

# Wheelwright Lane Knowledge Organiser for:

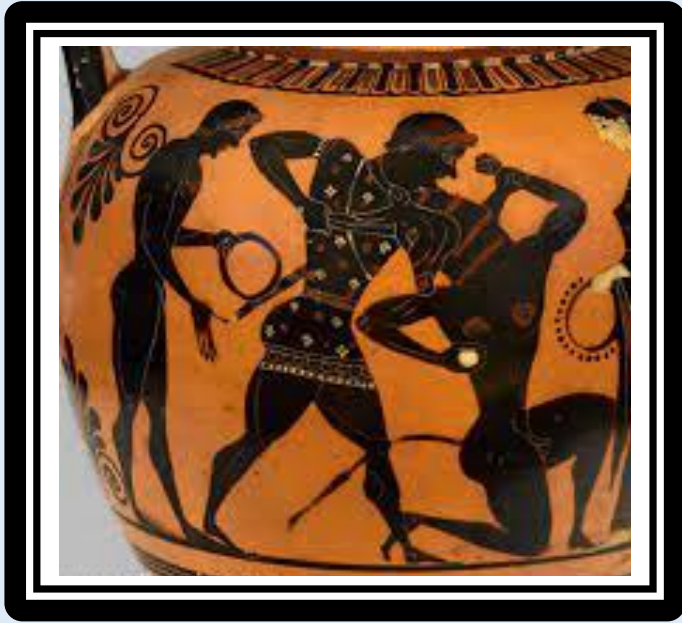
## Art – 3D Sculptor through Greek Vases

### Key questions:



- What was the vase used for?
- What do you think they are doing in the image? Why?
- What details do you notice on the vase?
- What colours do they use?
- Do you like the artwork? Why? Why not?
- What happens to clay in a coil pot, if you do not score and add slip to the join?

### Greek vase:



### Key facts:



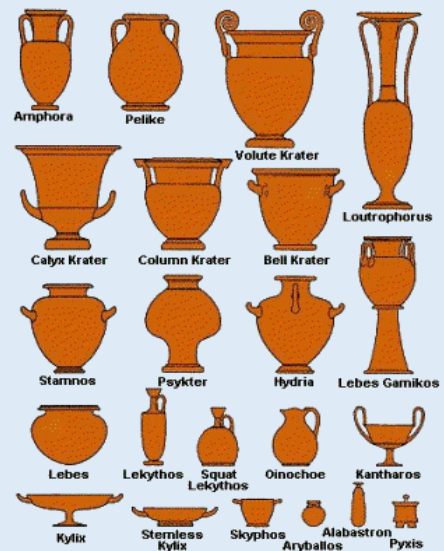
When - **1000 BCE – 400 BCE**

Where - **Ancient Greece**

Style – **Painted whole or part of the vase, using geometric pattern and figures to depict life during the Ancient Greek times. Predominantly they used black and white paint.**

Shape – **This depended on the vessel's use.**

### Common Shapes and Comparative Sizes



### Key vocabulary:

- Ceramics** - a term given to any art work produced using clay.
- Clay** - Moist sticky earth. Liquid clay is called slip.
- Coiling** - Fixing rings of clay on top of each other.
- Hollowing** - Removing the inside of a solid.
- Manipulating**- Working clay into a shape or form.
- Pinching** - Squeezing between the thumb and a finger.
- Pottery** - Objects shaped from moist clay and hardened by heat.
- Scoring** - Cutting or scratching the surface, used to join parts of a pot e.g. a handle.
- Wedging & Kneading** - Squeezing or pressing together using the hands & fingers.

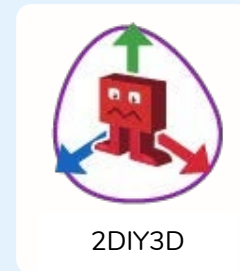




### Key Learning

- To evaluate the features of a successful video game.
- To plan a game in 2DIY3D.
- To design and use game sprites.
- To add features to a game world and check playability.
- To evaluate games created by others.

### Key Resources



### Key Vocabulary

#### 2D Game

A flat game where characters move side to side or up and down on the screen.

#### Game Environment

Everything around the player in a game, like walls, floors, objects, and backgrounds.

#### Playability

How fun and enjoyable a game is to play and enjoy.

#### 3D Game

A game that looks more real, where you can move around in all directions.

#### Game Feedback

When someone who plays your game shares helpful ideas to improve it, like fixing bugs or making it more fun.

#### Sprite

2D image that represents something on screen like a baddie or a collectable.

#### Game Design

Planning how a video game looks, works, and feels before making it real.

#### Game Genre

A category describing the style and gameplay of a game.

#### Sprite Animation

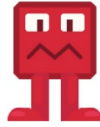
How the sprite moves or changes in appearance.



### Key Images



Insert collectable



Insert baddie



Information screen



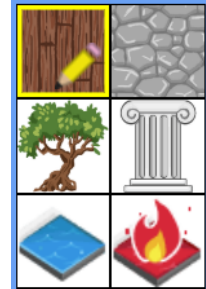
Customise ground



Customise ceiling



Insert sky



Insert game features

### Key Questions

#### What makes a good computer game?

A good game designer gives the player continuous challenges in a visually stimulating environment, each of which leads to another challenge, to keep the game challenging and fun.

#### How can a sprite be customised in 2DIY3D?

The design of the sprite can be customised to match the theme of the game, using images from the gallery, hand-drawn artwork, or pictures inserted from the internet. A range of movements can be added to the sprite to make it appear more realistic. Music and consequences can also be added to the game sprites to enhance interactivity.

#### What aspects of the game world can be added and customised in 2DIY3D?

In 2DIY 3D, you can customise the game world by designing walls, floors, scenery, backgrounds and level layouts. You can also add music, sound effects and clear instructions. These all help to make a more engaging and interactive experience.



# Wheelwright Lane Knowledge Organiser for: FOREST SCHOOL

## Key questions



- Why is it important to spend time in nature?
- What activities can you do at Forest School?
- How do you stay safe outdoors?
- What do you learn from Forest School sessions?
- How does Forest School help wildlife and the environment?

## Key vocabulary:



- **Forest School** - a type of outdoor learning that happens in nature.
- **Shelter/Den** - a structure made from natural materials like sticks and leaves.
- **Fire circle** - a safe area for making and learning about fire.
- **Tool use** - using items like peelers, mallets, or saws safely.
- **Biodiversity** - the variety of plants and animals in a woodland.
- **Teamwork** - working together to solve problems.
- **Resilience** - not giving up when things are tricky.

## Key facts:



- Forest School started in **Scandinavia** and spread to the UK in the 1990s.
- Sessions happen **outdoors**, usually in **woodland** or natural spaces.
- Children learn through **hands-on experiences** like den building, tool work, and nature games.
- It helps develop **confidence, independence, and problem-solving skills**.
- Forest School supports **mental health and wellbeing** by connecting with nature.
- Respect for the **environment and wildlife** is a core value.



## **Our Forest School Vision Statement**

We believe that Forest School provides an opportunity for our children to develop holistically through child-centred, independent exploration and play in a natural environment. Many different skills and ideas such as raising self-esteem, health, wellbeing, confidence, emotional intelligence and teamwork will be promoted through our forest school sessions. Our provision encourages children to play, work and learn together, building a sustainable Forest School community and deepening our connection with nature.

## **Children's Responsibilities**

Children will support each other during Forest School sessions with remembering our motto, 'Be Kind, Be Safe and Be Fair'.

- Be Kind -Respect and look after themselves, each other and their environment. This includes making sure they are prepared for the session with sensible clothing.
- Be Safe -To take responsibility of their actions surrounding purposely dangerous or unsafe behaviour.  
To follow the fire Circle rules:
  - walk around the outside of the fire circle
  - Hair tied back and no loose clothing
  - only enter the fire pit area by if invited by an adult (children should be knelt if by the fire)
- Be Fair - Ensure that Forest School sessions are fun for everybody, and resources are distributed fairly.

## **What do we do there?**

Forest School allows children to be a part of a variety of outdoor activities and encourages children to learn about the natural environment. Some of the activities the children will be a part of are:

- Den building
- Use and practice of a variety of knots
- Safe use of Fire lighting and cooking
- The identification of plants and animals
- Exploration of the natural world
- How to look after the natural world
- Use of sustainable resources within the Forest School
- Safe use of tools to support learning
- Different seasons/what happens in each season
- Developing key social and emotional skills; e.g spiritual development, health and wellbeing
- Playing in the outdoors
- Taking risks in a safe way
- Building relationships/supporting each other
- Achieving manageable tasks individually and in a group

### **Forest School Information for parents/carers**

Forest School sessions will involve exciting, hands-on learning experiences that immerses children in our school's natural environment. Your child will engage all their senses as they explore, build shelters or discover the wonders of wildlife. Each session will involve a new adventure, sparking creativity and encouraging children to connect deeply with nature. This learning is driven by curiosity and the joy of discovery. Children are empowered to take the lead in their learning, developing skills and confidence along the way. They become resilient as they face challenges such as learning to tie knots. They stay curious, investigating plants, animals, and ecosystems, and asking questions that inspire deeper understanding. Through this natural environment, children develop determination as they engage in tasks that require focus and perseverance, from whittling wood to solving nature-based problems. They are encouraged to be brave, stepping outside their comfort zone and embracing new experiences with enthusiasm. Collaboration is vital during Forest School time, children learn to work together to build shelters, create art from nature, and help each other succeed in shared goals, reinforcing the importance of being collaborative.

Forest School sessions will run whatever the weather (unless extreme weather/wind is forecast). We believe the children should experience most weather types and will only be taken out if correct clothing/precautions have been taken to keep them safe and dry.

To ensure your child is comfortable and prepared, please can your child bring the items listed in a named bag on your child's allocated day:

- Waterproof coat
- Comfortable trousers.
- Light long-sleeved t-shirt.
- Fleecy zip up jacket/ jumper.
- Spare socks.
- Wellies or sturdy closed toe shoes (which you don't mind getting wet and muddy!)

Recommendations:

- Waterproof trousers.
- For cold weather: wellies with two pairs of socks; base layer – thermals; neck snood, warm hat and gloves.
- A sun hat for sunny days and suncream applied before school



# Wheelwright Lane Knowledge Organiser for:

## Meet the Greeks

### Key questions:



When was the Ancient Greek civilisation?

Where is Greece?

How were Athens and Sparta different?

What influence did the Gods and Goddesses have on Ancient Greeks?

Why were the Olympic Games important to the Ancient Greeks?

How do historical artefacts help us to understand the past?

What was life like for children in ancient Greece?

What legacies from ancient Greece influence our lives today?

### Key facts:



Greece is a country located in Europe.

The ancient Greek civilisation emerged in 8BC and came to an end in 146BC when the Romans invaded.

Ancient Greece was divided into city states which had their own laws and armies

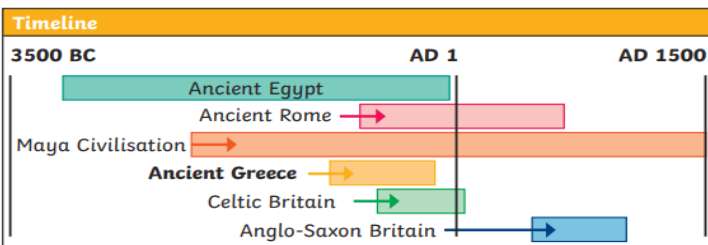
Athens was the largest city state in Greece and was a democracy.

Spartan children had to learn how to fight.

The Ancient Greeks believed that there were lots of different Gods and Goddesses who controlled everything.

The first Olympic Games took place in 776BC and was viewed by the Greeks as an important religious festival.

The Ancient Greeks have left lasting legacies which influence our lives today.



### Key vocabulary:

**Artefact:** any object made by human beings.

**Ancient:** very old; existing for many years.

**City-State:** a self-governing state made up of its city and surrounding territory.

**Democracy:** a form of government in which power is given to the people through elections.

**Hoplite:** An ancient Greek soldier who was heavily armed.

**Empire:** A group of nations under one ruler of government.

**Legacy:** anything that is passed down to ancestors.

**Phalanx:** a body of soldiers in Ancient Greece kept in close formation for protection.

**Trade:** the act of buying or selling goods.

**BC:** Before Christ (used to indicate that a date is before the Christian era).

**AD:** Latin phrase *Anno domini*, which means 'in the year of our Lord'.





# Wheelwright Lane Knowledge Organiser for: Year 5 - Athletics

## Key questions



- How do you perform a fling throw correctly?
- What different implements can you throw using a variety of throwing techniques?
- What techniques can help increase the distance of your throws?
- How can you improve your jumping technique for greater distance?
- What steps are needed to perform an effective standing long jump?
- How can you build confidence when performing the standing triple jump?
- What are the key elements of an effective standing vertical jump, including take-off and flight?
- Why is it important to land safely and with control after a jump?
- What techniques help improve sprinting, especially the sprint start?
- What is stamina, and why is it important for runners?

## Key vocabulary:



**Baton:** A short stick passed from runner to runner in a relay race.  
**Change:** In a relay race, where the baton is passed from one runner to the next.  
**Chest pass:** To throw by pushing the ball from chest height.  
**Drive:** Push powerfully towards something.  
**Lead:** When you jump over a hurdle, your leading leg goes first.  
**Pull pass:** When you throw the ball starting with your arm straight behind you.  
**Shoulder pass:** A pass made by throwing something from shoulder height.  
**Skip:** To move lightly by bouncily hopping and stepping from one foot to the other.  
Hop left ->step->hop right ->step -> hop left...  
**Trail:** When you are hurdling, the trailing leg is following the front leg over the hurdle.

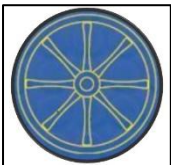


## Key facts:

- Athletics includes a variety of throwing events, such as the fling throw, where different techniques are used to increase distance.



- Jumping events in athletics include the standing long jump, triple jump, and vertical jump, all of which require effective take-off, flight, and safe landings.
- Developing proper technique is essential for improving performance in both throwing and jumping events.
- Sprinting in athletics requires practising an effective sprint start and refining running technique to maximize speed.
- Stamina is an important part of athletics, helping runners maintain their performance over longer periods of time.



# Wheelwright Lane Knowledge Organiser for: Year 5 - Invasion Games (Netball)

## Key questions

Can you describe how to make a



chest pass and catch one?

When might you use the different

types of passes

What is the footwork rule?

What is the best place to shoot from?

## Key vocabulary:



**Accuracy:** How close to the target you are able to shoot the ball.

**Bean bag:** A piece of PE equipment.

**Bounce:** When you throw the ball with a deliberate bounce on the ground

**Catch:** Grasping a ball which is moving through the air into your hands

**Chest:** A front upper area of the body.

**Control:** Being able to deliberately move yourself or the ball where you want at all times.

**Hoops:** In netball, these are often metal rings on a pole – a team scores when a Goal Shooter or Attacker throws the ball so it falls through a hoop.

**Overhead:** Movement which happens above head height.

**Pass:** To deliberately throw the ball to another player on your team.

**Pivot:** To twist or spin around whilst keeping one foot stationary.

**Rope ladders:** A piece of training equipment.

**Strategy:** An overarching plan, the 'big picture'.

**Tactics:** Specific actions that are part of your strategy.



## Key facts:

- Pass, Pivot pass, shoot & throw with accuracy, including chest, bounce and overhead
- Use tactics for game dominance, building on dodge and marking
- Develop footwork
- Play to rules

# Jigsaw Jez's Journey

racism

Celebrating Difference

homophobic

I will learn about...

- Cultural differences
- What racism is
- Different types of bullying behaviours
- The lives of people in other countries
- My own and other people's cultures



Why do we like to belong?

cyber bullying

culture

I will explore...

- My own culture
- My attitudes towards others
- Strategies to manage bullying situations
- Ways to encourage others to make positive choices
- The value of happiness

direct

indirect

developing world

banter

discrimination

rumour

belong

conflict

# Jigsaw Jez's Journey



Why do some people choose to bully or discriminate others?

What aspects of people's culture do you think may cause conflict?

## My Thinking Pad

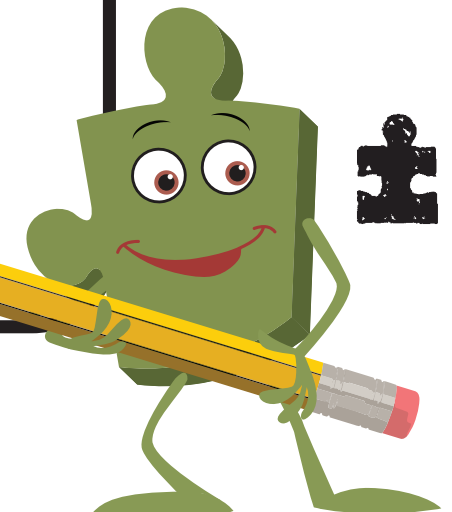
What have I learnt in this puzzle that helps me to celebrate difference?

Indirect bullying is...

Direct bullying is...

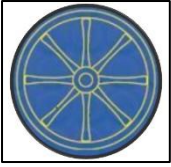
Racism is unacceptable because...

What is the effect on a person/people being bullied?



Celebrating Difference





## Wheelwright Lane Knowledge Organiser for: If God is everywhere, why go to a place of worship?

### Key Questions:



- What are places of worship used for?
- Can you name some places of worship?
- What are the differences between Anglican and Baptist churches?
- Can you identify similarities and differences between worship at home and at the Mandir?
- Can you identify differences between Jewish synagogues?
- How do Christians connect to God?

### Key facts:



- A mandir is a Hindu temple
- There are two different Jewish communities: Orthodox (traditional) and Reform (modernised)
- There are two Christian churches:  
Baptist and Anglican
- Holy Communion reminds Christians of Jesus' sacrifice
- Puja bell bring deity to worship

### Key vocabulary:



Worship – Showing love, respect, or devotion to God or something holy.

Worth – The value or importance of something.

Christians – People who follow the teachings of Jesus Christ.

Hindus – People who follow the religion of Hinduism.



# Wheelwright Lane Knowledge Organiser for:

## Science – Forces.



### Key questions:

- What is a force?
- What is gravity?
- What is friction?
- What are the effects of air and water resistance?
- How do levers, pulleys and gears affect forces?



### Key scientists:

**Isaac Newton** (1643–1727) was an English mathematician. He is famously thought to have developed his theory of gravity when he saw an apple fall to the ground from an apple tree.



**Galileo Galilei** (1564–1642) was an Italian scientist and mathematician. In 1590, he carried out an investigation on the top of the Leaning Tower of Pisa to investigate the effects of gravity on two balls of similar shape and size, but different masses. He discovered that both balls hit the ground at the same time.



### Key facts:



#### Forces

**Forces are just pushes and pulls in a particular direction.**

Forces are shown by arrows in diagrams. The direction of the arrow shows the direction in which the force is acting. The bigger the arrow, the bigger the force.

#### **Balanced forces**

If two forces are balanced, it means the forces are the same size but are acting in opposite directions.

If two balanced forces are acting on an object, that object will not change its motion. If it is still, the object will stay still or if it is moving, it will continue moving in the same direction and at the same speed.

#### **Unbalanced forces**

When two forces acting on an object are not equal in size, we say that they are unbalanced forces. Unbalanced forces do change the way something is moving.

They can make objects start to move, speed up, slow down or change direction.

#### Friction

Friction is a force **between two surfaces** that are sliding, or trying to slide, across each other. For example, when you try to push a book along the floor, friction makes this difficult.

Friction always works in the direction **opposite** to the direction in which the object is moving, or trying to move. Friction always **slows** a moving object down.

### Key vocabulary:

**Air resistance** – A force that is caused by air with the force acting in the opposite direction to an object moving through the air.

**Force** – A push or pull upon an object resulting from its interaction with another object.

**Friction** – The resistance that one surface or object encounters when moving over another.

**Gears** – A toothed wheel that works with others to alter the relation between the speed of a driving mechanism (e.g. engine) and the speed of the driven parts (e.g. the wheels).

**Gravity** – The force that attracts a body towards the centre of the earth.

**Levers** – A rigid bar resting on a pivot that is used to move a heavy or firmly fixed load.

**Mass** – The weight measured by an objects acceleration under a given force or by the force exerted on it by gravity.

**Pull force** – To draw or haul towards oneself or itself, in a particular direction.

**Pulleys** – A wheel with a grooved rim around that changes the direction of a force applied to the cord.

**Push force** – To move something in a specific way by exerting force.

**Water resistance** - A force that is caused by water with the force acting in the opposite direction to an object moving through the water.

