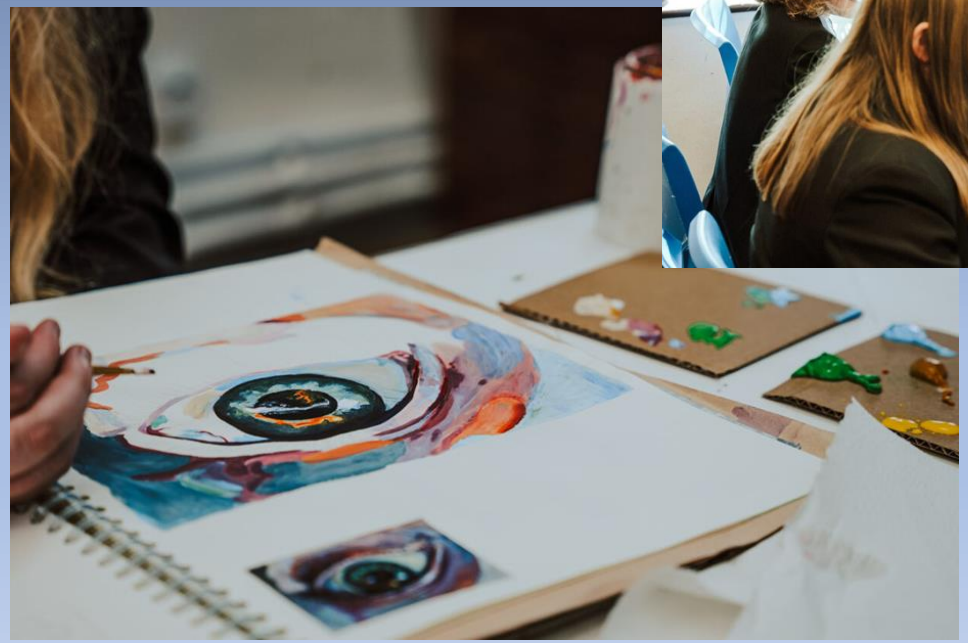
Need to KNOW

LOOE COMMUNITY ACADEMY

Year 7

Autumn 1

Be the BEST you can be



need to KNOW

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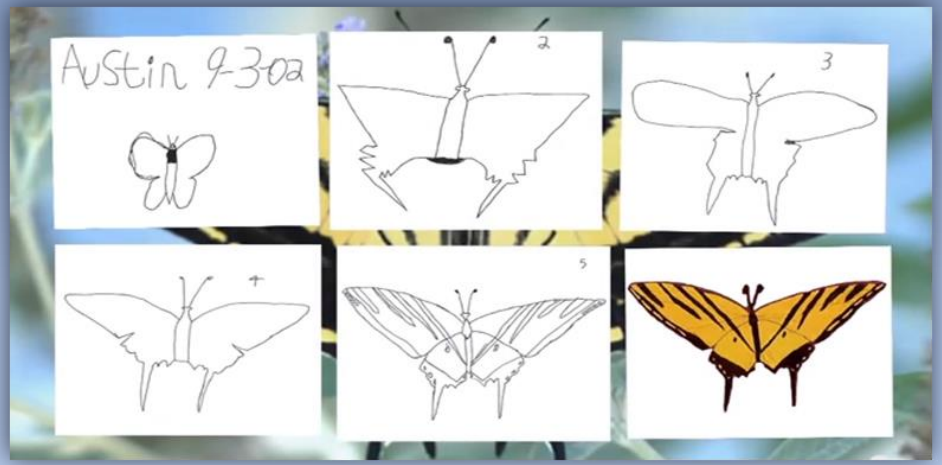
To become an **expert learner** you need to have the right mindset and understand the **'Power of YET'**!

Check out Austin's butterfly picture below and learn how he seeks feedback to improve his work to achieve the most amazing results!



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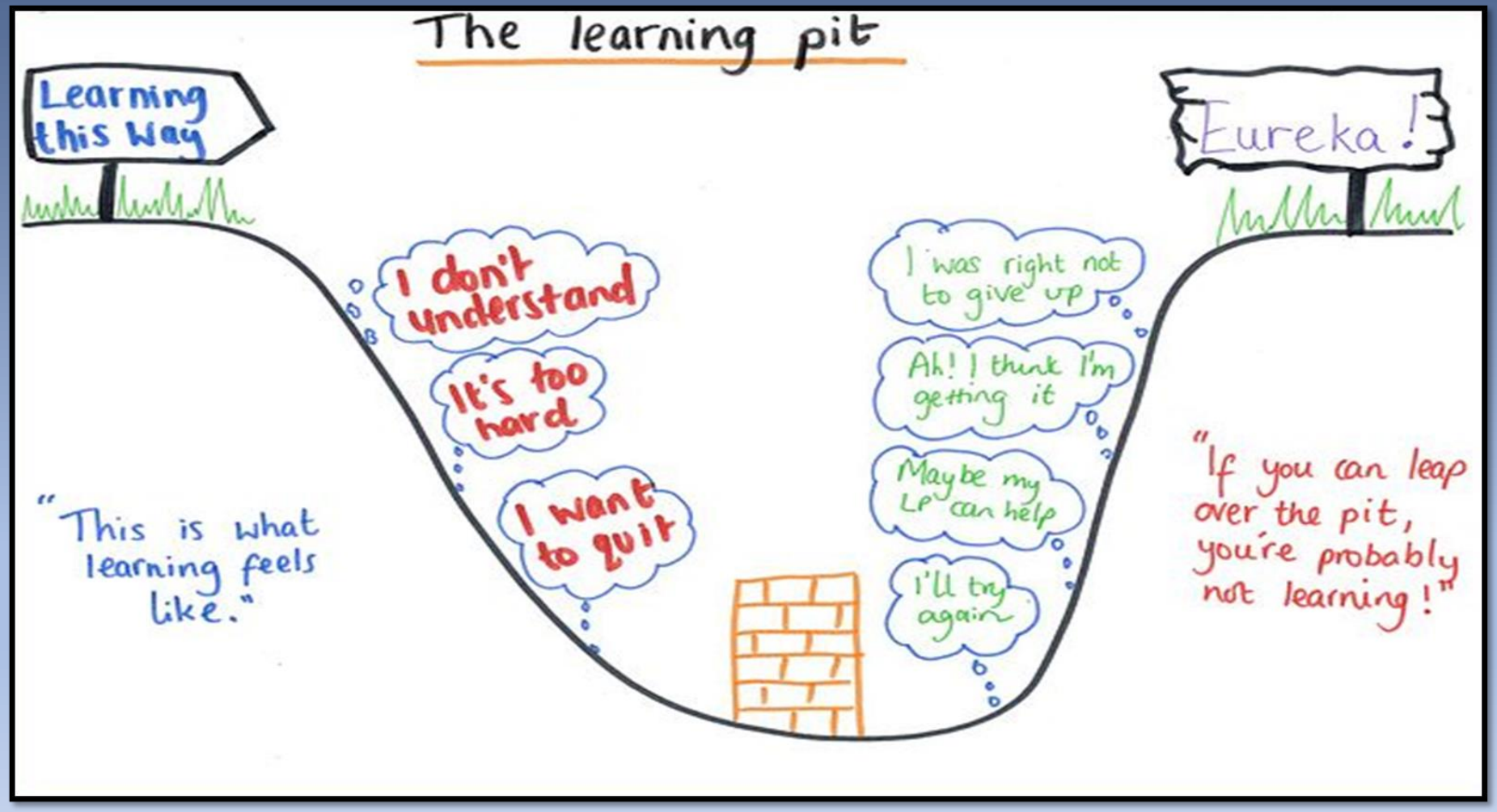
The Learning Pit is a picture to help you remember that you are constantly going to be challenged and confused when you learn something know, but it's about knowing what to do in order to overcome these challenges to get to the other side of the pit!



1 Magnificant Metacognition

Plan
Is this similar to a previous task?
What do I want to achieve?
What should I do first?

Monitor
Am I on the right track?
What can i do differently?
How can I ask for help?

Evaluate
What worked well?
What could I have done better?
Can I apply this to other situations?

2 Marvellous Memory

My memory and learning improves when I learn through spaced, retrieval, interleaved, elaborated, and use of concrete examples in practice.

I must use the best learning strategies above when using my 'Need to Know' to complete pre and post learning tasks.

During lessons I am a responsible Lead Learner, I teach my self and peers through mini tests, flashcards and look/cover/write/check/review, this help me and my peers learn quickly.

3 Love My Learning

I have a growth mindset and believe I can be as SMART as I want to be! My brain is a muscle and it will growth bigger with the amount of effort I put into practice.

I seek feedback and enjoy acting on it. I see 'EBI' and 'T' from my teachers / peers as opportunities to improve, by acting on feedback I experience success as a learne

I can be my own teacher and can articulate what I am learning and why. I know my mastery goals and I seek errors as opportunities. I aspire to challenges and have no fear of failure!

4 Literacy for Life

Every hour I read is an hour improving my writing. Time is worth investing in my books and Accelerated Reader.

I always check my grammar, spelling and punctuation, this will help me to achieve the highest SPAG marks in my GCSE exams.

Practicing my reading skills and literacy will improve choice in job/career prospects. Success is when preparation makes opportunity and when practice makes permanent!

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Subject: PSHCE Year : 7
Knowledge organiser Curriculum Topic: Exploring relationships
Key Concept: Respectful relationships

I NEED TO KNOW:

What a positive relationship is.
Different types of relationships and what features they have that makes them positive and how this can be impacted by social media and the online world

Frenemies: People that pretend to be your friend, but don't act the way genuine friends do.

Toxic Friendship Groups: a group of friends you may not like, but you are scared about what could happen if you try to leave the group.

Genuine friendships: These last for years as they are based on mutual respect and are people who make each other feel good about themselves.

Banter – a type of teasing which although usually friendly, easily turns into something people can take offensively.

Cyber bully– a person of any age who harasses you online.

Paedophile – an older person who has sexual feelings towards children

Domestic abuse – unwanted harassment, physical contact or constant shouting at a partner or family member to make them feel bad.

Family – A group of close people, usually related, who choose to live together as a unit. There are many different types of family.

Marriage – a traditional, legally recognised union between a couple.

Civil Partnership – a legally recognised, same-sex partnership.

Dopamine – a very powerful chemical released when you are 'in love' that makes you happy and excited to be around the person you fancy. **Infatuation** – being so in love with someone that they are all you can think about and talk about. This stage doesn't last more than a few weeks usually.

Fake News – Inaccurate, fake and fictional stories created by unscrupulous authors to trick the public into believing they are true.

Critical Thinking – Using our intelligence to look at a variety of sources before we make up our minds, taking in and considering as many facts (with evidence) as possible.

Trolls – People who use the internet in order to harass people, create confusion or mislead people for their own amusement.

Subject: Mathematics Year: 7
Knowledge organiser Curriculum Topic: Number
Key Concept: Algebra

LOOE COMMUNITY ACADEMY — Need to KNOW

I NEED TO KNOW: Number Skills; Factors, Multiples, and Primes; Indices

NUMBER SKILLS

What do I need to be able to do?

You should be able to:
- Understand properties of addition and subtraction
- Understand properties of multiplication and division
- Use formal methods of addition and subtraction for integers
- Use formal methods of multiplication and division for integers
- Add and subtract directed numbers
- Multiply and divide directed numbers
- Understand and use order of operations with positive and negative integers

Key Words

- Commutative: changing the order of operations does not change the result
- Associative: when you add or multiply you can do so regardless of how the numbers are grouped
- Inverse: the operation that undoes what was done by the previous operation
- Subtract: taking away one number from another
- Negative: a value less than zero
- Debit: money that leaves a bank account
- Credit: money that goes into a bank account
- Integer: a whole number
- Product: multiply terms
- Operation: a mathematical process

Addition

Addition is commutative

2 + 4 = 4 + 2

The order of addition doesn't change the result

Addition is associative

6 + (3 + 4) = (6 + 3) + 4

It doesn't matter how you group the numbers

Formal written method

H	T	U
	3	4	2
+	1	4	9
	4	9	1

Remember the place value for each column!

Models to help with addition
- Number lines
- Bar models
- Part/Whole diagrams

Subtraction

Subtraction is NOT commutative or associative

12 − 8 ≠ 8 − 12

When you subtract, the order must stay the same

Formal written method

H	T	U
5	3	2
− 2	1	6
3	1	6

Remember 0 is a place holder!

Models to help with addition
- Number lines
- Bar models
- Part/Whole diagrams

Written Methods for Multiplication

LONG MULTIPLICATION

GRID METHOD

x	200	40	7
3	600	120	21

600 + 120 + 21 = 741

GELOSIA

REPEATED ADDITION

Written Methods for Division

SHORT DIVISION

SHORT DIVISION with remainders

Continue after the decimal point! If you start to get a repeating decimal, stop

LONG DIVISION

This method relies on you being comfortable with multiples of your divisor. In this case, 6!

Calculations with Directed Numbers

Addition

2 + −3

Remember: If I add a negative, I am adding something that will make it smaller, so it is the same as subtracting that number!

2 − 3 = −1

Subtraction

2 − −3

Remember: If I subtract a negative, I am taking away the amount that was making it smaller, so it is the same as adding that number!

2 + 3 = 5

Generalisation + + = + ; − − = +

Multiplication

2 x −3

'2 lots of −3'

= −6

−2 x −3

Think of this as the negative of 2 x −3

= 6

Division

Remember that multiplication and division are inverse operations

Eg 6 ÷ −3 = −2

−6 ÷ 2 = −3

Generalisation

x	+	−
+	+	−
−	−	+

Models to help

It can be helpful to put calculations involving directed numbers into real life contexts. Think about temperature or bank accounts when unsure

Order of Operations

Example 1

(4 x 7) + 3

So we need to evaluate the brackets first, 4x7 = 28

This is now 28 + 3 = 31

Example 2

(6 + 4 − 3)² x 4

So we need to evaluate the brackets first and we work left to right, 6 + 4 − 3 = 7

This is now 7² x 4 = 49 x 4 = 196

Example 3

4 − 8 x 2 − 12 ÷ 4

So first we do the multiplication/division left to right, 4 − 16 − 3

Now we do the addition/subtraction from left to right: −12 − 3 = −9

FACTORS, MULTIPLES AND PRIMES

What do I need to be able to do?

You should be able to:
- Understand and use factors
- Understand and use multiples
- Recognise prime numbers
- Recognise square/triangular numbers
- Find common factors, including HCF
- Find common multiples, including LCM
- Express a number as the product of it's prime factors

Key Words

- Multiple: found by multiplying any number by a positive integer
- Factor: integers that multiply together to get another number
- Prime: an integer with only two factors (1 and itself)
- HCF: the highest common factor of two or more numbers
- LCM: the lowest common multiple of two or more numbers
- Product: multiply terms

Factors

A number can have many factors!

Example: what are the factors of 12?
- 1 x 12
- 2 x 6
- 3 x 4

So the factors of 12 are 1, 2, 3, 4, 6, 12

How to find factors

Be systematic! Always find your factor pairs and then write them in ascending order. This way you can be sure you've not missed any out!

Multiples

"The multiples of a number make up it's times table"

Eg. What are the multiples of 4?

4 x 1, 4 x 2, 4 x 3, 4 x 4 etc.

4, 8, 12, 16, 20...

This list never ends!

Is 15 a multiple of 3?

5 5 5

As I can share 15 into 3 equally sized parts, 15 is a multiple of 3!

3 x 5 = 15

NON-EXAMPLE

Why is 10 not a multiple of 4?

4 X 2.5 = 10 but 2.5 is not an integer therefore 10 cannot be a multiple of 4!

Prime Numbers

- Always an integer
- Has only two factors, 1 and itself

Not in any other times tables apart from it's own

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

2 is the smallest, and only even, prime number

1 is not a prime number

A prime number has 2 factors, 1 and itself. 1 only has 1 factor (itself/1) therefore it isn't prime!

Square Numbers

1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225...

Square numbers have an odd number of factors

Triangular Numbers

If you add two consecutive triangular numbers, you get a square number!

1, 3, 6, 10, 15, 21, 28, 36, 45, 55, 66, 78, 91, 105, 120...

Product of Prime Factors

Example 1

Write 12 as a product of it's prime factors

Both of these trees represent the same decomposition

12 = 2 x 2 x 3
= 2^2 x 3

Example 2

Write 180 as a product of it's prime factors

180 = 2 x 2 x 5 x 3 x 3
= 2^2 x 3^2 x 5

Always try to write your final answer in ascending order using index notation!

Using prime factor decomposition

If we know that 12 written as a product of it's prime factors, how does that help us to write 36 as a product of it's prime factors?

We know 12 x 3 = 36 therefore we can multiply our answer by three and 36 = 2 x 2 x 3 x 3
= 2^2 x 3^2

What about 120?

Well 120 is 10 x 12 so we can say 120 = 2 x 2 x 3 x 5 x 10
= 2^3 x 3 x 5

Remember 10 = 2 x 5

Lowest Common Multiple (LCM)

Example 1

What is the LCM of 6 and 8?

6 – 6, 12, 18, 24, 30

8 – 8, 16, 24, 32, 40

The first time their multiples match is 24 therefore

the LCM of 6 and 8 is 24

Example 2

What is the LCM of 6 and 8?

LCM of 6 and 8 = 3 x 2 x 2 x 2
= 24

Example 3a

What is the LCM of 24 and 16?

LCM of 24 and 16 = 2 x 2 x 2 x 3 x 2
= 48

Example 3b

What is the LCM of 12 and 15?

LCM of 12 and 15 = 3 x 4 x 5
= 60

Highest Common Factor (HCF)

Example 1

What is the HCF of 6 and 8?

6 – 1, 2, 3, 6

8 – 1, 2, 4, 8

The biggest number which is a factor of both 6 and 8 is 2, therefore

the HCF of 6 and 8 is 2

Example 2

What is the HCF of 6 and 8?

HCF of 6 and 8 = 2

Example 3a

What is the HCF of 24 and 16?

HCF of 16 and 24 = 2 x 2 x 2
= 8

Example 3b

What is the HCF of 12 and 15?

HCF of 12 and 15 = 3

INDICES

What do I need to be able to do?

You should be able to:
- Add/subtract with indices
- Multiply expressions with indices
- Divide expressions with indices
- Know the addition law for indices
- Know the subtraction law for indices
- Be familiar with the key results
- Work with negative exponents

HIGHER TIER ONLY
- Work with fractional exponents

Key Words

- Base: the number that gets multiplied by a power
- Power: the number of times the number is used in a multiplication
- Exponent: power (see above)
- Index: power (see above)
- Coefficient: a number used to multiply a variable
- Variable: a letter which represents an unknown number
- Commutative: changing the order of the operations doesn't change the result

5^2 (power/exponent/index; base) $3d^4$ (coefficient)

Addition Law for Indices

$a^m \times a^n = a^{m+n}$

Examples

$2^3 \times 2^3 = 2 \times 2 \times 2 \times 2 \times 2 \times 2 = 2^6$

$h^4 \times h^2 = h \times h \times h \times h \times h \times h = h^6$

Subtraction Law for Indices

$a^m \div a^n = a^{m-n}$

Examples

$5^3 \div 5 = \frac{5 \times 5 \times 5}{5} = 5^2$

$d^5 \div d^2 = \frac{d \times d \times d \times d \times d}{d \times d} = d^3$

Further Examples

$4w \times 5z = 4 \times 5 \times w \times z = 20wz$

$2 \times 3a \times 4a^3 \times 2a = 3 \times 4 \times 2 \times a \times a \times a \times a \times a = 24a^6$

Remember if there is no power written, it is to the power of 1

$3(t^3)^2 = t^3 \times t^3 = t \times t \times t \times t \times t \times t = t^6$

Don't forget that if you square something you multiply it by itself!

$4 \times 3p^2 \times 4p^3 \div 6p^4 = \frac{3p^2 \times 4p^3}{6p^4} = \frac{12p^5}{6p^4} = 2p$

Don't forget about the order of operations!

Spotting Patterns

$2^3 = 2 \times 2 \times 2 = 8$

$2^2 = 2 \times 2 = 4$

$2^1 = 2$

$2^0 = 1$

$2^{-1} = \frac{1}{2}$

$2^{-2} = \frac{1}{4} = \frac{1}{2^2}$

$2^{-3} = \frac{1}{8} = \frac{1}{2^3}$

Each time I add one to the power, I multiply by 2

Each time I take one from the power, I divide by 2

Therefore, 2 to the power of 0 is 1. Remember anything to the power 0 is 1

If we carry this on, we can even say what 2 to the power of a negative number is!

We can even spot that 2 to the power of −2 is the same as 1 over 2 to the power of 2 (ie 2 squared)

FRACTIONAL INDICES

HIGHER TIER ONLY

$a^{\frac{1}{m}} = \sqrt[m]{a}$

Examples

$25^{\frac{1}{2}} = \sqrt{25} = 5$ $8^{\frac{1}{3}} = \sqrt[3]{8} = 2$

$a^{\frac{n}{m}} = (\sqrt[m]{a})^n$

Examples

$25^{\frac{3}{2}} = (\sqrt{25})^3 = 5^3 = 125$

Remember that this is the same as $(25^{\frac{1}{2}})^3$

Harder Examples

$(81x^2)^{\frac{1}{2}} = \sqrt{81x^2} = 9x$

$(9c^2)^{\frac{3}{2}} = (\sqrt{9c^2})^3 = (3c)^3 = 27c^3$

$(32f^5)^{\frac{2}{5}} = (\sqrt[5]{32f^5})^2 = (2f)^2 = 8f^2$

It is really helpful to know the powers of 2:

2, 4, 8, 16, 32

Refer to the ladder on the right if you're struggling to spot the pattern!

Square and Cube Numbers

When working with indices, it is helpful to know your square and cube numbers!

SQUARE NUMBERS

1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225

CUBE NUMBERS

1, 8, 27, 81, 125, 216, 343, 512

You are expected to know these!

KEY THINGS TO REMEMBER

$a^m \times a^n = a^{m+n}$

$a^m \div a^n = a^{m-n}$

$a^0 = 1$

$a^{-m} = \frac{1}{a^m}$

HIGHER TIER ONLY

$a^{\frac{1}{m}} = \sqrt[m]{a}$

$a^{\frac{n}{m}} = (\sqrt[m]{a})^n$

NEGATIVE FRACTIONAL INDICES

HIGHER TIER ONLY

EXAMPLE 1

$8^{-\frac{1}{3}} = \frac{1}{8^{\frac{1}{3}}} = \frac{1}{2}$

Remember this means the cube root of 8

EXAMPLE 2

$25^{-\frac{3}{2}} = \frac{1}{25^{\frac{3}{2}}} = \frac{1}{5^3} = \frac{1}{125}$

EXAMPLE 3

$(343x^9)^{-\frac{2}{3}} = \frac{1}{(343x^9)^{\frac{2}{3}}} = \frac{1}{(7x^3)^2} = \frac{1}{49x^6}$

Don't forget the order of operations!

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Subject: English Year : 7
Knowledge organiser Curriculum Topic: The Island
Key concept: Creativity

I NEED TO KNOW:

How to describe using effective language and punctuation.
How writers choose language to create an effect on the reader.

Week 1

What's it all about?

When you describe, do not tell a story. Do not use characters or action, just focus on the senses: what you can see, hear, smell, touch and taste.

Use interesting words and techniques to engage the reader by creating clear pictures in their head.

Week 2

Do you know the meanings of these words? Can you use them in your writing?

adjective
verb
noun
connective
complex sentence
simple sentence
compound sentence
connotation
imagery
simile
metaphor
personification
pathetic fallacy
onomatopoeia
symbolism

Week 3

How many types of punctuation can you use accurately?

. , ' ? " "

: ; - ( ) !

Week 4

TARGET: Be more adventurous with your vocabulary. Keep learning new words and don't be afraid to use them – take risks!

Adjectives:	Verbs:
polychromatic	sabotage
beguiling	recuperate
intoxicating	ooze
sultry	lambaste
ephemeral	forage
oppressive	fabricate

Week 5

Remember to vary the ways you start sentences:

1) With an adverb: Quietly, the woman hobbled towards…
2) With a simile: As white as ghost, the woman started to…
3) With a time connective: Meanwhile, I tried to speak to…
4) With a word ending in 'ed': Terrified, she crouched behind…
5) With a verb: Crying, the woman…

Week 6

Paragraphing

Ti= time

P= place

To= topic

P= person

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Subject: Science Year : 7
Knowledge organiser Curriculum Topic: How science works & Cells
Key concept: Cells

I NEED TO KNOW:

1) The different stages in a scientific investigation
2) What a cell is including it structure, how to use a microscope, examples of specialised cells and how material is transported in and out of cells
3) Hierarchy of organisation in multicellular organisms, the process of breathing and gas exchange, the structure of the skeleton and how muscles work

HOW SCIENCE WORKS

BBC BITESIZE: https://shorturl.at/cmwX7
YOUTUBE: Scientific Variables – YouTube & https://www.youtube.com/watch?v=qAJ8IF4HI20

SECTION 1- ASKING SCIENTIFIC QUESTIONS

You need to know: How scientists develop questions and identify variables

Learn the meanings of independent, dependent and control variables

Independent variable	*The variable you change in an investigation*
Dependent variable	*The variable you measure in an investigation*
Control Variable	*The variables kept constant in an investigation*

SECTION 2- PLANNING INVESTIGATIONS

You need to know: How to write a scientific plan, risk assessment & what makes data accurate & precise

Preparation

Find out what a plan should include

Accurate	*Data that is close to the true value*
Precise	*Set of repeat measurements that are close together*
Reproducible	*Other people can carry out an investigation and get similar results*

SECTION 3- RECORDING DATA

You need to know: How to make & record observations, present data & calculate mean averages

Research the similarities & difference between line and bar graphs

Mean	*Average set of data found by adding all the values together and dividing by the number of sets of data*
Continuous	*A variable that has values that can be any number*
Discrete	*A variable that can only have whole number values*

SECTION 4- ANALYSING DATA

You need to know: Identify patterns in data and draw conclusions

Find out what a line of best fit is and how to draw one

Analyse	*A process of looking at data and writing about what you have found out*
Line of best fit	*Smooth line on a graph that travels as close to as many points as possible*
Conclusion	*What you have found out in an investigation*

SECTION 5- EVALUATING DATA

You need to know: Describe stages of evaluating data & suggest ways to improve investigation

Research the different types of errors that can occur in investigations

Evaluate	*Looking at the quality of data and suggesting improvements*
Error	*Difference between the obtained and true value of data*
Uncertainty	*Doubt in the result because of the way a measurement was made*

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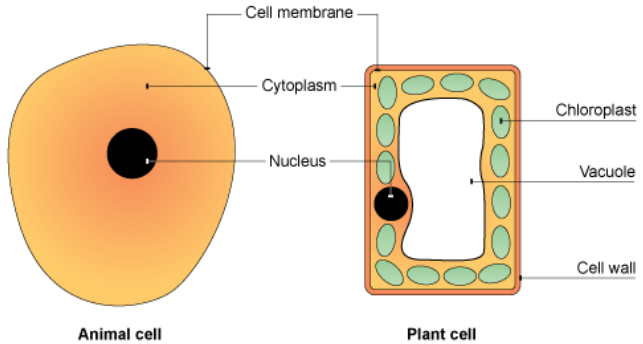
CELLS

SECTION 1- TYPES OF CELLS

You need to know: What the structures found in cells do, how to use a microscope & examples of specialised cells

Preparation	Learn the basic structure of animal & plant cells



SECTION 2- MOVEMENT OF SUBSTANCES

You need to know: How substances move in and out of cells by diffusion

Preparation	Research what substances move in and out if cells	
Terminology	**Diffusion**	*Movement of particles from a high to a low concentration*
	Concentration	*A measure of the number of particles in a volume*
	Concentration gradient	*Difference between to areas of concentration*

BBC BITESIZE: https://shorturl.at/nGRX7
https://www.youtube.com/watch?v=fC66AEzP_0M & https://www.youtube.com/watch?v=u7IN7HTWzLs

SECTION 3- UNICELLULAR ORGANISMS

You need to know: What a unicellular organism is & the structures of amoeba & euglena

Preparation	Find out what amoeba & euglena are & where they live	
Terminology	**Unicellular**	*Consisting of just one cell*
	Amoeba	*A unicellular organism*
	Flagellum	*Tail-like structure that allows euglenas to move*

STRUCTURE & FUNCTION OF BODY SYSTEMS

SECTION 1- LEVELS OF ORGANISATION

You need to know: What the structures found in cells do, how to use a microscope & examples of specialised cells

Preparation	Learn the basic structure of animal & plant cells	
Terminology	**Tissue**	*Smallest functional unit of an organism- the building blocks of life*
	Organ	*The cell component that contains genetic material*

SECTION 2- BREATHING & GAS EXCHANGE

You need to know: How substances move in and out of cells by diffusion

Preparation	Research what substances move in and out if cells	
Terminology	**Gas exchange**	*Movement of particles from a high to a low concentration*
	Respiratory system	*A measure of the number of particles in a volume*

SECTION 3- THE SKELETON

You need to know: What a unicellular organism is & the structures of amoeba & euglena

Preparation	Find out what amoeba & euglena are & where they live	
Terminology	**Tendon**	*Tail-like structure that allows euglenas to move*
	Cartilage	*A unicellular organism*

BBC BITESIZE: https://shorturl.at/ryWZ2
https://www.youtube.com/watch?v=fC66AEzP_0M & https://www.youtube.com/watch?v=u7IN7HTWzLs

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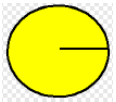
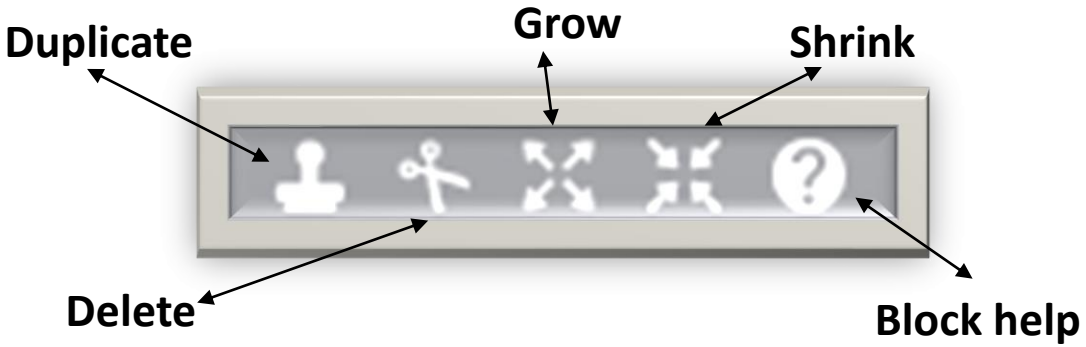
Subject: Computer Science Year : 7
Knowledge organiser Curriculum Topic: Scratch Programming
Key Concept: Programming sequences

I NEED TO KNOW:

How to create basic computer games using the Scratch programming language. You can practice your work at home by visiting the following website: https://scratch.mit.edu/

Scratch terms		
KEY WORD/CONCEPT	DEFINITION/EXPLANATION	EXAMPLE
Sprite	a computer graphic that can be used within a computer game	
Costume	each sprite can have many costumes which displays the sprite in a different way	
Backdrop	this is the main stage area of a game	
Script	each sprite or backdrop can be programmed to do something. This is called a script.	



Subject: Fashion & Textiles Year : 7

Knowledge organiser Curriculum Topic: Wall Hanging

Key Concept: Designer exploration

I NEED TO KNOW: Different techniques used within Fashion & Textiles

Anthony Burrill

Graphic artist Anthony Burrill combines a knack for simplicity that packs a punch with analogue craft skills and powerful, positive messages. Burrill frequently collaborates with other forward-thinking creatives across disciplines spanning music, architecture, curation, education and more; pushing his traditional discipline of choice, letterpress printing, into bold new territories.

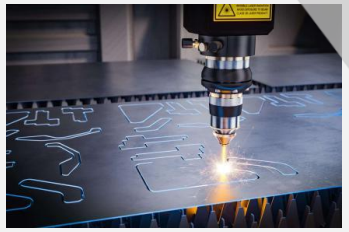
Words, gentle humour, no-nonsense communication and people are at the heart of Burrill's practice and his distinctive brand of upbeat messaging: its core DNA is one created through a longstanding passion for creativity without limitations.

Batik

Batik is an Indonesian technique of wax-resist dyeing applied to the whole cloth.

This technique originated from the island of Java, Indonesia. Batik is made either by drawing dots and lines of the resist with a spouted tool called a canting, or by printing the resist with a copper stamp called a cap.

The applied wax resists dyes and therefore allows the artisan to colour selectively by soaking the cloth in one colour, removing the wax with boiling water, and repeating if multiple colours are desired.



Laser Cutting

Laser cutting is a manufacturing process that uses a high-powered laser beam to cut through various materials with exceptional precision. It is commonly used for cutting materials such as metal, wood, plastic, fabric, acrylic, and more.

Laser cutting offers several advantages over traditional cutting methods. It provides high precision, accuracy, and intricate detailing. The non-contact nature of the process minimizes material distortion and reduces the risk of damage. Laser cutting is also fast, efficient, and can easily accommodate changes in designs.

Hemming

Hemming is a sewing technique used to finish the edges of fabric to prevent unraveling and create a neat, clean edge. It involves folding the raw edge of the fabric over and sewing it in place.

Hemming is a crucial step in garment construction. It is used to finish the hems of skirts, dresses, trousers, sleeves, and other clothing items. The type of hem used can vary depending on the fabric weight, garment style, and desired look.

There are several types of hems that can be used depending on the desired finish and fabric type. Common types include single-fold hem, double-fold hem, rolled hem, and bias hem.

Subject: Food Technology Year : 7

Knowledge organiser Curriculum Topic: Hygiene and Safety

Key Concept: Personal and Food Hygiene

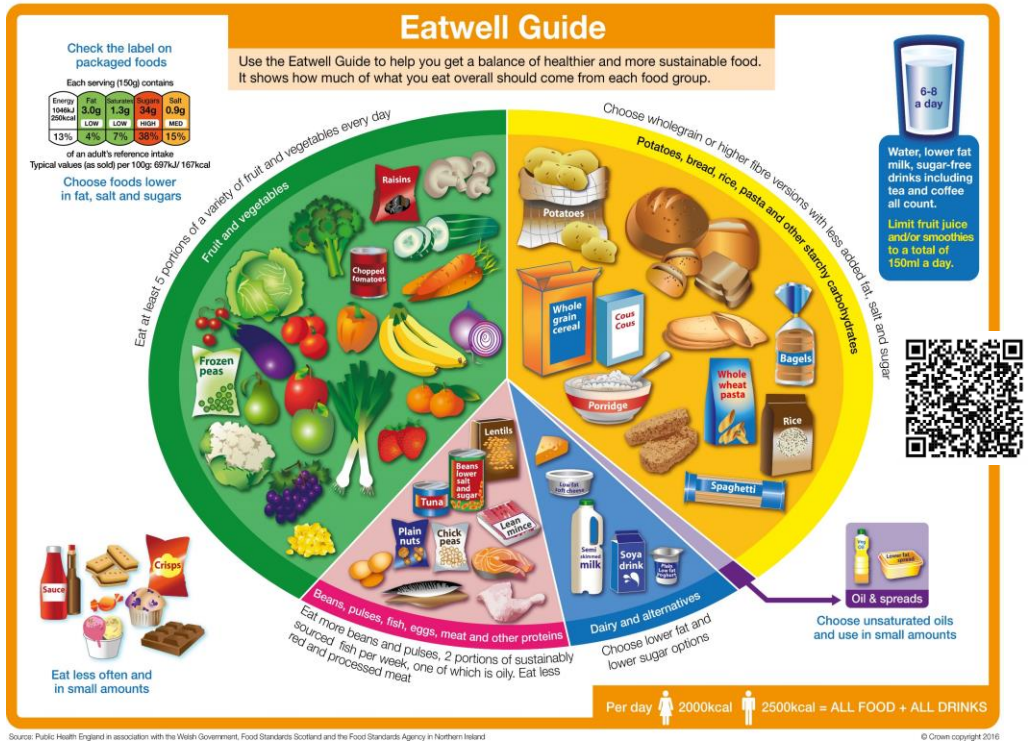
Using the four Cs in food hygiene to prevent food poisoning

I NEED TO KNOW:

To work safely in a kitchen and to prevent ill health.

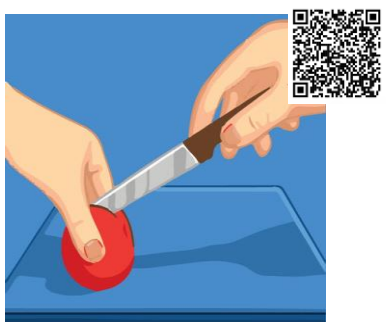
The importance of being prepared for practical lessons and why

The importance of reflecting on the government guidelines for healthy eating. How do we fuel our bodies so that we can function physically and mentally



Claw Grip

Bridge Hold



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Subject: Food Technology Year : 7

Knowledge organiser Curriculum Topic: Introduction to Food Technology

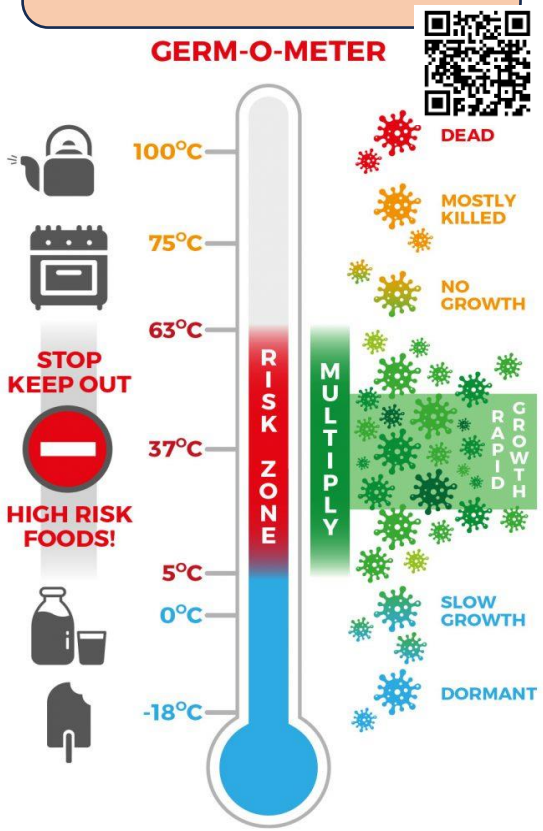
Key Concept: Personal and Food Hygiene

How to wash up

I NEED TO KNOW:

Temperatures to prevent food poisoning. Understanding key equipment and utensil names. How to wash up. Evaluating my practical.

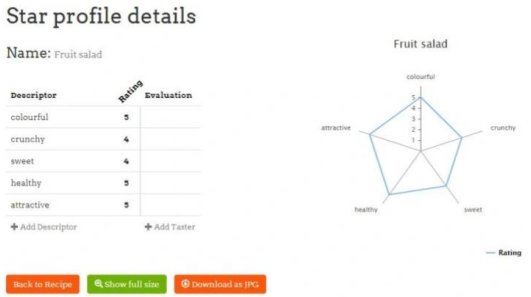
Important temperatures to avoid bacteria growth

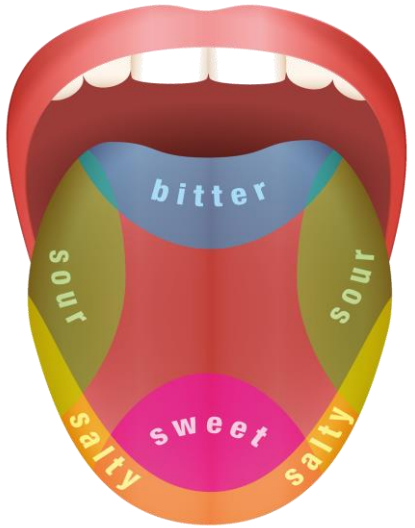


Key equipment and utensil names in the kitchen

Food skill		Food skill		Food skill	
Bake		Fry and sauté		Portion / divide	
Beat		Glaze and coat		Prove	
Blitz, puree and blend		Grate		Roast	
Casserole		Grill		Roll-out	
Chill		Juice		Rub-in	
Core		Knead		Sift	
Cream		Layer		Snip	
Crush		Mash		Spread	
Cut out		Measure		Stir-try	
Cut, chop, slice, dice and trim		Melt, simmer and boil		Weigh	
Decorate and garnish		Microwave		Whisk	
Drain		Mix, stir and combine		Zest	

Sensory Analysis





	Tasting vocabulary (sensory attributes)		
Sight	Bubbling	Flaky	Opaque
	Caramelised	Firm	Smooth
	Clear	Heavy	Solid
	Coarse	Icy	Steaming
	Crumbly	Juicy	Sticky
	Dry	Moist	Thick
Smell	Acidic	Fresh	Spicy
	Aromatic	Meaty	Strong
	Bland	Mild	Sweet
	Citrus	Pungent	Tart
	Earthy	Savoury	Weak
	Fragrant	Smoky	Zesty
Sound	Brittle	Crisp	Pop
	Crackle	Crunch	Sizzle
Taste	Bitter	Rich	Strong
	Bland	Salty	Sweet
	Floury	Savoury	Tangy
	Hot	Smoky	Tart
	Mild	Sour	Umami
	Piquant	Spicy	Zesty
Touch	Brittle	Dry	Short
	Bubbly	Gooey	Soft
	Chewy	Granular	Solid
	Close	Greasy	Tacky
	Cloying	Moist	Tender
	Coarse	Open	Waxy

Subject: Resistant Materials Year : 7

Knowledge organiser Curriculum Topic: Design Technology Basics

Key Concept: Basic Skills

I NEED TO KNOW:

Different joints and how to make them, how to produce 2D drawings, how to safely use different tools

MATERIAL	DEFINITION
Pine	A light coloured softwood with an attractive grain that come from an evergreen tree
Hardboard	Thin board made from wood pulp that is used on the bottom of boxes, drawers and the back of cupboards
Medium Density Fibreboard (MDF)	Board also made from wood pulp than can be thin but also come in a wide variety of other thicknesses
Acrylic	A thermoplastic used for the lid of our boxes
PVA	The best glue to use when gluing wood to wood.

KEY WORD	DEFINITION
Millimetres	A small unit of measurement which enables you to be very accurate
Measurements	A distance between two points
Try square	A tool used to mark a right angle
Coping saw	A saw with a thin blade that allows you to cut curves
Tenon saw	A saw with a thick blade which allows you to cut straight lines
Bench hook	A support that fixes into a vice to help you hold work when cutting
Vice	A clamp fixed to a bench

MACHINERY	DESCRIPTION
Fret Saw	An electronic saw
Disk sander	A disc that rotates with glass paper fixed onto the front
Dust extractor	A large unit that help remove dust that has been created by sanding
Laser cutter	A machine that uses a laser to cut and engrave onto materials

Subject: ART Year : 7

Knowledge organiser Curriculum Topic: Still Life

Key Concept: Visual accuracy and analysis

Use this sheet to prepare for each lesson and understand the key terminology that you will be learning throughout this topic beforehand. It is recommended that you prepare yourself for each lesson by looking over the information below and develop your skills so that you're prepared. You can also read about the inspirations and influences for this topic to get more information. The project will develop your knowledge in the key concepts and skills needed for art to take you through to key stage 4 and beyond.

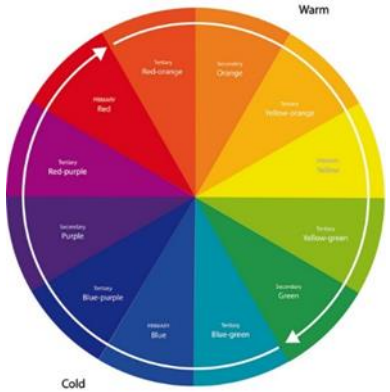
I NEED TO KNOW:

KEY WORDS	
SHAPE	An element of art that is two-dimensional, flat, or limited to height and width.
FORM	Connotes something that is three-dimensional and encloses volume, having length, width, and height.
SCALE	The relative size of something.
PROPORTION	Ensuring the correct size of objects/things in a picture in comparison to each other.
PRIMARY COLOURS	These colours cannot be created by mixing any other colours. Primary colours form the basis for colour mixing.
SECONDARY COLOURS	A colour resulting from the mixing of two primary colours.
PATTERN	A repeating unit of shape or form.
TONE	The visual element of **tone** defines the lightness or darkness of a colour.
STILL LIFE	A painting or drawing of an arrangement of objects, typically including fruit and flowers and objects contrasting with these in texture, such as bowls and glassware.
TERTIARY COLOURS	The resulting colour formed when an equal amount of a primary and a secondary **colour** are mixed.
COLOUR WHEEL	A circle with different coloured sections used to show the relationship between colours.
SPATIAL RECESSION	Includes Foreground, Middle-ground and Background. The further away the object the higher up on the picture plain it will be.

LESSON	PREPARATION TASK & HELPFUL LINKS
1 & 2	Look at what makes a good still life drawing
3 & 4	Research the art of Georgio Morandi
5 & 6	Research the colour wheel and the colour relationships.
7 & 8	Look at how to apply different shades in colour.
9 & 10	What are the hot and cold colours?
11 & 12	Look into word association with colours.
	Look up and practise how to draw an ellipse

KEY CONCEPTS

- Visual Accuracy
- Visual Analysis



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Subject: Dance Year: 7

Knowledge organiser Curriculum Topic: World Dance

Key Concept: Appreciation and Choreographic

I NEED TO KNOW: An exploration of various dance styles from around the global you will learn new movements , ways of working and have a better appreciation of different cultures.

WK 1 & 2	**Capoeira** **Looking at the importance of warming up correctly for Dance and other sporting activities.** **You will be introduced to Capoeira through discussions, watching video clips and exploring the style in a practical way**
WK 3 & 4	**Perform and appreciate** **Perform your completed choreography to another group. Using dance terminology to provide supportive and constructive feedback to each other and recognise own successes and areas to develop**
WK 5 & 6	**Indian Dancing** **Appreciate and understand the origins and characteristics of Indian dance** **Use Indian dance as a stimulus to create a duet and apply the characteristics of Indian dance within your choreography, performing gestures and footwork. Develop your group choreography, using some patterns and formations to seamlessly transition between each section in your dance.** **Perform and appreciate** **Perform your completed choreography to another group. Using dance terminology to provide supportive and constructive feedback to each other and recognise own successes and areas to develop**

KEY WORDS	DEFINITION/EXPLANATION
Unison	*Performing the same movement at the same time*
Canon	*Performing movements one after an after*
Mirroring	*Performing movements opposite to a partner*
Contact	Supporting or lifting another dancer or object
Action	*Key movements*
Space	*Movement performed on the stage*
Dynamics	*How the movement is performed*
Relationships	*Dancing with others*

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Subject: Music Year : 7

Knowledge organiser Curriculum Topic: Rhythm, Pulse and Pitch

Key Concepts - Listening- Creating-Performing

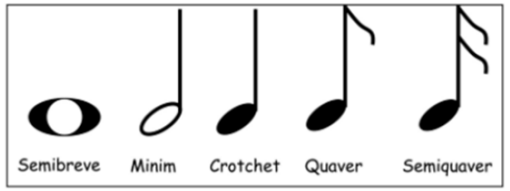
I NEED TO KNOW: An introduction to music through discovery of rhythm, pulse and pitch

KEYWORDS

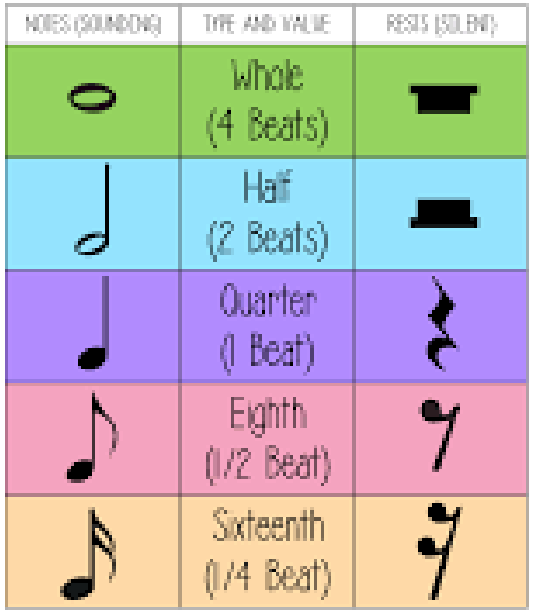
Duration	How long a note lasts for
Pitch	How high or low a note is
Tempo	How fast or slow a note is
Dynamics	How loud or quiet the music is
Timbre	The quality of sound
Texture	How thick or thin the music is
Structure	How the sections of music are laid out e.g. chorus, verse etc.
Silence	When the instruments stop playing

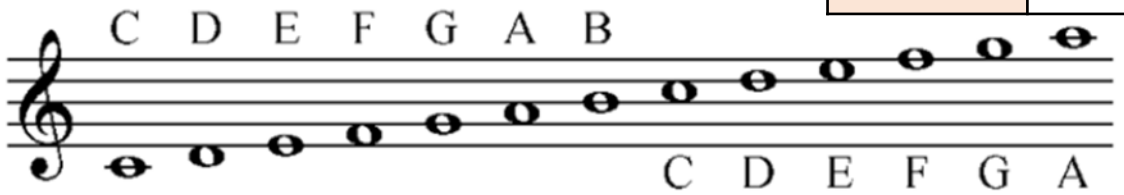
WEEK 1 & 2	**Base level assessment** **What do you listen to? How does music make you feel? What instruments can you play?** **Discover Pulse** **Through listening tasks, tap, clap the pulse of a played piece of music**
WEEK 3 & 4	**Rhythms** **Develop knowledge of various and construct own rhythm patterns to perform in small groups. Body percussion tasks. Try this at home for practice** **https://www.youtube.com/watch?v=SGp3EHmGLH8**
WEEK 5 & 6	**Pitch** **Increase your knowledge of the pitch and placement of notes when written on a STAFF. A staff are the 5 lines and spaces that we write music on. Compose on melody (tune)**

NOTE VALUES



NOTE AND REST DURATION CHART





NOTES on STAFF

Subject: Drama Year : 7

Knowledge organiser Curriculum Topic: World War 2

Key Concepts: Using Facial Expressions, Body Language & Thought Tracks

I NEED TO KNOW:

Use this sheet to understand the key terminology that you will be learning. It is recommended that you prepare yourself for each lesson by looking over the information below. This project will develop your skills using the key areas of – EXPLORE, EXPRESS and EVALUATE.

KEY WORDS & CONCEPTS	
Facial Expressions	Any movement in the face that shows emotion. For example, lowering the eyebrows in confusion or forming an 'O' with your mouth for surprise.
Body Language	How you hold and move your body can show your feelings. For example, if you fold your arms, it can look aggressive and like you are angry.
Still Image	Like you are a photograph frozen in that exact moment. Sometimes also called a FREEZE FRAME.
Thought Track	We often hide our real feelings in different situations, but a THOUGHT TRACK allows a character to share their real thoughts out loud with the audience.

Second World War evacuation- Many children living in big cities (like London) were temporarily moved to the countryside, which were considered to be safer. The British evacuation began on Friday 1st September 1939. It was known as 'Operation Pied Piper'.

WEEK	PREPARATION TASKs & HELPFUL LINKS
1 & 2	**Think what sort of character you might be in a World War 2 evacuation re-enactment.** **A) Scared and worried.** **B) Excited for a new adventure.** **C) Pretending to be excited but really deep down you are scared.** ***Background information:** **https://www.iwm.org.uk/history/the-evacuated-children-of-the-second-world-war** https://t.ly/OOb4p
WEEK 3 & 4	**Think what would be more interesting to show an audience? A play with a FLASHBACK, SPLITSCENE or a FLASHFORWARD. How could you present this transition?** ***https://www.k12reader.com/term/flashback-and-flash-forward/** https://t.ly/1IcUA
WEEK 5 & 6	**Think about what your character might be thinking deep down? Would it be very different to what they say out loud?** ***Evacuees stories**: **https://www.timewitnesses.org/evacuees/list.html** https://t.ly/fwOvN

Subject: PE Year : Y7

Knowledge organiser Curriculum Topic: Fundamentals and 3R's

Key Concept: Be best me, Physical Me, Fundamental movement skills

I NEED TO KNOW:

By the end of this term, you will develop fundamental motor competence, walking, hopping, running, jumping throwing, skipping and galloping.
Understand 3Rs – Respect, resilience, and responsibility.

FUNDAMENTALS		
Warm ups	Pulse Raiser Static and dynamic stretches	
How to prepare for exercise	**Pulse raiser**	*Heart rates*
	Dynamic stretches	*Stretches on the move*
	Static stretches	*Stretches standing still*
	Mental	*Preparing mindset for the activity*

FUNDAMENTALS		
Learning to move	Effective movements for rugby and netball	
Fundamental Movements	**Running**	*Jogging, running, and sprinting*
	Jumping	*For height and distance*
	Sidestepping	*Travelling to right and left*
	Throwing	*Over and underarm*

FUNDAMENTALS		
Moving to learn	Effective movement in Rugby and netball	
Fundamental movements applied	**Catching**	*One and two handed*
	Passing	*Accuracy, consistency and power.*
	Intercepting	*Timing*
	Keeping possession	*Teamwork*

Respect Resilience Responsibility		
Baseline testing	Know what testing is and how to be resilient Respect the results of themselves and others Carry out tests responsibly	
3Rs	**Respect**	*Each other, environment, themselves*
	Resilience	*Staying on tasks*
	Responsibility	*PE kit equipment to be the best*

Effective teams and sportsman ship		
Invasion Games	Invade opponent's territory and score a goal or point.	
Football Rugby	**Attacking skills**	*Passing and moving, shooting*
	Defending skills	*Marking tackling*
	Working with others	*Being part of a team*
	Fair play	*Respecting rules and decisions*

Positive attitudes and behaviour		
Healthy active lifestyle	Understand how being physically active can benefit physical, mental and social wellbeing	
Gymnastics and net sports	**Mindset**	*I can't do it yet*
	Resilience	*Staying on a task*
	Value of PE	*Healthy mind and body*

Subject: Geography Year : 7

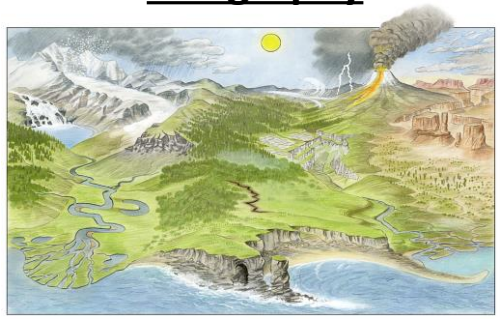
Knowledge organiser Curriculum Topic: What is a Geographer?

Concept: Place & Scale

I NEED TO KNOW:

What geography is, what a geographer does, and what geography skills I need.

Human and Physical Geography



- How many of the features on these 2 images can you name?
- What links the features on the 2 images?
- What title could you give these images?

What is a map? A map is a two-dimensional(2D) representation of the real world.

Why do we need maps? Because a map is a drawing of the land around us, it helps us to visualize in our minds what we are going to see. Contour lines on the map let us see how steep a hill is, where there are rivers, train lines, pubs and churches - all sorts of things! They help us to know what to expect and help you to arrive at your chosen destination by making sure you are going in the right direction.

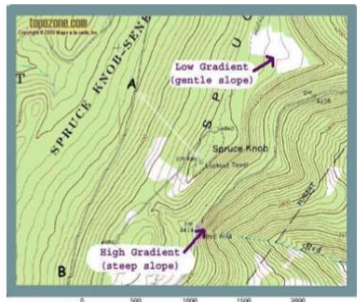
Who might need to use a map? PLANNERS who need to decide where a new road or housing estate needs to be built. PIZZA DELIVIES so that they can quickly get to you whilst the pizza is still hot! TOURISTS trying to find their way. CYCLISTS planning their route for a day out. THE ARMY when planning an attack. Emergency services trying to answer a call to come quickly to your house.

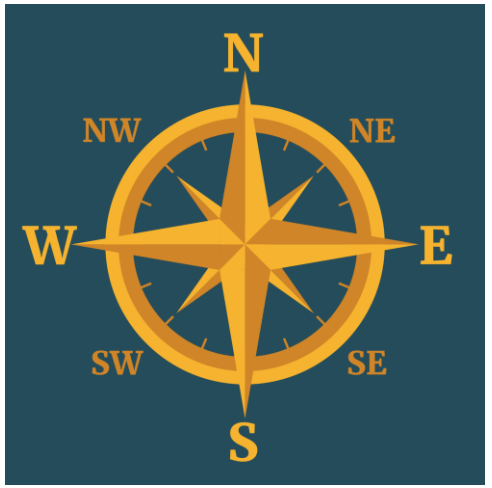
What are all the different symbols? When drawing a map, a lot of information is required to show the reader what to expect but there simply is not enough room. The only way to get around this problem is to use different shapes and colours to represent things. E.g church with a tower and campsite .

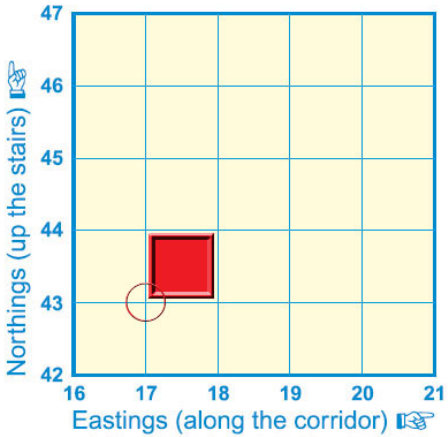
Contour lines will show how flat/hilly the land is according to how close together they are e.g; or

A contour is a line drawn on a map that joins points of equal height above sea level.

Maps will always have a key to show the meanings of each symbol, so all you have to do is look at the key if you don't recognize a symbol.







The **four-figure grid reference** is always given for the bottom left-hand corner of the square (the South-West corner) and you always write the Eastings before the Northings [Hint: Along the corridor and up the stairs].

Subject: History Year : 7

Knowledge organiser Curriculum Topic: Medieval England

Key Concept: Cause and Consequence

I NEED TO KNOW:

How the Normans won the Battle of Hastings

KEY WORDS- Vocabulary

Anglo- Norman- The ruling class in England after 1066. Mainly Normans that had settled in England.

Baron- The highest rank of medieval society, ruling land directly on behalf of the King.

Bayeux Tapestry- A 70 metre long embroidered cloth depicting William of Normandy's conquest of England.

Bishop- A Christian religious man with authority over a large number of priests.

Civil war- A war between two sides from the same nation.

Conquest- Taking control of a place or people through military force.

Domesday Book- A book organised by William the Conqueror detailing the possessions of every village in England.

Homage- A pledge of loyalty from a feudal worker to their lord.

Feudal system- The structure of medieval society, where land was exchange

Hereditary- Passed through a family, from parents to their child.

Heir- A person set to inherit property or a title, often used to mean next in line to the throne.

Housecarls- The professional bodyguards of Anglo Saxon kings.

Knight- Soldiers on horseback who belonged to the nobility.

Lord- A general term for a medieval landholder, or a member of the peerage today.

Monarch- A royal head of state, can be a king, queen or emperor.

Motte and Bailey castle- A simple castle with an artificial hill and a defensive courtyard.

Noble- Member of the nobility, with land and titles that passes through the generations.

Normans- People from a region in northern France. Who were descended from Viking invaders.

Peasant- The lowest member of medieval society.

Concept Key words:

Cause- The reason why something happens.

Reason- A cause, explanation, or justification for an action or event.

Key people:

Edward the Confessor- An Anglo- Saxon King of England whose death triggered the Norman Invasion.

Harald Hardrada- A fierce Viking warrior, who made a claim for the English throne in 1066.

Harold Godwinson- The last Anglo-Saxon King of England, who led the Saxons at the Battle of Hastings.

William, Duke of Normandy- A French duke who conquered England in 1066.

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Subject: RELIGION AND WORLDVIEWS Year : 7
Knowledge organiser Curriculum Topic: What are worldviews?
Key Concept: Ultimate questions

I NEED TO KNOW:

That everyone has a worldview, even if they are not "religious."

One dimension is RITUAL.

Religious people have rituals such as praying, bowing, kneeling, dancing.

Do other worldviews have rituals? Mo Salah always prostrates himself when he wants to say thank you on the pitch.

How do we study REW? We use different disciplines to help us learn more about religion	
Sociological lens	Looking at data on how many people belong to a religion
Theological lens	How does religion impact upon people's lives
Philosophical lens	Do beliefs make sense? Thinking

https://www.slideserve.com/marcie/world-religions-chart

World Religions Chart

Religion/ Symbol	Followers/ Numbers	Principal Figure(s)	Sacred Writings	Beliefs	Where Began	Place/Day of Worship	Other
Judaism	Jews About 15 million followers	Abraham Moses	Torah Hebrew Bible	• One God • 10 Commandments • Keep the Sabbath • Messiah will come	Middle East	Synagogue Saturday	
Christianity	Christians About 2 billion followers	Jesus Christ Also recognized: Abraham & Moses	Bible Old & New Testaments	• One God • Jesus is the Son of God • Observe 10 commandments • Jesus is the Messiah	Middle East	Church Sunday	
Islam	Muslims Over 1 billion followers	Muhammad Also recognized: Abraham, Moses, and Jesus	Quran	• One God • Five Pillars	Middle East	Mosque Friday	
Hinduism	Hindus About 900 million followers	The Aryans	The Vedas	• One God – many forms • Brahma • Vishnu • Shiva • Reincarnation • Karma & Moksha	India Indus River Valley	Temple (Mandir) Daily	
Buddhism	Buddhists About 330 million followers	Siddhartha Gautama (aka Buddha)	Tripitaka	• Four Noble Truths • Eightfold Path • Karma • Rebirth • Dharma • Enlightenment	North-East India	Temple (Stupa) Daily	
Sikhism	Sikhs About 25 million followers	Guru Nanak	Guru Granth Sahib	The Five Virtues (Truth, Compassion, contentment, Humility, & Love)	North-West India	Gurdwara Daily	

The theologian Ninian Smart believed that a religion is made up of 6 different dimensions.

Subject: French Year : 7

Knowledge organiser Curriculum Topic: Studio 1 Module 1 C'est perso

Key Concept: Introduction to French

Meeting & greeting; counting to 31; days of the week; months of the year; birthdays;
Talking about likes/dislikes;; describing yourself; talking about other people;

Mon autoportrait	My self-portrait		Mon autoportrait	My self-portrait
les animaux	animals		les pizzas	pizzas
les araignées	spiders		la poésie	poetry
la capoeira	Brazilian Dance		le racisme	racism
les chats	cats		le rap	rap
les chiens	dogs		le reggae	reggae
le cinéma	cinema		les reptiles	reptiles
les consoles de jeux	games consoles		le roller	roller-skating
la danse	dancing		le rugby	rugby
le foot	football		le skate	skateboarding
les gâteaux	cakes		les spaghettis	spaghetti
le hard rock	hard rock		le sport	sport
l'injustice	injustice		la tecktonik	tecktonik (dance)
les insectes	insects		la télé	TV
les jeux-video	video games		le tennis	tennis
les livres	books		le théâtre	theatre
la musique	music		les voyages	journeys
les mangas	mangas		la violence	violence
les maths	maths			

les chiffres	numbers
un	1
deux	2
trois	3
quatre	4
cinq	5
six	6
sept	7
huit	8
neuf	9
dix	10
onze	11
douze	12
treize	13
quatorze	14
quinze	15
seize	16
dix-sept	17
dix-huit	18

Les chiffres	numbers
vingt	20
vingt-et-un	21
vingt-deux	22
vingt-trois	23
vingt-quatre	24
vingt-cinq	25
vingt-six	26
vingt-sept	27
vingt-huit	28
vingt-neuf	29
trent	30
trente-et-un	31

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LOOE COMMUNITY ACADEMY

Subject: French Year : 7

Knowledge organiser Curriculum Topic: Studio 1 Module 1 C'est perso

Key Concept: Introduction to French

I NEED TO KNOW: Talking about likes/dislikes; Talking about your survival kit; describing yourself; talking about other people; describing a musician

Les opinions	Opinions
j'aime	I like
je n'aime pas	I don't like
Tu aimes…?	Do you like…?
il/elle aime	He/she likes
Oui, j'aime ça	Yes, I like that
Non, je n'aime pas ça	No, I don't like that
Tu es d'accord?	Do you agree?
Je suis d'accord	I agree
Je ne suis pas d'accord	I don't agree
C'est…	It's…
génial	great
cool	cool
bien	good
ennuyeux	boring
nul	rubbish
essentiel	essential
important	important
Ce n'est pas bien	It's not good

Moi et les autres	Me and other people
Je suis	I am
je ne suis pas	I am not
tu es	you are
il/elle s'appelle	he/she is called
il/elle est	he/she is
beau/belle	good-looking
branché(e)	trendy
charmant(e)	charming
cool	cool
curieux/curieuse	curious
de taille moyenne	average height
drôle	funny
généreux/généreuse	generous
gentil(le)	kind
grand(e)	tall
impatient(e)	impatient
intelligent€	intelligent
petit(e)	small
poli(e)	polite

les Salutations	Meeting and greeting
Bonjour	Hello
Bonsoir	Good evening
Salut	Hi/Bye
Au revoir	Good bye
À plus	See you later
Ça va?	How are you?
Ça va très bien	I am very well
Ça va bien	I am fine
Comme ci comme ça	So,so
Ça ne va pas	I'm not great
merci	thank you
désolé	sorry
Comment t'appelles-tu?	What is your name?
je m'appelle	I am called…
Quel âge as-tu?	How old are you?
J'ai…ans	I am … years old
C'est quand ton anniversaire?	When is your birthday
Mon anniversaire c'est le…	My birthday is…

Les mois de l'année	The months of the year
janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December

Stratégie
When learning new French words, look for cognates: words that are similar in French and English.
Also try to learn new nouns with their masculine or feminine article e.g une gomme not just gomme. That way you will find it easier to remember later on

Need to KNOW
LOOE COMMUNITY ACADEMY

Subject: Spanish Year : 7

Knowledge organiser Curriculum Topic: Viva 1 Module 1 Mi Vida

Key Concept: Introduction to Spanish

I NEED TO KNOW: Getting used to Spanish pronunciation; talking about your personality; talking about brothers & sisters; saying when your birthday is; talking about pets

SALUDOS	GREETINGS
¡Hola!	Hello!
¿Qué tal?	How are you?
Bien, gracias.	Fine, thanks.
Fenomenal	Great
Regular	Not bad
Fatal	awful
¿Cómo te llamas?	What are you called?
Me llamo…	I am called…
¿Dónde vives?	Where do you live?
Vivo en…	I live in…
¡Hasta luego!	See you later!
¡Adiós!	Goodbye

¿QUÉ TIPO DE PERSONA ERES?	WHAT SORT OF PERSON ARE YOU?
Soy…	I am…
Divertido/a	Amusing
Estupendo/a	Brilliant
Fenomenal	Fantastic
Generoso/a	Generous
Genial	Great
Guay	Cool
Listo/a	Clever
Serio/a	Serious
Simpático/a	Nice, kind
Sincero/a	Sincere
Tímido/a	Shy
Tonto/a	Silly
Tranquilo/a	Quiet, calm

Need to KNOW
LOOE COMMUNITY ACADEMY

Subject: Spanish Year : 7

Knowledge organiser Curriculum Topic: Viva 1 Module 1 Mi Vida

Key Concept: Introduction to Spanish

I NEED TO KNOW: Getting used to Spanish pronunciation; talking about your personality; talking about brothers & sisters; saying when your birthday is; talking about pets

MI PASIÓN	MY PASSION
Mi pasión es…	My passion is…
Mi héroe es…	My hero is…
el deporte	sport
el fútbol	football
la música	music
el tenis	tennis

¿TIENES HERMANOS?	DO YOU HAVE BROTHERS OR SISTERS?
Tengo…	I have…
una hermana	a sister
un hermano	a brother
una hermanastra	a half-sister/step-sister
un hermanastro	a half-brother/step-brother
No tengo hermanos	I don't have any brothers or sisters.

LOS NÚMEROS 1-16	NUMBERS 1-16
uno	1 (one)
dos	2 (two)
tres	3 (three)
cuatro	4 (four)
cinco	5 (five)
seis	6 (six)
siete	7 (seven)
ocho	8 (eight)
nueve	9 (nine)
diez	10 (ten)
once	11 (eleven)
doce	12 (twelve)
trece	13 (thirteen)
catorce	14 (fourteen)
quince	15 (fifteen)
dieciséis	16 (sixteen)

LOS NÚMEROS 17-32	NUMBERS 17-32
diecisiete	17 (seventeen)
dieciocho	18 (eighteen)
diecinueve	19 (nineteen)
veinte	20 (twenty)
veintiuno	21 (twenty-one)
veintidós	22 (twenty-two)
veintitrés	23 (twenty-three)
veinticuatro	24 (twenty-four)
veinticinco	25 (twenty-five)
veintiséis	26 (twenty-six)
veintisiete	27 (twenty-seven)
veintiocho	28 (twenty-eight)
veintinueve	29 (twenty-nine)
treinta	30 (thirty)
treinta y uno	31 (thirty-one)
treinta y dos	32 (thirty-two)