



Knowledge Organiser Booklet

Year 2

Autumn 1



Name		Class	
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Use your knowledge organisers to help you remember more.

1

Check it!

Write down the key words and definitions.



2

Try doing this without the help of your knowledge organiser.

3

Check your work and make any corrections using your green pen.

Link it!

Create a mind map with all the information you can remember from your knowledge organiser.



Check your knowledge organiser to see if there are any mistakes on your mind map.

Try to make connections, linking the information together.








Test it!

Use your knowledge organiser to write down key facts or information onto cards.



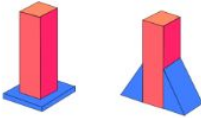
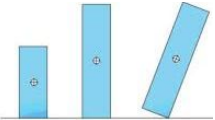

Add pictures to help support you to remember things. Use the cards to make up questions.

Ask a friend or a member of your family to quiz you on what you remember!

This is your Year 2 **Computing** Knowledge Organiser for Autumn 1 - IT Around Us

Tier 2 Vocabulary	Key Vocabulary				
analyse	computer	technology	device	tablet	digital
To study closely	Electronic equipment that holds information	A collection of tools used to help people	A piece of equipment that has a purpose	A handheld computer	Information that is stored on a computer
In computing, we can analyse equipment to find out how it works.	A computer can hold things like words, numbers, pictures, movies and sounds.	Laptops, iPads and televisions are all types of technology .	An electronic device can be used to store the things that we create.	A tablet also holds information and we use it by touching the screen.	Digital technology helps us to communicate, learn and play.
I can analyse a text I am reading to find out what it is telling me.	We will use a computer to create, write and open a file.	We will explore different types of technology and say how they help us.	A device like a computer or an iPad will help us to create our work.	We can also use a tablet to create, write and open files.	We will create and save our learning digitally on to a computer.
We will analyse different objects and say if they are technology or not.					
How this connects with previous learning			How this connects with future learning		
In Reception, you explored different types of technology, such as iPads and Bee-Bots.	In Year 1, you explored how technology helps us in different ways.	In Year 1, you used technology to create digital writing and painting.	Later in Year 2, you will use technology to create digital photographs and music.	Later in Year 2, you will use devices to program quizzes.	In Year 3, you will use a range of devices to create programs.






This is your Year 2 Design Technology Knowledge Organiser for Autumn 1 - Freestanding Structures

DT Themes		Tier 2		Key Vocabulary		
structure	fix	product	freestanding	surface	base	tower
Something that is made up of a number of parts connected together in an ordered way.	To attach firmly.	Something that is made by humans or machines.	An objects that stands up on its own.	The outside of an object.	The lowest surface of an object.	A tall narrow structure that rises high above the ground.
A house is a structure that people live in.	It is important to fix materials together so that the structure doesn't fall apart.	All structures are a type of product .	A freestanding object isn't attached to anything else.	The surface of an object can be flat or curved.	The base of the climbing frame touches the ground.	We can build a tall tower out of blocks.
We can build a simple structure by stacking blocks on top of each other.	We will explore a range of techniques to fix materials together.	A finished product is the final outcome.	We will use a variety of materials to make freestanding structures.	A slide has a smooth surface.	A wider base helps keep a structure stable.	A tower has a small base. This can make it tricky to stabilise.
Structures can be built for a range of purposes.	Masking tape and glue are two ways we can fix materials together.	Every product has a specific purpose.				
How this connects with previous learning			How this connects with future learning			
In Reception you planned and created a model.	In Year 1, you made a poster using sliders and levers, fixing materials together.	In Year 1, you designed, made and evaluated a fabric doll, fixing materials together.		In Year 2, you will sew fabric together, ensuring it is attached firmly.	In Year 3, you will make a shell structure.	In Year 5, you will make a frame structure from wood.

This is your Year 2 **Geography** Knowledge Organiser for Autumn 1 -Map It

Tier 2 Vocabulary

Key Vocabulary

collect	record	continent	ocean	map	symbol	traffic
To bring or gather together.	To keep information by writing or typing it.	A very large area of land that is made up of several countries.	A very large area of water.	A diagram that shows where places are located.	An image used to represent something on a map .	All the vehicles moving along roads in a particular area.
In Year 1, you collected information on people's favourite place in the local area.	In Year 1, you recorded your results in a pictogram.	We live in the continent of Europe.	There are five oceans .	I used the map to help me find my way to the shop.	The key showed me what each symbol means on the map .	There was lots of traffic on the Seven Sisters Road.
We can collect information about traffic near our school.	We will record the findings from our traffic survey,	There are seven continents .	The five oceans are all connected.	The map showed me what was in the local area.	I used the symbols to help me locate the swimming pool.	I was surprised that there was no traffic this morning.
I collected all the books.	I kept a record of all the books I read.					

How this connects with previous learning

In Year 1 you learned that we live in Hackney which is in England. You learned that England is in the United Kingdom.

In Year 1, you learned about the physical and human geography of the local area.

In Year 1, you learned about the water surrounding the United Kingdom.



How this connects with future learning

In spring 1, you will compare Hackney with a small area of Egypt in the continent of Africa.

In summer 2, you will learn about the climate in different continents.

In Year 3, you will learn why we have different climates across the world.

Key Vocabulary

emotions

Emotions are the range of feelings that someone can have such as happiness, sadness, anger or excitement. How emotions are experienced can vary from person to person.

We sometimes see how people are feeling by their body language, such as smiling.

If a friendship is making us unhappy, we need to talk to someone or find a new friend.



family

A **family** is two or more people who are connected by biology, adoption, marriage, or strong emotional bonds.

Families can look very different from each other, but family members usually love and care for each other.

Extended **family** is a term used to describe people who are related to each other but normally do not live together.



manners

Manners are a way of behaving that shows respect for other people.

Respect is not only about accepting someone for who they are but also about treating them considerately by thinking about their feelings.

Manners might change depending on where we are and who we are with. Being respectful on the playground might include taking turns and saying 'please' and 'thank you.'

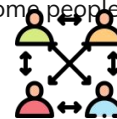


relationship

A **relationship** is how two or more people are connected.

You can have many different kinds of relationships. You might have a relationship with your friend this is called a friendship.

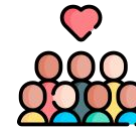
You will have different relationships at home with parents/carers, siblings, grandparents, aunts, uncles, cousins and neighbours. You may be very close to some people and feel more 'connected' to them than others.



respect

Respect is a way of thinking about someone or behaving towards someone, in a kind and thoughtful way.

Respect means that you accept somebody for who they are, even when they're different from you or you don't agree with them. Respect within your family and friendships builds feelings of trust, safety and wellbeing.



stereotype

A stereotype is a view or idea about something, often someone, which is often untrue.

Gender stereotypes are views about what girls, boys, women or men are like or should behave.

We can decide what job we want to do and being a boy or a girl should not affect what we choose.



How this connects with previous learning

In Reception, you learnt about what makes a good friend and built new relationships. You developed your sense of responsibility and belonging to the school community.

In Year 1, you explored how families can be different and understood the characteristics of positive friendships and how to overcome friendship problems.



How this connects with future learning

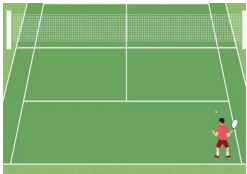

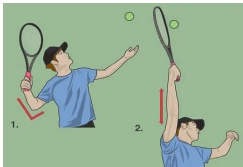
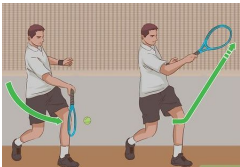
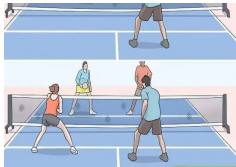

In Year 3, you will understand that family relationships and friendships have ups and downs and that problems can be resolved and how to access help if needed.

In Year 4, you will understand that your behaviour can have an impact on others. You will explore the responsibility of bystanders to help. You will understand what boundaries are.

In Year 5, you will explore the concept of marriage. You will begin to understand self-respect. You will explore stereotypes and how they can lead to discrimination.

This is your Year 2 **Physical Education** Knowledge Organiser for Autumn 1 - Send and Return

Key Vocabulary

court	net	serve	strike	opponent	tactics
<p>An area designed for specific sports such as tennis.</p>	<p>A net is used to separate two sides of the court.</p>	<p>the act or action of putting the ball or shuttlecock in play in various games</p>	<p>The action of hitting an object using a bat or racket.</p>	<p>Someone who is on the opposite team.</p>	<p>A way of thinking which can help you to achieve something.</p>
<p>I enjoy playing on the tennis court.</p> 	<p>In tennis the net is in the middle of the court, the aim is to strike the ball over the net.</p> 	<p>In order to begin the game we must serve the ball into the court</p> 	<p>In tennis, you strike the ball over the net to try and score points.</p> 	<p>You need to hit the ball away from your opponent to score points</p> 	<p>The tactic for today is to hit the ball over my opponents head</p> 

How this connects with previous learning

In reception we learned how to hold a tennis racket.

In year one we learned how to hit a moving ball using a racket.



How this connects with future learning




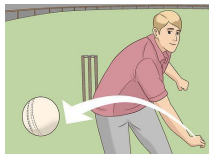


In year 3 we will learn how to serve to begin a tennis game.

In year 4 we will explore different types of tennis shots.

In year 5 we will learn how to apply different types of shots to game situations.

This is your Year 2 Physical Education Knowledge Organiser for Autumn 1 - Hit, Catch, Run

Key Vocabulary

stumps	underarm	overarm	bowler	strike	umpire
<p>The stumps are the three wooden sticks that are placed upright in the ground to make the wicket.</p>	<p>When you throw a ball underarm, you do not raise your arm above your shoulder.</p>	<p>Throwing a ball overarm is when you stretch your arm over your shoulder and release.</p>	<p>The bowler is the player who throws the ball to the hitter/batter.</p>	<p>Strike is another word for hit. The batter tries to strike the ball to score points.</p>	<p>An umpire makes sure the game is being played fairly and that the rules are not broken.</p>
<p>The batter tries to hit the ball before it touches stumps.</p>	<p>When throwing underarm you should face the direction you are throwing and release the ball at waist height.</p>	<p>When throwing overarm you should stand side-on to the direction you are throwing and release when your arm is in line with your head.</p>	<p>The bowler is aiming to hit the stumps with the ball to get the batter out.</p>	<p>In cricket, rounders and baseball, the aim is to strike the ball as far as you can. The harder you strike, the further the ball will go.</p>	<p>Cricket, rounders and baseball all have an umpire. In football the umpire is called the referee.</p>
					

How this connects with previous learning

In Reception you learnt to send and receive objects with more accuracy and work with teammates.

In Year 1 you learnt about the roles of batters and fielders.



How this connects with future learning

In Year 3 you will learn how to play a simple game of rounders.

In Year 3 you will also develop and use simple rounders skills linked to hitting and catching.

In Year 4 you will learn a range of tactics and how to apply them in a competitive way.

This is your Year 2 Science Knowledge Organiser for Autumn 1 - Living Things and Their Habitats

Scientific Enquiry



identifying & classifying

Identifying means knowing what something is and naming it. We will **identify** and name a variety of plants and animals in each habitat or microhabitat. **Classifying** means grouping things together if they have something in common. We will **classify** things that are living, dead and have never been alive.



researching



We will find out about habitats outside our local area by **researching** using secondary sources such as non-fiction books.

Working Scientifically

Asking scientific questions

Planning an enquiry

Observing closely

Measuring (taking measurements)

Gathering and **recording** results

Presenting results

Interpreting results

living things

All objects are either living, dead or have never been alive. **Living things** are plants (including seeds) and animals.



habitat

A **habitat** is a place where a plant or animal makes its home. Animals and plants live in a habitat to which they are suited.



microhabitat

Microhabitats are small parts of a habitat that have their own conditions like temperature which suit its plants and animals.

A **rotting log** in a woodland habitat is a **microhabitat**.



A **rockpool** in a coastal habitat is a **microhabitat**.



shelter

A **shelter** is a place or structure giving protection against weather or danger.

The woodpecker is **sheltering** in the tree.



The vole is **sheltering** inside the log.



food chain

All plants and animals need food to live. Plants make their own food. Animals cannot make their own food. They eat plants and/or other animals.

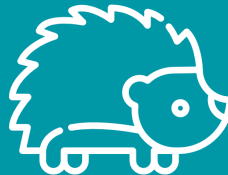
Food chains show the animals and/or plants eaten by other animals.



This **food chain** shows grass is eaten by a rabbit and the rabbit is eaten by a fox.

Things you learnt in previous topics

In Year 1, you identified and named plants and trees in your local area and learnt what the main parts of common flowering plants, including trees were: stem, petal, branch, leaf. You also learnt about different animal types: fish, amphibians, reptiles, birds and mammals and described and compared their structures. You identified and named some common animals within each group. You learnt the words carnivore, herbivore and omnivore and could name animals in each group. You observed, recorded and discussed changes across the four seasons: autumn, spring, summer, winter.



How this connects with future learning

Later this year, you will observe and describe how seeds and bulbs grow into mature plants. You will find out about and describe how plants need water, light and a suitable temperature to grow and stay healthy. In Year 4, you will learn that living things can be grouped in different ways. You will use and create classification keys. You will recognise that environments can change and that this can sometimes pose dangers to living things. You will construct and interpret a variety of food chains, identifying producers, predators and prey.

At New Wave Federation, we demonstrate...



new wave
federation

Collaboration

Creativity

Focus

Kindness

Responsibility