



# 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



# School Mission Statement

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



**Amen**



# A Toy Story!

This half term, Year 2 are learning about how toys have changed over the years. We have lots of exciting things planned, including:

- A trip to the Dorchester Teddy Bear Museum
- Designing our own board games
- Making our own toys using our DT skills

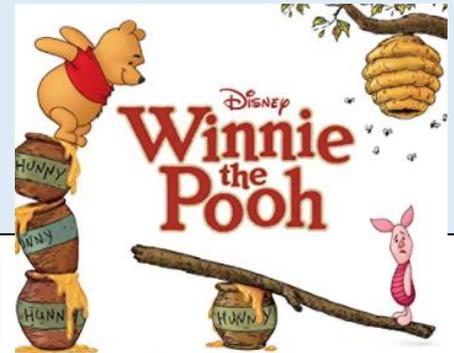
## How can I help my child with this topic:

- 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.theschoolrun.com/homework-help/history-toys>
- <https://www.bbc.co.uk/bitesize/clips/zcjmtr>
- <https://www.youtube.com/watch?v=EDAPaEVr1Hk>

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 character descriptions for famous characters such as Winnie the Pooh, Piglet and Tigger
- writing our own stories based on these characters
- writing non-chronological reports about Toys.
- exploring poems about toys

## Winnie The Pooh

**Description:** A small golden bear, about 22 inches tall. Wears an old red t-shirt. Chubby little cubby all stuffed with fluff. A bear of very little brain.

**Age:** One year younger than Christopher Robin.

**Address:** Ashdown Forest, 100 Aker Wood West, in a hallow Walnut Tree.

**Best Friend:** Piglet

**Favorite Food:** Hunny. And more Hunny.

**Favorite Things to Do:** Play Poohsticks. Adventures with Piglet or Christopher Robin. Exercise in the Morning. Humming. Thinking up poems and songs. Find Hunny to Fill the Rumblee in his Tumblee.

Visiting Friends who have Hunny.

**Quotes and Sayings:** "Oh, bother.", "Think, think, think."



# English – Reading Knowledge

## Reading Challenge!

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! When a child achieves 30 'reads' this success will be shared in our Celebration 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 15-20minutes of sharing a book with an adult.  
1 'read' = 1 dav.

### 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...



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

#### 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?



### HOW TO HELP - Reading -

- Let children read what interests them
- 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

# 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 half term, we are focusing on alternative spellings and pronunciations of the learned GPCs.

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/	/oo/
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

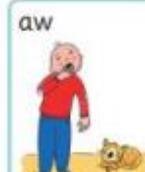
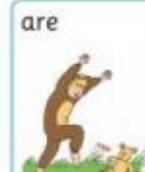
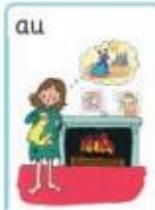
/zh/
vision

# Phonics

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 phase 2, 3 and 5 GPCs 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.

Use the Storytime Phonics mat below to help with this.

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 	

# MATHS - KEY VOCABULARY

## Number and Place Value

**Partitioning** - Splitting a number different ways to support calculation

**Tens** - The value of the first digit in a 2 digit number (eg 32 has 3 tens)

**Digit** - An individual figure within a number (eg 1, 2)

**Ordinal Number** - Numbers which define order (1st, 2nd, 3<sup>rd</sup>)

**Greater Than >** - When a number has a higher value than the one it is being compared with

**Less than <** - When a number has a lower value than the one it is being compared with

**Equals =** - Use to show that both sides of a number sentence are balanced (eg.  $3+4=7$ ).

**$7=3+4$ ,  $2+5=3+4$**

**Multiple** - a number which can be divided by another number without leaving a remainder

**Double** - Adding a number to itself

## Operations

**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)

**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  $7-4=3$

## Measurement – Time and Money Key Vocabulary

**Coins** – 1p, 2p, 5p, 10p, 20p, 50p, £1, £2

**Chronological order** – arranging events in the order that they happened in using before, after, next, today, tomorrow, morning, afternoon, evening.

**Dates** – days of the week, months, date, weeks, years.

**Time** – hours, minutes, seconds, o'clock, half past, hands, face, earlier, later.

## Fluency, Reasoning and Problem Solving Key Vocabulary –

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

**Reasoning** - Following a line of enquiry, justifying their answers

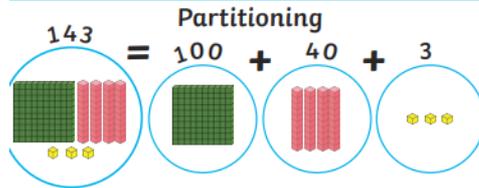
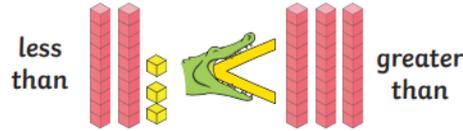
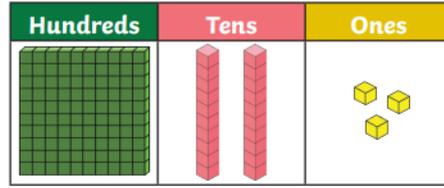
**Fluency** - Using number and calculation skills accurately and efficiently

# Maths – KNOWLEDGE – Place Value

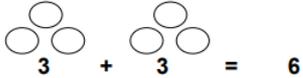
## HOW TO HELP - Problem Solving -

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

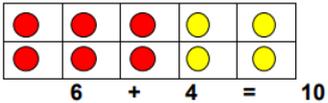
Allow time for resilience building.



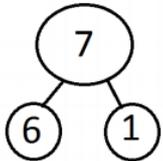
### Combining objects



### Tens frames to Add Within 10 (and above)

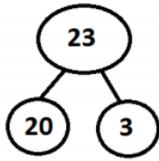


### Part part whole diagrams



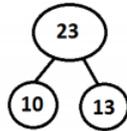
$$6 + 1 = 7$$

(Year 1)



$$20 + 3 = 23$$

(Year 2)



$$10 + 13 = 23$$

(Year 2)

# Maths – KNOWLEDGE – Money



### Pounds and Pence



### Key Vocabulary

pence

pound

coin

note

total

amount

change

difference

price

cost

pay

### Equal Amounts



$$20p = 20p = 20p$$



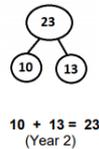
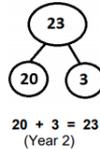
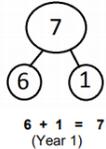
$$£1 = £1 = £1$$

# Maths – KNOWLEDGE – Operations

Tens frames to Add Within 10 (and above)



Part part whole diagrams



## Addition and Subtraction

**Adding tens** e.g.  $24 + 10 = 34$       $47 + 20 = 67$   
**Adding tens and units** e.g.  $41 + 12 = 53$       $72 + 24 = 96$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## Multiplication

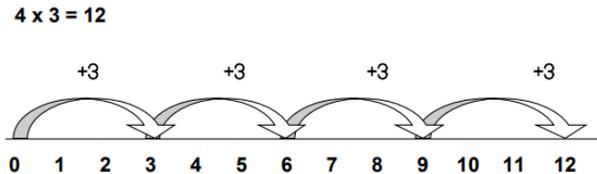
Early tables, counting and chanting

1x, 2x, 10x and 5x

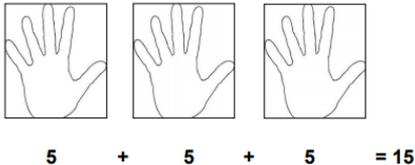
Sequences

- 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)



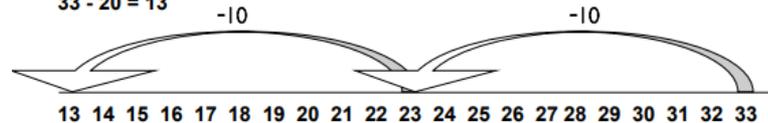
Repeated addition



3 lots of 5 = 15

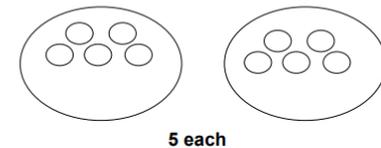
$3 \times 5 = 15$

$33 - 20 = 13$



Sharing practically

10 shared between 2



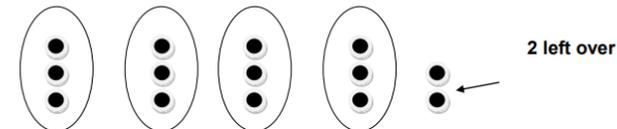
Groups of

10 shared into 2 equal groups

$10 \div 2 = 5$

Remainders

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



## Division

# Religious Education

God is present in every beginning. Teaching about creation is important as it concerns the foundations of human and Christian life, making explicit the response of the Christian faith to the basic question (that people of all times have asked themselves): Where do I come from? Where are we going? What is our origin? Where does everything that exists come from and where is it going?

**Scripture:** Genesis 1:31 *God looked at everything he had made, and he was very pleased.*

**Catechism of the Catholic Church 290:** ...the eternal God gave a beginning to all that exists outside of himself: he alone is Creator.

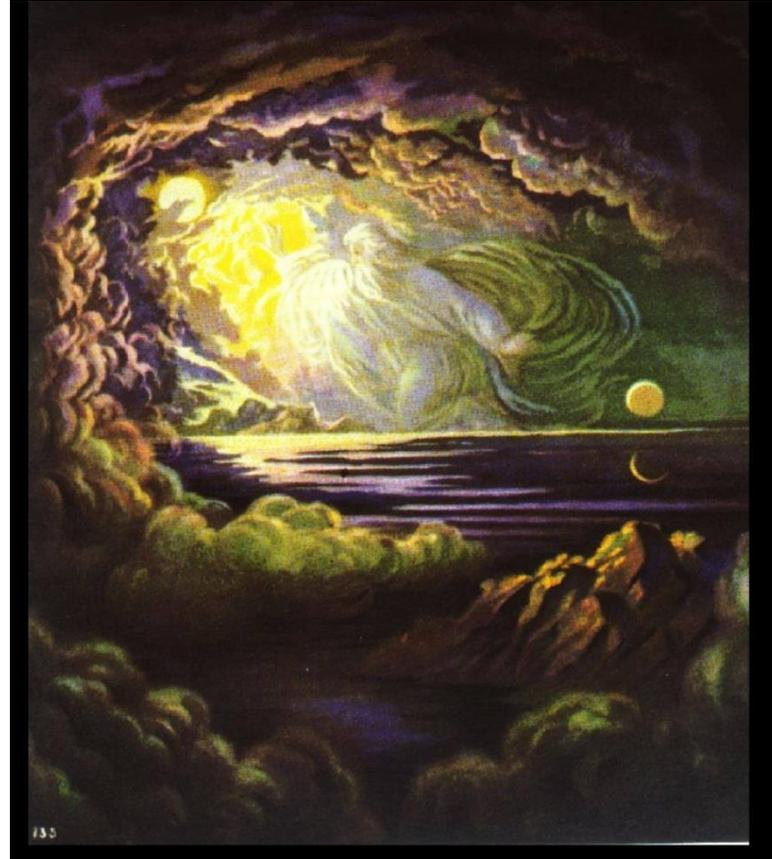
## This Topic:

Know and understand:

- The many beginnings each day offers – **Explore**
- God is present in every beginning – **Reveal**

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

# Beginnings



# PE

## Invasion Games



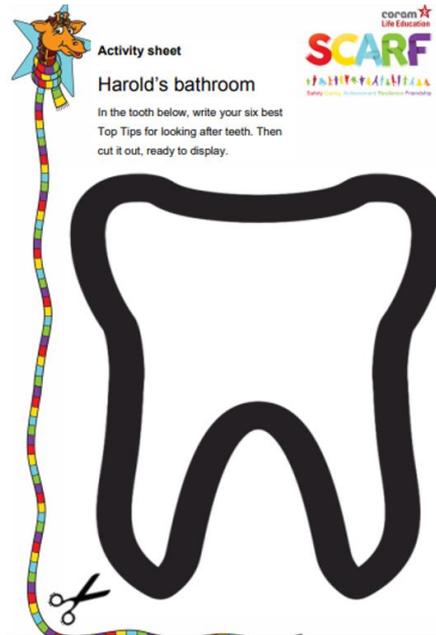
Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.

# PSHE/RHE

## Healthy Lifestyles

### Key Questions:

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



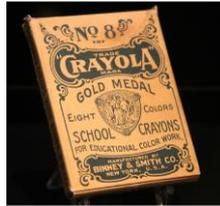
# History

# Toys - past and present.

Throughout the term, the children will develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources and recognising change and exploring how this influences them today.

## 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



# Design Technology

We will be making our own board games.

## Year 2 skills

### Design

Design purposeful, functional, appealing products for themselves and other users based on design criteria

### Make

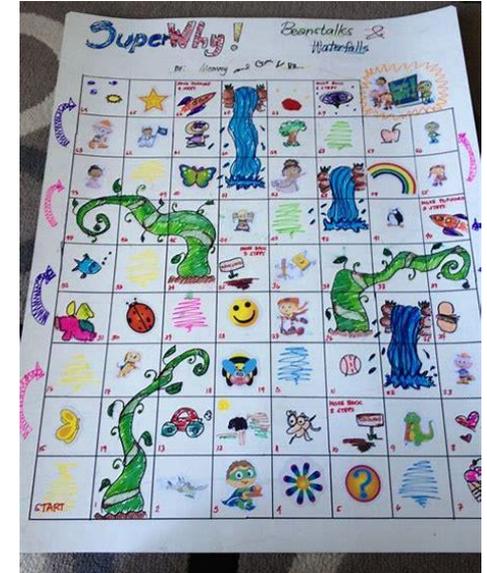
Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

### Evaluate

Explore and evaluate a range of existing products

Evaluate their ideas and products against design criteria

# Board games



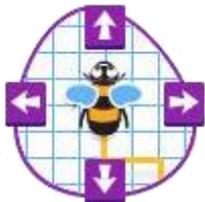
# ICT

## Online safety and exploring Purple Mash

### Year 2 Skills:

- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

We will be learning how to use the computers and Purple Mash. We will also be learning about the 2Go program.



# Music

## Unit: Toys

**Musical focus:** Beat

**Subject link:** PSHE

## Unit: Ourselves

**Musical focus:** Exploring sounds

**Subject link:** English

### Year 2 Skills:

Keeping a steady beat at different speeds (tempi)

Developing a sense of steady beat through chant, actions and instruments

Creating and responding to vocal sounds and body percussion

Developing the use of vocal sounds to express feelings

Exploring expression in a conversation without words

Understanding the structure of call and response songs

Understanding how mood can be expressed using the voice

# Science

# Everyday Materials

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.

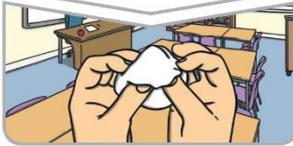
## Year 2 Skills

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

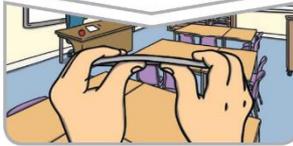
### Key Vocabulary

<b>materials</b>	<b>Materials</b> are what objects are made from.
<b>suitability</b>	<b>Suitability</b> means having the <b>properties</b> which are right for a specific purpose.
<b>properties</b>	This is what a <b>material</b> is like and how it behaves (soft, stretchy, waterproof).

**Squash** an object by pushing both hands together.



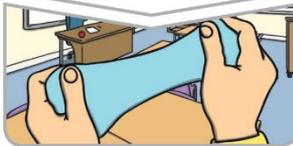
**Bend** an object by grabbing both ends of the object and bringing the ends inwards together.



**Twist** an object by turning your hands in opposite directions.



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

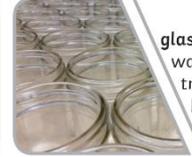


### Key Knowledge

#### Properties of Materials



**wood:**  
hard, stiff, strong, opaque, can be carved into any shape.



**glass:**  
waterproof, transparent, hard, smooth.



**plastic:**  
waterproof, strong, can be made to be flexible or stiff, smooth or rough.



**metal:**  
strong, hard, easy to wash.



**paper:**  
lightweight, flexible.



**cardboard:**  
strong, light, stiff.



**fabric:**  
soft, flexible, hard-wearing, can be stretchy, warm, absorbent.



**rubber:**  
hard-wearing, elastic, flexible, strong.

# Foundation Subject - IMPACT QUESTIONS

## Science

Can you think of suitable materials for certain jobs?

## History

Can you think of what has changed with toys over the decades?

## DT

What methods did you use to join different materials?

## Music

Can you clap a steady beat?

## Computing

Can you get the different objects moving around the screen?

## RHE

Can you name a few ways to help in keeping a healthy lifestyle?

## PE

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