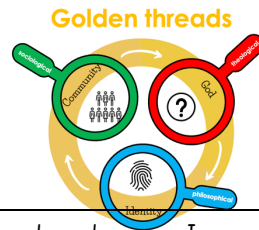




# Zoom to the Moon : Spring 2025 Knowledge Organiser



## RE

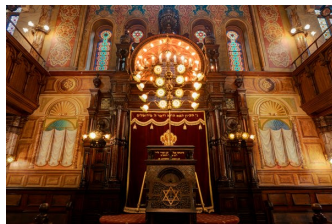


### Key Vocabulary

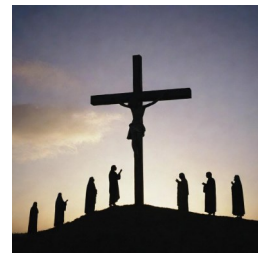
<b>Torah</b>	The name of the Holy book for Jews .
<b>Moses</b>	One of the first leaders of the Jewish people, to whom God gave the Ten Commandments. There are stories about Moses in the Torah.
<b>Ten Commandments</b>	The ten rules given by God as a sign of the promise he made with his people, the Jews.
<b>Synagogue</b>	The building where Jewish people go to worship God.
<b>Tallit</b>	Prayer shawl, worn over the shoulders, often by Jewish men.
<b>Disciple</b>	One of the 12 special friends of Jesus, who followed him and listened to him.
<b>Crucifixion</b>	The death of Jesus on a cross .
<b>Resurrection</b>	God bringing Jesus back from death to



Torah



Synagogue



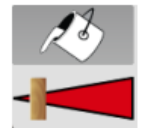
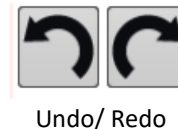
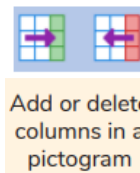
Crucifixion

## Computing



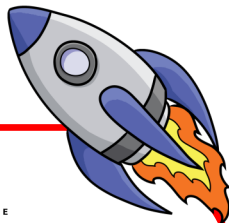
### Key Vocabulary

<b>Field</b>	A single piece of data in a database which makes up a record.
<b>Database</b>	A computerised system that makes it easy to search, select and store information.
<b>Network</b>	Connected devices that can send and receive information, voice and video.
<b>Domain</b>	Part of the Internet owned by an individual, company or organisation.
<b>Internet</b>	A way to send information from one computer to another anywhere in the world using technology such as phones, satellite.
<b>Search Engine</b>	A program to help you find web pages on the Internet.
<b>Web Page</b>	A single page which can include images, videos and charts.
<b>Palette</b>	A program to help you find web pages on the Internet.





# Zoom to the Moon : Spring 2025 Knowledge Organiser



## History

### Key Vocabulary

#### Prior vocabulary:

past, present, source, evidence, artefact, chronological, time line, recount, significance

**New vocabulary:** Space Race, satellite, rocket, mission, NASA, ESA, Cold War, shuttle.



### Key Knowledge

I can identify similarities and differences between different time periods.

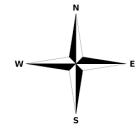
I can recount some interesting facts from historical events.

I can understand the significant impact some people have had on technological developments.

I can understand why some people in the past acted in the way that they did.



## Geography



### Key Vocabulary

#### Prior vocabulary:

Human, physical, local, feature, landscape, distant, observation.

#### New vocabulary:

Continent, ocean, equator, population, Africa, Antarctica, Asia, Australia, Europe, North America, South America, Pacific, Atlantic, Indian, Southern, Arctic

### Key Knowledge

I can name and locate the continents of the world.

I can use a map, atlas and globe to locate continents and oceans.

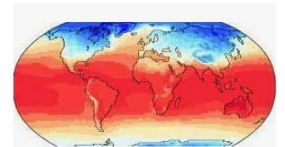
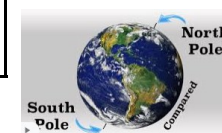
I will know geographical compass points.

Continents	Oceans
Africa	Pacific
Antarctica	Atlantic
Asia	Indian
Australia	Arctic
North America	Southern
South America	
Europe	



### Hot and Cold countries

We will identify hot and cold areas in relation to the Equator and North and South Poles.





## Art

### Key Vocabulary

<u>Tone</u>	How light or dark something is
<u>Shadow</u>	A dark shape made when light is stopped or blocked by an object or a person.
<u>Portrait</u>	A painting or a photograph of a person's face and its expression.
<u>Symmetry</u>	When two sides of an image look the same or nearly the same.

## Textures



smooth



rough



soft



bumpy

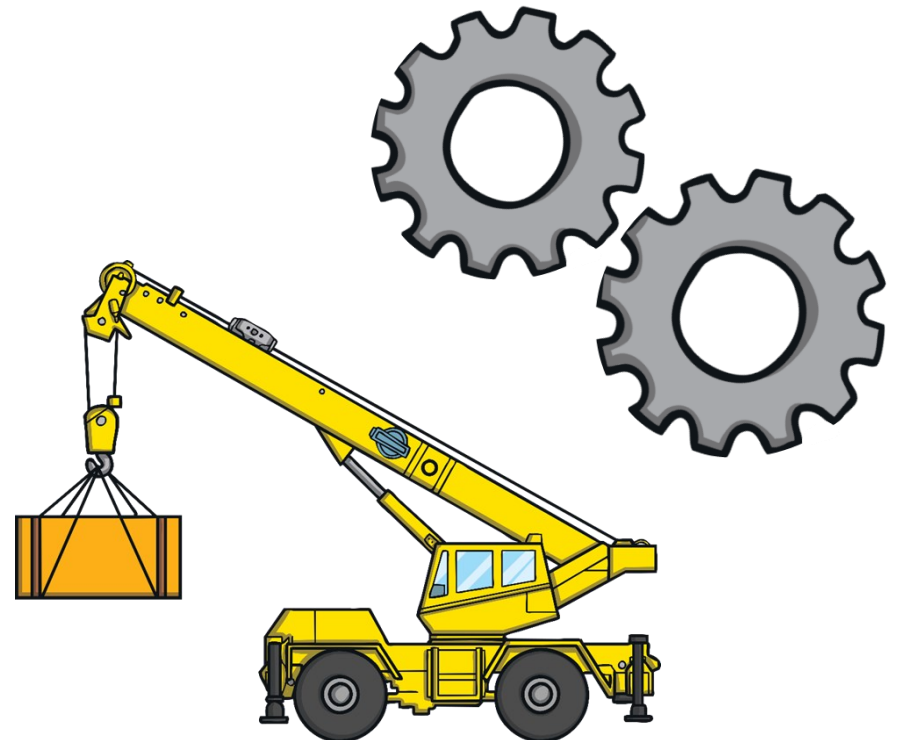
## Shading



## DT

### Key Vocabulary

<u>Winding mechanisms</u>	An axle that turns a handle
<u>Mechanism</u>	Parts that work together to make something move



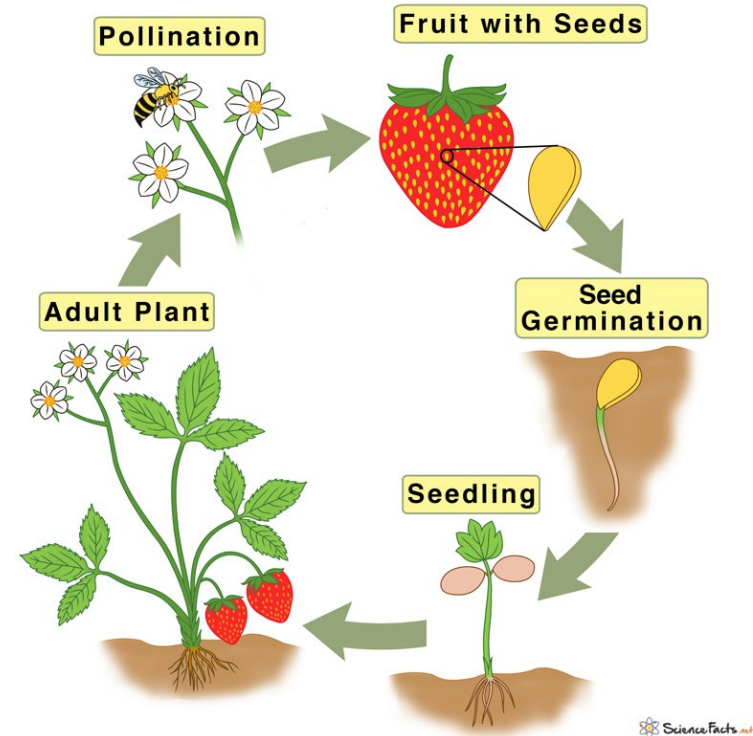


## Science: Plants

### Key Vocabulary

<b>Sunlight</b>	All plants need light from the <b>sun</b> to grow well. Some plants need lots of sunlight. Some plants only need a little <b>sun</b> -
<b>Temperature</b>	<b>Temperature</b> is how warm or cold something or somewhere is. Some plants like cooler <b>temperatures</b> and some like warmer
<b>Water</b>	All plants need <b>water</b> to grow. Without water, seeds and bulbs will not germinate
<b>Nutrition</b>	Food or <b>nourishment</b> . Plants make their own <b>food</b> in their leaves using sunlight.
<b>Germination</b>	When the conditions are right, the seed soaks up water and swells, and the tiny new plant bursts out of its shell. This is called germination.
<b>Shoot</b>	A shoot grows upwards from the seed or plant to find sunlight.
<b>Seed dispersal</b>	Seed dispersal is when the seeds move away from the parent plant. They can drop to the ground in the plant's fruit or be moved by the wind or animals

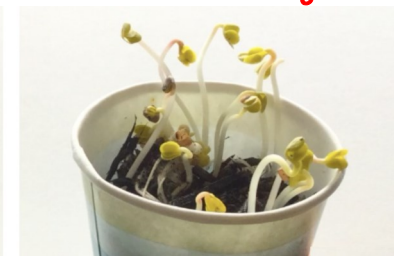
### Plant Life Cycle



Grew with  
Sunlight



Grew without  
Sunlight





## Science: Living things and their habitats

### Key Vocabulary

<b>Survive</b>	To survive means to stay alive.
<b>Basic needs</b>	Basic needs are the things that living things need to stay alive (water, food, shelter).
<b>Habitat</b>	A habitat is the natural place in which something lives. A habitat provides living things with everything they need to survive.
<b>Microhabitat</b>	A microhabitat is a very small habitat that minibeasts live in.
<b>Depend</b>	Living things in a habitat depend on each other to survive. This means they need each other to meet their basic needs.
<b>Food Sources</b>	Food sources are the things that living things eat.
<b>Food Chains</b>	A food chain shows how each animal gets its food. Food chains are one of the ways that living things depend on each other to stay alive.

### Key Knowledge

Here are some examples of **habitats**.



woodland

urban

coastal

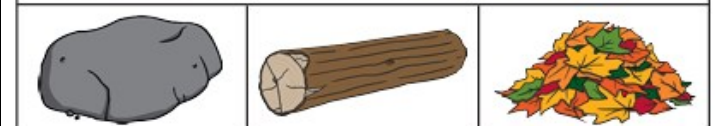


ocean

polar

desert

Here are some examples of **microhabitats**.



under rocks

under logs

under leaves

In a **food chain**, each arrow means 'is eaten by'.



grass



caterpillar



sparrow



hawk



## PSHE

### Key Vocabulary

rights responsibilities community belonging groups  
equal same different

### Key Knowledge

- I know about being a part of different groups, and the role they play.
- I understand how a community can help people from different groups to feel included.
- I understand different rights and responsibilities that I have in school and the wider community.
- I can recognise that we are all equal, and ways in which we are the same and different to others in my community.
- I can understand the ways in which people can access the internet e.g. phones, tablets, computers.

