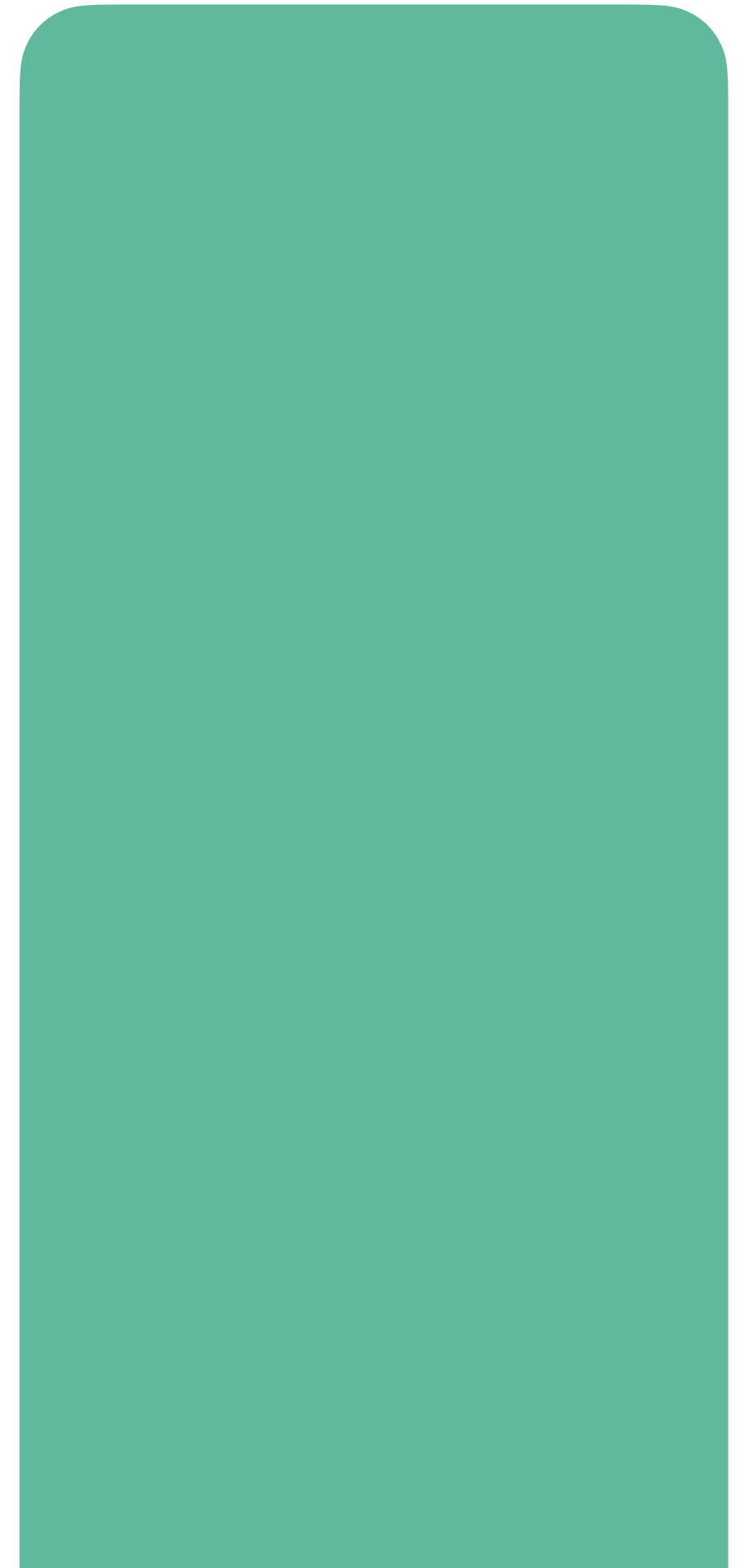


Year 2

Knowledge

Organisers

Spring 1



Village, town and cities.

VILLAGE

A village is a small settlement in a rural area that usually has a population between a few hundred and a few thousand people.



TOWN

A town is a small human settlement that has a name, defined boundaries, and a local government. Towns are generally larger than a village and smaller than a city.



City

A city is where many people live close together



Map Symbols

Map symbols






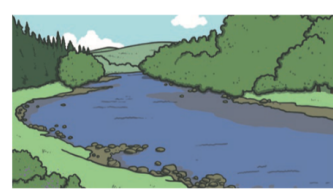

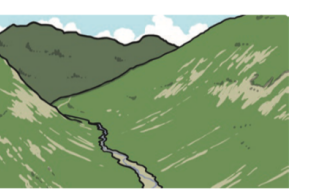





					
Airport	Service station	Bus stop	Camping area	Car park	Post
					
Hospital	Hotel	Shopping centre	Swimming pool	Telephone	Toilets
					
Food outlet	Accessibility features available	Lighthouse	Information centre		

Year 2: Geography My Local Area





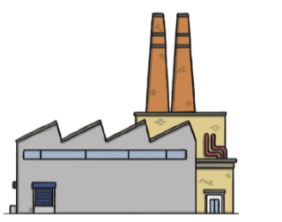

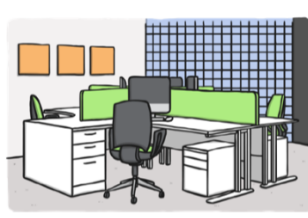

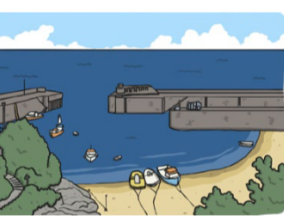



Physical and Human Features

Physical Features

			
weather	beach	coastline	forest
			
hills	river	mountain	valley
			
cliff	seasons	sea or ocean	vegetation
			
			soil

Human Features

				
city	town	village	shop	factory
				
house	office	farm	harbour	port

Key Vocabulary

Year 2: Geography My Local Area



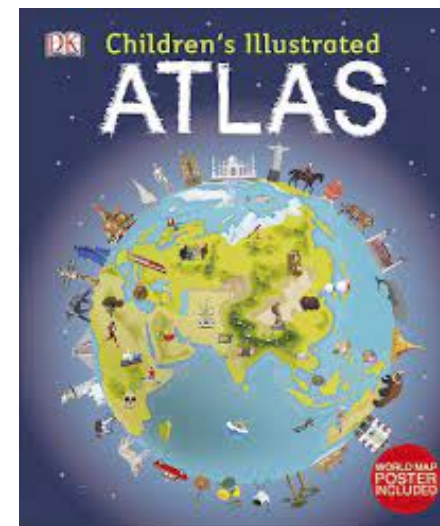
World

The earth.



Atlas

A book of maps.



Continent

Large area of land.



National Park

An area set a side for its landscape and wildlife.



Conservation

Protecting something like a national park.



Areal view

View from above.



Directions

The direction in which someone or something is moving.



Compass

Show direction.



Rural

Few homes and not a lot of people.



Urban

A town or city.



Year 2: Science Materials



Properties of Materials

Objects made out of Different Materials

<p>Wood</p>	<p>Metal</p>	
<p>Plastic</p>	<p>Fabric</p>	
<p>Glass</p>	<p>Paper</p>	<p>Rock</p>

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wood:
hard, stiff, strong, opaque, can be carved into any shape.

glass:
waterproof, transparent, hard, smooth.

plastic:
waterproof, strong, can be made to be flexible or stiff, smooth or rough.

metal:
strong, hard, easy to wash.

paper:
lightweight, flexible.

cardboard:
strong, light, stiff.

fabric:
soft, flexible, hard-wearing, can be stretchy, warm, absorbent.

rubber:
hard-wearing, elastic, flexible, strong.

Materials Changing Shape

<p>Squash an object by pushing both hands together.</p>	<p>Bend an object by grabbing both ends of the object and bringing the ends inwards together.</p>
<p>Twist an object by turning your hands in opposite directions.</p>	<p>Stretch an object by pulling your hands slowly and gently apart.</p>

Key Vocabulary

Year 2: Science Materials

Material

What an object is made from.



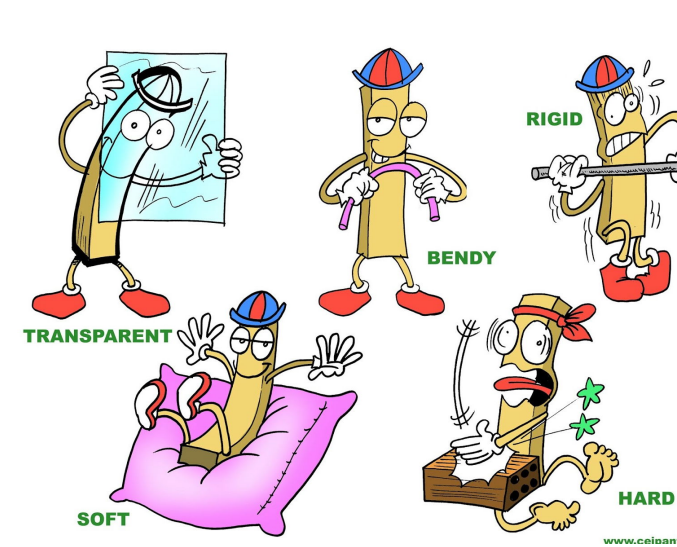
Object

Something that can be seen or touched.



Property

What characteristic an object has.



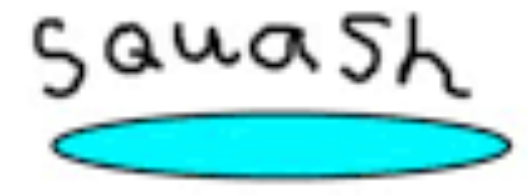
Transparent

When light can pass through.



Squash

Push the objects ends together.



Opaque

When light cannot pass through.



shutterstock.com

Waterproof

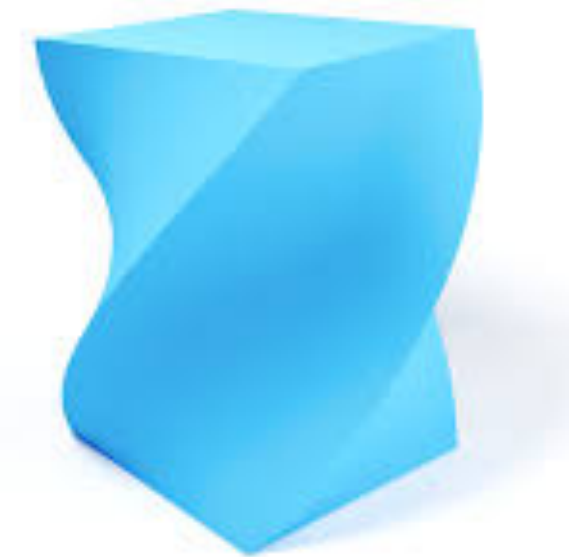
Keeps water out.



Bend



Twist



Stretch

Pull the objects ends apart.

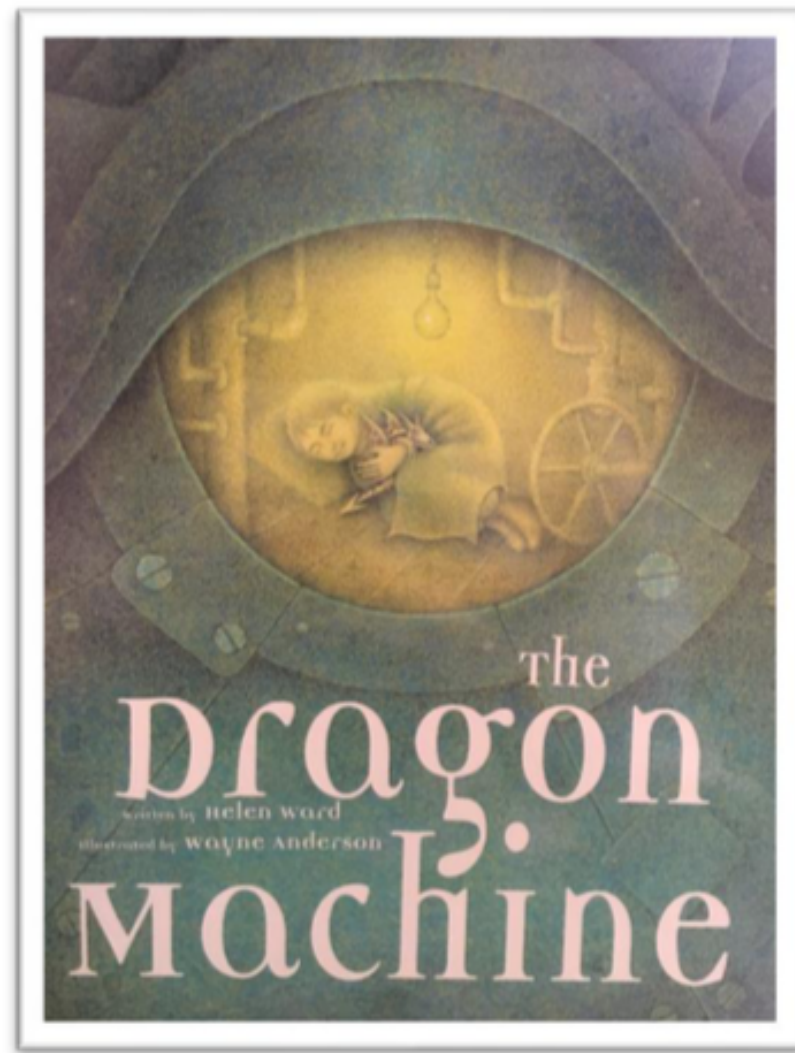




Pathways to Write

The Dragon Machine

by Helen Ward



Year 2 Pathways to Write: Spring 1


Outcome: Fiction – Story with adventure focus

Writing outcome:

To write a story based upon the model text using own ideas for a change of character and machine

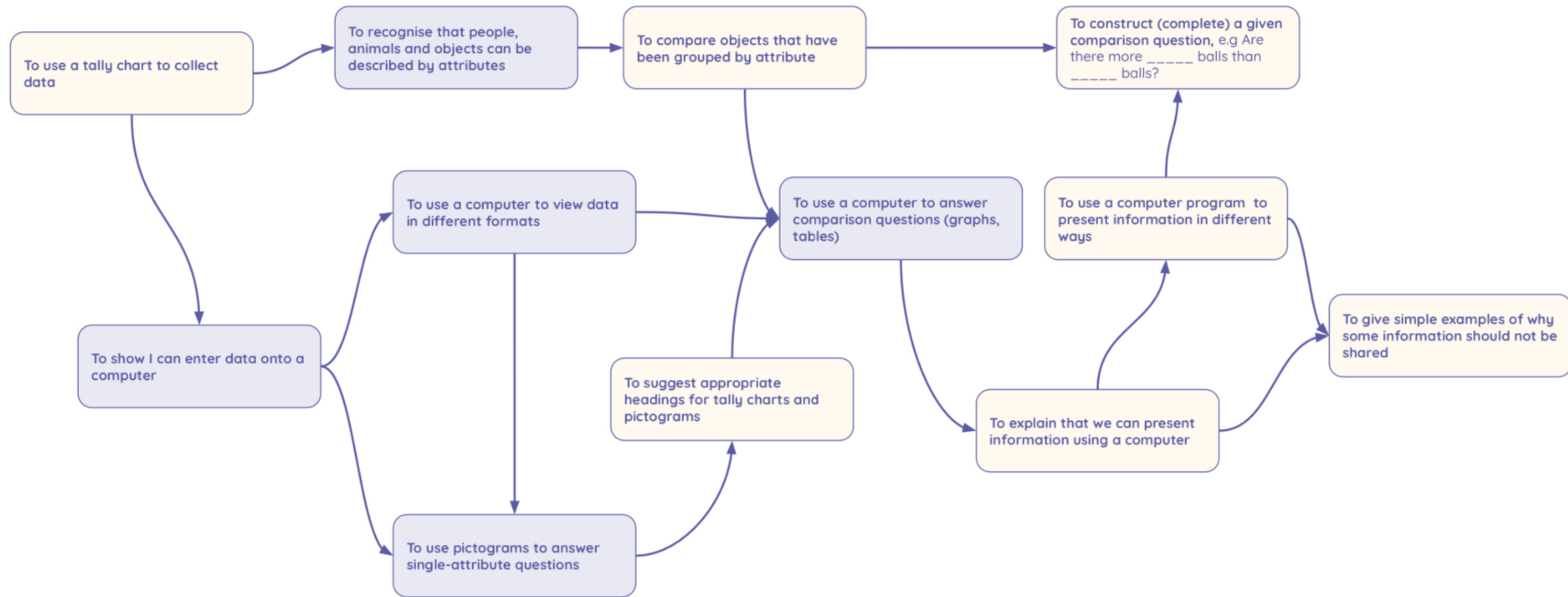
Greater depth writing outcome:

To write the story in first person from new character’s point of view to allow for description of emotions and viewpoint throughout the story

 Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	↳ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> Use subordination (because) and coordination (and) Write expanded noun phrases to describe and specify Use punctuation correctly – full stop, capital letters Add suffixes to verbs where no change is needed to the root (Y1) 	<ul style="list-style-type: none"> Write sentences with different forms: statement, question, exclamation, command Use subordination (apply because, introduce when) Use present and past tenses correctly and consistently (some progressive) Read aloud with intonation Use punctuation correctly - exclamation marks, question marks 	<ul style="list-style-type: none"> Use phrases from story language Create and describe characters Create and describe settings Use past tense consistently and correctly Write in 3rd person Sequence of events with beginning, middle and end



Computing



Counting
Comparing
Data
Pictogram
Tally chart
Attribute
Organise



Unit 4

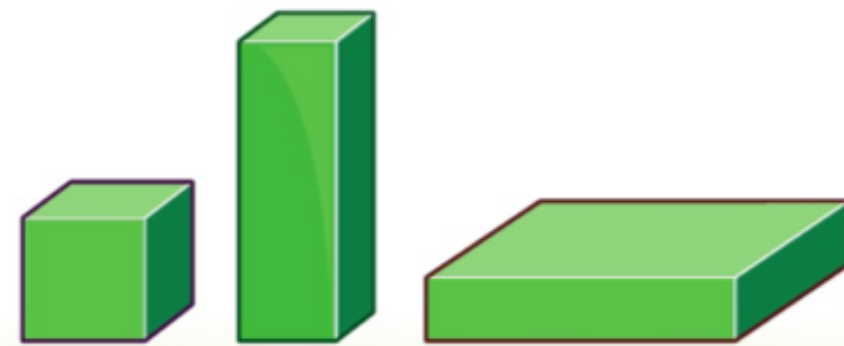
Properties of shapes



In this unit we will ...

- ⚡ Recognise 2D and 3D shapes
- ⚡ Count the sides and vertices on 2D shapes
- ⚡ Learn about symmetry
- ⚡ Count the faces, edges and vertices on 3D shapes
- ⚡ Sort 2D and 3D shapes

How are these shapes similar?
How are they different?



We need lots of words to describe 2D and 3D shapes. Do you know any of these words?

- pentagon
- quadrilateral
- symmetry
- vertices
- line of symmetry
- polygon
- hexagon
- symmetrical
- edge
- curved surface
- prism
- hemisphere
- vertex
- face
- side

Do you remember what these shapes are called?



Unit 5 Money



In this unit we will ...

- ⚡ Count coins and notes
- ⚡ Compare different amounts of money
- ⚡ Find different ways to make the same amount
- ⚡ Work out the amount of change
- ⚡ Solve two-step problems involving money

Do you remember these coins?



We will need some maths words and signs. Which have you met before?

pounds (£)

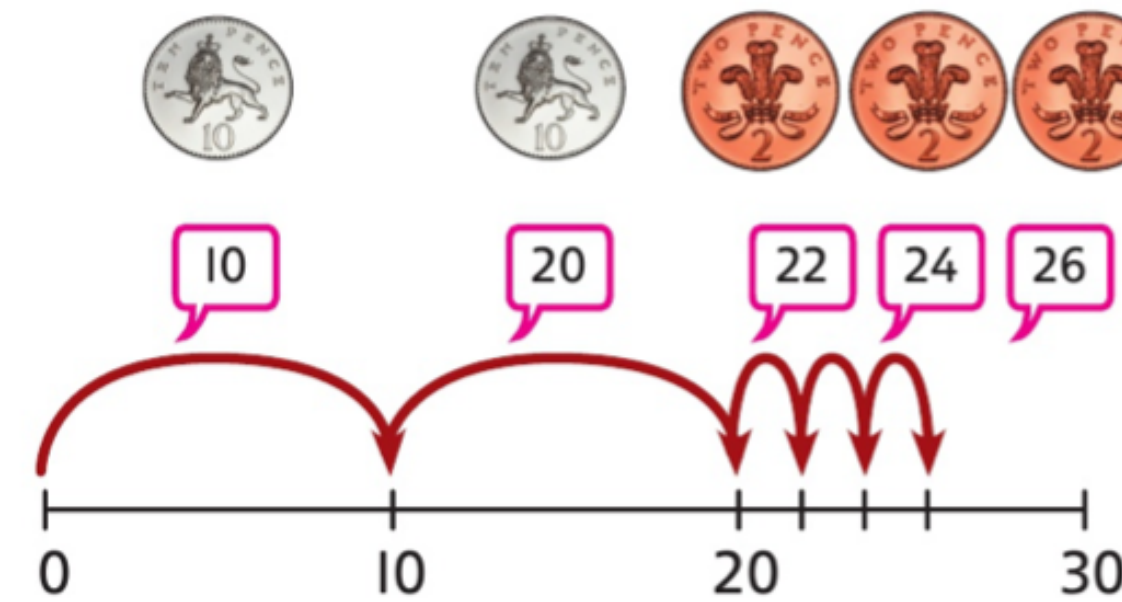
coins

notes

pence (p)

change

We can use $\overline{\text{|||||}}$ to help us. How much money is there here?



Unit 6

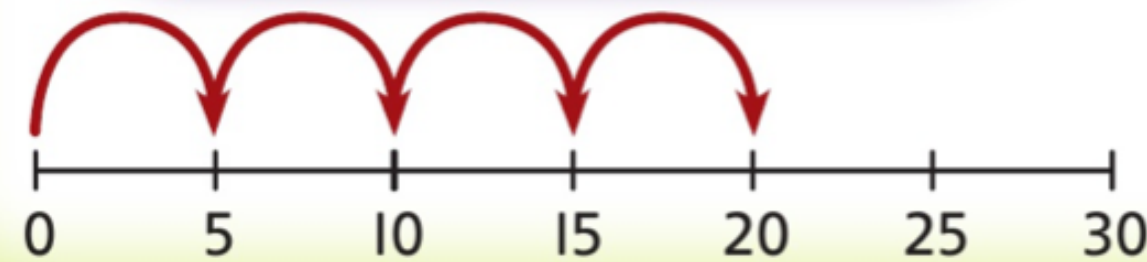
Multiplication and division 1



In this unit we will ...

- ⚡ Decide if groups are equal
- ⚡ Add equal groups
- ⚡ Form multiplication sentences
- ⚡ Use arrays
- ⚡ Make equal groups by grouping and sharing

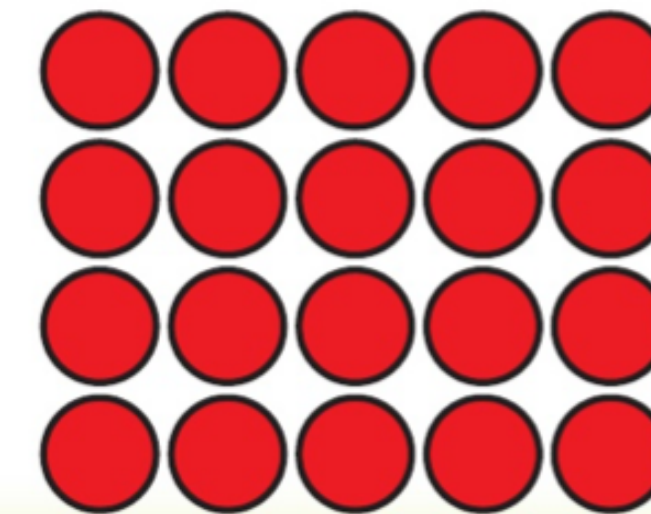
We use these a lot, don't we? You can use a number line for adding equal groups as well. Can you add 4 groups of 5 using the number line?



We will need some maths words and signs. Which of these have you seen before?

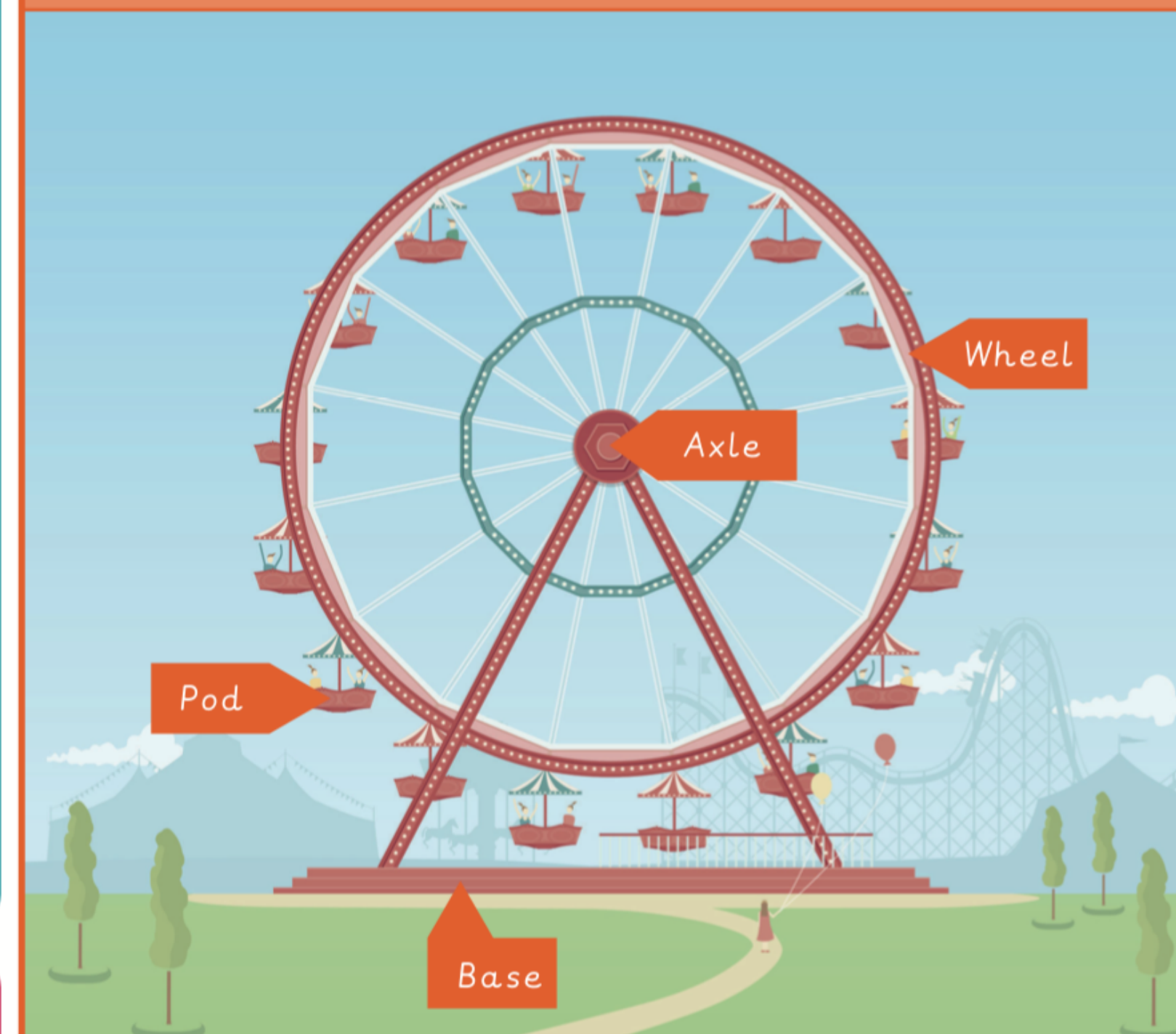
- equal groups
- multiplication (x)
- times (x)
- divide (÷)
- division (÷)
- sharing
- grouping
- unequal
- array

We can use an array to help us when we multiply. Can you use 20 counters to make this array? Can you move the counters to make a different array?

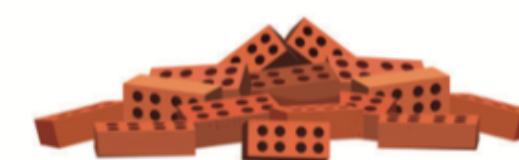


Key facts

The features of a ferris wheel.



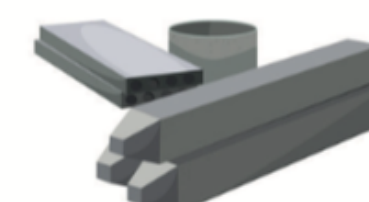
Materials have different properties. Your ferris wheel design will need to be **stable** and **strong**. Which materials could you use?



Bricks are made from clay. They are stiff and **strong**.



Wood comes from trees. It is **strong** and flexible.



Metal comes from ore, that is mined underground. It is **strong** and hard.

Mechanisms - Fairground wheel

Axle	A long straight piece of material which connects to a rotating component (e.g. the wheels of a car).
Decorate	To add details to a design to improve its appearance.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Ferris wheel	A ride at a fairground which carries passengers around a large vertical wheel.
Ferris wheel pod	The container which carries passengers around the ferris wheel.
Mechanism	The parts of an object that move together as part of a machine.
Stable	Object does not easily topple over.
Strong	Something that is not easily broken (e.g. wood, brick, building).
Test	To find out whether something works as it should.
Waterproof	Material that does not allow water pass through it.
Weak	Something that is easily broken (e.g. eggshells).

Did you know?

The first ferris wheel to be built was called the Chicago wheel, in 1893 over 100 years ago!

It was over 80 metres tall.



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Year 2: Musical me

Musical style: Folk

Folk songs are often passed on by generations simply by people singing them. In fact, we don't actually know who wrote most folk songs.

Vocabulary

Composition An original piece of music that has been created.

Pulse The heartbeat of the music. Sometimes called the 'beat'.

Melody Patterns of different pitches (high and low notes).

Timbre The quality of sound e.g. smooth, scratchy, twinkly.

Dynamics The volume of the music (loud or quiet).

Rhythm Patterns of long and short sounds.

Instruments



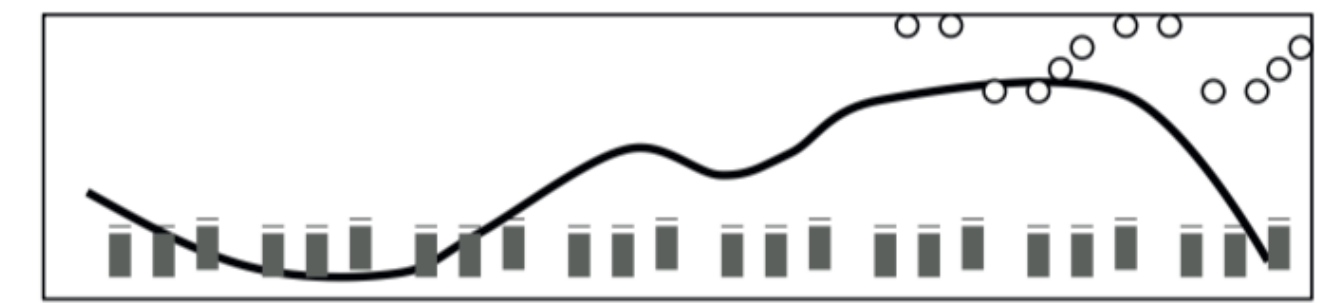
Compose To create or write an original (new) piece of music.



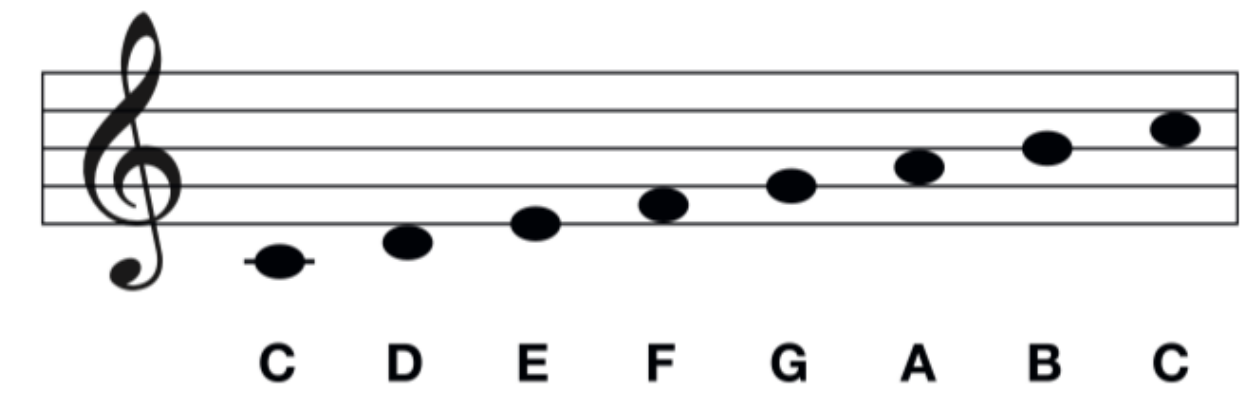
Composer A person who creates and writes an original piece of music.

Notation How the music is written down.

Graphic score



Stave and letter musical notation



Musical notation helps us to 'write' and 'read' the melodies so they won't be forgotten and can be played by others.



Knowledge Organiser

Dance Year 2

Ladder Knowledge



- Actions:** Placing actions in a particular order will help you to tell the story of your dance.
- Dynamics:** You can change the way you perform actions to show an idea.
- Space:** You can use different directions, pathways and levels in your dance.
- Relationships:** Use counts of 8. It will help you to stay in time with your partner and the music.
- Performance:** Use facial expressions it will help to show the mood of your dance.

About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...

Structuring the Dance

- **Getting nectar** (balance): 8 counts
- **Waggle dance** (movement in the hoop): 8 counts
- **Busy bees** (travel): 8 counts
- **Landing time** (around the hoop): 8 counts

Secret Garden

Welcome to the circus!

The Rainforest

- Some trees in Tasmania's rainforests can live for 2,000 years
- A quarter of ingredients in modern medicines come from rainforest plants.
- The Amazon rainforest in South America is so big that if it were a country, it would be the 9th biggest in the world.
- The forest floor is almost totally in darkness, only 2% of the sunlight reaches through the canopy.
- The canopy area of the rainforest can reach 40m high and some trees grow above the canopy to 80m!

JACK FROST

- Start position, 8 counts
- Leaping actions 16 counts
- Set phrase on the spot 8 counts
- Own movement with the scarf 8 counts
- Finishing position 8 counts

Movement Skills

- actions
- dynamics
- space
- relationships

This unit will also help you to develop other important skills.

- Social** respect, collaboration, work safely, communication
- Emotional** independence, confidence, perseverance, determination
- Thinking** provide feedback, comprehension, reflection, observation, creativity

Strategies

Keep practicing your dance. It will get better everytime.

Healthy Participation

- You should be bare foot for dance.
- Ensure you always work in your own safe space when working on your own.

Key Vocabulary

action	expression	
counts	level	
create	matching	perform
direction	mirroring	speed
dynamics	pathway	timing
		unison

If you enjoy this unit why not see if there is a dance club in your local area.

This unit will help you to:

- balance
- move different body parts at the same time
- be more flexible

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Newspaper Dance

What you need: 1 or more players, a sheet of newspaper per player, a music track, someone to press stop.

How to play:

- Each player begins standing on a large piece of newspaper.
- When the music plays move off the newspaper and dance around the space.
- When the music stops stand on the newspaper. Players are not allowed to touch the floor.
- When successful reduce the size of the newspaper by folding it.
- Keep playing until you cannot stand without going out of the boundary.

www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136



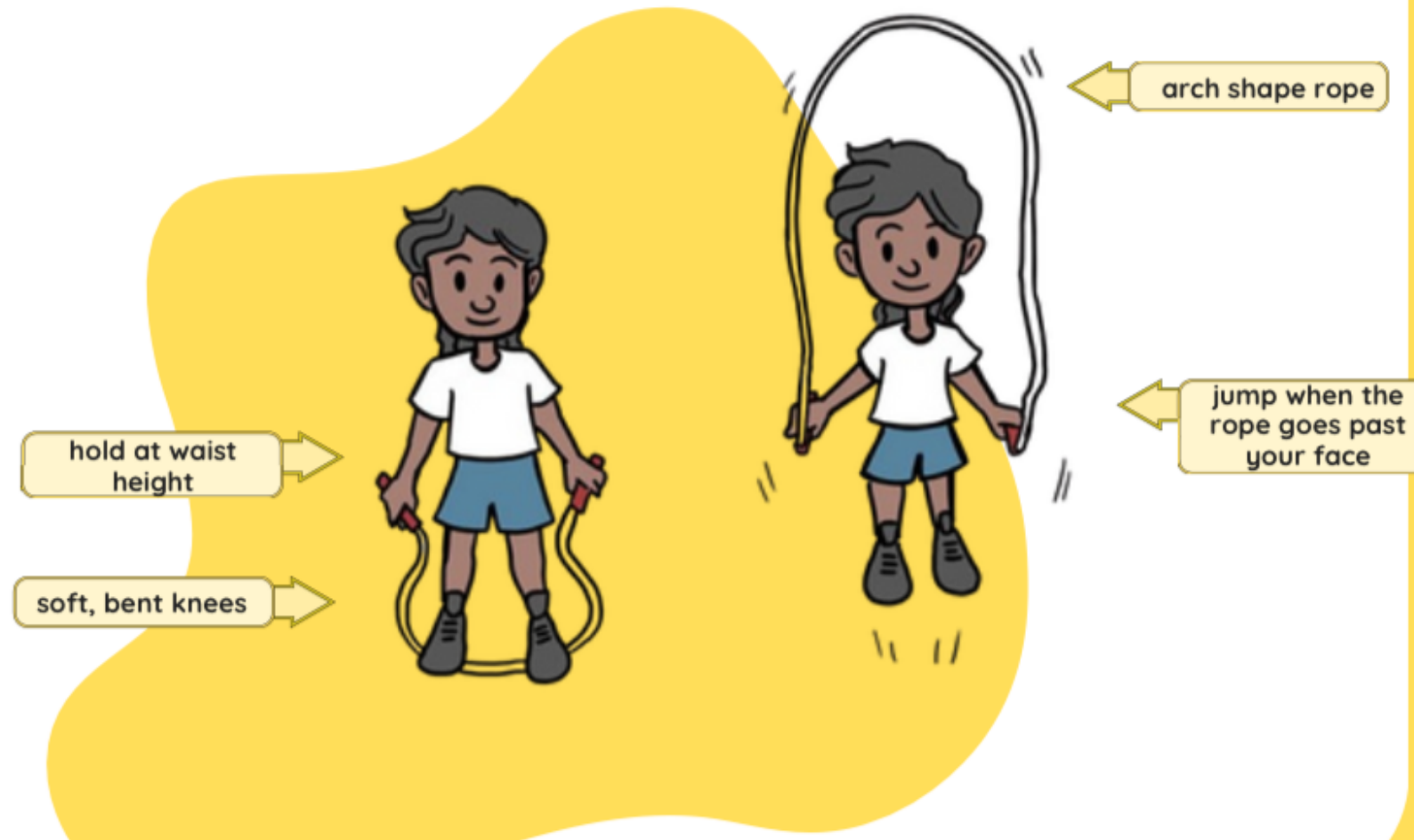
Ladder Knowledge



- Agility:** Using small quick steps will help you to change direction.
- Balance:** You can squeeze your muscles to help you to balance.
- Co-ordination:** Some skills require you to move body parts at different times such as skipping.
- Speed:** Take shorter steps to jog and bigger steps to run.
- Strength:** Strength helps us with everyday tasks such as carrying our school bag.
- Stamina:** You need to run slower if running for a long time.

About this Unit

Being fit means keeping your body strong and full of energy. Just like how we take care of our toys to keep them working well, we need to take care of our bodies too. When we're fit, our bodies can do lots of fun things like running, playing, and exploring.



Movement Skills

- run
- stamina
- skip
- co-ordination
- agility
- strength
- balance

This unit will also help you to develop other important skills.

- Social** encourage others, communication
- Emotional** perseverance, determination
- Thinking** comprehension, identify strengths and areas for improvement

Strategy

Keep trying lots of different activities outside of school to find something you enjoy.

Healthy Participation



Behave and move in a safe way.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

What's that Word?

What you need: people you live with

How to play:

- As a household choose three words that you are going to be your 'what's that' words for the day. e.g CAN, YOU and TV.
- Choose words that are said quite often in your household to make the game harder!
- Choose appropriate exercises for each member of your household e.g. mum might want to do star jumps, brother might want to do squats etc.
- Every time a 'what's that' word is said, the person who said it must complete 10 of their chosen exercises.
- Don't forget to remind them by saying:

What's that word?

www.getset4education.co.uk

Key Vocabulary



- | | | |
|----------|--------|--------|
| bend | jump | steady |
| breath | land | strong |
| exercise | speed | time |
| jog | sprint | tired |



This unit will help you to:

- change direction quickly
- balance
- move different body parts at the same time
- be faster
- move for a long time
- be stonger

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136



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Jigsaw Jo's Journey

How can I overcome obstacles when working towards a goal?

easy

Dreams & Goals

realistic

I will learn about...

- How to set a realistic goal
- How to persevere when a task is difficult
- Who I work well with
- How to work well in a team
- How to share successes with other people

persevere

strengths

I will explore...

- The things that I have achieved and how it makes me feel
- My personal strengths
- Teamwork and how it can help me to learn
- How it feels to work in a group

learning together

challenge

difficult

partner

product

problem-solve





Discovery RE Knowledge Organiser Year 2, ages 6-7

This knowledge organiser is a guide, offering key information to point the teacher in the right direction as to the beliefs underpinning the particular enquiry.
The summaries must not be taken as the beliefs of ALL members of the particular religion.

Religion /Worldview: Judaism	Enquiry Question: How important is it for Jewish people to do what God asks them to do?	Age: 6/7	Year Group: 2 Spring 1
In this enquiry, the children look at the festival of Passover. They reflect on the stories behind the celebrations and consider the importance of symbols and symbolic actions.			

Core Knowledge (see also background information documents)		Link to other aspects of belief	Personal connection / resonance
<p>The focus of this enquiry is the Story of Passover and how it is commemorated today. The Jews were captive in Egypt when Moses became their leader, he was inspired to lead the people out of slavery and would lead them to a 'promised land'. However, their exit from Egypt was not straightforward as the Pharaoh (Egyptian leader) refused to let them go. The Jewish scriptures say that 10 plagues were sent upon the Egyptians one at a time until they were finally able to leave. The last plague saw the Angel of Death killing the firstborn of every Egyptian family including the Pharaoh. However, the angel 'passed over' the Jewish houses, hence the name Passover. Pesach (Passover) commemorations include a Seder meal – a meal with symbolic foods that remember key parts of the story and the relevant accompanying emotions.</p>		<ul style="list-style-type: none"> Relationship with God Identity as a chosen people Symbolism in the synagogue – for example, the careful storage of the scriptures in the Ark 10 Commandments which were given to Jesus in the desert after these events. 	<ul style="list-style-type: none"> Who do I have a special friendship with? What do I expect to get from this friendship? What do I give to this friendship? How does this friendship make me feel?
Key Terms and definitions	History/Context	Impact on believer/daily life	Spiral curriculum link
<p>Covenant: special relationship based on mutual promises</p> <p>Pesach: festival of Passover</p> <p>Seder meal: meal commemorating the events of the exodus</p>	<p>Passover remembers a time of coming out of slavery and persecution. The story shows how God came to their rescue and led them to a land they believe was promised for them. This land is still contested today as not everyone agrees.</p>	<ul style="list-style-type: none"> Jews remember the leaders who showed courage in their actions. Remembering the events helps Jews to connect daily with their history and relationship with God. 	<p>Recap on Year 1 work on Shabbat, Rosh Hashanah and Yom Kippur. Bring Abraham and Moses to the fore as people who led these key events in Jewish history. Yr4 Autumn 1 looks at the 10 Commandments in more detail, which follows on in Jewish history from this event.</p>
<p>Home learning ideas/questions: Do we have celebration meals? Why is it important to remember things that happened in the past?</p>			

R

E

