

KNOWLEDGE ORGANISER



Year 2 – The Circle of Life

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...

Why is it important to recycle?



Our Focus Gospel Value this half term is...



How do you show integrity in what you do?

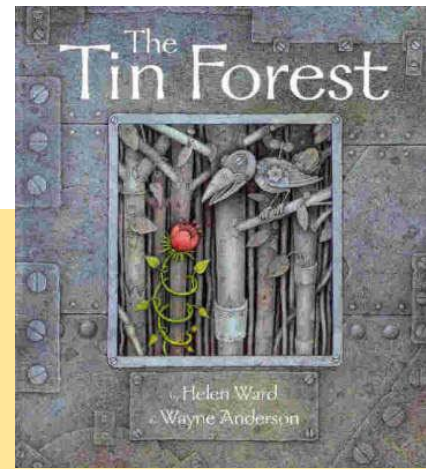
School Mission Statement

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



Amen

The Tin Forest



This half term, our learning is based on The Tin Forest by Helen Ward.

We have lots of exciting things planned, including:

- Engaging English – The Tin Forest by Helen Ward, The Flower by John Light
- Super Science – exploring plants and carrying out experiments for healthy growth.
- Melodic Music – link to science and maths (seasons and months of the year).
- Marvellous Maths – looking at position, direction and time!
- Amazing Art – We will be looking at the artist LS Lowry and making our own pictures in the same style!

How can I help my child with this topic:

- Watch this video of The Tin Forest - https://www.youtube.com/watch?v=j_XPFxy5js
- Head over to BBC bitesize for some fun science learning - <https://www.bbc.co.uk/bitesize/topics/zpxnyrd>
- On the same website there is a fab video about how to tell the time and a great quiz at the end - [How to tell the time - BBC Bitesize](#)
- Another good video that teaches children how to tell the time - [How to Tell the Time - Educational Video for Kids – YouTube](#)
- Watch and listen to this video to tell you some great ways to Reduce, Reuse and Recycle - [Earth Day Song | Reduce, Reuse, Recycle | The 3 R's of Recycling - YouTube](#)

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

Story Writing

How to Write a Good Story



Did I...

say what can be seen?

say what can be heard?

include details about the weather?

include details about the time of day?

use adjectives (describing words) to describe each noun?

Words For Describing a Setting



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	

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?

HOW TO HELP – Money -

Allow your child to look at different coins. Help them make different amounts with the coins available.

Allow your child to help when shopping. Can they help think about how much two items would roughly cost? Can they help in small payments? How much to give to the shop keeper and how much change they would get?

HOW TO HELP – Telling the time-

Allow your child access to a digital clock or watch. Explain how to read the digital clock. Show them an analogue clock and explain the hour hand and minute hand. See what they already understand about it. Ask them questions about their normal routine. What time do we get up? What time does school start/finish? When do we eat dinner?

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

Position and Direction

Key Vocabulary

forwards

backwards

left

right

north

south

east

west

quarter turn

half turn

three-quarter turn

clockwise

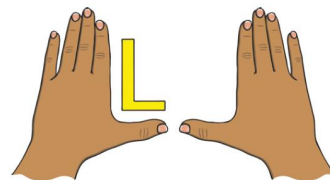
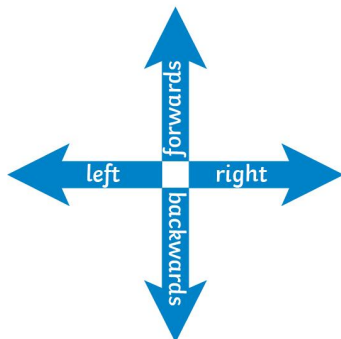
anticlockwise

pattern

sequence

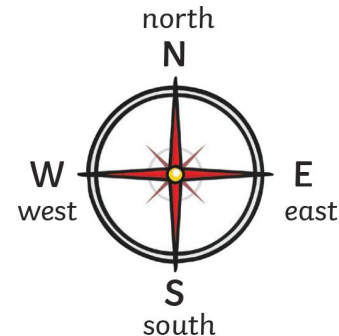
Knowledge Organiser

Describing Straight-Line Movement

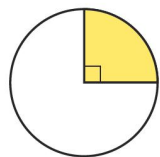


Left and Right

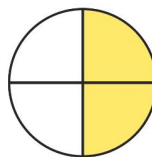
The hand that makes an **L** shape is the **left hand**.



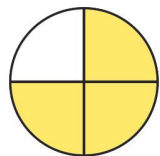
Describing Turns



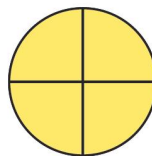
quarter turn



half turn

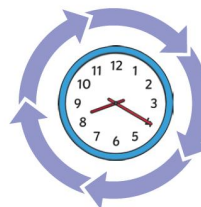


three-quarter turn



full turn

clockwise



anticlockwise



If the turn is in the same direction as the hands of a clock, it is **clockwise**.

If the turn is in the opposite direction to the hands of a clock, it is **anticlockwise**.

Maths - KS1 KEY VOCABULARY / HOW TO HELP - CONTINUED

Time

Knowledge Organiser

Key Vocabulary

O'Clock and Half Past

time

half past twelve

one o'clock

half past one

two o'clock

half past two

three o'clock

half past three

four o'clock

clock

hours

minutes

hand

o'clock

half past

quarter past

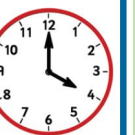
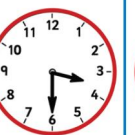
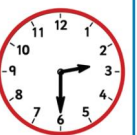
quarter to

five minutes

duration

shorter

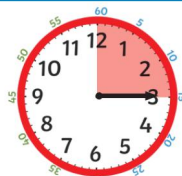
longer



Past and To



o'clock



quarter past



half past

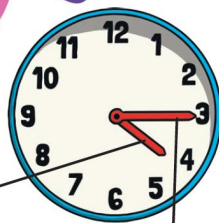
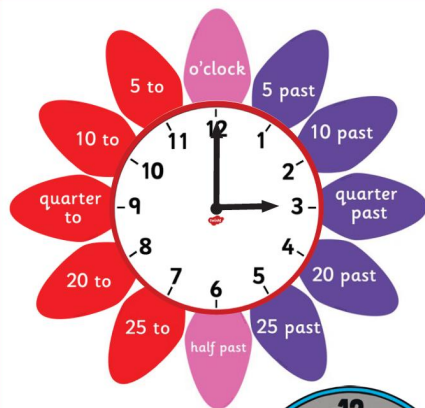


quarter to

Maths - KS1 KEY VOCABULARY / HOW TO HELP - CONTINUED

Time

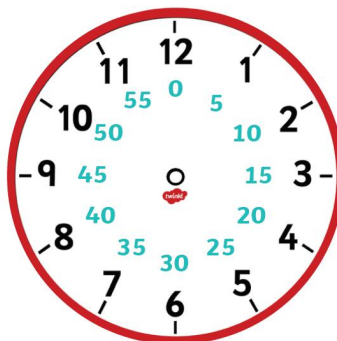
Telling Time to 5 Minutes



Hour Hand
The short hand points to the hour.
If this hand is pointing between hours, it is either past the earlier hour or to the later hour.

Minute Hand
The long hand points to the minutes past or to the hour.

O'Clock and Half Past



There are **60 minutes** in an hour.



There are **24 hours** in a day.

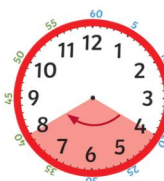
Knowledge Organiser

Find Durations of Time

Start



Duration



End



20 minutes has passed.

Compare Durations of Time



A swimming lesson.

30 minutes



A visit to the cinema.

2 hours



The time it takes to do 1 star jump

1 second



A favourite TV programme

20 minutes



A nice long walk

3 hours



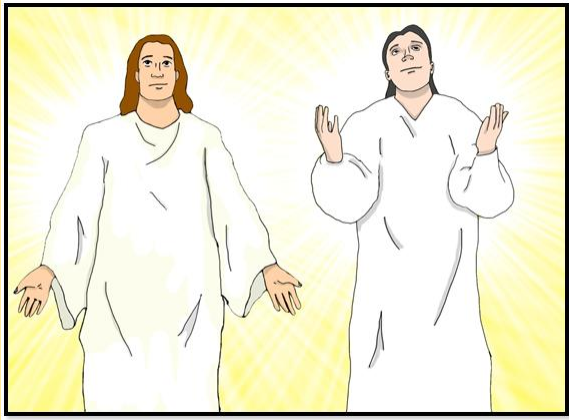
A week at school

5 days

Compare the time using the vocabulary 'longer' and 'shorter'.

Religious Education

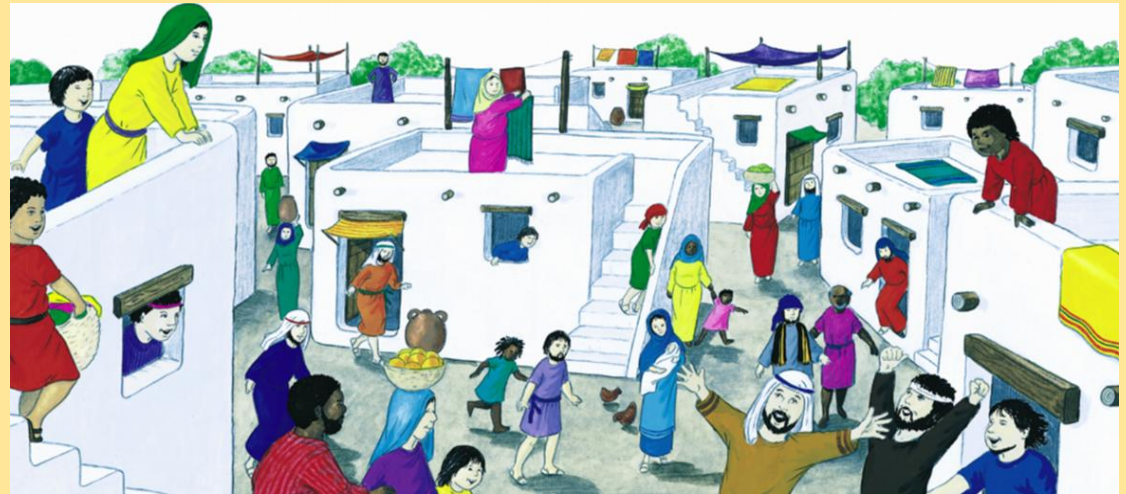
- **Recognise** the stories of Jesus' Resurrection and the coming of the Holy Spirit at Pentecost as religious stories.
- **Describe** ways in which Christians spread the word of the Good News of Jesus in their lives.



Pentecost - Serving



Come Holy Spirit
Fill us with your joy
Fill us with your love
Fill us with your peace
Help us to spread
The Good News
Of God's love to
everyone.
Amen.



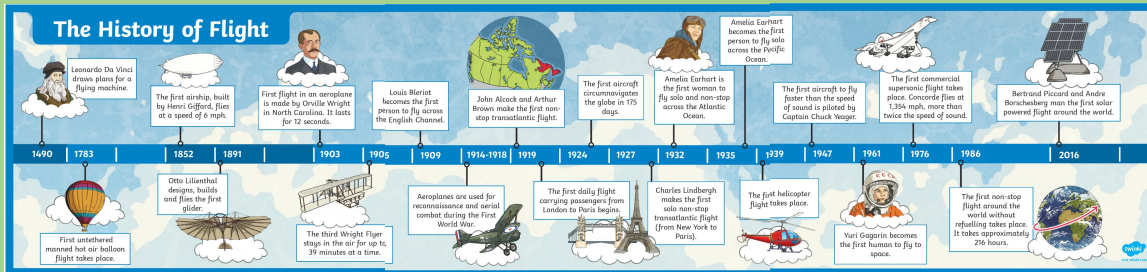
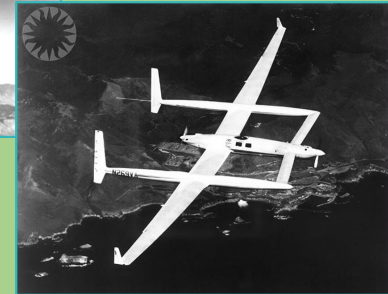
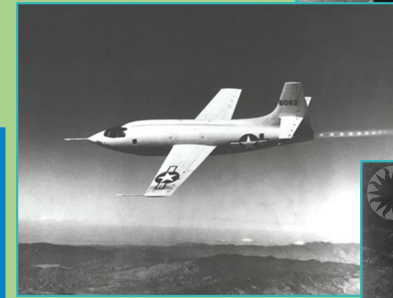
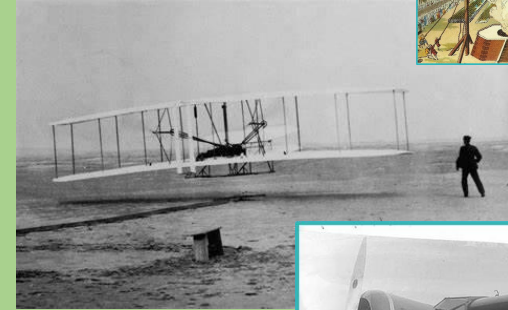
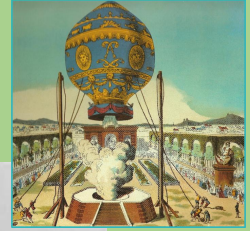
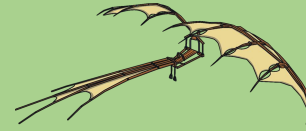
History

Circling the World. We will be looking at the history of flight. From the first flight to planes that can take us round the world.

Year 2 Skills:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented

We will be looking at events beyond living memory that are significant nationally or globally.



Science

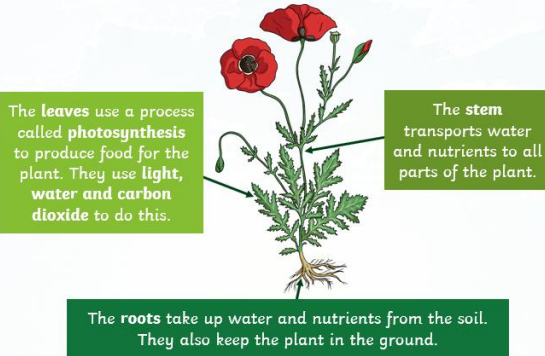
Year 2 Skills:

To observe closely using simple equipment by recording observations of a variety of plants in the local environment.

To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy by explaining what conditions plants need to grow well.

To observe and describe how seeds and bulbs grow into mature plants by comparing the growth of seeds and bulbs.

What Parts of a Plant Do



What a Plant Needs



Computing

We are Detectives.

In this unit, the children are challenged to solve a mystery by reading, sending and replying to emails, and by listening to a witness statement. They use a fact file sheet to create a table and identify the culprit.

This unit will enable the children to:

- understand that email can be used to communicate
- develop skills in opening, composing and sending emails
- gain skills in opening and listening to audio files on the computer
- use appropriate language in emails
- develop skills in editing and formatting text in emails
- be aware of online safety issues when using email.



Art

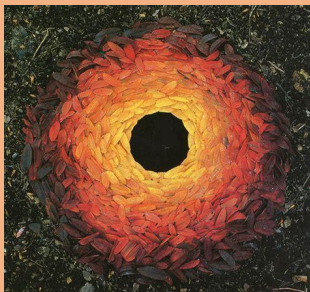
Year 2 Skills:

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of painting a seascape and observational drawings of natural materials.

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination in the context of making a collage and making a land art sculpture from natural materials.

Learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work in the context of learning about the artist Andy Goldsworthy and Henri Rousseau .

Key Vocabulary :



Music

Animals and Water

Musical Focus: Pitch

The units are linked with pitch to help children develop understanding and recognition of changing pitch. Children will interpret and create pitch line notation using both voices and tuned instruments. Children will also sing and play a variety of pitch shapes, using movement and reading from scores. They will create a class composition which describes the sounds and creatures of a pond.

Year 2 Skills:

- Understanding pitch through singing, movement and note names
- Listening to a steady beat and responding in movement
- Identifying and responding to changes in pitch, upwards and downwards
- Performing changes in pitch using whole body movement and voice
- Performing a melody
- Understanding melody through songs, movement and performing pitch shapes on tuned instruments
- Exploring and developing an understanding of pitch
- Using musical scales, high notes and low notes in a composition

RHE – Ten:Ten Resources

In Unit 3 – Keeping Safe, Super Susie helps children to tell the difference between good and bad secrets. This unit also explores the risks of being online by incorporating the ‘Smartie the Penguin’ resources from Childnet, and teaching on physical boundaries, incorporating the PANTS resource by the NSPCC. Through the animated expert Dr Datfa, children will also learn about the effects of harmful substances (including alcohol and tobacco), some basic First Aid, what makes a 999 emergency and what they should do if in an emergency situation.

Sessions:

- Being Safe
- Good Secrets and Bad Secrets
- Physical Contact
- Harmful Substances
- Can You Help Me?



PE

Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring.

They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates. Year 2 Skills:
Hop along a straight line using the same foot.



IMPACT QUESTIONS

Science – What do plants need to stay healthy?

Computing – What do I need to do to add an attachment to an email?

History – What is Amelia Earhart famous for?

Art – What techniques did we use to make our work like Andy Goldsworthy's?

PE – What things do we need to do to help catch a ball?

Music – What does the word PITCH mean?

RHE – What should we do in an emergency situation?