

KNOWLEDGE ORGANISER



Year 2

Curriculum Intent Statement -

At St. Augustine's Catholic Primary School, we are passionate about children's learning. The Cognitive Load research theory and Rosenshine's Principles of Instruction highlights that children learn through remembering and recalling and this theory is embedded this **within the knowledge of our curriculum**.

'Learning is Remembering and Recalling...'

Our curriculum is planned and sequenced around the specific vision of the National Curriculum, our Curriculum Drivers, the Laudato Si and the Gospel Values. This is based upon our School Catholic Mission that we have a moral purpose for our pupils to flourish in a safe, happy and stimulating environment, and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel. We believe that this core belief underpins everything we do here at St. Augustine's.

St. Augustine's curriculum will provide inspiring and relevant learning opportunities for our children to develop the knowledge and skills that can be fluently applied across all subject areas. It will ensure that all children's individual needs and experiences are developed through local, national and global contexts.

In order for children to relate to their learning, topic areas will be carefully planned and supported through external visitors talking about their experiences, or class trips to supplement the children's learning.

Curriculum Development - Intent

LauDato Si, National Curriculum and Gospel Values



Using our Secrets to Success...



Rosenshine's Principles of Instruction

Parents in Partnership and Knowledge Organisers

English
Reading
Writing
Phonics
Spelling
Punctuation
Grammar

Maths
Arithmetic
Fluency
Reasoning
Problem Solving

RE
Knowledge &
Understanding
Engagement &
Response
Analysis & Evaluation

The Culture Team
History
Geography

The Arts and Technology Team
Design
Technology Art
Music
Computing

The Healthy Hearts and Minds Team
PE
Science
PSHE / RSHE

Being the 'Best we can be'

Our Laudato Si key question this half term...

How do we help others in England
who are less fortunate than us?



Our Focus Gospel Value this half term is...



How do you show compassion in what
you do?

School Mission Statement

**Lead us Lord,
To act justly,
To love tenderly,
And to walk humbly.**



Amen

Bright Lights and Big Cities



This half term, Year 2 are learning about The Great Fire of London. We have lots of exciting things planned, including:

- Great Fire of London collages
- Great Fire of London silhouette paintings
- Finding out about Thomas Farrinor and Pudding Lane Bakery!
- Online visit from Safewise to talk about fire safety.
- Creating our very own Great Fire of London in the playground!!

How can I help my child with this topic:

Find out about The Great Fire of London through the BBC Magic Grandad programme:

<https://www.youtube.com/watch?v=VarSSAwiimU&t=287s>

Watch Horrible Histories clips here: <https://www.youtube.com/watch?v=43xisrBPS8M> and the song here:

<https://www.bbc.co.uk/cbbc/watch/horrible-histories-great-fire-of-london>

Make your own 1666 cardboard house for our own version of the fire.

Take part in some of the topic grid tasks – this can be found on Google Classroom.

The next few slides will show you some of the things that we will be covering within specific subjects. Each subject will look at a specific set of skills that will allow children to meet the National Curriculum objectives within Year 2.

English - KS1 KEY VOCABULARY

Phonics/Spelling Key Vocabulary

Phoneme - A single unit of sound

Diagraph - A type of grapheme where two letters represent one phoneme (sound) e.g. each

Consonants - Most of the letters of the alphabet represent consonants; the letters a, e, i, o, u represent vowels

Vowels - The letters a, e, i, o, u

Grapheme - A letter, or combination of letters, that corresponds to a single phoneme within a word e.g. ten

Segment - Break a word into phonemes

Blend - Put the phonemes back together

Compound Word - A word that contains two or more root words e.g. news+paper, ice+cream

Key Word/Common Exception Word - A word which can't be phonetically decoded

Prefix - A prefix is added at the beginning of a word in order to turn it into another word e.g. disappear

Suffix - Suffix A suffix is an 'ending', used at the end of one word to turn it into another word e.g. teacher

Pseudo Word - Words use to check phonic decoding skills which are not real word eg meap

Homophone - Two different words are homophones if they sound exactly the same when pronounced
e.g. hear/here

Reading Key Vocabulary

Decoding - Breaking down a word into different phonemes to help read it

Retrieval - Finding information from a text

Prediction - Saying what will happen next or as a result of something

Comprehension - Understanding what has been read

Inference - Making assumptions about what is happening in a text

Deduction - Using evidence in a text to support an idea

Don't forget the Reading Challenge!

Grammar Key Vocabulary

Adjective - Used before a noun to make the noun's meaning more specific e.g. tall, blue

Noun - Nouns are sometimes called 'naming words' because they name people, places and 'things' e.g. table, hotel

Verb - Verbs are sometimes called 'doing words' because many verbs name an action that someone does e.g. run, cook

Adverb - These modifying the verb e.g. quickly, happily

Statement - States a fact or something that has happened. **E.g. You are my friend.**

Command - Something you have to do. **E.g. Be my friend!**

Exclamation - When something is exclaimed- start with 'what' or 'how'. **E.g. What a good friend you are!**

Noun Phrase - A phrase where an adjective is used before a noun to describe it e.g. blue table, fierce fox

English - Knowledge

WRITING – Recounts

Newspaper articles

Feature
Sentences begin with a capital letter.
Sentences end with a full stop.
Orientation includes who, where, when and what.
Sequence of events is in order with time connectives.
The events elaborate what happened.
The title relates to the text.
Text is written in past tense.
Conclusion includes the last event and how the author felt about the event.

Diary writing

Did I...

include the date and/or time?

use the words 'I', 'my', 'we' and 'our'?

write as if I were there?

talk about where events happened?

write about the most important events in order?

describe my feelings?

use time linking words, e.g. next, first, then?

HOW TO HELP - Phonics/Spelling -

- Practise reading and spelling key words
- Use Read, Write Inc. Phonics sheets sent home
- Learn your child's spellings with them
- Encourage writing spelling words in sentences
- Encourage your child to write stories and letters
- Help your child to spot patterns in their spellings

HOW TO HELP - Grammar

- Speak in grammatically accurate sentences
- Work together on your child's grammar homework
- Encourage your child to spot punctuation

HOW TO HELP - Reading -

- Read to your child (lots)
- Try not to over correct your child
- Visit the school's Library (at least weekly)
- Visit local libraries
- Read comics/magazines
- Let your child see you read
- Make reading enjoyable- not a battle
- Let children read what interests them

HOW TO HELP - Writing

- Practise correct letter formation
- Don't over correct independent writing- aim for enthusiasm
- Provide a range of writing opportunities at home
- Let your child see you writing
- Where possible, write for a purpose, e.g. Letters, Postcards, Invitations, etc

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	grass	many
floor	hold	passplant	clothes
poor	told	path	busy
because	every	bath	people
find	everybody	hour	water
kind	even	move	again
mind	great	prove	half
behind	break	improve	money
child	steak	sure	Mr
children	pretty	sugar	Mrs
wild	beautiful	eye	parents
climb	after	could	Christmas
most	fast	should	
only	last	would	
both	past	who	
old	father	whole	
cold	class	any	

Phonics

☆☆ StoryTime Phonics

PHASE 5 SOUNDS

ir



ay



a-e



ea



i-e



ow



o-e



ew



u-e



aw



ou



oy



are



ie



oe



au



ue



wh



ph



e-e



Help your child to practice recognising these phonemes.

Look for them in books.

Can they write them in words?

Maths - KS1 KEY VOCABULARY / KNOWLEDGE

Operations Key Vocabulary -

Operation - Operation Addition, subtraction, multiplication or division

Number Sentence - A written calculation

Addition - The sum of two numbers (plus, add, total, more than)

Subtraction - Taking one number away from another or finding the difference between those values (take away, subtract, less than)

Difference Between - How many between the two numbers- often solved on a number line (how many more, how many less). Eg. Difference between 11 and 14 = 3

Multiplication - Multiplying one number by another (times, lots of, multiplied by, product of)

Array - A visual representation of multiplication

Division - Sharing or grouping a number into equal parts (share, divide, groups of, how many in)

Share - Divide a number or a number of objects equally into a number of piles

Group - Place objects in groups of a certain number

Commutative - The concept that addition and multiplication can be done in any order but subtraction and division cannot

Inverse - Reversing the effect of another operation eg $3+4=7$ so $7-4=3$

HOW TO HELP - Number and Place Value -

Talk to your child about Maths

Be positive about Maths and model using Maths skills

Set Maths challenges, can your child learn their 3x tables?

Fluency, Reasoning and Problem Solving Key Vocabulary -

Fluency - Using number and calculation skills accurately and efficiently

Reasoning - Following a line of enquiry, justifying their answers

Problem Solving - Solving real life and logical problems using mathematical understanding

HOW TO HELP - Problem Solving -

Embrace struggle! Teach your child that it's good get stuck!
This is how we learn best. Allow time for resilience building.

Maths - KS1 KEY VOCABULARY / HOW TO HELP - CONTINUED

Money

Knowledge Organiser

Key Vocabulary

pence

pound

coin

note

total

amount

change

difference

price

cost

pay

owe

Pence



1p

1 penny



2p

2 pence



5p

5 pence



10p

10 pence



20p

20 pence



50p

50 pence

Pounds



£1

1 pound



£2

2 pounds



£5

5 pounds



£10

10 pounds



£20

20 pounds



£50

50 pounds

Pounds and Pence



Equal Amounts



20p = 20p = 20p



£1 = £1 = £1

Compare Amounts



75p > 74p



£9 and 50p < £10

Advent/Christmas

Advent is a time of waiting to celebrate Jesus' coming at Christmas.



Why is it necessary to prepare?

What would happen if you didn't prepare?

How do you feel when you are preparing for special times?

What sort of preparations do members of the family make for Christmas?

What would happen if people didn't prepare for Christmas?

Is there anything you don't like about preparations –
for example, crowded shops?

Who?
Samuel Pepys
King Charles II
Thomas Farriner
John Evelyn
soldiers

Where?
London
Bakery
Pudding Lane
River Thames

When?
2nd September 1666
4 days and 4 nights

The Great Fire of London

History

Year 2 Skills

- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.
- Compare 2 versions of a past event
- Compare pictures or photographs of people or events in the past
- Discuss reliability of photos/ accounts/stories

Topic words

fire exploded spread
quickly fire hook squirt
boat bucket climbed
house wooden destroyed
escaped rebuild

Science

Year 2 Skills:

- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Squashing, Bending, Twisting and Stretching



Squash an object by pushing both hands together.



Bend an object by grabbing both ends of the object and bringing the ends inwards together.



Twist an object by turning your hands in opposite directions.



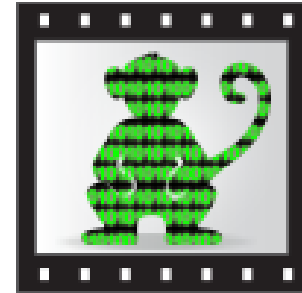
Stretch an object by pulling your hands slowly and gently apart.

Computer Science - CODING

Year 2 Skills:

- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs.

Purple Mash
Computing
2Code



Art

Year 2 Skills:

- Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.
- Understand the basic use of a sketchbook and work out ideas for drawings.
- Experiment with the visual elements; line, shape, pattern and colour.
- Experiment with, construct and join recycled, natural and man-made materials more confidently.

Key Vocabulary :

Line
Tone
Shape
Space
Texture
Light
Dark
Layer
Texture
Rip
Tear
Cut
Collage



Music

Unit: Our bodies

Musical focus: Beat
Subject link: PE

Unit: Our land

Musical focus: Exploring sounds
Subject link: Geography

Year 2 Skills

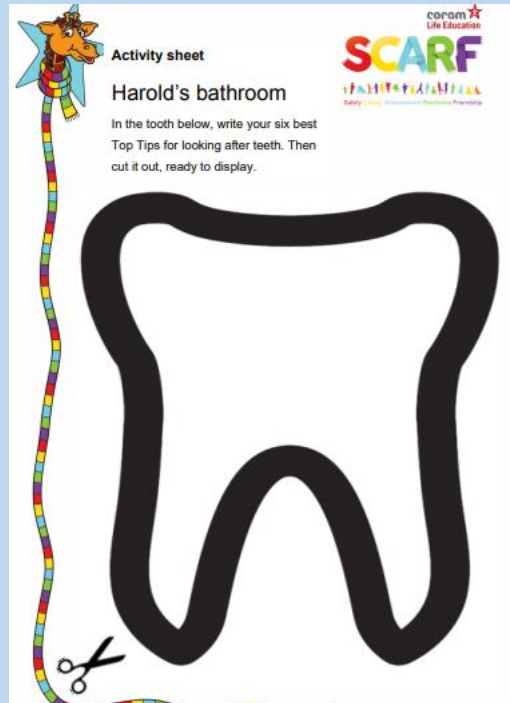
- Create and chose sounds in response to a given stimulus.
- Identify how sounds can be changed. Change sounds to reflect different stimuli.
- Identify different groups of instruments.

PSHE

Healthy Lifestyles

Key Questions:

- What constitutes a healthy diet (understanding calories and other nutritional content).



PE - Gymnastics

Structure sequences of actions and skills in different orders to improve performance (speed/direction/level etc).
Compare his/her performance with others



IMPACT QUESTIONS

Science – How can change the shape of materials by bending, squashing, twisting and stretching?

ICT – Can you sort out a set of instructions that do not work?

History – What sources can we use to find out about the Great Fire of London?

Geography – Can you locate London and the River Thames on a UK map?

Art – Can you tell me how to make orange using primary colours?

PE – How do we know when we have warmed up in a PE lesson?

Music – Can you clap in a steady beat?