



## Science

### Properties of materials

#### Knowledge End Points

I can describe and explain how to dissolve and recover a substance from a solution.

I can describe and explain how materials can be separated, e.g. sieving, filtering and evaporation.

I can explain how new materials can be created by irreversible changes e.g. burning, acid, rusting

#### THE REALLY IMPORTANT STUFF

- Materials and their properties can be described using scientific language: hardness, solubility, transparency, conductive properties, thermal properties, absorbency
- Some materials are soluble and insoluble meaning that some materials will dissolve in liquid to form a solution
- You can recover a substance from a solution by filtering, sieving and evaporating
- Sometimes an irreversible change is made to create a new material e.g. rust
- Heating a material can cause a new material to be formed – water to steam – but is reversible.
- Burning often creates an irreversible change and a new material is made e.g. wood to ash.
- Some materials are good thermal conductors e.g. copper, aluminium, iron, gold, silver.
- Some materials are good thermal insulators e.g. mineral wool, fibre glass

#### Vocabulary

**substance** – a material with particular physical characteristics

**dissolve** – a substance which is absorbed by a liquid when mixed

**soluble** – the ability of a substance to dissolve in a liquid.

**insoluble** – a substance impossible to dissolve

**solvent** – a liquid in which solids will dissolve

**solute** – a substance that has been dissolved in another substance

**thermal insulator** – a material that reduces heat transfer between solid objects, fluid or gases

**thermal conductor** – a material that allows heat to pass through them easily.

**irreversible change** – when a change cannot be changed back again.

**reversible change** – when a change made to a material can be overturned



Use the knowledge to help you learn more and remember more.

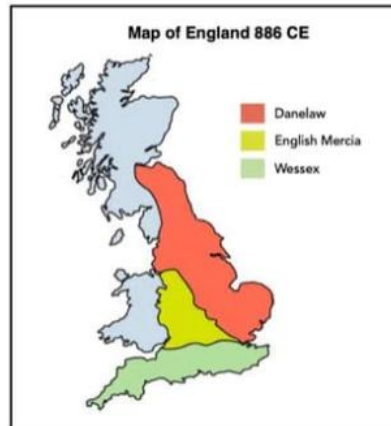
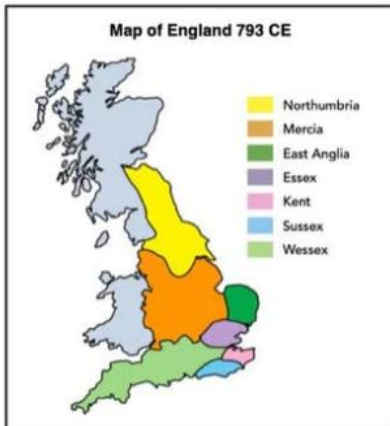


## History

### Anglo-Saxons

#### Knowledge End Points

- I can name the 7 kingdoms and explain how they changed when Danelaw came about.
- I can explain how and why the Vikings invaded Britain.
- I understand and can describe why King Alfred was referred to as King Alfred 'The Great.'



#### Vocabulary

**Invade** – To enter a country by force with large numbers of soldiers in order to take possession of it.

**Britons / Celts** – A native inhabitant of Great Britain during Roman times and before Anglo-Saxons arrived.

**Anglo-Saxon** – A Germanic inhabitant of England in the 5<sup>th</sup> and 11<sup>th</sup> centuries.

**Viking** – Scandinavian seafaring pirate and trader who raided and settled in England and many parts of north-western Europe in the 8<sup>th</sup> and 11<sup>th</sup> centuries.

**Raid** – A rapid surprise attack to steal.

**Danelaw** – The laws in force in the northeast of England where the Vikings settled in the 9<sup>th</sup> century. Also the name of the part of England under this law.

**Danes** – Viking invaders of Britain in the 9<sup>th</sup> -11<sup>th</sup> centuries.

**Scandinavia** – A region of northern Europe that includes Denmark, Norway and Sweden.

#### THE REALLY IMPORTANT STUFF!

- The Anglo-Saxons invaded Britain in 410 AD after the Romans had left.
- The Anglo-Saxon invaders were made up of three main Germanic tribes: Angles, Saxons and Jutes. These tribes came from northern Europe and Scandinavia.
- For the next 500 years there were battles for control of Britain, first between the Anglo-Saxons and the Britons and then between the Anglo-Saxons and the Vikings.
- By 600 AD the Anglo-Saxons establish rule over most of Britain and create the seven Kingdoms.
- In 793 AD the Vikings come from the Scandinavian countries of Norway, Denmark and Sweden. They invade Lindisfarne, raid Britain and fight with the Anglo-Saxons for control over Britain.
- The Anglo-Saxon King, Alfred 'The Great', agreed Danelaw with the Vikings. Britain was divided between the Vikings and Anglo-Saxons into 3 new regions.
- The Battle of Hastings in 1066 brought an end to the Viking and Anglo-Saxon.





# UKS2 Knowledge Organiser

## French



### Au salon de thé (At the tea room)

#### Knowledge End Points

- I can say up to 11 different foods, snacks and drinks in French.
- I can use some key phrases to help me perform a role-play in the French 'salon de thé'.
- I can use my knowledge of numbers to help me calculate the bill in French.

phonics

**in** sound in:

- cinquante

**i** sound in:

- un sandwich
- une limonade
- une grenadine
- une brioche

**silent letters**

The 't' is silent in the words 'croissant', 'chocolat' and 'lait' and the 's' is silent in the word 'voudrais'.

grammar

To understand when to use the two different indefinite articles/determiners introduced in this unit.

**un**

**une**

Singular indefinite article/determiner 'a/an'

To understand how to move a singular noun to plural form.

un croissant

→

deux croissants

a croissant                      two croissants

### THE REALLY IMPORTANT STUFF!

 un croque-monsieur	 un croissant	 une part de quiche	 une part de gâteau au chocolat	 un café	 un café au lait	 un thé
 un sandwich au fromage	 un pain au chocolat	 une brioche	 une crêpe	 un chocolat chaud	 un coca-cola	 un jus d'orange
 un sandwich au jambon		 une omelette	 une tartelette	 une limonade	 une grenadine	
		 une salade				

<b>Bonjour !</b>	<b>Vous désirez?</b>	<b>Je voudrais</b>	<b>et</b>
Hello!	What would you like?	I would like	and
<b>L'addition s'il vous plaît !</b>	<b>Merci !</b>	<b>Au-revoir !</b>	
The bill please!	Thank you!	Goodbye!	

Use the knowledge to help you learn more and remember more.





# UKS2 Knowledge Organiser



## RE

What is the role and impact of the Mandir on the lives of Hindus and the local community in your area and around the world?

Do Hindus experience the Mandir differently depending on the culture?

### Knowledge End Points

1. I can explain what a Mandir is and how Hindu people use it.
2. I can explain who Hindu's worship at the Mandir and understand what they represent.
3. I can give an example of how Mandirs in different countries may differ from each other.

### THE REALLY IMPORTANT STUFF

- The Mandir is a sacred house for worship for Hindus.
- Some key Hindu deities include
- Whilst there are many deities (such as Ganesha, Lakshmi, Shiva, and Krishna), Hindus believe that they are different forms of one ultimate reality, Brahman.
- Puja is the term used for worship or prayer. Hindus often use a tray with different items needed for the puja, including; fruits, rice, and flowers, as well as incense, a bell, and other items.
- During the Puja ceremony, there are many things to see, hear, taste, touch, and smell. By engaging all five senses, they show that their entire being is dedicated to the deity they are worshipping.
- Mandirs are central to Hindu communities. They can hold special events, educational events, provide food to those in need, hold cultural events, as well as provide support and guidance.
- The designs of Mandirs vary around the world

### Vocabulary

**Brahman** – a supreme, universal spirit that is eternal and unchanging. Hindus believe that all living beings carry a part of Brahman within them.

**Deity** – Brahman can be shown in many forms including deities - presentations of the divine.

**Dharma** – an individual's moral responsibilities or duties.

**Mandir** – A temple in Hinduism is called a mandir. and is a special place where Hindus worship.

**Monotheist** – a person who believes in and worships only one God.

**Polytheist** – a person who believes in or worships more than one god, characterized by the worship of multiple deities

**Puja** – a ritualistic act of worship and devotion paid to deities, sacred beings, or the divine.



Use the knowledge to help you learn more and remember more.