

Knowledge Organisers

1st Autumn Term

Science

Geography

Art

PSHCE

Computing

P.E.

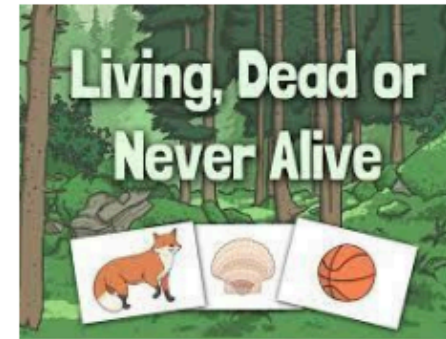
Music

R.E.

Class 1 (Yr 1/2)

Knowledge Organiser- Living things and their Environment - Year 2

Key Vocabulary	Definition
Alive	Something that moves, grows and reproduces
Living	Something that is alive
Habitat	A place where particular
Germination	Stage of plant growth when the seed begins to sprout
Mature	When a plant has reached its adult (flowering) stage
Adapt	To change to fit in with the habitat
Environment	The surroundings of where an animal or plant lives
Survive	To stay alive
Damage	To hurt or harm a person or a place
Specific habitat names, animals and plants as required each lesson.	
Key Knowledge	
I can classify things into living, dead and never alive.	
I know that a habitat is the name given to a place where plants or animals live.	
I know that plants need water, light and a suitable temperature to grow	
I can name and describe animals that live in underground habitats	
I know that rainforest habitats are home to many different animals and plants.	
I know how desert animals and plants are adapted to their environment	



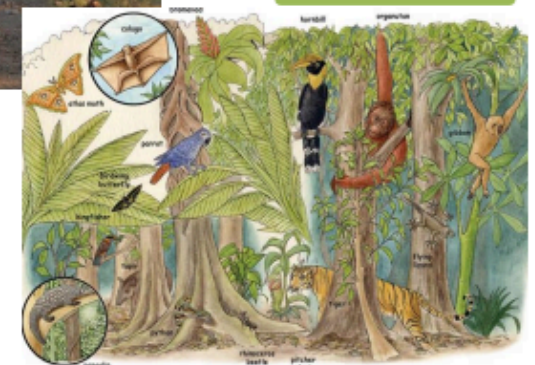
Underground



Desert



Rainforest



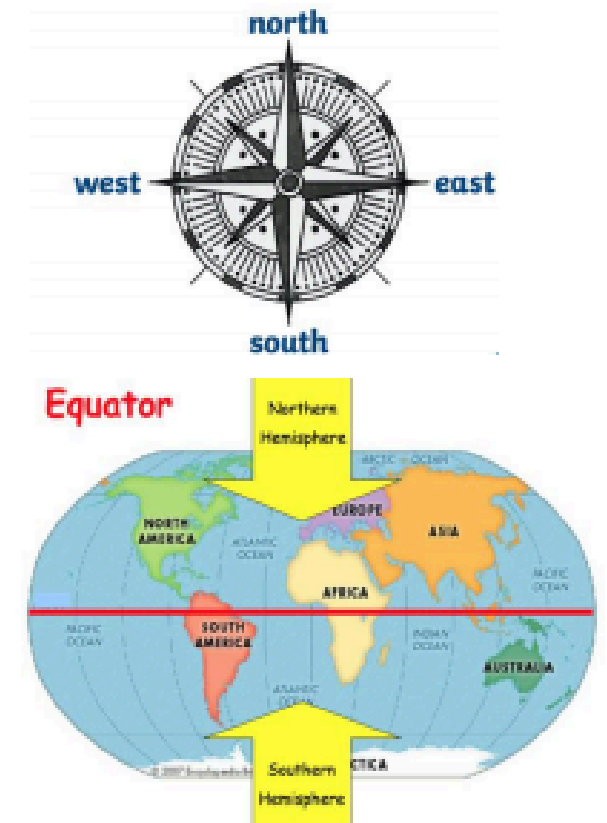
Knowledge Organiser - Maps and Globes – Geography - Year 2

Key Vocabulary	Definition
Map	A picture that shows where things are located
Globe	A globe is a 3-D representation of the world
Navigate	To plan and then travel along a route
Location	The place where something is
Direction	The position towards which something travels
Ordnance Survey	An organisation that produces maps in the UK
Symbols	Small pictures that are used on maps to represent geographical features.
Scale	Maps use scale to show how far apart places are
Equator	An imaginary line around the Earth that divides the Northern Hemisphere from the Southern Hemisphere

A Map



A Globe



Key Knowledge

- I know what is located on the site of my school.
- I know maps show us information about a location.
- I can recognise and locate physical and human features of the local area.
- I can use a map to plan a route.
- I can identify locations on a globe or world map.

Knowledge Organiser - Colour, Shape and Texture - Visual Arts - Year 2

Key Vocabulary	Definition
primary colours	Yellow, red and blue. These colours cannot be mixed from other colours.
secondary colours	Green, orange and purple. These colours are mixed by combining two primary colours.
complementary colours	Any two colours which are opposite each other on the colour wheel, for example yellow and purple are complementary to each other.
geometric shape	Shapes we can name, e.g. square, rectangle, triangle, circle.
organic shape	A shape we cannot give a name to, unlike a geometric shape. These shapes are often found in the natural world.
composition	How different ingredients in art (e.g. colour, shape, texture) are put together to make up a whole work of art.
cut-out	The words Matisse used to describe his method of creating pictures with scissors and coloured paper.
texture	How an object feels.
visual texture	When an artist uses different shapes, marks, colours, light or shade to show how something feels (texture).

Key Knowledge
I understand how Matisse made his cut-outs.
I know that Matisse used organic shapes and complementary colours in his cut-outs.
I understand that Matisse carefully considered the composition of his cut-outs.
I understand that artists can show how something feels.
To explore how artists create visual texture.

Complementary Colours:



Painting	Artist and Title
A vibrant cut-out artwork featuring a central yellow figure surrounded by various colored shapes on a red background.	Matisse, <i>Mimosa</i> (1951)
A detailed drawing of a young hare, showing fine details of its fur and posture.	Dürer, <i>Young Hare</i> , (1502)
A painting depicting a man and a woman in a domestic interior, with a dog and a mirror in the background.	Jan van Eyck, <i>The Arnolfini Portrait</i> (1434)

Knowledge Organiser – OAA – Year 2

Key Vocabulary	Definition
Cooperate	To work together towards the same goal.
Map	A pictorial representation of an area.
Route	A way of getting from one point to another.
Orienteering	A sport in which people run through a series of waypoints (controls) to guide then

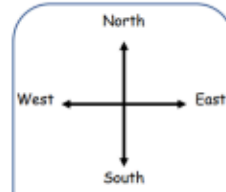
Skill Development

Understand that a diagram/map is a bird's eye representation of the ground.
Follow & give verbal & written commands to move forwards, backwards, up, down, left and right.

Use a basic diagram/map to navigate to a single point in reality.

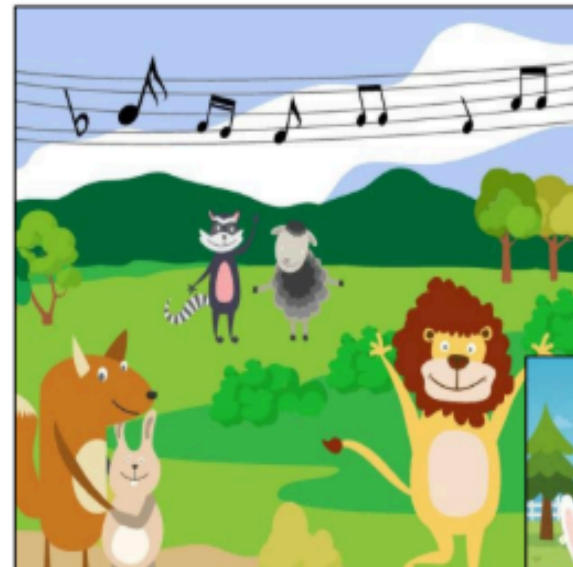
Make decisions and solve problems whilst being physically active.

Listen to other pupils and communicate with other pupils to complete a task.

Skills	
Legend	
Start and finish sign	 
Compass directions	 Compass directions—these always remain the same and don't move.

Music Knowledge Organiser – Unit 1: Rhyming in Time

Key Vocabulary	
Tempo	The speed at which a piece of music is played.
Movement	The act of changing physical location or position, especially in rhythm to music.
Beat	The basic unit of time in music, a steady pulse.
Rap	A style of popular music in which words are sung with a rhythm; it often has no melody.
Melody	A sequence of notes that is musically satisfying; a tune.
Pulse	Another word for the beat; the rhythm of the music.
Perform	To present music, dance, or art to an audience.
Scherzo	A lively and fast piece of music, often light-hearted.



I Can Statements:

I feel confident when I chant, rap or sing, and I can make my voice sound just like the music.

I can move in time with the beat. If the music speeds up, I speed up; if it slows down, I slow down.

I know that tempo means the speed of the music.

I can listen carefully to music that was written recently or a long time ago, and think about how it makes me feel.

Unit Objectives

To move in time with the beat/pulse, responding to different tempos (speeds).

To chant, rap and sing using different voices, following simple cues such as starting together.

Knowledge Organiser – PSHCE – Being Me in My World - Year Two



Vocabulary	
Co-operate	To act or work together for a particular purpose, or to be helpful by doing what someone asks you to do.
Problem-solving	The process of finding solutions to problems.
Positive	Full of hope and confidence, or giving reason for hope and confidence.
Negative	Expressing no. A negative sentence or phrase is one that contains a word such as "not", "no", "never", or "nothing".
Consequences	A result of a particular action or situation, often one that is bad or not convenient.
Assertive	Confidently and directly expressing needs, opinions, and feelings while respecting others.



Key Knowledge
I can understand the rights and responsibilities for being a member of my class and school.
I can listen to other people and contribute my own ideas about rewards and consequences.
I can recognise the choices I make and understand the consequences.



Reflective Questions
Ask me this...
How can we make the Learning Charter work in our class?
Why is it important to be responsible?
Does every behaviour have a consequence?

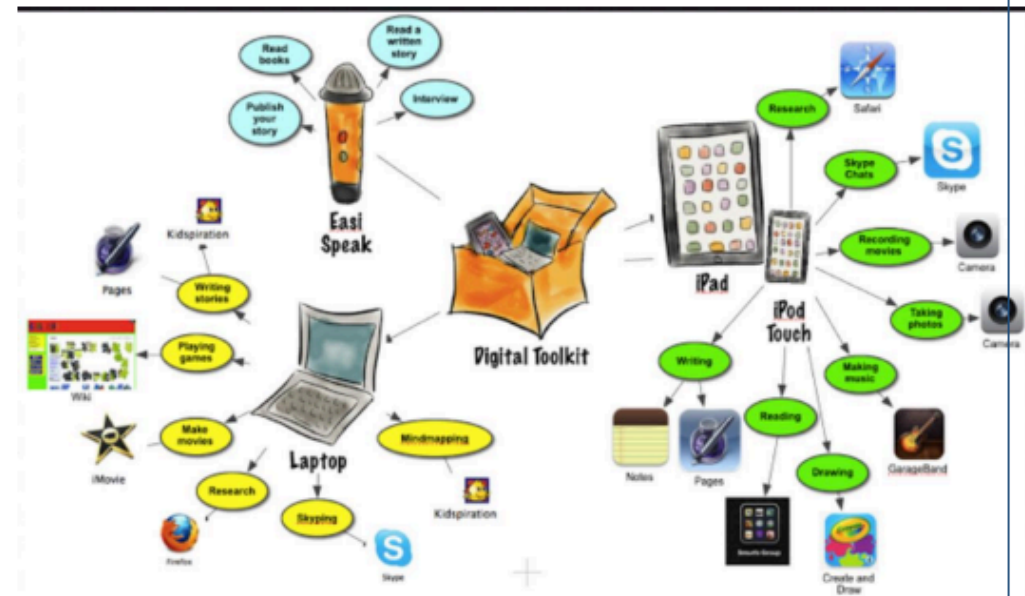
Knowledge Organiser- Information Technology All Around Us – Computing - Year 2

Key vocabulary	Definition
Information Technology	Information technology (IT) or information and communication technology (ICT) is the technology required for information processing. In particular the use of electronic computers to convert, store, process, transmit, and retrieve information.
Computer	a programmable electronic device designed to accept data, perform mathematical and logical operations at high speed, and display the results of these operations. Mainframes, desktop and laptop computers, tablets, and smartphones are some of the different types of computers
Barcode	A barcode is a way of storing numbers printed in a way that a computer can easily read. The first barcodes stored the numbers using lines (bars).
Scanner	a device that converts a printed image (as text or a photograph) into a form a computer can display or alter



Key Knowledge

- To recognise the uses of IT
- To recognise the use of information technology in school
- To identify information technology beyond school
- To explain how information technology helps us
- To know how to use information technology safely
- To recognise that choices are made when using information technology



R.E. Year 2 - Autumn 1 Knowledge Organiser
Enquiry: Is it possible to be kind to everyone all of the time?

Key vocabulary	Definition
Kindness	Being friendly and showing concern about the way others' feel.
Parable	A story with a moral or meaning about everyday life.
Neighbour	A neighbour is anyone near us.
Samaritan	A person who belonged to a race who did not normally associate with Jews.

Key Knowledge
I can say when I have been kind to others, even when it was difficult.
I know the story of the Good Samaritan and know it means that Christians believe they should be kind to everyone.
I know the story of Jesus healing the paralysed man and know it means that Christians believe Jesus was a kind person.
I know that Jesus taught Christians to be kind.
I can suggest ways that I could be a kinder person.

