# Knowledge Organiser Booklet Year 2 Autumn 2

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Use your knowledge organisers to help you remember more.



Art and Design - Explore and Draw - Year 2 - Autumn 2							
Art Themes		Tier 2					
Pattern	Shape	Communicate	Environment	Watercolour	Land Art	Natural Materials	
The repeated way in which something is designed.	A form or outline of something.	To convey knowledge or information about something.	Our surroundings - the natural or manmade world around us.	Paint thinned with water giving transparent colours.	Land art is art created out on the land using the natural materials of the earth and nature.	Natural materials are those found in the natural world e.g. stone, sand, wood.	
We can make different patterns arranging shapes and lines in different ways.	We have drawn shapes such as squares and circles.	We communicate in many ways including through speaking, writing and art.	We can be inspired by the natural environment to make art.	With watercolour paint you can create layers of colour.	Land art can be made from natural objects such as stone, leaves, shells.	We can find natural materials in areas such as woods, parks and gardens.	
We will make patterns inspired by what we see around us.	We can make different shapes using a range of media.	With communication we can share information, news, stories and ideas.	We can collect objects in our environment such as leaves, sticks and pebbles.	With less water the watercolour will be a stronger colour and with more water it will be lighter.	Land artists can make sculptures with what they find in nature e.g. soil, ice, earth.	We will use the natural materials we find to make our own land art.	
				Store Store			
How this connects with previous learning How this connects with future learning							
In Reception, you made patterns using circles.	You created drawings using spirals in Year I.	You can communicate through words and images.		In Year 3, you will design your own collages using different shapes and colours.	In Year 4, you will make 3D sculptural forms inspired by food.	In Year 5, you will create your own fashion designs.	

Computing – Digital Photography– Year 2 – Autumn <u>2</u>								
Tier 2 Vocabulary			Key Vocabulary					
compare	capture	portrait	landscape	light source	effect			
To find similarities and differences between things.	To take a picture.	To take a picture vertically.	To take a picture horizontally.	A device that produces light.	The result of an action or change.			
If we compare a camera and a tablet, we will see that there are some similarities and some differences.	Cameras, tablets and mobile phones can all be used to capture photographs.	Mobile phones and computer documents usually use a portrait display.	Most computers and televisions use a landscape display.	A lamp, a torch or a candle are all light sources.	To change the look of something we have created, we can add a digital effect.			
In English, we can compare two different characters in a story.	We will learn to capture our own photographs.	To take a close up photograph of a person's head and shoulders, we would use portrait mode.	To photograph land, sky or water from far away, it is better to use landscape mode.	We can change the way a photograph looks by adding a light source.	We will change our photographs to suit a purpose by adding an effect.			
We can compare two different photographs to see which are real and which have effects added.								
How this connects with previous learning How this connects with future learning								
In Reception, you used the camera feature on an iPad to make Chatterpix videos.	In Year I, you used an iPad to make digital paintings.	In Year I, you used a computer to create and edit text.	Later in Year 2, you will use technology to create digital music.	In Year 3, you will create stop frame animation.	In Year 4, you will revisit photograph editing.			

History – Hackney's History – Year 2 – Autumn 2								
Historical Themes 1		Tier 2	Key Vocabulary					
migration	empire	compare	industrialised	generation	archive	social change		
The process of moving from one place to another.	A group of nations that are all ruled by the same leader or leaders.	To discover the similarities and differences between things.	Where machines in factories are used to do make large numbers of things.	All the people in a group or country who are of a similar age.	An archive is a physical or digital place where important items are stored.	When different people with different ideas meet and mix, social change can happen.		
		We can compare what life was like in Hackney in the past and in the present.						
Olaudah Equiano and Joseph Jackson Fuller migrated to London after they were freed.	The British Empire is a term used to describe all the places around the world that were once ruled by Britain. People have migrated to Hackney from all over the British Empire.	We can compare how and why different people moved to Hackney.	In the 19th century lots of factories were built in Hackney. People moved to Hackney to work in the factories.	The 'Windrush Generation' migrated to Britain from the Caribbean from 1948 onwards.	Hackney Archives stores artefacts documents and pictures about the borough's past.	Hackney continues to experience social change as people move in and out of the borough.		
London		tal actin						
Things you learnt in previous topics				How th	is connects with future l	earning		
In Year I 'Living History' you learnt how schools in Hackney have changed.	T	In year I 'The Great Fire of London' you learned what life was like for people in London		Later in year 2, in 'The Victorians', you will learn about how the British Empire became very powerful during Queen Victoria's reign.		In Year 3, in 'Ancient Egypt', you will learn that slavery was a part of Egyptian society and slaves were used to build pyramids.		

#### Physical Education - Attack, Defend, Shoot: Unit I - Year 2 - Autumn 2 **Key Vocabulary** aim defend attack control compete cooperate When you aim you direct a If players in a team attack, When we compete we to try When you defend you try To keep possession of the Working together with ball, puck or other object they move forward to try to to be more successful than and prevent the opposing ball from the opposing other players on the same towards a target like a goal score points or goals. someone or something team from scoring points or team. team in order to achieve a or basket. else. gaining an advantage. common aoal. I am going to aim my throw am so good at attacking. Next week we are We defended so well that The player demonstrated My teammates and I towards the goal. On Saturday when I played competing at the Fed the other team didn't score excellent control of the ball. cooperate so well when we hockey I scored 7 goals. Sports Day. a single goal. dribbling past multiple play cricket together. defenders and scoring a spectacular goal.



#### How this connects with previous learning

In Reception Pupils will learn to perform actions demonstrating changes in speed.

In Year I Pupils will learn to practice basic movement including running, jumping etc.



perform some basic basketball skills, throwing, catching and dribbling.

In Year 3 Pupils will learn to In Year 4 Pupils will learn to Increase confidence and selection of basic skills. such as dribbling throwing and shooting.

How this connects with future learning

In Year 5 you will need to learn how to cooperate with others when playing competitive team games.

## Physical Education - Run, Jump, Throw - Year 2 - Autumn 2

### Key Vocabulary

lunges	strength	repetition	accuracy	burn	stamina	
This is a special stretch that warms up your leg muscles.	Strength is your power to complete an activity. You can have strength in different parts of your body, such as your arms and legs.	This is when you complete a certain action or movement again.	Accuracy is being able to hit a target with a object, such as a ball.	Every day our body burns, or uses up, energy. We then need to get more energy from food and drink.	Stamina is when you have the strength to do something for a long time without getting tired.	
Just step forward with one leg, and lower your hips until both knees are bent at about 90-degree angles.	The more strength you have, the easier it is to complete certain actions. E.g. with more leg strength you can run faster.	In PE we complete repetitions of exercise movements to gain more strength.	Throwing with accuracy is is really important to score points in some sports, such as basketball, bowling and dodgeball.	When you exercise or play sport, you burn energy more quickly. This helps us to stay healthy.	You can have stamina for different things, such as running really far or cycling a long way.	
		X 10			30 min.	
How this connects with previous learning How this connects with future learning						
In Reception you learnt to perform actions demonstrating changes in speed.	In Year I you began to link running and jumping and developed throwing techniques.		In Year 3 you will learn to jump for height and distance.	In Year 3 you will throw with speed and power and apply appropriate force.	In Year 4 you will use equipment to measure, time and compare different styles of runs, jumps and throws.	

#### Religious Education - Islamic Beliefs - Year 2 - Autumn 2

#### Tier 2 Vocabulary

### **Key Vocabulary**

record	Muslim	Allah	Ramadan	Eid-ul-Fitr	mosque
To keep information by writing or typing it.	A Muslim is a following of the religion Islam. It is one of the world's major religion.	Allah is the Arabic word for God. Muslims believe that Allah sent down the Qur'an, the Muslim holy texts.	Ramadan is the ninth month is the Islamic calendar, which marks important holidays and events for Muslims .	Eid al-Fitr is a religious holiday that occurs at the end of Ramadan. The meaning of Eid al-Fitr, translated from Arabic, means 'the feast of the breaking of the fast'.	A mosque is more than a place of worship. Muslims worship, study and discuss Islam, and do many other things in a mosque.
In Reception you recorded information about places of worship in the community.	There are approximately I.8 billions Muslims all around the world.	Muslims believe that there is only one God, Allah. They pray to Allah five times a day.	During Ramadan people fast (do not eat or drink), during daylight hours.	During Eid-ul-Fitr families gather to enjoy special meals and sweets. Children wear new clothes, and gifts are archanged People glop visit the	The Arabic word for mosque is 'masjid' and it means 'place of prostration' to God.
In Year I you recorded the different ways in which people worship God.	Muslim is an Arabic word that translates to "one who submits to God".	Muslims believe that Allah created everything in the universe.	Muslims fast during Ramadan to help devote themselves to Islam. They do this to learn self-discipline and feel empathy for the poor.	graves of relatives. Some cities hold elaborate outdoor ceremonies.	Mosque buildings have large open spaces inside, with mats or carpets covering the floor.
In this unit you will explore Islamic beliefs including places of worship and Muslim festivals.					

#### How this connects with previous learning

In Reception you learnt about In Year I you explored the the Islamic Holy Book and the stories that are special to Muslims.

different places that people go to worship.



In Year 3 you will explore the way in which different religions describe God.

In Year 4 you identity the similarities and differences of Islam to other religions.

How this connects with future learning

In Year 5 you will explore what it is like to be a Muslim in Britain.

#### Science - Living Things and Their Habitats - Year 2 - Unit I

**Scientific Enquiry** 

#### Subject Specific Vocabulary

predators and prey.

construct and interpret a variety of food chains, identifying producers,

identifying & classifying <sup>(3)</sup>	living things	habitat	microhabitat	shelter	food chain
Identifying means knowing what something is and naming it. We will identify and name a variety of plants and animals in each habitat or microhabitat. Classifying means grouping things together if they have something in common. We will classify things that are living, dead and have never been alive.	All objects are either living, dead or have never been alive. Living things are plants (including seeds) and animals.	A habitat is a place where a plant or animal makes its home. Animals and plants live in a habitat to which they are suited.	Microhabitats are small parts of a habitat that have their own conditions like temperature which suit its plants and animals.	A shelter is a place or structure giving protection against weather or danger.	All plants and animals need food to live. Plants make their own food. Animals cannot make their own food. They eat plants and/or other
researching We will find out about habitats outside our local area by researching using secondary sources such as non-fiction books.			A rotting log in a woodland habitat is a microhabitat.	The woodpecker is sheltering in the tree.	animals. Food chains show the animals and/or plants eaten by other animals.
Working Scientifically	Dead things include dead animals and plants and	A habitat provides the basic needs of the	A rockpool in a coastal habitat is a microhabitat.	The vole is sheltering	$\rightarrow \rightarrow \rightarrow \uparrow$
Asking scientific questions Planning an enquiry Observing closely Measuring (taking measurements) Gathering and recording results Presenting results Interpreting results	parts of plants and animals that are no longer attached such as leaves, twigs, shells, fur, hair and feathers. Objects made of rock and metal have never been alive.	animals and plants – r shelter, food and water. Examples of habitats are: woodland, urban, desert, rainforest, ocean, polar, r pond.		nside the log.	This food chain shows grass is eaten by a rabbit and the rabbit is eaten by a fox.
Things you learnt in previous	topics		How thi	s connects with future	learning
In Year I, you identified and named plants and trees in what the main parts of common flowering plants, inclu- petal, branch, leaf. You also learnt about different anin reptiles, birds and mammals and described and comp identified and named some common animals within e words carnivore, herbivore and omnivore and could no	En .	Later this year, you will obs mature plants. You will find light and a suitable tempe In Year 4, you will learn tha will use and create classific change and that this can s	erve and describe how se d out about and describe rature to grow and stay h at living things can be gro cation keys. You will recog cometimes pose dangers t	eds and bulbs grow into how plants need water, ealthy. uped in different ways. You nise that environments can to living things. You will	

In Year I, you identified what the main parts o petal, branch, leaf. You reptiles, birds and ma identified and named words carnivore, herbivore and omnivore and could name animals in each group. You observed, recorded and discussed changes across the four seasons: autumn, spring, summer, winter.



#### Science- Uses of Everyday Materials - Year 2 - Unit 2

flexible

## Scientific Enquiry



#### comparative & fair testing

Comparative tests compare things in order to rank them. Fair tests look for changes when one variable is changed. We will test the properties of materials such as wood, metal, plastic, fabric, paper and cardboard for a particular use, such as comparing the stretchiness of fabrics for Elastigirl's suit and choosing the best material for a rain hat.

(%) identifying & classifying 🖑 🐨 made of alustic Identifying means knowing what something is and naming it. Classifying means grouping things together if they have something in common. We will identify and classify materials based on different properties for example grouping opaque or absorbent materials together.

## Working Scientifically

Asking scientific questions Planning an enquiry Observing closely Taking measurements

Gathering and recording results **Presenting results** Interpreting results

#### Things you learnt in previous topics

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In Year I, you distinguished between an object and the material from which it is made. You identified and named a variety of everyday materials, including wood, plastic, glass, metal, water and rock. You also described the simple physical properties of a variety of these materials. You compared and grouped together a variety of everyday materials on the basis of their simple physical properties.

### suitable

Suitable means appropriate for a specific purpose. All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. For example, made of plastic because it is transparent allowing you to see the drink inside and waterproof so that it holds the water.



Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting.

is able to bend easily without breaking. Rubber is flexible and is suitable for tubes or wire casing that need to bend.



#### rigid

Rigid means the opposite of flexible - a material that does not bend easily and cannot be reshaped without using a lot of force.



Flexible means a material An absorbent material is An opaque material a material that is able to soak up liquid easily, such as a sponge.



Subject Specific Vocabulary

absorbent

#### waterproof

A waterproof material keeps water and other liquids out.



Plastic and rubber are examples of waterproof materials and may be suitable for making items such as umbrellas and out. rain jackets.

does not let any light through. Materials such as stone and wood can be opaque. They would be suitable for makina a garden fence. It can't be seen through.



#### transparent

Transparent means the opposite of opaque. All of the light is let through the object. Windows are usually made of transparent glass so people can see



Other examples of translucent objects include some windows. thin tissue paper and cooking oil.

#### How this connects with future learning



In Year 3, you will compare and group together different rocks on the basis of their appearance and simple properties. You will notice that some forces need contact between two objects, but magnetic forces can act at a distance. In Year 5, you will compare and group together everyday materials based on their properties such as solubility, conductivity and transparency. You will give reasons for the particular uses of everyday materials based on

evidence from fair and comparative tests.

#### translucent opaque

Translucent means allowing some of the light through an object. A translucent material would be suitable for items such as sunalasses. which need to keep some light out to protect our eves.

## At New Wave Federation, we demonstrate...

## Collaboration

**Creativity** 

Focus

**Kindness** 

## Responsibility

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