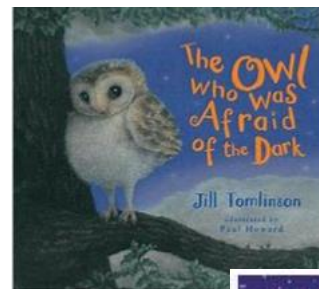
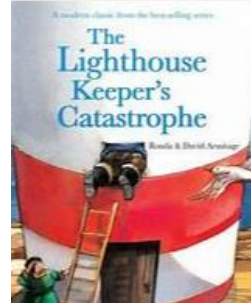
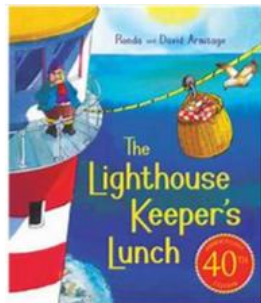




## Year 2: Knowledge Organiser: Autumn Term: New Beginnings

### Key Books this term:



Find out facts about Snowy Owls.



<https://kids.nationalgeographic.com/animals/birds/facts/snowy-owl/>



**Guided Reading:** The Sleepy Snowy Owl

**Key Skills/knowledge:**

- ✓ make predictions about a text
- ✓ look at the meaning of new vocabulary the author has used
- ✓ retrieve information from a text– be detectives and find the answers in the writing
- ✓ answer inference questions, where we have to make our own decisions about what the author is trying to tell us

**Key Vocabulary:** mittens, flurry, garland, enclosure, owl, aviary, puzzled,



Can you find out about any other nocturnal animals?

**History:** Bonfire Night/Great Fire of London

**Key Skills/knowledge:**

- ✓ develop an awareness of the past, using common words and phrases relating to the passing of time
- ✓ choose and use parts of stories and other sources that they know and understand key features of events
- ✓ understand some of the ways in which we find out about the past
- ✓ know where events they study fit within a chronological framework.
- ✓ use a wide vocabulary of everyday historical terms

**Key Vocabulary:** Stuart period, King James I, earlier, treason, plot, Catholic, Protestant, evidence, sources, traditional, rhyme, orally, hero, villain, treason, customs, tradition, commemorate, importance, relevance, effigy, law, repeal, now, then, cause, important, water squirt, fire bucket, fire hook, eyewitness, diary, interpretation, consequences, impact, benefit..

Linking in with our Great Fire of London topic– we will have a visit from the Fire Brigade



What important river is this?



**Geography:** Seasons

**Key Skills/knowledge:**

- ✓ name, locate and identify characteristics of where we live
- ✓ identify seasonal and daily weather patterns in the UK
- ✓ use simple fieldwork and observational skills in their school, its grounds and surroundings
- ✓ use and construct basic symbols in a key

**Key Vocabulary:** Sun, cloud, weather, weather symbol, satellite, above, sky, umbrella, predict, Wind, weather, change, compass, blown, north, south, east, west, sun, wind, shiver, shine, icy blast, freezing, cold, warm, blow, thaw, melt, cold blast, glow, winter, summer, bright



What do you think would be the best material to use for a Spacesuit?.



**PSHE/RSE:**

**Jigsaw:** Who am I and how do I fit?–being me in my world

**Key Vocabulary:** Worries, Hopes, Fears, Praise, Reward, Consequence, Positive, Negative, Choices

**Jigsaw:** Celebrating difference– respect for similarity and difference– How do we feel when changes happen?

**Key Vocabulary:** Similarities, Assumptions, Shield, Stereotypes, Bully, Purpose, Difference, Kind, Unkind, Feelings, Sad, Lonely, Help

**Science:** Animals including humans

**Key Skills/knowledge:**

- ✓ notice that animals including humans have offspring which grow into adults.
- ✓ find out about and describe the basic needs of animals including humans for survival.
- ✓ Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

**Key Vocabulary:**

- |             |          |
|-------------|----------|
| • Carnivore | Diet     |
| • Omnivore  | Exercise |
| • Herbivore | Hygiene  |
| • Offspring | Germ     |
| • Lifecycle | Medicine |
| • Reproduce |          |

**Science:** Everyday materials– Material monsters

**Key Skills/knowledge:**

- ✓ be able to sort materials
- ✓ be able to name materials
- ✓ know different materials have different properties
- ✓ explain why one material is better than another for a job
- ✓ know that some materials can be changed by squashing, bending, twisting and stretching

**Key Vocabulary:**

- |                            |                   |
|----------------------------|-------------------|
| <b>Material Properties</b> | <b>Glass</b>      |
| Absorbent                  | Hard              |
| Bend                       | Made materials    |
| Brittle                    | Metal             |
| Change                     | Natural materials |
| Concrete                   | Opaque            |
| Dull                       | Paper             |
| Elastic                    | Plastic           |
| Fabric                     | Recycle           |
|                            | Rough             |

**Computing:** Robot Algorithms– /Unit 2 programming Scratch

- ✓ follow instructions given by someone else and choose a series of words to act out as a sequence, giving clear instructions
- ✓ use the same instructions to create different algorithms
- ✓ can work out the actions of a sprite in an algorithm✓ can identify examples of IT
- ✓ can create a program based on the new design

**Key Vocabulary:** algorithm, program, Scratch, predict, rules, test



**Physical Education:** Games and Gym challenge / Dance

**Key Skills/knowledge:**

- ✓ Defending, throwing and catching skills
- ✓ Throwing and hitting a ball.
- ✓ Perform a simple sequence on the floor using 4 elements
- ✓ Perform and share a dance based on the theme 'Four Seasons'

**Religious Education:** Why do Jewish families talk about repentance at New Year?

**Key Skills/knowledge:**

- ✓ Talk about the idea of saying sorry, changing and forgiveness
- ✓ Discover the idea of making new starts through Jewish festival of Rosh Hashanah
- ✓ Read the Jewish story of Jonah to find out about repentance and forgiveness

**Key Vocabulary:** Judaism, Rosh Hashanah, Bible, repentance, forgiveness

**Religious Education:** Why was Jesus given the name 'saviour'?

**Key Skills/knowledge:**

- ✓ Talk the idea of rescuing/saving
- ✓ Look into what we know about Jesus and the Christmas story
- ✓ Use the Bible to find Christian ideas about Jesus as 'saviour'

**Key Vocabulary:** rescue/save, Simeon and Anna, Advent candles, Christmas carols, helper

**Mathematics: Number**

**Place Value:** – numbers 10–100

**Addition and Subtraction:** calculation within 20, two digit numbers

**Multiplication:** introduction to multiplication

**Arithmetic:** developing methods in addition and subtraction



Is the number sentence true or false?

$$10 + 70 = 800$$

How do you know?



Improve your skills with some maths games

<https://www.topmarks.co.uk/>

**Topmarks**

**Multiplication:** repeated addition, equal groups, multiply  
**Arithmetic:** –practising addition and subtraction, using different methods

**Arts and Design Technology:**

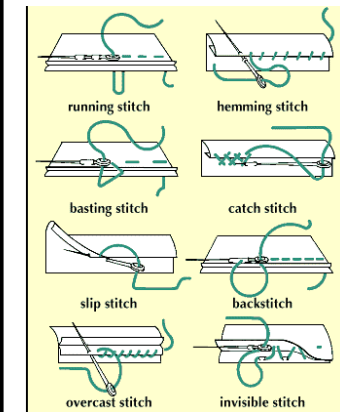
**Outcome:** We will be making 3D artwork based on Aboriginal Art

**Key Vocabulary:**

Zigzag, swaying, Dark/light, Thick/thin, Curved, straight, Bold, Broken

**Finger Puppets**

We will be designing and making our own finger puppets based on our Guided Reading book. We will investigate the best ways to join fabric.



Can you try using different stitches to join two pieces of fabric?

**Music:** Hands and Feet/Nativity play

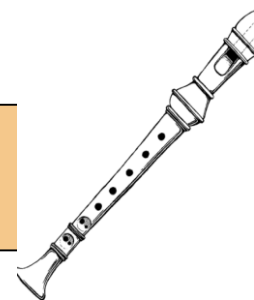
**Key Skills/knowledge:**

- ✓ Find the pulse when listening to music
- ✓ Clap to a rhythm
- ✓ Sing in two-parts
- ✓ Will be able to play the recorder notes: G and A

**Key Vocabulary:** Keyboard, drums, bass, recorder, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo



Listen to and sing along to 'The Lion sleeps tonight' by The Soweto Gospel Choir



**English: Reading/Phonics**

**Phase 6**

This term we will begin our learning of the Phase 6 phonics  
Here are just some of the graphemes that we will be looking at:

- 'y' saying /igh/
- 'dge' and 'ge' saying '/j/'
- Adding –es to words ending in 'y'
- 'gn' saying /n/
- 'kn' saying /n/
- Adding –ing and –ed to words ending in 'y'

- 'wr' saying /r/'
- 'le' saying /l/
- 'el' saying /l/

**SpellingPlay**

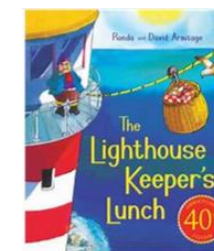
Play & learn spelling patterns using fun games

<https://www.spellingplay.co.uk/interactive-resources>



**English Writing**

- Using the book the Lighthouse Keepers lunch to write stories, letters, persuasive and instruction writing
- Finding out about Owls and being able to write Information pages
- Poetry and poses



**Improving our writing:**

- ✓ Correct sentence structure
- ✓ Using adjectives
- ✓ Using a co-ordination/ sub-ordination to make our sentences more detailed



Can you write some sentences using a co-ordination/ sub-ordination?– when, if, that, because, and, or, but.

**Spag: Using and understanding the terminology–**

- Correct sentence structure – most sentences in their writing use capital letters and full stops, and use question marks correctly when required
- Adjective– a word that describes a noun or noun phrase for example, red, sweet
- Co-ordination / Sub-ordination– Use co-ordination (but, or, and) and some sub-ordination (when, if, that, because) to add more detail to sentences