Knowledge Organiser Booklet Year 2

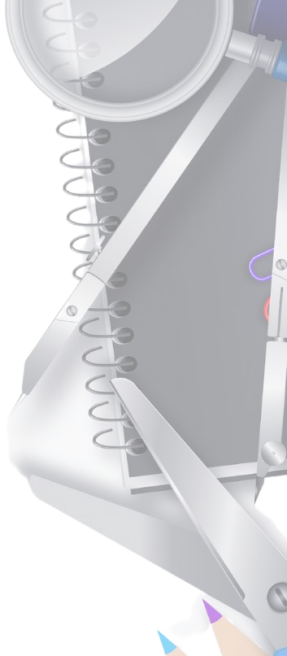
Autumn 2

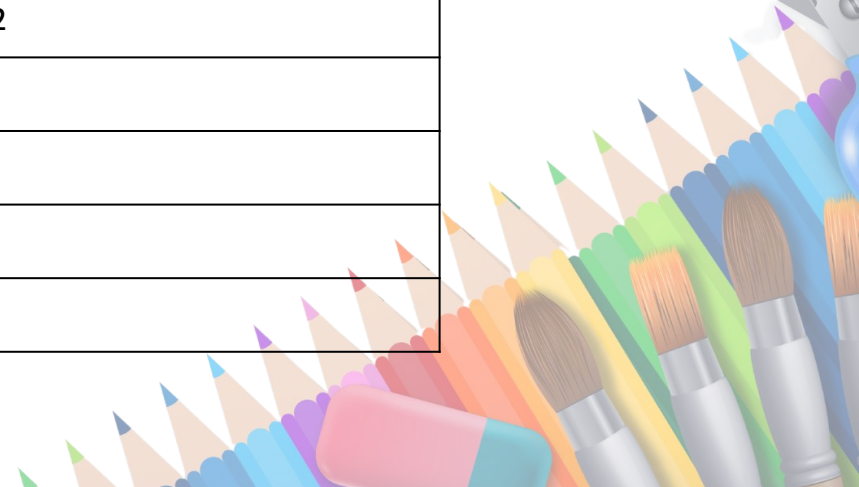
Name		Class	

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Use your knowledge organisers to help you remember more.

	Check it!	Link it!	Test it!
1	Write down the key words and definitions.	Create a mind map with all the information you can remember from your knowledge organiser.	Use your knowledge organiser to write down key facts or information onto cards.
2	Try doing this without the help of your knowledge organiser.	Check your knowledge organiser to see if there are any mistakes on your mind map.	Add pictures to help support you to remember things. Use the cards to make up questions.
3	Check your work and make any corrections using your green pen.	Try to make connections, linking the information together.	Ask a friend or a member of your family to quiz you on what you remember!

This is your Year 2 Art & Design Knowledge Organiser for Autumn 2 - Explore and Draw

Art Themes

Pattern

The repeated way in which something is designed.

We can make different patterns arranging shapes and lines in different ways.

We will make patterns inspired by what we see around us.



Shape

A form or outline of something.

We have drawn shapes such as squares and circles.

We can make different shapes using a range of media.



Tier 2

Communicate

To convey knowledge or information about something.

We communicate in many ways including through speaking, writing and art.

With communication we can share information, news, stories and ideas.



Key Vocabulary

Environment

Our surroundings - the natural or manmade world around us.

We can be inspired by the natural environment to make art.

We can collect objects in our environment such as leaves, sticks and pebbles.



Watercolour

Paint thinned with water giving transparent colours.

With watercolour paint you can create layers of colour.

With less water the watercolour will be a stronger colour and with more water it will be lighter.



Land Art

Land art is art created out on the land using the natural materials of the earth and nature.

Land art can be made from natural objects such as stone, leaves, shells.

Land artists can make sculptures with what they find in nature e.g. soil, ice, earth.



Natural Materials

Natural materials are those found in the natural world e.g. stone, sand, wood.

We can find natural materials in areas such as woods, parks and gardens.

We will use the natural materials we find to make our own land art.



How this connects with previous learning

In Reception, you made patterns using circles.

You created drawings using spirals in Year 1.

You can communicate through words and images.



How this connects with future learning

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.

This is your Year 2 Computing Knowledge Organiser for Autumn 2 - Digital Photography

Tier 2 Vocabulary

compare

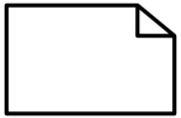
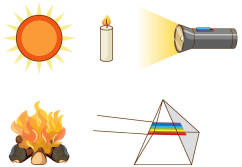
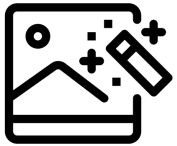
To find similarities and differences between things.

If we compare a camera and a tablet, we will see that there are some similarities and some differences.

In English, we can compare two different characters in a story.

We can compare two different photographs to see which are real and which have effects added.

Key Vocabulary

capture	portrait	landscape	light source	effect
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.
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.
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.
				

How this connects with previous learning

In Reception, you used the camera feature on an iPad to make Chatterpix videos.	In Year 1, you used an iPad to make digital paintings.	In Year 1, you used a computer to create and edit text.

How this connects with future learning

Later in Year 2, you will use technology to create digital music.	In Year 3, you will create stop frame animation.
In Year 3, you will create stop frame animation.	In Year 4, you will revisit photograph editing.

This is your Year 2 History Knowledge Organiser for Autumn 2 - Hackney's History

Historical Themes

migration

The process of moving from one place to another.



Olaudah Equiano and Joseph Jackson Fuller migrated to London after they were freed.



empire

A group of nations that are all ruled by the same leader or leaders.



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.

Tier 2

compare

To discover the similarities and differences between things.

We can compare what life was like in Hackney in the past and in the present.

We can compare how and why different people moved to Hackney.



Key Vocabulary

industrialised

Where machines in factories are used to do make large numbers of things.



In the 19th century lots of factories were built in Hackney. People moved to Hackney to work in the factories.



generation

All the people in a group or country who are of a similar age.



The 'Windrush Generation' migrated to Britain from the Caribbean from 1948 onwards.



archive

An archive is a physical or digital place where important items are stored.



Hackney Archives stores artefacts documents and pictures about the borough's past.



social change

When different people with different ideas meet and mix, social change can happen.



Hackney continues to experience social change as people move in and out of the borough.



Things you learnt in previous topics

In Year 1 'Living History' you learnt how schools in Hackney have changed.



In year 1 'The Great Fire of London' you learned what life was like for people in London. .

How this connects with future learning

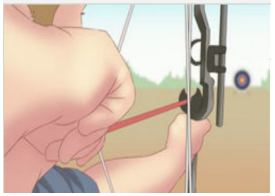
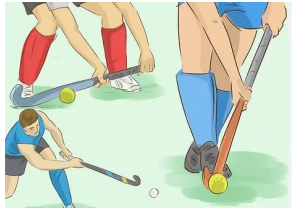
Later in year 2, in 'The Victorians', you will learn about how the British Empire became very powerful during Queen Victoria's reign.



In Year 3, in 'Ancient Egypt', you will learn that slavery was a part of Egyptian society and slaves were used to build pyramids.

This is your Year 2 Physical Education Knowledge Organiser for Autumn 2 - Attack, Defend, Shoot: Unit 1

Key Vocabulary

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

How this connects with previous learning

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

In Year 1 Pupils will learn to practice basic movement including running, jumping etc.



How this connects with future learning

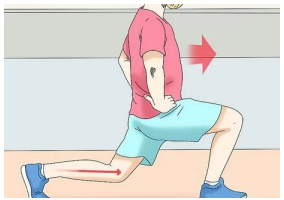
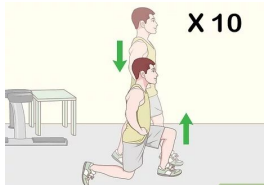
In Year 3 Pupils will learn to perform some basic basketball skills, throwing, catching and dribbling.

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

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

This is your Year 2 Physical Education Knowledge Organiser for Autumn 2 - Run, Jump, Throw

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.
					

How this connects with previous learning

In Reception you learnt to perform actions demonstrating changes in speed.

In Year 1 you began to link running and jumping and developed throwing techniques.

How this connects with future learning

In Year 3 you will learn to jump for height and distance.

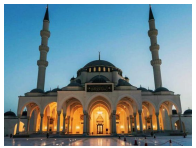
In Year 3 you will throw with speed and power and apply appropriate force.

In Year 4 you will use equipment to measure, time and compare different styles of runs, jumps and throws.

This is your Year 2 Religious Education Knowledge Organiser for Autumn 2 - Islamic Beliefs

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 1.8 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 exchanged. People also visit the graves of relatives. Some cities hold elaborate outdoor ceremonies.	The Arabic word for mosque is 'masjid' and it means 'place of prostration' to God.
In Year 1 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.		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 the Islamic Holy Book and the stories that are special to Muslims.

In Year 1 you explored the different places that people go to worship.



How this connects with future learning

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.

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

This is your Year 2 Science Knowledge Organiser Unit 1 - Living Things and Their Habitats

Scientific Enquiry

identifying & classifying

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.

researching

We will find out about habitats outside our local area by researching using secondary sources such as non-fiction books.

Working Scientifically

Asking scientific questions
Planning an enquiry
Observing closely
Measuring (taking measurements)
Gathering and recording results
Presenting results
Interpreting results

Subject Specific Vocabulary

living things

All objects are either living, dead or have never been alive. Living things are plants (including seeds) and animals.





Dead things include dead animals and plants and 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.

habitat

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.



A habitat provides the basic needs of the animals and plants – shelter, food and water. Examples of habitats are: woodland, urban, desert, rainforest, ocean, polar, pond.

microhabitat

Microhabitats are small parts of a habitat that have their own conditions like temperature which suit its plants and animals.

A rotting log in a woodland habitat is a microhabitat.



A rockpool in a coastal habitat is a microhabitat.



shelter

A shelter is a place or structure giving protection against weather or danger.

The woodpecker is sheltering in the tree.



The vole is sheltering inside the log.



food chain

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 animals.

Food chains show the animals and/or plants eaten by other animals.



This food chain shows grass is eaten by a rabbit and the rabbit is eaten by a fox.

Things you learnt in previous topics

In Year 1, you identified and named plants and trees in your local area and learnt what the main parts of common flowering plants, including trees were: stem, petal, branch, leaf. You also learnt about different animal types: fish, amphibians, reptiles, birds and mammals and described and compared their structures. You identified and named some common animals within each group. You learnt the 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.



How this connects with future learning

Later this year, you will observe and describe how seeds and bulbs grow into mature plants. You will find out about and describe how plants need water, light and a suitable temperature to grow and stay healthy.
In Year 4, you will learn that living things can be grouped in different ways. You will use and create classification keys. You will recognise that environments can change and that this can sometimes pose dangers to living things. You will construct and interpret a variety of food chains, identifying producers, predators and prey.

This is your Year 2 Science Knowledge Organiser Unit 2 - Uses of Everyday Materials

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

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

Subject Specific Vocabulary

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, some water bottles are 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.

flexible

Flexible means a material 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.



absorbent

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



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 rain jackets.

opaque

An opaque material does not let any light through. Materials such as stone and wood can be opaque. They would be suitable for making 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 out.

translucent

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



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





Things you learnt in previous topics

In Year 1, 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.

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.

At New Wave Federation, we demonstrate...



Collaboration

Creativity

Focus

Kindness

Responsibility