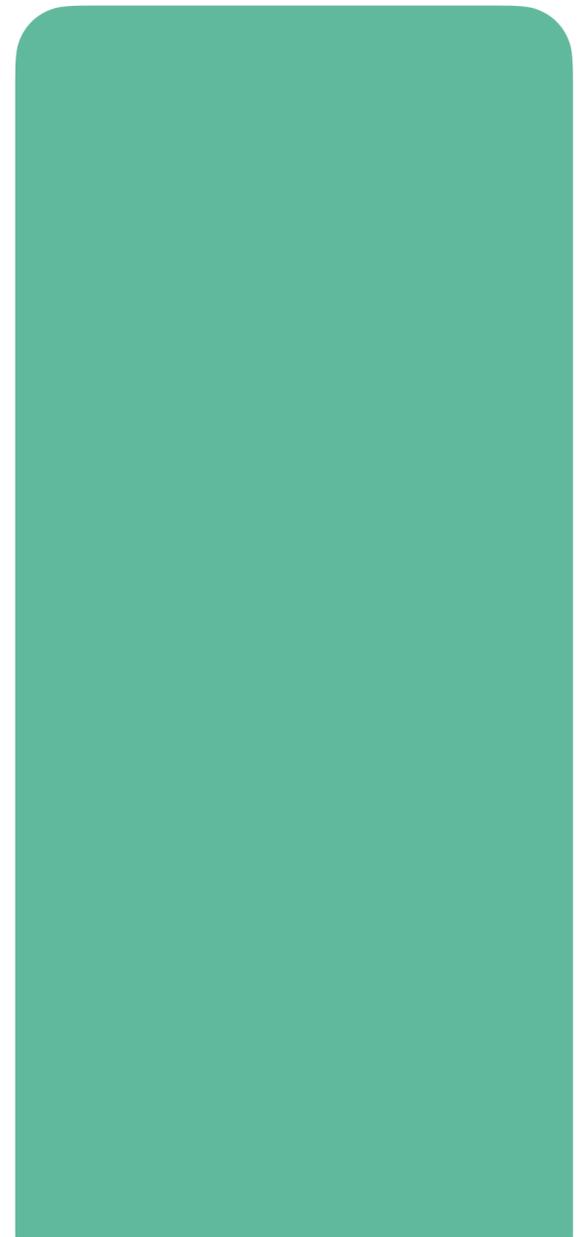


Year 2

Knowledge

Organisers

Spring 2





Types of houses

Year 2: Leek



Terraced houses.

Terrace houses were built around the mill because that is where the workers lived. They had to walk to work because there were no cars.



Census Data

Wellington Mill

Who lived in the house?
 How old are they?
 What job did they do?
 Where were they born?

CENSUS OF ENGLAND AND WALES, 1911.

Before writing on this Schedule please read the Examples and the Instructions given on the other side of the paper, as well as the headings of the Columns. The entries should be written in Ink.

The contents of the Schedule will be treated as confidential. Strict care will be taken that no information is disclosed with regard to individual persons. The returns are not to be used for proof of age, as in connection with Old Age Pensions, or for any other purpose than the preparation of Statistical Tables.

NAME AND SURNAME	RELATIONSHIP to Head of Family	AGE last Birthday and SEX	PARTICULARS as to MARRIAGE		PROFESSION or OCCUPATION of Person aged ten years and upwards		BIRTHPLACE of every person	NATIONALITY of every Person aged ten years and upwards
			State, for each Married Woman entered on this Schedule, the number of— Children born alive to general Marriage, (If no children born, write "None" in Column 7) Children born alive to other Marriages, (If no children born, write "None" in Column 7) Children born alive to other Marriages, (If no children born, write "None" in Column 7)	Children born alive to other Marriages, (If no children born, write "None" in Column 7)	Personal Occupation	Industry or Service with which worker is connected		
1 Mary Jane Towers	Head	55	Widow	32			at home	Exeter Devon
2 Betty	daughter	25	Single				Warehouse Embroidery	Leek Staffordshire
3 Ethel	daughter	23					Clark	Leek
4 Horace	Son	21						Leek
5 Gertrude	daughter	20						
6 Elsie	daughter	15						

(To be filled up by the Enumerator)

(To be filled up by, or on behalf of, the Head of Family or other person in occupation, or in charge, of this dwelling)

I declare that this Schedule is correctly filled up to the best of my knowledge

Signature: Mary Jane Towers
 Postal Address: 27 Waterloo Street



Wellington Mill was a silk mill manufacturing silk sewing thread. The building was completed in 1853. It was owned by Thomas Whittles.

Key Vocabulary

Year 2: History - Leek



Housing

Where people live.



Detached

Not joined to another house.



Semi detached

Joined to one other house.



Terrace

Many houses joined together in a row.



Industry

Manufacturing a product such as silk.



Textiles

A type of cloth or woven fabric. .



Mills

A building equipped with machinery to make a product.



Census

A count or survey about the population.

NAME AND SEX	RELATIONSHIP	AGE	SEX	RELIGION	INDUSTRY OR OCCUPATION	EDUCATION	REMARKS
John Jones	Head	55	M	W	Labourer in Brick Works	None	
Elizabeth Jones	Wife	52	F	W	None	None	
Robert Jones	Son	22	M	W	Labourer in Brick Works	None	
Mary Jones	Daughter	18	F	W	None	None	

Manufacture

To make something.



Silk

Used to make threads and fabrics.

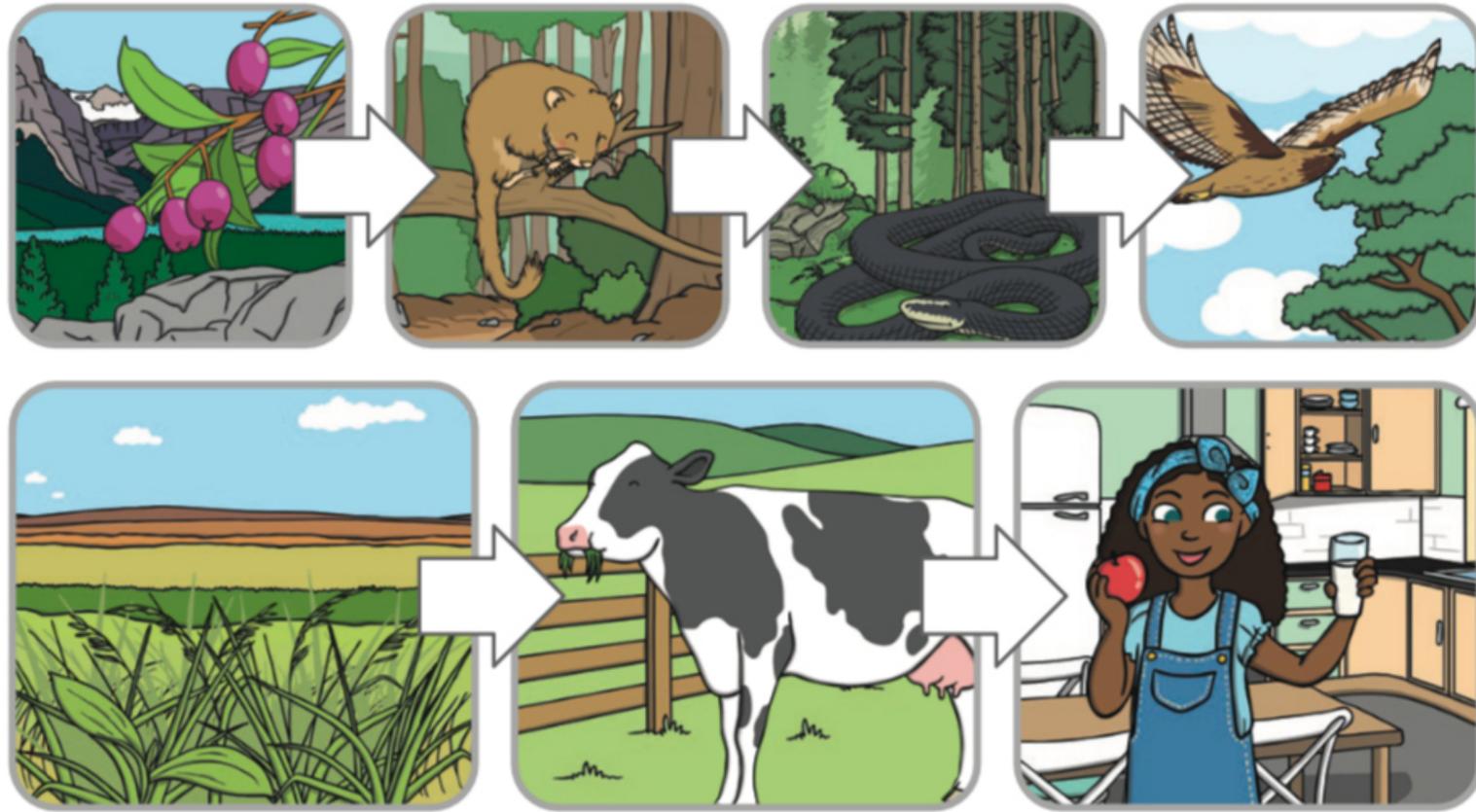


Food chains

Year 2: Science Living things in their habitats



Food chains. The arrows mean 'is eaten by'.



Habitats



woodland



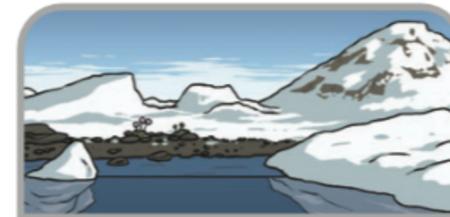
urban



coastal



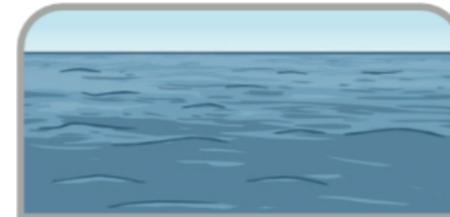
rainforest



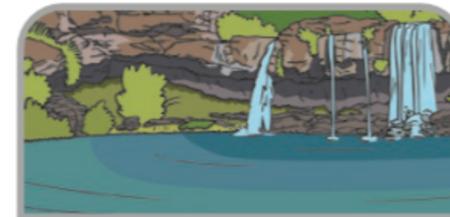
arctic



desert



ocean



river



mountain

Living, dead or never living



living



dead



never living

Microhabitats



short grass



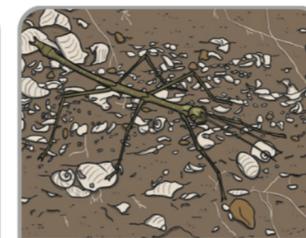
flowers



inside rotting wood



under leaves



in and on soil

Key Vocabulary

Year 2: Science
Living things in their habitats

Living

Have all life processes.



Dead

Were once living.



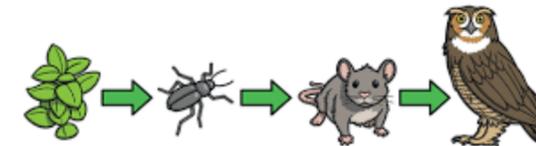
Never Living

Made out of metal, plastic or rock.



Food chain

Shows how each animal gets their food.



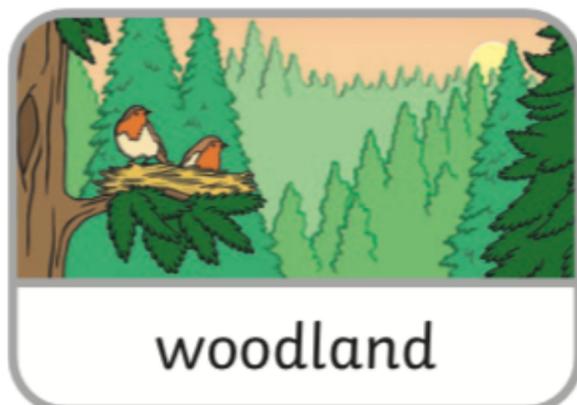
Food sources

The place a living things food comes from.



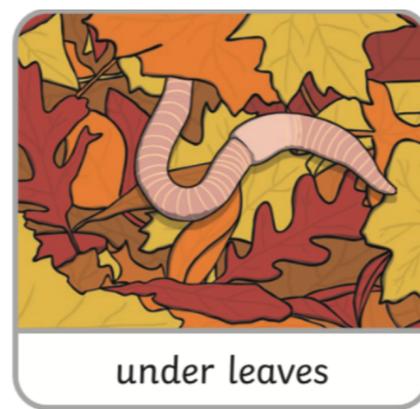
Habitat

A natural place where something lives.



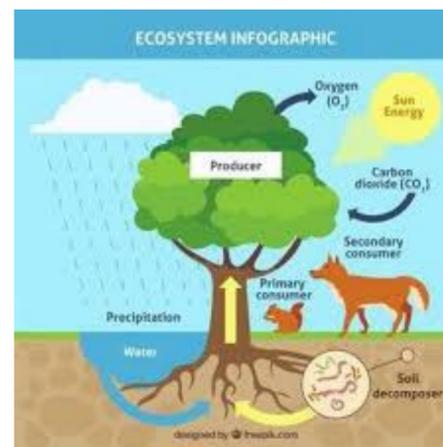
Microhabitat

A very small habitat.



Depend

To need each other for different things.



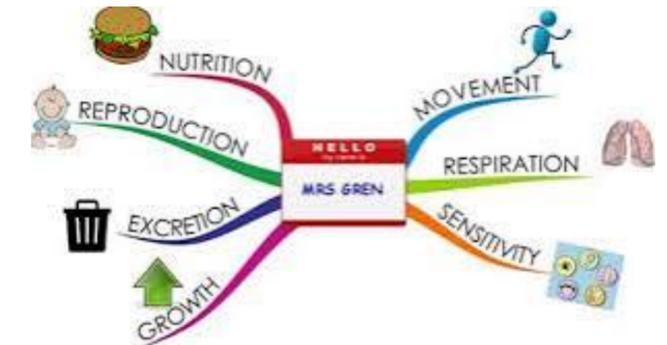
Survive

Stay alive.



Life processes

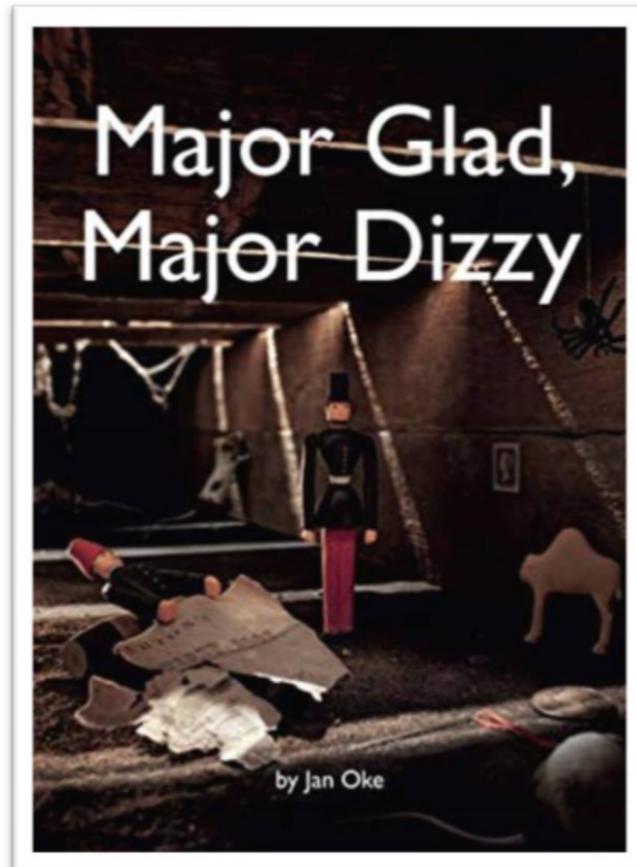
The things that all living things do.





Pathways to Write

*Major Glad,
Major Dizzy*
by Jan Oke



Outcome: Recount - Diary writing

Writing outcome:

To write a recount of historical events from the text from Major Glad's point of view

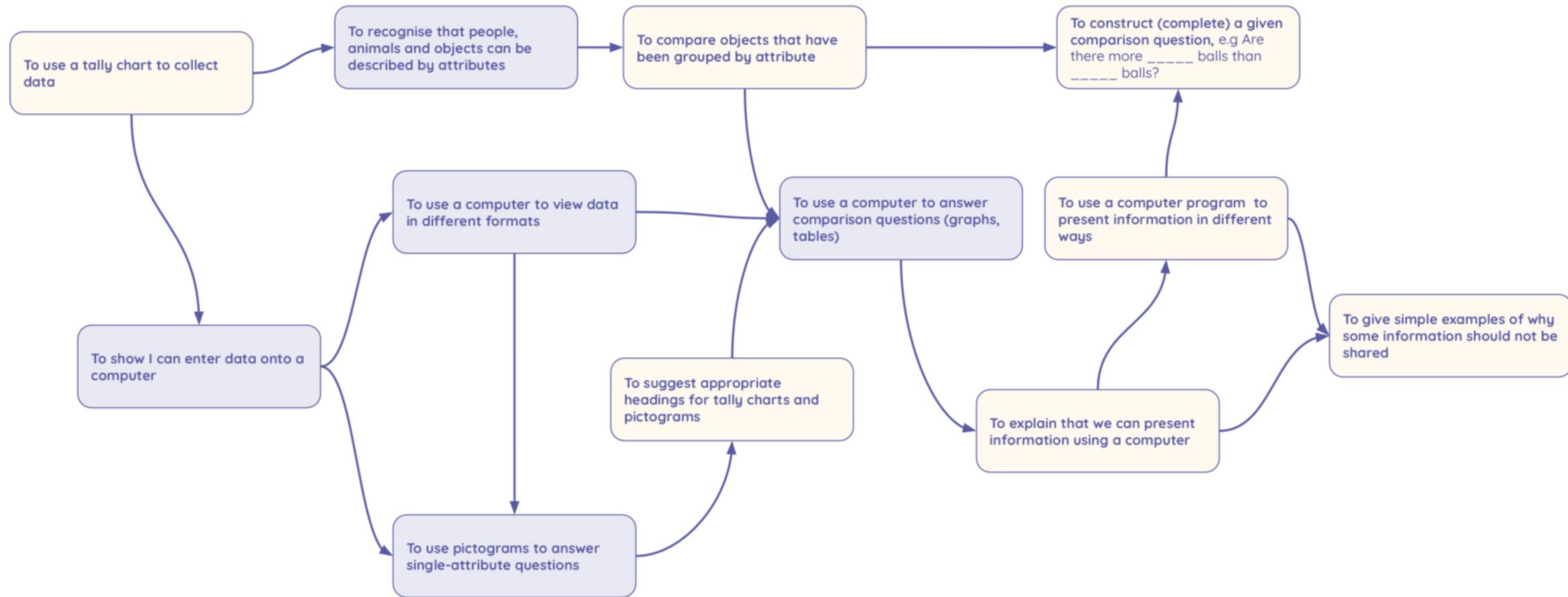
Greater depth writing outcome:

Include in the diary how Major Dizzy felt. What did Major Glad notice about him?

 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 subordination (when, because) • Write expanded noun phrases to describe and specify • Use punctuation correctly – full stop, capital letters • Some accurate use of exclamation marks, question marks 	<ul style="list-style-type: none"> • Use the progressive form of verbs in the present and past tense • Use present and past tenses correctly and consistently • Use subordination (apply because, when; introduce that) • Write down ideas, key words, new vocabulary • Use punctuation correctly introduce apostrophe for the possessive (singular) 	<ul style="list-style-type: none"> • Include detail and description to inform the reader • Write in 1st person • Use consistent past tense • Order events with adverbs of time • Include personal comments and own viewpoint • Set the scene with a clear opening and establish the context • Finish with a closing statement with personal comment or summary e.g. <i>What an amazing day we all had!</i>



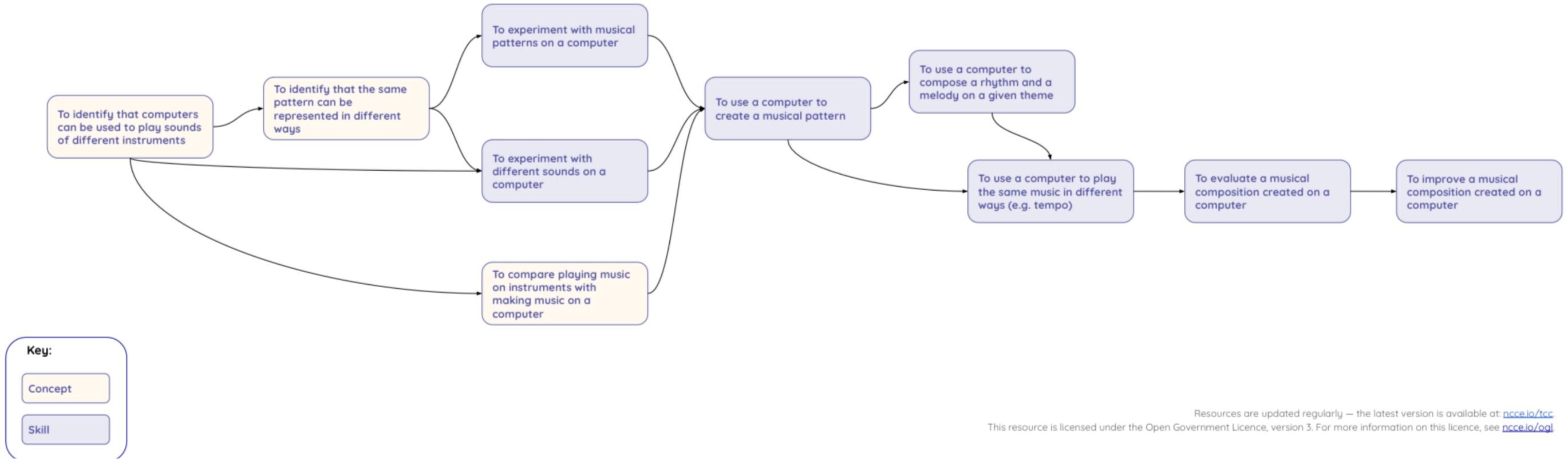
Computing



Counting
Comparing
Data
Pictogram
Tally chart
Attribute
Organise



Computing



Resources are updated regularly – the latest version is available at: nccpe.io/tcc
This resource is licensed under the Open Government Licence, version 3. For more information on this licence, see nccpe.io/ogl.



Digital music
Rhythm
Pattern
Untuned
percussion
Pitch
Melody
Review



Unit 6

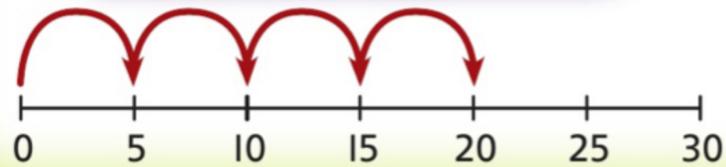
Multiplication and division 1



In this unit we will ...

- ⚡ Decide if groups are equal
- ⚡ Add equal groups
- ⚡ Form multiplication sentences
- ⚡ Use arrays
- ⚡ Make equal groups by grouping and sharing

We use these a lot, don't we? You can use a number line for adding equal groups as well. Can you add 4 groups of 5 using the number line?



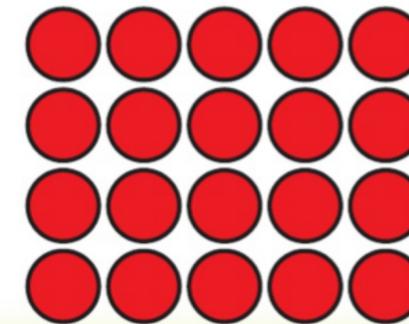
We will need some maths words and signs. Which of these have you seen before?

equal groups multiplication (x)

times (x) divide (÷) division (÷) sharing

grouping unequal array

We can use an array to help us when we multiply. Can you use 20 counters to make this array? Can you move the counters to make a different array?



Unit 7

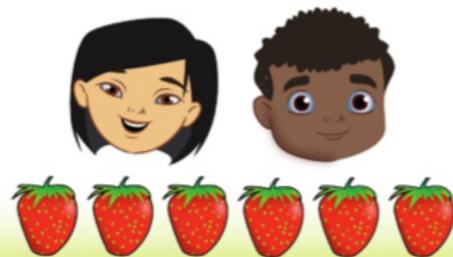
Multiplication and division 2



In this unit we will ...

- ⚡ Divide by 2
- ⚡ Learn about odd and even numbers
- ⚡ Divide by 5 and 10
- ⚡ Divide by grouping and by sharing
- ⚡ Use related multiplication facts to solve division problems

You have used equal sharing before. How would you share 6 strawberries between 2 people?



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

- | | |
|-------------|--------------|
| divide (÷) | division (÷) |
| share | group |
| odd | even |
| times-table | |

Do you remember how to use grouping? How many groups of 2 counters are there in 8 counters?



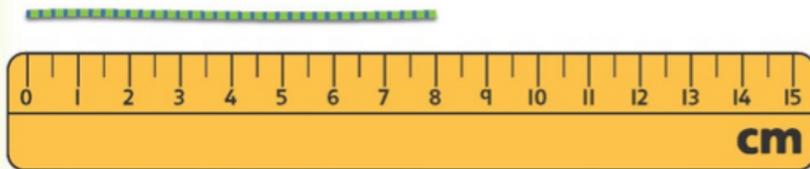
Unit 8

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

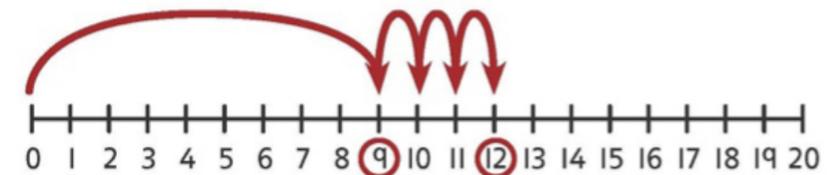
We will be using rulers.
How long is this piece of string?



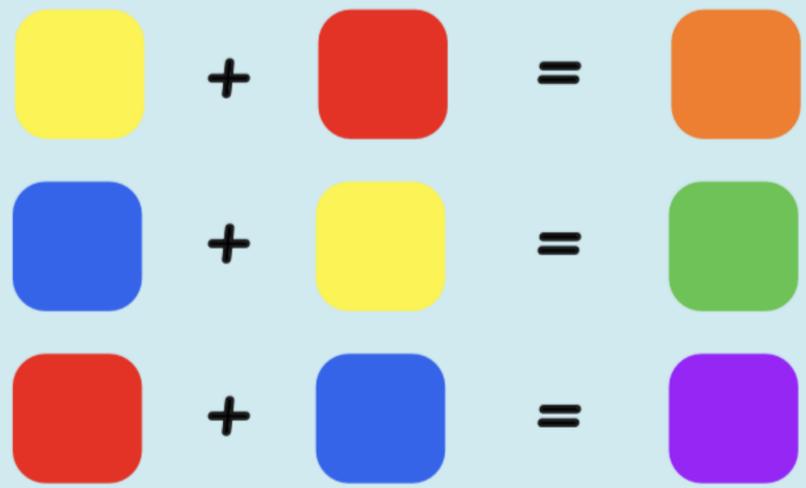
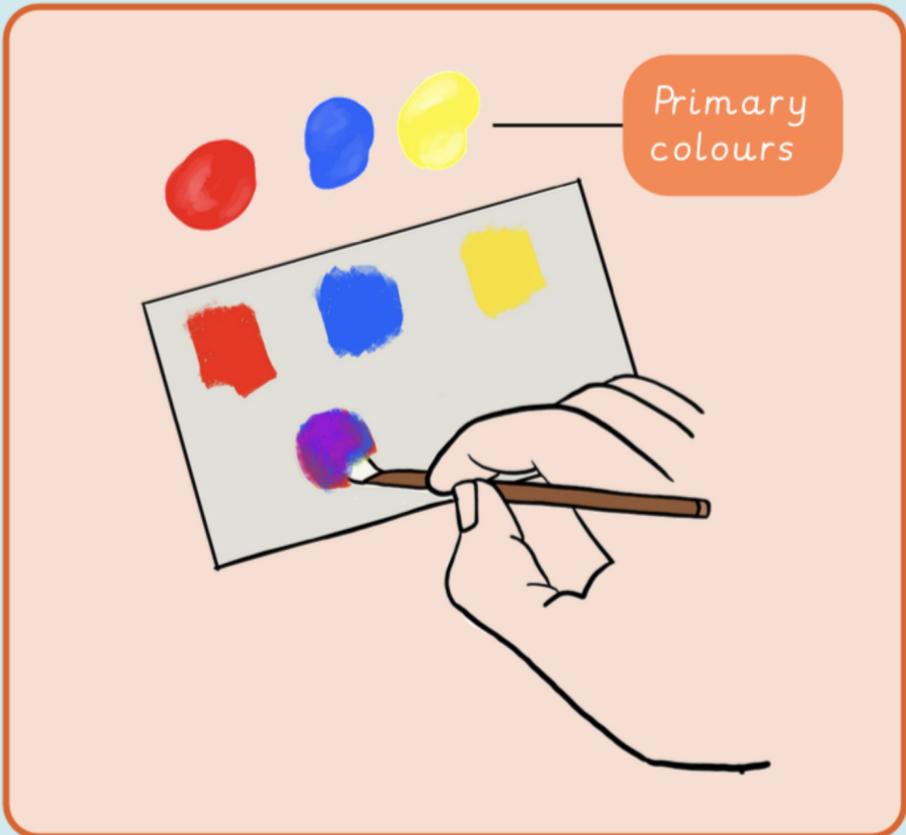
Here are some maths words we have seen before. Which ones mean the same thing?

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

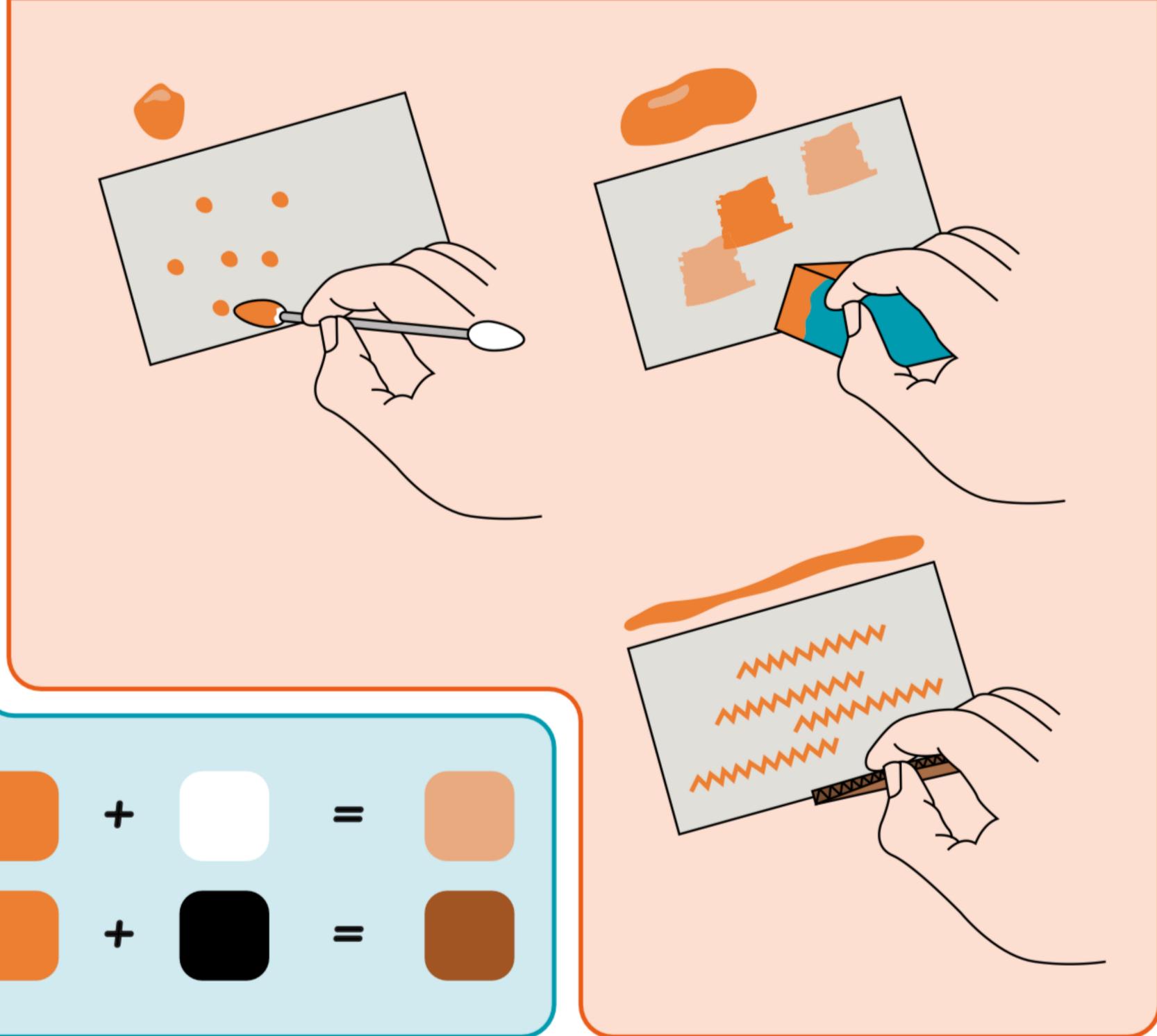
We can also use a number line to compare lengths. Which straw is longer? What is the difference between them?



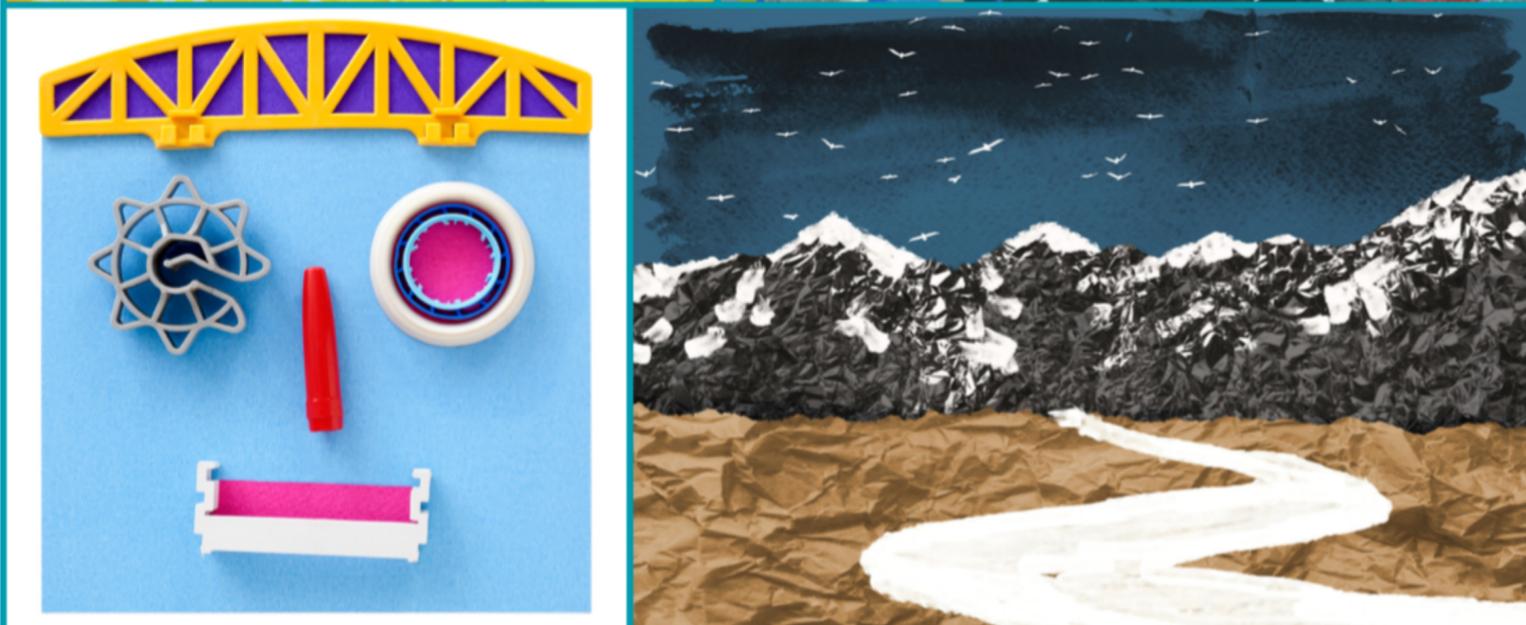
Mixing secondary colours



Painting tools can make textures



Collage



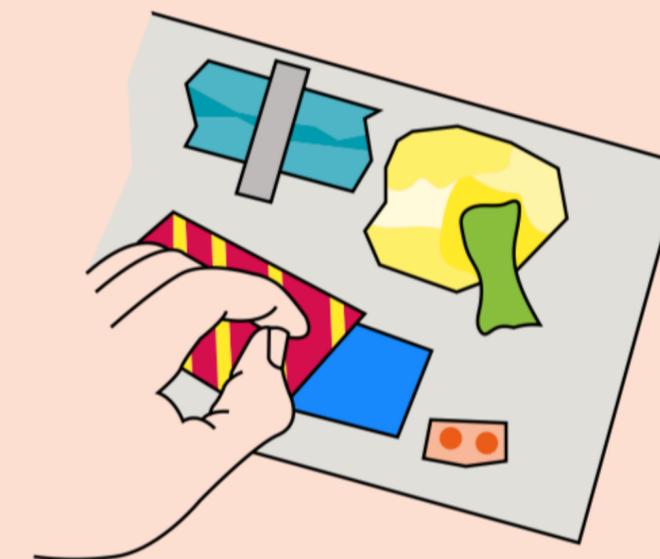
Arranging materials and sticking them to a surface.

Romare Bearden

1911-1988

- ▶ His work explored memories, everyday life and the idea that people should be treated equally.
- ▶ He used patterned paper in his collages.
- ▶ He layered other materials on top of the collage paper.

Overlap materials



Musical style: Orchestral

Orchestral music is music that is played by an orchestra. It is usually classical or film music, but orchestras lay other types of music too.



Vocabulary

Compose

To create or write an original (new) piece of music.



Composer

A person who creates and writes an original piece of music.

Composition

The original piece of music that has been created.

Dynamics

The volume of the music (loud or quiet).

Motif

A short melody that is repeated over and over again.

Soundscape

A piece of music that describes a landscape.

Timbre

The quality of sound e.g. smooth, scratchy, twinkly.

Tempo

The speed of the music (fast or slow).

Instruments

Orchestra

A group of instruments that play together.



Strings

Instruments that are played by plucking or bowing strings.

Woodwind

Instruments that make sound by blowing air through a reed or small mouthpiece.

Brass

Instruments that are made of metal and the sound is made by blowing air through a cup-shaped mouthpiece.

Percussion

Instruments that are played by striking, beating or shaking the instrument.

Ladder Knowledge



Shapes:
Some shapes link well together.

Balances:
Squeezing your muscles helps you to balance.

Rolls:
There are different teaching points for different rolls.

Jumps:
Looking forward will help you to land with control.

About this Unit

In gymnastics you learn to move your body in really fun ways. From balancing to rolling and jumping. In gymnastics you can link these actions using travelling actions to create sequences. Sequences are like stories with a beginning, middle and end.

Here are some cool ways to travel.



Movement Skills

- shapes
- balances
- travelling actions
- shape jumps
- barrel roll
- straight roll
- forward roll

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

Social leadership, work safely, respect

Emotional confidence, independence

Thinking select and apply actions, creativity

Strategy

Use shapes that link well together, it will help your sequence to flow.

Healthy Participation



- Remove shoes and socks.
- Make sure the space is clear before using it.

Home Learning



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

Gymnastics Obstacle Course



What you need: a dressing gown rope, two pillows and toy

How to play:

- Create a gymnastics course by placing out the rope, pillows and toy.
- Balance along the rope, jump and land on each of the pillows then create a balance by creating the same shape as your chosen toy.
- Place the items further apart and link your actions using different travelling actions e.g. crawl, spin, hop, lunge etc.



www.getset4education.co.uk

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



@getset4education136

Key Vocabulary



balance		
direction	pike	speed
level	roll	star
link	sequence	straddle
pathway	shape	tuck

If you enjoy this unit why not see if there is a gymnastics club in your local area.



This unit will help you to:

- balance
- move different body parts at the same time
- be more flexible
- be stronger



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

Key Vocabulary



catch		
distance	receive	target
kick	roll	throw
ready position	send	track



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



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
E







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.

R

E

Religion /Worldview: Christianity	Enquiry Question: How important is it to Christians that Jesus came back to life after his crucifixion	Age: 6/7 Year Group: 2 Spring 2
This enquiry examines the events of Easter Sunday, Jesus' resurrection, and the impact this has on Christians today.		

Core Knowledge (see also background information documents)		Link to other aspects of belief	Personal connection / resonance
<p>Christians believe that Jesus was put to death on a cross and remember this event on Good Friday. They believe that after he died, he was put into a tomb with a stone rolled across the doorway (so something that could not easily be moved especially from the inside). On Easter Sunday, visitors to the tomb (one being Mary Magdalene who was a follower of Jesus) found it empty. Mary then saw Jesus in the gardens surrounding the tomb, demonstrating to her that he had risen from the dead. The disciples (Jesus' friends) wrote about these events and their significance in the later books of the New Testament</p>		<p>Acts of the Apostles and St Paul's writings in the New Testament continue to refer to this event and will often be read in church. Pentecost: 50 days after Easter Jesus appeared to his disciples having risen from the dead.</p>	<ul style="list-style-type: none"> • What do I think about this belief – can I understand why it might be important to Christian? • Can I imagine how it would feel to be loved by somebody so much that they would do anything to save me?
Key Terms and Definitions	History/Context	Impact on believer/daily life	Spiral curriculum link
<p>Resurrection: rising from the dead Salvation: the saving of mankind from permanent separation from God by the death and resurrection of Jesus, whom Christians believe is the Son of God Disciples: Jesus' special friends New Testament: the part of the Bible which follows the birth of Jesus</p>	<p>Jesus was crucified because this was the law at the time. Because of the Roman occupation, Jews were not allowed to put a man to death, but they said he had blasphemed which was against their law, so the Romans agreed to kill him. Jesus' body had to be removed from the cross at sundown because of Old Testament Law in Deuteronomy which says anybody put to death for a crime should not stay there all night.</p>	<p>Christians believe that this shows that God as Jesus, could overcome even death. The Bible says that injuries that were sustained on the cross were still visible in Jesus after he had risen. These show a Christian that he had died as a human but that he had defeated this. So to Christians, the resurrection means that Jesus not only defeated death for himself, but that he defeated it for everybody, as a fellow human being. They also believe Jesus/God</p>	<p>Builds on Year 1 Spring 2 Easter enquiry. Also links to the love of agape from Yr 2 Autumn 2 in that Christians believe that Jesus selflessly gave himself for their salvation.</p>

