



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.

National Curriculum

Gospel Values, Catholic Virtues, Laudato Si & British Values



Using our Secrets to Success...



Roshenshine's Principles of Instruction & Jonathan Lear

Curriculum Drivers and Teams

English
Reading
Writing
Phonics
SPaG

Maths
Arithmetic
Fluency
Reasoning
Problem Solving

RE
Knowledge &
Understanding
Engagement &
Response
Analysis & Evaluation

History
Music
French (MFL)
Computing

Geography
Art
DT

Science
RHE/PSHE
PE

Parents in Partnership & Pupil Voice

Being the 'Best we can be'

School Mission Statement

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



Amen



Let's Go Exploring!

This term, Year 2 are learning about a range of explorers and the amazing places they visited. We have lots of exciting things planned, including:

- A trip to Portland Museum to find out about local pirates and smugglers!
- Creating our own Arctic scene in Art.
- Explore the adventures of Captain James Cook, Ernest Shackleton and explore the voyage of the Titanic.
- We will be creating our own aboriginal art and explore traditional Australian tales.
- Finally, we will be having a local fisherman talk to us about how lifeboats have changed since the Titanic.

How can I help my child with this topic:

- 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 consolidate and build upon prior knowledge.

Websites your child might enjoy:

- <https://www.natgeokids.com/uk/discover/history/general-history/would-you-have-survived-the-titanic/>
- <https://www.youtube.com/watch?v=UM0Zk6-s3UY>
- <https://www.youtube.com/watch?v=K6DSMZ8b3LE>

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 - 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

Alternative spellings – a different way of spelling a phoneme.

Alternative pronunciation – a different way of pronouncing a grapheme.

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

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!**

English – Writing Knowledge

WRITING CHECKLIST

- Sentences begin with a **capital letter**?
- Sentences end with either a **full stop** or appropriate punctuation e.g. **question mark**?
- **Finger spaces** between words?
- Have you used **conjunctions**? E.g. because, and, so, but
- Have you **reread** your work to check it makes sense and to correct mistakes?
- A **title and subtitles** are included if appropriate?
- **Body of text** - relates to the title

HOW TO HELP

- correct letter formation
- Encourage your child to go back through their writing and spot anything they could improve.
- Provide a range of writing opportunities at home
- Let your child see you writing
- Don't over correct independent writing - aim for enthusiasm
- Where possible, write for a purpose, e.g. Letters, Postcards etc

This term, we will be

- writing our own stories using the text 'Ice Trap' as a stimulus
- writing non-chronological reports famous explorers
- Writing chronological reports based on the voyage of the Titanic.
- Writing poems based on Pirates/Smugglers

Features of a non-chronological report:

Remember to include:

- Title
- Introduction
- Paragraphs
- Subheading
- Fact boxes or bullet points
- Extra details
- Factual language
- Technical language
- Third person

Ernest Shackleton

Ernest Shackleton was a polar explorer. He went on three journeys to the Antarctic and made lots of discoveries.

Early Life

Ernest Henry Shackleton was born on 15th February 1874. His parents were Henry Shackleton and Henrietta Gavan. Ernest had one brother and eight sisters!

Ernest loved to read adventure stories as a child. He was very clever but found school boring. He did not want to hear about the world from his teachers; he wanted to see it for himself.



Sailing the Seas

Ernest left school when he was 16 years old. He spent many years learning how to sail and spent a lot of time on ships that carried food and goods around the world. After eight years, Ernest was able to sail a British ship anywhere in the world.

Discovery

Ernest's first journey to the Antarctic was on the National Antarctic Expedition. This was a journey of discovery led by Robert Falcon Scott, who was a successful explorer. The team set sail aboard a ship named 'Discovery' on 31st July 1901. They arrived at the Antarctic coast over five months later but lots of things went wrong for the team. Ernest became very poorly and was sent home early on 4th January 1903.

English – Reading Knowledge

Reading!

At St Augustine's, we believe that reading is an essential skill for all children and we hope that they enjoy reading for pleasure. After half term, we are launching our new 'Reading Challenge'. The aim, is to encourage children of all ages to read aloud at home to an adult, develop their fluency and their love of reading!

Questions to ask when your child reads to you...

Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think.... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might.... say about that?



Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think....?
- How has the author made us think that...?



Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?



Reading Challenge!

When a child achieves 30 'reads' this success will be shared in our Assembly on a Friday and children awarded with a special reading star badge. These badges can be worn proudly on their school jumpers! Additional badges can be won at 60 'reads', 100 'reads' and 150 'reads'.

We would like a 'read' to mean around 15-20 minutes of sharing a book with an adult.

1 'read' = 1 day.

Read Write Inc

RWI has now been implemented successfully throughout Reception, Year 1 and Year 2. Please continue to read regularly with your child including the online text and quiz. Children will be reassessed at the end of this half term and groups will be reallocated depending on need.

We thank you for your support with the implementation of this new scheme.

Accelerated Reader

For those children who have completed the RWI program and are accessing the Accelerated Reader books – we would like to thank everyone for your support with another reading initiative. The children have been undertaking the reading quizzes in school and are loving the opportunity to choose their own books to read and share at home. Please continue to read regularly with your child including the online text and quiz.

Children will be reassessed at the end of this half term and new ZPD ranges will be reallocated accordingly.

Spellings

Your child's spellings homework will be set each week based on the spellings and pronunciations they have learned in school. Five words will be based on the alternative spellings and 5 will be on the common exception words. These will be set every Friday on Google Classroom. Spelling Checks take place on a Friday for the previous week's words.

The Key Stage 1 common exception words are below...

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

This term, we are focusing on alternative spellings, pronunciations of the learned GPCs and homophones and prefixes.

See below for a list of alternative pronunciations and spellings.

Alternative spellings for each phoneme

(See 'Bank of words and other materials/activities for use in Phase Five' on page 154.)

/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, ial)		

/e/	/i/	/o/	/u/ (south)	/ai/	/ee/	/igh/	/oa/	/oo/	/ool/
ea	y	(w)a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o (north)
				ey	y		o	ou	
				ei	ey				
					eo				

/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/ure/	/er/
a (south)	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	al	ear						u
	our							etc

New phoneme

/zh/
vision

Read Write Inc. – Speed Sounds

Phonics homework will only be set for those children who need to continue to practice specific sounds. If your child does not receive this it is important to continue practicing the set one , two and three sounds alongside the alternative pronunciations and spellings so that your child keeps them in their long-term memory and can fluently recall them and apply them to reading and writing.

Speed Sounds Set 1 and Set 2

Consonant sounds – stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonant sounds – bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowel sounds – bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowel sounds – stretchy

Vowel sounds – stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Speed Sounds Set 3

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		j	pp		tt	wh			tch
	ck				g							
	ch				ge							
					dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	ē-e	ī-e	ō-e
					ai	y	ie	oa
						ea	i	o
						e	y	


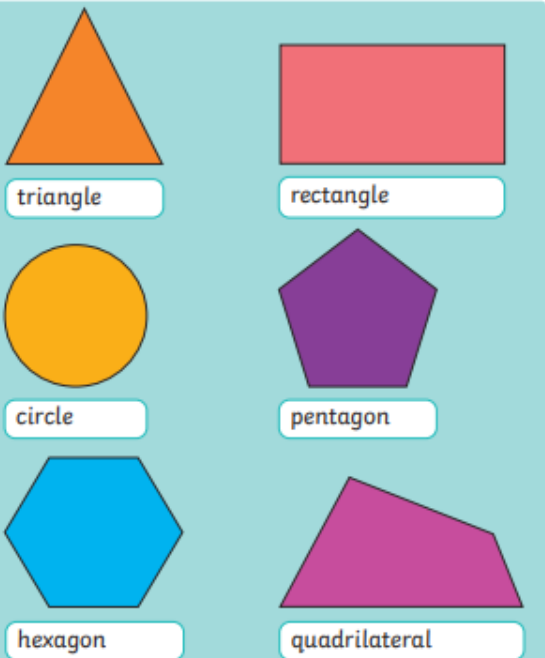

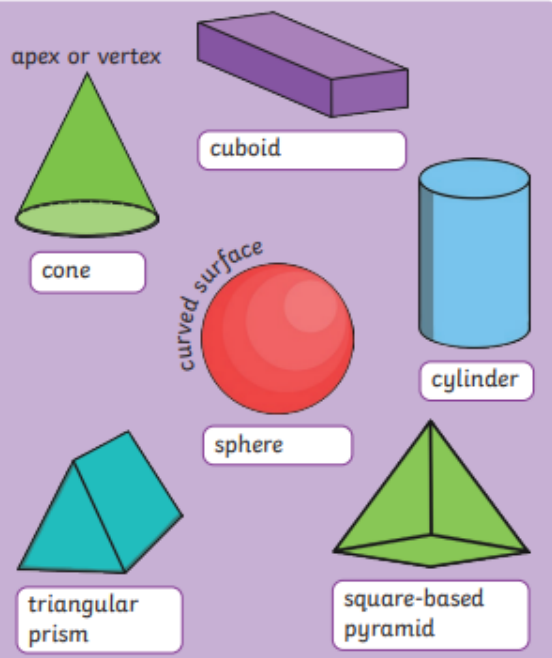
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Handwriting

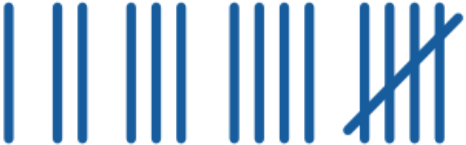
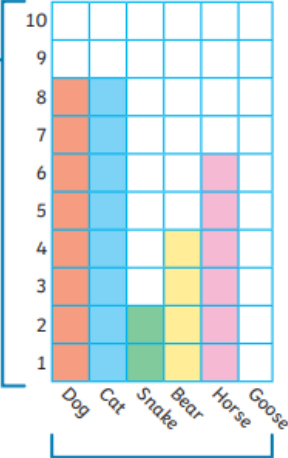
- m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl
o all around the orange
c curl around the caterpillar
k down the kangaroo's body, tail and leg
u down and under, up to the top and draw the puddle
b down the laces to the heel, round the toe
f down the stem and draw the leaves
e lift off the top and scoop out the egg
l down the long leg
h down the head to the hooves and over his back
r down his back and then curl over his arm
j down his body, curl and dot
v down a wing, up a wing
y down a horn, up a horn and under his head
w down, up, down, up
z zig-zag-zig
q round her head, up past her earrings and down her hair
x down the arm and leg and repeat the other side



Maths – KNOWLEDGE – Properties of shape

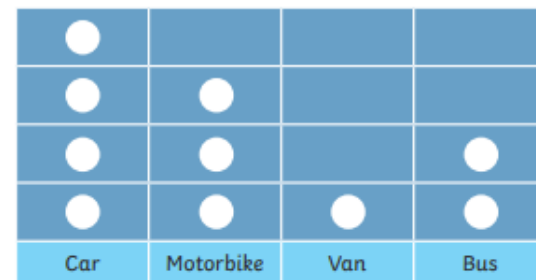
Geometry: Properties of Shape		Knowledge Organiser
Key Vocabulary	Recognise and Describe 2D Shapes	Recognise and Describe 3D Shapes
two-dimensional (2D)	 <p>square</p> 	 <p>cube</p>
three-dimensional (3D)		
flat		
solid		
corner		
apex		
vertex		
vertices		
side		
edge		
face		
curved		
straight		
round		
line of symmetry		
vertical		
pattern		
		

Maths – KNOWLEDGE – Statistics

Statistics		Knowledge Organiser																	
Key Vocabulary	Tally Charts	Block Diagram																	
data	<p>Tally marks look like this:</p> 	<p>A block diagram represents data using blocks. One block represents one item.</p> <p>In this block diagram, the y-axis, which is vertical, shows the number of items.</p> 																	
interpret																			
key																			
tally chart	<p>The fifth mark goes across diagonally, like a gate.</p>																		
pictogram	<p>A tally chart is one way of collecting data using tally marks.</p>																		
block diagram	<table border="1"> <thead> <tr> <th>Eye Colour</th><th>Tally</th><th>Total</th></tr> </thead> <tbody> <tr> <td>brown</td><td> I</td><td>6</td></tr> <tr> <td>blue</td><td> </td><td>8</td></tr> <tr> <td>green</td><td> </td><td>3</td></tr> <tr> <td>grey</td><td> </td><td>4</td></tr> <tr> <td>hazel</td><td> </td><td>5</td></tr> </tbody> </table>		Eye Colour	Tally	Total	brown	I	6	blue		8	green		3	grey		4	hazel	
Eye Colour	Tally	Total																	
brown	I	6																	
blue		8																	
green		3																	
grey		4																	
hazel		5																	
table		<p>In this block diagram, the x-axis, which is horizontal, shows the types of items.</p> <p>The blocks can go vertically or horizontally.</p>																	
total																			
compare																			
symbol																			

Here is an example of a pictogram with a different scale.

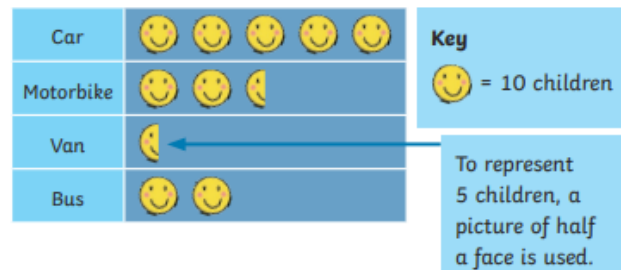
Traffic Survey



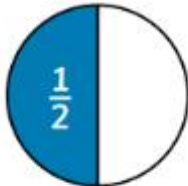


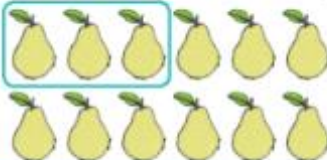




Key ● = 5 vehicles

This pictogram has one symbol to represent 10 children.

Ways of Travelling to School



Maths – KNOWLEDGE – Fractions

Fractions		Knowledge Organiser	
Key Vocabulary	Recognising Unit Fractions		
fraction	Half		
part	A whole split into two equal parts.		
whole			
equal			
share	$\frac{1}{2}$ of 8 = 4		
half	Quarter		
quarter	A whole split into four equal parts.		
third			
equivalent			
numerator	$\frac{1}{4}$ of 12 = 3		
denominator	Non-unit Fractions		
	$\frac{2}{3}$ 		
	$\frac{3}{4}$ 		
	Third		
	A whole split into three equal parts.		
			
			
	$\frac{1}{3}$ of 6 = 2		

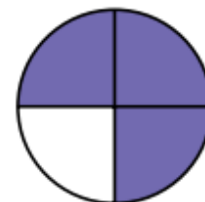
Fractions

Equivalent Fractions

$$\frac{1}{2} = \frac{2}{4}$$



Numerator and Denominator



$$\frac{3}{4}$$

Numerator

How many equal parts of the whole are needed?

Denominator

How many equal parts are in the whole?

Maths – KNOWLEDGE – Multiplication and Division

Multiplication

Early tables, counting and chanting

1x, 2x, 10x and 5x

Sequences

1, 2, 3, 4, 5 ...

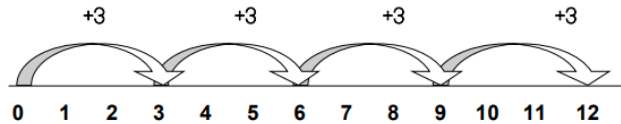
2, 4, 6, 8, 10 ...

5, 10, 15, 20, 25 ...

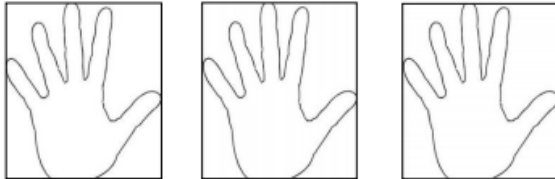
10, 20, 30, 40, 50 ...

Using a number line (repeated addition)

$$4 \times 3 = 12$$



Repeated addition



$$5 + 5 + 5 = 15$$

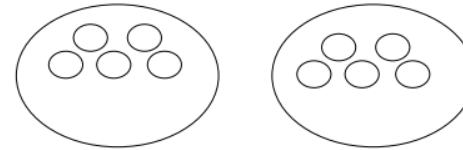
3 lots of 5 = 15

$3 \times 5 = 15$

Division

Sharing practically

10 shared between 2



5 each

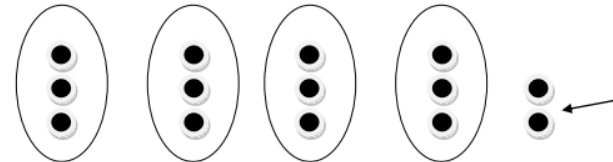
Groups of

10 shared into 2 *equal* groups

$$10 \div 2 = 5$$

Remainders

$$14 \div 4 = 3 \text{ r } 2$$



2 left over

Religious Education

The scriptures are the treasured Word of God for the Jewish and Christian communities. The books used by the Christian community record and hand on its story. The lectionary which is used at Mass contains the scriptures used by the community throughout the year.

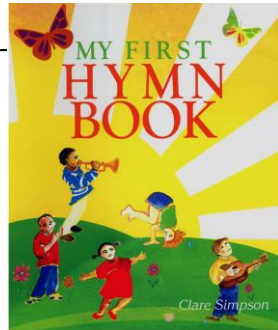
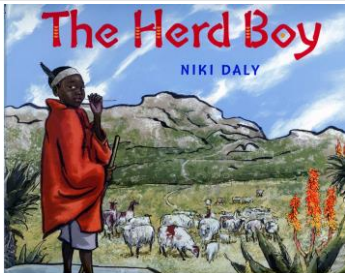
Scripture: Luke 1:1-3 Many people have done their best to write a report of the things that have taken place among us. They wrote what we have been told by those who saw these things from the beginning and who proclaimed the message.

This Topic:

Know and understand:

- About the different books used at home and in school – **Explore**
- The books used in Church on Sunday by the parish family – **Reveal**

Acquire the skills of assimilation, celebration and application of the above – **Respond**



Books

Eucharist/Lent

The word Eucharist meaning 'thanksgiving'. The Eucharist is another name for the Mass. The parish family gathers to give thanks to God, most of all for the gift of Jesus, his Son.

Scripture: 1 Cor. 11: 23-24 Jesus on the night he was betrayed, took a piece of bread, gave thanks to God, broke it, and said, 'This is my body, which is for you. Do this in memory of me.'

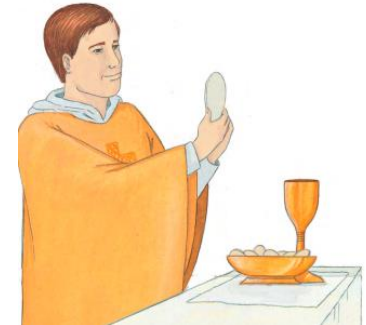
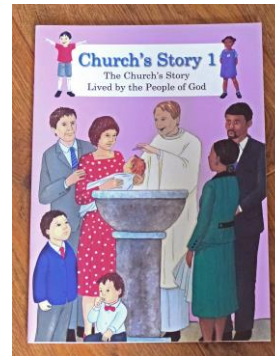
This Topic:

Know and understand:

- Different ways to say thank you – **Explore**
- The Eucharist: the parish family thanks God for Jesus – **Reveal**

Acquire the skills of assimilation, celebration and application of the above – **Respond**

In the Eucharistic Prayer the priest does what Jesus did at the Last Supper.
'Take this, all of you, and eat of it: For this is my body.'



PE

Dance



Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.

Year 2 Skills:

Zigzag through a series of tightly spaced markers.

Compare his/her performance with others.

PSHE/RHE

Keeping Safe

Key Questions:

What sort of boundaries are appropriate in friendships?

How to recognise and report feeling of being unsafe or feeling bad about any adult.



Activity sheet

How safe would you feel?

SCARF
Safety, Caring, Achievement, Resilience, Friendship

Being in the kitchen while someone is boiling a pan of water. 	Playing near a busy road.
Noticing that something has caught fire in a room. 	Cycling down a road.
Going on a roller coaster. 	Stroking a dog you meet in the park.

How safe do you think each situation is?

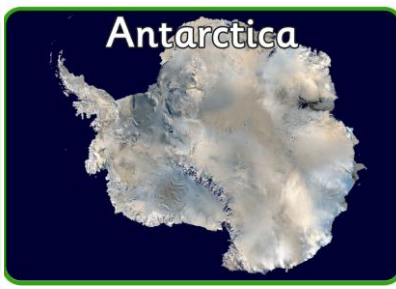
Geography

Continents and Oceans

Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world. Children continue to build on their map skills developed in Year 1 using atlases, world maps and globes more widely, along with using aerial photographs to recognise human and physical features including landmarks.

Year 2 Skills

- Describe simple human and physical features about the continents of the world.
- Name and begin to locate countries of the world using an atlas or globe.
- Describe a journey line in detail using key geographical vocabulary.
- Understand and locate simple climate zones using key terms.
- Use compass directions (NESW), locational and directional language.
- Make comparisons between features of different places.



Art

We will be looking at landscapes and cityscapes including work from the artist Ruby Freesia.

Year 2 skills

- Use colour, texture, pattern and line, to create landscapes and cityscapes in a range of materials.
- Describe the work of at least two artists, identifying one similarity and one difference between their work.
- Mix a range of secondary colours, shades and tones.
- Experiment with tools and techniques inc. layering, mixing media, scraping through etc.
- Name different types of paint and their properties.
- Work on a range of scales e.g. Large brush on large paper etc.
- Mix and match colours using artefacts and objects.

Landscapes



ICT

We are researchers.

Year 2 Skills:

- Develop collaboration skills through working as part of a group
- Develop research skills through searching for information on the internet.
- Improve note-taking skills through the use of mind mapping
- Develop presentation skills through creating and delivering a short multimedia presentation.



Music

Unit: Seasons

Musical focus: Pitch
Subject link: Science

Unit: Travel

Musical focus: Performance
Subject link: English

Year 2 Skills:

- Singing with expression, paying attention to the pitch shape of the melody
- Using sign language in a song
- Accompanying a song with vocal and instrumental ostinati
- Exploring patterns of physical movement in a game song
- Responding to a song with movement
- Using simple musical vocabulary to describe music

Science

Through the year, children will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:


- ♣ asking simple questions and recognising that they can be answered in different ways
- ♣ observing closely, using simple equipment
- ♣ performing simple tests
- ♣ identifying and classifying
- ♣ using their observations and ideas to suggest answers to questions
- ♣ gathering and recording data to help in answering questions.

Year 2 Skills:

Explore and compare the differences between things that are living, dead and things that have never been alive. Identify and name a variety of plants and animals in their habitats, including microhabitats.

Animals including Humans












Living or Not?



Which of these are living?

Which are non-living?

How can you tell?

Foundation Subject - IMPACT QUESTIONS

Science

How can you tell if something is living, dead or has never been alive?

Geography

What would be a human and a physical feature on a map?

Art

How can you create a number of different colours of green?

Music

Can you clap a steady beat pattern?

Computing

How can you present an image and some text to an audience?

RHE

What is the best way to ask someone for help if you feel unsafe?

PE

How many ways can you think of to move within a performance?