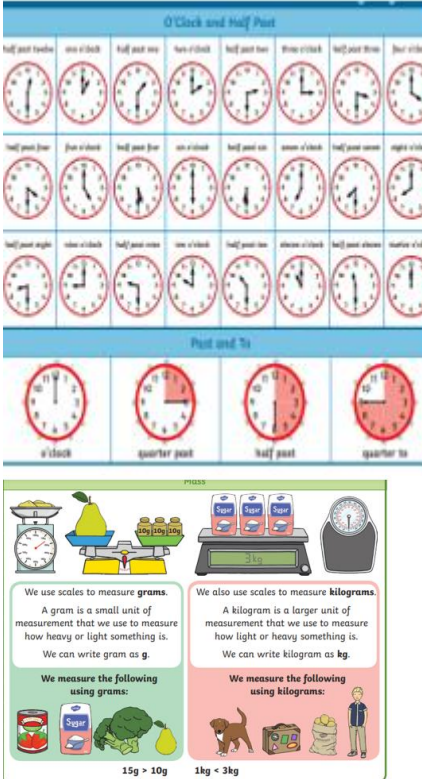


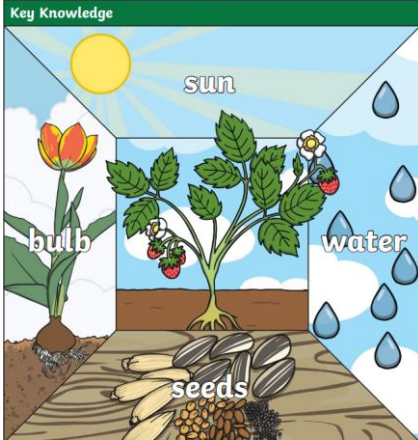





Year 2 Summer Term 2 Knowledge Organiser

| Subject | Key vocabulary – | Meaning | Key facts | Key knowledge | Key Skills I will learn | I know more I can do..... |
|---|------------------------|--|---|---|---|--|
| Mathematics – Time, mass, capacity and temperature. | Time | A point of time measured by hours and minutes. |  | <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. Time- use language relating to dates, including days of the week, weeks, months and years. O'clock, half past, quarter to, quarter past before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening | <p>-Compare and order lengths, mass, volume/capacity and record the results using >, < and =.</p> <p>- Tell the time using clocks and be confident to tell the time to the nearest hour, half hour and quarter.</p> | <p>-Answer questions about time including two step questions.</p> <p>-Measure mass accurately and read temperature scales.</p> <p>-Draw the correct time onto a clock.</p> |
| | Clock | Use to tell the time. | | | | |
| | Hours | A period of time equal to 60 minutes. | | | | |
| | Minutes | A period of time equal to 60 seconds. | | | | |
| | O'clock | On the hour. | | | | |
| | Half past | 30 minutes past an hour | | | | |
| | Quarter past | 15 minutes past an hour. | | | | |
| | Quarter to | 45 minutes past an hour. | | | | |
| | Mass | Measure of how much matter is in an object. | | | | |
| | Lighter | Weighs less than. | | | | |
| | Heavier | Weighs more than. | | | | |
| | Temperature | Measure of how hot or cold something is. | | | | |
| | Capacity | Measure of how much fluid fits inside a container. | | | | |
| | Volume | Amount of space a 3D shape takes up. | | | | |
| Gram | A metric unit of mass. | | | | | |
| Kilogram | A metric unit of mass. | | | | | |





Year 2 Summer Term 2 Knowledge Organiser

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|---|-------------|--|--|--|---|---|
| English | Biography | A piece of writing about someone's life. |   | <ul style="list-style-type: none"> • Write in chronological order using conjunctions and time connectives. • Write letters using the correct format and language. • Form letters correctly and begin to join some letters. | <ul style="list-style-type: none"> -To use time connectives. -To write a detailed biography and recall facts accurately. -To write a letter using the correct letter format. - To correctly form letters in independent written work. | <ul style="list-style-type: none"> -I can write a letter to my new teacher telling them all about me using correctly formed letters. -I can predict the ending of Paddington bear. -I can write a new ending for Paddington bear. -I can write a biography of Amelia Earheart |
| | Prediction | An educated guess about what will happen. | | | | |
| | Diary entry | A letter written to a diary discussing the day and its events. | | | | |
| | Handwriting | Writing with a pen or pencil | | | | |
| | | | | | | |
| Science- Working scientifically (continued) | Sunlight | All plants need light from the sun to grow well. Some plants need lots of sunlight. Some plants only need a little sunlight. |  | <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. | <ul style="list-style-type: none"> -To look after and grow vegetables and observe their different stages. -To understand what is needed in order to grow vegetables to eat. -To draw detailed diagrams and discuss findings. | <ul style="list-style-type: none"> I can grow vegetables using scientific knowledge. I can record findings in a clear and concise way using diagrams to support. |
| | Water | All plants need water to grow. Without water, seeds and bulbs will not germinate. | | | | |
| | Temperature | Temperature is how warm or cold something or somewhere is. Some plants like cooler temperatures and some like warmer temperature | | | | |
| | Nutrition | Food or nourishment. Plants make their own food in their leaves using sunlight. | | | | |

Year 2 Summer Term 2 Knowledge Organiser

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|-------------------------|-------------|---|---|--|---|--|
| | Observation | The action or process of closely observing or monitoring something or someone. |  | | | |
| | Diagram | A simplified drawing showing the appearance, structure, or workings of something. | | | | |
| | Results | Something that happens because of something else. | | | | |
| | | | | | | |
| History- Greta Thunberg | Speech | Expressing thoughts through words spoken. |   | <ul style="list-style-type: none"> • Know facts about important people from the past. • Compare differences and similarities between people from the past and present and recognise how that has an effect on the future. • Use why, what, who, how, where to ask questions and find answers. | <p>-To compare and reflect on prior learning and to use information gathered from this learning to understand the effects that history has on our future.</p> <p>-To understand that people can make change happen.</p> | <p>I can write facts about Greta Thunberg.</p> <p>I can write a comparison of Greta Thunberg and Rosa Parks.</p> <p>I can write a persuasive speech about something I feel strongly about.</p> |
| | Comparison | A consideration of similarities and differences between things. | | | | |
| | Persuasive | An argument used to encourage people to see your view. | | | | |
| | | | | | | |
| Art- Monet | Landscape | The depiction of natural scenery. | | <ul style="list-style-type: none"> • Use drawing and painting and to develop and share their ideas. | <p>-To experience sketching outside of a classroom.</p> <p>-To use different techniques to emulate that of an Artist.</p> | <p>-I can understand how and why Monet created the water lilies painting.</p> |
| | Painting | Using paints to create art work. | | | | |
| | Sketching | Make a rough drawing of. | | | | |

Year 2 Summer Term 2 Knowledge Organiser

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|--------------------------------------|--------------------|---|--|--|---|---|
| | | |   | <ul style="list-style-type: none"> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | <p>-To experiment with colour and paint.</p> | <p>-I can understand how the painting was recaptured during different seasons and why.</p> <p>I can sketch a similar landscape using all of the page in my sketch book.</p> <p>I can paint my picture in the style of Claude Monet.</p> |
| DT- Make a salad. | 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. | <p>-To plan making a salad using ingredients grown in our growing area.</p> | <p>I can create a salad using vegetables grown in Science.</p> <p>I can evaluate what I enjoyed most from the salad.</p> |
| | Make | Form (something) by putting parts together or combining substances; create. | | | | |
| | Evaluate | Form an idea of the amount, number, or value of; assess. | | | | |
| RE How do Christians worship God? | Christian | A person who believes in Christianity. |  | <ul style="list-style-type: none"> Understand that Christians can worship anywhere but often go to church to worship. Know that the Bible has prayers and songs of worship that Christians often use. Recognise that Christians worship in different ways e.g. | <p>-To gain an understanding of the importance of worship to Christians and to make links to their own experience of collective worship in school.</p> <p>-To gain an understanding of the importance of worship to Christians and to make links to their own experience of collective worship in school.</p> | <p>I can describe why Christians worship and the different ways in which they do this.</p> <p>I can recognise the different reasons why Christians worship.</p> <p>I can describe when and where worship</p> |
| | Worship | To honour and respect God. | | | | |
| | Collective worship | To honour and respect God in a group. | | | | |

Year 2 Summer Term 2 Knowledge Organiser



singing, praying,
reading the Bible,
movement/dance

- Know that the important part of assembly in a Church school is an 'act of worship'

takes place in my own
life.