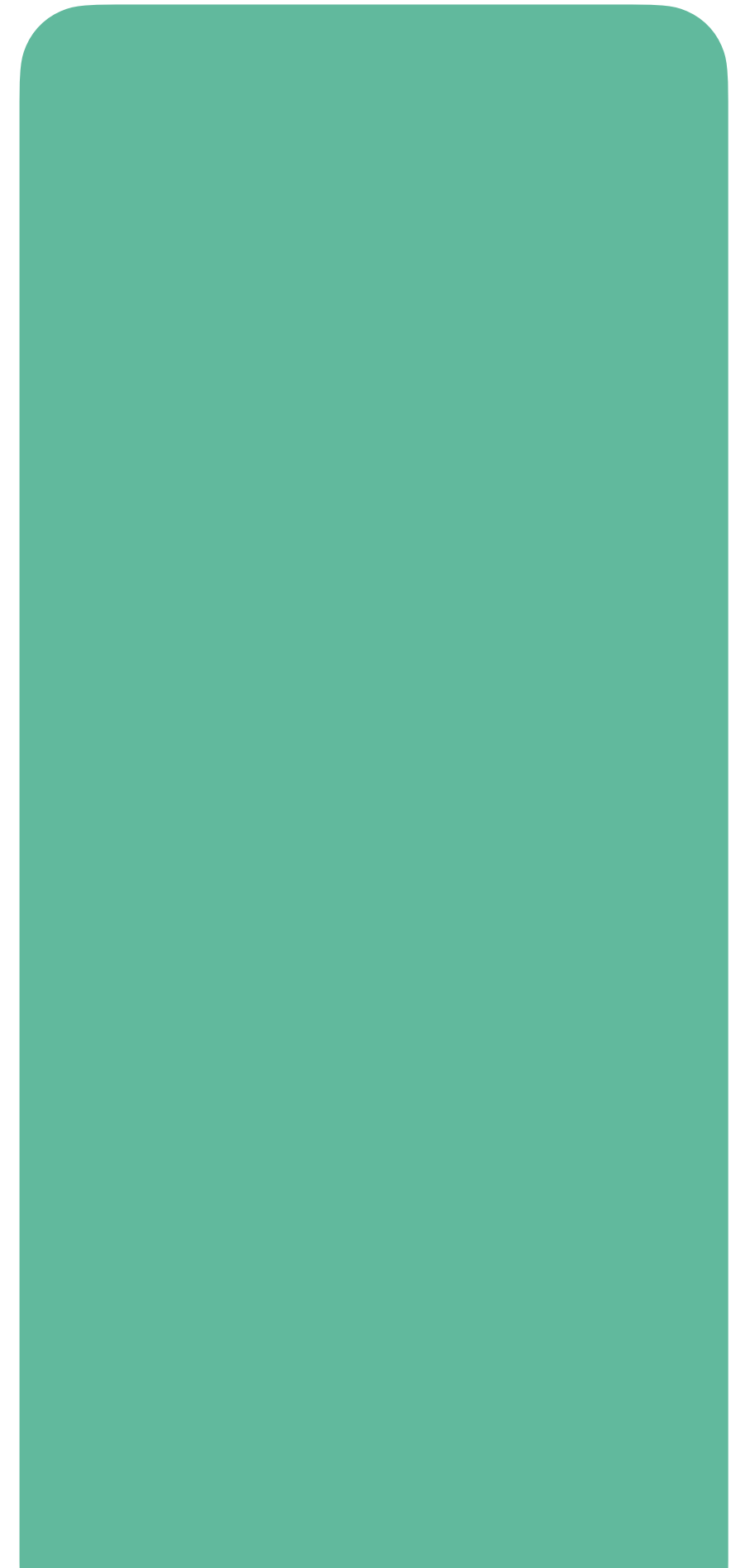


Year 2

Knowledge

Organisers

Autumn 1



The World Continents

A continent is a continuous large piece of land.



Year 2: Geography Mapping

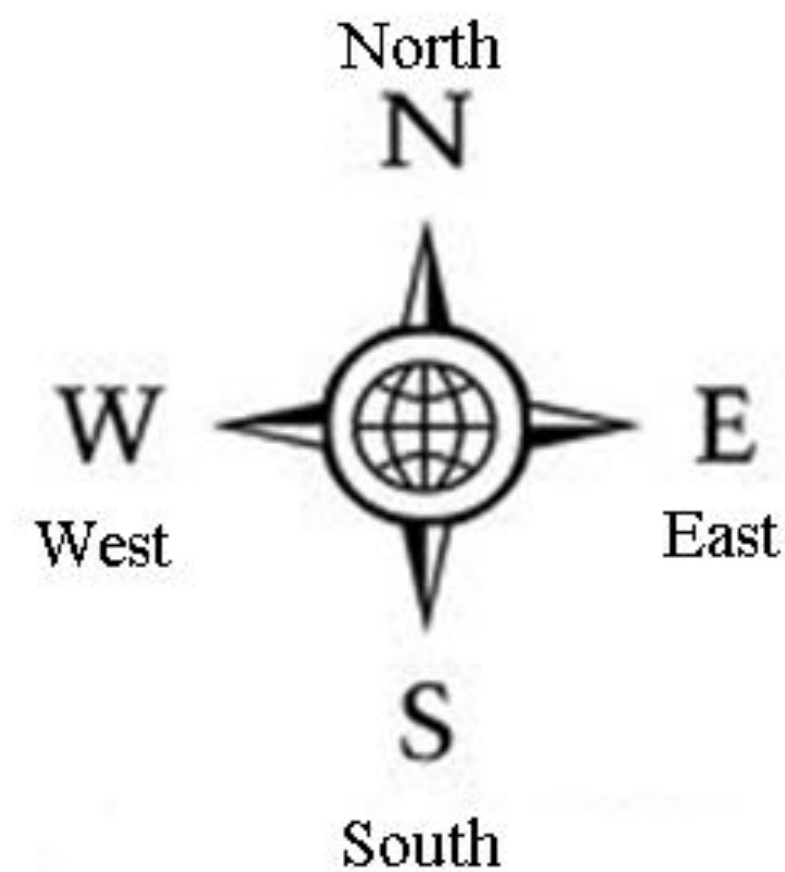


The World Oceans

An ocean is a very large expanse of sea.



Compass Points



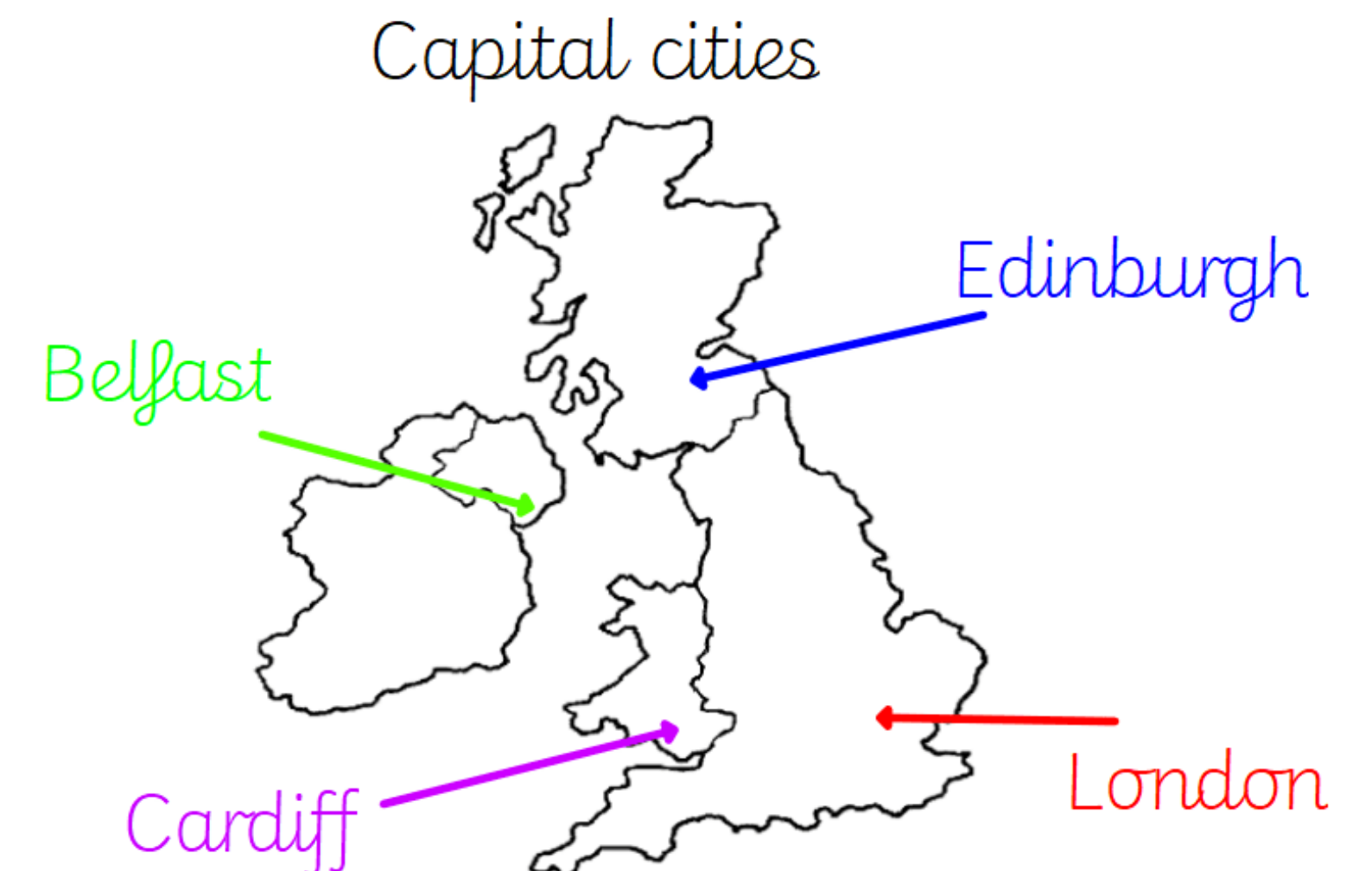
The UK Countries

The UK has four countries. A country is a nation with its own government.



The UK Capital Cities

A capital city is where the government are located.



Key Vocabulary

Year 2: Geography Mapping



World

The earth.



Continent

A continuous piece of land.



City

A large town.



Equator

An imaginary line around the middle of the world.



Globe

The earth.



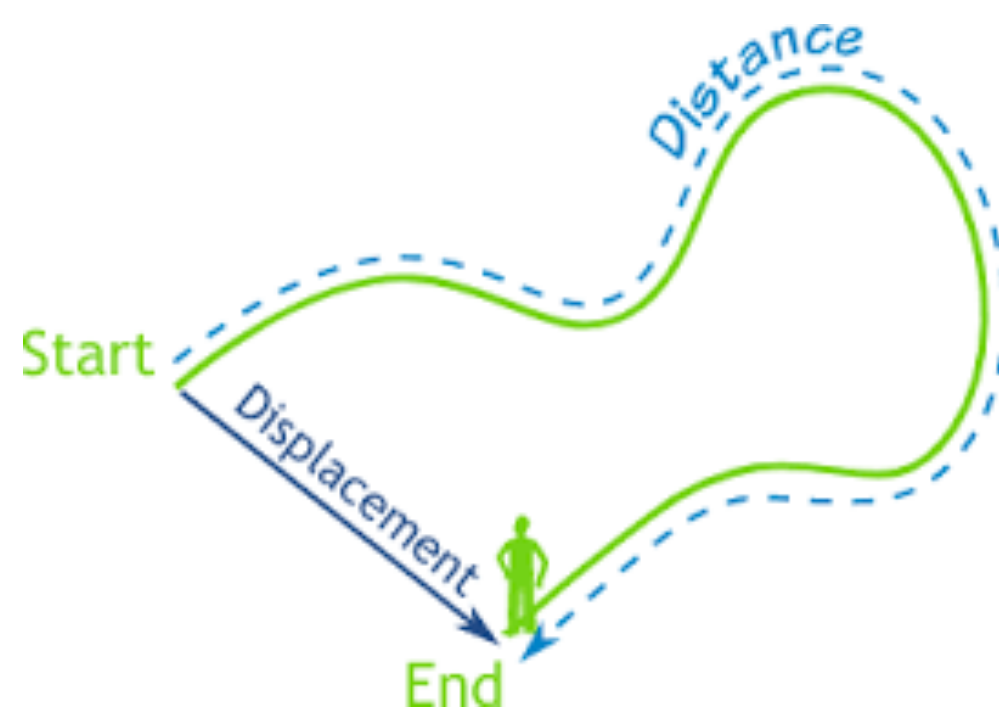
Oceans

A very large expanse of sea.



Distance

How far something or someone moves.



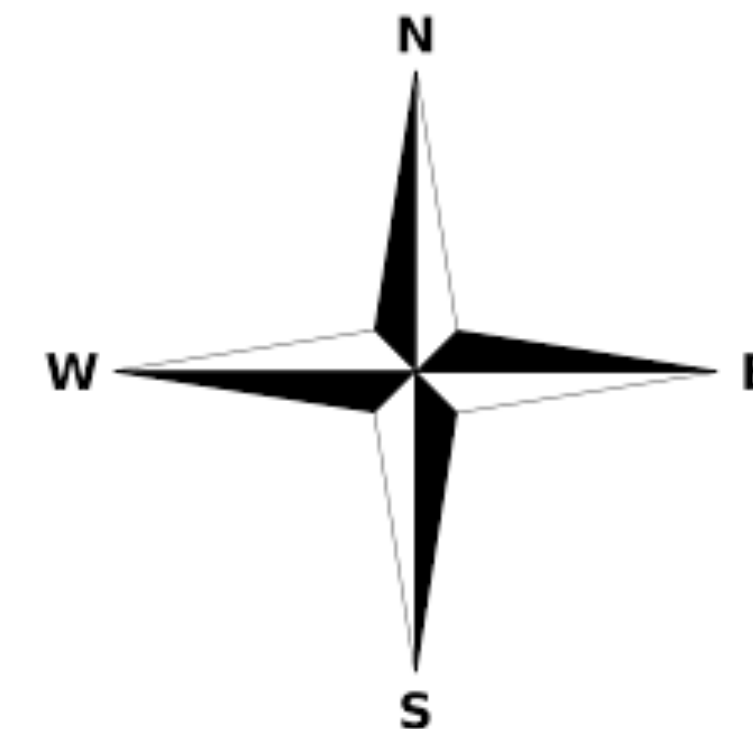
Locate

To find.



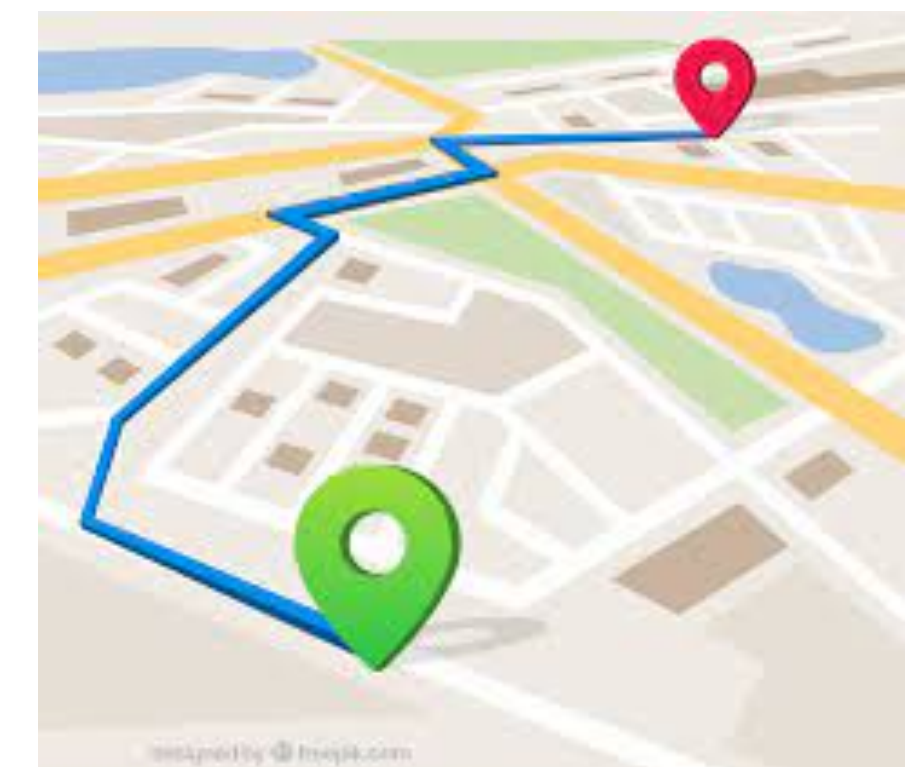
Directions

The instructions of where to move.



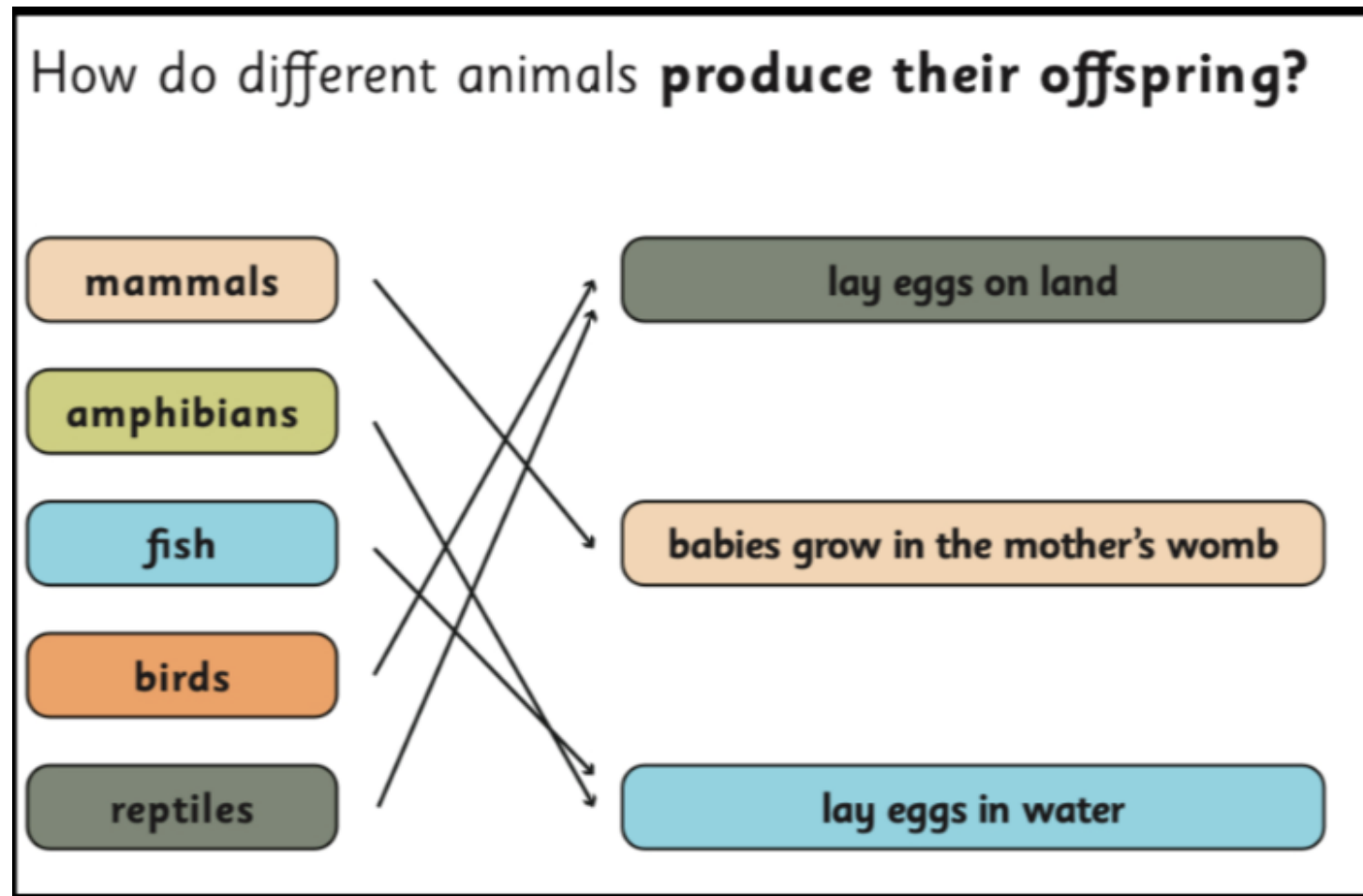
Route

A particular way between places.



Offspring

All animals have offspring which are babies that animals produce.



Year 2: Science

Animals Including Humans

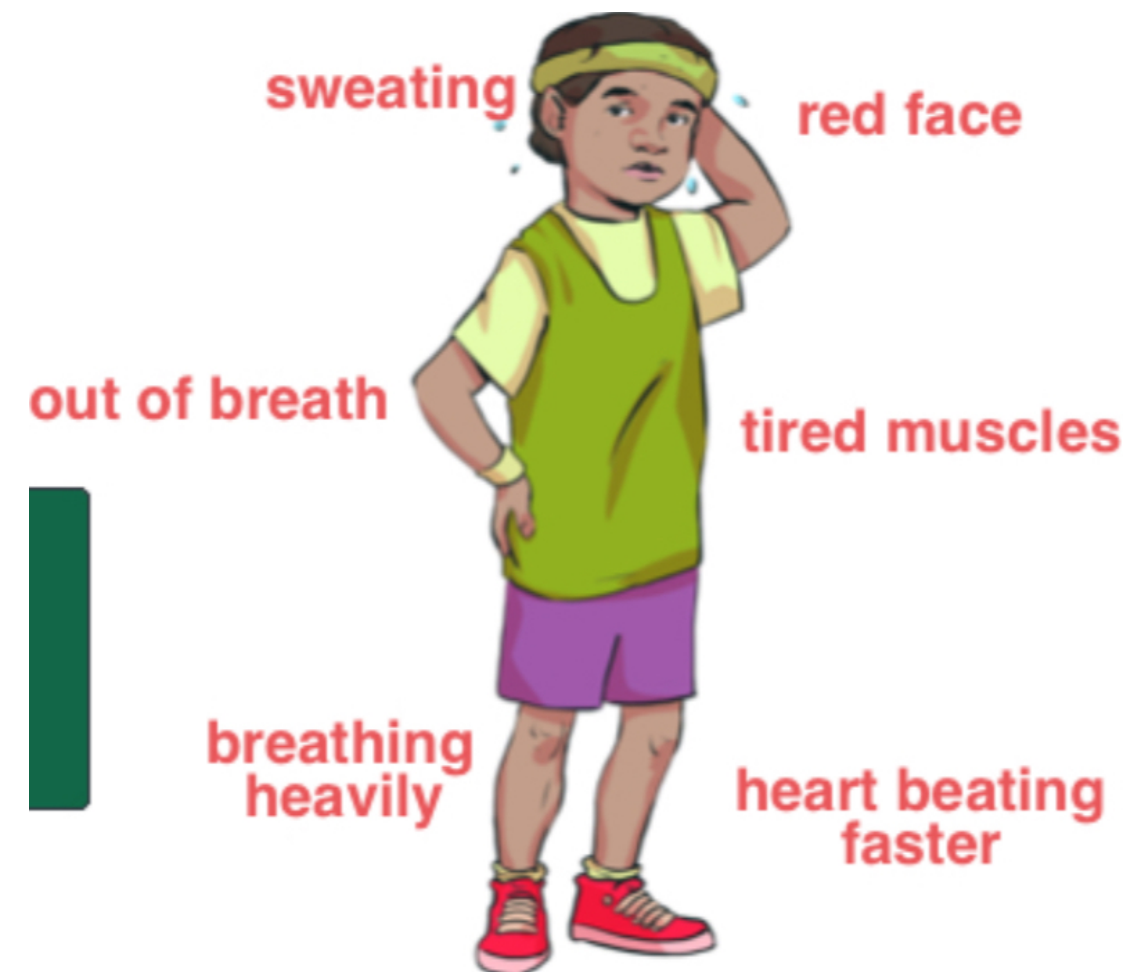


Healthy Diet

It is important as humans to eat an healthy diet.



Exercise



Hygiene

From humans to be healthy it is important that they have good hygiene. This includes washing your hands, taking a shower or bath and brushing your teeth.

Human Basic Needs

All humans and animals need food, water and shelter to survive.



Key Vocabulary

Year 2: Science Animals Including Humans

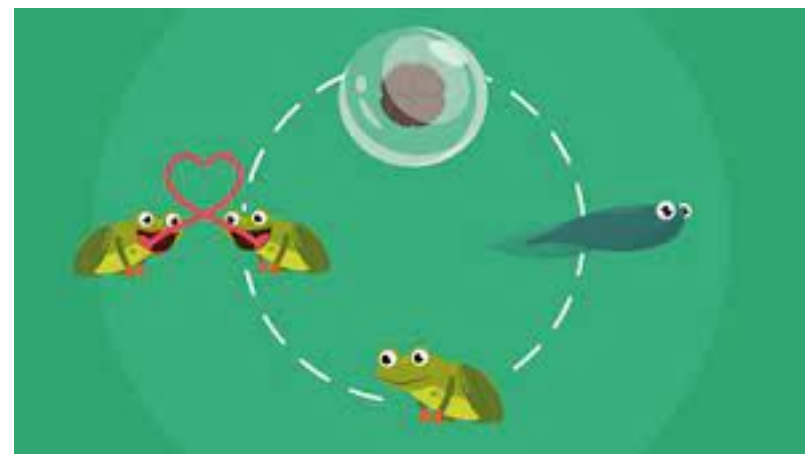
Offspring

The babies that an animal produces.



Reproduction

To produce offspring.



Growth

To increase in size.



Exercise

An activity that requires physical effort.



Heartbeat

A single beat of the heart.



Breathing

Taking in air.



Hygiene

Being clean in order to prevent illness.



Germs

Cause disease and illness.



Basic needs

The important things that animals need.



Food Types

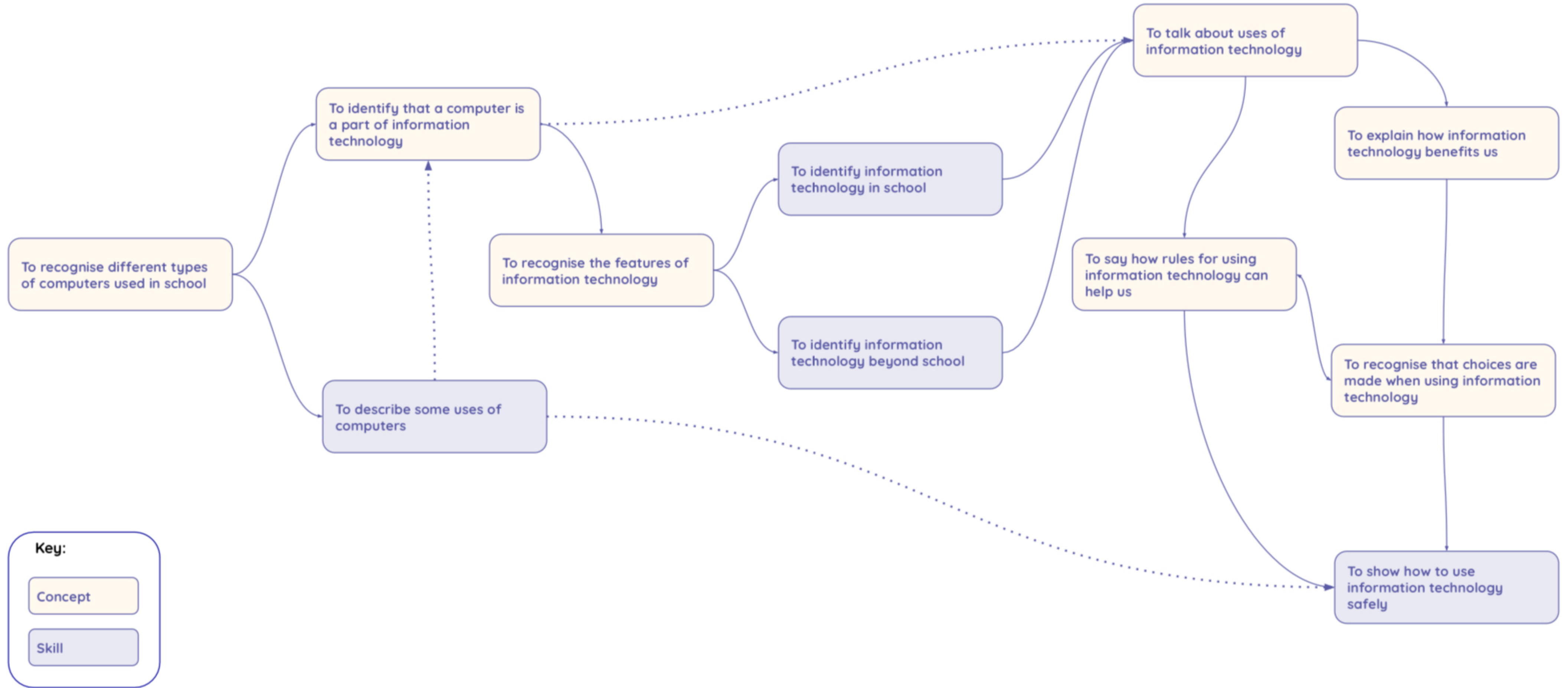
The different food we eat.



Computing



Learning graph
Year 2 - Information technology around us



Structures - Baby bear's chair

Function	How something works.
Man-made	Made by people.
Mould	To form different shapes out of soft, squishy materials.
Natural	Found in nature e.g. spider's web, sheep's wool.
Stable	Object does not easily topple over.
Stiff	A material or object that does not bend easily (e.g. wood).
Strong	Something that is not easily broken (e.g. wood, brick, building).
Structure	Something that has been made and put together and can usually stand on its own (e.g. a building, a bridge, a chair).
Test	To find out whether something works as it should.
Weak	Something that is easily broken (e.g. paper, egg shells).

Key facts

Often structures have a certain function, they are made to do something. e.g. Chairs are for sitting on.



They should be stable, strong and comfortable.
Was baby bear's chair stable and strong?



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Natural Objects



Man-made Objects



Year 2: West African call and response song

Musical style: Call and response

Call and response is like a question and answer in music. It appears in lots of music from around the world, like gospel, blues and hip hop.



Structure
How the music is organised into different sections.

VERSE - A
CHORUS - B
BRIDGE - C

A B A B C B

Notation
How the music is written down.

Vocabulary

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

Tempo The speed of the music (fast or slow).

Instruments

Tuned Percussion Instruments that can play notes of different pitches, making higher and lower sounds.

Glockenspiel Kalimba

Untuned percussion Instruments played by shaking, tapping or scraping with your hand or a beater.

Djembe drums Bongo drums Cabasa

Timbre

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



Rhythm

A pattern of long and short notes.

Call and response

One person sings or plays something, and others sing or play something back, in reply.



Ladder Knowledge



Problem solving:
listening to each other's ideas might give you an idea you hadn't thought of.

Navigational skills:
a map tells us where we are.

Communication:
using encouraging words when speaking to a partner or group will help them to trust you.

Reflection:
talking about what you have done well and what you could improve will help you if you play again.

About this Unit

Being able to work as a team is an important skill. What does good team work look like?



Respect:
They teach you to be more understanding of others and to share responsibilities between you.



Communication:
Learning to listen to others, giving and following instructions and sharing ideas.



Problem solving:
You get to learn from others and share ideas to find the best answer to solve a problem.



Working together:
Being able to share ideas and work together to come up with a plan.

Movement Skills

- run
- jump
- balance
- co-ordination

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

Social support and encourage others, communication, inclusion, trust, kindness

Emotional perseverance, confidence, determination, accepting

Thinking comprehension, identify strengths and areas for development, problem solving

Rules

Listen carefully to the rules of each game so that you can use them.

Healthy Participation

- Work safely around others and when using equipment.
- When using blindfolds, make sure the area is safe and only move when your partner tells you to.



Key Vocabulary



communicate

plan

include

solve

instructions

successful

map

support



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

This unit will help you to:

- balance
- move different body parts at the same time
- be faster

Home Learning

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



Magic Carpet



What you need: Ten socks, one towel per player, one or more players.

How to play:

- Mark a distance of 5m - 7m and place all of the socks at one end.
- Players begin sitting on their towel at the start line opposite the socks.
- They race to collect one sock at a time and transport it back to the start line. They must not come off their towel.
- Make the carpet move by bringing your heels to your bottom and then straightening your legs as you shuffle forwards.
- Playing by yourself? How quickly can you transport the socks?
- Playing with someone else? Who can transport the most socks?

How else can you make the carpet move?



www.getset4education.co.uk



Get Set 4 Education

Knowledge Organiser Fundamentals Year 2

Ladder Knowledge



Running:
Putting weight into the front of your feet helps you to stop in a balanced position. Running on the balls of your feet, taking big steps and having elbows bent will help you to run faster.

Balancing:
Squeezing your muscles helps you to balance.

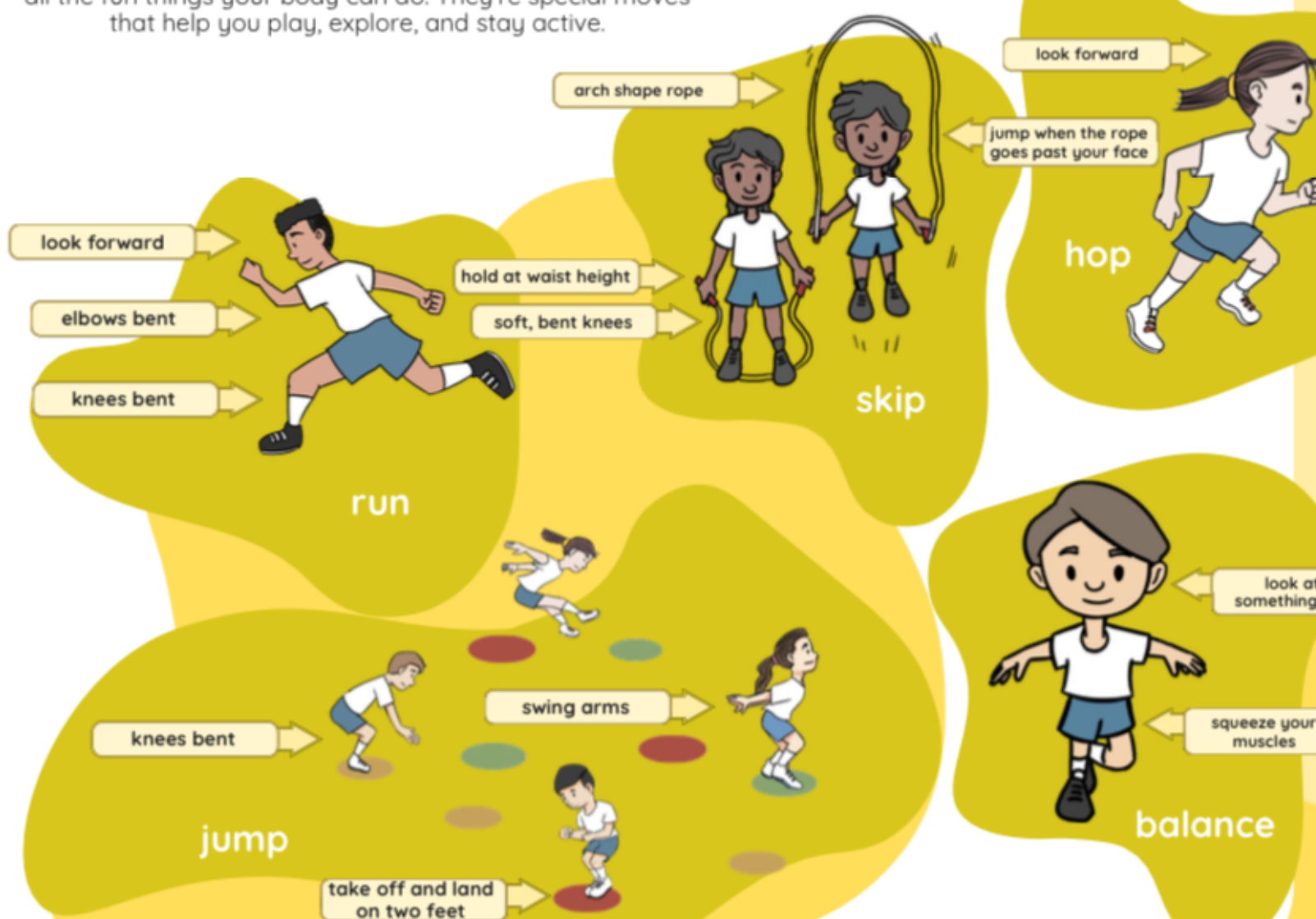
Jumping:
Swinging your arms forwards will help you to jump further.

Hopping:
If you look straight ahead it will stop you from falling over when you land.

Skipping:
Swing opposite arm to leg to help you to balance when skipping without a rope.

About this Unit

Fundamental movement skills are like the building blocks of all the fun things your body can do. They're special moves that help you play, explore, and stay active.



Movement Skills

- run
- speed
- agility
- dodge
- balance
- jump
- hop
- skip

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

Social collaboration, respect, take turns, communication, encourage others

Emotional determination, honesty, perseverance

Thinking comprehension, make decisions, creativity, use tactics, recall

Strategy

Look at how older children or grown-ups move. You can learn a lot by watching how they run, jump, and play. Then try to copy their moves.

Healthy Participation



Behave and move in a safe way.

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



This unit will help you to:

- change direction
- balance
- move different body parts at the same time
- be faster
- be stronger



Home Learning

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

Footwork Frenzy



What you need: 6 socks

How to play:

- Place the socks in a straight line with a gap just bigger than the size of your foot in between each sock.
- Begin at one end of the socks and complete the below three times to complete challenge.
 1. Run through the gaps, placing one foot in each. Go as quickly as you can.
 2. Jump two footed in each gap? Then backwards.
 3. Jump feet wide, then feet together in the gaps.
 4. Hopscotch. 1 foot, two feet, 1 foot, 2 feet etc
 5. Rotate to turn sideways on each jump in the gaps.



www.getset4education.co.uk

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



@getset4education136

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Jigsaw Jo's Journey

Being Me In My World

Who am I and how do I fit in?

Fears

Worries

Hopes

Co-operate

I will explore...

- How and who I may seek help from when I feel worried
- Ways that I belong to my class
- How to make my class a safe and fair place for everybody to learn
- How I can work cooperatively with my peers
- My choices in following the Learning Charter

I will learn about...

- How to use my Jigsaw Journal
- How to identify my hopes and fears for the future
- How my own and others' views are valued
- The choices that I make and the reward and consequences that come with them
- My rights and responsibilities within our Learning Charter

Choices

Problem Solving

Responsible

Actions

Praise

Negative

