

# Bomere and the XI Towns Federation Knowledge Organiser—Art

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| <p>Topic: Art—Painting—Wassily Kandinsky</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Class/Year Groups: Dragonflies</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Term: Summer</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>What you already know?</p> <ul style="list-style-type: none"> <li>To know how to use primary and secondary colours;</li> <li>experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>To mix primary colours to make secondary colours;</li> <li>To know how to add white and black to alter tints and shades;</li> <li>To use the related vocabulary</li> </ul> <div>  <p>Several Circles<br/>1926</p>  <p>The Blue Rider<br/>1903</p>  <p>Yellow-Red-Blue<br/>1925</p> </div> | <p>What you will learn:</p> <ul style="list-style-type: none"> <li>Kandinsky was a Russian painter and art theorist</li> <li>Kandinsky is generally credited as one of the pioneers of abstraction in western art</li> <li>Born in Moscow, he spent his childhood in Odessa, where he graduated from Odessa Art School</li> <li>He enrolled at the University of Moscow, studying law and economics.</li> <li>Kandinsky's colour theory—the Spiritual in Art, that there are emotions and sensations tied to each colour.</li> </ul> <div>   </div> | <p><b>Vocabulary</b></p> <p>warm, blend, mix, line, tone, colours,</p> <p>primary colours colours from which all other colours can be made by mixing. (blue, red, yellow)</p> <p>secondary colour a colour made by mixing two primary colours (orange, green, purple).</p> <p>Non naturalistic colours Colours which do not appear naturally</p> <p>Foreground the part of a view that is nearest to the observer,</p> <p>middle ground, the middle distance of a painting</p> <p>background, the part of a picture that appears furthest from the viewer.</p> <p>abstract, artwork that doesn't represent reality</p> <p>Expressionism artistic style in which the artist seeks to depict not objective reality but rather the subjective emotions and responses</p> |
| <p><b>National Curriculum Objectives:</b></p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <p>use varied brush techniques to create shapes, textures, patterns and lines;</p> <p>mix colours effectively using the correct language</p>                                                                                                                                                                                                                                                                                                                                                                                                  | <p>use inspiration from famous artists to replicate a piece of work;</p> <p>reflect upon their work inspired by a famous notable artist and the development of their art skills;</p> <p>express an opinion on the work of famous, notable artists and refer to techniques and effect.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



# Bomere and the XI Towns Federation Knowledge Organiser—DT

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| Topic: Food                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Class/Year Groups: Dragonflies Y3/Y4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Term: Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>What you already know?</p> <ul style="list-style-type: none"> <li>Know some ways to prepare ingredients safely and hygienically.</li> <li>Have some basic knowledge and understanding about healthy eating and The eatwell plate.</li> <li>Have used some equipment and utensils and prepared and combined ingredients to make a product.</li> </ul> <p><b>Skills and techniques</b></p>  <p>Grating cheese<br/>Spreading butter on bread<br/>Cutting using the bridge technique<br/>Cutting using the claw technique</p> | <p>What you will learn:</p> <p><b>Designing</b> Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p> <p><b>Making</b> Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p> <p><b>Evaluating</b> • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p> <p><b>Technical knowledge and understanding</b> • Know how to use appropriate equipment and utensils to prepare and combine food. • Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught. • Know and use relevant technical and sensory vocabulary</p> | <p>Vocabulary</p> <p>name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet planning, design criteria, purpose, user, annotated sketch, sensory evaluations</p>  <p><b>Glossary</b></p> <ul style="list-style-type: none"> <li>• Appearance – how the food looks to the eye.</li> <li>• Texture – how the product feels in the mouth.</li> <li>• Sensory evaluation – evaluating food products in terms of the taste, smell, texture and appearance.</li> <li>• Preference test – trying different foods and deciding which you like best.</li> <li>• Strawberry huller – tool to remove the stalk and leaves from a strawberry.</li> <li>• Processed food – ingredients that have been changed in some way to enable them to be eaten or used in food preparation and cooking.</li> </ul> |



## National Curriculum Objectives:

- \*use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups \* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- \*understand and apply the principles of a healthy and varied diet \*prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques \*understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.



# Bomere and the XI Towns Federation Knowledge Organiser—Geography



Topic: Around the World. Focus on Italy

## What you already know.

- The names of the 7 continents and 5 oceans.
- The names of a number of countries.
- About a range of maps, plans and aerial views.
- The difference between cities, towns and villages.
- About human and physical features of an environment
- How to use different kinds of map.

Class/Year Groups: Dragonfly class

## What you will learn

### Location

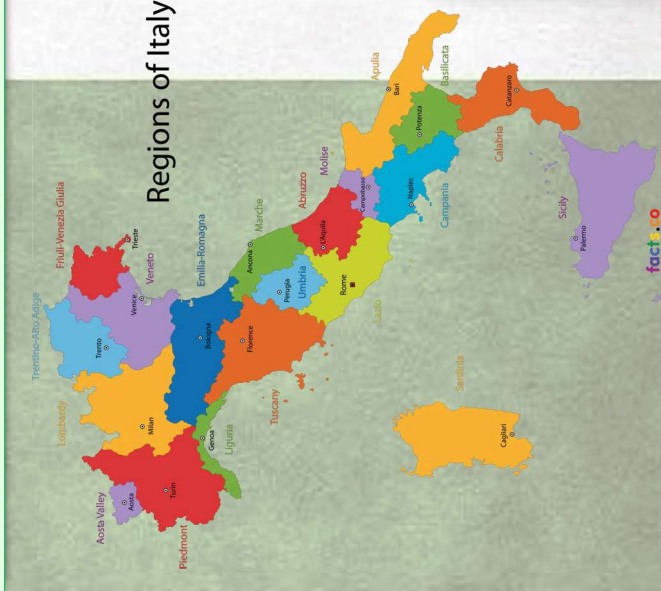
- Where countries in the world are.
- The location of Italy
- The Capoluoghi
- About weather and climates around the world, and specifically in Italy.

### Diversity

- About biomes around the world
- About key physical and human features in Italy.
- About the cultures
- About the buildings.
- About jobs and trade links .
- About land use in different Italian regions.

### Relationships

- About the relationships between the people and the land.
- About why people settled in different locations.
- About Italy as a tourist destination



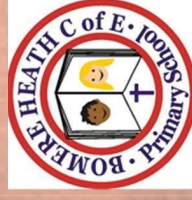
Term: Summer 2025

## Key Vocabulary:

|                           |                                                                                                  |
|---------------------------|--------------------------------------------------------------------------------------------------|
| <b>Country</b>            | A land controlled by a single government.                                                        |
| <b>Mediterranean</b>      | A large sea that separates Africa from Europe.                                                   |
| <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 typical of a place                                       |
| <b>Europe</b>             | Europe is a continent made up of 50 countries, 27 of them belong to the European Union.          |
| <b>Biome</b>              | A natural area of the living world which has its own climate, vegetation and animals             |
| <b>Human Geography</b>    | Features of land that have been impacted by human activity                                       |
| <b>Physical Geography</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. |

## National Curriculum Objectives:

- understand geographical similarities & differences through the study of human and physical geography of a region of the United Kingdom & a region within North or South America
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.





# Bomere and the XI Towns Federation Knowledge Organiser—RE

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| Topic: How and why do people mark the significant events of life?                                                                                                                                                                                                                                                              | Class/Year Groups: Lower KS2—Dragonfly Class                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Term: Summer Term 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>What you already know?</p> <p>The unit is a 'thematic' one, in that it compares how different people mark and celebrate events in life. It should build on earlier learning, allowing for pupils to encounter the same ideas again, reinforcing learning. As foundations are built, learning can develop more securely.</p> | <p>What you will learn:</p> <p><b>Making Sense of the Belief</b></p> <p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</p> <p><b>Understanding the Impact</b></p> <p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</p> <p><b>Making Connections</b></p> <p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today.</p> | <p>Vocabulary</p> <p><b>Bar/Bat Mitzvah</b>—Jewish coming of age ceremony</p> <p><b>Baptism</b>—Ceremony welcoming people into Christianity</p> <p><b>Marriage</b>—Formal cultural and often legal union between people</p> <p><b>Ketubah</b>—A marriage contract that Jewish grooms provide for their brides</p> <p><b>Moksha</b>—The ultimate Hindu goal of liberation from the cycle of death and rebirth</p> <p><b>Confirmation</b>—The sealing of the covenant created in Baptism from the age of around 10</p> <p><b>Commitment</b>—Being dedicated to something or someone—often making a public promise to them</p> <p><b>Reincarnation</b>—Belief of the process of death and rebirth—being reborn into a different body</p> |



Shropshire Agreed Syllabus Programme of Study KS2:

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.



# Bomere and the XI Towns Federation Knowledge Organiser—RE

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|-----------------------------------------------------------|--------------------------------|------------------------|
| Topic: When Jesus left, what was the impact of Pentecost? | Class/Year Groups: DRagonflies | Term: Summer Term 2025 |
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| <p>What you already know?</p> <p>Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. ('Your kingdom come, your will be done on earth as it is in heaven').</p> <p>Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him.</p> <p>Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</p> <p>Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</p> |  |
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| <p>What you will learn:</p> <p><b>Making Sense of the Belief</b></p> <p>Order concepts within a timeline of the Bible's 'big story'.</p> <p>List two distinguishing features of a narrative and a letter as different types of biblical text.</p> <p>Offer suggestions about what the texts studied (1 Corinthians 12 and Galatians 5) might mean, and give examples of what the texts studied mean to some Christians.</p> <p><b>Understanding the Impact</b></p> <p>Make simple links between the idea of the Church as a body, the fruit of the Spirit, and the Kingdom of God, and how Christians live in their whole lives and in their church communities.</p> <p>Describe how Christians show their belief about the Holy Spirit in worship and in the way they live.</p> <p><b>Making Connections</b></p> <p>Raise questions and suggest answers about how far the ideas about Church as a body and the fruit of the Spirit might make a difference to how pupils think and live.</p> <p>Make links between fellowship and fruit of the Spirit and life in the world today, expressing some ideas of their own clearly.</p> |  |
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| <u>Key Vocabulary</u>         |                                                                                           |
|-------------------------------|-------------------------------------------------------------------------------------------|
| <b>Pentecost</b>              | The Christian festival celebrating the coming of the Holy Spirit                          |
| <b>The church as a 'body'</b> | Different parts with different functions making up a 'whole'                              |
| <b>Impact</b>                 | The effect or influence an action has                                                     |
| <b>Corinthians</b>            | The people from Corinth in Greece. The apostle Paul wrote a letter to them.               |
| <b>Ascension</b>              | When Jesus rose into heaven 40 days after the resurrection                                |
| <b>Evangelist</b>             | Someone who seeks to spread their faith                                                   |
| <b>Multilingual</b>           | The speaking of many languages                                                            |
| <b>Fruit of the spirit</b>    | 9 attributes found in the bible describing what Jesus and Christians are meant to be like |

Shropshire Agreed Syllabus Programme of Study KS2:

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.



# Bomere and the XI Towns Federation Knowledge Organiser—Science

Topic:- Science—Classification

Class/Year Groups: Dragonflies

Term: Summer

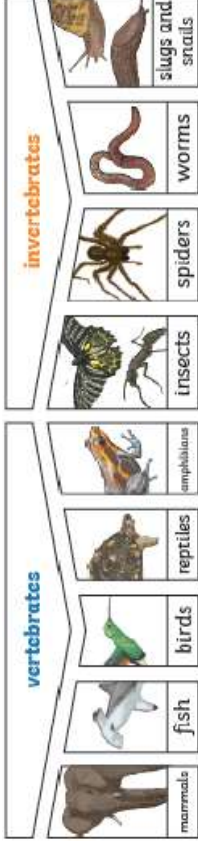
What you already know?

Pupils will have come across the names of invertebrate classes but not of invertebrate or plant classes

What you will learn:

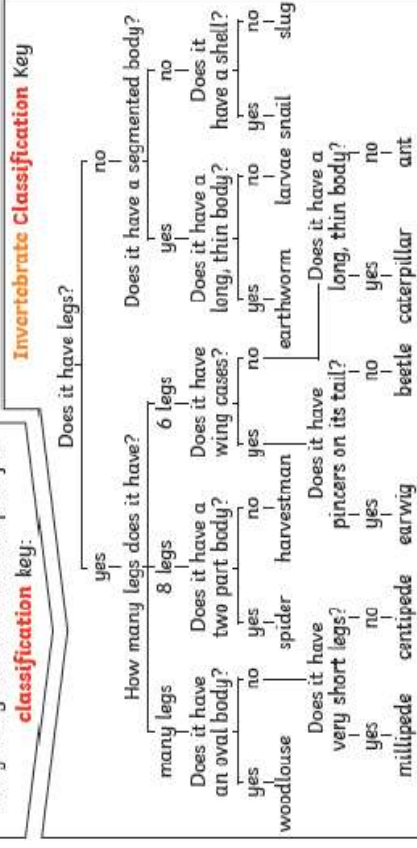
**Animals can be grouped in lots of different ways based upon their characteristics.**

Plants can be sorted into many different groups.  
For example:



**Vertebrates** can be separated into five broad groups.

You can use **classification keys** to help group, identify and name a variety of living things. Here is an example of a **classification key**:



You could sort **invertebrates** you might see around school in different ways, such as in this example. The vast majority of living things on the planet are **invertebrates**.

Vocabulary

**Classification**  
This is where plants or animals are placed into groups according to their similarities.

**Characteristics**  
The distinguishing features or qualities that are specific to a species.

**Specimen**  
A particular plant or animal that scientists study to find out about its species.

**Vertebrate**  
Animals with a backbone.

**invertebrates**  
Animals without a backbone.



National Curriculum Objectives:

- recognise that living things can be grouped in a variety of ways (plants: trees, grasses, flowers, ferns and mosses, vertebrates: fish, amphibians, reptiles, birds, and mammals. Invertebrates: snails and slugs, worms, spiders, and insects)
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.





# Bomere and the XI Towns Federation Knowledge Organiser - Computing

Topic: Creating Media—Desktop Publishing

Class/Year Groups: Dragonflies

Term: Summer

What you already know?

This unit progresses learners' knowledge and understanding of using digital devices to combine text and images building on work from the following units; Digital Writing Year 1, Digital painting Year 1, and Digital Photography Year 2.

## Image and Layout Tools

Templates have a pre-arranged layout, colour scheme and style that you can adapt for your needs!

-Text boxes allow you to type text anywhere on the document. The box itself can be coloured. You can make the text box as large or small as you want, and rotate it using this symbol.



-The styles tool is a real time saver. You get to choose a number of different features, e.g. fonts and colours, and it will apply the rules to the whole document.

-This tool lets you insert pictures into your document. You can select pictures already on your computer, or search the internet for pictures. Pixabay contains lots of pictures that you can legally use in publications.



National Curriculum Objectives:

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information

What you will learn:

| Text Tools                                                                                                                                                         |                                                                                                                                                                                         |
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| The toolbar is the set of icons and buttons that are at the top of the page in a desktop publisher. You should already know some of these from your earlier study. | Clicking on this icon allows you to change the size of the text. After pressing the icon, you will see a list of numbers. The larger the number selected, the bigger your text will be. |
| These tools can change the text.                                                                                                                                   |                                                                                                                                                                                         |
| The B makes the text <b>Bold</b> .                                                                                                                                 |                                                                                                                                                                                         |
| The I writes the text in <i>Italics</i> .                                                                                                                          |                                                                                                                                                                                         |
| The U underlines the text.                                                                                                                                         |                                                                                                                                                                                         |
| Clicking on this icon allows you to change the font (style) of the text. Most desktop publishers have many styles to choose from.                                  |                                                                                                                                                                                         |
| The undo tool reverses the last thing that you did. If you make a mistake, the undo tool can help you to get it back to how it was.                                |                                                                                                                                                                                         |

## Layout of A Page

When desktop publishing, we consider how we can lay out a page in the most interesting, eye-catching, and appropriate ways, to suit our purpose and audience.

The title should be large, bold and clear. It is normally the largest text on the page.

Consider which font you will use – different fonts create different ideas and feelings.

What is the main story of the magazine? How can you sum the story up in a few words?

Think about how different colours make us think and feel.

Think about where you will put the date and price of the magazine – this is important information!

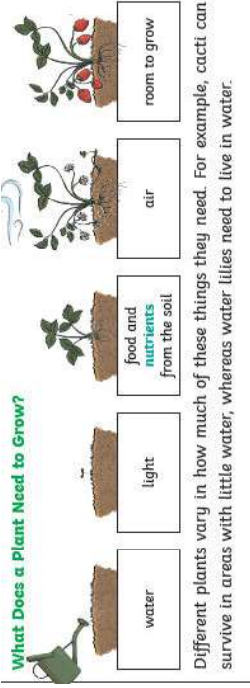
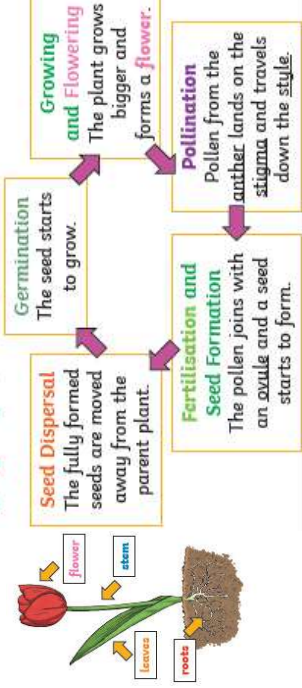
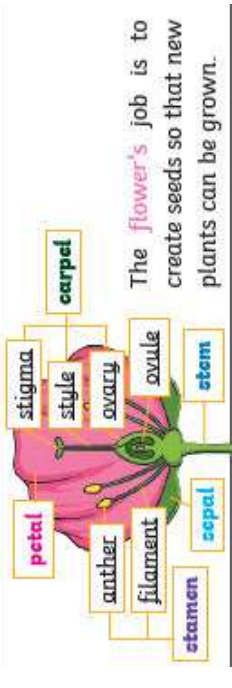
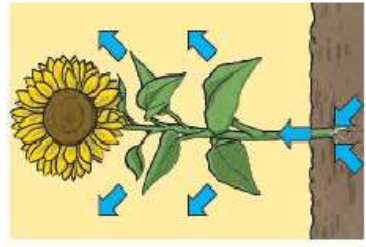
Magazines are normally in portrait orientation. Think about how you lay out text and images.

Vocabulary:

|              |                                                                                                                             |
|--------------|-----------------------------------------------------------------------------------------------------------------------------|
| publishing   | Using the computer to create visual displays of ideas and information by combining images and text                          |
| images       | A picture or photograph added to a document.                                                                                |
| font         | A set of text characters in the same style and size.                                                                        |
| templates    | A document that has already been laid out in a certain way. It might have columns for text, or spaces for pictures or text. |
| orientation  | The direction of rectangular paper for printing. This can be portrait or landscape.                                         |
| placeholders | The boxes that hold the place of the text or images that you are going to add to your document.                             |
| software     | A set of instructions and documentation that tells a computer what to do or how to perform a task.                          |



# Bomere and the XI Towns Federation Knowledge Organiser—Science

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| Topic: Science— Plants                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Class/Year Groups: Dragonflies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Term: Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>What you already know?</b></p> <p>Pupils will have learned the basic structure of a flowering plant in Key Stage 1 and should be familiar with the names of the main structures: root, stem, leaf and flower. They will know that plants grow from seeds and that they exhibit the characteristics of living things. They will know that seeds do not need light to germinate.</p>                                                                                                                                                                                                               | <p><b>What Does a Plant Need to Grow?</b></p>  <p><b>Life Cycle of a Flowering Plant</b></p>   <p>The <b>flower's</b> job is to create seeds so that new plants can be grown.</p>                                                                                                                                                                        | <p><b>Key vocabulary:</b></p> <p><b>Fertilisation</b><br/>When the male and female parts of the flower have mixed in order to make seeds for new plants.</p> <p><b>Stamen</b><br/>The male parts of the flower. The stamen is made up of the anther and the filament. The filament's job is to hold up the anther. The job of the anther is to make the</p> <p><b>carpel (pistil)</b><br/>The female parts of the flower. Made up of the stigma, style and ovary. The job of the style is to hold up the stigma. The stigma collects the pollen when a pollinator brushes by it. The ovary contains the ovules, which are the part of the flower that gets fertilised and eventually becomes the</p> <p><b>Sepal</b><br/>Leaf-like structures that protect the flower and petals before they open out.</p> |
| <p><b>What you will learn and understand.</b></p> <p><b>How Water Moves through a plant</b></p> <ol style="list-style-type: none"> <li>1. The <b>roots</b> absorb water from the soil.</li> <li>2. The <b>stem</b> transports water to the <b>leaves</b>.</li> <li>3. Water <b>evaporates</b> from the <b>leaves</b>.</li> <li>4. This <b>evaporation</b> causes more water to be sucked up the <b>stem</b>.</li> </ol> <p>The water is sucked up the <b>stem</b> like water being sucked up through a straw.</p>  | <p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> <li>• To identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers</li> <li>• To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>• To investigate the way in which water is transported within plants</li> <li>• To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

