

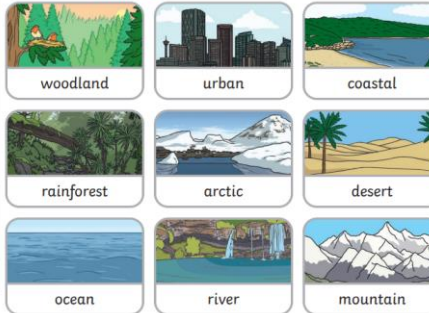












## Year 2 Spring Term Knowledge Organizer

Subject	Key vocabulary –	Meaning	Key facts	Key knowledge	Key Skills I will learn	I know more I can do.....
Science Living things and their habitats	Habitat	A natural place where something lives. It provides living things with everything they need to survive.	Key Knowledge 	<ul style="list-style-type: none"> <li>To know that there are different habitats in the world.</li> <li>To know that within these habitats there are microhabitats.</li> <li>To understand that all living things within these habitats depend on each other.</li> </ul>	-To recognise habitats and animals within them.  - To understand how microhabitats are formed within these habitats.  -To discover which living things depend on each other within certain habitats.	I can name the habitats of the world.  I can describe what a microhabitat is.  I can draw a food chain within these habitats.  I can identify microhabitats within the woods during forest school.
	Microhabitat	A very small habitat like under a rock. Minibeasts live in microhabitats.	Food chains. The arrows mean 'is eaten by'. 			
	Depend	Many things within a habitat depends on each other, meaning they need each other for different things.				
	Survive	To stay alive.	Key Knowledge Examples of habitats: 			



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History Titanic	chronological	A record of events following the order in which they occurred.	<ul style="list-style-type: none"> <li>Name: RMS Titanic</li> <li>Location: 41°43'32"N 49°56'49"W (underwater wreck site)</li> <li>Built: Between 1909 and 1912</li> <li>Operator: White Star Line</li> <li>Madien Voyage: April 10th, 1912</li> <li>Sunk: April 15th, 1912</li> <li>Significance: A famous ocean liner that sunk in the Atlantic</li> </ul>	<ul style="list-style-type: none"> <li>Know about events beyond living memory which are significant globally.</li> <li>Know about a significant historical event and how the past has changed the future.</li> </ul>	<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 the Titanic.</p> <p>I can list key dates and order things which happened during the voyage.</p> <p>I can recognise that it happened last century which is in the past.</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.				
Geography Continents and Oceans				<ul style="list-style-type: none"> <li>Know that the world is made up of Continents and Oceans.</li> <li>Understand where these Continents and Oceans are located on a map.</li> <li>Know that landmarks are found in all continents.</li> </ul>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p>	<p>-I can name and locate all oceans and continents of the world.</p> <p>-I can name countries within these continents.</p>
	Continent	A very large area of land that includes all the islands with it.				
	Ocean	A large area of sea				
	Landmark	A well-known building or place.				
	Desert	A large area of land with very little rainfall and where not much grows.				
	rainforest	A large area of land with lots of trees and lots of rainfall.				

## Year 2 Spring Term Knowledge Organizer

			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #c8e6c9;">Continents</th> <th colspan="2" style="background-color: #c8e6c9;">World Oceans</th> </tr> <tr> <td style="font-size: 0.8em;">There are seven <b>continents</b>: Africa, Antarctica, Asia, <b>Australasia</b>, Europe, North America and South America. Some <b>continents</b> have many countries, others do not.</td> <td colspan="2" style="font-size: 0.8em;">There are five <b>oceans</b> in the world: the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean and the Southern Ocean.</td> </tr> <tr> <td colspan="3" style="text-align: center;"></td> </tr> <tr> <th style="background-color: #c8e6c9;">Europe</th> <th style="background-color: #c8e6c9;">Landmarks</th> <th style="background-color: #c8e6c9;">Continent Facts</th> </tr> <tr> <td style="font-size: 0.8em;">Europe is the second smallest <b>continent</b>. It has around 44 countries, including England. About 740 million people live in Europe. It is the third largest <b>continent</b> in terms of population.</td> <td style="font-size: 0.8em;">Europe has many famous <b>landmarks</b>, including Stonehenge in England, the Matterhorn in Switzerland and the Eiffel Tower in France.  <b>Landmarks</b> in other <b>continents</b> include the Yangtze River in China (which is in Asia) and the Great Barrier Reef located off the coast of Australia.</td> <td style="font-size: 0.8em;">Half the world's <b>population</b> live in Asia.  The largest <b>desert</b> in the world (the Sahara) is in Africa.  North America is twice the size of Europe.  Over half of Australia is <b>desert</b> or receives little rain.  The Amazon <b>rainforest</b> is in South America.  Antarctica is known as the 'frozen continent.'</td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> </tr> </table>	Continents	World Oceans		There are seven <b>continents</b> : Africa, Antarctica, Asia, <b>Australasia</b> , Europe, North America and South America. Some <b>continents</b> have many countries, others do not.	There are five <b>oceans</b> in the world: the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean and the Southern Ocean.					Europe	Landmarks	Continent Facts	Europe is the second smallest <b>continent</b> . It has around 44 countries, including England. About 740 million people live in Europe. It is the third largest <b>continent</b> in terms of population.	Europe has many famous <b>landmarks</b> , including Stonehenge in England, the Matterhorn in Switzerland and the Eiffel Tower in France.  <b>Landmarks</b> in other <b>continents</b> include the Yangtze River in China (which is in Asia) and the Great Barrier Reef located off the coast of Australia.	Half the world's <b>population</b> live in Asia.  The largest <b>desert</b> in the world (the Sahara) is in Africa.  North America is twice the size of Europe.  Over half of Australia is <b>desert</b> or receives little rain.  The Amazon <b>rainforest</b> is in South America.  Antarctica is known as the 'frozen continent.'					Use aerial photographs when studying a country and recognise landmarks.	<p>-I can name some famous landmarks.</p> <p>-I can recall countries within the UK.</p>
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Computing			NEXT HALF TERM																					
Art African Art	Africa	A continent in the world.		<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<p>How to use colour to create backgrounds and silhouettes on a painting.</p> <p>Recognise that colour, when painting, can be layered to create effective backgrounds.</p>	<p>I can create an African Sunset painting after learning skills to create backgrounds.</p>																		
Background	The part of a picture, scene, or design that forms a setting for the main figures or objects, or appears furthest from the viewer.																							
Landscape	All the visible features of an area of land, often considered in terms of their aesthetic appeal.																							
Silhouette	The dark shape and outline of someone or something visible in restricted light against a brighter background.																							
layering	The action of arranging something in layers.																							
DT Create a Titanic	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"> <li>To know which materials to use to create a strong structure.</li> <li>To use different methods to join parts of the models together.</li> </ul>	To develop, model and communicate their ideas through talking, drawing,	<p>I can design a Titanic from junk modelling.</p> <p>I can build and use appropriate</p>																		
Make	form (something) by putting parts together or combining substances; create.																							

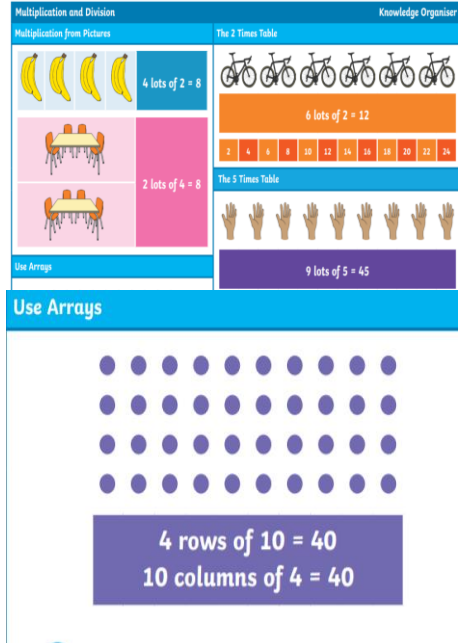
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PE	Evaluate	Form an idea of the amount, number, or value of; assess.			templates, mock-ups and, where appropriate, information and communication technology.	materials for making and joining.
					To use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.	I can evaluate and discuss what went well and what could be better.
Music	Long sound	A long-lasting note.		<ul style="list-style-type: none"> <li>To know that there are different sounds in music.</li> <li>To know the names of these sounds.</li> <li>To know that symbols can be used in music and how to create them.</li> </ul>	-To identify long and short sounds when played. -To copy a pattern of long and short sounds using instruments. -To create a sequence of long and short sounds using instruments. -To create symbols to record the sequence.	I can write my own piece of music including long and short sounds.  I can use symbols to reflect the long and short sounds.
	Short sound	A short sounding note.				
	Symbol	A picture used to represent something.				
	Pattern	Music which is repeated.				
PE Dance	Choreography	Sequence of movements/ actions that are used to perform a dance.		To know how to: -Respond imaginatively to a range of stimuli.	-To perform movement phrases using a range of different body	I can perform dances using simple movement patterns.
	Dance phrase	Movements that are linked together to form part of a dance.				


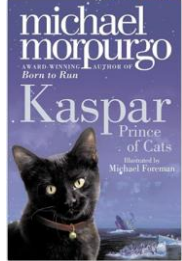
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	Unison	Performing the same action at the same time.		<p>-To know how to move confidently and safely in general space, using changes of speed, level, and direction.</p> <p>-Know how to perform movement phrases using a range of different body actions and body parts – with control and accuracy.</p> <p>-To know how to compose short dances and how to move with control to music.</p> <p>-To know how to link simple movements, and combine different ways of travelling.</p>	<p>actions and body parts – with control and accuracy.</p> <p>- To create linked movements, combining different ways of travelling, with beginnings, middles and ends.</p> <p>-To compose short dances that express and communicate mood, ideas, and feelings, varying simple compositional ideas.</p> <p>-To remember and repeat short dance phrases, showing greater control and spatial awareness.</p>	<p>I can explore, remember, repeat and link a range of actions with coordination and control.</p>
	Cannon	When actions/ movements are performed one after the other.				

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RE Why do Christians call			Fill in			
Maths Multiplication & division	Multiplication	The process of adding a number to itself a particular number of times		<ul style="list-style-type: none"> <li>To know 2, 5 and 10 times tables.</li> <li>To know how to create an array to represent a multiplication sentence.</li> <li>To know how to share an amount into equal groups and recognise that is called division.</li> <li>To use repeated addition to help with tricky multiplication sentences.</li> </ul>	<p>To know how to multiply and divide a number by 2, 5 and 10 and use an effective method to do so.</p> <p>To recognise number patterns and odd and even numbers.</p>	<p>I can reflect what I have learnt in an end of block assessment quiz.</p> <p>I can answer number problems using multiplication and division, drawing on knowledge of arrays and equal groups to find the answer.</p> <p>I can count in 2, 5 and 10's.</p>
	Division	Separation of something into parts or groups.				
	Array	A group of things in a certain order.				
	Double	Add a number to itself				
	Equal groups	The same number in each group.				
	Odd	A number that has one left over when divided by 2.				
	Even	An equal amount, even numbers always have partner.				
	Lots of	Multiples of/multiply				
	Repeated addition	Add the same number to itself multiple times.				
English Composing letters, Diary	Conjunctions	A word used to connect clauses or sentences or to coordinate words in the same clause (e.g. <i>and, but, if</i> ).		<ul style="list-style-type: none"> <li>To know how to use punctuation to demarcate sentences.</li> <li>To know the difference between past and present tense.</li> </ul>	<p>To write simple and coherent narratives, real events and compose letters.</p>	<p>I can write diary entries, reports and letters after careful planning.</p>
	Punctuation	The marks, such as full stop, comma, and brackets, used in writing to separate sentences and their elements and to clarify meaning.				

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	Phonetically plausible	Using phonic knowledge to spell a word even if it is not correct eg They instead of they.	<div style="text-align: center;"> <h3>Year 2</h3> <h4>Vocabulary, Grammar and Punctuation</h4> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid orange; padding: 5px; width: 30%;"> <p><b>Word</b> I can</p> <ul style="list-style-type: none"> <li>• make nouns and adjectives using suffixes</li> <li>• make compound words</li> <li>• compare using -er and -est</li> <li>• use -ly to make adverbs</li> </ul> </div> <div style="border: 1px solid orange; padding: 5px; width: 30%;"> <p><b>Sentence</b> I can</p> <ul style="list-style-type: none"> <li>• extend my sentences using if, that, because</li> <li>• extend my sentences using or, but</li> <li>• use adjectives to describe nouns</li> <li>• recognise statements, questions, exclamations and commands</li> </ul> </div> <div style="border: 1px solid orange; padding: 5px; width: 30%;"> <p><b>Text</b> I can</p> <ul style="list-style-type: none"> <li>• use past and present tense correctly</li> <li>• use verbs to show actions in progress</li> </ul> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid orange; padding: 5px; width: 30%;"> <p><b>Punctuation</b> I can</p> <ul style="list-style-type: none"> <li>• use capital letters, full stops, question marks and exclamation marks</li> <li>• use commas in a list</li> <li>• use apostrophes to show that a letter is missing</li> <li>• use apostrophes to show that something belongs to somebody</li> </ul> </div> <div style="border: 1px solid orange; padding: 5px; width: 30%;"> <p><b>I can talk about my work using these words</b></p> <table style="font-size: small;"> <tr> <td>noun</td> <td>noun phrase</td> <td>verb</td> </tr> <tr> <td>statement</td> <td>compound</td> <td>comma</td> </tr> <tr> <td>command</td> <td>question</td> <td>apostrophe</td> </tr> <tr> <td>adjective</td> <td>adverb</td> <td></td> </tr> <tr> <td>tense</td> <td>suffix</td> <td></td> </tr> </table> </div> <div style="text-align: right;">  </div> </div> <div style="text-align: center; margin-top: 10px;">  </div>	noun	noun phrase	verb	statement	compound	comma	command	question	apostrophe	adjective	adverb		tense	suffix		<ul style="list-style-type: none"> <li>• To know how to write for different purposes and when writing needs to be formal or informal.</li> <li>• Know how to use phonics knowledge to attempt spelling of a word.</li> <li>• Know that two sentences can be joined together using a conjunction.</li> <li>• To know when to use different punctuation (., !?')</li> </ul>	<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 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>
	noun	noun phrase		verb																	
	statement	compound		comma																	
	command	question		apostrophe																	
	adjective	adverb																			
	tense	suffix																			
	Present tense	Something that is happening now.																			
Past tense	Something that has happened in the past.																				
1 <sup>st</sup> person	Talking in your own voice (I, we)																				
3 <sup>rd</sup> person	Talking about others (he, they, she)																				
Formal	Writing in a short, concise manner to convey information.																				
Informal	Informal language is how you communicate with people you know well.																				