



Knowledge Organisers - Autumn 1



Science

Geography

Art

PSHE

Computing

R.E.

P.E.

Music

English

Maths

Year 2

Knowledge Organiser- Living things and their Environment - Year 2

Key Vocabulary	Definition
Alive	Something that moves, grows and reproduces
Living	Something that is alive
Habitat	A place where particular
Germination	Stage of plant growth when the seed begins to sprout
Mature	When a plant has reached its adult (flowering) stage
Adapt	To change to fit in with the habitat
Environment	The surroundings of where an animal or plant lives
Survive	To stay alive
Damage	To hurt or harm a person or a place

Specific habitat names, animals and plants as required each lesson.

Key Knowledge

I can classify things into living, dead and never alive.

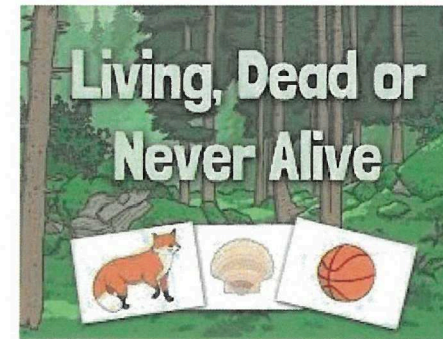
I know that a habitat is the name given to a place where plants or animals live.

I know that plants need water, light and a suitable temperature to grow

I can name and describe animals that live in underground habitats

I know that rainforest habitats are home to many different animals and plants.

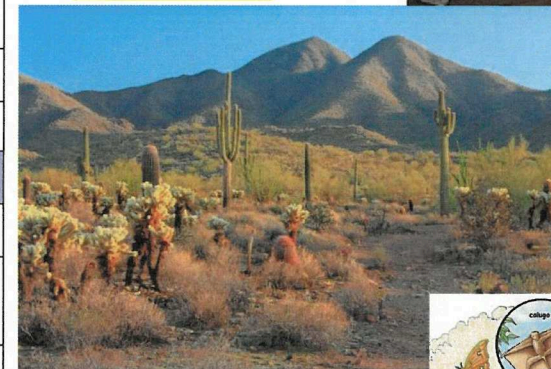
I know how desert animals and plants are adapted to their environment



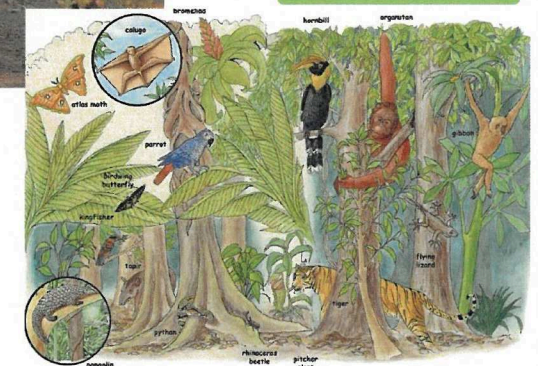
Underground



Desert

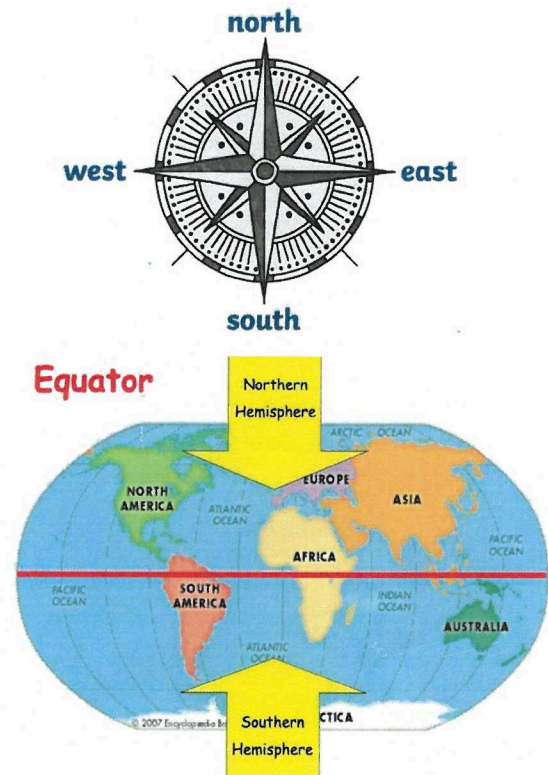


Rainforest



Knowledge Organiser - Maps and Globes – Geography - Year 2

Key Vocabulary	Definition
Map	A picture that shows where things are located
Globe	A globe is a 3-D representation of the world
Navigate	To plan and then travel along a route
Location	The place where something is
Direction	The position towards which something travels
Ordnance Survey	An organisation that produces maps in the UK
Symbols	Small pictures that are used on maps to represent geographical features.
Scale	Maps use scale to show how far apart places are
Equator	An imaginary line around the Earth that divides the Northern Hemisphere from the Southern Hemisphere



A Map



A Globe



Key Knowledge

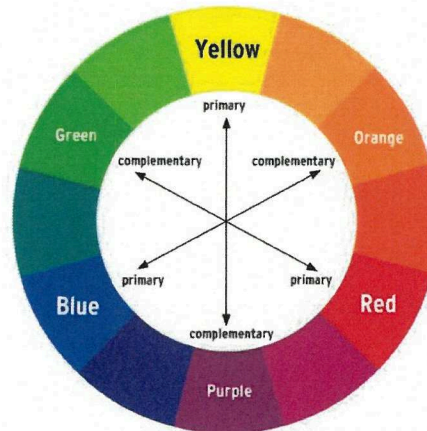
I know what is located on the site of my school.
I know maps show us information about a location.
I can recognise and locate physical and human features of the local area.
I can use a map to plan a route.
I can identify locations on a globe or world map.

Knowledge Organiser - Colour, Shape and Texture - Visual Arts - Year 2

Key Vocabulary	Definition
primary colours	Yellow, red and blue. These colours cannot be mixed from other colours.
secondary colours	Green, orange and purple. These colours are mixed by combining two primary colours.
complementary colours	Any two colours which are opposite each other on the colour wheel, for example yellow and purple are complementary to each other.
geometric shape	Shapes we can name, e.g. square, rectangle, triangle, circle.
organic shape	A shape we cannot give a name to, unlike a geometric shape. These shapes are often found in the natural world.
composition	How different ingredients in art (e.g. colour, shape, texture) are put together to make up a whole work of art.
cut-out	The words Matisse used to describe his method of creating pictures with scissors and coloured paper.
texture	How an object feels.
visual texture	When an artist uses different shapes, marks, colours, light or shade to show how something feels (texture).

Key Knowledge
I understand how Matisse made his cut-outs.
I know that Matisse used organic shapes and complementary colours in his cut-outs.
I understand that Matisse carefully considered the composition of his cut-outs.
I understand that artists can show how something feels.
To explore how artists create visual texture.

Complementary Colours:



Painting	Artist and Title
A vibrant abstract painting by Henri Matisse, featuring bold, organic shapes in red, yellow, and blue.	Matisse, <i>Mimosa</i> (1951)
A detailed drawing of a young hare by Albrecht Dürer, showing fine lines and shading.	Dürer, <i>Young Hare</i> , (1502)
A famous oil painting by Jan van Eyck, depicting a man and a woman in a domestic interior.	Jan van Eyck, <i>The Arnolfini Portrait</i> (1434)

Knowledge Organiser – PSHE – Being Me in My World - Year Two

Vocabulary	
Co-operate	To act or work together for a particular purpose, or to be helpful by doing what someone asks you to do.
Problem-solving	The process of finding solutions to problems.
Positive	Full of hope and confidence, or giving reason for hope and confidence.
Negative	Expressing no. A negative sentence or phrase is one that contains a word such as "not", "no", "never", or "nothing".
Consequences	A result of a particular action or situation, often one that is bad or not convenient.

The Jigsaw Charter

We take turns to speak
We use kind and positive words
We listen to each other
We have the right to pass
We only use names when giving compliments or when being positive
We respect each other's privacy (confidentiality)

Key Knowledge

I can understand the rights and responsibilities for being a member of my class and school.

I can listen to other people and contribute my own ideas about rewards and consequences.

I can recognise the choices I make and understand the consequences.



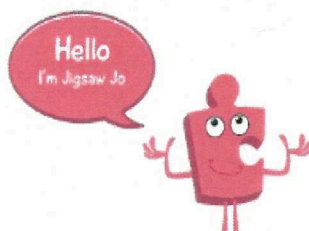
Before Making a Choice,

Ask Yourself...

Is it **SAFE**?

Is it **RESPECTFUL**?

Is it **KIND**?



Reflective Questions

Ask me this...

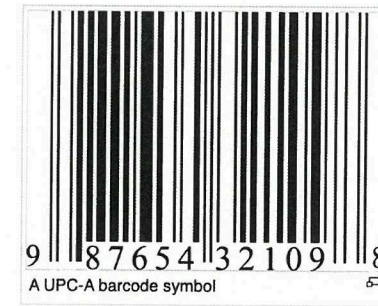
How can we make the Learning Charter work in our class?

Why is it important to be responsible?

Does every behaviour have a consequence?

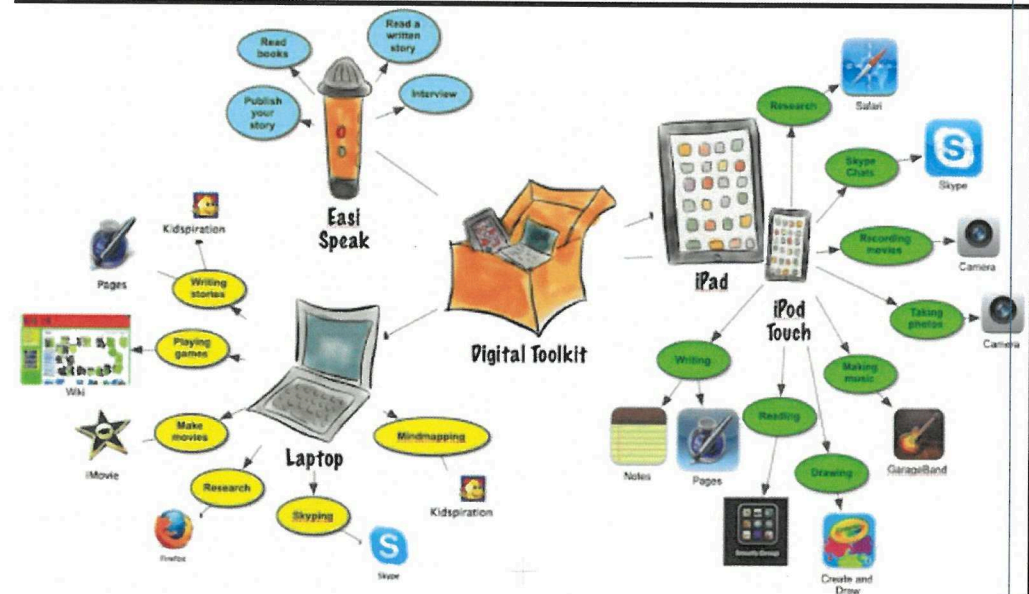
Knowledge Organiser- Information Technology All Around Us – Computing - Year 2

Key vocabulary	Definition
Information Technology	Information technology (IT) or information and communication technology (ICT) is the technology required for information processing. In particular the use of electronic computers to convert, store, process, transmit, and retrieve information.
Computer	a programmable electronic device designed to accept data, perform mathematical and logical operations at high speed, and display the results of these operations. Mainframes, desktop and laptop computers, tablets, and smartphones are some of the different types of computers
Barcode	A barcode is a way of storing numbers printed in a way that a computer can easily read. The first barcodes stored the numbers using lines (bars).
Scanner	a device that converts a printed image (as text or a photograph) into a form a computer can display or alter



Key Knowledge

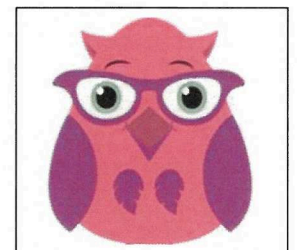
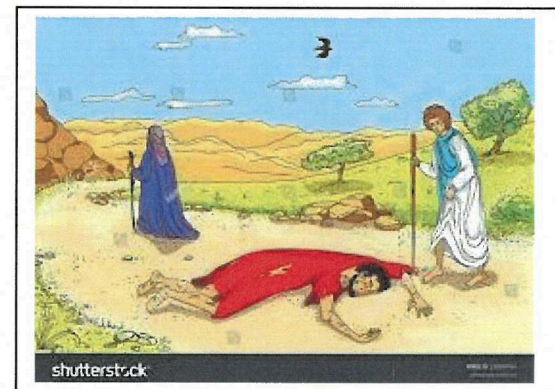
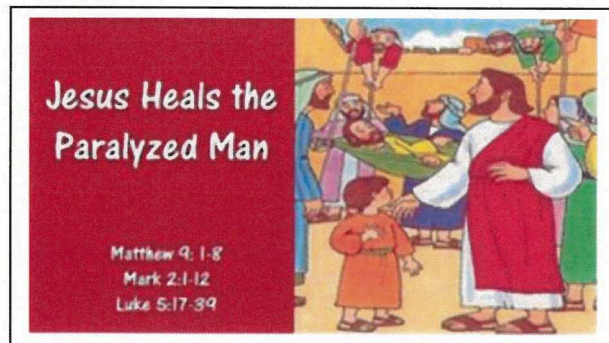
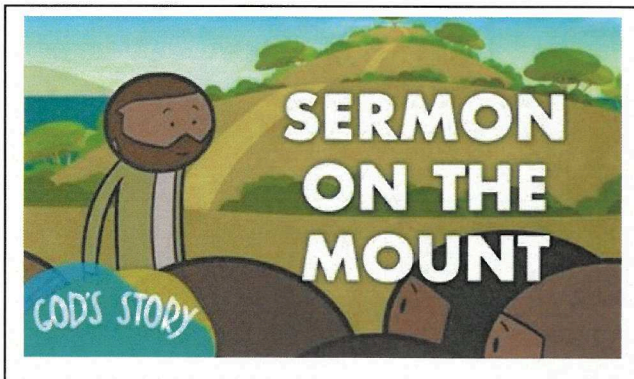
- To recognise the uses of IT
- To recognise the use of information technology in school
- To identify information technology beyond school
- To explain how information technology helps us
- To know how to use information technology safely
- To recognise that choices are made when using information technology



R.E. Year 2 - Autumn 1 Knowledge Organiser
Enquiry: Is it possible to be kind to everyone all of the time?

Key vocabulary	Definition
Kindness	Being friendly and showing concern about the way others' feel.
Parable	A story with a moral or meaning about everyday life.
Neighbour	A neighbour is anyone near us.
Samaritan	A person who belonged to a race who did not normally associate with Jews.

Key Knowledge
I can say when I have been kind to others, even when it was difficult.
I know the story of the Good Samaritan and know it means that Christians believe they should be kind to everyone.
I know the story of Jesus healing the paralysed man and know it means that Christians believe Jesus was a kind person.
I know that Jesus taught Christians to be kind.
I can suggest ways that I could be a kinder person.



Key Vocabulary	Definition
Cooperate	To work together towards the same goal.
Map	A pictorial representation of an area.
Route	A way of getting from one point to another.
Orienteering	A sport in which people run through a series of waypoints (controls) to guide then

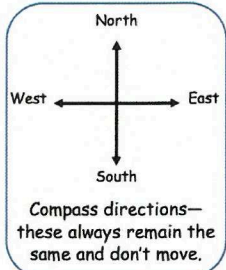
Skill Development

Understand that a diagram/map is a bird's eye representation of the ground.
Follow & give verbal & written commands to move forwards, backwards, up, down, left and right.

Use a basic diagram/map to navigate to a single point in reality.

Make decisions and solve problems whilst being physically active.

Listen to other pupils and communicate with other pupils to complete a task.

Skills	
Legend	 Open land  Out of bounds  Forest, light trees/bushes: slow running  Forest, thick trees/bushes: walk  Hedge  Flowerbed  Wall
Start and finish sign	 Start  Finish
Compass directions	 Compass directions— these always remain the same and don't move.

Music Knowledge Organiser – Unit 1: Questions and Answers

Key Vocabulary

Beat	The basic unit of time. It is a regularly recurring pulse that provides the foundation for rhythm and tempo. It is often described as a heartbeat.
Pulse	Synonymous with beat; the steady beat in the music.
Timbre	The unique characteristics of the sound of each musical instrument.
Percussion Instruments	Instruments that are played by hitting, shaking or scraping them.
Tuned percussion instruments	Percussion instruments that are played by hitting them and have pitched notes; therefore, are used to play melodies, e.g. xylophone, piano, glockenspiel.
Untuned percussion instruments	Percussion instruments that are played by hitting, shaking or scraping them and cannot play melodies, e.g. drums, maracas, tambourines.



Unit Objectives

To understand what timbre means and identify classroom percussion instruments by listening.
To improvise musical questions and answering phrases using body percussion and percussion instruments.



I Can Statements:

- If I close my eyes and listen, I know which of the instruments we use is being played.
- I enjoy singing clearly, and I can also hum the tune of the songs I have learnt.
- I can clap and play rhythms that I have made up by myself.

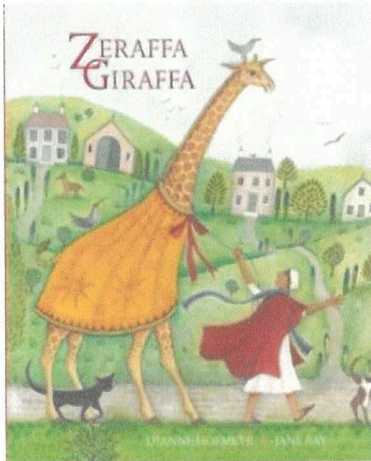


Year: 2

Unit: 1

Genre: Journey Tale

Text: Zeraffa Giraffa



Talk 4 Writing

Imitate

Learn the key vocabulary.

Draw a story map and box up together.

Explore toolkits for writing.

Innovate

Box up the innovated text and make changes.

Learn the toolkit features.

Invent Write own journey tale.

Talk 4 Reading

Phase 1 - Be "hooked" into the text to activate prior knowledge and contextual reading

Phase 2 - Investigation/deepen understanding - access and read the text/s with fluency and expression, show understanding at a deeper level.

Phase 3 - Independently complete a reading activity/answer questions in relation to comprehension focus, vocabulary, literal retrieval and inference.

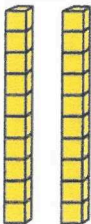
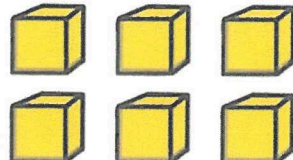
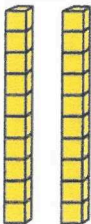
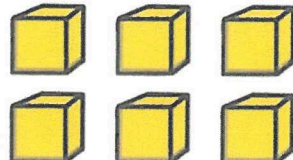
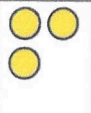
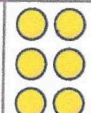
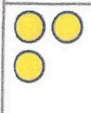
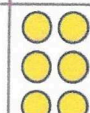
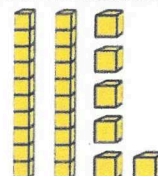
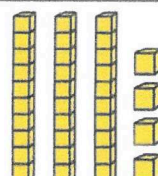
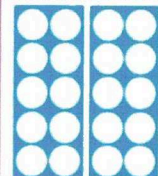
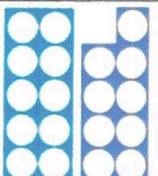
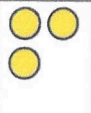
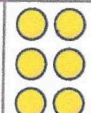
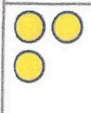
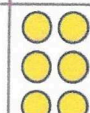
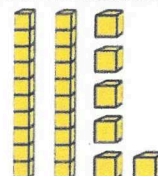
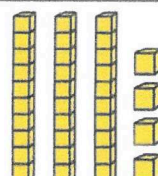
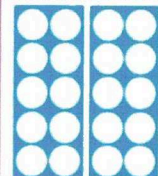
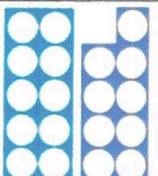
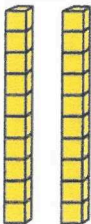
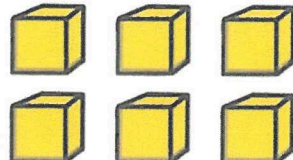
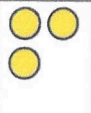
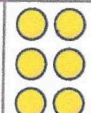
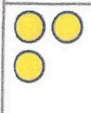
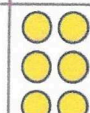
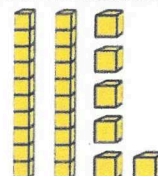
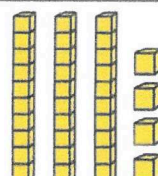
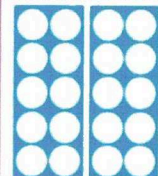
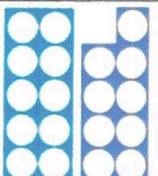
Writing Knowledge Organiser

Past tense verbs	Walked, bleated, ran, asked, screamed, replied
Similes: like, as	He ran as fast as the wind. She flew like a bird
Speech marks " "	"Did you say that?" said the farmer. "No," said the dog, "it was the papaya!"
Exclamatory sentences. Exclamation marks. !	"It was the papaya!" "First a papaya spoke to me and next my dog!"
Apostrophes for contractions isn't, couldn't, wouldn't	That's , not a giraffe!
Compound sentences using connectives: so, and, or, but	One day he felt hungry so he went out to pick a papaya. First, a papaya spoke and then a dog. We could visit the farmer or we could go to see the King. We could walk to the market but it is a long way

Knowledge Organiser- Number and place Value - Year 2

Key Vocabulary
Hundreds
Tens
Ones
Zero
Place value
Greater than
Less than
Order
Partition
Digit

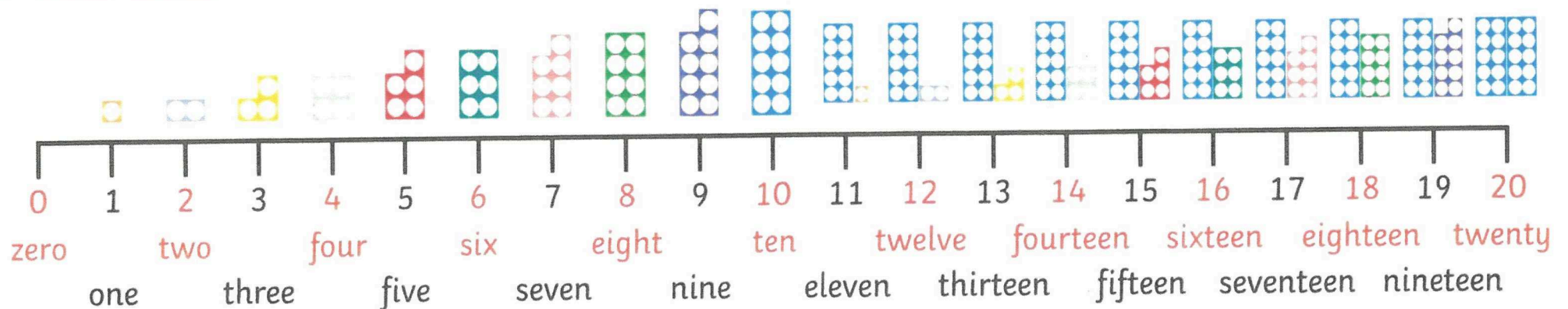
Key Knowledge
I know what a 2 digit number is
I can count up in 2s,3s,5s and 10s
I can compare numbers to see if they are equal,less than and greater than each other
I can order numbers in a sequence
I can read,write and represent numbers up to 100

2-Digit Numbers		Compare Numbers																																													
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Knowledge Organiser- Number and Place Value - Year 2

Read, Write and Represent Numbers to 100

14	fourteen	one ten four ones			<table><tr><th>Tens</th><th>Ones</th></tr><tr><td></td><td></td></tr></table>	Tens	Ones			
Tens	Ones									
29	twenty-nine	two tens nine ones			<table><tr><th>Tens</th><th>Ones</th></tr><tr><td></td><td></td></tr></table>	Tens	Ones			
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Knowledge Organiser- Addition and Subtraction- Year 2

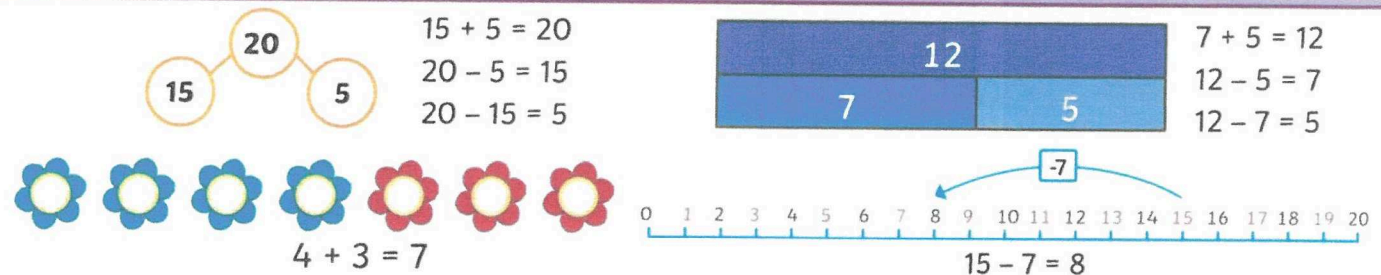
Key Vocabulary

Add
Total
Make
Plus
More
Altogether
Difference
Leave
Subtract
Difference between
Less
Minus
Take away
Mentally, Orally
Column Addition
Column Subtraction
Estimate
Inverse operation
Solve problems
Number facts
Place Value

Key Knowledge

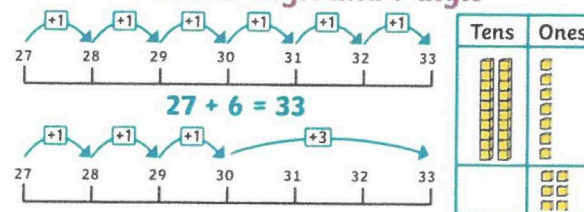
I can Add and Subtract Bonds to 20
I know how to use Mental maths methods
I can work out More or Less/Add and Subtract 1s and 10s
I know how to check my calculations to see if they are correct.

Addition and Subtraction Bonds to 20

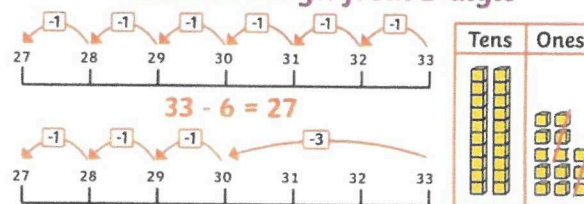


Methods

Add 2-digit and 1-digit



Subtract 1-digit from 2-digit



Add 2-digit numbers

$$34 + 28 = 62$$

3 tens and 4 ones

add

2 tens and 8 ones

equals

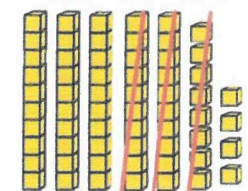
5 tens and 12 ones

becomes

6 tens and 2 ones

Subtract 2-digit numbers

$$62 - 28 = 34$$



6 tens and 2 ones becomes

5 tens and 12 ones subtract

2 tens and 8 ones equals

3 tens and 4 ones

Addition and Subtraction Bonds to 100

$$2 + 8 = 10$$

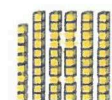
so $20 + 80 = 100$



$$32 + 68 = 100$$

3 tens and 2 ones + 6 tens and 8 ones

= 9 tens and 10 ones = 10 tens = one hundred

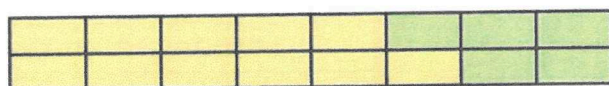


Mental Methods

Compare Number Sentences



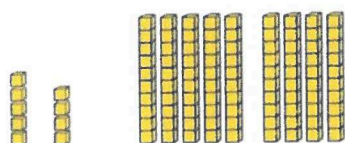
$$6 + 4 < 6 + 5$$



$$5 + 3 = 6 + 2$$

Related facts

$$5 + 4 = 9 \text{ so } 50 + 40 = 90$$



Add 3 1-digit numbers



$$9 + 5 + 3 = 17$$

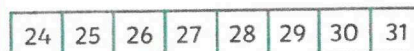
More or Less/ Add and Subtract 1s and 10s

Add and subtract 1s

$$24 + 1 = 25$$

$$24 + 2 = 26$$

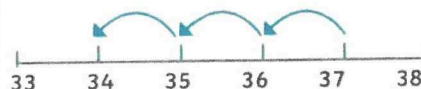
$$24 + 3 = 27$$



$$37 - 1 = 36$$

$$37 - 2 = 35$$

$$37 - 3 = 34$$



There are 7 flowers
in a vase. One
more is added.

Now there are 8
flowers.



10 More or Less

30	40	50	60	70	80
----	----	----	----	----	----

47	57	67	77	87	97
----	----	----	----	----	----

The ones digit stays the same.

10 less	Number	10 more
1	11	21
34	44	54

Take care when
crossing hundreds:

86	96	106	116
----	----	-----	-----

Add and Subtract 10s

10	30	50	70	90
3	33	63	93	

Tens	Ones

$$\begin{array}{r} 27 \\ + 40 \\ \hline 67 \end{array}$$

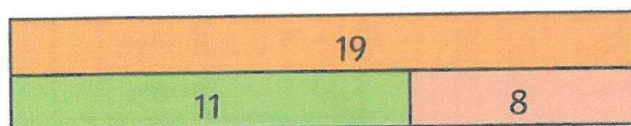
Tens	Ones

$$\begin{array}{r} 72 \\ - 30 \\ \hline 42 \end{array}$$

Crossing hundreds:

74	94	114	134
----	----	-----	-----

Check Calculations



$$19 - 8 = 11 \text{ can be checked using } 8 + 11 = 19$$

$32 + 5 = 82 \times$ Spot that 5 tens
have been added not 5 ones

$28 - 26 = 12 \times$ Spot that 28 and 26 are very
close together, so difference won't be 12.

$37 - 4 = 41 \times$ Spot that if subtracting
4 the answer will be smaller.

$68 - 40 = 64 \times$ Spot that 4 ones have
been subtracted and not 4 tens.