

Knowledge Organisers

2nd Autumn Term

Science

History

Art/DT

PSHE

R.E

P.E

Music

Year 2

Knowledge Organiser- Living things and their Environment – Science - Year 2

| Key Vocabulary | Definition |
|---|--|
| Habitat | A place where particular |
| Adapt | To change to fit in with the habitat |
| Environment | The surroundings of where an animal or plant lives |
| Food Chain | Who eats what in a given habitat |
| Producer | A green plant that creates its own food |
| Consumer | An animal or creature that must eat something to survive |
| Predator | An animal that hunts and eats other animals |
| Prey | An animal that is hunted, killed and eaten by another animal |
| Oceans | A huge body of saltwater |
| Overfishing | To take too many fish out of the sea |
| Deforestation | The clearing or cutting down of forests. |
| Damage | To hurt or harm a person or a place |
| Specific habitat names, animals and plants as required each lesson. | |

| Key knowledge |
|---|
| I know that a food chain describes 'who eats what' within a habitat. |
| I am able to describe ocean habitats and identify animals and plants that live there. |
| I understand that scientists do not know everything about deep-sea ocean habitats. |
| I know how overfishing is affecting ocean habitats. |
| I know that some human activity can damage habitats. |

Habitat damage and destruction



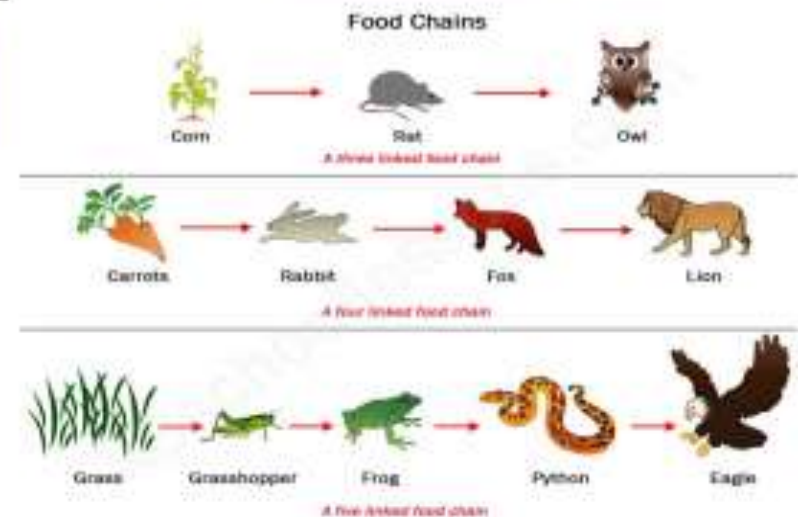
Deep Ocean



Ocean habitat



Food Chain

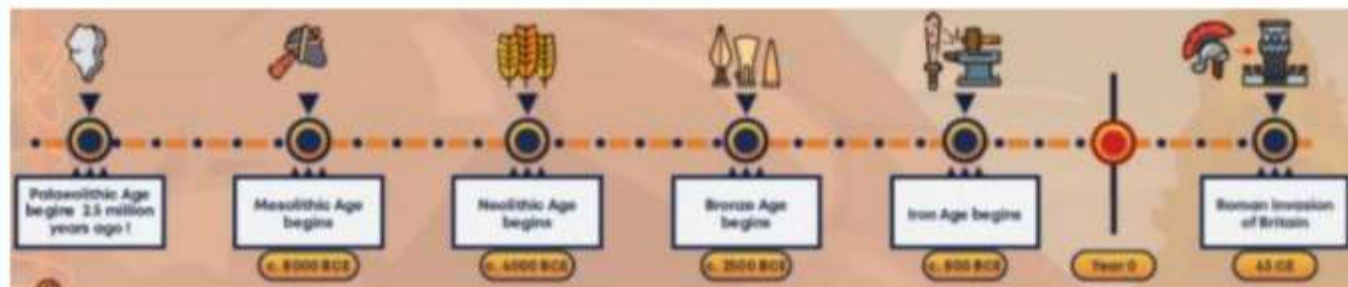


Year 2 Knowledge Organiser – Stone Age to Iron Age- History – Year 2

| Key Vocabulary | Definition |
|-----------------|--|
| Archaeologist | Scientists who study the history of humans by looking at what has been left behind (e.g. objects buried underground or graves) |
| Artefact | An object that can tell us about the past |
| Prehistory | The time before written records |
| Hunter-gatherer | People who live by hunting and collecting wild food |
| Nomad | People who travel from place to place in search of food. |
| Druid | An ancient Celtic priest |
| Wattle and Daub | A building method to build houses using sticks and mud or clay. |
| Long Barrow | A Neolithic burial site |
| Quern Stone | A tool for grinding grain |
| Hill fort | Small towns built on top of hills, with walls and ditches. |
| Henge | A circular monument, usually containing a circle of stones or wooden posts. |

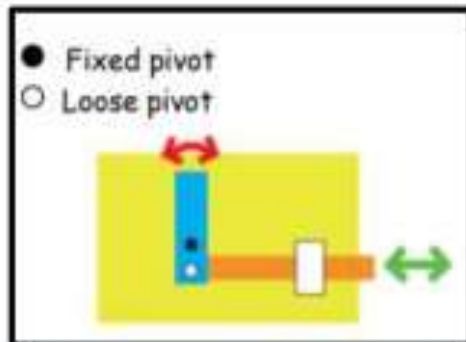
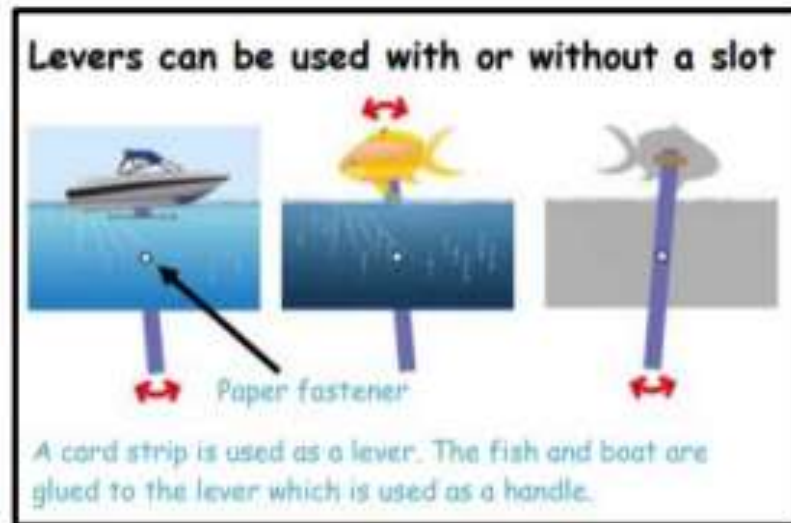
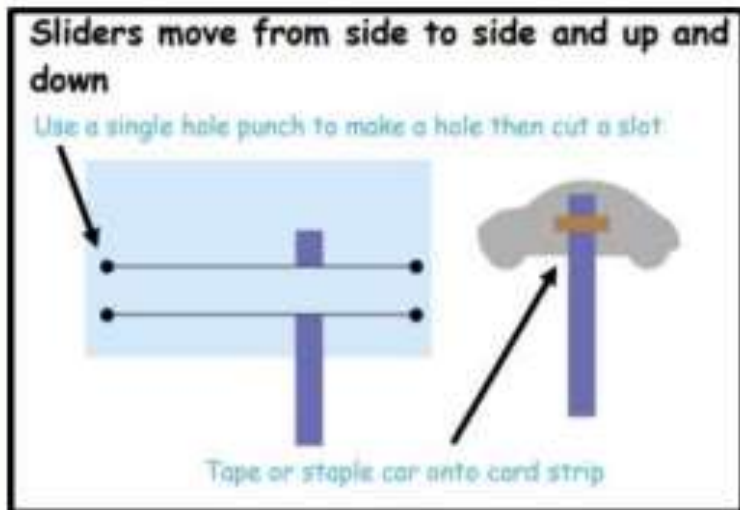
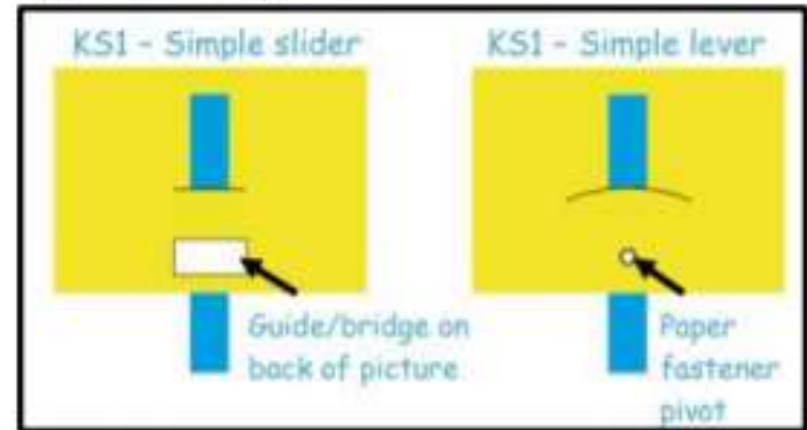
| Key Knowledge |
|--|
| I know how people lived in Britain during the Old Stone Age and Middle Stone Age. |
| I know farming began in the Neolithic Age. |
| I know that the Bronze Age began when people learned how to make things from Bronze. |
| I know that Stonehenge is a prehistoric monument built over 5000 years ago. |
| I know that the Iron Age began around 800 BCE when people learned how to make objects from Iron. |

| Important discoveries/artefacts that helped us learn more about life in Britain at this time: | | |
|---|---|---|
| Palaeolithic | <ul style="list-style-type: none"> • Artwork at Creswell • Crags |  |
| Mesolithic | <ul style="list-style-type: none"> • Howick House • Cheddar Man • Star Carr |  |
| Neolithic | <ul style="list-style-type: none"> • Skara Brae • Stonehenge (last changes during the Bronze Age) |  |
| Bronze Age | <ul style="list-style-type: none"> • Must Farm • Arnesbury Archer |  |
| Iron Age | <ul style="list-style-type: none"> • Hill Forts • Lindesfarne Man |  |

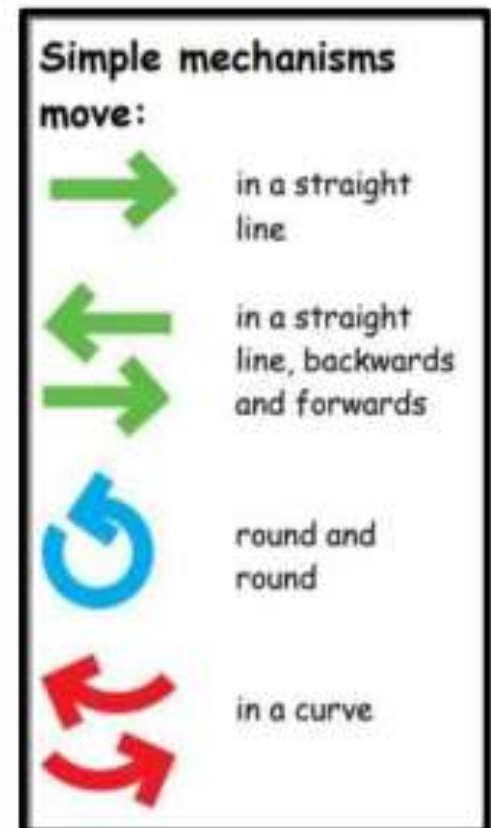


Knowledge Organiser - Sliders and Levers - Design Technology – Year 2

| Key Vocabulary | Definition |
|----------------|--|
| slider | a rigid bar which moves backwards and forwards along a straight line. |
| lever | a rigid bar which moves around a pivot. |
| pivot | The central point on which a mechanism turns |
| slot | the hole through which a lever or slider is placed to enable part of a picture to move |
| bridge/guide | a short card strip used to keep sliders in place and control movement |
| mechanism | a devise used to create movement |



| Key Knowledge |
|---|
| I know levers and sliders can create movement. |
| I know a lever moves around a pivot. |
| I know how to design and make a moving picture. |

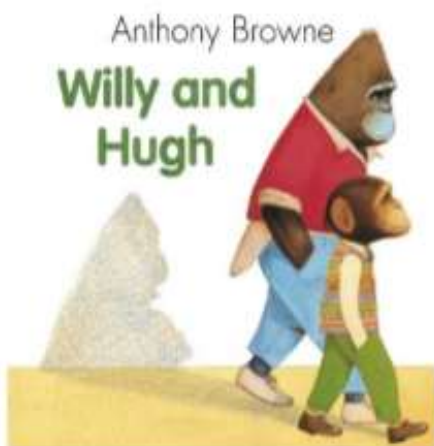


Knowledge Organiser – PSHE – Celebrating Difference - Year Two



| Key Vocabulary | Definition |
|----------------|---|
| Similarities | Having similar features – looks alike. |
| Differences | A way in which people or things not alike. |
| Stereotypes | To have a set idea about what a particular type of person is like. |
| Assumptions | Something that you accept as true without question or proof. |
| Qualities | A characteristic or feature of someone. |
| Unique | Being the only one of its type or special in some way. |
| Included | To feel accepted – part of something. |
| Bully | Someone who hurts or frightens someone else, often over a period of time. |

| Key Knowledge |
|--|
| I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). |
| I understand that bullying is sometimes about difference. |
| I can recognise what is right and wrong and know how to look after myself. |



Reflective questions

Ask me this...

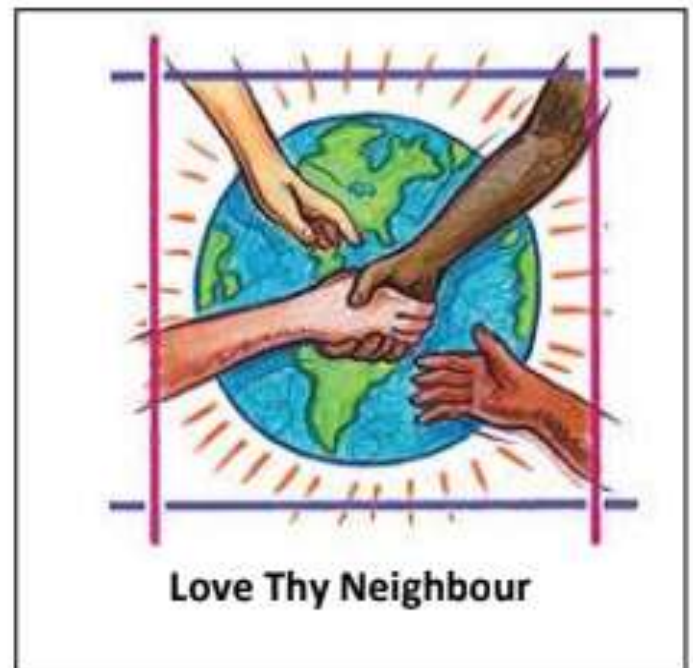
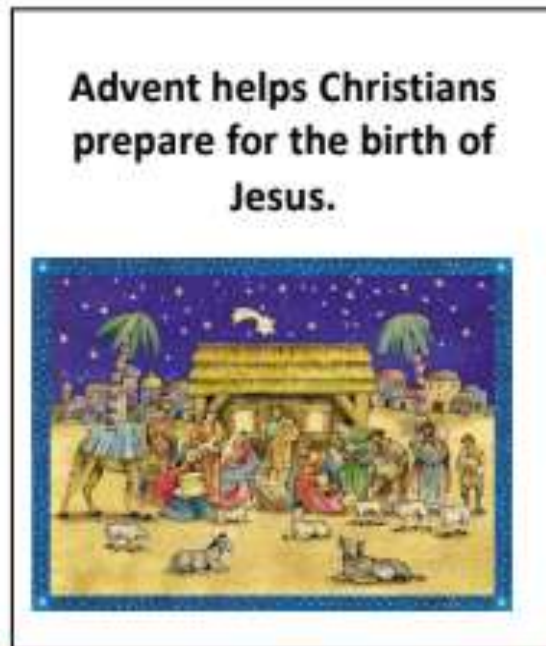
Why is it important that we are not all the same?

How do you know if someone is a good friend?




R.E. Year 2 - Autumn 2 Knowledge Organiser
Enquiry: Why do Christians believe God gave Jesus to the world?

| Key vocabulary | Definition |
|----------------|--|
| Inspire | To look up to someone or something |
| Hero | A person who is brave and good and looked up to by others. A hero can inspire people. |
| Advent | The period beginning on the 4 th Sunday before Christmas. Literal translation is "coming" so this is a time of preparation, waiting for Jesus' birth. |
| Saviour | God or Jesus Christ as the redeemer of sin and saver of souls. |
| Jesus | The Son of God who lived on Earth. |
| | |

| Key Knowledge |
|---|
| I can explain what a "hero" is and explain why I think someone is a hero. |
| I know that some problems are caused by people being unkind. |
| I can re tell the Christmas Story |
| I can give some reasons why God gave Jesus to the world. |
| I know that Jesus wanted to help the world by teaching others to love each other and be kind. |
| I can give examples of when I have been kind to others. |



| Key Vocabulary | Definition |
|---------------------|---|
| Action | The skill a gymnast uses in their sequence e.g. jump, travel, shape, balance, roll. |
| Link | To know that if shapes link well together it will help sequences to flow. |
| Sequence | A number of actions linked together. |
| Body tension | Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action. |

| Skills | |
|-----------------------------------|--|
| Balancing with apparatus |  |
| Jump into landing position |  |
| Forward roll |  |

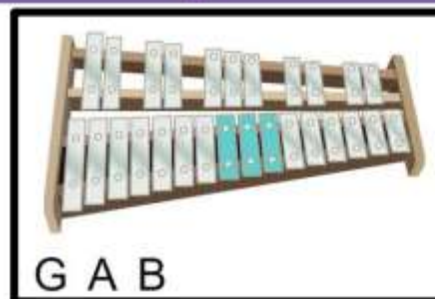
Skill Development

- To perform gymnastic shapes and link them together.
- To use shapes to create balances
- To link travelling actions and balances using apparatus
- To demonstrate different shapes, take off and landing when performing jumps
- To develop rolling and sequence building
- To create a sequence using apparatus.

| Key Vocabulary | Definition |
|----------------|--|
| Pulse/Beat | A musical pulse |
| Rhythm | Music as it unfolds in time |
| Pitch | Highness or lowness of a sound |
| Ensemble | A group of people who perform instruments or sing together |
| Orchestra | A group of musicians who perform instruments together – mainly stringed instruments. |
| Texture | Thick or thin – how many layers of voice and/or instruments are in a piece of music. |
| Legato | Smooth and flowing music |
| Staccato | Short and spiky music |
| Articulation | The way specific notes of parts of a piece are played or sung e.g. staccato |

2/4 Time Signature

| | | | |
|----------|--------------|--|-------------|
| minim | half note | | 2 beats |
| crotchet | quarter note | | 1 beat |
| quaver | eighth note | | 1/2 beat |



do re mi fa so la ti do

Songs covered

- Sparkle In The Sun
- Listen
- The Orchestra Song