

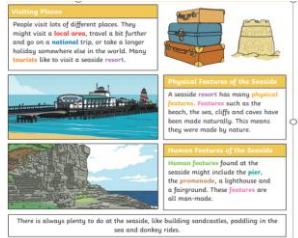

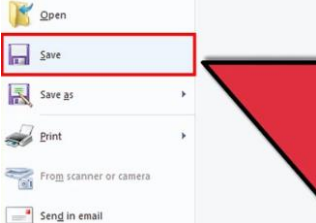




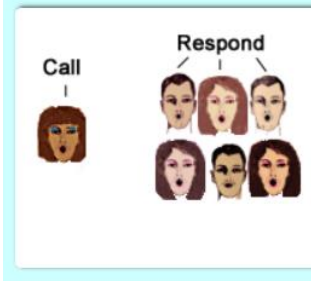
Year 2 Autumn Term Knowledge Organiser

Subject	Key vocabulary –	Meaning	Key facts	Key knowledge	Key Skills I will learn	I know more I can do.....
Science materials	Materials	What objects are made from.	<p style="color: red; font-weight: bold;">Properties of Materials</p> 	<ul style="list-style-type: none"> To know that different materials are suited to different uses. To know that some materials can be changed by squashing, bending, twisting and stretching. 	<p>-Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>-Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>I can identify different materials.</p> <p>I can make predictions about suitability of materials to make a shelter.</p> <p>I can test my predictions and record findings.</p>
	Suitability	Having the right properties for a particular purpose.				
	Properties	What a material is like and how it behaves (soft, stretchy etc)				
History Black history month and WW2	chronological	A record of events following the order in which they occurred.		<ul style="list-style-type: none"> Know about events beyond living memory which are significant globally. Know about a significant historical event and how the past has changed the future. (Rosa Parks, WW2) 	<p>To use questioning to learn more about a historical event.</p> <p>Recognise the time frame in which an event took place.</p> <p>Compare events from different viewpoints.</p>	<p>I can re-tell the story of Rosa Parks.</p> <p>I can list the events that happened because of Rosa Parks refusing to give up her seat.</p> <p>I can recognise when these events happened and the significance of them today (WW2).</p>
	Past	Something that has already happened.				
	Questioning words	Who, what, where, when, how, why.				
	Compare	Note the similarity or dissimilarity between things.				
	Re-tell	Tell again or differently.				
	Key dates	Important dates.				

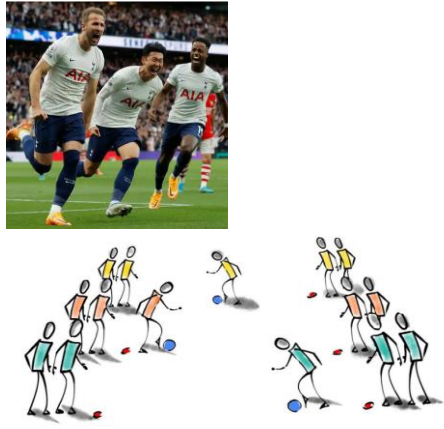
Year 2 Autumn Term Knowledge Organiser

Geography- human and physical features	Physical feature	A feature that has been formed by nature.	<p style="text-align: center;">Beside the seaside</p>  <p>People visit lots of different places. They might visit a local area, travel a bit further and go on a national trip, or take a longer holiday somewhere else in the world. Many tourists like to visit a seaside resort.</p> <p>Physical Features of the Seaside A seaside resort has many physical features such as the beach, the sea, cliffs and caves have been made naturally. This means they were made by nature.</p> <p>Human Features of the Seaside Human features found at the seaside might include the pier, the promenade, a lighthouse and a lighthouse and a background. These features are all man-made.</p> <p>There is always plenty to do at the seaside, like building sandcastles, paddling in the sea and donkey rides.</p>	<ul style="list-style-type: none"> Understand and use a range of basic geographical vocabulary to identify key human and physical features of the places studied. Make simple comparisons between the key human and physical features of places studied 	<ul style="list-style-type: none"> To compare London with Brighton. Recognise differences between physical and human features. 	<p>I can identify and list differences and similarities between two areas.</p> <p>I can describe what are physical and what are human features are and explain how I know.</p>
	Human feature	A feature that has been made or changed by humans.				
	Feature	Interesting or important part.				
	Local area	Nearby				
	National	Within the same country.				
Computing E-safety	Internet	To create a type written document.	 	<ul style="list-style-type: none"> Know that computers can be used to type words. Understand that this work needs to be saved to a file. 	<ul style="list-style-type: none"> -To know how to use the keyboard on a device to add, delete and space text for others to read. - To know how to save and open files on a device. 	<p>- I can type a piece of work and save it to a file.</p>
	Safety	Keys used to type on a computer.				
	private	Where something is saved.				
	Information	Keep and store.				
	Online/offline	Remove text.				
Art Picasso	Self-portrait	Drawing/ painting of yourself.		<ul style="list-style-type: none"> Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> -To use different techniques to emulate that of an Artist. -To experiment with colour and paint. 	<p>-I can create a painting of myself in the style of Picasso.</p> <p>-I can understand the different stages of Picasso's career and write about them.</p>
	Painting	Using paints to create art work.				
	cubism	A style of Art used by Picasso.				
	Colourful	Using different, bright colours.				



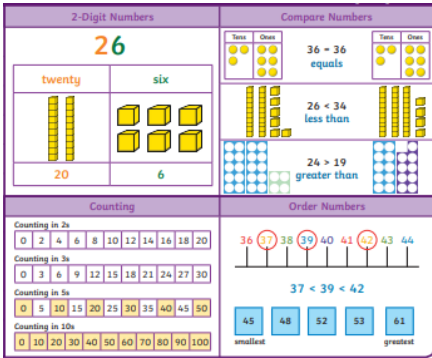
Year 2 Autumn Term Knowledge Organiser

DT Create a sculpture	Design	A plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made.		<ul style="list-style-type: none"> • Generate their own ideas and plan what to do next. • Explain what they want to do and describe how they may do it. 	<ul style="list-style-type: none"> - To use different techniques to mould Modroc into a sculpture. - To create a sculpture to emulate that of an artist. 	<ul style="list-style-type: none"> - I can create a sculpture using Modroc. - I can paint my sculpture in the style of Picasso.
	Make	form (something) by putting parts together or combining substances; create.				
	Evaluate	Form an idea of the amount, number, or value of; assess.				
Music Call and response	Sing	Make musical sounds with the voice, especially words with a set tune.	<p>Music from around the world.</p> 	<ul style="list-style-type: none"> • To know how to follow a tune (melody) well. • Know how to use my voice in different ways to create different effects. • Know the meaning of fast, slow, quiet, loud and call and response. 	<p>To use my voice to good effect and perform with others', taking instructions from the leader. Use my voice and instruments to make loud and quiet sounds (dynamics).</p>	<p>I can perform a call and response song using fast, slow, quiet and loud variations in my singing.</p>
	Loud	With a great deal of volume.				
	quiet	Making little or no noise.				
	fast	At high speed and happening quickly.				
	slow	Lasting or taking a long time.				
	Call	Shout out or chant.				
	Response	A reaction made to something.				

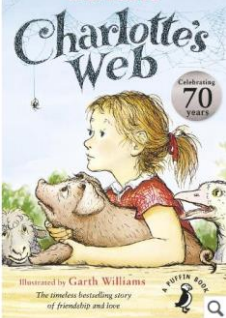
Year 2 Autumn Term Knowledge Organiser

PE Football	Scoring	Putting the ball in the goal.		<ul style="list-style-type: none"> • know how to: <ul style="list-style-type: none"> -move into space. -To move with a ball. -Roll, kick, and carry a ball -Stop a ball using your foot -Move towards a goal to defend it - Compete against others trying to score. 	<ul style="list-style-type: none"> • Use skills in different ways when playing games. <ul style="list-style-type: none"> • Recognise space in games and use it to your advantage. • Recognise what is successful. Use actions and ideas you have seen to improve your own skills. 	<ul style="list-style-type: none"> -I can explore different ways to use and move with a ball and show control of a ball with basic actions. -I can send/ pass a ball and successfully catch/stop a ball. - I can move fluently, changing direction and speed – with and without a ball. -I can perform a variety of skills keeping the ball under control. - I can participate in team games – showing good awareness of others.
	Shooting	Attempting to put the ball into the goal.				
	Teamwork	Working together as a team.				
	Passing	Getting the ball from one person to another accurately.				
	Dribbling	Moving with the ball in a controlled manner.				
	Control	Maintaining possession of the ball.				
Scoring	Putting the ball in the goal.					
RE Why is the bible an important book?	Bible	Holy book of Christianity.		<ul style="list-style-type: none"> • Know that the Bible is a special book for Christians made up of two sections: Old and New Testament. • Know that a Christian follows the teachings of Jesus. 	To ask questions about their own and others' ideas, feelings and experiences.	<ul style="list-style-type: none"> -I can explain why the bible is an important book for Christians. -I can re-tell a story from the old
	Christians	People who believe in Christianity.				
	Old testament	First part of the bible.				
	New testament	Second part of the bible.				

Year 2 Autumn Term Knowledge Organiser

	Ten commandments	Rules created by God for Christians to follow.	 	<ul style="list-style-type: none"> • Know that the bible is made up of two parts- old and new testament. • Understand that the bible has rules to follow as a Christian. 	<p>To give a reason why something may be valued by themselves and others.</p> <p>To recognise the two parts of the bible.</p>	<p>and new testament.</p> <p>-I can recognise the rules of the bible.</p>
Maths Place value, addition and subtraction.	Hundreds	Numbers between 100 and 999		<ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning from any given number. • Read and write numbers to at least 100 in numerals and in words. 	<p>-Compose and decompose two-digit numbers using standard and nonstandard partitioning.</p> <p>-Recognise the place value of each digit in a two-digit number (10s, 1s).</p> <p>-Reason about the location of any twodigit number in the linear number system, including identifying the previous and next multiple of 10.</p> <p>- Compare and order numbers from 0 up to 100; use <, > and = signs.</p>	<p>-I can use place value and number facts to solve problems.</p> <p>-I can compare and order numbers from 0 up to 100; use <, > and = signs.</p> <p>-I can Solve problems with addition and subtraction.</p>
	Tens	The digit that represents the number of tens in a number.				
	Ones	The digit that represents the number of ones in a number.				
	Place value	The value of each digit in a number.				
	Greater than	Bigger than				
	Less than	Smaller than				
	Order	Putting things in a correct place following a rule.				
Partition	A way of splitting numbers into smaller parts.					

Year 2 Autumn Term Knowledge Organiser

	Digit	Numbers from 1-9.				
English	Character description	Describing a character in detail.		<ul style="list-style-type: none"> • To know how to use punctuation to demarcate sentences. • To know the difference between past and present tense. • To Know how to write for different purposes and when writing needs to be formal or informal. • Know how to use phonics knowledge to attempt spelling of a word. • Know that two sentences can be joined together using a conjunction. • To know when to use different punctuation (., !?) 	<p>To write simple and coherent narratives, real events and compose letters.</p> <p>To phonetically attempt to spell words.</p> <p>To use conjunctions to join sentences and consistently use the correct tenses in their writing.</p>	<p>I can write letters and re-tell stories after careful planning.</p> <p>I can use my phonics knowledge as well as subject knowledge to write coherently.</p> <p>I can use capital letters and correct punctuation in my writing.</p>
	Re-tell	Telling a familiar story in your own words.				
	Letters	Writing letters using a correct format.				
	Sentence starters	Different and interesting ways to start sentences eg After that, Suddenly, Carefully				