



Knowledge Organiser Term 3

Your subjects are in alphabetical order.



1 – Key Vocabulary

design: a plan or sketch to show the look of an object

leather hard clay: partially dried clay

texture: the way something feels to the touch

mark marking: the different lines, dots, marks, patterns we use to texture in art

2 – Key vocabulary

slab: a thick flat 'pancake' of clay made with your hands or a rolling pin. Slabs are usually 1cm thick

kiln: special oven that gets super hot to turn the clay into biscuit

decorating slip: coloured pigments mixed with liquid clay used to decorate clay work

glaze: brushed on material that gives clay a shiny finish after being fired in the kiln

leather hard clay: partially dried clay

3 – Key vocabulary

line: mark made by a brush, pen or other tool

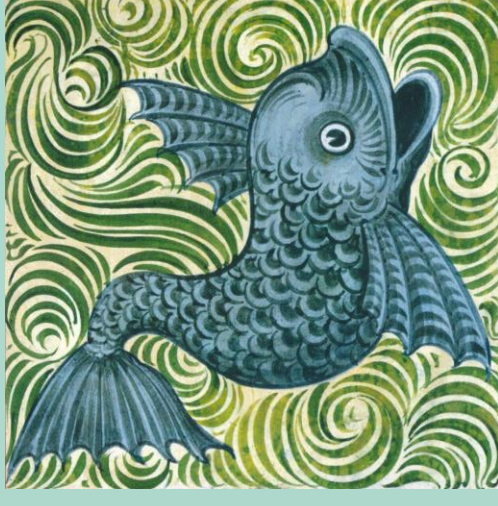
sgraffito: clay decorating technique where you apply layers of colour or to leather hard clay and then scratch off parts of the layers to create contrasting images and patterns, revealing the clay colour underneath

pattern: a design in which lines, shapes or form are repeated

contrast: when opposite elements are arranged together (i.e. light and dark, big and small).

3 – Artist Focus – William de Morgan

- Lived from 1839 to 1937
- British tile designer
- Inspired by medieval and Islamic patterns
- Used illustration and intricate patterns on his tiles designs
- His work is exhibited in several museums



English		TACM	Term 3
<h2>1 – Fiction Methods</h2> <p>simile: comparison of two things using ‘as’ or ‘like’ e.g. <i>Her stare was as cold as ice.</i></p> <p>metaphor: saying something is something else with a non-literal meaning e.g. <i>She had a heart of stone.</i></p> <p>personification: giving human features to something non-human e.g. <i>A tear ran down her face.</i></p> <p>pathetic fallacy: creating a mood by describing the weather or nature e.g. <i>Thunder cracked through the ominous sky as swollen raindrops began to fall from the impenetrable, grey clouds.</i></p>		<h2>2 – Non-Fiction Methods</h2> <p>repetition: repeating an idea, word or phrase throughout a piece of writing e.g. <i>All they want to do is <u>stir</u> and <u>stir</u> the pot to cause trouble.</i></p> <p>direct address: speaking directly to the audience or reader by using the words ‘you’ ‘we’ e.g. <i>I’m sure <u>you</u> will want to donate after hearing about the animals that have been rescued from the testing centre.</i></p> <p>triple: using three adjectives to describe something e.g. <i>Their treatment is <u>barbaric</u>, <u>heinous</u> and <u>cruel</u>.</i></p> <p>rhetorical question: asking a question that does not require an answer e.g. <i>Surely you want to help them?</i></p>	
<h2>3 – Analytical Vocabulary</h2> <p>When creating inferences you need to use analytical verbs. However, there are many different verbs you can use.</p> <p>Instead of ‘This shows...’</p> <ul style="list-style-type: none"> demonstrates, reveals, displays <p>Instead of ‘This suggests...’</p> <ul style="list-style-type: none"> implies, connotes, symbolises <p>Instead of ‘This highlights...’</p> <ul style="list-style-type: none"> emphasises, exaggerates, promotes <p>Instead of ‘This interests...’</p> <ul style="list-style-type: none"> enthral, fascinates, provokes 		<h2>4 – Grammar</h2> <p>main clause: a clause (a complete thought) that can stand on its own e.g. <i>Animal testing is cruel.</i></p> <p>subordinate clause: a clause at the start of a sentence that depends on the main clause and cannot stand alone. e.g. <i><u>Although many ignore it</u>, animal testing is common.</i></p> <p>simple sentence: a sentence with only a main clause. e.g. <i>The author wanted to raise awareness about animal testing.</i></p> <p>compound sentence: a sentence containing two main clauses, joined together by a conjunction. e.g. <i>Animal testing is cruel, yet it still happens every single day.</i></p> <p>complex sentence: a sentence with a subordinate clause and a main clause. e.g. <i>Many still believe in the science of animal testing <u>even though it is harmful</u>.</i></p>	



French		Where I Live		TACM	Terms 3-4
1 – In my town		2 – Directions		3 – Je vais	
<div> <div>il y a</div> <div>there is</div> </div> <div> <div>un supermarché</div> <div>a supermarket</div> </div> <div> <div>un château</div> <div>a castle</div> </div> <div> <div>un cinéma</div> <div>a cinema</div> </div> <div> <div>un musée</div> <div>a museum</div> </div> <div> <div>Key phonics:</div> <div>è = 'eh'</div> <div>y = 'ee'</div> <div>éz = 'ay'</div> <div>é = 'ay'</div> </div>	<div> <div>il n'y a pas de</div> <div>there isn't</div> </div> <div> <div>une bibliothèque</div> <div>a library</div> </div> <div> <div>une gare</div> <div>a train station</div> </div> <div> <div>une mosquée</div> <div>a mosque</div> </div> <div> <div>une piscine</div> <div>a pool</div> </div>	<div> <div>où est...?</div> <div>where is...?</div> </div> <div> <div>allez</div> <div>go</div> </div> <div> <div>tournez</div> <div>turn</div> </div> <div> <div>à gauche</div> <div>to the left</div> </div> <div> <div>le nord</div> <div>the North</div> </div> <div> <div>le sud</div> <div>the South</div> </div> <div> <div>l'est</div> <div>the East</div> </div> <div> <div>l'ouest</div> <div>the West</div> </div>	<div> <div>je vais...</div> <div>I go...</div> </div> <div> <div>au supermarché</div> <div>to the supermarket</div> </div> <div> <div>au château</div> <div>to the castle</div> </div> <div> <div>au cinéma</div> <div>to the cinema</div> </div> <div> <div>au musée</div> <div>to the museum</div> </div> <div> <div>à la bibliothèque</div> <div>to the library</div> </div> <div> <div>à la gare</div> <div>to the train station</div> </div> <div> <div>à la mosquée</div> <div>to the mosque</div> </div> <div> <div>à la piscine</div> <div>to the pool</div> </div>		
4 – Future Tense		5 – My House			
<div> <div>je vais</div> <div>I am going</div> </div> <div> <div>aller</div> <div>to go</div> </div> <div> <div>visiter</div> <div>to visit</div> </div> <div> <div>étudier</div> <div>to study</div> </div> <div> <div>manger</div> <div>to eat</div> </div> <div> <div>ce sera</div> <div>it will be</div> </div>	<div> <div>To create the future tense in French, you must use an infinitive verb after 'je vais'.</div> <div>e.g. Je vais visiter un château. = I am going to visit a castle.</div> </div>	<div> <div>il y a</div> <div>there is/are</div> </div> <div> <div>il n'y a pas de</div> <div>there isn't</div> </div> <div> <div>un salon</div> <div>a living room</div> </div> <div> <div>un garage</div> <div>a garage</div> </div> <div> <div>une chambre</div> <div>a bedroom</div> </div> <div> <div>une cuisine</div> <div>a kitchen</div> </div> <div> <div>une salle de bains</div> <div>a bathroom</div> </div>	<div> <div>barbant/e</div> <div>boring</div> </div> <div> <div>grand/e</div> <div>big</div> </div> <div> <div>petit/e</div> <div>small</div> </div> <div> <div>joli/e</div> <div>pretty</div> </div> <div> <div>ancien/ne</div> <div>old</div> </div>		

1. Location

- Russia is located in two continents, Asia and Europe.
- Russia is so large that it has 11 time zones.
- The capital city, Moscow, is 10 hours behind the Kamchatka Region of Eastern Russia.



4. Economic Opportunities

Key Vocabulary:

resource: any material that is part of Earth that people need and value

- Russia is the largest producer of oil in the world. Russia has large reserves of gas. This gas is transported to countries, such as Germany to heat their homes.
- Russia is a resource rich nation but these resources have to be transported over vast distances.

2. Climate of Siberia

Key Vocabulary:

extreme: is beyond normal

- There is a Mediterranean climate in south western Russia and the extreme cold of the northern and central parts of the country.
- The world's coldest permanently inhabited town is called Oymyakon. This place had a temperature of -88°C. This is colder than Mars.
- The extreme cold of central Russia means that there are no major towns or cities in the region.

5. Threats to the tundra

Key Vocabulary:

tundra: a vast, flat, treeless Arctic region in which the soil below the surface (subsoil) is permanently frozen

- The tundra is threatened by a number of economic and social reasons. The first reason is climate change.
- The next reason is due to the immense wealth of resources that is underneath the ground.
- The tundra needs protecting as it is a fragile ecosystem that takes 1000s of years to repair.

3. Population of Russia

Key Vocabulary:

sparse: an area where there isn't much of something

- The area with the highest population density in Russia is the west of Russia.
- The area with the lowest population density is the north and east of Russia.
- The east of Russia is sparsely populated due to the climate being extremely cold. This means that people have to wear lots of clothes and spend a lot of time indoors.

6. Russia and the Middle East

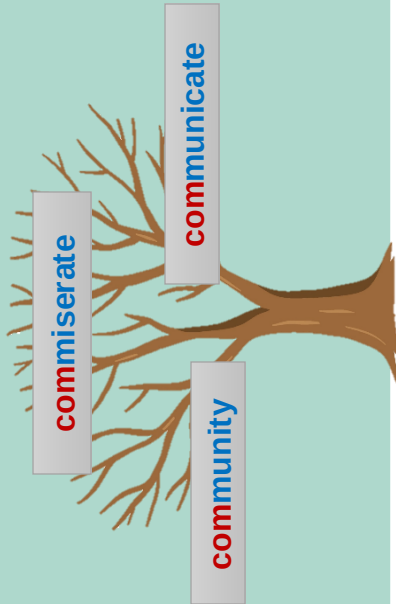
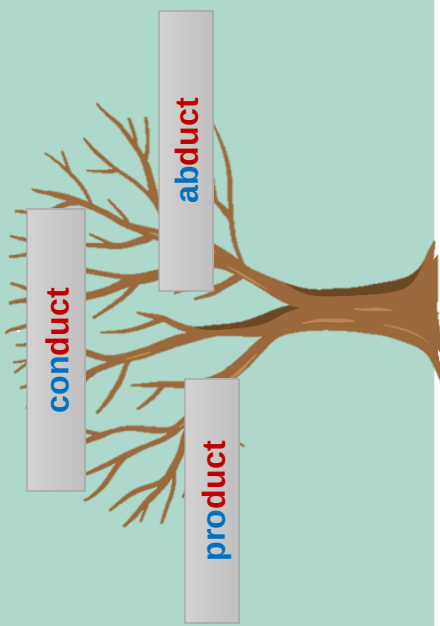
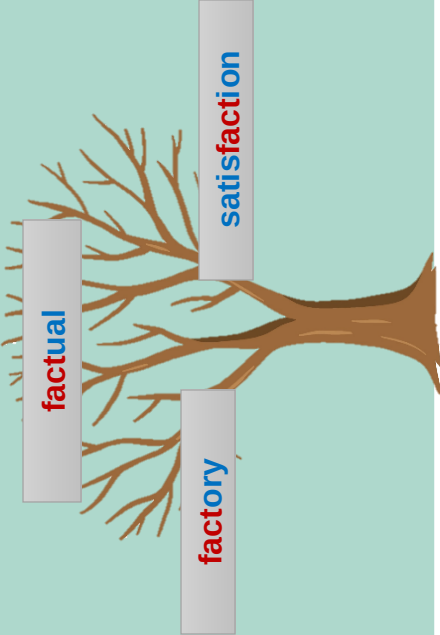
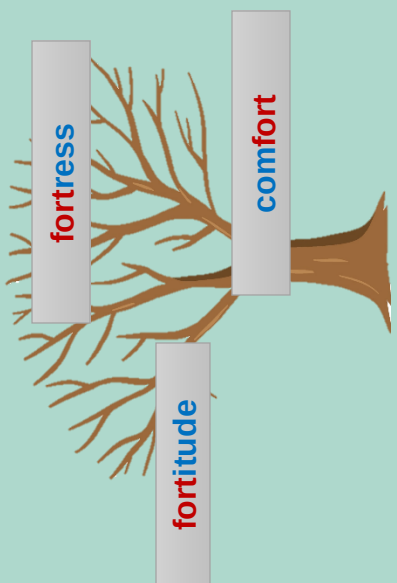
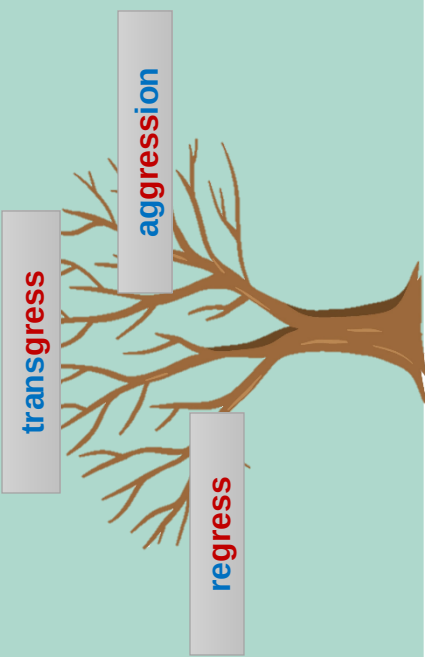
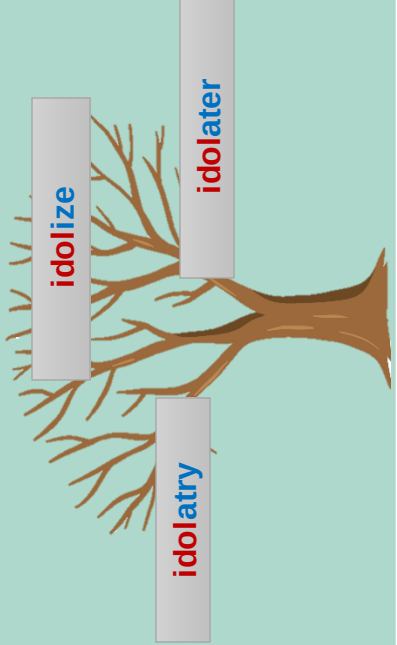
Key Vocabulary:

comparing: estimate, measure, or note the similarity or dissimilarity between

- Both are primary resource rich regions that have been exploited for profit.
- Both have people that have had to adapt to the extreme environments of the regions.
- On the other hand, both Russia and the Middle East have different climates. One is extremely cold and one is extremely warm.

<h3>1. Early modern England</h3> <p>Early modern: The period from around 1450CE-1750CE</p> <p>Historians use the term ‘Early Modern’ because there were lots of new developments during this period of time which shaped the modern world.</p> <p>The Tudor family were on the throne of England from 1485-1603 (118 years!).</p> <p>The Tudors, and particularly Henry VIII caused HUGE changes to the way people lived and the way England was governed (ruled).</p>	<h3>2. Early modern religion</h3> <p>Pope: leader of the Catholic church Catholic church: the branch of Christianity controlled by the Pope in Rome</p> <p>Religion was very important- people in the early modern period did not have scientific explanations as to why things went wrong. For example, if someone became ill and died or if a terrible storm occurred, they thought it was a punishment from God. People thought that, if they lived good lives, they would go to heaven, but if they chose to do bad things, or commit sins, they would go to hell.</p>	<h3>3. The Reformation in Europe</h3> <p>Reformation: The reform (change) in the way that people worshipped across Europe in the 16th century.</p> <p>Protestant: A member of the Christian faith who follows the teachings of the Reformation.</p> <p>In 1500 there was one Christian faith, today this is still known as the Catholic, or Roman Catholic, faith. The Reformation meant there were now two forms of Christianity: Catholic and Protestant.</p> <p>The Reformation in Europe started before it did in England and was led by Martin Luther who wrote a list of problems with the Catholic church.</p>	<h3>6. Break from Rome</h3> <p>England was a Catholic country when Henry VIII became king. This meant that Henry VIII had to answer to the Pope in Rome and follow his instructions. Henry and people at the time believed that kings got their power from God. This is known as the ‘divine right of kings’.</p> <p>This led to Henry and the Pope arguing when the Pope would not allow Henry to divorce his wife, Catherine of Aragon in order to marry Anne Boleyn. Henry then broke from Rome and made the Church of England.</p>												
<h3>4. Differences between Catholic and Protestant churches</h3> <table><tr><th>Catholic churches</th><th>Protestant churches</th></tr><tr><td>Lots of decoration</td><td>Very plain</td></tr><tr><td>Priests cannot marry</td><td>Priests can marry</td></tr><tr><td>Bible in Latin</td><td>Bible in English</td></tr><tr><td>Church services in Latin</td><td>Church services in English</td></tr><tr><td>Priest wear decorated robes</td><td>Priest wear plain robes</td></tr></table>	Catholic churches	Protestant churches	Lots of decoration	Very plain	Priests cannot marry	Priests can marry	Bible in Latin	Bible in English	Church services in Latin	Church services in English	Priest wear decorated robes	Priest wear plain robes	<h3>5. Henry VIII</h3> <p>Henry VIII ruled England for 36 years and was very powerful.</p> <p>He is famous for having six wives. He divorced two and had two executed. One died and one outlived him.</p> <p>The most important thing Henry did was make massive religious changes to England.</p> 		
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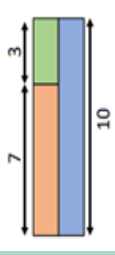
Literacy B	Spelling Rules – adverbs/split digraphs	Year 8/9	Term 3
<p>Week 1 – just add ly</p> <p>If you want to turn an adjective in to an adverb and it ends in a consonant (not a vowel), just add ‘ly’!</p> <p>frequent > frequent<u>ly</u></p> <p>high > high<u>ly</u></p> <p>important > important<u>ly</u></p> <p>particular > particular<u>ly</u></p>	<p>Week 2 – double consonants</p> <p>If you add ‘ly’ and accidentally create a split digraph, you must add another ‘l’ to protect your vowel’s short sound.</p> <p>actual > actual<u>ly</u></p> <p>general > general<u>ly</u></p> <p>careful > careful<u>ly</u></p> <p>gradual > gradual<u>ly</u></p>	<p>Week 3 – adjectives that end in ‘e’</p> <p>If your adverb ends in a ‘magic e’ (an e that changes the sound of another vowel), leave it alone and add ‘ly’.</p> <p>appropriate > appropriate<u>ly</u></p> <p>extreme > extrem<u>e</u>ly</p>	
<p>Week 4 – adjectives that end in ‘e’</p> <p>If your adverb ends in a non-magic ‘e’ (it doesn’t change the other vowels), then remove it and add ‘ly’!</p> <p>gentle > gent<u>l</u>ly</p> <p>simple > simpl<u>y</u></p>	<p>Week 5 – split digraph a/ay/a-e/ai</p> <p>‘a’/‘ay’/‘a-e’/‘ai’ all make the same sound.</p> <p>l<u>a</u>dy: a woman</p> <p>s<u>a</u>y: speech said aloud</p> <p>m<u>a</u>de: when you create something</p> <p>w<u>a</u>it: when something hasn’t happened yet</p>	<p>Week 6 – split digraph ‘igh’/‘i – e’/‘ie’/‘y’</p> <p>‘igh’/‘i – e’/‘ie’/‘y’ all make the same sound</p> <p>m<u>i</u>gh<u>t</u>: something could happen</p> <p>t<u>i</u>m<u>e</u>: how we measure minutes and seconds</p> <p>t<u>i</u>ed: when you fasten things together</p> <p>tr<u>y</u>: when you attempt to do something</p>	

com-	duct-	fact
<p>‘com-’ means ‘with, together’</p> 	<p>‘duct’ links with the idea of ‘leadership, to lead’</p> 	<p>‘fact’ means to ‘made’ or ‘done’</p> 
fort	gress	idol-
<p>‘fort’ links with ‘strength’</p> 	<p>‘gress’ means ‘step’ or ‘move’</p> 	<p>‘idol’ links with ‘shape/form’ or ‘similarity’</p> <p>** originally, idols were statues of what people thought God looked like.</p> 

1 – Manipulating Algebra

equality: having the same value

fact family: a group of mathematical facts using the same values. example:



solution: a number we can put in place of a letter that makes the equation true.

solve: to find the answer of a given equation.

product: the result of a multiplication of two or more values. example: The product of 3 and 4 is 12

4 – Sequences

14, 21, 28, 35, 42
+7 +7 +7 +7

term: each number (or object) in a sequence

term to term rule: allows you to find the next term in a sequence Example: +7

linear: a linear sequence goes up or down by the same amount between each term.

example: 14, 21, 28, 35, 42 goes up by 7 each time

ascending: a sequence going up

descending: a sequence going down

2 – Solving Equations

term (algebraic): can be number or variables

example: x, y, 7, 5

like term: terms which have the same variable (letter)

example: 4a and 2a are like

unlike terms: terms which do not contain the same

variable. example: 4y and 3x are unlike terms.

equivalent: of equal value. We use the symbol $\equiv$

example: $2y + 3y \equiv 5y$ is true for all values of y

one step equation: equations which have only one operation. Example: $3x = 15$ contains one multiplication

5 – Decimal Place Value

decimal: a number containing part of a whole

decimal point: separates the integer and non-integer parts of a number

decimal place: each place value after a decimal point

leading digit: the first digit (from the left) holding a value.

When comparing numbers we use the following

symbols:

= Equal to

> Greater than

≠ Not equal to

≥ Greater than or equal to

< Less than

≤ Less than or equal to

3 – Indices

index: a number that tells you how many times to multiply the number by itself

4³ = 4 × 4 × 4

base: the number that is being powered

indices: the plural of index

6 – Negative Numbers

ascending: ordering numbers from smallest to largest

descending: ordering numbers from largest to smallest

increase: getting bigger

decrease: getting smaller

Positive numbers are greater than zero

Examples: 1, 2, 3

Negative numbers are less than zero

Examples: -1, -2, -3

1 – What is the heart	2 - What is blood?	3 – What happens to the heart when we exercise? (Short Term)
<p>The heart is a muscle that pumps blood around the body.</p> <p>Your heart is in your chest.</p> <p>The heart is a muscle.</p> <p>It pumps blood all around the body.</p>	<p>Blood is the transport system for our bodies. It picks up and carries oxygen and nutrients to where they are needed.</p> <p>It also picks up waste products and helps transport them out of the body.</p> <p>Blood is also part of the immune system. White blood cells fight off infections.</p>	<p>Our body needs to send more blood to our working muscles.</p> <p>To transfer oxygen, which is inside the blood, our heart needs to work harder.</p> <p>To do this it does two things:</p> <ul style="list-style-type: none"> It beats faster, the number of times your heart beats every minute increases. Each beat is more powerful, so when we exercise our hear pumps more blood in each pump. We call this stroke volume.
4 – What happens to our blood stream when we exercise? (Short Term)	5 - How can you help someone who is having a heart attack?	6 - Facts about the heart
<p>Our veins and arteries become wider or smaller to help move the blood to where it needs to go.</p> <ul style="list-style-type: none"> The blood moves faster so it can: Take more Oxygen to the muscles that need it. Remove waste products, like lactic acid, this can help stop muscles becoming tired or even getting cramp. 	<p>Football player Fabrice Muamba had a heart attack when playing against Tottenham.</p> <p>Doctors were able to use an AED (Automated External Defibrillator) to restart his heart.</p> <p>An AED sends an electric shock through the body of somebody having a heart attack. This helps to restart the heart.</p> <p><u>If someone you know has a heart attack always send somebody to find an AED!</u></p>	<ol style="list-style-type: none"> The average heart is the size of a fist in an adult. Your heart will beat about 115,000 times each day. Your heart is split into two side. One side has Oxygenated blood the other deoxygenated blood. A woman's heart beats slightly faster than a man's heart. The fairy fly, which is a kind of wasp, has the smallest heart of any living creature. Whales have the largest heart of any mammal.

Video 1



Video 2



Video 3



Video 4



1 – The Prophet Muhammad (PBUH)

Key Vocabulary

prophet: a messenger of God

Mecca: a city in Saudi Arabia

Allah: the Arabic word for God

Qur'an: the Muslim holy book

- The Prophet Muhammad (PBUH) is the most important prophet in Islam. This is because they believe he is the final prophet.
- Muhammad was born in the city of Mecca.
- Muslims believe Allah chose Muhammad to be his prophet because he was a fair and wise man and because he was concerned for his people.
- Allah revealed the words of the Qur'an to Muhammad through the Angel Jibril.

3 – The Qur'an

Key Vocabulary

Qur'an: the Muslim holy book

- Muslims believe this to be the ultimate source of authority as it is believed to be the exact words of God.
- Muslims believe that Allah revealed the words of the Qur'an to the Prophet Muhammad through the Angel Jibril.
- The Qur'an consists of 114 chapters, or Surahs, which were revealed over a period of 23 years.
- The Hadith are the Prophet Muhammad's teachings about how to live life according to the Qur'an.
- When the Qur'an is not in use it will be covered and placed on a high shelf.

2 – The 5 Pillars of Islam

Key Vocabulary

pillar: something that holds something else up

- The 5 pillars are the 5 main central beliefs of Islam. They are called pillars because the beliefs hold the religion up.
- 1. Shahadah – the declaration of faith. The belief that there is one God, Allah, and that Muhammad (PBUH) is his messenger.
- 2. Salah – prayer. Muslims must pray 5 times a day to ensure they always have God in their mind.
- 3. Zakah – giving to charity. Muslims must give 2.5% of their income to charity.
- 4. Sawm – fasting during Ramadan. During the month of Ramadan, Muslims must fast during daylight hours.
- 5. Hajj – the pilgrimage to Mecca.

4 – The Mosque

Key Vocabulary

mosque: the Muslim place of worship

Salat: daily prayers

prostrations: ways of praising and glorifying God

- Mosques may vary in design and size, but the purpose of them all is to provide a place of prostration.
- Muslims may join together to perform Salat prayer together.
- Muslims may pray anywhere as long as it is a clean place.
- The Qibla is the prayer wall, which shows the direction of Mecca for prayers.
- Salat is led by the imam, a man chosen for his knowledge of the Qur'an.
- The Minbar is an elevated platform from which the imam might deliver a session.

1 – Cells

organelle: a component of a cell

organelle	function
nucleus	contains the DNA
ribosome	site of protein synthesis
cytoplasm	site of most chemical reactions
mitochondria	site of aerobic respiration
cell membrane	allows certain substances in and out of the cell
chloroplast	site of photosynthesis
vacuole	contains cell sap
cell wall	provides structures and support

2 – Eukaryotic & Prokaryotic Cells

eukaryotic: a type of cell that has a nucleus and other membrane-bound organelles

prokaryotic: a type of cell that does not have a nucleus or other membrane-bound organelles

unicellular: an organism made of one cell

multicellular: an organism made of many cells

bacteria: a type of prokaryotic, unicellular organism

plasmid: a circular piece of DNA, usually found in bacteria

3 - Microscopes

microscope: a piece of scientific equipment used to view small objects

magnification: a measure of how enlarged an image is

resolution: a measure of how easy it is to see two points apart

total magnification = objective lens magnification x eyepiece lens magnification

magnification = image size ÷ actual size

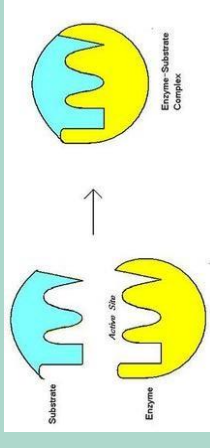
5 - Enzymes

catalyst: a chemical that speeds up the rate of chemical reactions

substrate: the chemical that binds to an enzyme

lock-and-key: a theory that explains how certain enzymes fit certain substrates, like a lock fits a key

active site: the part of the enzyme where a substrate binds



4 - DNA

double-helix: the shape of DNA

polymer: a large molecule made of many smaller repeating units called monomers

nucleotide: the monomer of DNA

base: A, C, T or G

complementary-base pairing: where bases in

DNA always pair up in a certain way: A-T and C-G

chromosome: a long section of DNA tightly coiled

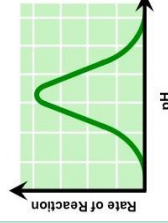
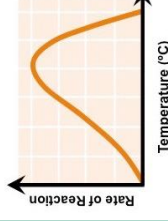
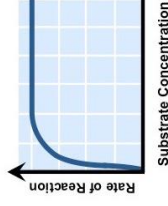
gene: a short section of DNA that codes for a characteristic

denature: a process where an enzyme's active site changes shape

optimum: best

concentration: a measure of the amount of mass per unit of volume

kinetic: relating to movement



6 – Factors Affecting Enzymes

Technology	Food	TACM	Term 3
<h3>1 – Proteins</h3> <ul style="list-style-type: none"> We need protein for muscle growth and body repair. Any left is used as a secondary source of energy. <p><u>amino acids</u>: the building blocks of proteins. There are 20 needed by our body</p> <p><u>essential amino acids</u>: the amino acids that need to come from the food we eat</p> <p><u>HBV</u>: proteins that contain all of the Essential Amino Acids E.G. meat, fish, soya, eggs, milk, cheese</p> <p><u>LBV</u>: are generally proteins from plants and are missing at least one of the essential amino acids</p> <p><u>protein complementation</u>: when 2 or more LBVs are eaten together</p> <p><u>vegans</u>: can find it difficult to source the amount of amino acids needed for a balanced diet</p>	<h3>2 – Fats</h3> <ul style="list-style-type: none"> We need this for energy, to protect our vital organs, to insulate our body and to provide the fat soluble Vitamins A D E & K <p>Key Vocabulary</p> <p><u>saturated fats</u>: come mainly from animals and are high in cholesterol</p> <ul style="list-style-type: none"> This is bad for our heart as it can clog our arteries and can cause long term health problems E.G. Type 2 diabetes and strokes. <p><u>unsaturated fats</u>: come mainly from plant sources such as nuts and oils</p> <ul style="list-style-type: none"> They are lower in cholesterol, which makes it a healthier choice. We should aim to eat mainly unsaturated fats from sources such as nuts and oils 	<h3>3- Carbohydrates</h3> <ul style="list-style-type: none"> We need these for energy There are two types: simple and complex. <p><u>simple carbohydrates</u>: mainly sugars which can lead to long-term problems such as tooth decay, obesity and type 2 diabetes</p> <p><u>complex carbohydrates</u>: starchy foods such as bread, rice, pasta and potatoes</p> <ul style="list-style-type: none"> These give us more fibre and our bodies find them harder to break down. The energy lasts longer keeping us feeling fuller for longer <p><u>dietary fibre</u>: keeps our digestive system working healthily and prevents complications such as constipation or more seriously cancer of the bowel. E.G. wholemeal bread and fruit</p>	
<h3>4 – Vitamins and Minerals</h3> <p><u>Vitamin A (fat soluble)</u>: for normal growth of children. Found in– oily fish, dairy foods, carrots, green vegetables</p> <p><u>Vitamin B</u>: to allow the body to get energy from food. Found in- wholemeal cereals, meat, marmite</p> <p><u>Vitamin C</u>: clear skin, healing of wounds. Healthy teeth and gums, prevents infections e.g. colds. Found in – fruit E.G. berries and citrus fruit, tomatoes, potatoes, green vegetables</p>	<p><u>Vitamin D (fat soluble)</u>: works with calcium to form strong bones and teeth. Found in – oily fish, margarine, eggs, sunshine</p> <p><u>calcium</u>: works with vitamin D to make strong bones and teeth</p> <ul style="list-style-type: none"> It is needed for the clotting of the blood. Found in – milk, cheese, yoghurts, fish bones E.G. tinned salmon. Calcium is added to white bread by law <p><u>Iron</u>: needed to form red blood cells, which carry oxygen to all parts of the body. Found in – red meat, green vegetables</p>		



Look

Look at the information carefully.
Read it three times.
It may help to say it as you read it.



Cover

Cover it with your hand or a piece of paper.



Write

Write it out, from memory.



Check

Check what you have written matches the information exactly.
Have you got it correct?
If so, tick your work to show it is correct.



Correct

If it doesn't match exactly, use your purple pen to correct it.
Repeat the steps above.
If you get 100% correct, move on to the next piece of information.

Flash Cards

If you choose to make flashcards to help you revise, don't forget our top tips.

1. On one side of the card, write the question clearly
2. On the other side of the card, write the answer you want to remember
3. Only put one question on each flashcard
4. Test yourself regularly, until you can't get the answers wrong

Scan the QR code to access a short video on how to use your flashcards more effectively.



