

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.

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)

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.

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: Mass, Capacity and Temperature

Key Vocabulary

mass
gram
kilogram
lighter
heavier
capacity
volume
millilitre
litre
temperature
Celsius
degrees

Unit overview

In this Mass, Capacity and Temperature unit you will learn how to compare mass, measure mass in grams and kilograms. You will also compare capacity, millilitres, litres and temperature.

Books/websites linked to topic you may wish to read:
<https://home.oxfordowl.co.uk/maths/primary-measurement/>



- Learning Outcomes**
- To compare mass
 - To measure mass in grams
 - To measure mass in kg
 - To compare capacity
 - To measure in millilitres
 - To measure in litres
 - To measure temperature

Key Facts/dates – Sticky Knowledge

Capacity	Temperature
<p>Capacity is the amount of liquid a container can hold. Volume is how much liquid is in the container.</p> <p>Millilitres We can use a measuring cylinder to measure very small volumes. We measure these in millilitres. We write this as ml. 1000ml = 1l</p> <p>Litres We can use a jug to measure larger volumes. We measure these in litres. We write this as l. 1000ml = 1l</p> <p align="center"> </p>	<p>Temperature is a measure of heat. Thermometers are used to measure temperature. We usually measure temperature in degrees Celsius (°C) but some parts of the world use degrees Fahrenheit (°F). We can measure the temperature of air, liquids or objects using a thermometer.</p> <p>Most thermometers have small tubes and a bulb of liquid at the bottom. The hotter the temperature, the higher the liquid from the bulb rises in the tube. There are markings along the side of the glass tube that show the temperature.</p> <p align="center"> </p>



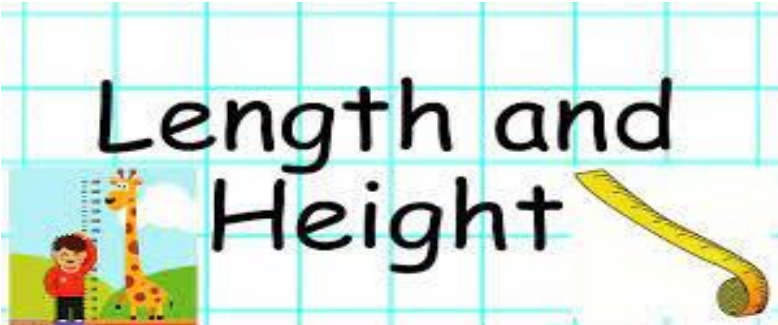
Year 2

Subject: Maths Summer 1
Topic: Length and Height

Key Vocabulary
length
long
short
height
tall
measure
ruler
tape measure
metre stick
centimetre (cm)
metre (m)
compare
order

Unit overview

Children will choose and use appropriate standard units to estimate, measure and compare length/height in any direction (m/cm) to the nearest appropriate unit, using rulers, metre stick and also non-standard units of measure.



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

<https://www.bbc.co.uk/bitesize/articles/zcbwr2p>

<https://www.bbc.co.uk/teach/supermovers/ks1-maths-length-height/zdrx92p>

<https://www.bbc.co.uk/bitesize/topics/zcpnb9q>

Learning Outcomes

Measure objects using a ruler.

Measure objects using a metre stick.

Measure objects using non-standard units of measure.

Compare the length and height of objects and use appropriate vocabulary

Key Facts/dates – Sticky Knowledge

Comparing Height

The giraffe is **taller** than the lion.
The lion is **shorter** than the giraffe.

4m > 1m

Comparing Length

The pencil is **shorter** than the pen.
The pen is **longer** than the pencil.

7cm < 10cm

Measuring in Centimetres

Measure from zero.

This ruler measures in **centimetres (cm)**. The paintbrush is 8cm long.

This ruler is to scale.

Measuring in Metres

We can measure the length or height of larger objects in **metres (m)**.
The girl is 1m and 20cm tall.

We can use metre sticks, trundle wheels or tape measures.
1 metre = 100 centimetres

Ordering Length

The straws are in order from **longest to shortest**.

A is the **longest**.
D is the **shortest**.
B is **longer** than C.
C is **shorter** than A.



Holy Week

Unit H Spring 2

Learning Outcomes

- ✚ To know the different symbols associated with Holy Week
- ✚ To understand the story of Palm Sunday
- ✚ To know what Jesus said and did at the Last Supper
- ✚ To know the story of Jesus carrying the cross.
- ✚ To retell the story through Stations of the Cross



Key Vocabulary

Holy Week, Palm Sunday, Bethany, Jerusalem
Last Supper, Eucharist, Passover, Jesus, Peter
Commandment, Crucifixion.

Bible References

Mt. 21: 1-11 – The story of Palm Sunday

Mt 26: 20-30 – The Last Supper

Jn, 13: 1 – 20 – The washing of the feet at the last supper

Mt. 27: 32-44 – The Crucifixion of Jesus

Windows of reflection (things to think about)

Why do you think the last week of Jesus' life is called Holy Week?

Why do you think palm leaves were used to worship Jesus?

Where can you find the Stations of the Cross? Why are there 14?

Why do you think there are different symbols associated with Holy Week? What do they represent?

Unit overview

This unit is designed to develop the children's knowledge and understanding of the events of Holy Week.

Prayer tasks linked to unit and tasks to completed

- ✓ To write about the different symbols associated with Holy Week.
- ✓ To create your own palm leaves.
- ✓ To retell the story of Jesus' death through the stations of the cross.



Year 2

Spring 2 LENT UNIT 6 YEAR 2

Learning Outcomes

- Know that Lent is a time of preparation for Easter when we forgive.
- Know the story of the Lost sheep.
- Know that Jesus taught about forgiveness.
- Be able to retell the story of the unforgiving servant and recite most of the Our Father prayer.
- Know the story of Zacchaeus.
- Know what happens during the Sacrament of Reconciliation.
- Will know the terms Lent, Shrove Tuesday and Ash Wednesday.
- Will know that Lent is a period of 40 days leading up to Easter, and recall some Christian practices related to Lent.
- Will relate the 40-day period of Lent to the story of Jesus' temptation in the wilderness in the gospels.



Unit overview

This unit will develop children's knowledge and understanding of the Season of Lent and the importance of the theme of forgiveness during this time. It builds on previous learning about forgiveness in Year 1.

Opportunities for thought and reflection throughout.

- Why do we need forgiveness?
- Is it easy or difficult to forgive? Are some things easier to forgive than others? Why?
- How do you feel when you do something wrong?
- How do you feel when you should have done something and you didn't?
- When do you find it more difficult to forgive? Why?
- How do you feel when you have been forgiven?
- What qualities do you need to be a forgiving person?
- What does it feel like to be reconciled when you have done wrong?
- What does reconciliation mean?
- How do you become reconciled? What do you need to do?
- How can we show that we forgive someone?
- Why do we need to be forgiven? How does it feel when you are forgiven?
- Who do we need to receive forgiveness from?



Using the Knowledge Organiser choose an activity to help you remember the key facts and vocabulary.

Here are some ideas:

- Write or say a Lenten prayer for somebody that you want to forgive.
 - Write a prayer asking for forgiveness.
 - Draw and label times when you have needed forgiveness.
- Write about a time when you did wrong and how this made you feel.
- Think of a scenario in your own life which was easy/more difficult to forgive.
- Complete a Wanted poster highlighting the crime of the servant from the story of the unforgiving servant.
 - To retell the story of Zacchaeus using a story template.
 - Write a prayer of reconciliation.
 - Create a poster showing different acts of kindness.

Key Vocabulary

Sacrifice: When you give something up that is important to you.

Give alms: It is the act of giving, showing kindness.

Fast: When you give something up to eat.
Liturgy: The events in a religious service.

Pray: To say a prayer to God.

Scripture: The sacred writings of Christianity contained in the Bible.

Forgiveness: The action or process of forgiving or being forgiven.



Bible references

Isaiah 9: 2,6

Luke 1: 26-31, 38, 39-45

Luke 1: -55

Luke 2: 1-7



Year 2

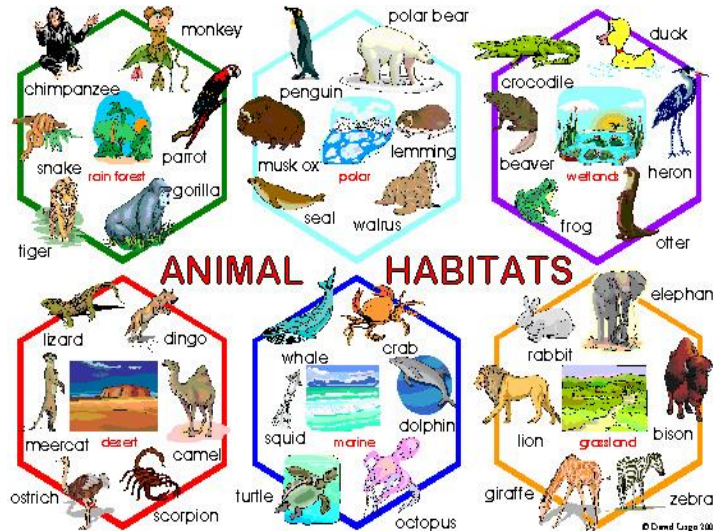
Unit overview

In this unit of work the children will learn to tell the difference between things that are living, dead and things that have never been alive, and apply this in a range of contexts. They make observations of a local habitat and the creatures that live there, investigating conditions in local microhabitats and how they affect the minibeasts found within them.

Key Facts/dates – Sticky Knowledge

1. Things can be categorised as either living, dead, or has never been alive.
2. There are 7 life processes: **M**ovement, **R**espiration, **S**ensitivity, **G**rowth, **R**eproduction, **E**xcretion and **N**utrition. These can be remembered using the acronym: **MRS GREN**
3. Animals and plants are specially adapted to live in their habitats.
4. Camels have long eyes lashes to stop sand getting in their eyes. They have wide feet so they don't sink in the sand. They can drink and store water and fat.
5. Polar bears have large feet to stop them sinking in the snow. They have white fur so they are camouflaged. Their fur is thick to keep them warm.
6. Frogs have long tongues to catch flies, they have strong hind legs to jump far and they are the same colour as their habitats so they are camouflaged.
7. Cacti have thick trunks to store lots of water. They have long roots so they can find water.
8. Examples of habitats include: the oceans, cold deserts, hot deserts, tropical rainforests and ponds.
9. Living things in a habitat depend on each other for survival.
10. A food chain shows how each animal gets its food. The chain will always start with a plant.

Subject: Science Spring 2 Topic: Living Things in their Habitats



Learning Outcomes

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including microhabitats.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- Explore and compare the differences between things that are living, dead, and things that have never been alive.

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

http://www.sheppardsoftware.com/scienceforkids/life_cycle/games.htm

www.dkfindout.com/uk/animals-andnature//what-is-living-thing/

www.bbc.com/bitesize/articles/zs73r82

Key Vocabulary

Respiration	Creation of energy from breathing / converting oxygen / carbon dioxide
Sensitivity	Sensing and responding to the environment. E.g. respond to changes in light, heat or sound.
Reproduction	Creation of new plants (seeds) or animals (babies).
Excretion	Getting rid of waste materials.
Nutrition	Getting or making food.
Habitat	The natural environment of an animal / plant.
Adaptation	How a plant / animal changes to fit the environment
Dependency	How plants / animals rely on each other to survive
Survive	How animals / plants continue to live
Consumer	All animals are consumers because they consume their food (plants / animals)
Producer	Green plants are producers because they produce their own food
Predator	Animals that eat other animals
Prey	Animals that are hunted for food by other animals
Herbivore	An animal that eats plants
Carnivore	An animal that eats other animals / insects
Omnivore	An animal that eats both plants and other animals / insects



Planet Earth is made up of **seven continents** and **five oceans**.

A **continent** is a large area of land that contains different countries.

An **ocean** is a very large area of salty water.



Europe



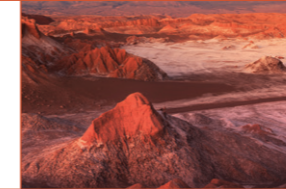
One of the world's smaller continents, it contains countries such as the UK, France and Italy. It has many famous landmarks, such as the Eiffel Tower.

North America



The Earth's third largest continent, it includes America, Canada and Mexico. It has many natural wonders, such as the Grand Canyon.

South America



The Earth's fourth largest continent, it includes Brazil, Chile and Peru. It has the world's largest rainforest (Amazon) and driest desert (Atacama).

Oceania



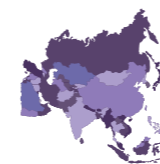
The smallest continent, it is made up of Australia, New Zealand and many other smaller islands. It is home to the Great Barrier Reef.

Africa



The second largest continent, it has 54 countries, including Egypt, Nigeria and Ghana. Africa has the world's largest desert (Sahara) and longest river (Nile).

Asia



The biggest continent in the world, made up of 48 countries including China and India. Asia has the world's highest mountains (the Himalayas) and the world's lowest point (the Dead Sea).

Antartica



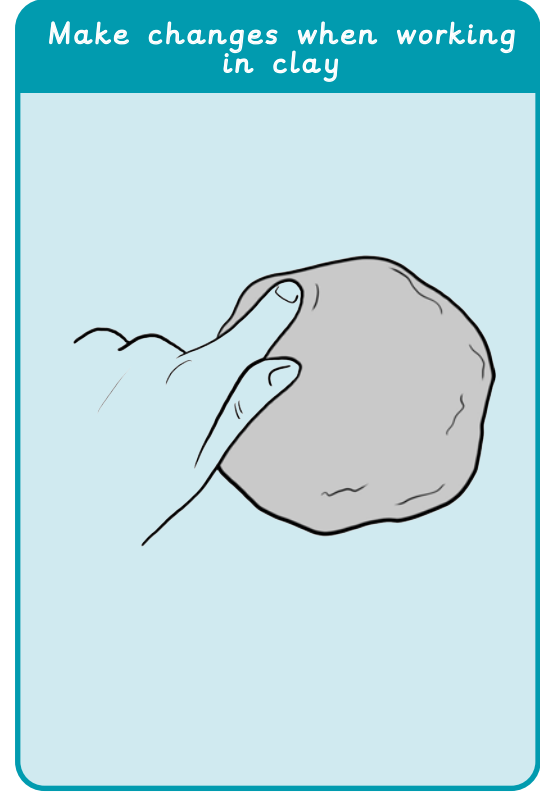
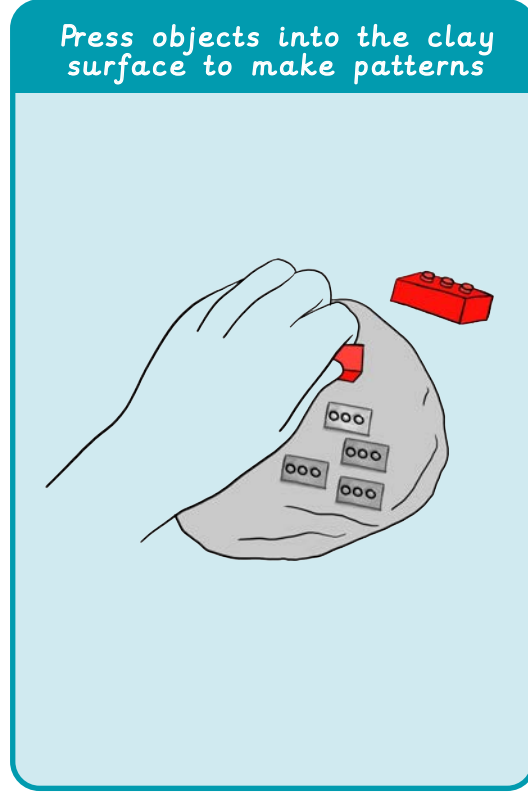
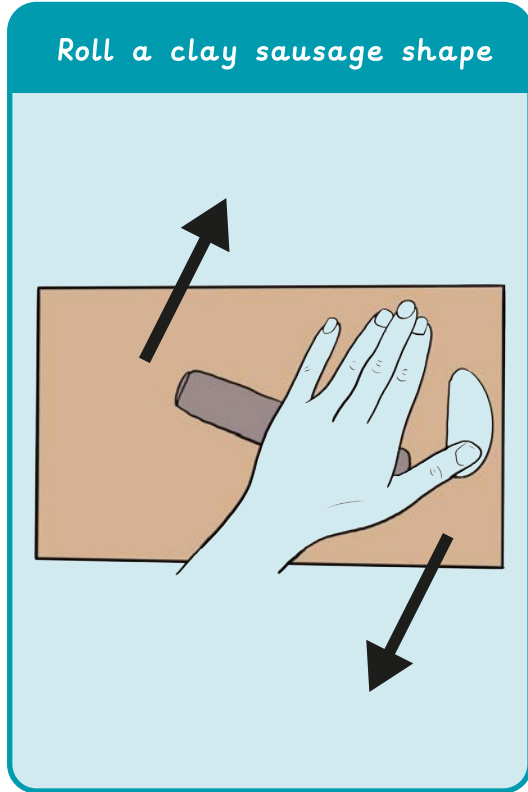
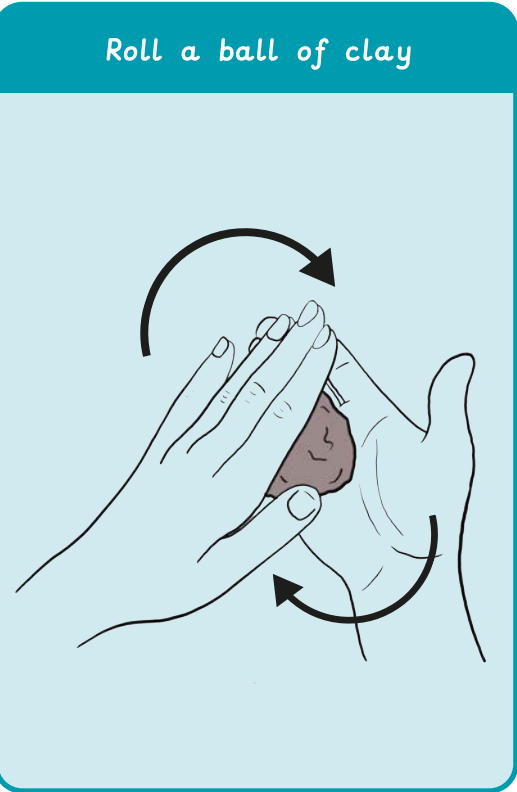
At the bottom of planet Earth, it is the coldest, driest, and windiest continent in the world. Due to the weather, no humans live there.

Clay slip	A runny mixture of clay and water, a bit like clay 'glue'
Impress	Pushing objects into a clay surface to make interesting marks
Pinch pot/thumb pot	A simple pot formed by pushing your thumb into a ball of clay
Relief	Three dimensional parts of an artwork that are joined to a flat base
Score	Marking hatched lines into the clay surface
Sculpture	Art in three dimensions; walk all around it to look at it
Surface	The top layer of something

Artists

Ranti Bam

Rachel Whiteread

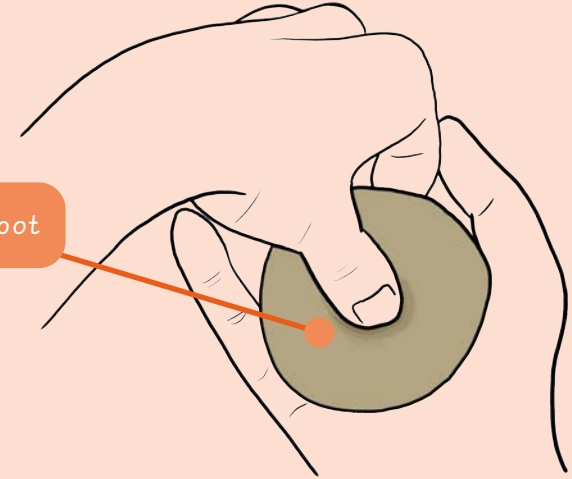


Mix clay slip



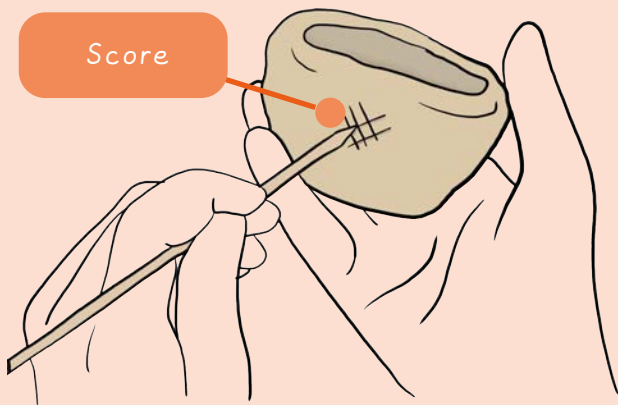
Mix water with clay using a brush to make a liquid

Push thumb in, smooth clay up and out

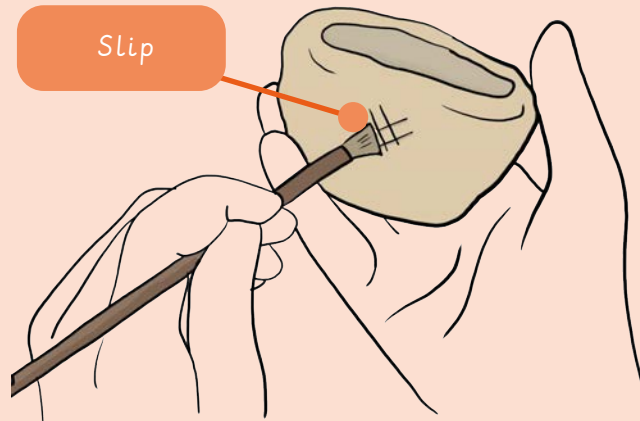


Pinch pot

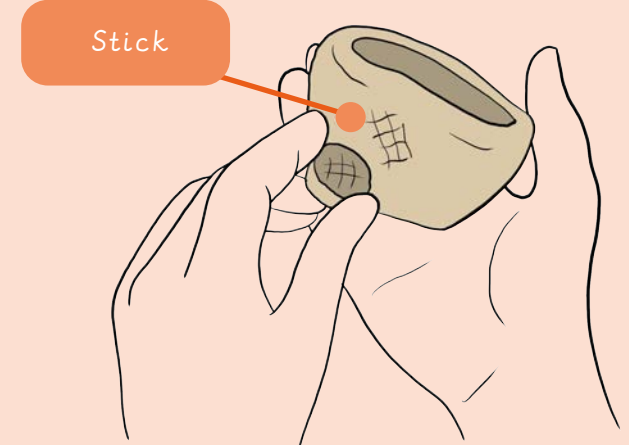
Join clay using the 'score and slip' method



Score



Slip



Stick

Mechanisms - Making a moving monster

Design criteria	A set of rules to help designers focus their ideas and test the success of them.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Input	The energy that is used to start something working.
Linkage	Lengths of material (for example, metal or card) that are joined together by pivots, so that the links can move as part of a mechanism.
Mechanical	Something that can move because several pieces work together like a machine.
Mechanism	A collection of parts that work together to create a movement, eg: a bicycle.
Output	Output is the motion that happens as a result of starting the input.
Pivot	The central point, pin, or shaft on which a mechanism turns or swings.
Survey	To ask a group of people questions about something and to use their answers to make improvements.

Key facts

Moving monster

What materials could you use to represent fur, scales and claws?

The four types of motion:



Linear motion
Movement in a straight line in any one direction.



Reciprocating motion
Movement in a straight line, back and forth, in any direction.



Rotary motion
Movement in a circular motion.



Oscillating motion
Movement in a curve, back and forth.

Year 2: Musical me

Musical style: Folk

Folk songs are often passed on by generations simply by people singing them. In fact, we don't actually know who wrote most folk songs.

Vocabulary

Composition An original piece of music that has been created.

Pulse The heartbeat of the music. Sometimes called the 'beat'.

Melody Patterns of different pitches (high and low notes).

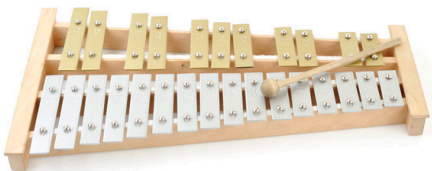
Timbre The quality of sound e.g. smooth, scratchy, twinkly.

Dynamics The volume of the music (loud or quiet).

Rhythm Patterns of long and short sounds.

Instruments

Glockenspiel



Chime bars



Compose

To create or write an original (new) piece of music.

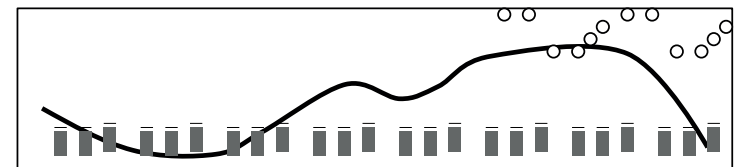


Composer A person who creates and writes an original piece of music.

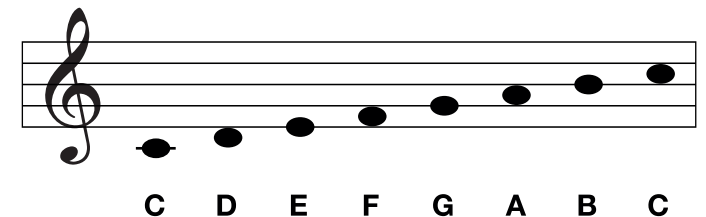
Notation

How the music is written down.

Graphic score



Stave and letter musical notation



Musical notation helps us to 'write' and 'read' the melodies so they won't be forgotten and can be played by others.



Knowledge Organiser Target Games Year 2

About this Unit

Target games are games where players send an object towards a target. It could be while avoiding obstacles, getting closer to a target than an opponent or by hitting a target in the fewest turns. It could also be a moving target.

Examples of target games are dodgeball, golf, curling, boccia, archery, bowling.

overarm throw

- elbow high
- step forward with your opposite foot
- use for distance

roll

- use a straight arm
- step forwards with your opposite foot
- point your hand to your target

underarm throw

- use a straight arm
- step forwards with your opposite foot
- point your hand to your target
- use for accuracy

strike

- swing with straight arms
- feet shoulder width apart
- finish with your club pointing where you want the ball to go

Ladder Knowledge



Throwing:

stepping with opposite foot to throwing arm will help you to balance. Moving your arm quicker will give you more power.

Striking:

finish with your object/hand pointing at your target.

Movement Skills

- roll
- overarm throw
- underarm throw
- strike
- dodge
- jump

This unit will also help you to develop other important skills.

Social congratulate, support others, co-operation, kindness

Emotional manage emotions, honesty

Thinking identify areas of strength and areas for development, select and apply, comprehension, decision making

Rules

Know how to score points for each game and follow simple rules.

Tactics

Use and apply simple tactics. They help us to make a plan to complete a challenge.

Healthy Participation

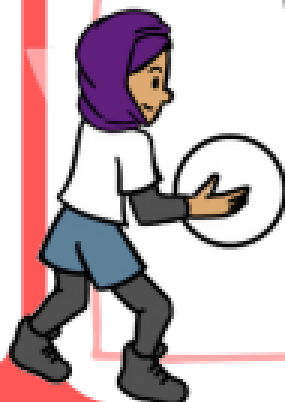


- Make sure unused balls are stored safely.
- If hitting a ball make sure there is a safe space.

Key Vocabulary



- | | |
|----------|----------|
| accurate | release |
| ahead | strike |
| aim | target |
| opponent | teammate |
| overarm | underarm |



If you enjoy this unit why not see if there is a club in your local area that plays a target game. Examples could be a dodgeball or golf club.



This unit will help you to:

- change direction quickly
- balance
- move different parts of your body at the same time
- be faster

Home Learning



Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Bowls



What you need: two players, a marker and three pairs of socks each

How to play:

- Play against another player.
- Place a target marker an agreed distance from a start line.
- Takes turns to roll or throw your sock towards the target marker.
- Whoever lands closest to the target marker wins the round.
- Play first to ten points.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



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Ladder Knowledge



Shapes:
Some shapes link well together.

Balances:
Squeezing your muscles helps you to balance.

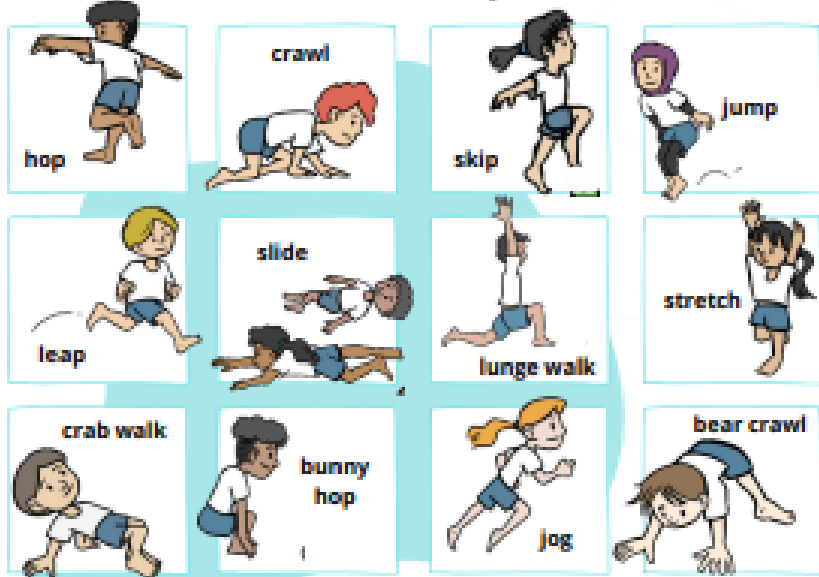
Rolls:
There are different teaching points for different rolls.

Jumps:
Looking forward will help you to land with control.

About this Unit

In gymnastics you learn to move your body in really fun ways. From balancing to rolling and jumping. In gymnastics you can link these actions using travelling actions to create sequences. Sequences are like stories with a beginning, middle and end.

Here are some cool ways to travel.



Movement Skills

- shapes
- balances
- travelling actions
- shape jumps
- barrel roll
- straight roll
- forward roll

This unit will also help you to develop other important skills.

- Social** leadership, work safely, respect
- Emotional** confidence, independence
- Thinking** select and apply actions, creativity

Strategy

Use shapes that link well together, it will help your sequence to flow.

Healthy Participation



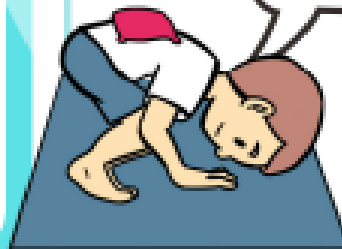
- Remove shoes and socks.
- Make sure the space is clear before using it.

Key Vocabulary



balance		
direction	pike	speed
level	roll	star
link	sequence	straddle
pathway	shape	tuck

If you enjoy this unit why not see if there is a gymnastics club in your local area.



This unit will help you to:

- balance
- move different body parts at the same time
- be more flexible
- be stronger

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Gymnastics Obstacle Course



What you need: a dressing gown rope, two pillows and toy

How to play:

- Create a gymnastics course by placing out the rope, pillows and toy.
- Balance along the rope, jump and land on each of the pillows then create a balance by creating the same shape as your chosen toy.
- Place the items further apart and link your actions using different travelling actions e.g. crawl, spin, hop, lunge etc.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



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