Year 2 English Knowledge Organiser

Spellings and Phonics	
Phoneme	A single unit of sound
Digraph	A type of grapheme where two letters represent one phoneme (sound) E.g. tree/turn
Grapheme	A letter, or combination of letters, that corresponds to a single phoneme within a word. E.g. ten
Vowels	The letters a, e, i, o, u
Consonants	The letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
CVC	A word made of consonant vowel consonant E.g. cat/dad
Common Exception	A word which can't be phonetically decoded.
Homophone	Two different words that sound exactly the same when pronounced but have different spelling. **E.g. here/hear**
Contraction	A word that uses an apostrophe to replace a missing letter. **E.g. did not becomes didn't.**

Reading	
Prediction	Saying what will happen next as a result of something.
Sequencing	Ordering events by how they appear in the text.
Decoding	Breaking a word down into different phonemes to help read it.
Retrieval	Finding information from a text.
Vocabulary	Understanding the meaning of words within texts.
Inference	Making assumptions about what is happening in a text from what you already know.

Grammar and Punctuation	
Statement	States a fact or something that has happened. Full Stop used to mark the end of a statement **e.g. You are my friend**.
Question	Asks something. Question mark used to mark the end of a question **e.g. Why aren't you my friend?**
Exclamation	When something is exclaimed – start with What or How. Exclamation mark used to mark the end of an exclamation **e.g. What a good friend you are!**
Command	Something you have to do. Full Stop used to mark the end of a statement e.g. Be my friend.
Apostrophe	To mark where letters are missing **e.g. can't, didn't to mark singular possession in nouns e.g. the girl's book**
Comma	Used to separate items in a list **e.g. The fox was hungry, mean and sly.**
Prefix	Added to the start of a verb or adjective to change the meaning of the word e.g. un- **(unhappy, untie)**
Suffix	Can be added to the end of verbs **(e.g. helped, helper, helping)** Can be added to the end of adjectives to form nouns **(e.g. –ness, -er)** Can be added to the end of nouns to form adjectives **(e.g. –ful, -less – joyful)**

Writing key concepts	
Adjective	Used before a noun to make the noun's meaning more specific e.g. The **tall** tree.
Noun	Words to name people, places or 'things' e.g. **table, chair**.
Verb	'Doing words' to name an action that someone does **e.g. run, play**
Adverb	Used to modify the action of the verb **e.g. quickly, happily**
Onomatopoeia	a word used which sounds like the noise it describes **e.g. thud, bang**
Simile	Comparing one thing to another using like or as **e.g. as tall as a giraffe, he was red like a tomato**
Coordination	Using the conjunctions or, and, but
Subordination	The formation of letters to allow joined handwriting
Tense	Past tense Describes what is happening **e.g. I play football, I am playing football** Present tense Describes what did happen **e.g. I played football, I was playing football**
Cursive	The formation of letters to allow joined handwriting

Subject: Maths

Topic: Place Value

Unit overview

In this Place Value unit you will look at numbers to 1000, place value charts and build upon knowledge from Year 1 of our 2s, 5s, and 10s. We will also begin to count in 3s.

Books/websites linked to topic you may wish to read:

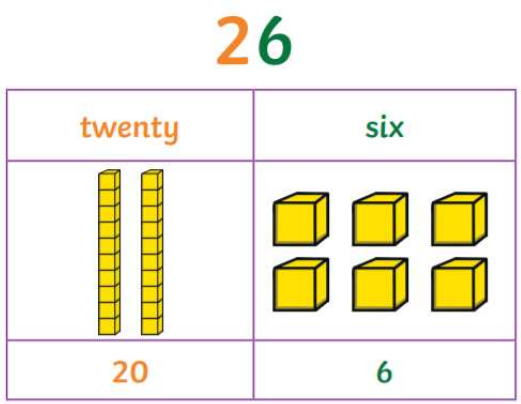
Number and place value in Year 2 – Oxford Owl.

Year 2 place value revision book – John Shauleen

https://www.bbc.co.uk/bitesize/articles/z2k3p4j

Learning Outcomes

- To count objects up to 100
- To identify ways to represent numbers
- To look at tens and ones
- To use a place value chart
- To compare objects
- To compare numbers
- To order objects and numbers
- To count in 2s, 5s and 10s
- To count in 3s.



Key Vocabulary

Place value – the value of each digit in a number

Greater than – a quantity or number is bigger than the other number

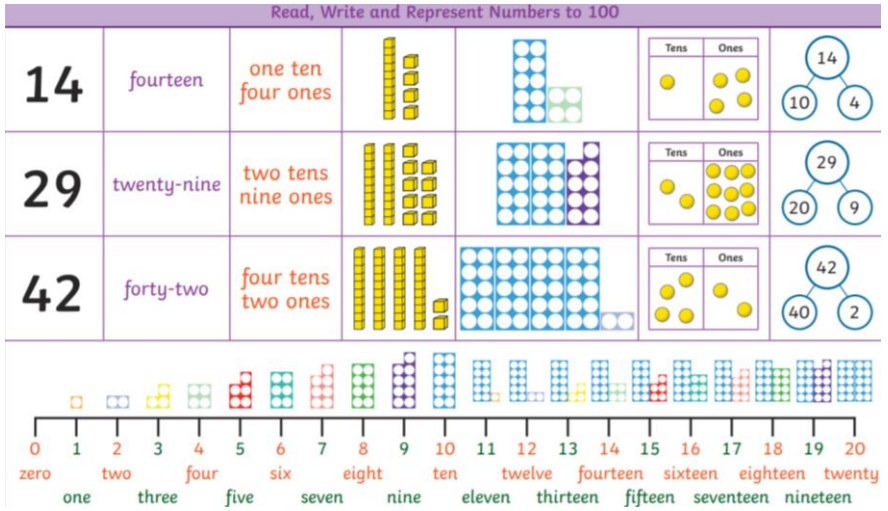
Less than – a quantity or number is smaller than the other number

Order – to put things in the correct place following the rule

Partition – splitting larger numbers into smaller units (57 is 5 tens and 7 ones)

Digit – a single symbol used to make a numeral (0, 1, 2, 3, 4, 5, 6, 7, 8, 9)

Key Facts/dates – Sticky Knowledge

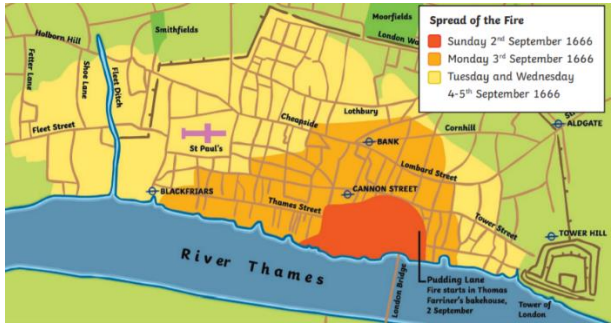


Subject: History Autumn 1

Topic: The Great Fire of London

Unit overview

This Great Fire of London Unit will teach you about the events of the Great Fire of London, and help you develop an understanding of the ways in which we can find out about the past through discussing primary resources.



Key Vocabulary

bakery	A place that makes bread, cakes, etc.
St Paul's Cathedral	A very large church in London. A new St Paul's Cathedral was built after the fire.
diary	A book that people write about their lives in.
firebreak	A gap that stops a fire spreading to nearby buildings.

Books linked to topic you may wish to read:

The Great Fire of London (Why do we remember?)

Toby and the Great Fire of London – Margaret Nash

The Great Fire A City in Flames – Ann Turnbull

Learning Outcomes

- **To find out some of the ways in which London has changed**
- **To find out some of the ways in which how we live now is different and similar to how people lived in 1666.**
- **To find out about how the Great fire started and spread across London**
- **To understand how we know about the Great Fire of London**
- **To find out how London was rebuilt after the Great Fire**
- **To show what I have learned about the Great Fire of London**

Key Facts/dates – Sticky Knowledge

When and where did the fire start?	The fire started on Sunday 2nd September 1666 in Thomas Farriner's **bakery** on Pudding Lane.
Why did the fire start?	The fires used for baking were not put out properly.
Why did the fire spread so quickly?	In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.
How did people try to put the fire out?	People used leather buckets and water squirts to try to put the fire out, but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.
How and when was the fire put out?	By Thursday 6th September, the wind had died down. This meant that people were able to put out the flames.

Year 2

Subject: Science Autumn 1

Topic: Plants

Unit overview

In this unit of work the children will describe what a plant needs to stay healthy by creating their own investigation. Place plants in different conditions and compare their growth recording their observations and drawing conclusions. Locate seeds in fruit and identify which part of the plant we eat as vegetables.

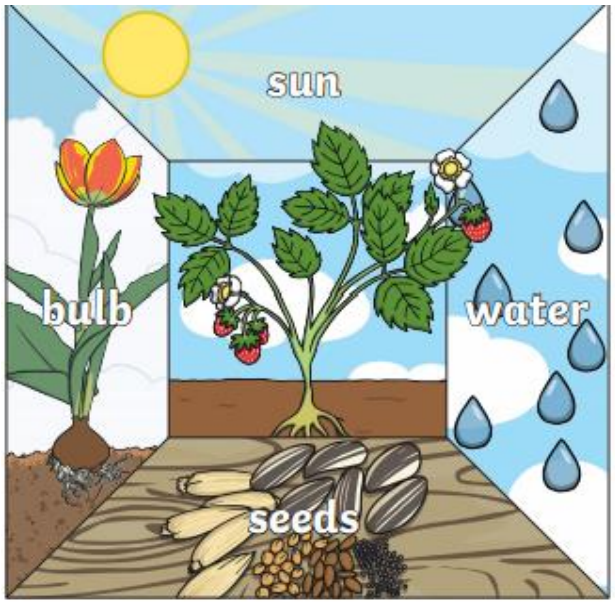
Books/Websites linked to topic you may wish to use:

https://www.sciencekids.co.nz/gamesactivities/plantsgrow.html

https://www.sciencekids.co.nz/plants.html

https://science4fun.info/plants

https://www.topmarks.co.uk/Search.aspx?q=Growing+plants+with+sparky



Key Vocabulary

Bulb – A root shaped like an onion that grows into a flower or plant.

Crop – Plants such as wheat and potatoes that are grown in large quantities for food.

Deciduous – A tree that loses its leaves in the Autumn every year.

Evergreen – A tree or bush which has green leaves on it all year.

Leaf – The parts of the tree which are flat, thin and usually green.

Nutrients – Substances that help plants and animals to grow.

Reproduce – When an animal or plant produces one or more individuals similar to itself.

Seed – The hard part from which a new plant grows.

Learning Outcomes

- Know how seeds and bulbs grow into mature plants by observation and research.
- Describe how seeds and bulbs grow into mature plants through writing and drawing
- Know how to find out how plants need water, light and a suitable temperature to grow and stay healthy.
- Create a fair test to compare plant growth and make accurate recordings.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- Draw conclusions for their investigation as to which conditions a plant needs to stay healthy.

Key Facts/dates – Sticky Knowledge

Plants are living things and require certain things to grow.

Plants require water, warmth, nutrients from the soil and light to grow.

If a plant does not have one or more of these things they may stop growing.

Plants can move, grow, react to their surroundings (sense), absorb nutrients and reproduce.

Many plants provide us with food by bearing fruits which carry their seeds.

We eat fruits which contain seeds for example tomatoes.

The common parts of a tree are the crown, leaves, twigs, branches, trunk and roots.

The common parts of a plant are the flower, seed, leaf, stem and roots.

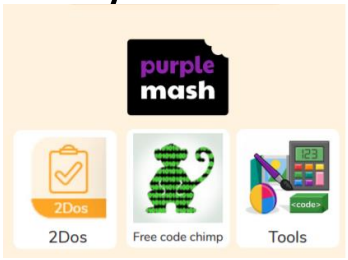
Subject: ICT

Topic: Unit 2.1 Coding

Unit overview

In this unit, the children will learn what an algorithm is and how to create a compuer program using this knowledge.

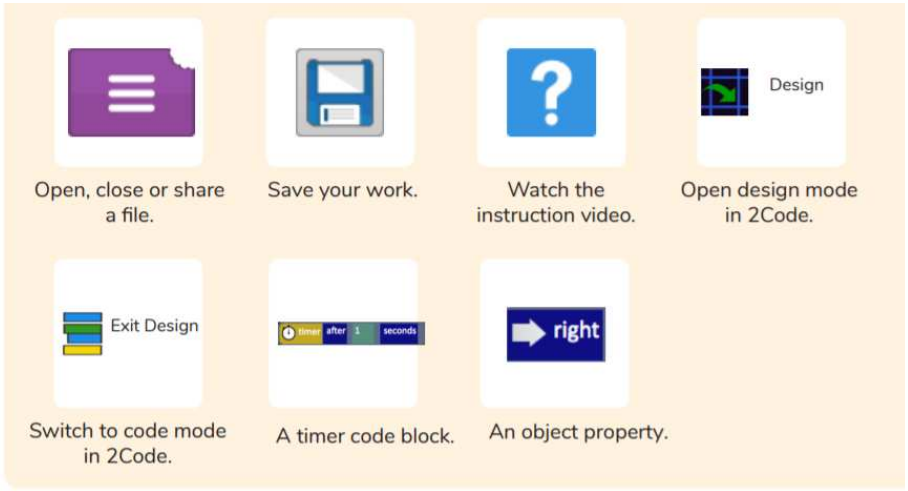
Key Resources



Learning Outcomes

- To understand what an algorithm is
- To create a computer program using an algorithm
- To create a program using a given design
- To understand the collision detection event
- To understand that algorithms follow a sequence
- To design an algorithm that follows a timed sequence
- To understand that different objects have different properties
- To understand what different events do in code
- To understand the function of buttons in a program

Key Images



Key Vocabulary

Event
Something that causes a block of code to be run.

Input
Information going into the computer. Can include moving or clicking the mouse, using the keyboard, swiping and tilting the device.

Object
An element in a computer program that can be changed using actions or properties.

Output
Information that comes out of the computer e.g. sound.

Properties
All objects have properties that can be changed in design or by writing code e.g. image, colour and scale properties.

Scale
The size of an object in 2Code.

Sequence
When a computer program runs commands in order.

Timer
Use this command to run a block of commands after a timed delay or at regular intervals.

When clicked/swiped
An event command. It makes code run when you click or swipe on something (or press/swipe your finger on a touchscreen).

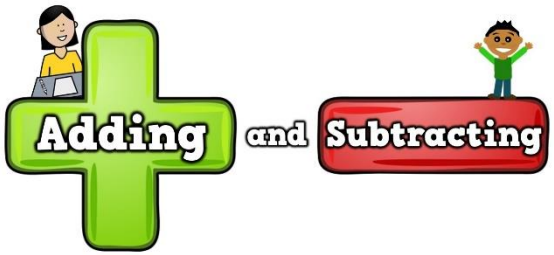
When Key
An event command. It makes code run when you press the specified key on the keyboard.

Subject: Maths

Topic: Addition and Subtraction

Unit overview

In this Place Value unit you will begin to check addition and subtraction calculations indepdentently, compare number sentences building on prior knowledge, look at bonds to 100, add and subtract 1s from larger numbers and begin to add and subtract two digit numbers.



4 + 3 = 7

Books/websites linked to topic you may wish to read:

Progress with Oxford: Addition and Subtraction Ages 7-8

https://www.twinkl.co.uk/resources/maths-school-years-parents/addition-and-subtraction-maths-main-subjects-parents/addition-and-subtraction-year-2-ages-6-7-parents

Key Vocabulary

Total –The whole amount

Difference – the result of subtraction one number from another

Subtract – taking one number away from another

Column addition – addition by writing one number below the other

Column subtraction – subtraction by writing one number below the other

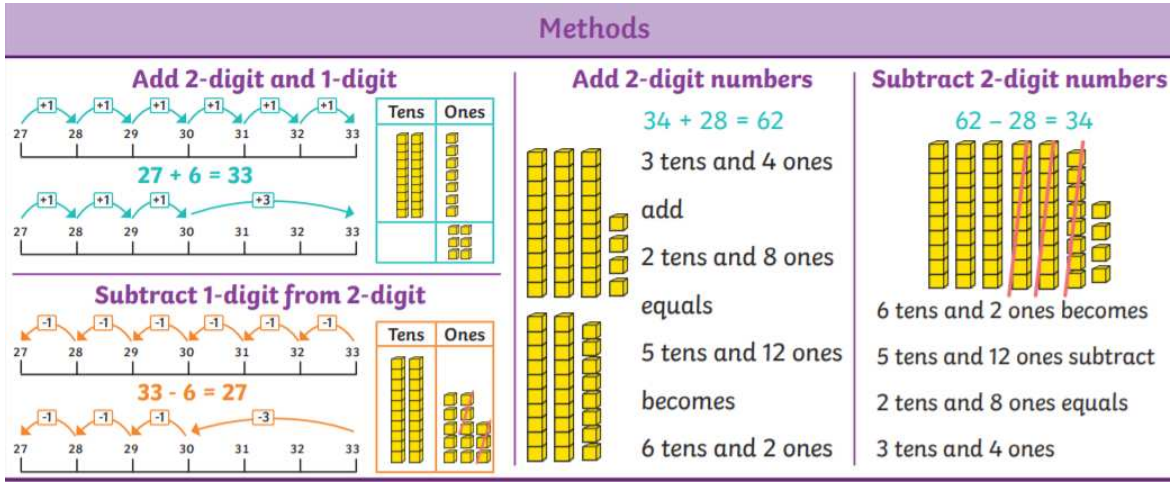
Estimate – roughly calculating a number

Inverse operation – addition and subtraction are inverse operations

Learning Outcomes

- To identify fact families
- To check calculations
- To compare number sentences
- To look at related facts
- To look at number bonds to 100
- To add and subtract 1s
- To find 10 more and 10 less
- To add and subtract 10s
- To add 2-digit and 1-digit numbers
- To add 2-digit and 2-digit numbers
- To subtract with 2-digit and 1-digit numbers
- To subtract with 2-digit and 2-digit numbers
- To add 3-digit numbers

Key Facts/dates – Sticky Knowledge



Old Testament: Stories and Prayers

Unit A Autumn 1

Learning Outcomes

- To know that the Old Testament is a collection of books about stories
- To understand that God wanted to protect his people and creation.
- To know the story of Abraham and Isaac
- To know the story of Jonah
- To think of special gifts and talents that God has given us to use
- To know that the pslams of the Old Testament are special songs and prayers to God
- To write own psalms that express ideas

Unit overview

This unit will give you insight into some of the stories and characters in the Old Testament. It will also introduce important images of God found in the scriptures.

Key Vocabulary

Old Testament: the first division of the Bible.

Jewish: a religion developed among ancient Hebrews.

Hebrew: a member of a group of people of the ancient kingdom of Israel

Word of God: a display of the mind and will of God

Psalm: a sacred song of poem

Prayer tasks linked to unit and tasks to completed

To write about the special people in our lives and what they do to make them so special.

To rewrite the story of Noah and the Ark

Create prayers asking for God's help to overcome difficulties

Explain what the story of Jonah means to you

Role-play the story of David and Goliath

Annotate the main features of a psalm

Write our own versus of a psalm

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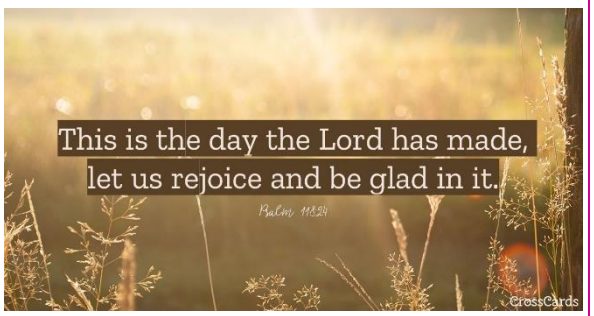
Windows of reflection (things to think about)

Why do you think it is important to read stories from the Old Testament?

What image of God do you have in your mind?

What do these stories remind us of?



Bible References

Genesis 6: 9-22 – Noah and the Ark

Genesis 22: 1-14 – Abraham and Isaac

Jonah – Jonah and the Big Fish