KNOWLEDGE ORGANISERS

Class 3

Summer Term 2025

HIGHAM ON THE HILL

HIGHAM-ON-THE-HILL CHURCH OF ENGLAND PRIMARY SCHOOL

LANGUAGE ANGELS

Language: French | Teaching Type: Intermediate | Unit: Quel temps fait-il ?

Unit Objective:

To be able to say what the weather is like in French.

By the end of this unit, we will be able to:

- Ask what the weather is like and respond in French.
- Recognise and recall the conjunctions 'et' *(and)* & 'mais' *(but)*.
- Recognise and recall the 4 core compass points in French.
- Recognise and recall numbers 1-31 in French to express the temperature.
- Recognise and recall the 7 days of the week and the time of day in French.
- Present a weather forecast in French.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1, 2 & 3.
- Language introduced from Early Language units & numbers 1-31.
- Vocabulary from the Intermediate unit 'Je me présente', including how to say your name and age in French.

Skills we will develop:

To learn how to formulate the weather in French and to express what the weather is like using compass points, days of the week, times of day and temperature.

Activities we will complete:

A number of different activities to learn how to describe the weather in French. Starting by learning the 10 key weather phrases (including using a variety of reading, listening and written worksheets to help us). Also learning the key compass points to help us understand a French weather forecast and read a French weather map more easily. Using all this new knowledge to present a weather forecast in pairs or groups by the end of the unit.

Grammar we will learn & revisit:

Present tense verbs used in set weather phrases, which may not directly translate to the English equivalent e.g. 'Il fait beau' and 'Il y a du soleil'. Also, the days of the week do not have a capital letter in French unless they are found at the start of a sentence.

Phonics & pronunciation we will see:

Recommended phonics focus: **CH OU ON OI**

- **CH** sound in **ch**aud
- **OU** sound in l'**ou**est, auj**ou**rd'hui, br**ou**illard
- **OI** sound in fr**oi**d
- Silent letters. These letters often come at the end of words and are seen throughout the unit in the following words: 'vent', 'chaud', 'froid', 'pleut', and 'nord'.

Vocabulary we will learn & revisit:

The 10 weather types, the conjunctions 'and' & 'but', the 4 compass points, the numbers 1-31, the 7 days of the week, 2 times of day, and how to say the temperature in French. This is all listed on the Pupil Unit Glossary.

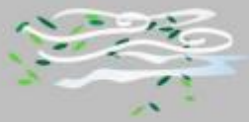
Quel temps fait-il ?

Il fait chaud.

Il fait froid.

Il fait beau.

Il fait mauvais.



Il y a du vent.

Il y a du soleil.

Il y a des orages.

Il y a des nuages.

Il pleut.

Il neige.

dans le nord

dans l'ouest

dans l'est

dans le sud

PE

Year 6 - Athletics

Knowledge Organiser

Prior Learning

Sustained pace over short and longer distances. Ran as part of a relay team. Performed a range of jumps and throws.

Unit Focus

Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement.

We are learning...

1. sprint start technique to increase our running speed.
2. the three phrases of triple jump.
3. the heave throw technique and what it is used for.
4. to assess our own ability to play our role in parlauff.
5. the scissor jump technique and when it would be used in athletics.
6. to record and relay results over a range of track and field events.

Key Questions

1. In which Olympic athletics event is the heave throw used?
2. How can you develop your fitness through parlauff running?
3. What are the 3 phases of triple jump?

Equipment

A variety of balls, hoops, bean bags, quoits, throw-down markers, hurdles, stopwatches, measuring tape, metre rule, skipping ropes, foam discus, hurdles, flexibar.

Vocabulary

Safety, rules, targets, record, set, take over, pass, strength, judge, trajectory, sprint, shuttle, assess.

Concepts

- Running for time and running for distance.
- Linking sport-specific movements to everyday tasks.

Assessment Overview

Head - Accurately and confidently record multiple scores under pressure.
Hand - Combine different jumping skills to accurately replicate the triple jump technique.
Heart - Judge your strengths and weaknesses to fulfil your role in a running challenge.

How do Christians live? What would Jesus do?

Key Stage 2
Knowledge Organiser

UNIT
37

Wonderful words

Gospel: this literally means 'Good news' but also the title of the four books of the bible that tell the story of the life of Jesus.

Theology: the study of God and religious belief or a set of beliefs

Luke: one of the three gospels which are similar in the New Testament

Matthew: one of the three gospels which are similar in the New Testament

Mark: one of the three gospels which are similar in the New Testament

Interpretation: a way of explaining one meaning of something.

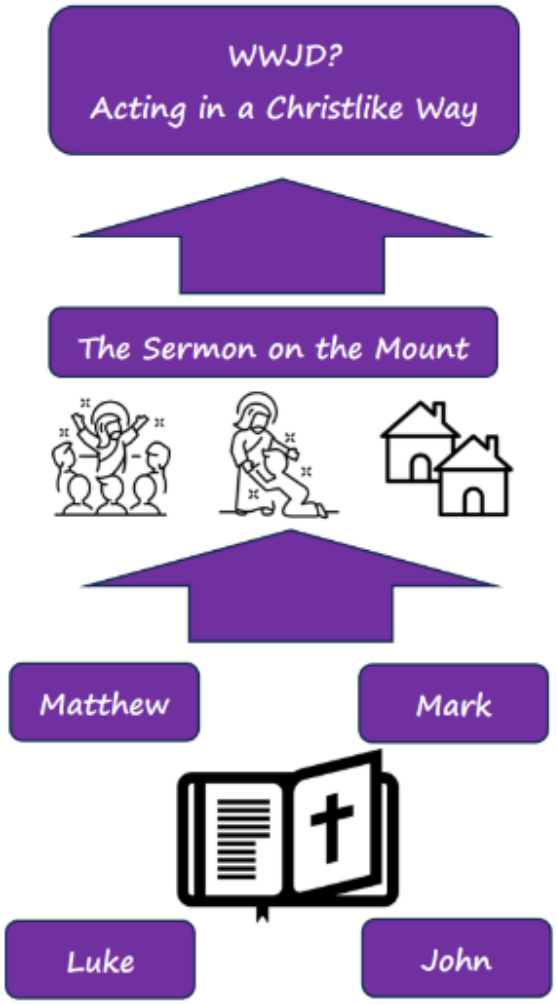
Leprosy: a bacterial infection that damages the nerves

Christlike: becoming more like Jesus in how people act

Parables: a story Jesus told that has a special meaning

Commandments: a rule which has to be observed

So how does it all work?



Important information

The word **Gospel** literally means good news. It is also is the title given to the four books of the Bible which tell the story of the life of Jesus.

Three of the gospels are similar, these are the Gospels of **Matthew, Mark** and **Luke**. They wrote about the life of Jesus using eyewitness accounts. The Gospel of John is very different to the other three. People who study **theology** look at the **interpretation** or meaning of what these four wrote.

The gospels contain the **parables** that Jesus told and how he told people to live known as **commandments**. The gospels contain the two great commandments of Jesus that tell Christians how to live. He also gave The Sermon on the Mount to tell people how to live.

Jesus would show that the good news was for everyone including those people in society many did not like. An example of this was Jesus healing people with **leprosy**, a disease that people were sacred of.

You will often see people wearing things with the letters WWJD on them, this means they are thinking 'What would Jesus do?' By following what Jesus taught in the commandments, in his action's and in the parables they hope to become more **Christlike**.

RE Today Services

Year 5/6 Knowledge Organiser – Properties and changes of materials

What should I already know?

A variety of everyday materials. The physical properties of a variety of everyday materials. How materials are suitably used based on their properties.

Key vocabulary

solid	having a firm shape or form that can be measured in length, width, and height; not like a liquid or a gas
transparent	If an object is transparent, you can see through it
soluble	able to be dissolved.
dissolves	when a substance is mixed with a liquid
conductor	a substance that heat or electricity can pass through or along
thermal	relating to or caused by heat or by changes in temperature
filtering	a device used to remove dirt or other solids from liquids or gases. A filter can be made of paper, charcoal, or other material with tiny holes in it.
evaporation	to turn from liquid into gas; pass away in the form of vapour.
condensation	small drops of water which form when water vapour or steam touches a cold surface, such as a window
irreversible	impossible to reverse, turn back, or change.

Diagrams

Key Knowledge

Different materials are used for particular jobs based on their properties: electrical conductivity, flexibility, hardness, insulators, magnetism, solubility, thermal conductivity & transparency

Materials can be grouped based on their properties using more complex vocabulary.

Magnetic

Transparent

Permeable

Soluble

Insoluble

Impermeable

Flexible

What will I know by the end of the unit?

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.

Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Demonstrate that dissolving, mixing and changes of state are reversible changes

Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Year 5/6 Knowledge Organiser – Properties and changes of materials

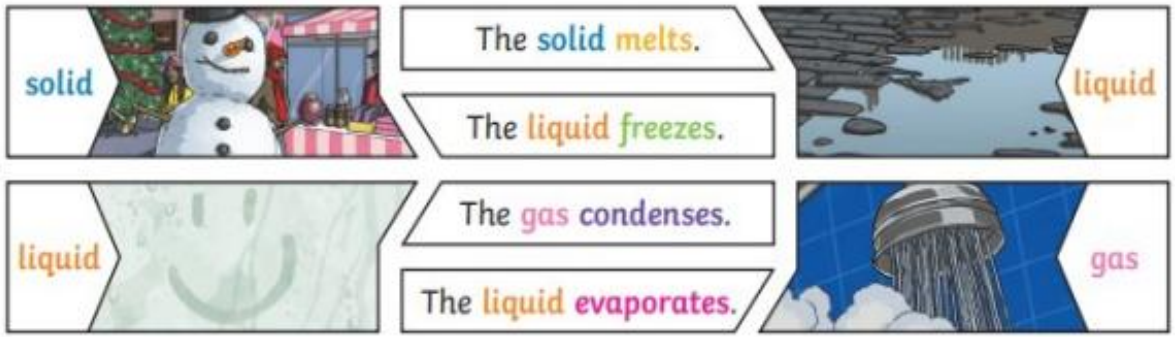
Diagrams

Key Knowledge

Reversible changes, such as mixing and dissolving solids and liquids together, can be reversed by:

Sieving	Filtering	Evaporating
		
Smaller materials are able to fall through the holes in the sieve, separating them from larger particles.	The solid particles will get caught in the filter paper but the liquid will be able to get through.	The liquid changes into a gas, leaving the solid particles behind.

Changes of State

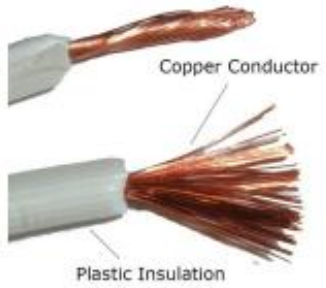


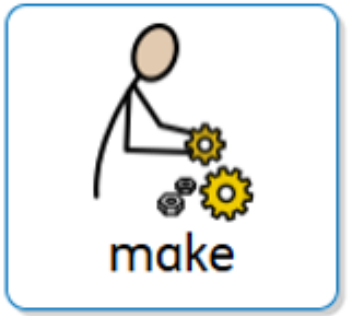
What are thermal insulators and conductors?

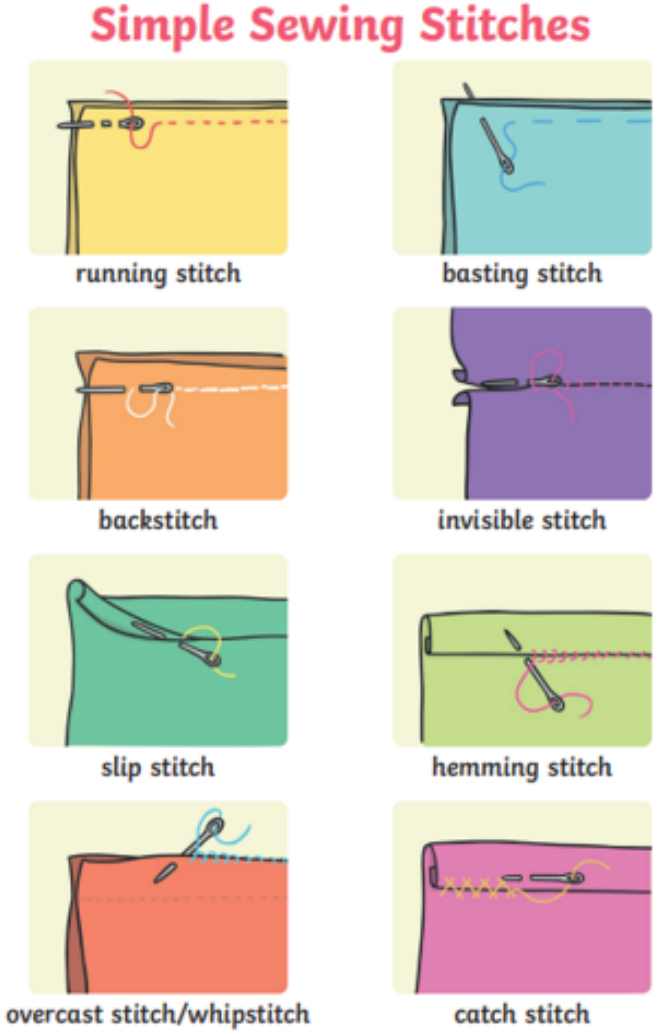
- Materials which are good thermal conductors allow heat to move through them easily.
- Thermal conductors are used to make items that require heat to travel through them easily, such as a saucepan which requires heat to travel through to cook food.
- Thermal insulators do not let heat travel through them easily.
- Examples of thermal insulators include woollen clothes and flasks for hot drinks.

What are electrical insulators and conductors?

- **Electrical conductors** allow electricity to pass through them easily while electrical insulators do not.
- **Electrical insulators** have a high resistance which means that it is hard for electricity to pass through these objects.

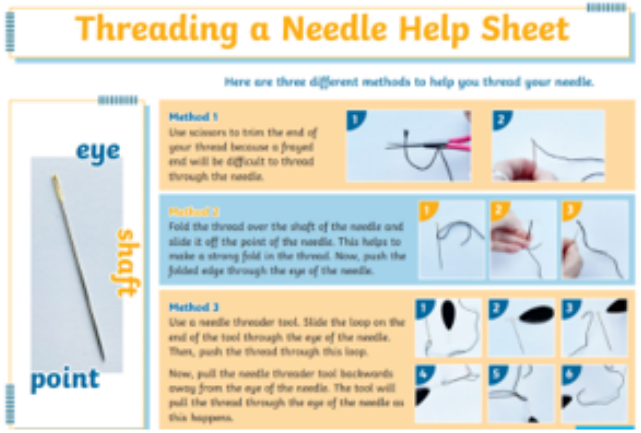






This sequence of lessons focusses on understanding textiles, in particular, embroidery. Key learning from this unit will explore the history of embroidery and what it is. This unit will also explore the different artists and how they have applied their embroidery skills for different purposes.

Children develop skills in how to thread a needle, sew different types of stitches and apply their skills to a piece of embroidery artwork.



Design & Technology: TEXTILES