

Knowledge Organisers

1st Autumn Term

Science
Geography
Art
PSHE
Computing
P.E.
R.E.

Year 2

Knowledge Organiser- Living things and their Environment - Year 2

Key Vocabulary	Definition
Living	Something that is alive
Habitat	A place where particular
Germination	Stage of plant growth when the seed begins to sprout
Mature	When a plant has reached its adult (flowering) stage
Adapt	To change to fit in with the habitat
Environment	The surroundings of where an animal or plant lives
Survive	To stay alive
Damage	To hurt or harm a person or a place
Specific habitat names, animals and plants as required each lesson.	

Key Knowledge

I know that a habitat is the name given to a place where plants or animals live.

I know that plants need water, light and a suitable temperature to grow

I can name and describe animals that live in underground habitats

I know that rainforest habitats are home to many different animals and plants.

I know how desert animals and plants are adapted to their environment

Meadow



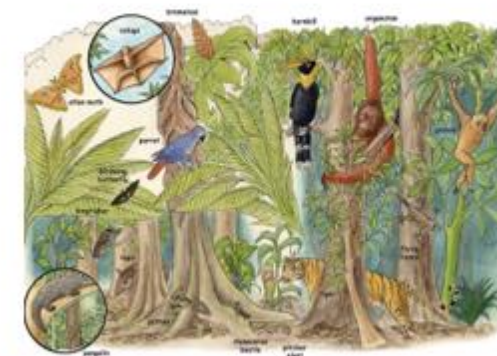
Underground



Desert



Rainforest



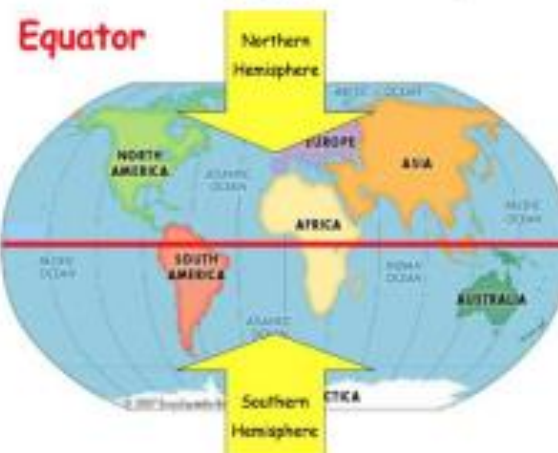
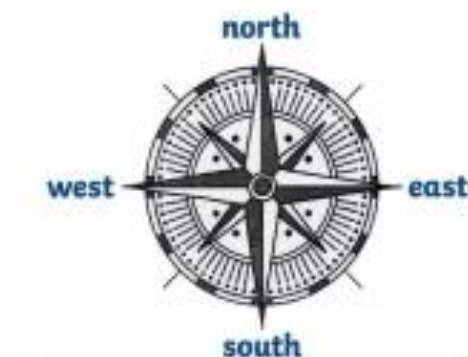
Knowledge Organiser - Maps and Globes – Geography - Year 2

Key Vocabulary	Definition
Map	A picture that shows where things are located
Globe	A globe is a 3-D representation of the world
Navigate	To plan and then travel along a route
Location	The place where something is
Direction	The position towards which something travels
Ordnance Survey	An organisation that produces maps in the UK
Symbols	Small pictures that are used on maps to represent geographical features.
Scale	Maps use scale to show how far apart places are
Equator	An imaginary line around the Earth that divides the Northern Hemisphere from the Southern Hemisphere

A Map



A Globe



Key Knowledge

- I know what is located on the site of my school.
- I know maps show us information about a location.
- I can recognise and locate physical and human features of the local area.
- I can use a map to plan a route.
- I can identify locations on a globe or world map.

Knowledge Organiser - Colour, Shape and Texture - Visual Arts - Year 2

Key Vocabulary	Definition
primary colours	Yellow, red and blue. These colours cannot be mixed from other colours.
secondary colours	Green, orange and purple. These colours are mixed by combining two primary colours.
complementary colours	Any two colours which are opposite each other on the colour wheel, for example yellow and purple are complementary to each other.
geometric shape	Shapes we can name, e.g. square, rectangle, triangle, circle.
organic shape	A shape we cannot give a name to, unlike a geometric shape. These shapes are often found in the natural world.
composition	How different ingredients in art (e.g. colour, shape, texture) are put together to make up a whole work of art.
cut-out	The words Matisse used to describe his method of creating pictures with scissors and coloured paper.
texture	How an object feels.
visual texture	When an artist uses different shapes, marks, colours, light or shade to show how something feels (texture).

Key Knowledge
I understand how Matisse made his cut-outs.
I know that Matisse used organic shapes and complementary colours in his cut-outs.
I understand that Matisse carefully considered the composition of his cut-outs.
I understand that artists can show how something feels.
To explore how artists create visual texture.

Complementary Colours:



Painting	Artist and Title
	Matisse, <i>Mimosa</i> (1951)
	Dürer, <i>Young Hare</i> , (1502)
	Jan van Eyck, <i>The Arnolfini Portrait</i> (1434)

Knowledge Organiser – PSHE – Being Me in My World - Year Two

Vocabulary	
Co-operate	To act or work together for a particular purpose, or to be helpful by doing what someone asks you to do.
Problem-solving	The process of finding solutions to problems.
Positive	Full of hope and confidence, or giving reason for hope and confidence.
Negative	Expressing no. A negative sentence or phrase is one that contains a word such as "not", "no", "never", or "nothing".
Consequences	A result of a particular action or situation, often one that is bad or not convenient.



Key Knowledge
I can understand the rights and responsibilities for being a member of my class and school.
I can listen to other people and contribute my own ideas about rewards and consequences.
I can recognise the choices I make and understand the consequences.



Before Making a Choice,

Ask Yourself...



Reflective Questions
Ask me this...
How can we make the Learning Charter work in our class?
Why is it important to be responsible?
Does every behaviour have a consequence?

Knowledge Organiser- Information Technology All Around Us – Computing - Year 2

Key vocabulary	Definition
Information Technology	Information technology (IT) or information and communication technology (ICT) is the technology required for information processing. In particular the use of electronic computers to convert, store, process, transmit, and retrieve information.
Computer	a programmable electronic device designed to accept data, perform mathematical and logical operations at high speed, and display the results of these operations. Mainframes, desktop and laptop computers, tablets, and smartphones are some of the different types of computers
File	A computer file is a resource for storing information, which is available to a computer program and is usually based on some kind of lasting storage. A file is "lasting" in the sense that it remains available for other programs to use after the program that created it has finished.
Image	A photo or drawing
Barcode	A barcode is a way of storing numbers printed in a way that a computer can easily read. The first barcodes stored the numbers using lines (bars).
Scanner	a device that converts a printed image (as text or a photograph) into a form a computer can display or alter




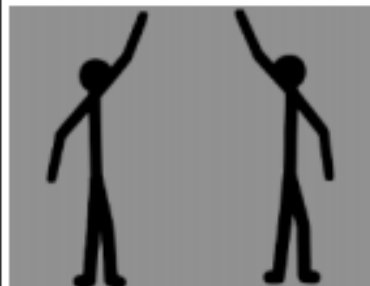

Key Knowledge

- To describe some uses of computers
- To explain the purpose of information technology in the home
- To open a file
- To move and resize images
- To recognise that information technology can be connected
- To explain how information technology helps people



Key Vocabulary	Definition
Action	The movement a dancer does e.g. travel, jump, kick.
Dynamics	How an action is performed e.g. quickly, slowly, gently.
Pathway	Designs traced in space (on the floor or in the air).
Mirroring	Reflecting the movements of another person as if they are a mirror image.
Cooperate	To work together towards the same goal.
Map	A pictorial representation of an area.

Skill development	
DANCE	TEAM BUILDING
Begin to provide feedback using key words.	Be able to say when I was successful at solving challenges.
Be able to copy, repeat and create a dance.	Be able to share my ideas to help solve tasks.
Be able to show a character and idea through the actions and dynamics I choose.	Be able to work cooperatively with a partner or a small group.
Be able to work with a partner using mirroring and unison in our actions.	Be able to use, follow and create a simple diagram/map.

Skills	
Pathway	
Mirroring	
Map	

R.E. Year 2 - Autumn 1 Knowledge Organiser
Enquiry: Is it possible to be kind to everyone all of the time?

Key vocabulary	Definition
Kindness	Being friendly and showing concern about the way others' feel.
Parable	A story with a moral or meaning about everyday life.
Neighbour	A neighbour is anyone near us.
Samaritan	A person who belonged to a race who did not normally associate with Jews.

Key Knowledge
I can say when I have been kind to others, even when it was difficult.
I know the story of the Good Samaritan and know it means that Christians believe they should be kind to everyone.
I know the story of Jesus healing the paralysed man and know it means that Christians believe Jesus was a kind person.
I know that Jesus taught Christians to be kind.
I can suggest ways that I could be a kinder person.

