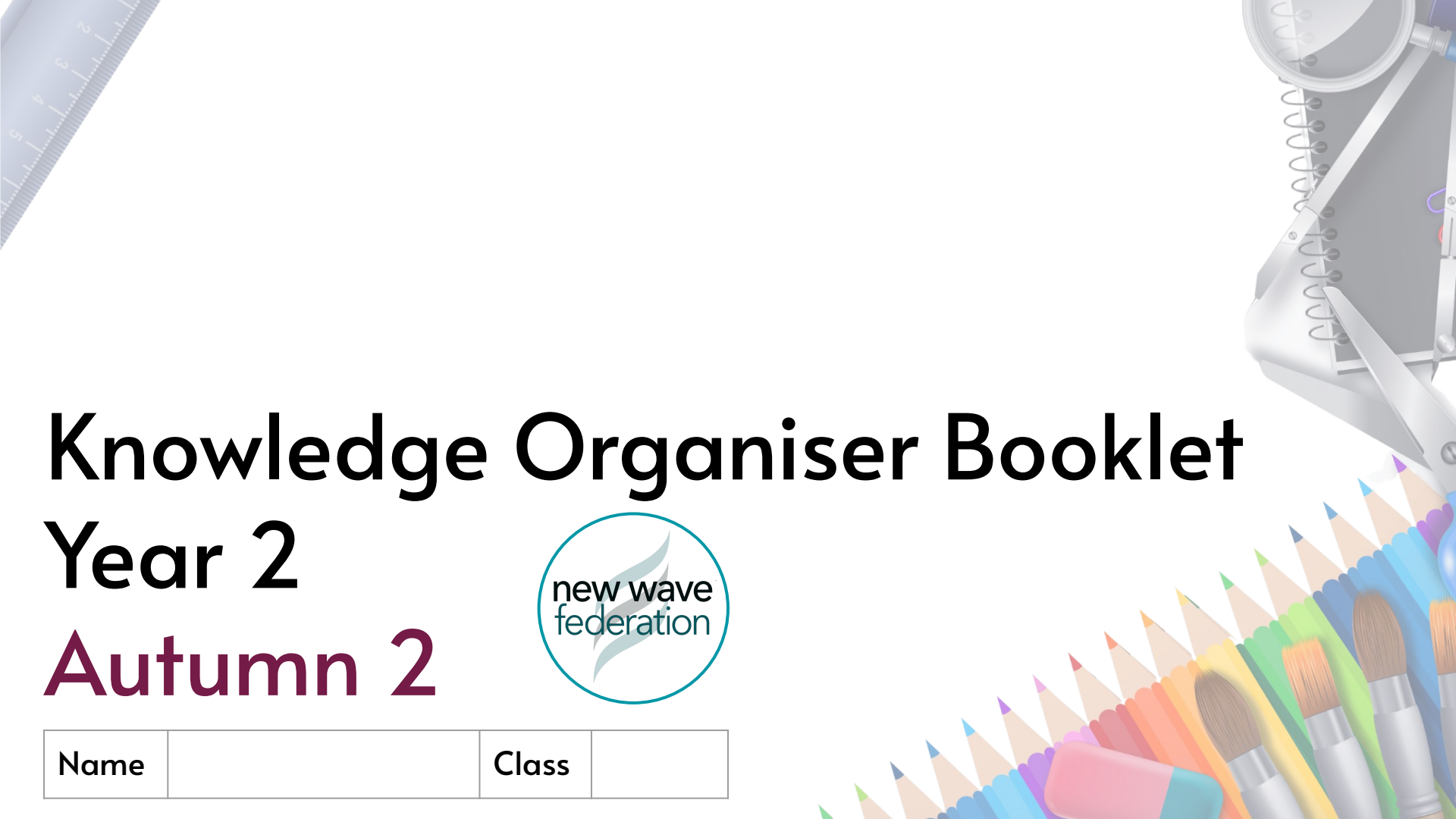




Knowledge Organiser Booklet

Year 2

Autumn 2



Name		Class	
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Use your knowledge organisers to help you remember more.

1

Check it!

Write down the key words and definitions.



2

Try doing this without the help of your knowledge organiser.

3

Check your work and make any corrections using your green pen.



Link it!

Create a mind map with all the information you can remember from your knowledge organiser.



Check your knowledge organiser to see if there are any mistakes on your mind map.

Try to make connections, linking the information together.

Test it!

Use your knowledge organiser to write down key facts or information onto cards.

Add pictures to help support you to remember things. Use the cards to make up questions.

Ask a friend or a member of your family to quiz you on what you remember!

Art and Design – Explore and Draw – Year 2 – Autumn 2

Art Themes

Tier 2

Key Vocabulary

Art Themes		Key Vocabulary				
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.
						
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 1.	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 2

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

To take a picture.

Cameras, tablets and mobile phones can all be used to capture photographs.

We will learn to capture our own photographs.



portrait

To take a picture vertically.

Mobile phones and computer documents usually use a portrait display.

To take a close up photograph of a person's head and shoulders, we would use portrait mode.

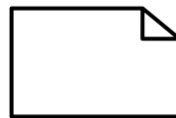


landscape

To take a picture horizontally.

Most computers and televisions use a landscape display.

To photograph land, sky or water from far away, it is better to use landscape mode.



light source

A device that produces light.

A lamp, a torch or a candle are all light sources.

We can change the way a photograph looks by adding a light source.



effect

The result of an action or change.

To change the look of something we have created, we can add a digital effect.

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.

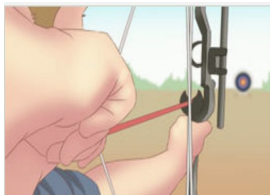
In Year 4, you will revisit photograph editing.

History – Hackney's History – Year 2 – Autumn 2

Historical Themes		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.	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.
	People have migrated to Hackney from all over the British Empire.					
Things you learnt in previous topics			How this connects with future learning			
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..			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 1 - Year 2 - Autumn 2

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 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

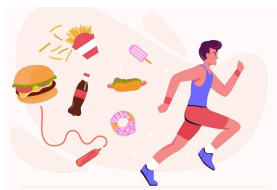
In Year 3 Pupils will learn to perform some basic basketball skills, throwing, catching and dribbling.

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.

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 an 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 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		How this connects with future 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.			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 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 identify 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.

Science- Living Things and Their Habitats - Year 2 - Unit 1

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

living things

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



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.



microhabitat

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



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.

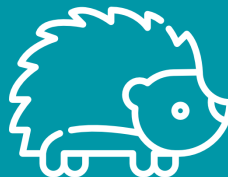
Food chains show the animals and/or plants eaten by other animals.



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.

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

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

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...

The logo for New Wave Federation is a circular emblem with a blue border. Inside the circle, the words "new wave" are written in a black, lowercase, sans-serif font, and "federation" is written below it in a teal, lowercase, sans-serif font. A stylized, light blue wave graphic is positioned behind the text.

new wave
federation

Collaboration

Creativity

Focus

Kindness

Responsibility