



LKS2 Knowledge Organiser



DT

Soft Toy

Knowledge End Points

- I can explain how the use of prototypes and pattern pieces influenced my final design.
- I can use a range of techniques to embellish a design.
- I can use a range of stitching techniques to join fabric together.



THE REALLY IMPORTANT STUFF

- Soft toys are designed to be attractive and appealing to children so that they want to play with them.
- They are often based on a familiar animal or character.
- They are designed to be cuddly and soft.
- They are made out of different fabric pieces that are sewn together using thread.
- Soft toys are stuffed with soft filling.

Vocabulary

Seam – where you join 2 pieces of fabric together with sewing.

Paper pattern – paper templates of each part of the product. These will be placed on fabric and cut around. When the fabric pieces are sewn together, they create the product.

Running stitch – a line of small even stitches made with a needle and thread.

Over stitch – binding or joining two pieces of fabric together in a decorative way, at the seam.

Felt fabric – a type of fabric made by matting together fibres.

Threads – long, thin strand of fibre used in sewing.

Embellishments – detail added to another thing to make it more interesting or beautiful.

Filling – the soft stuffing inside a soft toy.



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



LKS2 Knowledge Organiser

French



Ma Famille (My Family)

Knowledge End Points

- I can recognise, say and write the nouns for key family members in French.
- I can listen to, read, say and write the numbers 1-100 in French.
- I can tell somebody in French the names and ages of my family members.

phonics

sound in: **i** • **fil**le

sound in: **in** • **cin**g 5
• **cin**quante 50

sound in: **ille** • **fam**ille

Sound in: **ique** • **un**ique

& **silent letters** There are many last consonant silent letters in French. The final letters 'ts' are silent in the word 'parents'.

vocabulary

The nouns & determiners for family members.

The words for the possessive 'my' in French.

mon **ma** **mes**

Numbers 1-70 in French:
10 20 30 40 50 60 70

High frequency verbs:

il/elle s'appelle **il/elle a**

he/she is called *he/she has*

grammar

To fully understand the role of gender and plurality in the choice of possessives.

mon frère **ma sœur**

Singular possessive 'my' for masculine nouns *Singular possessive 'my' for feminine nouns*

mes grands-parents

To move from the 1st person conjugation of high frequency verbs to 3rd person singular.

j'ai **il/elle a**

I have *he/she has*

THE REALLY IMPORTANT STUFF!

French	English
la famille	the family
la mère	the mother
la grand-mère	the grandmother
la tante	the aunt
la fille	the daughter
la sœur	the sister
le fils	the son
le frère	the brother
l'oncle	the uncle
le père	the father
le grand-père	the grandfather
les parents	the parents
les grands-parents	the grandparents
Comment s'appelle ton [male family member]/ ta [female family member] ?	What is your [family member]'s name?
Il s'appelle...	He is called...
Elle s'appelle...	She is called...
mon/ ma/ mes	my
des frères et sœurs	siblings/ brothers and sisters

French	English
As-tu des frères et sœurs ?	Do you have any siblings/ brothers or sisters?
Oui, j'ai un frère.	Yes, I have a brother.
Oui, j'ai une sœur.	Yes, I have a sister.
Oui, j'ai deux frères.	Yes, I have two brothers.
Oui, j'ai deux sœurs.	Yes, I have two sisters.
Non, je suis fils unique.	No, I am an only child (boy).
Non, je suis fille unique.	No, I am an only child (girl).
dix	ten
vingt	twenty
trente	thirty
quarante	fourty
cinquante	fifty
soixante	sixty
soixante-dix	seventy
quatre-vingts	eighty
quatre-vingt-dix	ninety
cent	one hundred

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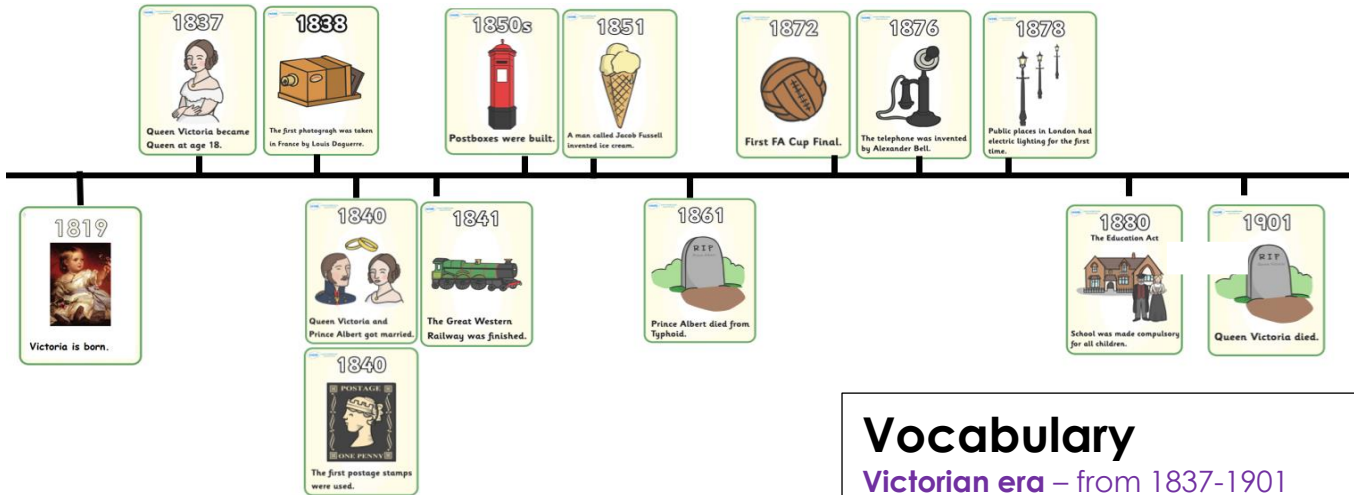


History

The Victorians

Knowledge End Points

- I can name some important inventions of the Victorians and the impact this has today.
- I can describe the lives of working Victorian Children.
- I can use maps to locate countries of the British Empire.



THE REALLY IMPORTANT STUFF

- Queen Victoria ruled UK and Ireland from 1837 – 1901.
- She was married to Prince Albert who died in 1861, and they had 9 children.
- During the Victorian period some countries became part of the British Empire including India, Canada, Australia, New Zealand and small parts of both Africa and South America.
- The Victorians invented many things like the telephone, the lightbulb, toilets and stamps. The development of the railway system enabled the Victorians to travel further afield.
- Poor families sent their children out to work as chimney sweeps, coal miners and factory workers.
- Lord Shaftesbury, a politician, believed that children should be given an education and treated well.
- Dr Thomas Barnardo set up homes for orphans.
- The Education Act of 1881 made it compulsory for all children to have an education. In 1891 free schools were opened.
- Victorian schools were very different to our schools today. Teachers were very strict, and boys and girls received a different education to one another.
- Victorians visited the seaside for leisure and health benefits. A Victorian seaside had Punch and Judy shows, bathing machines, promenades, hokey-pokey and cameras.

Vocabulary

Victorian era – from 1837-1901 when Queen Victoria was the Queen of Great Britain.

British Empire - countries around the world that were ruled by Britain.

Industrial revolution – people's lives changed when machines were invented to make things in factories.

Education Acts – laws about schools were made by politicians.

Factory Acts – laws about factories were made by politicians. The act of 1874 made it illegal for children under 10 to work in factories.

Free schools – were opened in 1891 enabling poor children to get an education.

Workhouse – poor people who lost their job, would be sent to live and work here.

Chimney sweep – small children were forced to crawl up chimneys and clean them.

Factory – A large building full of machines that made things.

Coal miner – many poor children were sent down the mines to dig for coal which was used in fires.



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



Science

Light

Knowledge End Points

- I can explain that light is reflected from surfaces.
- I can explain that opaque objects create shadows.
- I can explain why shadows change in size at different times of the day.



light



see



shadow



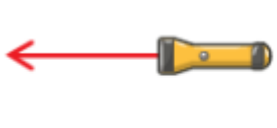
reflect



reflective



block



straight lines

THE REALLY IMPORTANT STUFF

- **Light** travels in straight lines and enters our eyes so we can see.
- We need **light** to recognise things.
- The **pupil** is the black section of the eye. Light enters through the **pupil**. The **pupil** gets bigger in the dark and smaller in the light.
- A **light source** is anything that produces light.
- The sun and stars are natural **light sources**.
- Darkness is the absence of **light**.
- The sun is dangerous for eyes so we must protect our eyes.
- **Shadows** are formed when the light from a light source is blocked by an opaque or translucent object.
- **Transparent** materials allow light to pass through them so objects can be clearly seen.
- **Reflection** is when light bounces off a surface and changes direction.
- **Light** can be reflected from smooth and shiny surfaces.

Vocabulary

Light – a type of energy that allows us to see.

Light source – something that creates light.

Pupil – the black circle of the eye.

Shadow – a dark shape made when light is blocked by something.

Reflection – light bounces off a surface and changes direction.

Transparent – allows light to pass through so objects can clearly be seen.

Translucent – allows some light to pass through.

Opaque – light cannot pass through.



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