

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...

Why is it important to recycle?



Our Focus Gospel Value this half term is...



How do you show integrity in what you do?

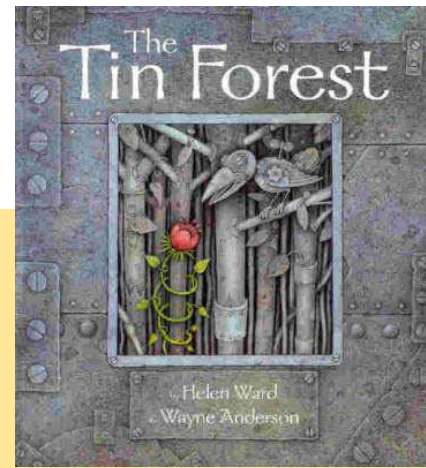
School Mission Statement

**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!**

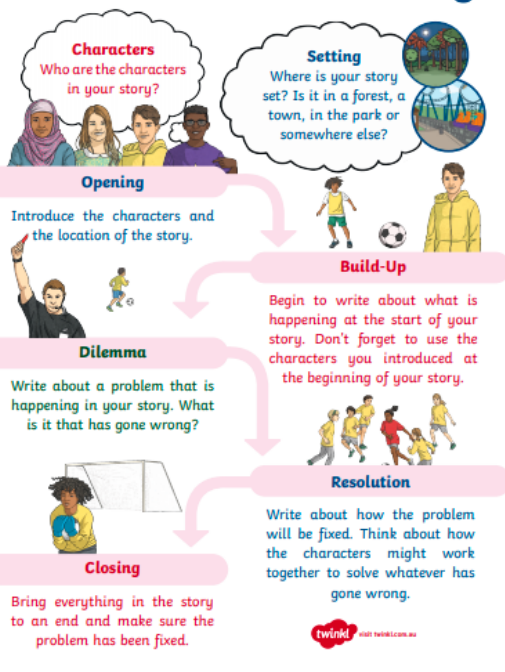
Exclamation - When something is exclaimed- start with 'what' or 'how'. **E.g. What a good friend you are!**

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 | |

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 e.g. $3+4=7$ 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

Knowledge Organiser

Key Vocabulary

forwards

backwards

left

right

north

south

east

west

quarter turn

half turn

three-quarter turn

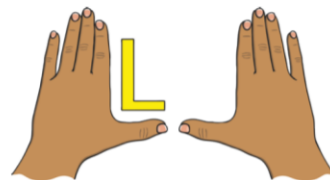
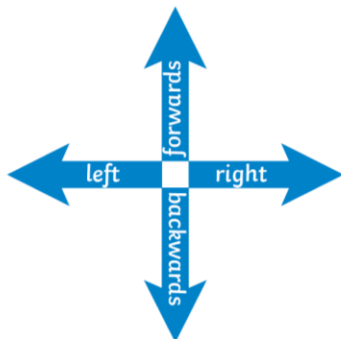
clockwise

anticlockwise

pattern

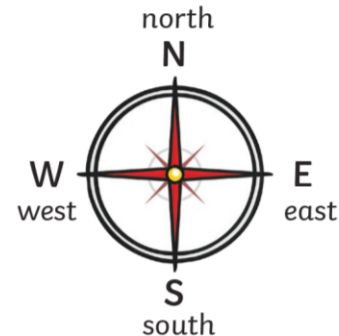
sequence

Describing Straight-Line Movement

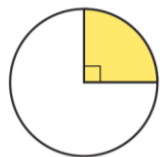


Left and Right

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



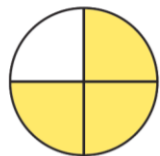
Describing Turns



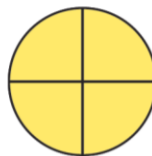
quarter turn



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**.

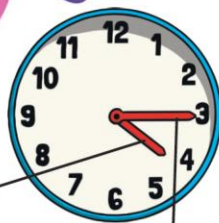
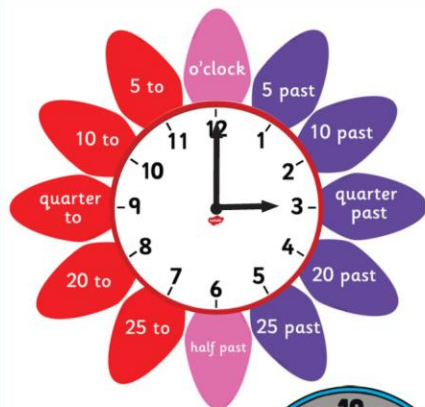
Maths - KS1 KEY VOCABULARY / HOW TO HELP - CONTINUED

| 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 | half past four | five o'clock | half past five | six o'clock | half past six | seven o'clock | half past seven | eight o'clock |
| hand |  |  |  |  |  |  |  |  |
| o'clock | | | | | | | | |
| half past | | | | | | | | |
| quarter past | half past eight | nine o'clock | half past nine | ten o'clock | half past ten | eleven o'clock | half past eleven | twelve o'clock |
| quarter to |  |  |  |  |  |  |  |  |
| five minutes | | | | | | | | |
| duration | Past and To | | | | | | | |
| shorter | | | | | | | | |
| longer | | | | | | | | |
| |  |  |  |  | | | | |
| | o'clock | quarter past | half past | quarter to | | | | |

Maths - KS1 KEY VOCABULARY / HOW TO HELP - CONTINUED

Time

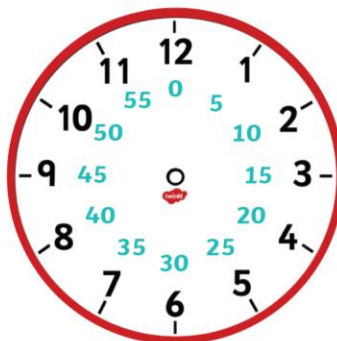
Telling Time to 5 Minutes



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

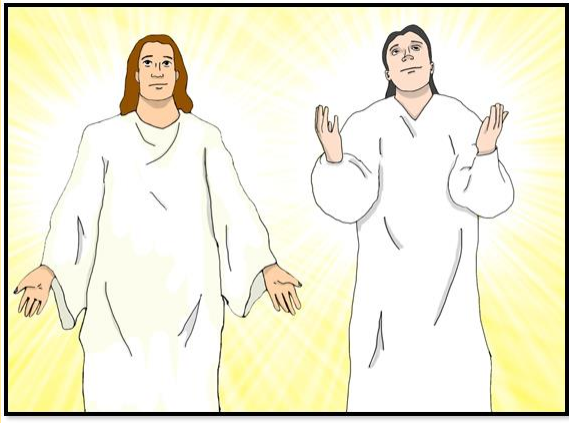
Compare the time using the vocabulary 'longer' and 'shorter'.



visit [twinkl.com](https://www.twinkl.com)

Religious Education

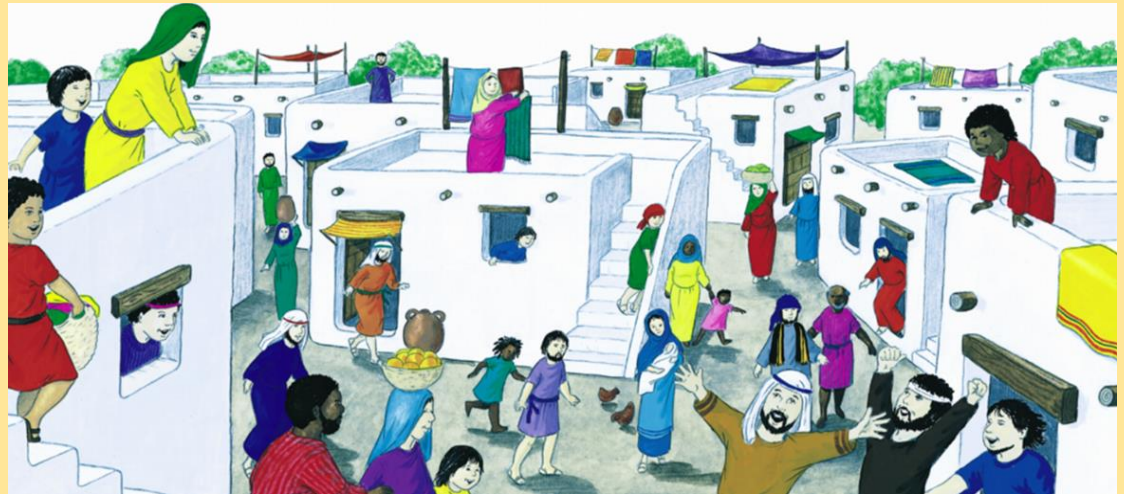
- **Recognise** the stories of Jesus' Resurrection and the coming of the Holy Spirit at Pentecost as religious stories.
- **Describe** ways in which Christians spread the word of the Good News of Jesus in their lives.



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/Geography

We will look at the life of a significant individual in the past who has contributed to national and international achievements. We will also look at seaside towns in the past and present to see what has changed and what has stayed the same. We will also look at why it is important to look after our environment and recycle.

Year 2 Skills:

Sequence artefacts closer together in time.

Sequence photographs etc. from different periods of time

Describe the similarities and differences from past and present times.

Describe memories of key events in lives

To use basic geographical vocabulary to refer to key human and physical features, in the context of coastal/seaside locations in the past and present day.



Science

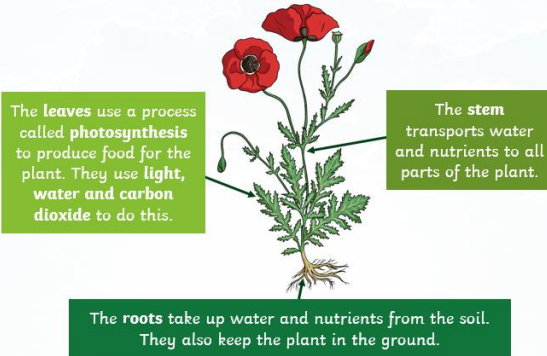
Year 2 Skills:

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

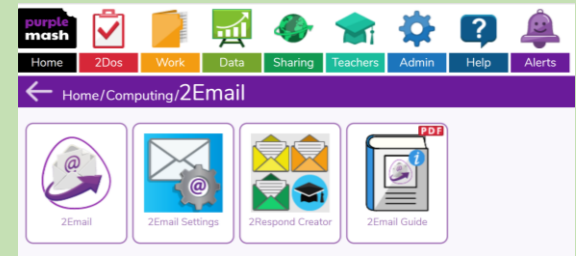
Year 2 Skills:

Children retrieve digital content from email messages.

They organise this content by making audio notes and by creating an information table.

Children create their own content as they respond to and compose email messages.

Children are able to recognise common uses of information technology beyond school.



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 LS Lowry.

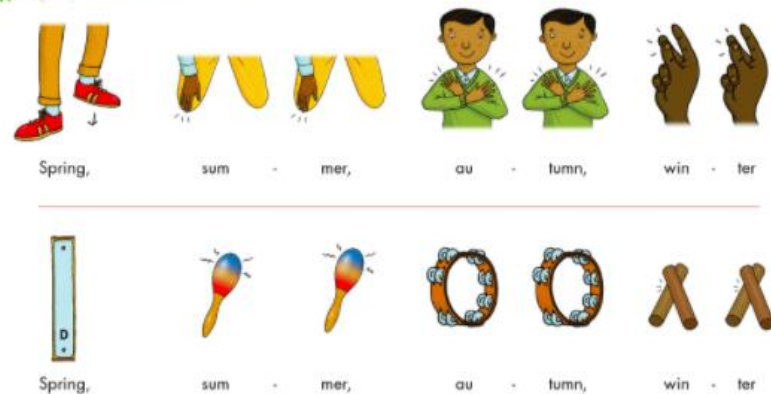
Key Vocabulary :

LS Lowry, Andy Goldsworthy, industrial, landscape, seascape, gallery, nature, charcoal, pencil, paint, drawing, painting, collage, patterns.



Music

Round the seasons ostinati



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.

Identifying rising and falling pitch • Performing a rising pitch sequence in a song.

Listening and responding to pitch changes with movements • Singing with expression and paying attention to the pitch shape of the melody.

RHE – Ten:Ten Resources

Sessions:

- Story sessions – Let the Children Come
- I am Unique
- Girls and Boys
- Clean and Healthy
- Feelings, likes and dislikes



PE

Year 2 Skills:

Hop along a straight line using the same foot.

Zigzag through a series of tightly spaced markers.

Catch a small ball.

Throw a small ball overarm, using the correct technique



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 has changed and stayed the same in a seaside town like Weymouth?

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

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

Music – What does the word PITCH mean?

RHE – What makes you unique?