

Year 2

Knowledge

Organisers

Summer 1





Kenya

Year 2: Sensational Safari



Kenya is a country in the continent of Africa. It is near the equator so the climate is hot and dry.



Landscapes



Savannah
Valleys
Volcanos
Coastal
Lakes



Animals

Maasai

Lots of different animals live in the habitats in Kenya. Tourist like to visit to complete safaris.



Maasai are a tribe in Kenya. They live herding cattle and goats.



Key Vocabulary

Year 2: Sensational Safari Geography

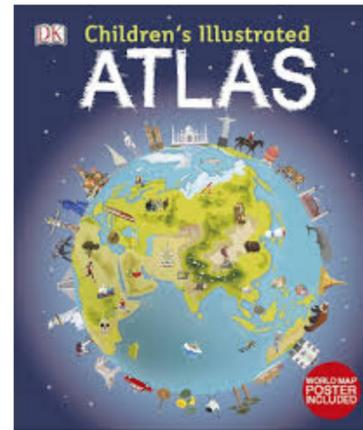
World

The earth.



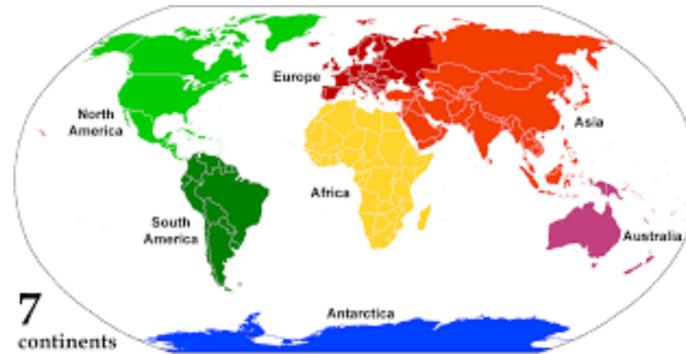
Atlas

A book of maps.



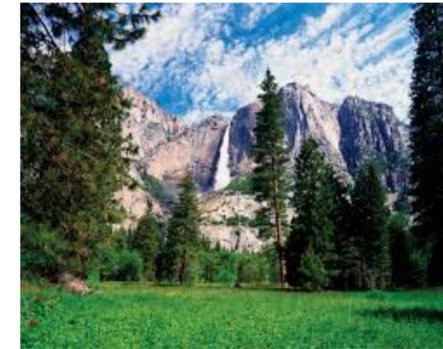
Continent

Large area of land.



National Park

A area set aside for its landscape and wild life.



Conservation

Protecting something like a national park.



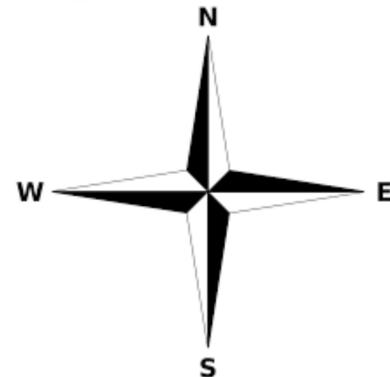
Survival

Continuing to live.



Directions

The direction in which someone or something is moving.



Vegetation

Plants found in an area or habitat.



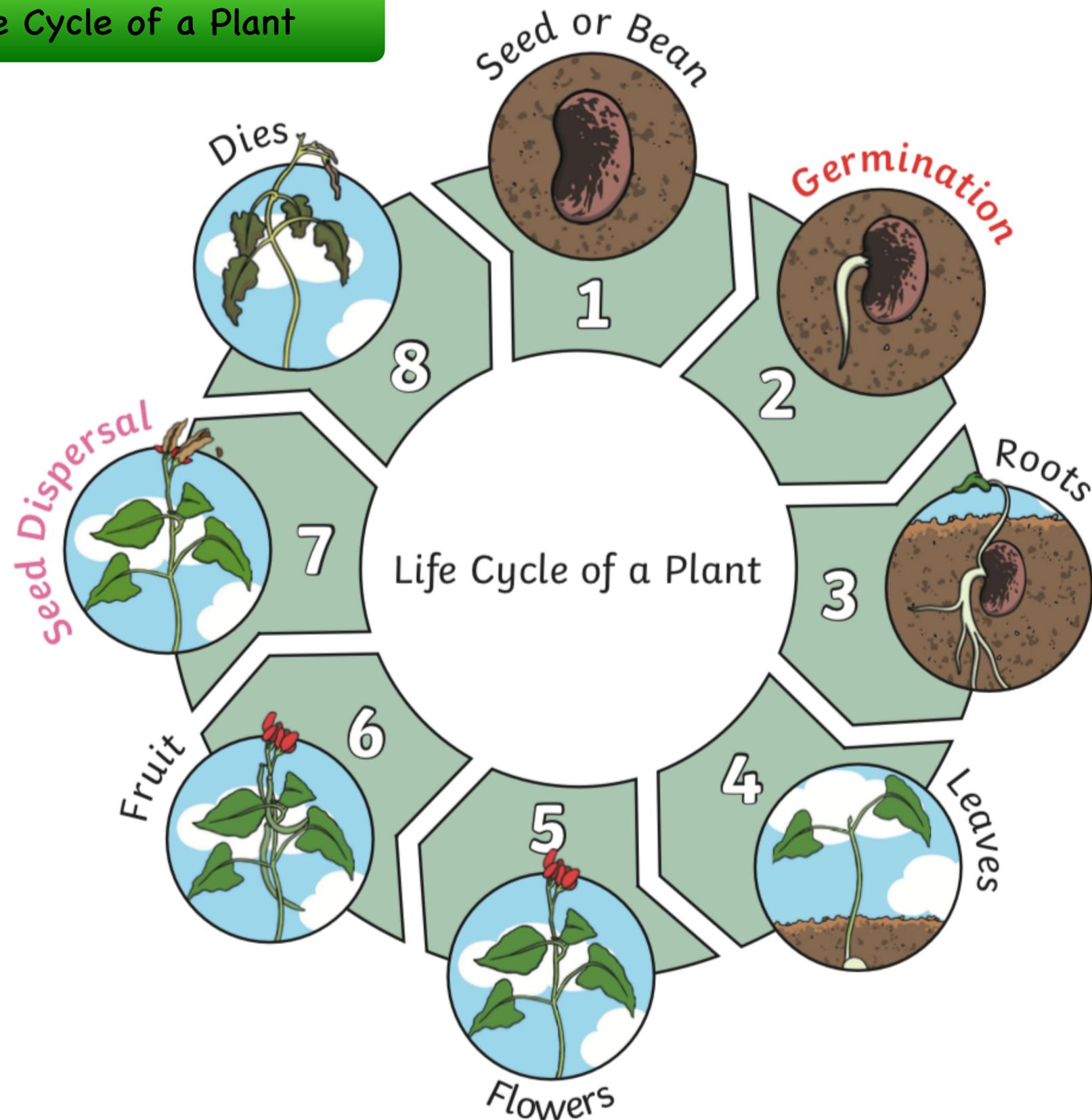
Soil

The upper layer of earth in which plants grow.

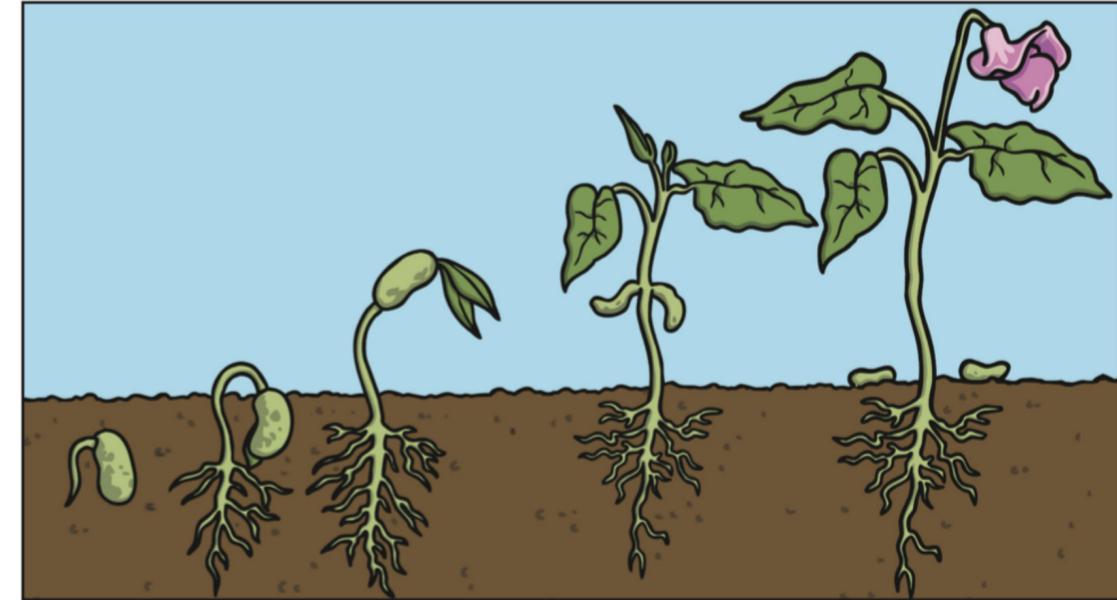




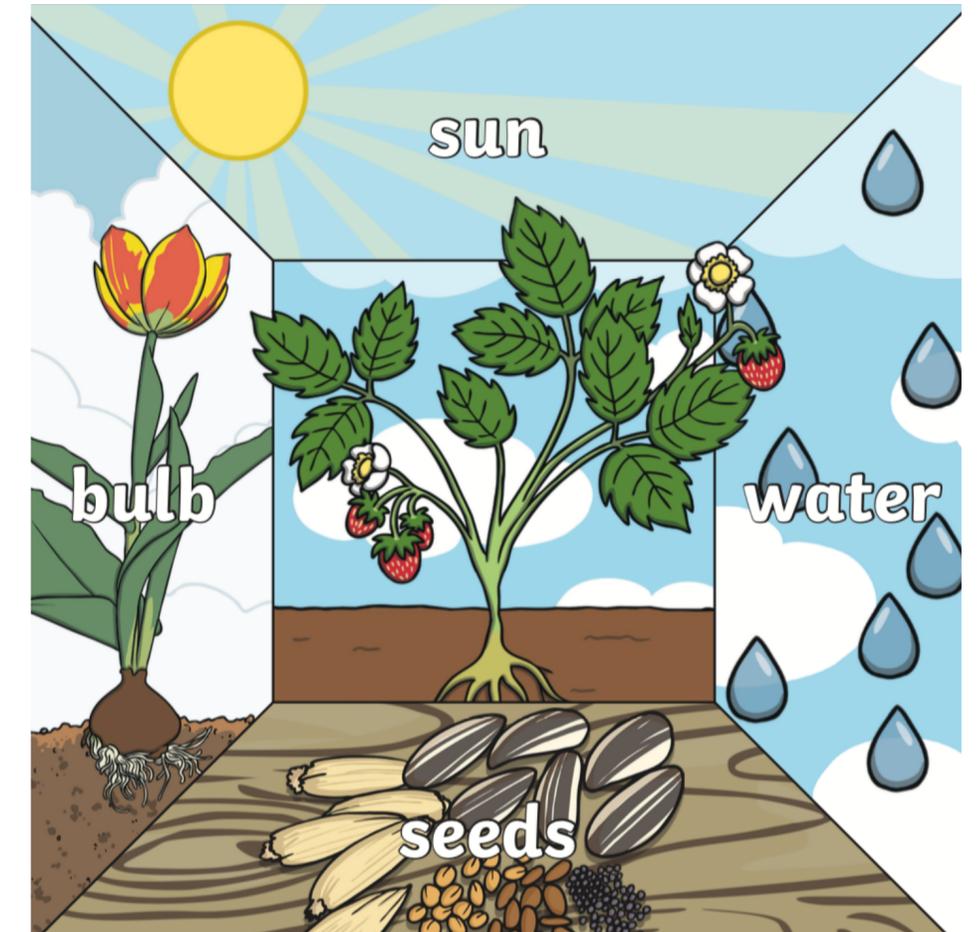
Life Cycle of a Plant



How do plants grow?



What do plants need to grow?



Key Vocabulary

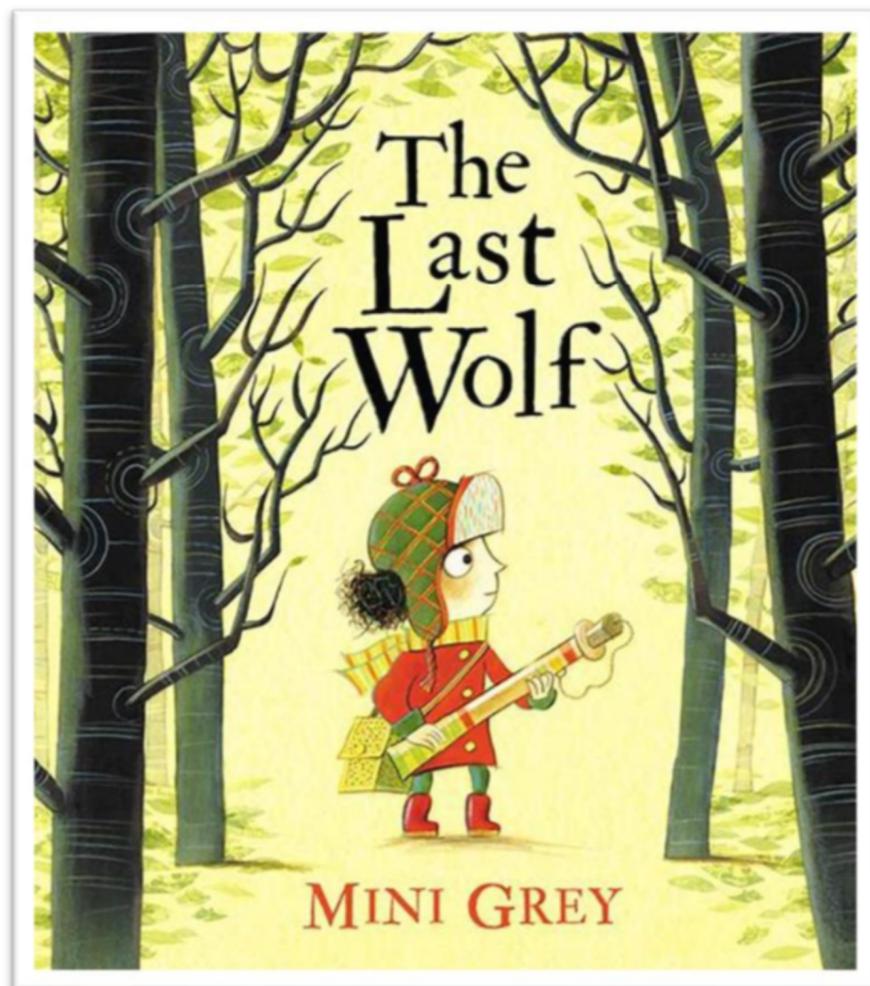
Year 2: Science
Plants

Key Vocabulary	
germination	When the conditions are right, the seed soaks up water and swells, and the tiny new plant bursts out of its shell. This is called germination .
shoot	A shoot grows upwards from the seed or plant to find sunlight .
seed dispersal	Seed dispersal is when the seeds move away from the parent plant. They can drop to the ground in the plant's fruit or be moved by the wind or animals.

Key Vocabulary	
What do plants need to grow well?	
sunlight	All plants need light from the sun to grow well. Some plants need lots of sunlight . Some plants only need a little sunlight .
water	All plants need water to grow. Without water , seeds and bulbs will not germinate .
temperature	Temperature is how warm or cold something or somewhere is. Some plants like cooler temperatures and some like warmer temperatures .
nutrition	Food or nourishment. Plants make their own food in their leaves using sunlight .

The Last Wolf

by Mini Grey



Year 2 Pathways to Write: Summer 1

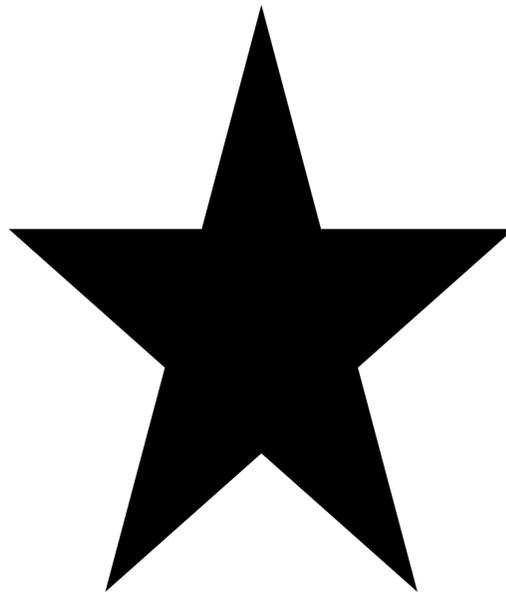
NC Common Exception Words – Year 2		Developing Vocabulary	
last	could	flung	popgun
behind	eye(s)	supplies	stalking
path	find	lurk	bracken
door	wild	pounce	tree stump
child	plant	wander	doorknob
old		endless	land
		grazing	lynx
		awash	human
		nowadays	miles
		pickings	earth

 Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	↔ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> Use the progressive form of verbs in the present and past tense Some use of subordination (because, when) and coordination (and, but) Use punctuation correctly (as taught so far) Write sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones Use punctuation correctly – apostrophes for contracted forms 	<ul style="list-style-type: none"> Include detail and description to inform the reader Use a range of sentence forms to address the reader Write in 1st person Include personal comments and own viewpoint Use openings and closings e.g. <i>dear, opening statement to state why we are writing, from</i>



Year 2: Computing Coding Course B

Vocabulary



- **Algorithm** - A list of steps to finish a task.
- **Program** - An algorithm that has been coded into something that can be run by a machine.
- **Programming** - The art of creating a program.
- **Click** - Press the mouse button
- **Double-Click** - Press the mouse button very quickly
- **Drag** - Click your mouse button and hold as you move the mouse pointer to a new location
- **Drop** - Release your mouse button to "let go" of an item that you are dragging
- **Loop** - The action of doing something over and over again.
- **Repeat** - To do something again.

We developed Course B with first graders in mind. While the concepts in Course B parallel those in Course A, students learn more sophisticated unplugged activities and work through a greater variety of puzzles. Students will learn the basics of programming, collaboration techniques, investigation and critical thinking skills, persistence in the face of difficulty, and internet safety. At the end of this course, students create games in the Play Lab programming environment.

Course B (13 lessons)
Digital Citizenship (1 lesson)
Sequencing (4 lessons)
Loops (4 lessons)
Impacts of Computing (1 lesson)
Events (2 lessons)
End of Course Project (1 lesson)

Concept Chunk	#	Lesson Name	Description
Digital Citizenship	1	 Digital Trails	Students learn that the information they share online leaves a digital footprint or "trail." Students compare different trails and think critically about what kinds of information they want to leave behind.
Sequencing	2	Move It, Move It	Students will program their classmates to step carefully around a large grid on the floor in this context-setting lesson.
	3	Sequencing with Angry Birds	In this skill-building lesson, students will develop sequential algorithms to move a bird from one side of a maze to the pig on the other side. To do this, they will stack code blocks together in a linear sequence.
	4	Programming with Angry Birds	In this skill-building lesson, students will continue to develop sequential algorithms.
	5	Programming with Harvester	Students will apply the programming concepts that they have learned to the Harvester environment in this skill-building lesson. Students will continue to develop sequential algorithm skills and start using the debugging process.
Loops	6	Getting Loopy	In this context-setting lesson, students will learn to use loops to more easily communicate instructions by looking at the repeated patterns of a dance.
	7	Loops with Harvester	In this skill-building lesson, students will help the harvester collect crops by using loops.
	8	Loops with Laurel	In this skill-building lesson, students continue learning the concept of loops. Here, Laurel the Adventurer uses loops to collect treasure in open cave spaces.
	9	Drawing Gardens with Loops	In this skill-building lesson, students learn to draw images by looping simple sequences of instructions. Here, students use loops to create patterns.
Impacts of Computing	10	The Right App	In this exploratory lesson, students empathize with several fictional smartphone users to help them find the "right app" that addresses their needs.
Events	11	The Big Event Jr.	In this context-setting lesson, the class will experience the concept of events through a game where they move or shout when you press buttons on a giant remote.
	12	Mini-Project: A Royal Battle with Events	In this mini-project , students will have the opportunity to learn how to use events in Play Lab and apply all of the coding skills that they've learned to create an animated game.
Project	13	End of Course Project	In this project lesson, students apply what they have learned about sequencing and events in an open-ended project with Play Lab.



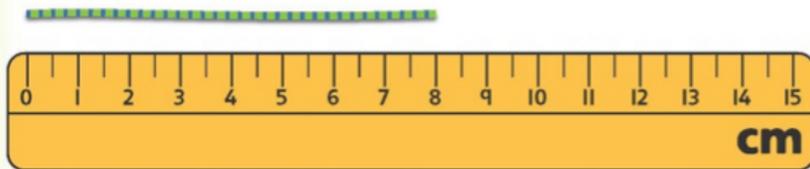
Unit 8

Length and height



- In this unit we will ...
- ⚡ Measure the lengths and heights of objects in centimetres and metres
 - ⚡ Compare two lengths
 - ⚡ Put lengths in order
 - ⚡ Use the four operations with lengths

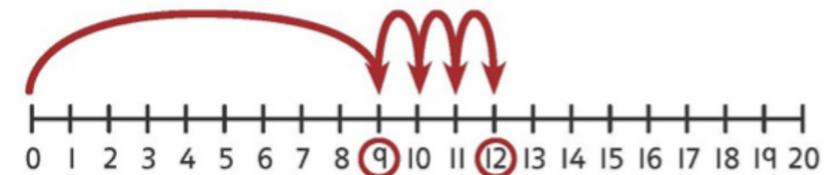
We will be using rulers.
How long is this piece of string?



Here are some maths words we have seen before. Which ones mean the same thing?

- length
- centimetres (cm)
- metres (m)
- longer
- shorter
- metre stick
- height
- width
- compare
- distance

We can also use a number line to compare lengths. Which straw is longer? What is the difference between them?



Unit 9

Mass, capacity and temperature



In this unit we will ...

- ⚡ Compare and measure mass
- ⚡ Compare and measure volume
- ⚡ Measure temperature
- ⚡ Read a thermometer

We will use balance scales to compare and measure mass. Can you use this balance scale to work out which fruit is heavier?



We will need some maths words. Which of these have you heard before?

- mass
- balance
- weighing scales
- grams (g)
- kilograms (kg)
- litres (l)
- millilitres (ml)
- volume
- capacity
- temperature
- thermometer
- degrees Celsius (°C)
- estimate
- heavier than
- lighter than
- heaviest
- lightest
- balance scales

We will use different things to measure. Have you used any of these? Can you match the names?



- thermometer
- balance scale
- measuring jug
- weighing scale



Unit 10

Fractions



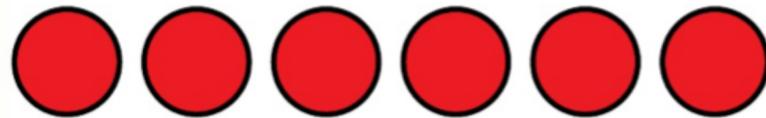
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In this unit we will ...

- ⚡ Learn about the whole and equal parts
- ⚡ Recognise and find a half
- ⚡ Recognise and find a quarter
- ⚡ Learn about unit and non-unit fractions
- ⚡ Learn about equivalent halves and quarters

What is half of 6?
You can use counters to help.

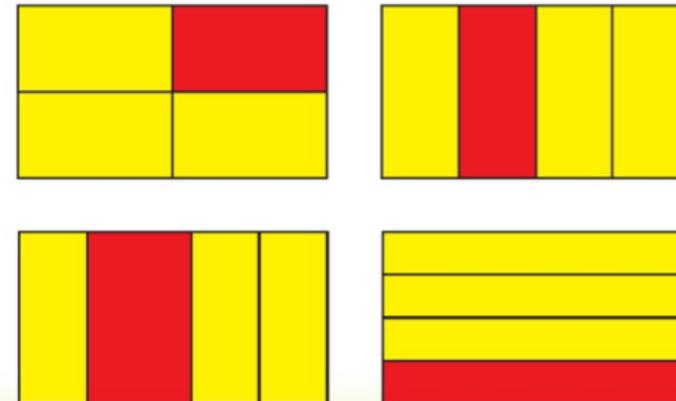


We will need some maths words. Some are new. Which words do you remember?

- half ($\frac{1}{2}$)
- quarter ($\frac{1}{4}$)
- third ($\frac{1}{3}$)
- three quarters ($\frac{3}{4}$)
- whole
- equal parts
- equivalent
- denominator
- numerator
- non-unit fraction
- unit fraction



Which of these is the odd one out? Why?

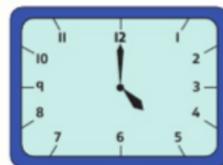


Unit II Time



- In this unit we will ...
- ⚡ Tell time to the hour and half hour
 - ⚡ Tell the time to quarter to and quarter past
 - ⚡ Tell the time to 5 minutes
 - ⚡ Learn about minutes and hours

Do you remember which is the hour hand and which is the minute hand?



We will need some maths words. Have you heard any of these before?

o'clock

half past

quarter past

quarter to

minute hand

hour hand

hours

minutes

There are 60 minutes in an hour.



Mechanisms - Making a moving monster

Key facts

Design criteria	A set of rules to help designers focus their ideas and test the success of them.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Input	The energy that is used to start something working.
Linkage	Lengths of material (for example, metal or card) that are joined together by pivots, so that the links can move as part of a mechanism.
Mechanical	Something that can move because several pieces work together like a machine.
Mechanism	A collection of parts that work together to create a movement, eg: a bicycle.
Output	Output is the motion that happens as a result of starting the input.
Pivot	The central point, pin, or shaft on which a mechanism turns or swings.
Survey	To ask a group of people questions about something and to use their answers to make improvements.

Moving monster

What materials could you use to represent fur, scales and claws?

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The four types of motion:

Linear motion
Movement in a straight line in any one direction.

Reciprocating motion
Movement in a straight line, back and forth, in any direction.

Rotary motion
Movement in a circular motion.

Oscillating motion
Movement in a curve, back and forth.



Year 2: On this island

Musical style: British folk music

Folk songs are often passed on by generations simply by people singing them. In fact, we don't actually know who wrote most folk songs.



Vocabulary

Inspiration Something that gives you an idea about what to create.

City Countryside Seaside

Our inspiration for our soundscapes is the British Isles.

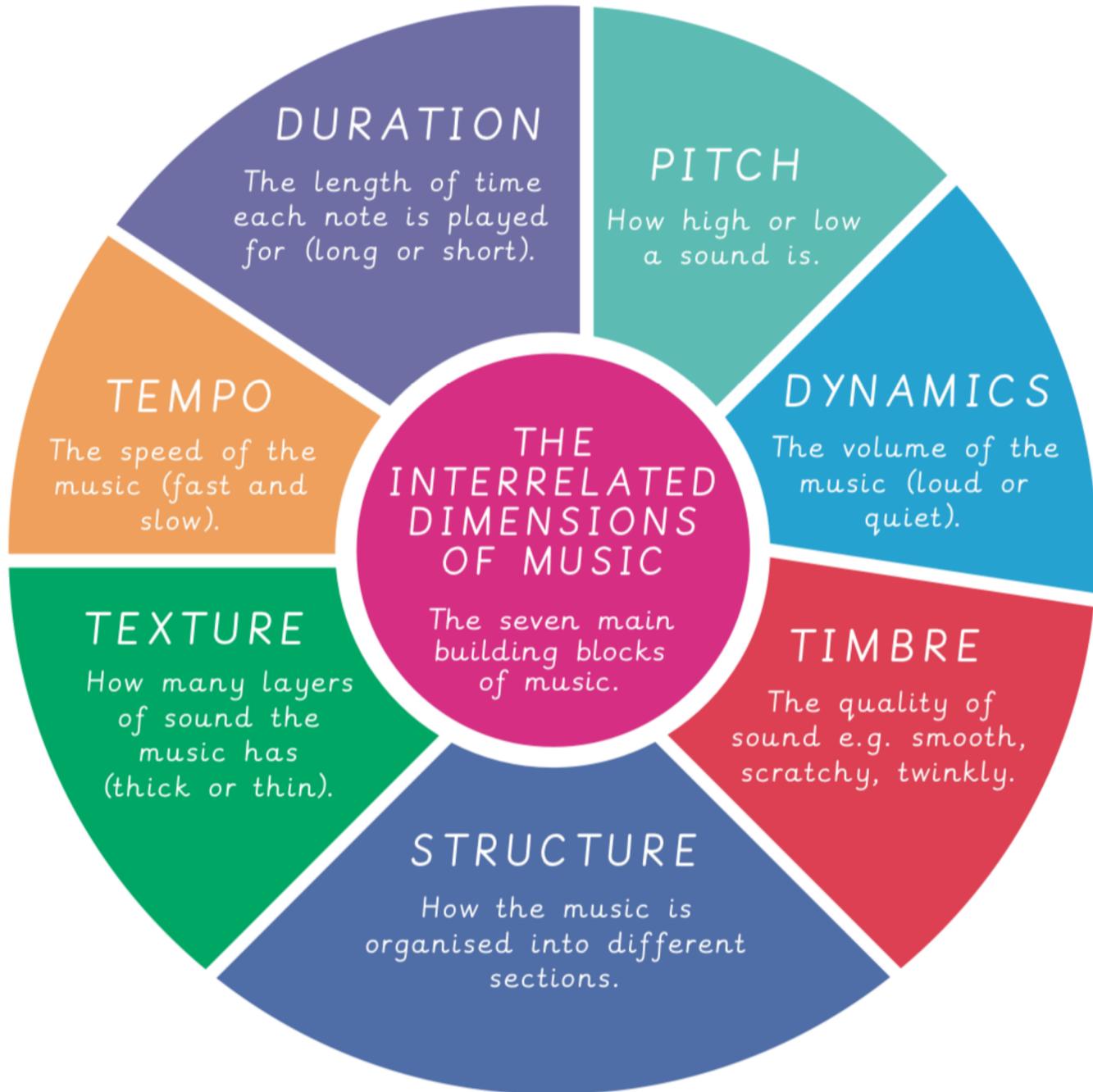
Motif A short melody that is repeated over and over again.

Soundscape A piece of music that describes a landscape.

Instruments

Vocal sounds Sounds made with your vocal chords, such as talking, singing, humming and shushing.

Talking Singing Shushing



Body percussion When you hit, tap, or scrape your body to make a sound, as you would do with a percussion instrument, e.g. slapping your leg, tapping your foot.

Tapping foot Clapping Clicking fingers

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Knowledge Organiser Sending and Receiving Year 2

About this Unit

Sending and receiving skills are important because they can be used in lots of other games. Learning these skills also helps your eyes, hands and feet work together. This makes your brain smarter because it has to think about where the ball is and how to make your body do what you want. You can always improve your sending and receiving skills with practise.

- roll:** body face target, swing underarm, step forward
- hit:** use the centre of the racket, watch the ball
- track:** move your feet to the ball
- throw:** body face target
- catch:** scoop with two hands, wide fingers, two hands

Ladder Knowledge



Sending:

Control the ball before sending it. Stepping with opposite foot to throwing arm will help you to balance.

Receiving:

Use wide fingers and pull the ball in to your chest to help to securely catch.

Movement Skills

- roll
- track
- catch
- receive with feet
- kick
- send and receive with a racket

This unit will also help you to develop other important skills.

Social communication, collaboration, leadership

Emotional honesty, determination

Thinking identifying how to improve, comprehension

Strategies

For all ball skills use these tips:

Track the ball as it comes towards. Point your hand or foot towards your target when sending the ball. Cushion the ball as you receive it.

Healthy Participation



Make sure unused balls are stored in a safe place.

Make sure you work in a safe space and show an awareness of others as you use the ball.

This unit will help you to:

- change direction
- balance
- move different body parts at the same time
- be faster
- move for longer

If you enjoy this unit why not see if there is a ball game e.g. a tennis club in your local area.



Key Vocabulary



catch		
distance	receive	target
kick	roll	throw
ready position	send	track

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Complete the Clock



What you need: twelve markers, one ball

How to play:

- Create a circle with the markers. Identify where the numbers would be if it was a clock.
- Kick your ball through each of the gaps.
- Repeat, this time once through 1 o'clock, twice through 2 o'clock, all the way to twelve times through 12 o'clock.

Make this harder by asking someone to time you. How quickly you can complete the clock?



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



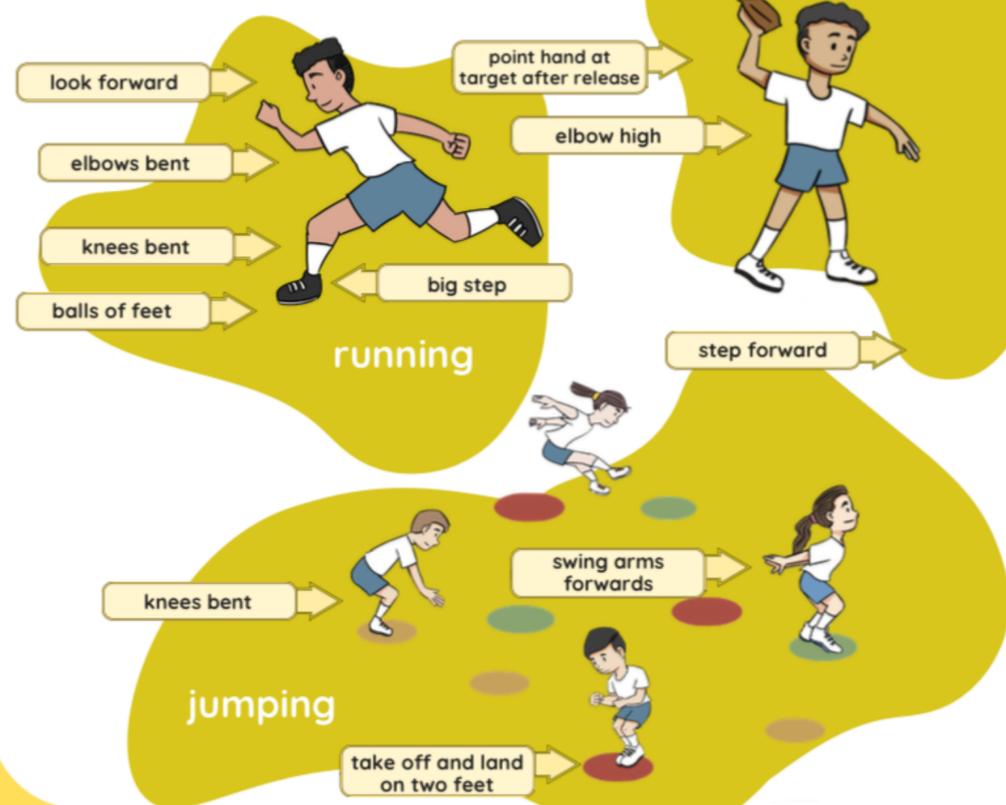
@getset4education136

P
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About this Unit

Athletics is made up of running, jumping and throwing.



Ladder Knowledge



Running:

Running on the balls of your feet, taking big steps and having elbows bent will help you to run faster.

Jumping:

Swinging your arms forwards will help you to jump further.

Throwing:

Throw in a straight line by pointing your throwing hand at your target as you let go of the object.

Movement Skills

- run
- jump for distance
- jump for height
- throw for distance
- throw for accuracy

This unit will also help you to develop other important skills.

Social communication, work safely, support others

Emotional determination, independence

Thinking comprehension, observe and provide feedback, explore ideas, select and apply skills

Rules

Follow the rules when working with others.

Healthy Participation



- Behave and move in a safe way.
- Wait to take turns when told to.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Mousetrap

What you need: 1 basket, 1 large bottle, a ball or pair of socks, 1 or more players.

How to play:

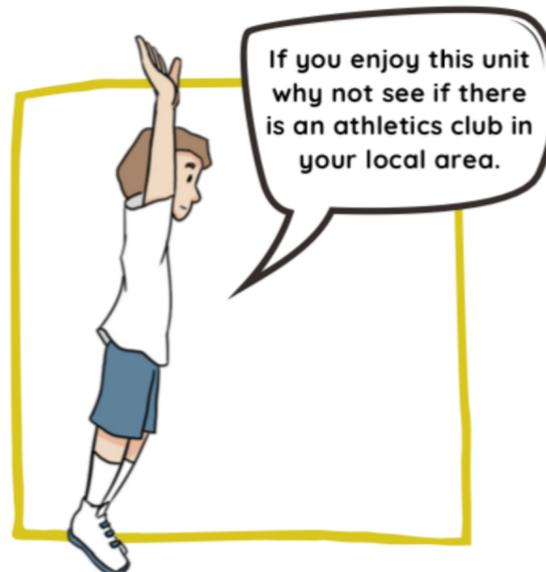
- Turn the basket upside down. Tilt the basket as you keep it lifted at one end by placing it on top of the bottle.
- Using your ball or rolled up socks, try to hit the bottle so that the basket drops to the floor.
- Playing with a partner? Who can knock the mousetrap down first?
- Make this harder by standing further away when you make the throw.
- Then try balancing the basket with different items such as a trainer or some toilet rolls.

www.getset4education.co.uk



Key Vocabulary

aim	height	overarm
distance	jog	sprint
far	jump	take off
fast	landing	target
		throw



This unit will help you to:

- change direction
- balance
- move different body parts at the same time
- be faster
- move for longer
- be stronger





Knowledge Organiser Invasion Year 2

About this Unit

Invasion games are games where there are two teams and two goals. Teams try to score in the opposite team's goal. Examples include football, handball, rugby, netball, basketball, hockey.

In invasion games, the team that is in possession of the ball (the team that has the ball) are the attackers. The team that is not in possession of the ball (the team that does not have the ball) are the defenders.

I need to try to score goals

I need to try to move towards the goal

My team need to keep the ball

My team need to try to get the ball

I need to stop the other team from scoring

Which person is the attacker and which person is the defender?

Ladder Knowledge



Sending & receiving: controlling the ball before sending it will help you to get it to the right place or person.	Dribbling: keeping your head up will help you to see where defenders are.	Space: moving into space away from defenders helps you to pass and receive a ball.	Attacking: when your team is in possession of the ball you are an attacker and we can score.	Defending: when your team is not in possession of the ball, you are a defender and need to try to get the ball. Standing between the ball and the attacker will help you to stop them from getting the ball.
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Movement Skills

- dribble
- throw
- catch
- kick
- receive
- run
- change speed
- change direction

This unit will also help you to develop other important skills.

Social communication, kindness, support others, co-operation, respect, collaborate

Emotional empathy, perseverance, honesty, integrity, independence

Thinking creativity, select and apply, comprehension, problem solving, provide feedback

Rules

Know how to score points for each game and follow simple rules.

Tactics

- Attacking tactics**
- Move into space towards goal
 - Make quick decisions to pass
 - Communicate with each other to let a teammate know you are free.
- Defending tactics**
- Mark an opponent
 - Stand in between the attacker and the ball
 - Have someone take on the role of goalkeeper.

Healthy Participation

-
- Make sure any equipment not used is stored out of the way.

Key Vocabulary

attack	opponent	score
defend	possession	shoot
defender	receive	tactic
goalkeeper	send	teammate
mark		

If you enjoy this unit why not see if there is a club in your local area that plays an invasion game. This could be a basketball, football, handball, hockey, netball or tag rugby club.

This unit will help you to:

- change direction quickly
- balance
- move different parts of your body at the same time
- be faster
- move for longer

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Protect the gate

What you need: 2 players min, three objects and a ball or pair of rolled up socks.

How to play:

- Place three objects in a triangle formation.
- One player (the defender), begins next to the triangle.
- The other player (the attacker) begins with the ball 4m away from the triangle.
- The attacker can move anywhere as long as they remain 4m away from the triangle. The attacker scores points by rolling the ball through the triangle.
- Six attempts then change roles.

What was your score /6?

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P
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conflict

Jigsaw Jo's Journey

Relationships

similarities

I will learn about...

- My family and my relationships with them
- Different forms of physical contact
- Acceptable and unacceptable physical contact
- Things that may cause conflict with friends
- Secrets and when it may or may not be good to keep a secret
- People who can help me at school, at home and in the community

How can I build positive, healthy relationships?

communication

I will explore...

- How everyone's family is different
- Which types of physical contact I like and don't like
- How to use a problem-solving technique to resolve conflict with my friends
- Who to talk to if I ever feel worried
- How it feels to trust someone

compliments

differences

worry secret

honesty

good secret

touch

telling

trust

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Discovery RE Knowledge Organiser Year 2, ages 6-7

This knowledge organiser is a guide, offering key information to point the teacher in the right direction as to the beliefs underpinning the particular enquiry.

The summaries must not be taken as the beliefs of ALL members of the particular religion.

Religion /Worldview: Judaism	Enquiry Question: How special is the relationship Jews have with God?	Age: 6/7	Year Group: 2 Summer 1
In this enquiry, the children look at the covenant, the special agreement between God and the Jewish people. Children learn about the key figures Abraham and Moses and see how they are remembered today.			

Core Knowledge (see also background information documents)	Link to other aspects of belief	Personal connection / resonance	
<p>This enquiry looks at views about God, the Covenant, 10 commandments, the Shema and the Mezuzah</p> <p>Abraham and Moses are key figures in this enquiry</p> <p><u>Abraham</u> Abraham is often known as the Father of Judaism. Jews believe that it was Abraham's faith in God that led to him being chosen by God</p> <p><u>Moses</u> Moses was chosen by God to lead his people out of Egypt to the 'promised land'. The ten commandments were given to Moses to help make the covenant stronger – now people would know what God wanted them to do. The Mezuzah and Shema – a way for Jews to remember the covenant</p>	<ul style="list-style-type: none"> • Respect for the scriptures in the synagogue • Worship in the Synagogue • The symbolic clothing worn during worship (particularly by orthodox Jews) relates directly to the laws of Moses • Significance of symbols 	<ul style="list-style-type: none"> • Why is keeping promises important? • How would you feel if someone broke a promise? • Do you think someone would trust you if you didn't keep a promise? • How can keeping promises be difficult? • What are the rewards of keeping promises? 	
Key Terms and definitions	History/Context	Impact on believer/daily life	Spiral curriculum link
<p>Covenant: special promise</p> <p>Mezuzah: a small case placed on Jewish doorposts containing the Shema</p> <p>Shema: a very important prayer for Jews</p>	<ul style="list-style-type: none"> • After having left Egypt, the Jews were in need of rules and order to help them live life in the way God wanted. • These rules still impact on Jewish life today 	<ul style="list-style-type: none"> • Having a mezuzah with the Shema prayer on a doorpost is a daily reminder of the covenant and the fact that the rules need to be followed 	<p>Recap on the creation as a key belief (see Yr1 enquiry for details)</p> <p>The focus is on Abraham and Moses and links to the Yr 2 Spring 1 Passover enquiry.</p>

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