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|  | | | **Knowledge Organiser: *The School Year*, chosen by Brian Moses** | | | | | | | | | | | | | |  | | |
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|  | Quote: “We’d never seen snow like it” | | | | | | | | | | | |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Themes | | | | | | | | |  | Important Information | | | | | | | | | |
| School | | | New beginnings; | | | | | |  | Poems use **imagery** to engage the reader or listener. They use all of the physical senses, not just what they can see. Language is chosen so that the imagination is sparked. | | | | | | | | | |
| Seasonal events | | | Nature and festivals. | | | | | |  |
| Weather | | | Interaction with different weathers. | | | | | |  | Poems may seek to cause an **emotional response**. Language is chosen to try and help readers and listeners *feel* something through exposure to the poem. | | | | | | | | | |
| Viewpoints | | | Contrasting ideas of events. | | | | | |  |
|  |  |  |  |  |  |  |  |  |  | **Nostalgia** is an emotion that forms the basis of many poems. This is when happy memories help readers and listeners remember/feel the positive feelings from the past. | | | | | | | | | |
|  |  |  | Grammar | | | | | |  |
|  | | | Conjunctions, adverbs and prepositions to show time, place and cause.  Word classes/parts of speech.  Paragraphs, including organising them around a theme. | | | | | |  |  |  |  |  |  |  |  |  |  |  |
|  | Key Vocabulary | | | | | | | | | |
|  | Alliteration | | | When nearby words begin with the same sound. | | | | | | |
|  | Verse | | | A group of separate lines in a poem. | | | | | | |
|  |  |  |  |  |  |  | Simile | | | Used to describe something by comparing it to something familiar. | | | | | | |