

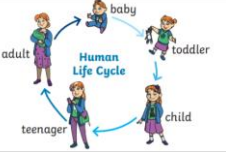
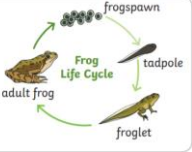

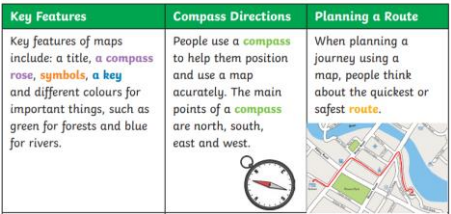











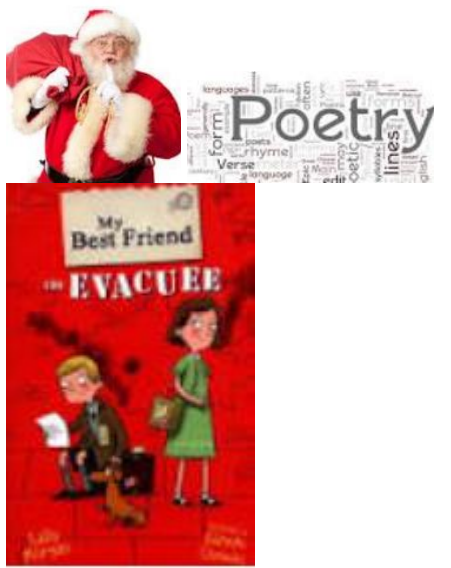
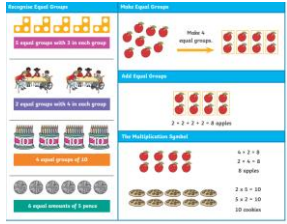
Year 2 Autumn 2 Knowledge organiser

Subject	Key vocabulary –	Meaning	Key facts	Key knowledge	Key Skills I will learn	I know more I can do.....
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science Animals including humans</p>	Adult	A fully-grown animal or plant.	<p>Some animals give birth to <b>live young</b>.</p>  <p>Some animals lay eggs which the <b>young</b> hatch from.</p>  <p>Both of these types of <b>young</b> then <b>develop</b> into <b>adults</b>.</p>	<ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults.</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> </ul>	<p>-To compare the basic needs of animals and humans.</p> <p>-To recognise which animals, have offspring that look like them and ones that don't.</p> <p>-To know that animals including humans have a life cycle.</p>	<p>I can identify the basic needs of living things.</p> <p>I can draw and describe the life-cycle of animals and humans.</p> <p>I can match offspring to its adult.</p>
	Develop	To grow bigger and become stronger.				
	Life-cycle	The changes living things go through to become an adult.				
	Off-spring	The child of an animal.				
	Young	Off-spring that has not reached adulthood.				
	Live young	Off-spring that has not hatched from an egg.	 			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">History WW2</p>	chronological	A record of events following the order in which they occurred.		<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 recognise when these events happened and the significance of them today (WW2).</p> <p>I can write a letter from a soldier based on my knowledge of WW2.</p> <p>I can understand when and why we</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.				have Remembrance Day.
Geography	Sketch map	A simple map with basic details.	<p><b>What Is a Map?</b> A map is a drawing of an actual place that uses lines and symbols to represent real-life objects. People have used maps for hundreds of years to help them travel from place to place.</p> <p><b>Types of Maps</b> There are many different types of maps, such as: Sketch maps Road maps Ordnance Survey maps Climate maps</p> <p><b>Key Features</b> Key features of maps include: a title, a compass rose, symbols, a key and different colours for important things, such as green for forests and blue for rivers.</p> <p><b>Compass Directions</b> People use a compass to help them position and use a map accurately. The main points of a compass are north, south, east and west.</p> <p><b>Planning a Route</b> When planning a journey using a map, people think about the quickest or safest route.</p> 	<ul style="list-style-type: none"> <li>Know how to understand simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> <li>Understand the features which make up a map.</li> </ul>	<ul style="list-style-type: none"> <li>-To create a clear map</li> <li>-To understand N, E, S and W.</li> <li>-To recognise symbols on a map.</li> <li>-To effectively use a key.</li> </ul>	<ul style="list-style-type: none"> <li>I can create a map of the local area with directions for a particular route and a clear key.</li> <li>I can confidently give directions using N, E, S and W.</li> </ul>
	Key	Helps us to understand map symbols.				
	Compass rose	Printed on a map to show directions.				
	Map symbol	A picture or sign to represent something.				
	Ordnance survey	Organisation in UK who make very detailed maps of the country.				
	Route	A way of getting from a start to finish point.				
	Compass	A tool that shows you which direction and helps you find your way.				
	Climate	The usual weather conditions of an area.				
Computing E-safety	Word processing	To create a type written document.	 	<ul style="list-style-type: none"> <li>Know that computers can be used to type words.</li> <li>Understand that this work needs to be saved to a file.</li> </ul>	<ul style="list-style-type: none"> <li>-To know how to use the keyboard on a device to add, delete and space text for others to read.</li> <li>- To know how to save and open files on a device.</li> </ul>	<ul style="list-style-type: none"> <li>- I can type a piece of work and save it to a file.</li> </ul>
	keyboard	Keys used to type on a computer.				
	file	Where something is saved.				
	Save	Keep and store.				
	Delete	Remove text.				

<b>Art</b> <b>Stephen Wiltshire</b>	landscape	Area of land	 	<ul style="list-style-type: none"> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>	<p>-To use different techniques to emulate that of an Artist.</p>	<p>-I can understand the life of Stephen Wiltshire and his autism.</p> <p>-I can draw a city from memory using pencils to sketch and finishing with black pen.</p>
	Memorise	To recall something just from your memory.				
	sketch	Use pencils to draw.				
<b>DT</b> <b>Create a skyline using junk modelling</b>	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>Generate their own ideas and plan what to do next.</li> <li>Explain what they want to do and describe how they may do it.</li> </ul>	<p>- To use different shapes to create a city skyline.</p> <p>-To add detail to the shapes chosen to create a city skyline from memory.</p>	<p>-I can create a skyline using junk modelling.</p> <p>-I can paint my skyline using memory of cities from Art lessons.</p>
	Make	form (something) by putting parts together or combining substances; create.				
	Evaluate	Form an idea of the amount, number, or value of; assess.				

<b>Music</b> <b>Call and response</b>	Sing	Make musical sounds with the voice, especially words with a set tune.		<ul style="list-style-type: none"> <li>Know that music sounds different from different continents.</li> </ul>	-How to listen to and observe differences in music eg language, instruments, tempo.	I can recognise music from different continents.  I can describe their differences and similarities.
	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.				
	Continents	Europe, Asia, Africa, North and South America, Australia, Antarctica				
	Genre	A style or category of music.				
<b>PE</b> <b>Football</b>	Football	A ball game played with the object of the game being to score more goals than your opponent.	 	<ul style="list-style-type: none"> <li>To know how to:             <ul style="list-style-type: none"> <li>-move into space.</li> <li>-To move with a ball.</li> <li>-Roll, kick, and carry a ball</li> <li>-Stop a ball using your foot</li> <li>-Move towards a goal to defend it</li> <li>- Compete against others trying to score.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use skills in different ways when playing games.             <ul style="list-style-type: none"> <li>Recognise space in games and use it to your advantage.</li> <li>Recognise what is successful. Use actions and ideas you have seen to improve your own skills.</li> </ul> </li> </ul>	-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.
	Goals	An area in which the ball needs to enter in order to score.				
	Scoring	Putting the ball in the goal.				
	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.				

<b>RE</b> <b>Why did the Angels announce the birth of Jesus?</b>	Jesus	The son of God		<ul style="list-style-type: none"> <li>To understand the Christian belief that angels showed Jesus was God in human form (incarnation): the birth of Jesus is part of God's plan of salvation and good news for the world.</li> </ul>	-To recognise that the Angels symbolise the bringing of joy and good news.	I can understand how people feel when a baby is born.  I can re-tell the story of the birth of Jesus.
	Angels	A messenger of God.				
	Mary	The mother of God				
	Joseph	Mary's husband				
	Saviour	Someone sent to save others from difficulty.				
	Nativity	The story of Jesus's birth.				
<b>English</b>	conjunctions	Words that are used to join two sentences together (and, but, because)		<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> <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>	To phonetically attempt to spell words.  To use conjunctions to join sentences and consistently use the correct tenses in their writing.	I can write a letter to father Christmas using commas.  I can write a poem related to Christmas.
	Commas	Punctuation used to separate items in a list				
	Letters	Writing letters using a correct format.				
	Sentence starters	Different and interesting ways to start sentences eg After that, Suddenly, Carefully				
<b>Mathematics</b> <b>Multiplication, Division and money.</b>	Equal groups	Groups that have the same number.		<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the</li> </ul>	To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and	I can count in 2's, 5's and 10's.  I can use this knowledge to solve simple problems.
	Lots of	To multiply				
	Arrays	Arrangement of pictures in rows and columns.				
	Repeated addition	To add equal groups over and over.				

Pence	Pounds	Pounds and Pence
<p>1p 2p 5p 1 penny 2 pence 5 pence</p> <p>10p 20p 50p 10 pence 20 pence 50 pence</p>	<p>£1 £2 £5 1 pound 2 pounds 5 pounds</p> <p>£10 £20 £50 10 pounds 20 pounds 50 pounds</p>	<p>£2 and 20p</p>
<p><b>Equal Amounts</b></p> <p><math>20p = 20p = 20p</math></p> <p><math>£1 = £1 = £1</math></p>	<p><b>Compare Amounts</b></p> <p><math>75p &gt; 74p</math></p> <p><math>£9 \text{ and } 50p &lt; £10</math></p>	

multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs.

- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- Find different combinations of coins that equal the same amounts of money.

division facts, including problems in contexts.

To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

I can use different coins to make the same amount.