

Knowledge Organiser

Year 2 Diary – Autumn 2



Features and organisation for your writing:

Feature	Tick
Include a date and short greeting	
Describe the start of your day	
Describe the main event	
Describe how you feel about the event	
Use first person pronoun	
Use different sentence types	
Use punctuation and language techniques to engage the reader	

Include language techniques:

Time adverbials / Sentence openers

Rhetorical questions to engage the reader.

Conjunctions

Adjectives / expanded noun phrases

Repeated words and phrases

Similes

Varied sentence types to keep the reader interested.

Key vocabulary from the example text:

Words:

greeted	commotion	perplexing	transformed
piercing	plumage	gazed	awe

Phrases:

dull garb	sense of excitement	looking in disbelief	Couldn't believe her eyes	As if by magic	Rolled around in my head
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Example text:

Dear Diary,

You wouldn't believe what happened to me today.

As usual, I woke up to what seemed like another boring day. I walked over to the window, only to be greeted by a loud commotion outside. I wondered what was going on! Quickly, I got dressed into my usual dull garb. For the first time in my life, I couldn't get them on quick enough! Something strange had a crowd of people chattering and looking in disbelief. I wanted to know more. At speed, I raced out of the door and travelled toward the noise.

In our garden, there was a perplexing sight. Becky couldn't believe her eyes either. In front of me, stood our Chestnut Tree that had been transformed, as if by magic, into an enormous owl. The owl had piercing black eyes, leafy plumage and branches for talons. It seemed to be staring directly at me. I looked up in awe and stared at it for hours.

When I got back to my room, I gazed at it some more. I couldn't take my eyes off it. I waited and watched eagerly all day until it became dark and I could see no more. Who had done this? How did they do it? All these questions rolled around in my head together with a sense of excitement.

Can't sleep! Good night!



Sentence accuracy focus:

- Suffixes: -er -ness -ful -less -est
- Changing adjectives to adverbs by adding -ly
- Subordinating conjunctions (when, if, that, because)
- Coordinating conjunctions (or, and, but)
- Expanded noun phrases for description and specification.
- Progressive form of verbs in the present and past tense
- Use commas to separate items in a list.
- Apostrophes for possession and contraction.
- Use grammar patterns in a sentence to show: a command, exclamation, question, or statement.

Punctuation:

Apostrophes for contraction	Used to join 2 separate words to make a shorter word using an apostrophe. The apostrophe takes place of the omitted letters. You wouldn't believe what happened to me today.
Exclamation marks	Used to show strong feeling. I couldn't get them on quick enough!
Question marks	Used at the end of a question or rhetorical question. Who had done this? How did they do it?
Commas	Used to separate items in a list and after a fronted adverbial. , As usual, I woke up to what seemed like another boring day.

Knowledge Organiser

Year 2 Narrative – Autumn 2



Features and organisation for your writing:

Feature	Tick
A clear beginning, middle and ending	
Has phrases that helps the story move on	
Story is written in the past tense	
Story is written in the 3 rd person	
Story is coherent and appeals to the reader using writer's knowledge	

Include language techniques:

Time adverbials / Sentence openers

Rhetorical questions to engage the reader.

Conjunctions

Adjectives / expanded noun phrases

Repeated words and phrases

Similes

Alliteration

Varied sentence types to keep the reader interested.

Exclamatory sentences

Example text:

The Garden at Night

In the dark night sky, silent stars sparkled brightly. They made interesting and mesmerising patterns. Way up high, they seemed to watch carefully over the mysterious garden. The stars were dazzling but not enough to illuminate the floor below. It was the moon that did this.

The moon was like a silver coin and it floated majestically in the sky. What a splendid sight it was! It shone a spotlight on the ground below and brought this strange place to life.

A flurry of clouds rested freely in front of the moon and seemed to whisper the words "Good Night," to anyone who listened closely. These clouds were like white balls of cotton and they hovered in the night sky.

The tall tree in this garden stood strong. It was like a friendly guard protecting all the nocturnal creatures that rummaged around it. There was something quite unusual about this tree. Something any passer-by would not quite believe. It looked exactly like a giant owl resting on a blanket of grass. Where had it come from?



Key vocabulary from the vehicle text:

Words:

discovered	sculpture	dashed	masterpiece	festivities
unfamiliar	admire	evidence	guard	mesmerising
mysterious	rummaged	protect	illuminated	majestically

Phrases:

over time	never the same	brought this strange place to life	stars were dazzling	splendid sight	hovered in the night sky	rested freely	blanket of grass
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Sentence accuracy focus:

- Suffixes: -er -ness -ful -less -est
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- Subordinating conjunctions (when, if, that, because)
- Coordinating conjunctions (or, and, but)
- Expanded noun phrases for description and specification.
- Progressive form of verbs in the present and past tense
- Use commas to separate items in a list.
- Apostrophes for possession and contraction.
- Use grammar patterns in a sentence to show: a command, exclamation, question, or statement.

Punctuation:

Speech marks (inverted commas) " "	Used to show when a character is speaking. A flurry of clouds rested freely in front of the moon and seemed to whisper the words "Good night," to anyone who listened closely.
Exclamation marks !	Used to show strong feeling. What a splendid sight it was!
Question marks ?	Used at the end of a question or rhetorical question. Where had it come from?
Commas ,	Used to separate items in a list and after a fronted adverbial. In the dark night sky, silent stars sparkled brightly.

Year 2: Knowledge Organiser

Autumn 2: Living Things and their Habitats.

Examples of habitats

woodland



Hedgehogs make a nest in leaves in woods.

pond



Goldfish can breathe in water.

seashore



Crabs are omnivores and eat seaweed.

polar



Polar bears are carnivores and eat seals.

ocean



Stingrays live in saltwater.

rainforest



Spider monkeys find food high up in the treetops.

Core learning/skills

- Are we alive when we are sleeping? How do you know?
- What makes something alive?
- A rock moves in the sea, does that mean it's alive?
- Are human's animals? If so, what is our habitat?

Did you know?

There are lots of different jobs that you can do where you look after or research animals in their natural habitats. Do you know anyone who has a job like this?



Examples of micro-habitats

in leaf litter



Caterpillars need leaves to eat.

under stones



Woodlice can be found hiding under stones.

under logs



Worms prefer dark, damp places.

in shrubs



Ladybirds live in shrubs and trees.

Food chains



grass



grasshopper



spider

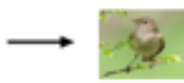
The grass **is eaten by** the grasshopper.
The grasshopper **is eaten by** the spider.



leaf



snail



bird

The leaf **is eaten by** the snail.
The snail **is eaten by** the bird.

Key Vocabulary-Science



never



been alive



living



dead



habitat



micro-habitat



food chain

Year 2: RE Knowledge Organiser

Autumn 2: What can we learn from sacred books and stories?



Prior Learning

- What is your favourite book? Why do you like it?
- Can you think of a famous book? Why is it famous?
- Think about something special to you. How do you keep it special?
- We have learnt about respect last term, what does it mean?

Core learning/skills

- Identify a belief about God linked to what a holy book says.
- Recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say.
- Talk about what they like in the stories from sacred texts that they hear.
- Suggest feelings and reactions of characters at key points in faith stories and suggest meanings in the stories.
- Ask and suggest answers to questions arising from their learning about holy books.
- Think, talk, and ask good questions about messages within sacred texts and the values, behaviour, and attitudes of people.

Sticky Learning

Sacred texts contain stories which are special to many people and should be treated with respect.

Different symbols show respect, such as:

- Jews regard the Torah very highly. They don't touch it with their bare hands.
- Muslims will wash their hands thoroughly before touching the Qur'an.
- Christians believe the written word of God is a sign of their faith, so they keep the bible elevated on a high place at home and in the church.

Do you know any more ways that people show respect towards their faith?



There are lots of 'hidden messages' in faith stories, or wise sayings. Can you give some simple examples?

Did you know?

You may think that holy books are all different from each other but in fact they have lots of similarities in them. All Holy books are designed to teach people to live good and honest lives. They were written thousands of years ago and took years and years to write.



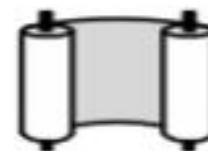
Key Vocabulary-RE



Holy book



symbol



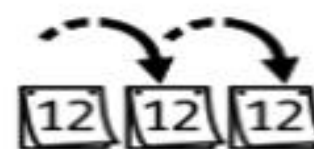
Torah



Bible



Qur'an



tradition



Jesus



Christian



God



creator

Year 2: PSHE Knowledge Organiser

Autumn 2: What is Bullying?



Prior Learning

- Last term, we were learning about relationships. Can you tell your partner how you know if someone is a good friend?
- If you have any friendship problems, who can you talk to and why do you talk to them?
- Have you heard of the word bullying before? What does it mean?

Core learning/skills

- How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe
- Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable
- How to respond if this happens in different situations
- How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
- How words and actions make people feel

Sticky Learning

Behaviour is not always bad. Being polite to someone is an example of good behaviour. Some behaviour is not acceptable, such as:

- Bullying
- Saying or typing unkind words
- Deliberately excluding others



Can you give 2 examples of good and unacceptable behaviour?

Did you know?

There are different types of Bullying. We know from reports that some are more popular than others. Here is a list of the most common:



1. Verbal bullying (saying something unkind)
2. Physical bullying (hurting someone)
3. Cyberbullying (being unkind to someone online)



Words and actions can make us feel different things.

If we use kind words and actions, we can make people feel:

- Happy, appreciated, special, thankful, grateful.

If we use unkind words and actions, we can make people feel:

- Scared, lonely, excluded, worried.



Key Vocabulary-PSHE



behaviour



bullying



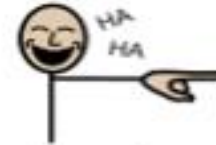
actions



physical contact



uncomfortable



teasing



excluding



unacceptable



report



respect



trusted



adult



permission

Year 2: PE Knowledge Organiser

Autumn 2: Hands 1



Prior Learning

- What does control mean in sport? Give an example.
- What sports/activities did you play in year 1 that involved a ball? What did you learn from this?
- You must show concentration when you focus on the target, your partner and the ball, why?
- What does keeping possession mean?

Core learning/skills

The unit of work will challenge pupils to combine their developing dribbling, passing and receiving skills in order to keep possession and score a point. Pupils will apply these skills in teams in various games and activities.

Sticky Learning

It is very important to dribble, pass and move with accuracy. What does accuracy mean? If you combine these skills, you will be able to score points.



When we play sport, it is important to believe in yourself whilst playing fairly. Give an example of how you have done this before?



Just like in real life if you make a mistake in a game there are consequences, such as the other team score or take possession. How can working as a team help prevent mistakes?

Did you know?

The most bounces of a basketball in one minute is 708! This record was achieved by Leon Walraven from Netherlands, on 20 February 2019.

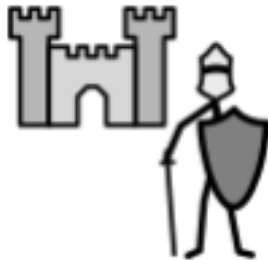
https://www.youtube.com/watch?v=eG_fg0SqJO4



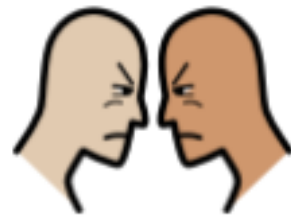
Key Vocabulary-PE



attacker



defender



opponent



team



chestpass



dribbling

Year 2: Computing Knowledge Organiser

Autumn 2: Digital Photography



Prior Learning

- What devices have you used to take a photo before?
- What do you do with the photos you have taken before? E.g. printed them, made a slideshow
- What has been the best photo you have taken and why?
- Have you ever edited a photo before? Can you describe what you did?

Core learning/skills

We can use digital devices to help us to take and edit photographs.

Many different devices can be used to take photographs, for example digital cameras, phones, tablets and webcams.

We can also use lots of different apps and programs to edit and improve photos, for example Photoshop, Luminar and Pixlr.

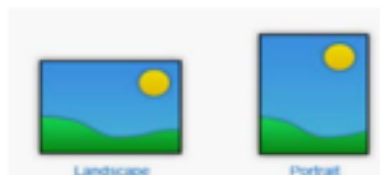
We should understand that not all photographs that we see are real – they may have been edited.

Sticky Learning

How to take a photograph:

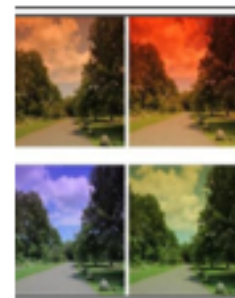
1. Hold the device firmly with both hands
2. Point the camera at the subject.
3. Look at the viewing screen.
4. Move the device to get the shot that you want.
5. Press the capture button

Choose landscape or portrait.



Editing is when we add, change and remove things to get the result that we want. Many things can be edited in photographs to create different effects:

- Brightness
- Contrast
- Colour
- Removing red eyes



Did you know?

When taking a photo there are some rules to remember to keep you and others safe:

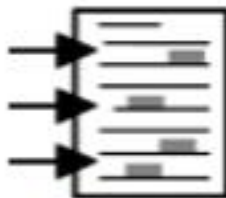
- Always ask permission before you take a photo of someone.
- Check who is in the background before you take a photo
- If the person you have taken a photo of asks you to delete it, you must do so.



Key Vocabulary-Computing



Photography



Editing



Software



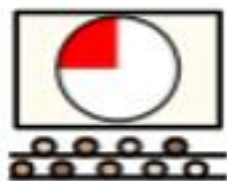
Digital



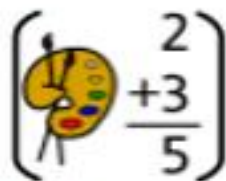
Portrait



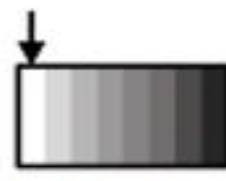
Landscape



Scene



Subject



Lighting

Year 2: History Knowledge Organiser

Autumn 2: Why did we celebrate the King's coronation?

Prior Learning

- Have you ever seen a king/queen before?
- Do you know anyone that lived a long time ago?
- What does it mean to be famous?
- Does every country have a king or queen?

Core learning/skills

Children will learn about the significance of the 2023 coronation. They will look at the life of King Charles III, from his role as Prince of Wales to his coronation.

The unit will help children to develop key skills in interpreting historical sources and developing an understanding of chronology. It is expected that children will be able to assess how the lives of the King and his family have been similar/different to their own lives and the lives of people in their own families.

Sticky Learning

The ways in which we can learn about the King's life have changed:

- In the past we used books and newspapers
- In the present we have the internet and lots of different websites we can use too.



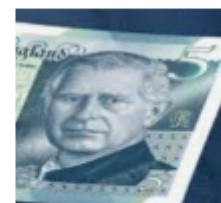
Did you know..

These interesting facts about King Charles:

- He is 74 years old.
- He can speak Welsh.
- He is a qualified pilot and diver.
- He is an extremely talented artist.
- He has founded almost 20 charities.



The king is a very important/significant person. He is the monarch of England. His face will soon be seen on coins and notes in England. New post boxes will also have his special crest on them.



Key Vocabulary-History



coronation



ceremony



carriage



crown



sceptre



archbishop,



commonwealth



significant



monarch



Buckingham Palace



Westminster Abbey

Year 2: Art Knowledge Organiser

Autumn 2: Royal Painting



Prior Learning

- When was the last time you mixed paint together? Explain what how you did this and what happened.
- What happens when you mix white paint into another colour?
- Think about something you have drawn recently. How did you draw lines of different sizes and thickness?

Core learning/skills

During the unit, pupils will learn to:

- Use thick and thin brushes.
- Add white to colours to make tints and black to colours to make tones.
- Create colour wheels.
- Describe the work of notable artists, artisans, and designers.
- Use some of the ideas of artists studied to create pieces.
- Mix primary colours to make secondary.
- Draw lines of different sizes and thickness

Sticky Learning

Some colours cannot be made by mixing. These are called **Primary colours**. Some colours can be made by mixing two primary colours, these are called **secondary colours**:



You can make tints and tones to colour by adding different colours paints. Can you explain how this works?



Did you know?

Paint was invented 40,000 years ago! Artists back then used a combination of soil, animal fat, minerals, charcoal, and chalk. With these natural materials, they painted cave walls with a limited colour palette of red, yellow, brown, black, and white!



There were no paint shops 40,000 years ago!

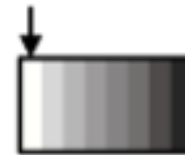
Key Vocabulary-Art



Secondary-colour



primary-colour



Light



Dark



Thick



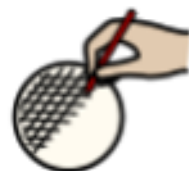
Thin



tone



tint



Shade



Bright

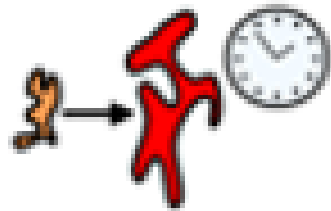


Pointillism



Colour-wash

Key Vocabulary-Mrs Kenneford



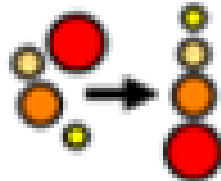
transition



flow



linking



sequence



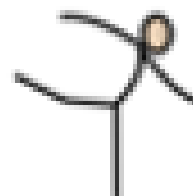
zig-zag



curved



Champion



Gymnastics