

Ropsley Primary School Knowledge Organiser English: Journalistic recount

Vocabulary

Recount - writing retelling a true account of something.

Headline - catchy title of a newspaper report.

Reported speech - writing about what someone said.

Quote - words someone said about the story

Caption - a short sentence about a picture.

Time adverbial - next, after, then, finally

Third person – writing about other people, use words he, she, they (not I or me).

Past tense – the events in the story have happened already, use words went, walked, dug, saw.

Chronological order -time order

Fact - Something that is definitely true.

Opinion - what somebody thinks about something, it may or may not be true.

Key learning

Introductory paragraph – briefly explain who, where, when and what happened.

More paragraphs in with more details about what happened, in chronological order and with quotes.

Columns – newspaper reports are written in columns down the page.

Pictures with captions – of what happened.

Conclusion paragraph – explains what might happen next.

Direct speech - “I saw a spaceship above the trees,” said Tom.



Ropsley C of E Primary School Knowledge Organiser – Year 3 Addition and Subtraction

Add and subtract multiples of 100

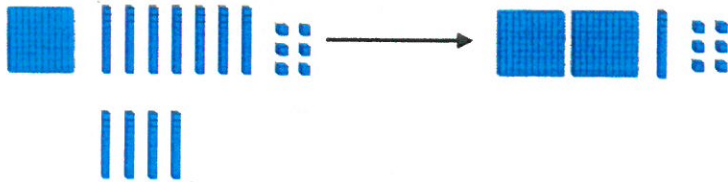
Complete each box for $400 + 500$

Draw It	Write It ___ hundreds and ___ hundreds is equal to ___ hundreds	Part-Whole 	Number Sentence ___ + ___ = ___
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Add and subtract numbers up to 3-digits

3-digits + 2-digits

Mo uses Base 10 to calculate $176 + 40$



Dexter uses place value counters to calculate $163 + 52$

H	T	O

1	6	3
+	5	2
<hr/>		
2	1	5
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1		

Vocabulary

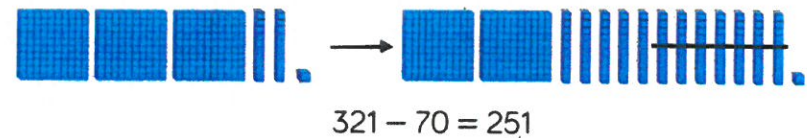
ones, tens, hundreds, fewer than, greater than, addition, subtraction, difference, column, place value, digit, multiples, exchange

3-digits + 3-digits

H	T	O

___ + ___ = ___

Rosie uses Base 10 to subtract 70 from 321



3-digits – 3-digits

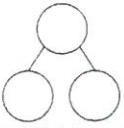
H	T	O
6	8	3
-	2	3
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H	T	O
2	3	4
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Ropsley C of E Primary School Knowledge Organiser – Year 3 Addition and Subtraction

Add and subtract multiples of 100

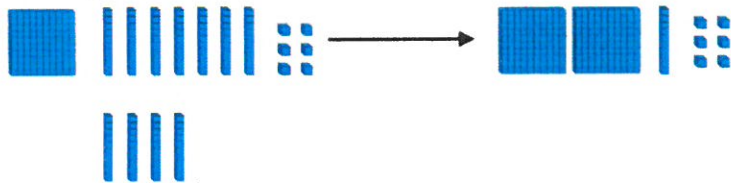
Complete each box for $400 + 500$

Draw It	Write It ___ hundreds and ___ hundreds is equal to ___ hundreds	Part-Whole 	Number Sentence ___ + ___ = ___
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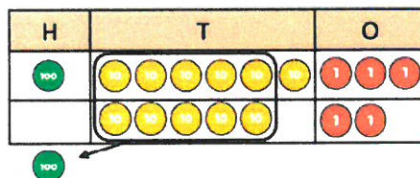
Add and subtract numbers up to 3-digits

3-digits + 2-digits

Mo uses Base 10 to calculate $176 + 40$



Dexter uses place value counters to calculate $163 + 52$

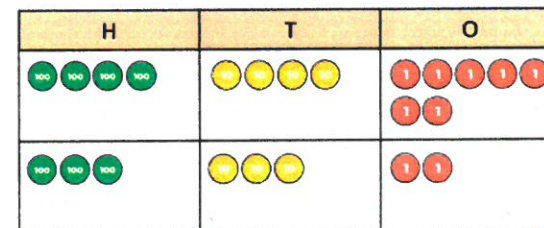


$$\begin{array}{r} 163 \\ + 52 \\ \hline 215 \\ \hline 1 \end{array}$$

Vocabulary

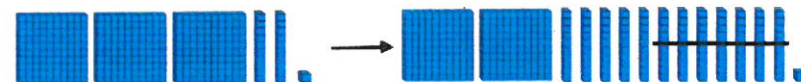
ones, tens, hundreds, fewer than, greater than, addition, subtraction, difference, column, place value, digit, multiples, exchange

3-digits + 3-digits



$$___ + ___ = ___$$

Rosie uses Base 10 to subtract 70 from 321



$$321 - 70 = 251$$

3-digits - 3-digits

H	T	O
6	8	3
- 2	3	4
<hr/>		

H	T	O
2	3	4
- 1	9	5
<hr/>		

Ropsley C of E Primary School.
Knowledge Organiser – Community (Hinduism)

Key Vocabulary

Dharma – duty.

Brahman – the ultimate reality and the life force in all things.

Murti – an image of a particular deity or figure.

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**.

Diwali – a festival remembering the story of **Rama and Sita**. **Dewa** lamps are lit to help guide the deity **Lakshmi** into the family home.

Holi – a Spring festival associated with harvest, which occurs in India at the beginning of the calendar year.

Raksha Bandhan – the festival of brothers and sisters. This involves tying a red thread (**rakh**) around the wrist to symbolise the bond of duty that connects brothers and sisters.

Mandir – the **arti** ceremony takes place here, an act of worship involving a **dewa** lamp, as a key part of **puja**.

Puja tray – contains a bell (to wake the deity that is the focus of worship), water, flowers, food, fruit and incense to engage the senses.

Prashad – food that has been offered to the **murtis** in the **mandir** and is therefore considered to be holy. This is shared at the end of **puja**.





Jigsaw knowledge and skills progression: Celebrating Difference - Ages 7-8

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 7-8	<ul style="list-style-type: none"> Know why families are important Know that everybody's family is different Know that sometimes family members don't get along and some reasons for this Know that conflict is a normal part of relationships Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do Know that some words are used in hurtful ways and that this can have consequences 	<ul style="list-style-type: none"> Be able to show appreciation for their families, parents and carers Use the 'Solve it together' technique to calm and resolve conflicts with friends and family Empathise with people who are bullied Employ skills to support someone who is bullied Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary Be able to recognise, accept and give compliments Recognise feelings associated with receiving a compliment 	<ul style="list-style-type: none"> What is the 'Solve it together' technique? How can it help solve a disagreement between two people? What is a bystander in a bullying situation? (A bystander is a witness not directly involved). How could a bystander make a bullying situation worse or better? What types of bullying do you know about? Where can someone get help if they were being bullied or witnessed bullying? How does it feel to give and receive a compliment? Can you explain how Calm Me time makes you feel?
<p>In this Puzzle (unit) the class learn about families, that they are all different and that sometimes they fall out with each other. The children talk about techniques to calm themselves down and discuss a technique called 'solve it together.' The children revisit the topic of bullying and talk about being a witness (bystander), they took about how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They talk about name-calling and choosing not to use hurtful words. They also talk about giving and receiving compliments and the feelings associated with this.</p>			
<p>Key Vocabulary Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.</p>			

Knowledge Organiser: Dance Y3

Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to perform dances using a range of movement patterns.

Key Skills: Physical

- Using canon, unison, formation, dynamics, pathways, direction
- Copying and performing actions
- Control
- Balance



Key Skills: S.E.T

- Social: Sharing ideas
- Social: Respect
- Social: Inclusion of others
- Social: Leadership
- Social: Working safely
- Emotional: Confidence
- Emotional: Acceptance
- Thinking: Selecting and applying actions
- Thinking: Creating
- Thinking: Observing and providing feedback

Performance Ideas

- Performing in front of the class can be a daunting task for some pupils. Be mindful to introduce this gradually by encouraging pupils to perform without forcing them. Performance is an important part of dance but can also be time consuming if not structured correctly.

Performing, some good ideas:

- Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
- Help the audience to structure their feedback with positive comments first, followed by areas to improve.
- Encourage pupils to use the correct dance terminology in their feedback.
- Ways to perform: half the class to the other half, one individual to another, one pair to another, three groups at a time etc.

Key Vocabulary:

- unison • explore • create • feedback
- perform • timing • levels • flow
- dynamics • expression • actions

Teacher Glossary

Counts: A performer uses counts to stay in time with the music and / or other performers.

Action: The movement a dancer does e.g. travel, jump, kick.

Level: High, medium and low.

Pathway: Designs traced in space (on the floor or in the air).

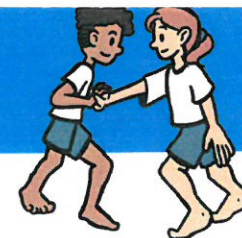
Unison: Two or more dancers performing the same movement at the same time.

Canon: Performing movements one after the other.

Formation: where dancers are in relation to each other.

Dynamics: How a movement is performed e.g. robotically, softly.

Knowledge Organiser: Dance Y4



Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to perform dances using a range of movement patterns.

Key Skills: Physical

- Using canon, unison, formation, dynamics, pathways, direction
- Copying and performing actions
- Control
- Balance
- Technique

Key Skills: S.E.T

- Social: Collaboration
- Social: Consideration
- Social: Inclusion
- Social: Respect
- Emotional: Empathy
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying skills

Key Vocabulary:

- space • action • levels • timing
- reaction • performance • dynamics
- unison • represent • expression

Performance Ideas

Performing in front of the class can be a daunting task for some pupils. Be mindful to introduce this gradually by encouraging pupils to perform without forcing them. Performance is an important part of dance but can also be time consuming if not structured correctly.

Performing, some good ideas:

- Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
- Help the audience to structure their feedback with positive comments first, followed by areas to improve.
- Encourage pupils to use the correct dance terminology in their feedback.
- Ways to perform: half the class to the other half, one individual to another, one pair to another, three groups at a time etc.

Teacher Glossary

Counts: A performer uses counts to stay in time with the music and / or other performers.

Action: The movement a dancer does e.g. travel, jump, kick.

Level: High, medium and low.

Pathway: Designs traced in space (on the floor or in the air).

Unison: Two or more dancers performing the same movement at the same time.

Dynamics: How a movement is performed e.g. robotically, softly.

Action and reaction: One movement has an effect on another movement e.g. push/pull, up/down, forward/backward.

Space: The 'where' of movement such as levels, directions, pathways, shapes.

Canon: Performing movements one after the other.

Formation: where dancers are in relation to each other.

Knowledge Organiser: Football Year 3 and Year 4



Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills: Physical

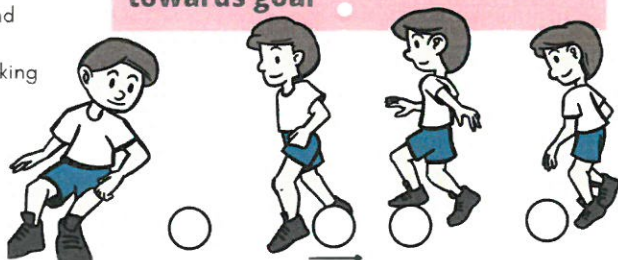
- Dribbling
- Passing
- Ball control
- Tracking/ jockeying
- Turning
- Receiving

Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Cooperation
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Selecting and applying tactics
- Thinking: Decision making

Key principles of invasion games

Attacking	Defending
Score goals	Stop goals
Create space	Deny space
Maintain possession	Gain possession
Move the ball towards goal	



Key Rules

- **Handball:** when a player handles the ball with any part of their arm.
- **Goal kick:** a goal kick is awarded to the defending team when the ball goes out of the field of play by crossing, either on the ground or in the air, the goal line, without a goal being scored, when the last person to touch the ball was from the attacking team.
- **Free kick:** is awarded to the opposing team if a player kicks, trips, holds or plays in a dangerous manner.
- **A penalty kick:** is awarded if any of the above offences are committed by a player inside his/her own penalty area, irrespective of the position of the ball, provided it is in play.

Key Vocabulary:

- | | | |
|---------------|---------------|--------------|
| • goal keeper | • attacker | • outside |
| • opponent | • communicate | • possession |
| • opposition | • tracking | • inside |
| • dribbling | • control | • available |
| • defender | • tackle | |

Teacher Glossary

Interception: intercepting a pass made by an opposing player

Possession: when a team has the ball, they are in possession

Marking: when a player defends an opponent

Getting free: when an attacking player moves to lose their defender

Foul: an act by a player that breaks the rules of the game

Throw in: A throw in is awarded when the whole of the ball passes over the side lines, either on the ground or in the air. It is awarded from the point where it crossed the side line to the opponents of the player who last touched the ball