

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 keep ourselves and others around
the world safe?



Our Focus Gospel Value this half term is...



How do you show courage in what you
do?

School Mission Statement

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



Amen

Around the world in 80 days:

India, Africa and Australia

This half term, our learning is all about the world!

We have lots of exciting things planned, including:

- Engaging English – Australian Dreamtime stories, African fables, non-fiction about animals from around the world.
- Super Science – looking at animals including humans – diet, exercise and how animals/humans change as they grow.
- Melodic Music – link to science and our topic – our bodies and travel.
- Marvellous Maths – We are going to be looking at Mass, Capacity and temperature.
- Amazing Art – An African safari scene, clay pots and 3d African Animals.

How can I help my child with this topic:

Work with your child through the Oak National Academy lessons on “What Australia is like?” and “What Africa is like?”

[Unit - Oak National Academy \(thenational.academy\)](https://www.thenational.academy)

Play games and watch videos from BBC Bitesize Geography pages. [KS1 Geography - England - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/z6882hv)

Watch this video of Tiddalick the Frog - <https://www.youtube.com/watch?v=0y3Ta5xcKV4>

Head over to BBC bitesize for some fun science learning - <https://www.bbc.co.uk/bitesize/topics/z6882hv>

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

Non-Fiction Writing

Non-Fiction Sentence Openers

Information Texts	Instructions	Non-Chronological Reports	Recounts	Letters
There are...	First(ly)...	There are...	First...	I am writing to you because...
Even though...	Secondly...	Even though...	Next...	I wish to...
Sometimes...	Then...	Sometimes...	Then...	Thank you...
Often...	Next...	Often...	After...	I hope that...
For example...	After that...	For example...	Last week...	I would be grateful if...
Did you know...	Finally...	Did you know...	Soon...	I look forward to...
			When...	

report text

* describes what things are like
(or **were** like)

* not in time order



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). E.g. 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

Mass, Capacity and Temperature

Knowledge Organiser

Key Vocabulary

mass

gram

kilogram

lighter

heavier

capacity

volume

millilitre

litre

temperature

Celsius

degrees

Mass



We use scales to measure **grams**.

A gram is a small unit of measurement that we use to measure how heavy or light something is.

We can write gram as **g**.

We measure the following using grams:



$15\text{g} > 10\text{g}$



We also use scales to measure **kilograms**.

A kilogram is a larger unit of measurement that we use to measure how light or heavy something is.

We can write kilogram as **kg**.

We measure the following using kilograms:



$1\text{kg} < 3\text{kg}$

Maths - KS1 KEY VOCABULARY / HOW TO HELP - CONTINUED

Mass, Capacity and Temperature

Knowledge Organiser

Capacity

Capacity is the amount of liquid a container can hold.

Volume is how much liquid is in the container.

Millilitres



We can use a measuring cylinder to measure very small volumes.

We measure these in millilitres.
We write this as ml.

$$1000\text{ml} = 1\text{l}$$



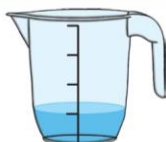
Litres



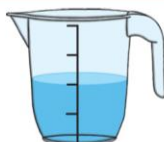
We can use a jug to measure larger volumes.

We measure these in litres.
We write this as l.

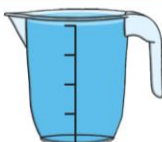
$$1000\text{ml} = 1\text{l}$$



quarter full



half full



full

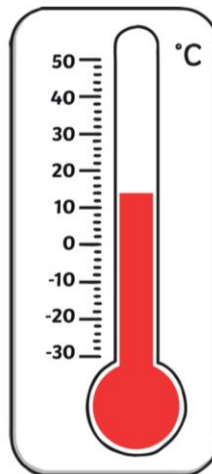
Temperature

Temperature is a measure of heat.

Thermometers are used to measure temperature.

We usually measure temperature in **degrees Celsius (°C)** but some parts of the world use degrees Fahrenheit (°F).

We can measure the temperature of air, liquids or objects using a thermometer.



Most thermometers have small tubes and a bulb of liquid at the bottom. The hotter the temperature, the higher the liquid from the bulb rises in the tube. There are markings along the side of the glass tube that show the temperature.



Religious Education

- **recognise** the story of Peter asking Jesus about forgiveness as a religious story.
- **recognise** some religious words and signs that Christians use to express sorrow and forgiveness.
- **describe** how Christians try to practise Jesus' commandment of love, peace and reconciliation.

*'My commandment is
this;*

*Love one another, just
as I love you.'*

Reconciliation



Geography

Year 2 Skills:

Find land/sea on globe.

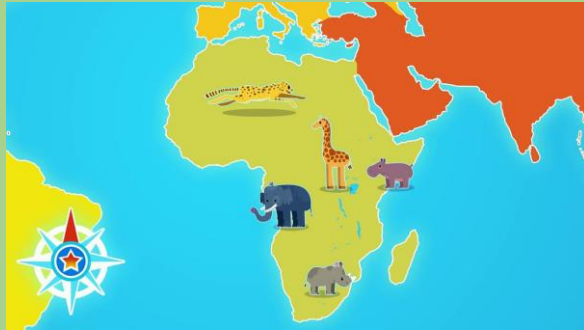
Use teacher drawn base maps.

Use an infant atlas

Express views on the environment of a locality and recognise how people affect the environment.

Begin to use appropriate geographical vocabulary.

Make simple comparisons between features of different places.



Science

Year 2 Skills:

Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Vocabulary

adult	A fully grown animal or plant.
develop	To grow and become stronger.
life cycle	The changes living things go through to become an adult.
offspring	The child of an animal.
reproduce	When living things make a new living thing of the same kind.
young	Offspring that has not reached adulthood.
live young	Offspring that has not hatched from an egg.

All young animals change at different stages as they grow into adults.

All living things **reproduce** and have **offspring**.

Some animals give birth to **live young**. Their offspring normally look like them when they are born.

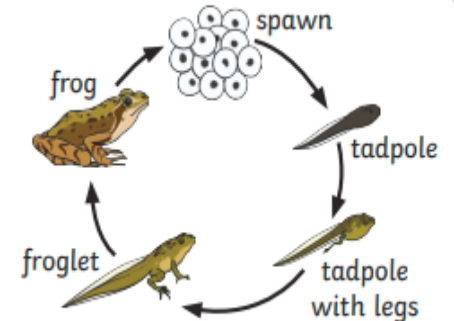
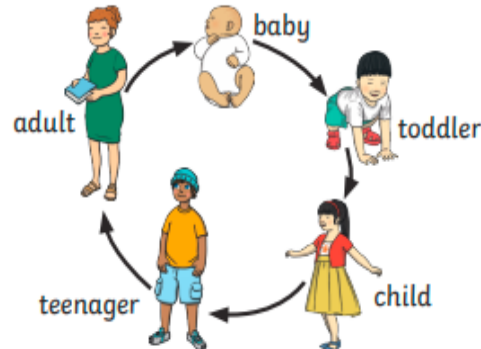
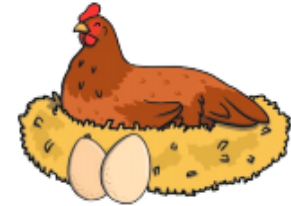


Other animals have offspring which do not look like them, e.g. fish and amphibians.



Some animals lay eggs which hatch into live young. This **young** then develops into an **adult**.

When these eggs hatch, some animals look like their adult, e.g. birds and reptiles.



Science

Key Vocabulary

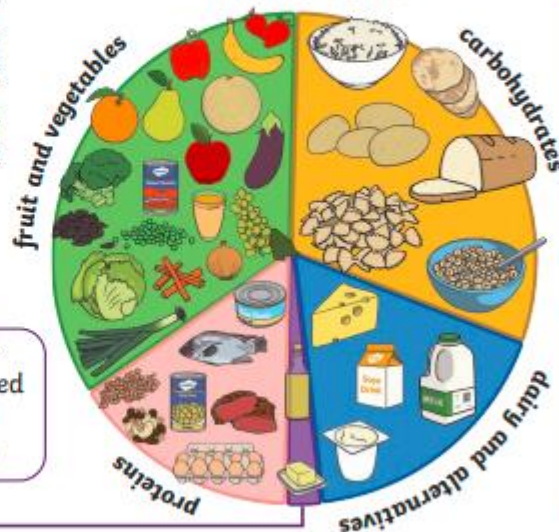
dehydrate	To lose water (dry out).
diet	The food and water that an animal needs.
disease	Illness or sickness.
energy	The power needed to carry out a task.
exercise	A physical activity to keep your body fit.
germs	Bugs that cause disease and illness.
heart rate	The number of times a heart beats in one minute.
hygiene	How clean something is (to stay healthy and stop disease and illness spreading).
nutrition	Food needed to live.
pulse	The beating of the heart that can be felt in your neck and wrist.

To stay alive, all animals have 3 basic needs:



To grow into a healthy adult, we must eat the right types of food in the right amount and **exercise**.

Eatwell Guide



oils and spreads
Choose unsaturated oils and use in small amounts.

Water, lower fat milk, sugar-free drinks including tea and coffee all count.



Eat less often and in small amounts.



To stop illness and infections spreading, we must be hygienic and keep ourselves clean.



Art

Year 2 Skills:

Mix a range of secondary colours, shades and tones.

Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

Manipulate clay for a variety of purposes,



Music

Year 2 Skills:

Recognising and responding to steady beat.

Recognising and responding to a rhythm ostinato pattern.

Recognising and playing rhythmic patterns

Recognising and responding to steady beat at different tempi
Playing steady beats at different tempi on body percussion and instruments

Singing in two parts and combining steady beats

Performing rhythmic patterns on percussion

Computing

Year 2 Skills:

Understand that email can be used to communicate



Develop skills in opening, composing and sending Emails

Use appropriate language in emails

Develop skills in editing and formatting text in emails

Be aware of e-safety issues when using email

RHE – Ten:Ten Resources

Sessions:

Feeling inside out.
Super Susie gets angry.
The cycle of life.
Three in one.
Who is my neighbour?
The communities we live in.



Feelings V Actions: Mix and MATCH

Excited	jump up and down	
Angry	hit someone or something	have a tantrum
Worried	bite fingernails	hold back from doing things that you want to
Happy	smile lots	
Frightened	scream	hold back from doing things that you want to
Grumpy	snap at people around you	
Surprised	take a breath in and sit down	
Sadness	cry	have a tantrum

PE



Striking and Fielding.

Year 2 Skills:

Physical: Throwing
Physical: Catching
Physical: Retrieving a ball
Physical: Tracking a ball
Physical: Striking a ball

Social: Communication
Social: Supporting and encouraging others
Social: Consideration of others

Emotional: Perseverance
Emotional: Honesty and fair play
Thinking: Using tactics
Thinking: Selecting and applying skills
Thinking: Decision making

IMPACT QUESTIONS

Science – How can I keep myself healthy, inside and out?

Computing – What e safety advice could we give when using e-mail?

Geography – Where are the countries Australia, India and Africa on a world map?

Art – What are the primary colours?

PE – What do I need to remember when throwing a ball accurately?

Music – What is an ostinato?

RHE – How can we make good choices about how to act even when we feel angry or upset?