

# 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 can we help chimpanzees from becoming extinct?



## Our Focus Gospel Value this half term is...



How do you show justice in what you do?

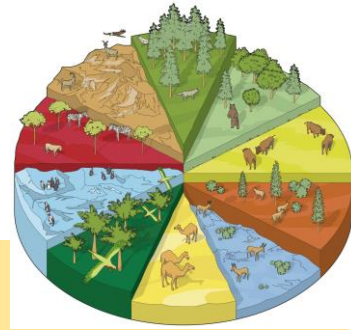
# **School Mission Statement**

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



**Amen**

# The Circle of Life



This half term, Year 2 are learning about The Circle of Life.

We have lots of exciting things planned, including:

- Engaging English – Monkey Puzzle, Pie Corbett poetry, creating & writing about our own animals!
- Super Science – looking at food chains and how animals depend on one another for survival.
- Melodic Music – exploring tempo, dynamics and timbre.

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

- Watch this video of Monkey Puzzle - <https://www.youtube.com/watch?v=DgeKHjLSQUM>
- Head over to BBC bitesize for some fun science learning - <https://www.bbc.co.uk/bitesize/articles/ztv28hv>
- Find out about the primates at Monkey World - <https://monkeyworld.org/>
- Learn about a lady called Jane Goodall and what she has done to help chimpanzees.  
<https://www.youtube.com/watch?v=HdYfhPPBt0E&feature=youtu.be>
- Visualise fractions using this handy site- [https://phet.colorado.edu/sims/html/fractions-intro/latest/fractions-intro\\_en.html](https://phet.colorado.edu/sims/html/fractions-intro/latest/fractions-intro_en.html)

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

## Poetry Toolbox



### rhythm

Create a fun pattern that makes it easy to remember.



### line breaks

Write in shorter lines to slow the reader down.



### metaphor

Tell the reader that something is something else.



### simile

Tell the reader that something is 'like' or 'as' something else.



### imagery

Give them help to form a picture in their mind.



### personification

Give human qualities to something that isn't human.



### alliteration

Start some words in a line using the same sound or letter.



### repetition

Repeat a word or phrase.

### rhyme

Use words with similar sounding final syllables.



### onomatopoeia

Use words that mimic the sound of the noun or verb they describe.



## Non-Chronological Reports

We write non-chronological reports to give people information on a particular subject.

### Examples

- non-fiction book
- information leaflet
- fact sheet or fact file



### Structure

- use a title
- write an introduction
- put your information into sections
- give each section a sub-heading
- use facts that you have researched
- include pictures with captions



### Language Features

- use formal language, e.g. habitat, astronaut, monarch
- remember your full stops and capital letters
- add apostrophes to show possession, e.g. The Queen's birthday.
- use 'that', 'because', 'when' and 'if' to create longer sentences



## 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

## 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

# 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?

## 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?

## 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

## Length and Height

## Knowledge Organiser

### Key Vocabulary

length

long

short

height

tall

measure

ruler

tape measure

metre stick

centimetre (cm)

metre (m)

compare

order

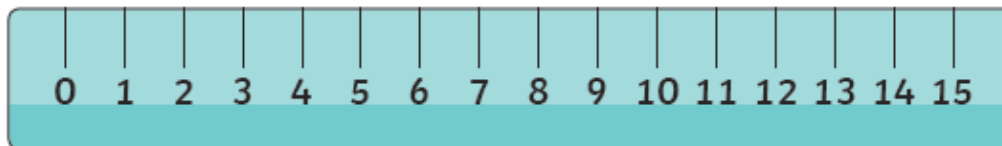
### Measuring in Centimetres

Measure from zero.



This ruler measures in **centimetres (cm)**. The paintbrush is 8cm long.

This ruler is to scale.

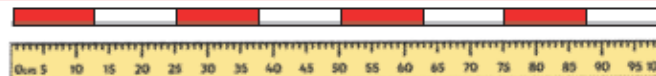


### Measuring in Metres



We can measure the length or height of larger objects in **metres (m)**.

The girl is 1m and 20cm tall.



We can use metre sticks, trundle wheels or tape measures.

**1 metre = 100 centimetres**

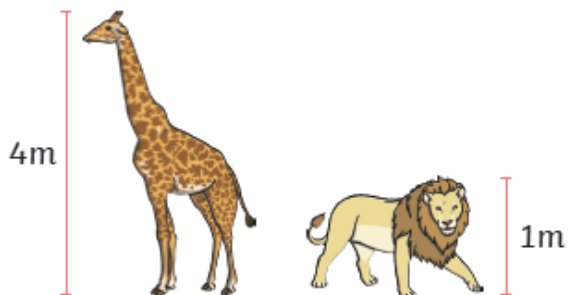
# Maths - KS1 KEY VOCABULARY / HOW TO HELP - CONTINUED

## Length and Height

## Knowledge Organiser

### Comparing Height

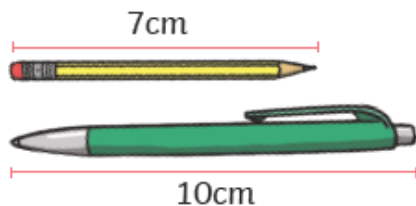
The giraffe is **taller** than the lion.  
The lion is **shorter** than the giraffe.



$$4\text{m} > 1\text{m}$$

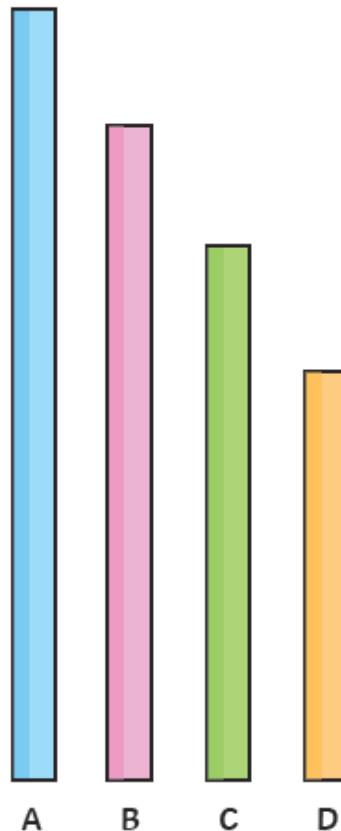
### Comparing Length

The pencil is **shorter** than the pen.  
The pen is **longer** than the pencil.



$$7\text{cm} < 10\text{cm}$$

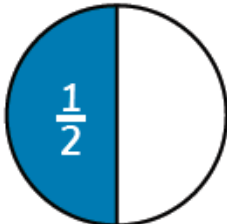

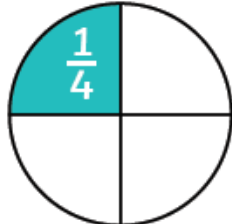
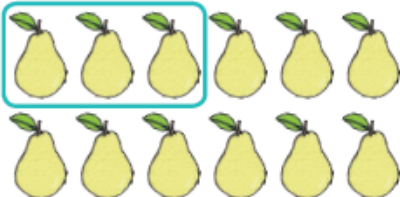
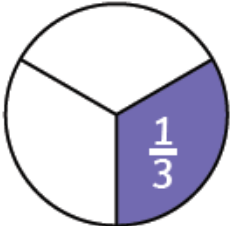




### Ordering Length



The straws are in order from **longest** to **shortest**.

A is the **longest**.  
D is the **shortest**.  
B is **longer** than C.  
C is **shorter** than A.

# Maths - KS1 KEY VOCABULARY / HOW TO HELP - CONTINUED

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

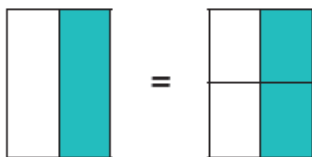
# Maths - KS1 KEY VOCABULARY / HOW TO HELP - CONTINUED

## Fractions

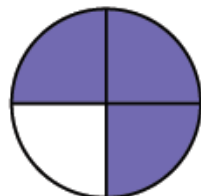
## Knowledge Organiser

### Equivalent Fractions

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



### Numerator and Denominator



$\frac{3}{4}$

#### Numerator

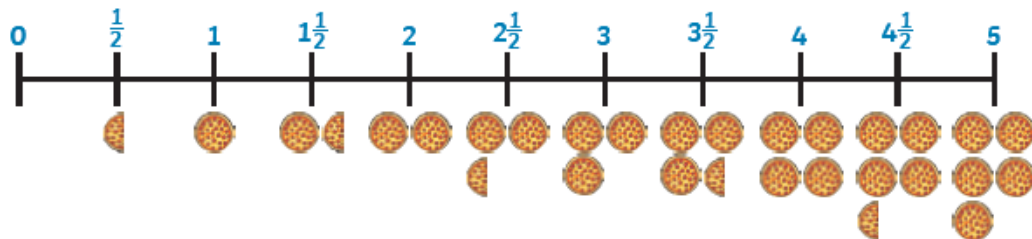
How many equal parts of the whole are needed?

#### Denominator

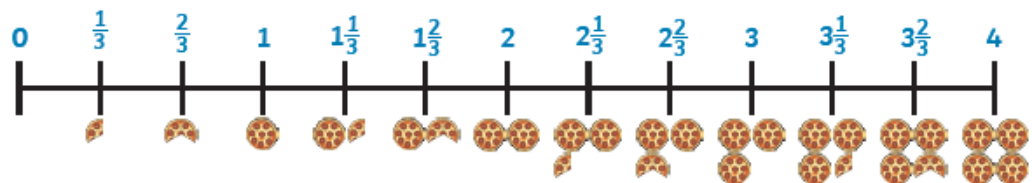
How many equal parts are in the whole?

### Counting in Fractions

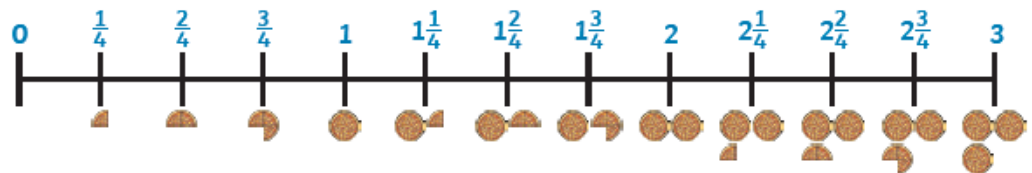
#### Halves



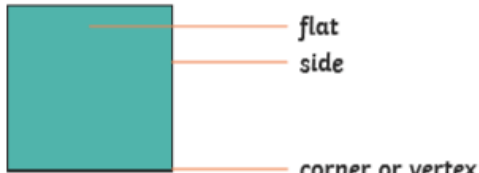
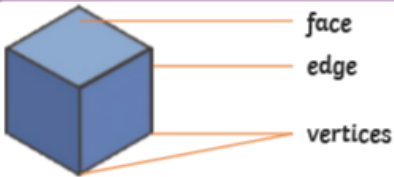
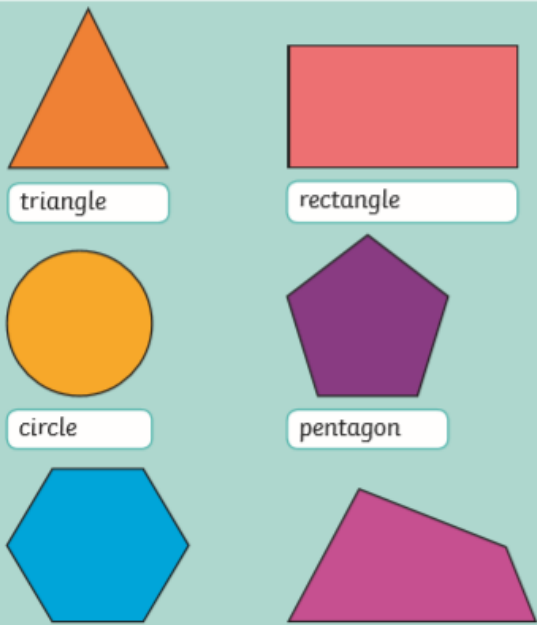
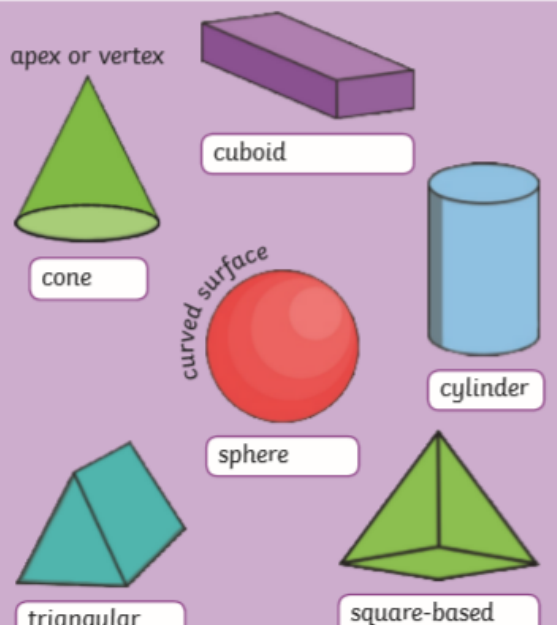
#### Thirds



#### Quarters



# Maths - KS1 KEY VOCABULARY / HOW TO HELP - CONTINUED

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	 <p>triangle</p> <p>rectangle</p> <p>circle</p> <p>pentagon</p> <p>hexagon</p> <p>quadrilateral</p>	 <p>apex or vertex</p> <p>cuboid</p> <p>cone</p> <p>curved surface</p> <p>cylinder</p> <p>sphere</p> <p>triangular prism</p> <p>square-based pyramid</p>
solid		
corner		
apex		
vertex		
vertices		
side		
edge		
face		
curved		
straight		
round		
line of symmetry		
vertical		
pattern		

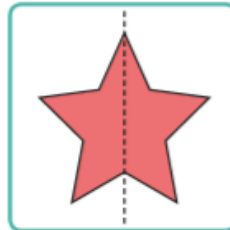
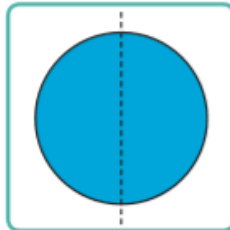
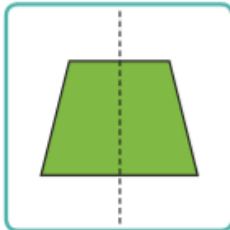
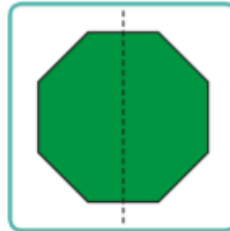
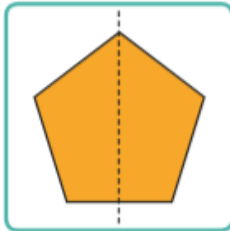
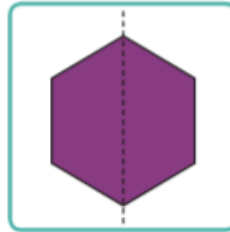
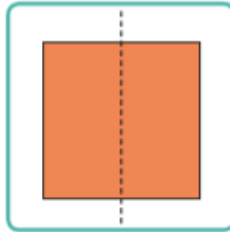
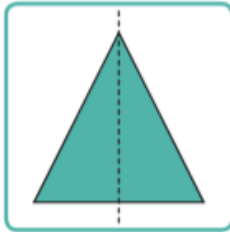
# Maths - KS1 KEY VOCABULARY / HOW TO HELP - CONTINUED

## Geometry: Properties of Shape

## Knowledge Organiser

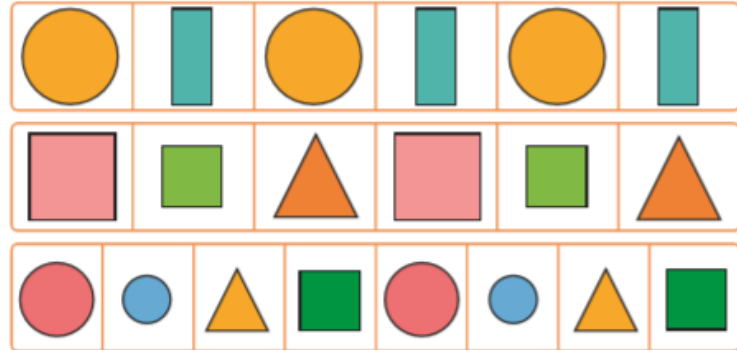
### Lines of Symmetry

These 2D shapes have a vertical line of symmetry.

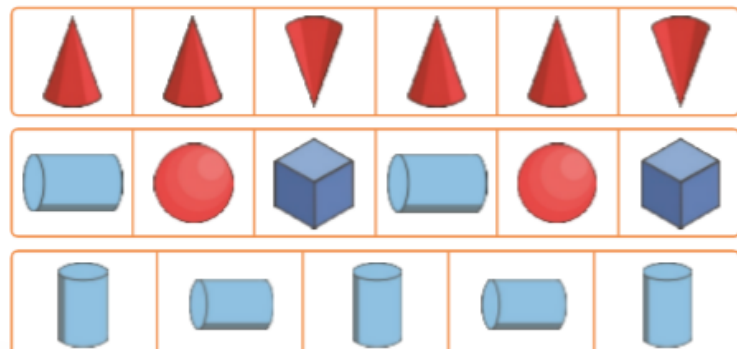


### Repeating Shape Patterns

#### 2D Patterns



#### 3D Patterns

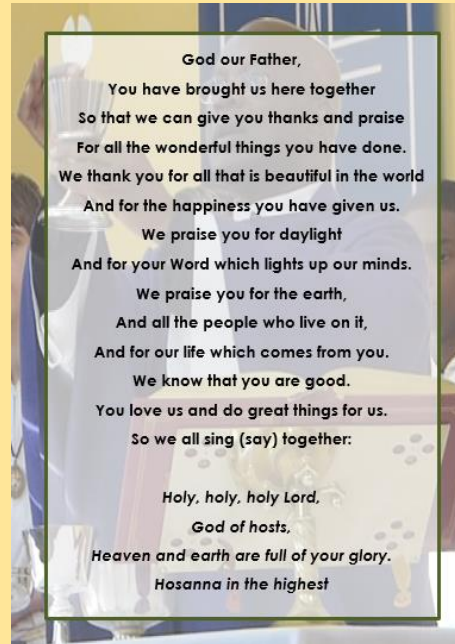
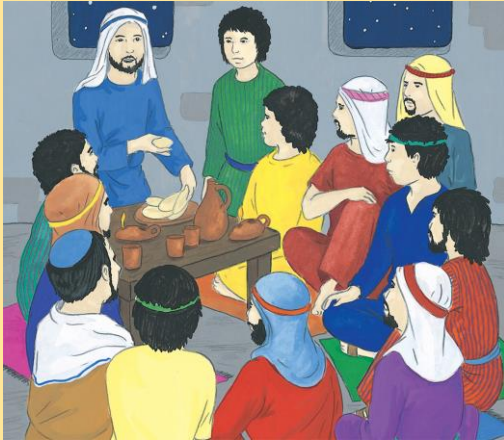


## Religious Education

Know and understand:

- Each day offers opportunities for good.
- Lent, the opportunity to turn towards what is good in preparation for Easter.

## Lent/Easter



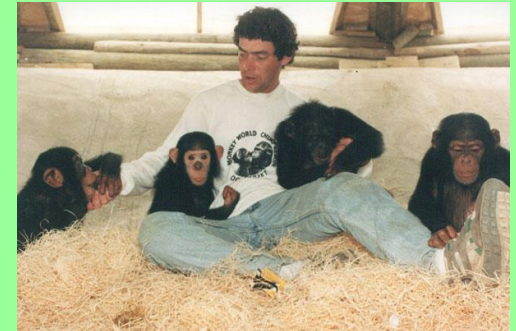
# History

## Year 2 Skills

- Look at the lives of significant individuals in the past who have contributed to national and international achievements.

### **Jane Goodall and Jim Cronin MBE**

- Recognise why people did things, why events happened and what happened as a result.
- Identify differences between ways of life at different times



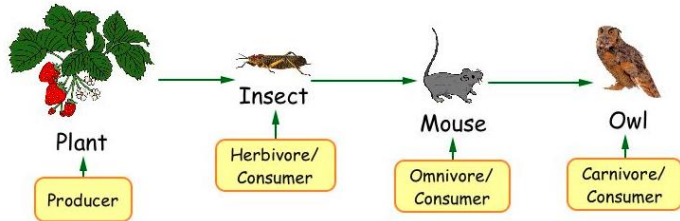
# Science

## Year 2 Skills:

\*To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other by considering the adaptations of animals, and how living things in a habitat depend on each other.

\*Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food by making a variety of food chains.

## The Food Chain Of An Owl



# Computing

## Year 2 Skills:

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

## When Children are back in school:

- 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

# DT

## Year 2 Skills:

**Design**, generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

**Make**, select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

**Evaluate** their ideas and products against design criteria.

### Activity:

Design enrichment for chimpanzees



Cognitive enrichment with food! Giant Kerplunk for chimps!

# Music



## Tempo, Dynamics, Timbre

### Match the sounds to their dynamics

Loud sound

Tractor

The sea

Soft sound

Baby crying

The wind

## Year 2 Skills:

To learn the words to describe tempo.

To identify tempo in songs.

To identify which voice is best for a song or rhyme.

To identify sounds by listening.

How to make music out of objects around the house and how to manipulate objects to create different sounds.

# PSHE/Mental Wellbeing

## Healthy Relationships

### Aims:

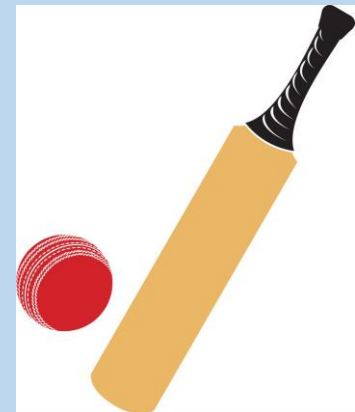
- Identify safe secrets (including surprises) and unsafe secrets.
- Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted).
- Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.
- Demonstrate simple ways of giving positive feedback to others.
- Learn and practise a range of mindfulness techniques to aid mental wellbeing.



## PE – Ball Skills

### Year 2 Skills:

- Catch a small ball.
- Throw a small ball overarm, using the correct technique.
- Structure sequences of actions and skills in different orders to improve performance (speed/direction/level etc)



# IMPACT QUESTIONS

**Science – Give an example of a simple food chain.**

**History – What are three things that Jane Goodall discovered about Chimpanzees?**

**DT – How can you improve your product?**

**PE – Say how I can improve my performance.**

**Music – What do the words TIMBRE and TEMPO mean?**

**PSHE – How can you keep a positive relationship with others?**

**Computing – What things can you do to customise your game?**