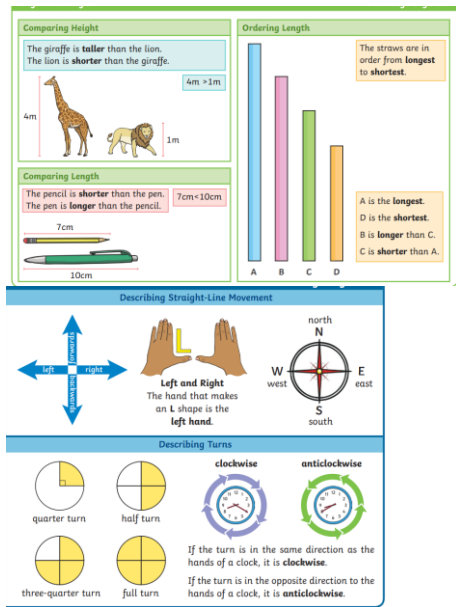

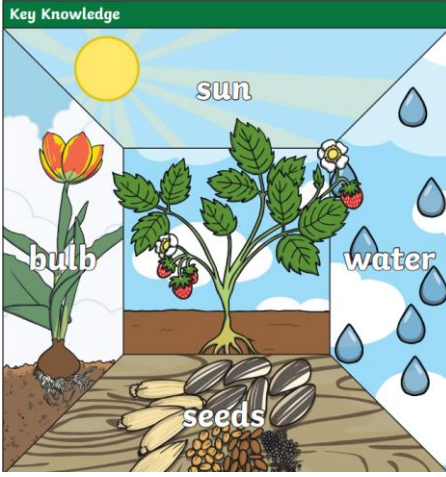





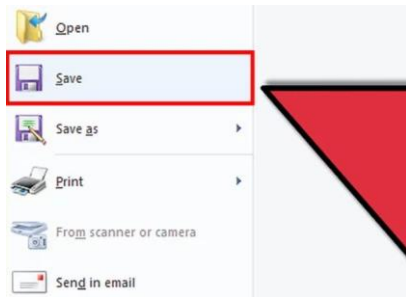
Year 2 Summer Term 1 Knowledge Organiser

Subject	Key vocabulary –	Meaning	Key facts	Key knowledge	Key Skills I will learn	I know more I can do.....
Mathematics	length	The measured distance from one end to the other of the longer or longest side of an object.		<ul style="list-style-type: none"> Recognise standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Know the different directions and be able to interpret directional instructions. 	<p>-Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>-Compare and order lengths, mass, volume/capacity and record the results using >, < and =.</p> <p>- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>	<p>-I can order items according to height, length and weight.</p> <p>-I can read scales of measure, such as thermometers.</p> <p>-I can understand and give directional instructions.</p>
	Measure	Find the size or amount of something.				
	Compare	Note similarities and differences.				
	Order	Arranged in a particular pattern eg smallest to biggest.				
	Left	The left-hand side.				
	Right	The right- hand side.				
	North	Northern compass direction.				
	South	Southern compass direction.				
	East	Eastern compass direction.				
	West	Western compass direction.				
	Quarter turn	A turn of 90degrees.				
	Clockwise	The direction of a clock.				
	Anticlockwise	The opposite direction of a clock.				
Pattern	A sequence which repeats.	<p>Book this half term linked to 'Ticket to ride' topic.</p> <p>Georges marvellous medicine and instructions writing eye witeess accont.</p> <p>Amelia Aerheart</p>	<ul style="list-style-type: none"> Attempt some varied vocab and use some varied sentence openings e.g. time connectives. Use the present and past tenses correctly 	<p>- Predict the ending of a story.</p> <p>- to re-tell a familiar story in my own words.</p> <p>- To use different sentence starters in my writing.</p>	<p>-I can re-tell the story of Paddington bear and Amelia Aerheart.</p> <p>I can use different sentence starters in my writing to make it more interesting.</p>	
Forwards	In the direction that one is facing.					
Backwards	In the direction of ones back.					
Prediction	Making plausible predictions about books and what might happen.					
English	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				




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			 <p>Sentence Openers</p> <table border="1"> <thead> <tr> <th>Time</th> <th>Order</th> <th>Where</th> <th>Height</th> <th>Comparisons</th> </tr> </thead> <tbody> <tr> <td>One day</td> <td>At first</td> <td>In the middle of the...</td> <td>Higher</td> <td>Higher-</td> </tr> <tr> <td>One morning</td> <td>Next</td> <td>Under the bridge...</td> <td>Lower</td> <td>lower</td> </tr> <tr> <td>One evening</td> <td>Then</td> <td>Over the bridge...</td> <td>Smaller</td> <td>Smaller</td> </tr> <tr> <td>After that</td> <td>Then</td> <td>In the distance...</td> <td>Along with...</td> <td>Just</td> </tr> <tr> <td>After a while</td> <td>Like</td> <td>For every...</td> <td>For every...</td> <td>Just</td> </tr> <tr> <td>Before long</td> <td>Finally</td> <td>In a far off land...</td> <td>As well as...</td> <td>Even though</td> </tr> <tr> <td>Afterwards</td> <td>They</td> <td>Inside of...</td> <td></td> <td>Although</td> </tr> <tr> <td>At once or</td> <td></td> <td>All the way to...</td> <td></td> <td>Either/Or</td> </tr> <tr> <td>At last</td> <td></td> <td>On top of the...</td> <td></td> <td></td> </tr> <tr> <td>In the meantime</td> <td></td> <td>Next to the...</td> <td></td> <td></td> </tr> <tr> <td>Later on</td> <td></td> <td>Behind the...</td> <td></td> <td></td> </tr> <tr> <td>Meanwhile</td> <td></td> <td>Head by...</td> <td></td> <td></td> </tr> <tr> <td>Soon</td> <td></td> <td>Opposite the...</td> <td></td> <td></td> </tr> <tr> <td>Then</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Then came</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>All of a sudden</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Time	Order	Where	Height	Comparisons	One day	At first	In the middle of the...	Higher	Higher-	One morning	Next	Under the bridge...	Lower	lower	One evening	Then	Over the bridge...	Smaller	Smaller	After that	Then	In the distance...	Along with...	Just	After a while	Like	For every...	For every...	Just	Before long	Finally	In a far off land...	As well as...	Even though	Afterwards	They	Inside of...		Although	At once or		All the way to...		Either/Or	At last		On top of the...			In the meantime		Next to the...			Later on		Behind the...			Meanwhile		Head by...			Soon		Opposite the...			Then					Then came					All of a sudden					<p>and consistently including the progressive form.</p> <ul style="list-style-type: none"> Write narratives about personal experiences and those of others (real and fictional). 		<p>I can write predictions about new books that I have started reading.</p>
Time	Order	Where	Height	Comparisons																																																																																							
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science- Working scientifically</p>	<p>Sunlight</p>	<p>All plants need light from the sun to grow well. Some plants need lots of sunlight. Some plants only need a little sunlight.</p>	 <p>Key Knowledge</p> <p>The diagram shows a greenhouse-like structure with a sun outside, water droplets, a bulb, and seeds. Labels include 'sun', 'bulb', 'water', and 'seeds'.</p> 	<ul style="list-style-type: none"> Use simple equipment to aid observations. Compare and contrast observations. Begin to recognise when a test or comparison is unfair. Design a test to answer their own questions. Say what their observations from an enquiry show. Begin to draw simple conclusions from their enquiry. 	<p>-To look after and grow vegetables and observe their different stages.</p> <p>-To understand what is needed in order to grow vegetables to eat.</p> <p>-To draw detailed diagrams and discuss findings.</p>	<p>I can grow vegetables using scientific knowledge.</p> <p>I can record findings in a clear and concise way using diagrams to support.</p>																																																																																					
	<p>Water</p>	<p>All plants need water to grow. Without water, seeds and bulbs will not germinate.</p>																																																																																									
	<p>Temperature</p>	<p>Temperature is how warm or cold something or somewhere is. Some plants like cooler temperatures and some like warmer temperature</p>																																																																																									
	<p>Nutrition</p>	<p>Food or nourishment. Plants make their own food in their leaves using sunlight.</p>																																																																																									
	<p>Observation</p>	<p>The action or process of closely observing or monitoring something or someone.</p>																																																																																									
	<p>Diagram</p>	<p>A simplified drawing showing the appearance, structure, or workings of something.</p>																																																																																									
	<p>Results</p>	<p>Something that happens because of something else.</p>																																																																																									




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History- Florence Nightingale	Then	A time before now.	Florence Nightingale 	<ul style="list-style-type: none"> Know facts about important people from the past. Observe and handle sources to answer questions about the past on the basis of simple observations. Use why, what, who, how, where to ask questions and find answers. 	- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understands key features of events	<ul style="list-style-type: none"> I can study artefacts and make predictions about what they are and what they may have been used for. I can re-tell the story of Florence Nightingale in my own words.
	Now	The current time.				
	Predict	Make an educated guess.				
	After	The events that follow something.				
	Because	Giving a reason as to why you think something or why something happened.				
Geography			Countries and capital cities			
Computing E-safety	Word processing	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. 	-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.	- I can type a piece of work and save it to a file.
	keyboard	Keys used to type on a computer.				
	file	Where something is saved.				
	Save	Keep and store.				
	Delete	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, 	-To use different techniques to emulate that of an Artist.	-I can create a painting of myself in the style of Picasso.
	Painting	Using paints to create art work.				
	cubism	A style of Art used by Picasso.				

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	Colourful	Using different, bright colours.	 	craftspeople and designers in different times and cultures.	-To experiment with colour and paint.	-I can understand the different stages of Picasso's career and write about them.
	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.					
RE What is the	Judaism	Religion followed by Jewish people		<ul style="list-style-type: none"> • Independently identify possible meanings for stories, symbols and other 	-To identify Jewish artefacts.	-I can describe what Jewish artefacts are and what they represent.
Torah	The first five books of the Jewish bible.					
Shabbat	The sabbath or Jewish day of rest.					

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	Challah bread	A bread eaten to celebrate Shabbat.	  	<p>forms of religious expression.</p> <ul style="list-style-type: none"> • Identify how religion and belief is expressed in different ways. • Investigate and connect features of religions and beliefs. 	<p>-To understand what the Torah is and its importance to Judaism.</p> <p>-To understand what takes place during Shabbat and why.</p>	<p>-I can understand what shabbat is and how it is celebrated.</p> <p>-I can make Challah bread to celebrate shabbat.</p>
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