	----

Counting in 3s

0	3	6	9	12	15	18	21	24	27	30
---	---	---	---	----	----	----	----	----	----	----

Counting in 5s

0	5	10	15	20	25	30	35	40	45	50
---	---	----	----	----	----	----	----	----	----	----

Counting in 10s

0	10	20	30	40	50	60	70	80	90	100
---	----	----	----	----	----	----	----	----	----	-----

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

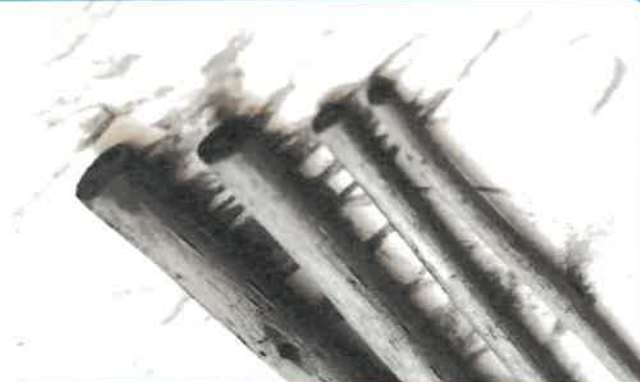
10 more than 62 is 72

10 less than 83 is 73

Read, Write and Represent Numbers to 100

14	fourteen	one ten four ones			<table><tr><td>Tens</td><td>Ones</td></tr><tr><td></td><td></td></tr></table>	Tens	Ones			<table><tr><td>20</td><td>9</td></tr><tr><td colspan="2">29</td></tr></table>	20	9	29	
Tens	Ones													
20	9													
29														
29	twenty-nine	two tens nine ones			<table><tr><td>Tens</td><td>Ones</td></tr><tr><td></td><td></td></tr></table>	Tens	Ones			<table><tr><td>20</td><td>9</td></tr><tr><td colspan="2">29</td></tr></table>	20	9	29	
Tens	Ones													
20	9													
29														

What is charcoal? Charcoal is wood that has been burnt. It is black and snaps easily. It is good for drawing but can be messy.

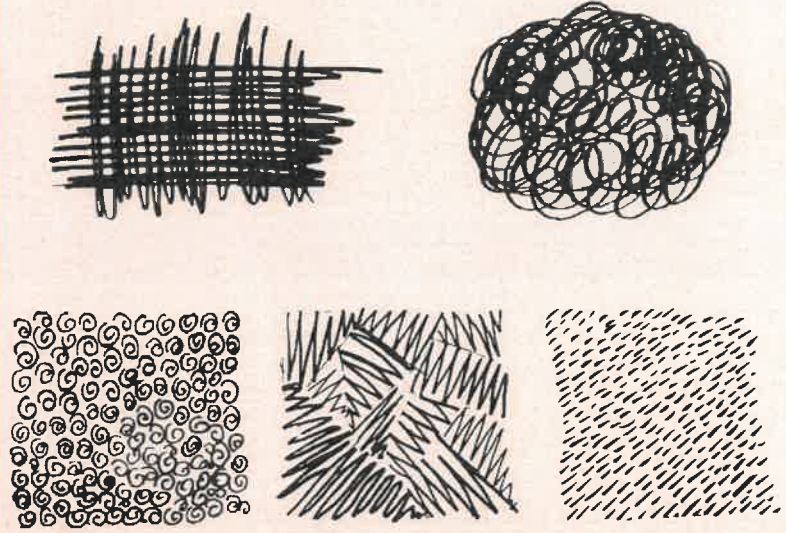


Charcoal	A drawing material made from burnt wood
Cross-hatching	Drawing lines crossed over and close together
Scribbling	Drawing lines in a fast and irregular way
Concertina	Folding something backwards and forwards so it becomes smaller but can be stretched out again
Expression	Is the look on a face caused by how someone is feeling
Stippling	Making quick up and down hand movements to make dash and dot marks on paper
Illustrations	Showing a story using pictures
Illustrator	Someone who draws book illustrations

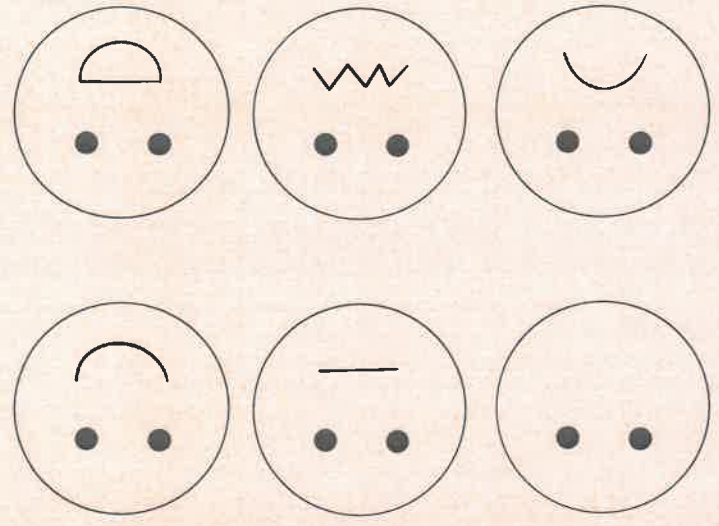
Quentin Blake

- Born in London in 1932
- Most famous for illustrating Roald Dahl books
- He has won lots of prizes for his work
- He has been a teacher showing other people how to draw

How can you use charcoal to make these marks?



Simple lines and shapes can show different expressions





Team building knowledge organiser—Year 1/2

What children must know and remember:

- Key Vocabulary:
- solve
 - direction
 - teamwork
 - co-operate
 - lead
 - instructions
 - share
 - listen
 - safely
 - travel

Key Knowledge:

Year 1:

I know how to communicate simple instructions.

I know how to follow instructions.

I know how to follow path and lead others.

I know how to listen to others' ideas.

I know how to suggest ideas to solve tasks.

I know how to work with a partner and a small group.

I know how to understand the rules of the game.

Year 2:

I know how to follow instructions carefully.

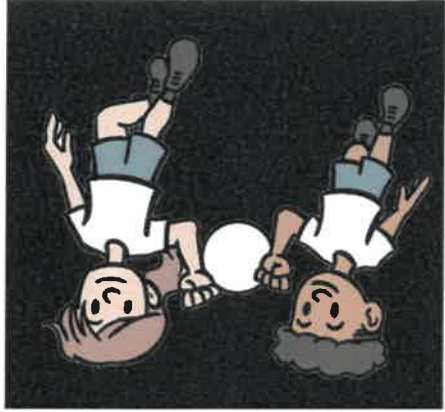
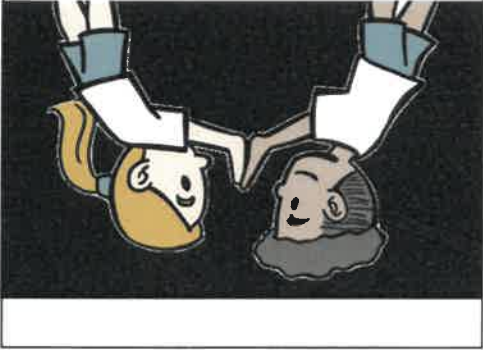
I know how to say when I was successful at solving challenges.

I know how to share my ideas and help to solve tasks. I can

work co-operatively with a partner and a small group.

I know how to show honesty and can play fairly.

I know how to understand how to use, follow and create a simple diagram/map.



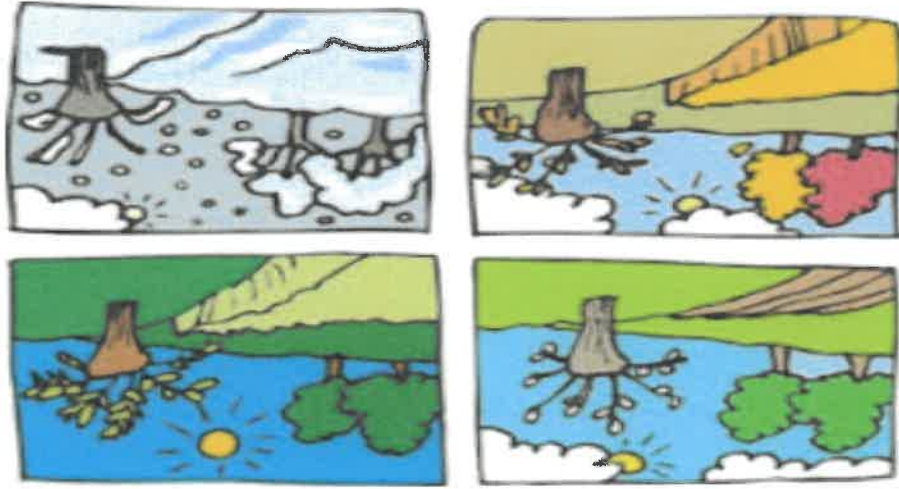
Vocabulary

September	October	November	December
May	June	July	August
January	February	March	April

Weather
 Day-length
 Sun
 Seasons
 Spring
 Summer
 Autumn
 Winter
 Longer
 Shorter
 Day
 Night
 Earlier
 Later
 Dark
 Light

Knowledge

Knows how to observe changes across the four seasons.
 Knows how to observe and describe weather associated with the seasons and how day length varies.



Spring morning

Summer morning

Autumn morning

Winter morning

Are the days getting longer or shorter?

1. During spring or autumn choose a day of the week.
 Circle the day you choose:

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

2. Each week on dot draw one clock that shows the time of sunrise and one that shows the time of sunset.

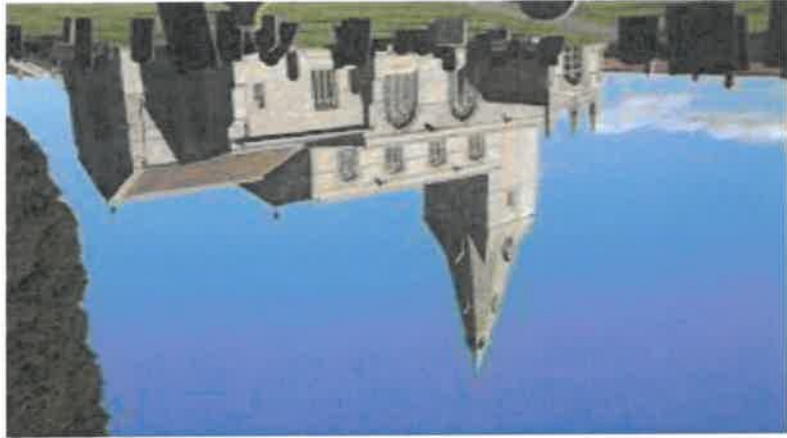
Sunset 5.30 pm

Sunrise 7.00 am



Vocabulary

- Christianity
- God
- Lord
- King
- Bible
- Story of Jonah (Old Testament)
- Jesus
- Parable
- The Lost Son (New Testament)
- Forgiving
- Fair
- Church
- Worship
- Prayer
- Thankfulness



Knowledge

- Know what a parable is.
- Know the story of the Lost Son and recognise a link with the concept of God as forgiving father.
- Know, and give clear, simple accounts of what the story of the Lost Son means to Christians.
- Know how to think, talk and ask questions about whether they can learn anything from a parable for themselves and explore different ideas.
- Know that Christians believe in God and that they find out about God in the Bible.
- Know that Christians believe that God is loving, kind, fair and forgiving and also Lord and King.
- Know and give at least 2 examples in which Christians show their belief in God as loving and forgiving e.g. saying sorry, being welcomed back, forgiving others.
- Know an example of how Christians put their beliefs into practice in worship e.g. saying sorry to God.



Key enquiry Question: What is it like where we live?

What children must know and remember:

Key Knowledge:

- Know school is in Ropsley, Lincolnshire, England.
- Know their address including postcode.
- Know that a physical feature developed naturally.
- Know the 4 points of a compass north, south, east and west.
- Identify physical features; mountain, lake, island, valley, river, cliff, forest and beach.
- Know how to draw a simple map.

Key Vocabulary:

bungalow, semi-detached, terraced, town, city, village, beach, forest, hill, river, harbour, ocean, coast, mountain, farm, compass, north, south, east, west.

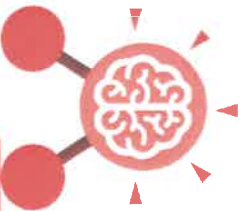




Jigsaw knowledge and skills progression: Celebrating Difference Ages 3-11(12)

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 Celebrating Difference Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning	Ages 5-6
	• Know that people have differences and similarities • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know skills to make friendships to be different • Know that people are unique and that it is OK to be different	• Recognise ways in which they are the same as their friends and ways they are different • Identify what is bullying and what isn't • Understand how being bullied might feel • Know ways to help a person who is being bullied • Identify emotions associated with making a new friend • Verbalise some of the attributes that make them unique and special	• Can you say how you are the same as a friend? • Can you say how you are different from a friend? • What can you do to make a friend? • How can you tell when someone is feeling sad, angry or upset? • If someone is making you feel sad or upset what can you do about it? • Can you show me how to do Calm Me time?	In this Puzzle (unit) the class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied. Key Vocabulary Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.



Unit: 1.1

Online Safety and Exploring Purple

Key Learning

- To log in safely.
- To learn how to find saved work in the Online Work area and find teacher comments.
- To learn how to search Purple Mash to find resources.
- To become familiar with the icons and types of resources available in the Topics section.
- To start to add pictures and text to work.
- To explore the Tools and Games section of Purple Mash.
- To learn how to open, save and print.
- To understand the importance of logging out.

Key Resources



Paint Projects



2Connect



2Count



2Explore

Key Vocabulary

Alert

A system that lets you know if you have something to look at.

Avatar

A digital picture to represent someone.

Button

An area where you click to make something happen.

Device

A piece of electrical equipment made for a purpose.

File Name

The name given to an online piece of work.

Icon

An image on a web page that you can click on to navigate to somewhere.

Log in

Using a username and password to access a system.

Log out

Leaving a computer system.

Menu

A button which gives the user different options.

Notification

A message telling you about something.

My Work Area

The place on Purple Mash where your work is stored. Only you and your teachers can access this.

Private

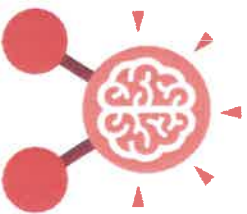
Keeping information restricted from other people.

Password

A series of letters, numbers and special characters that is entered after the username to access an online site.

Need more support? Contact us:

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Unit: 1.1

Online Safety and Exploring Purple Mash

Purple Mash Tools

A selection of programs which help you carry out different tasks.

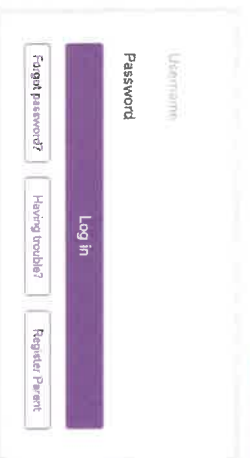
Saving

Store your work as you create something so it can be accessed later.

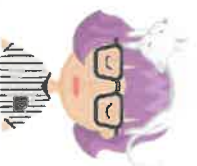
Search

A way of finding specific resources you want to look at.

Key Images



Log in Screen



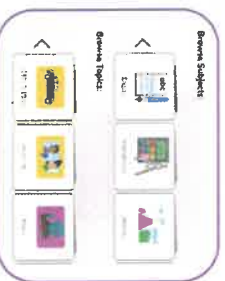
Avatar



Save your work



Tools section of Purple Mash



Subjects & Topics



This picture shows you if you have any notifications



The area of Purple Mash where your work is stored

Key Questions

What is a password and why should we keep them safe?

A password is a secret word or phrase that allows a user to access a website. Passwords are like toothbrushes in that they should not be shared with anyone else.

What is a digital avatar?

In Purple Mash, an avatar is a picture you create in the software to represent you. It is safer to use an avatar on the Internet than have a picture of yourself.

Where is my work stored on Purple Mash?

In Purple Mash, most of the work you save will be saved in the My Work section of Purple Mash. The only person that can see this work is the teacher and you.

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