

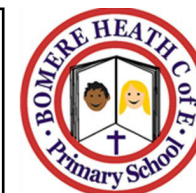
# Bomere and the XI Towns Federation Knowledge Organiser—SUBJECT

Topic: Science— Animal Kingdom	Class/Year Groups: Year 1	Term: Autumn
<p>What you already know?</p> <ul style="list-style-type: none"> <li>• That animals and humans have offspring that grow into adults.</li> <li>• What animals and humans need to survive.</li> <li>• How to stay healthy by eating healthily and taking exercise.</li> <li>• Animals have babies that grow.</li> <li>• Names of body parts and how to keep ourselves safe.</li> </ul>	<p>What you will learn:</p> <ul style="list-style-type: none"> <li>• Name the parts of the external human body (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth lips etc.)</li> <li>• Describe what we use these body parts for or what they do.</li> <li>• Discuss some basic ways of staying healthy – eating well, exercising, keeping clean.</li> <li>• Sort and group different kinds of animals</li> <li>• To identify and groups animals according to their features or what they eat.</li> </ul> <p>EYFS</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them. (UTW)</li> <li>• ELG Understanding: the natural world</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>	<p>Vocabulary:</p> <p><b>Offspring:</b> a child or the young of a human or animal.</p> <p><b>Life Cycle:</b> the sequence of changes that a living thing goes through.</p> <p><b>Carnivores:</b> an animal that eats the flesh (meat) of another animal.</p> <p><b>Herbivores:</b> an animal that only eats plants.</p> <p><b>Omnivores:</b> an animal that lives on a diet of plants and meat.</p> <p><b>Cold blooded:</b> having blood whose temperature changes with the temperature of the air or water e.g. snakes and lizards.</p> <p><b>Warm blooded:</b> having a body temperature that remains steady and warm no matter what the outside temperature is.</p> <p><b>Animal categories:</b> Fish, Amphibians, Reptiles, Mammals and Birds (<b>FARM B</b>)</p>



## National Curriculum Objectives:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense



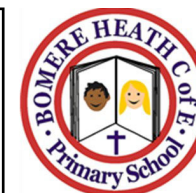
# Bomere and the XI Towns Federation Knowledge Organiser—SUBJECT

Topic: Science— Animal Kingdom	Class/Year Groups: Year 2	Term: Autumn
<p>What you already know?</p> <ul style="list-style-type: none"> <li>• That animals and humans have offspring that grow into adults.</li> <li>• What animals and humans need to survive.</li> <li>• How to stay healthy by eating healthily and taking exercise.</li> <li>• Animals have babies that grow.</li> <li>• Names of body parts and how to keep ourselves safe.</li> </ul>	<p>What you will learn:</p> <ul style="list-style-type: none"> <li>• Name the parts of the external human body (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth lips etc.)</li> <li>• Describe what we use these body parts for or what they do.</li> <li>• Discuss some basic ways of staying healthy – eating well, exercising, keeping clean.</li> <li>• Sort and group different kinds of animals</li> <li>• To identify and groups animals according to their features or what they eat.</li> </ul> <p>EYFS</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them. (UTW)</li> <li>• ELG Understanding: the natural world</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul>	<p>Vocabulary:</p> <p><b>Offspring:</b> a child or the young of a human or animal.</p> <p><b>Life Cycle:</b> the sequence of changes that a living thing goes through.</p> <p><b>Carnivores:</b> an animal that eats the flesh (meat) of another animal.</p> <p><b>Herbivores:</b> an animal that only eats plants.</p> <p><b>Omnivores:</b> an animal that lives on a diet of plants and meat.</p> <p><b>Cold blooded:</b> having blood whose temperature changes with the temperature of the air or water e.g. snakes and lizards.</p> <p><b>Warm blooded:</b> having a body temperature that remains steady and warm no matter what the outside temperature is.</p> <p><b>Animal categories:</b> Fish, Amphibians, Reptiles, Mammals and Birds (<b>FARM B</b>)</p>



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# Bomere and the XI Towns Federation Knowledge Organiser—History

**Topic:** What is a hero?

**Class/Year Groups:** Haughmond  
Years 1 & 2

**Term:** Autumn

**What you already know?**

- About some significant people in history.
- How to order some events in time order.
- About some changes that have happened in our lives.

**What you will learn:**

## Lifestyle & Living

- ♦ What was life like for our significant people?

## Chronology & Calendar

- ♦ When did our significant people live?

## Impact on the World

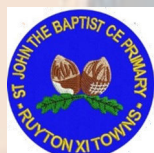
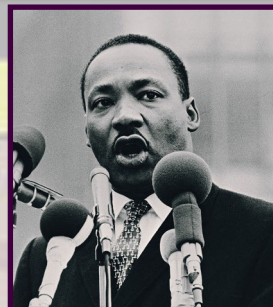
- ♦ How did the world change because of people like Rosa Parks and Martin Luther King?
- ♦ What impact did Marcus Rashford have?

## Significant Individuals

- ♦ Who was Rosa Parks and what did she do?
- ♦ Who was Harriet Tubman and what did she do?
- ♦ Who was Martin Luther King and why is he famous?
- ♦ Who is Mae Jemison and why is she important?

## Key Vocabulary

<b>boycott</b>	refusing to take part in something
<b>protest</b>	when people show they are against something
<b>speech</b>	a talk delivered to an audience
<b>racism</b>	when people are treated unfairly because of their skin colour or background
<b>arrested</b>	taken into custody
<b>impact</b>	the effect that something or someone has
<b>source</b>	something we can use to find out about the past.
<b>slave</b>	a person who is owned by someone else and made to work for them.
<b>significant</b>	someone or something important and worth knowing about.
<b>recent</b>	in the past, but not long ago.



**National Curriculum Objectives:**

**Key Stage One**

- ♦ about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods



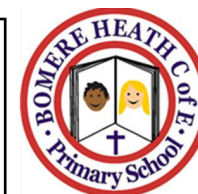
## Bomere and the XI Towns Federation Knowledge Organiser—RE

Topic: Who is a Muslim and how do they live?	Class/Year Groups: KS1—Rabbit Class	Term: Spring Term 2023
<p>What you already know?</p>	<p>What you will learn:</p> <p><b>Making Sense of the Belief</b></p> <p>Recognise the words of the Shahadah and that it is very important for Muslims</p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p> <p><b>Understanding the Impact</b></p> <p>Give examples of how Muslims use the Shahadah to show what matters to them</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</p> <p>Give examples of how Muslims put their beliefs about prayer into action.</p> <p><b>Making Connections</b></p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p>Vocabulary</p> <p><b>Allah</b>—Allah is the Muslim word for God</p> <p><b>Qur'an</b>— The religious book of Islam</p> <p><b>Muslim</b>—Persons who follow the Islamic faith</p> <p><b>Islam</b>— The religion of Muslims</p> <p><b>Shahadah</b>— An Islamic belief and one of the five pillars of Islam</p> <p><b>Prophet</b>—An inspirational teacher of faith</p> <p><b>Mosque</b>—A place of worship and prayer for Muslims</p>



Shropshire Agreed Syllabus Programme of Study KS1:

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.





# Bomere and the XI Towns Federation Knowledge Organiser - Computing

Topic: Computing systems and networks – IT around us



Class/Year Groups: Rabbits

Term: Autumn

## What you already know?

Children will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Children will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.

## What you will learn:

I.T. in the Home	I.T. in the World
<p>There is lots of information technology in our homes. I.T. is used to:</p> <ul style="list-style-type: none"> <li>-Control the tools and appliances that we use in the home, e.g. the panel for the heating, setting the washing machine, and programming the microwave.</li> <li>-Help us to communicate with one another, e.g. the internet router and the telephone.</li> <li>-Entertain us, e.g. the information technology in toys, consoles and computer games.</li> </ul> 	<p>There is also lots of information technology in the wider world</p> <ul style="list-style-type: none"> <li>-I.T. can be found in shops, e.g. the barcode, barcode scanner and till all work together to scan your shopping items.</li> <li>-I.T. can be found in ATMs, e.g. the bank card, chip and PIN card reader help you to access your bank account.</li> <li>-I.T. can be found outside, e.g. traffic lights, buttons, and signals work together to tell you when to cross the road.</li> </ul> 

## Vocabulary:

barcode	a way of storing numbers printed in a way that a computer can easily read
scanner	a device that captures images from photographs, posters etc to be edited on a computer
information technology	a computer or something that works with a computer
e-safety	being safe on the internet

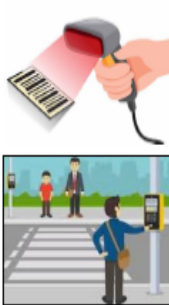
## How I.T. Improves Our World

-Information Technology helps us in lots of different ways in our daily lives.

-I.T. can help to make things quicker and easier. E.g. at the supermarket, the barcodes/ scanners quickly add up the product numbers and costs of the things that we want to buy.

-I.T. can also help us to stay safe. E.g. The traffic lights, buttons and signals help us to avoid traffic when crossing the road.

-I.T. also helps us to communicate with one another and have fun! E.g. it can connect us to the internet, and can allow us to play games, share and receive information.



## Information Technology

-Technology is the name for man-made things that help us.

-Information technology is made up of computers and things that work with computers.

-Information technology includes computers, for example desktop computers, laptops, games consoles, smart phones and tablet.



-Information technology also includes devices that work with computers, e.g. USB sticks, SMART boards and digital cameras.



## Using Technology Safely

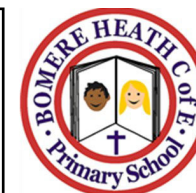
We can create and follow a number of rules to use technology safely, e.g.:

- Make sure that the games and apps that we access are age-appropriate.
- Always sit down when using devices. They can be broken if dropped!
- Do not use devices at social times, e.g. at the table. It is bad manners.
- Stick to using technology at agreed times. Too much screen time is not good for us!



## National Curriculum Objectives:

- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies



# Bomere and the XI Towns Federation Knowledge Organiser—DT

Topic: Structures

Class/Year Groups: Y1/2 Rabbits

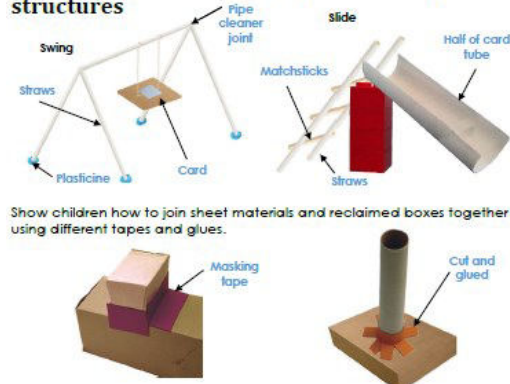
Term: Summer 2024

## What you already know?

Experience of using construction kits to build walls, towers and frameworks.

- Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card.
- Experience of different methods of joining card and paper.

### Techniques for assembling freestanding structures



## What you will learn:

**Designing** • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings.

### Making

- Plan by suggesting what to do next.
- Select and use tools, skills and techniques, explaining their choices.
- Select new and reclaimed materials and construction kits to build their structures.
- Use simple finishing techniques suitable for the structure they are creating.

### Evaluating

- Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.
- Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.

### Technical knowledge and understanding

- Know how to make freestanding structures stronger, stiffer and more stable.
- Know and use technical vocabulary relevant to the project.

## Vocabulary

cut, fold, join, fix

structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved

metal, wood, plastic

circle, triangle, square, rectangle, cuboid, cube, cylinder

design, make, evaluate, user, purpose, ideas, design criteria, product, function

### Glossary

- **Freestanding structure** – a structure that stands on its own foundation or base without attachment to anything else.
- **Frame structure** – a structure made from thin components e.g. tent frame.
- **Shell structure** – a hollow structure with a thin outer covering.
- **Stability** – in relation to a freestanding structure, the extent to which it is likely to fall over if a force is applied.
- **Buttress** – a structure added to a wall, tower or framework to make it more stable and/or reinforce it.
- **Brick bonding** – arranging bricks in a wall to improve the performance of the structure or improve its appearance.
- **Mock-up** – 3-D representation of a product.



## National Curriculum Objectives:

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- build structures, exploring how they can be made stronger, stiffer and more stable

