

Knowledge Organisers Spring Term

‘Voyages and Exploration’

English – Year 2

Common Exception Words (CEW) to read and spell:

door	floor	poor	because	find	kind	mind
behind	child	children	wild	climb	most	only
both	old	gold	cold	hold	told	every
everybody	even	great	break	steak	pretty	beautiful
after	fast	last	past	father	class	grass
pass	plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should	would
who	whole	any	many	clothes	busy	people
water	again	half	money	Mr	Mrs	parents

Literacy – Key Vocabulary

- Fiction
- Narrative
- Introduction
- Build up
- Problem
- Solution
- Poetry
- Simile
- Rule of three
- Non-fiction
- Instructions
- Persuasive letter

Grammar

- Co-ordinating conjunctions (and, but, or, so)
- Subordinating conjunctions (because, although, however, if, when, that, even though)
- Compound sentence – two clauses joined together by a co-ordinating conjunction.
- Main clause – can stand alone
- Expanded noun phrase (adjectives + noun)
- Adverbs - describes a verb
- Time adverbials – all day, the next morning, later that day,
- Verb tenses (past, present)

Sentence types

- Statement, Question, Exclamation, Command

Punctuation

- Capital letters and full stop
- Comma
- Exclamation marks
- Questions mark
- Apostrophe for contractions (don't, can't, won't)

Story time books

Elmer – David McKee
The Hodgeheg – Dick King-Smith
The Elephant and the Bad Baby –
Elfrida Vipont and Raymond Briggs
Meerkat Mail – Emily Gravett

Core texts

Oliver's Fruit Salad – Vivian French
Hansel and Gretel – Ronne Randall

Stories for diversity.

Floella Benjamin – Rhymes around the world
Various folk tales.

Key Vocabulary

pence

pound

coin

note

total

amount

change

difference

price

cost

pay

owe

Y2 - Money

Pence	Pounds
 1p 1 penny	 £1 1 pound
 2p 2 pence	 £2 2 pounds
 5p 5 pence	 £5 5 pounds
 10p 10 pence	 £10 10 pounds
 20p 20 pence	 £20 20 pounds
 50p 50 pence	 £50 50 pounds

Pounds and Pence



Find the Total



Lucy bought a teddy bear and some playing cards.

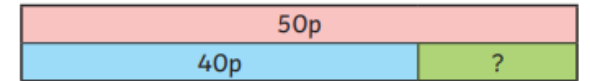


$$45p + 14p = 59p$$

Find the Change

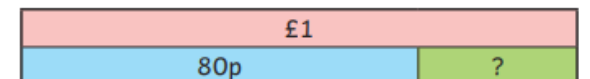
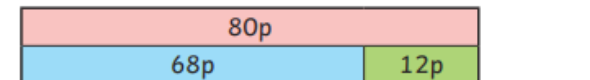


Lucy bought a jigsaw with a 50p coin. How much change did she get?















$$50p - 40p = 10p$$

Timek bought a plant and a toy car. He paid with a £1 coin. How much change did he get?



$$£1 - 80p = 20p$$

Equal Amounts	Compare Amounts
 =  =  $20p = 20p = 20p$	 >  $75p > 74p$
 =  =  $£1 = £1 = £1$	   <  $£9 \text{ and } 50p < £10$

Y2 - Multiplication and division

Key Vocabulary

Equal groups

Groups of / lots of

Multiply \times

Repeated addition

$$3 + 3 + 3 = 9 \quad 3 \times 3 = 9$$

Arrays (rows, columns)

Divide \div

Share equally into groups

Times tables

Count in multiples of 2, 3, 5 and 10.

Multiply and divide by 2, 5 and 10.

Recognise Equal Groups



5 equal groups with 3 in each group

Multiplication from Pictures



4 lots of 2 = 8

The 2 Times Table



6 lots of 2 = 12

2	4	6	8	10	12	14	16	18	20	22	24
---	---	---	---	----	----	----	----	----	----	----	----

The 5 Times Table



9 lots of 5 = 45

5	10	15	20	25	30	35	40	45	50	55	60
---	----	----	----	----	----	----	----	----	----	----	----

The 10 Times Table



7 lots of 10p = 70p

10	20	30	40	50	60	70	80	90	100	110	120
----	----	----	----	----	----	----	----	----	-----	-----	-----

Make Equal Groups



Make 4 equal groups.



Add Equal Groups



$2 + 2 + 2 + 2 = 8$ apples

Use Arrays



4 rows of 10 = 40
10 columns of 4 = 40

The division symbol

8 shared equally between 4 groups = 2

$$8 \div 4 = 2$$

The multiplication symbol

4 groups of 2 = 8

$$4 \times 2 = 8$$

$$4 \times 10 = 40$$

$$10 \times 4 = 40$$

$$40 \div 10 = 4$$

$$40 \div 4 = 10$$

Key Vocabulary

two-dimensional (2D)

three-dimensional (3D)

flat

solid

corner

apex

vertex

vertices

side

edge

face

curved

straight

round

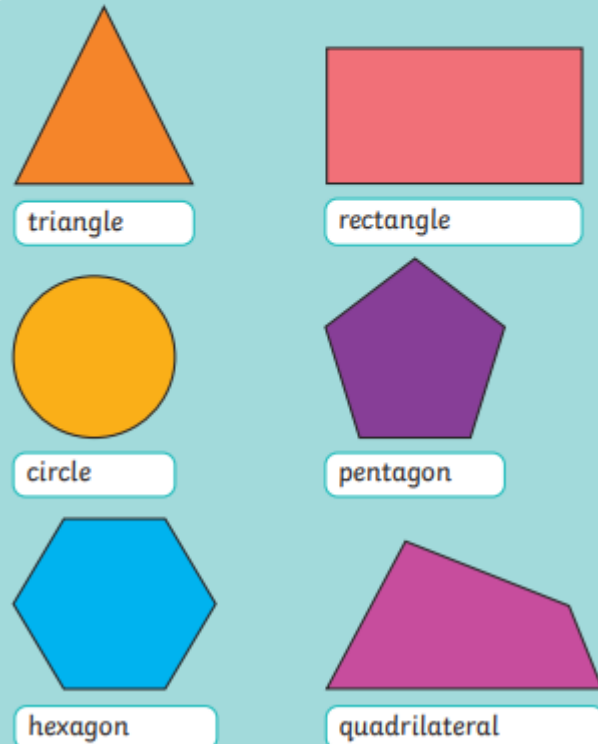
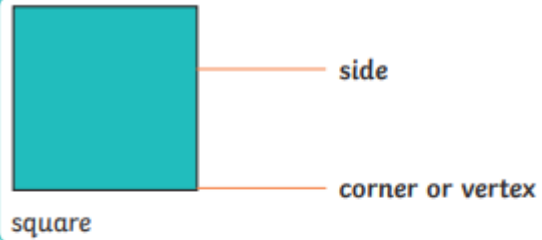
line of symmetry

vertical

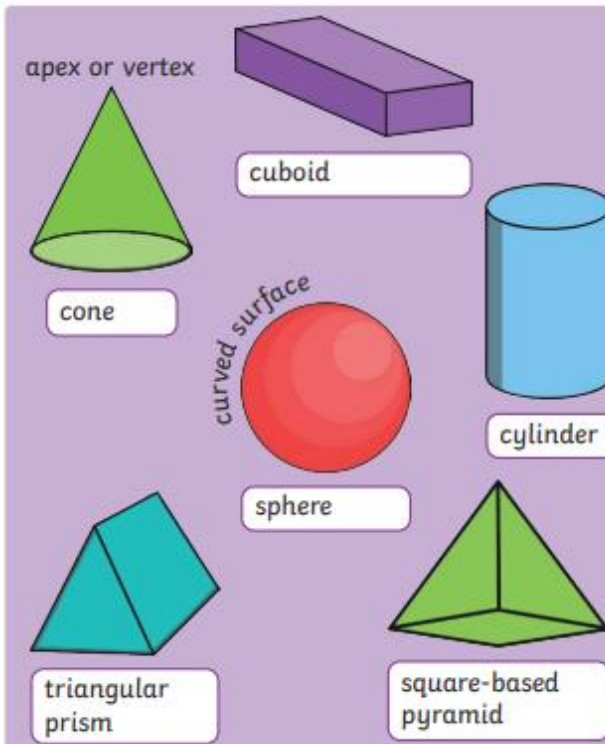
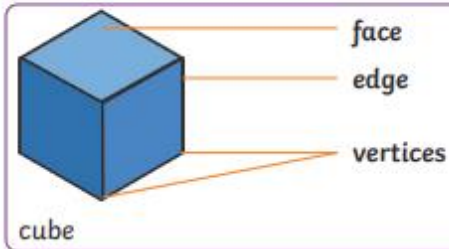
pattern

Y2 - Properties of Shape

Recognise and Describe 2D Shapes

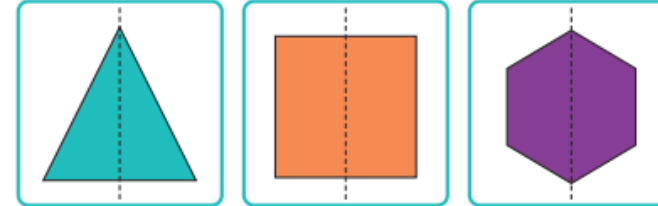


Recognise and Describe 3D Shapes



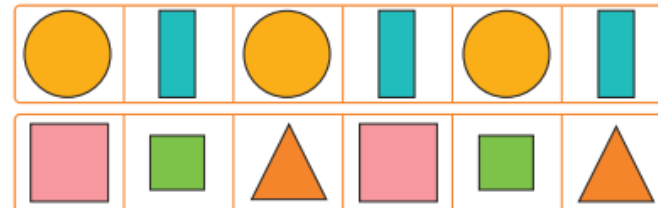
Lines of Symmetry

These 2D shapes have a vertical line of symmetry.

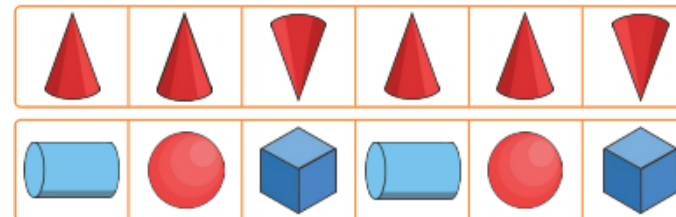


Repeating Shape Patterns

2D Patterns



3D Patterns



Key Vocabulary

fraction

part

whole

equal

share

half

quarter

third

equivalent

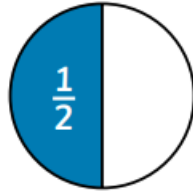
numerator

denominator

Recognising Unit Fractions

Half

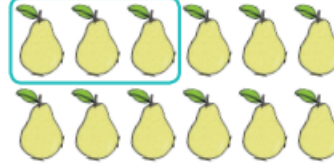
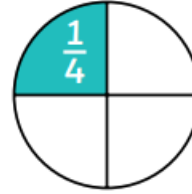
A whole split into two equal parts.



$\frac{1}{2}$ of
 $8 = 4$

Quarter

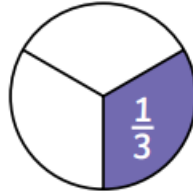
A whole split into four equal parts.



$\frac{1}{4}$ of
 $12 = 3$

Third

A whole split into three equal parts.



$\frac{1}{3}$ of
 $6 = 2$

Non-unit Fractions

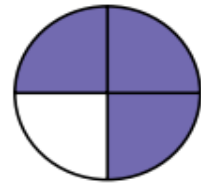
$\frac{2}{3}$



$\frac{3}{4}$



Numerator and Denominator



$\frac{3}{4}$

Numerator
How many equal parts of the whole are needed?

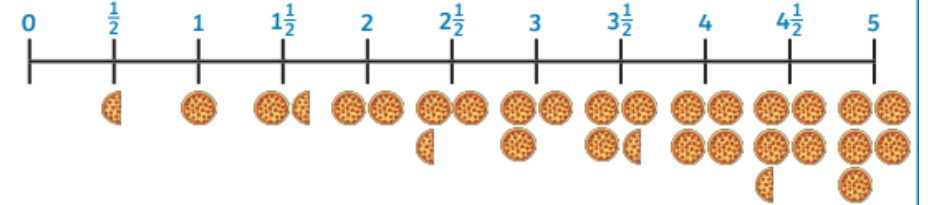
Denominator
How many equal parts are in the whole?

When the numerator (top number) is more than one and more than 1 equal part is shaded in.

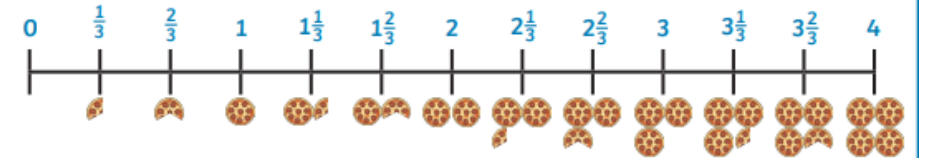
Y2 - Fractions

Counting in Fractions

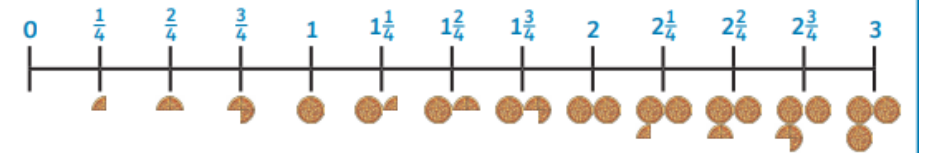
Halves



Thirds



Quarters



Equivalent Fractions

$\frac{1}{2} = \frac{2}{4}$



Year 2 - Science - Plants

Key Vocabulary	
germination	When the conditions are right, the seed soaks up water and swells, and the tiny new plant bursts out of its shell. This is called germination .
sprout	When a plant sprouts , it grows new shoots .
shoot	A shoot grows upwards from the seed or plant to find sunlight .
seed dispersal	Seed dispersal is when the seeds move away from the parent plant. They can be moved by the wind or animals.



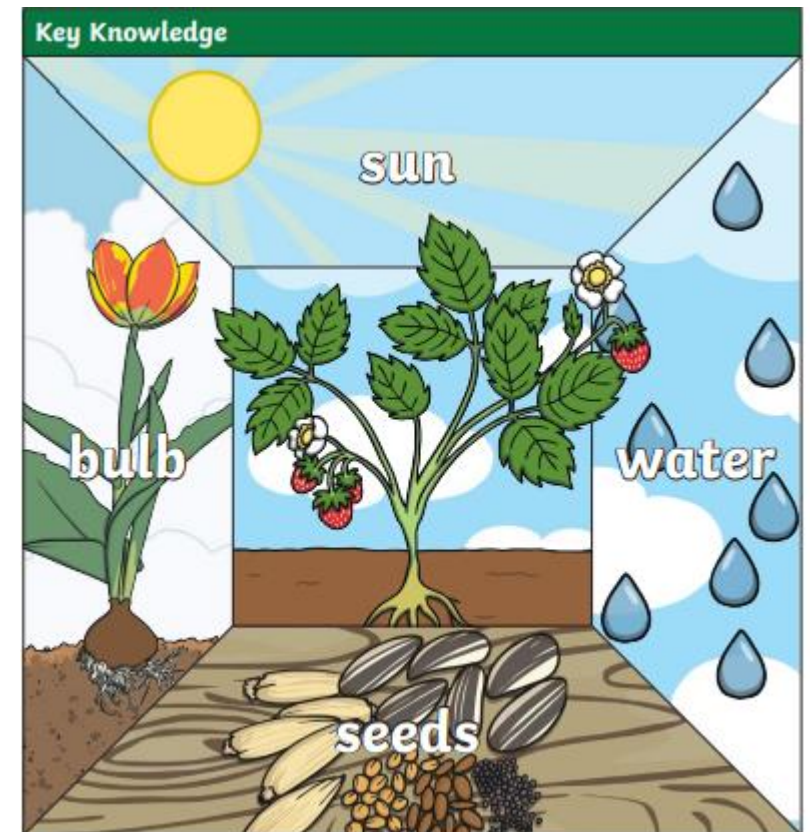
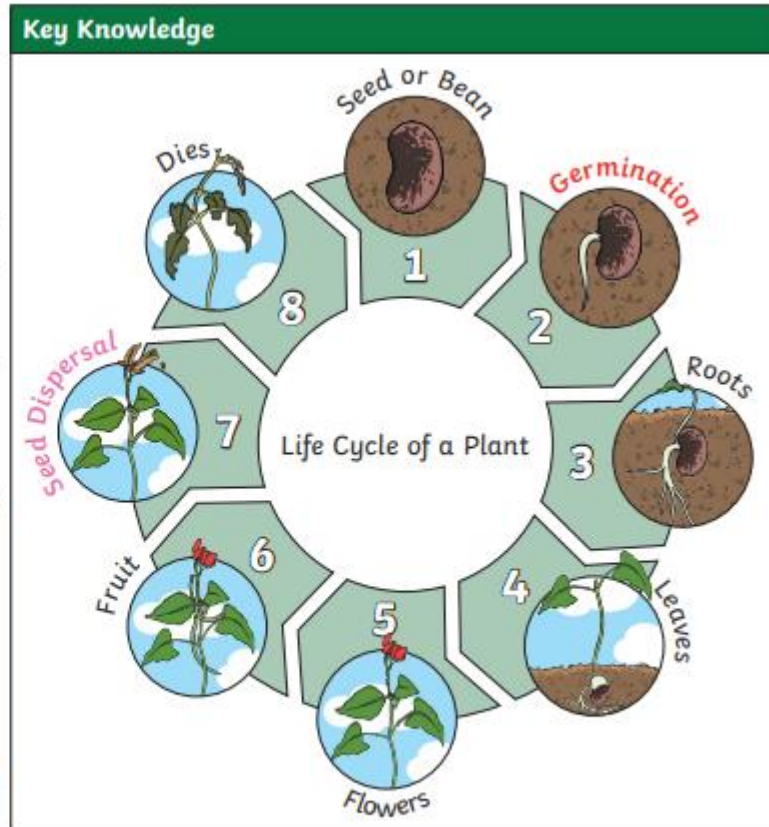
Key skills to be taught:

Scientific enquiry – asking questions

Observing growing plants carefully after initial planting

Using observations and record data to suggest answers to questions

Identify and classify different plants and trees and their structures, as well as what is alive, dead or neither.



What do plants need to grow well?

sunlight	All plants need light from the sun to grow well. Some plants need lots of sunlight . Some plants only need a little sunlight .
water	All plants need water to grow. Without water , seeds and bulbs will not germinate .
temperature	Temperature is how warm or cold something or somewhere is. Some plants like cooler temperatures and some like warmer temperatures .
nutrition	Food or nourishment. Plants make their own food in their leaves using sunlight .

Year 1 Science - Plants

Key Vocabulary	
wild plants	A wild plant seed grows where it falls. It doesn't need to be planted or cared for as it grows.
garden plants	Garden plants are plants that people choose to grow in their gardens.
weed	Weeds are wild plants that grow in places where people don't want them.
deciduous	A deciduous tree loses its leaves each year.
evergreen	An evergreen tree keeps its green leaves all year round, even in the winter.

Trees



Key Knowledge

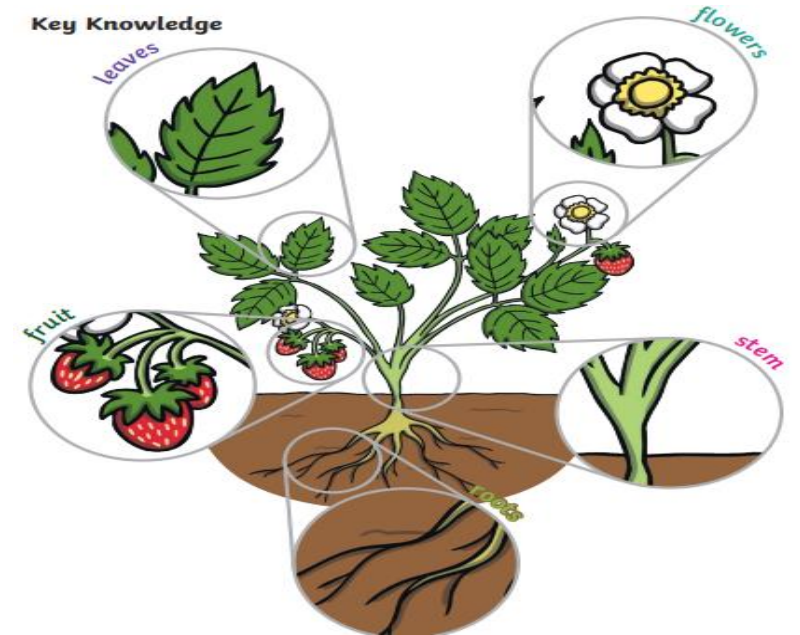
Wild Plants



Garden Plants



Parts of a plant



Key Vocabulary	
roots	Roots take in water and nutrients from the soil and keep the plant in the ground.
stem	The stem holds the plant up and carries the water and nutrients from the roots to the leaves and flowers .
leaves	Leaves catch sunlight to help the plant to make its own food.
flowers	Flowers attract insects and birds.
petals	Petals are the colourful part of the flower .
fruit	Fruit contains the plant's seeds . Sometimes humans try to grow fruit without seeds because it's easier to eat.
seed	Seeds grow into new plants.
bulb	Bulbs grow into new plants.



Key skills to be taught:

Scientific enquiry – asking questions

Observing growing plants carefully after initial planting

Using observations and record data to suggest answers to questions

Identify and classify different plants and trees and their structures.



Geography: The Voyages of Captain Cook

Key facts

- **Captain James Cook was an explorer from Yorkshire in the United Kingdom, who sailed to unknown parts of the world to find out more and share his discoveries**
- **Cook explored and charted New Zealand (put it on a map) and created maps of Australia too. Cook and his crew were the first Europeans to visit Australia. Little was known about Australia before then.**
- **On his second voyage, Cook put previously unknown islands on European maps and proved there wasn't a more southern continent than Australia. He also visited Antarctica.**
- **The weather during Cook's voyages would have been very different. Hottest near the equator.**
- **The places Cook visited would have been very different to his home too.**

Key vocabulary:

Voyage – a long journey on a boat
Oceans
Continents (Asia, Africa, North America, South America, Antarctica, Europe, Australia)
Discover
Uncharted – when a map doesn't exist for a place

Maps
Physical features – not man made.
Weather
Equator

Key skills to be taught:

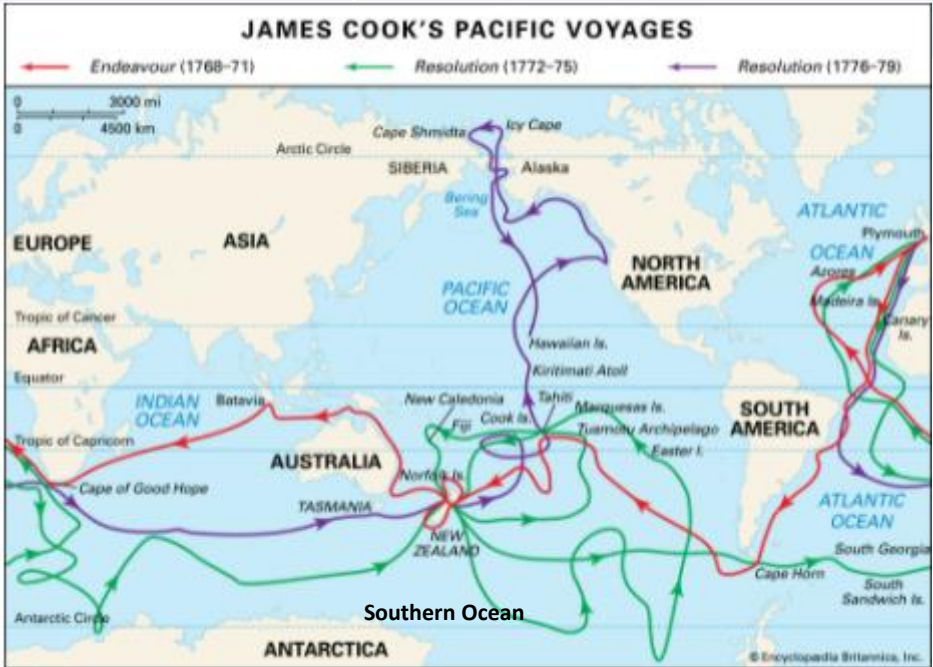
Locational knowledge: name and locate the continents and countries James Cook visited, as well as the oceans he sailed on.

Geographical skills:
use world maps, atlases and globes to understand where James Cook travelled and what he discovered

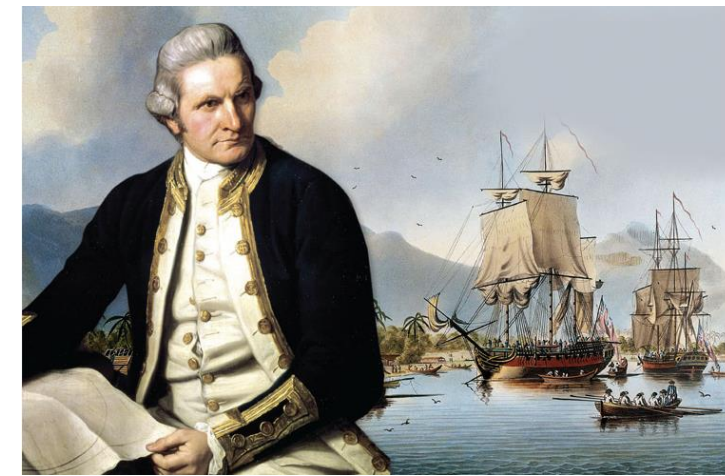
- Use simple compass directions (North, South, East and West) to describe Captain Cook's route on a map. Devise a simple map.

Physical geography; identifying the different weather experienced during the voyages.

Key Places	
Yorkshire, United Kingdom	Where Captain Cook was from, in England.
Australia and New Zealand (Continent: Australia)	Captain Cook visited here during his first Voyage and created maps for these countries.
Antarctica	Cook sailed to here on his second voyage.
North America	Cook mapped lots of North America on his 3 rd voyage. He lost his life in Hawaii.
Pacific, Atlantic, Southern, Indian, Arctic Oceans.	Cook sailed all 5 oceans, but mainly the Pacific Ocean.



History – The Voyages of Captain Cook



Captain James Cook
Born: 1728
Died: 1779

Key information:

Captain James Cook was an explorer who is remembered for 3 voyages around the world in the 18th Century (over 250 years ago).

HMS Endeavour is the boat Cook used for his first voyage which took 3 years.

Cook is **significant** because:

- he mapped parts of the world that people didn't know about
- people learned more about the world around them and the people in it because of Cook
- he sailed the five oceans and was the first European to visit far away continents, when travel was rare.

Key Vocabulary:

Voyage
Navigator
Cartographer
Explorer
HMS Endeavour
Royal Navy
Captain

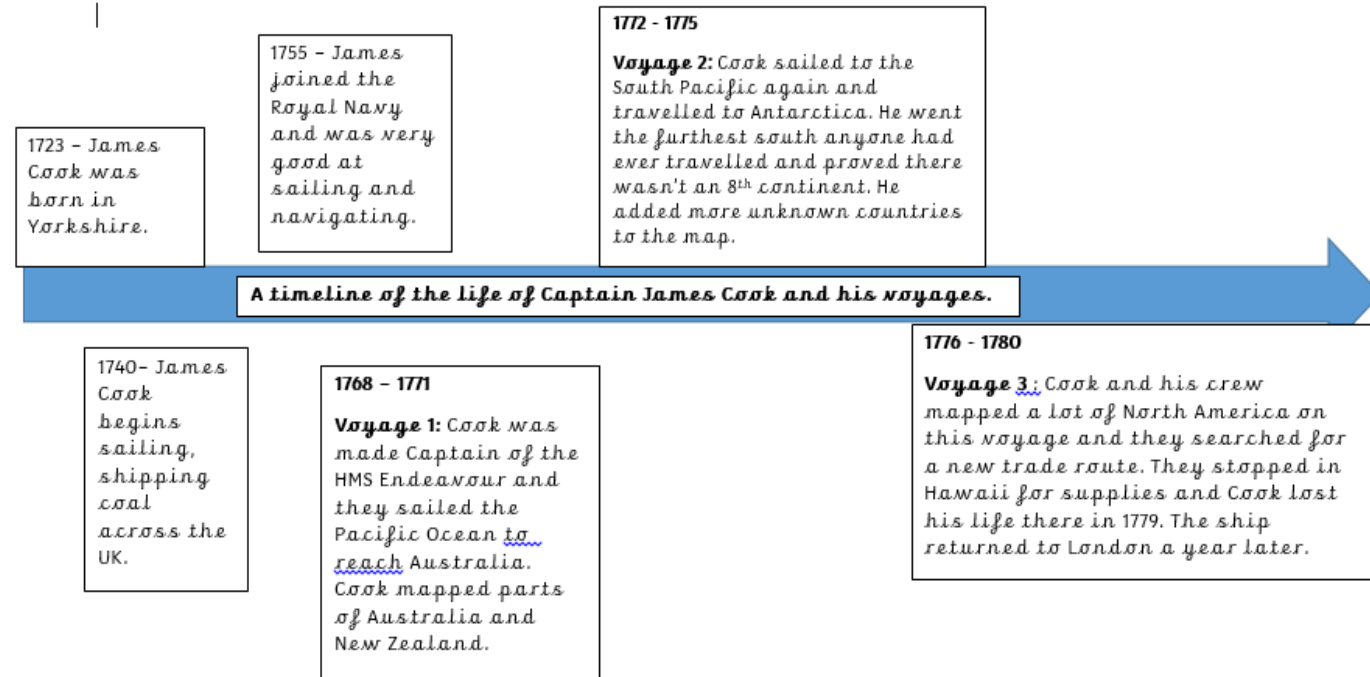
Historical terms:

Year 1: A long time ago, in the past, old, modern.

Year 2: centuries, decades, years

Key skills to be taught:

- Chronology: have an awareness of where James Cook's voyages fit on a timeline, in relation to each other and other historical events. Y2 to add dates to a timeline.
- Historical enquiry: using pictures, videos, fiction and non-fiction books, to find out about James Cook and what life was like on the boat.
- Significance – why is James Cook remembered, what were the consequences of his actions?
- Continuity and change – do people still explore today?



Year 1 / 2: Life journey– Islam



Key Vocabulary

Islam – the religion followed by Muslims, based on the teachings of Prophet Muhammad, who spread the word of Allah.

Allah – Muslims believe in one God called Allah.

Mosque – Islamic place of worship

Muhammad – main messenger of Allah who taught Muslim's how God wanted them to behave.

Shahadah: A statement Muslim's say and believe. 'There is no God but God and Muhammad is His Prophet.'

Ummah - sense of community

Shariah – Muslims working together to keep on the straight path

Adhaan – a call to prayer.

Aqiqah – a ceremony to celebrate the birth of a baby

Prophets – Allah's messengers.

Key skills to be taught:

- Enquiry: asking questions to find out more.
- Knowledge and empathy: to understand how different religions celebrate birth.
- Communication: sharing opinions and listening to others
- Making connections: looking at similarities and differences between Islam and Christianity
- Reflect on three key themes:
 - believing (what people think is real),
 - living (actions people do because of what they believe),
 - thinking (what do I believe and how is it different to what others believe?)

Key learning:

- Muslims give thanks for new life and celebrate a new member of the
- Muslim community.
- Muslims whisper the call to prayer (adhaan) into the baby's ear just after they have been born, to remind them to worship one God.
- Then the baby is given a taste of something sweet.
- There is an Aqiqah ceremony at 7 days old, as Muhammad mentioned in His teachings.
- Muslims give a gift of food to the poor as part of Aqiqah to help bring harmony into the world.
- Some Muslims shave the baby's hair, the hair is weighed and the same weight in silver is given to the poor.
- Babies are named during Aqiqah, often after Prophets.
- Aqiqah is similar to baptism in Christianity



Aqiqah ceremony
'pronounced 'Ah-kee-ka''



baby



Adhan (call to prayer)



Tahnik (sweet liquid)



7th day



cutting or
shaving hair



measuring scales



donation to charity



silver



sacrifice



meat



gifts



special meal

Year 1 / 2: Thankfulness in Religions

Key Vocabulary

Thankfulness

When you are pleased and grateful for what you have

Christianity

The religion of Christians based on the teachings of Jesus Christ. One God.

Harvest festival

A Christian festival to thank God for the Harvest.

Dalit Madonna

A famous painting of Mary and baby Jesus and images of harvest time

Hinduism

Hindu's follow Hinduism. They believe in many Gods.

Holi

Hindu festival to thank God for the harvest and good over evil.

Islam

The religion of Muslims. Believe in 1 God - Allah. Based on the word of Prophet Muhammad.

Aqiqah

An Islam celebration of birth, giving thanks for the birth of a new baby

Judaism

Jews follow the religion Judaism. They believe in 1 God.

Sukkot

A Jewish celebration of God's protection.

Key facts:

Religious celebrations of thanks

Islam - Aqiqah

Muslims show thanks to God for the birth of a new baby in a celebration called Aqiqah. This is a naming ceremony, where the new baby meets family and has its' head shaved, and the weight of the hair is given in gold to charity

Christianity - Harvest Festival

Christians say thanks to God for the harvest around the world. This is celebrated in different ways and at different times around the world. In India Christians celebrate the Harvest Festival at the time of the birth of Jesus.

Judaism - Sukkot

A Jewish celebration that thanks God for His protection. Jews remember the years that Jews who had escaped slavery spent in the desert and how God kept them safe. Jews build Sukkah's (small huts made from natural materials) and sleep and eat in them for 8 days.

Hinduism - Holi

Also known as the festival of colour. Hindu's celebrate spring, good over evil and show thanks to God for a good harvest. They throw coloured water over each other, light bonfires and spread love and happiness.



Key skills to develop:

- Enquiry (asking questions to find out more)
- Reflection on 3 key themes: **Believing** (what you think is real) **Living** (actions you do because of what you believe) **Thinking** (what do others believe)
- Empathy (respect understanding of beliefs that are different to ours)

DT - Food: making a fruit salad

Key skills to be taught:

Investigate : Be aware of what makes a balanced diet. **Identify different food groups.** Identify healthy, tasty options suitable for a fruit salad and describe fruits using senses. Explore different cutting techniques. **Consider where fruit comes from.**

Designing: use a clear design criteria and select appealing, appropriate ingredients. Sketch designs. **Sketch and label fruit salad design and explain choices.**

Planning: think about and order the stages involved when making a fruit salad. Decide on ingredients and equipment. **Write up step by step instructions and think about labels and packaging for fruit salad.**

Making: select appropriate equipment and use this safely, cut and prepare the fruit hygienically. **Follow instructions and use 2 different cutting techniques.**

Evaluating: describe the appearance and taste of your fruit salad. What do you like? What would you do differently?

Red = Year 2 only

Key vocabulary:

Food - A balanced diet

Alternative	Changing an ingredient to something different. For example using diet cola instead of full sugar cola or eating a piece of fruit instead of a bag of crisps.
Diet	The food and drink that a person or animal usually eats.
Balanced diet	Eating a variety of foods from all five different food groups.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Expensive	Something that costs a lot of money.
Healthy	When everything in your body and head feels good.
Ingredients	Items that make up a mixture e.g. foods that make a recipe.
Nutrients	Substances in food that all living things need to make energy, grow and develop.
Packaging	The packet or container, which holds a product safe, ready to be sold. It has information on about the product.
Refrigerator	A large kitchen appliance that keeps food and drink cold so that it will keep fresh for longer.
Sugar	An ingredient which is used to make food taste sweet. It comes from the sugar cane plant or from sugar beet.

Key learning:

Fruit is part of a healthy balanced diet. Not all fruit is grown locally and can be expensive.. Colourful, fresh fruit salads are most appealing and a fruit salads need juice to stop the fruit from browning. Fruit salad should be stored in the fridge. Fruit has to be cut using safe preparation techniques.

Safe preparation techniques



The Bridge



The Claw



The Fork Secure

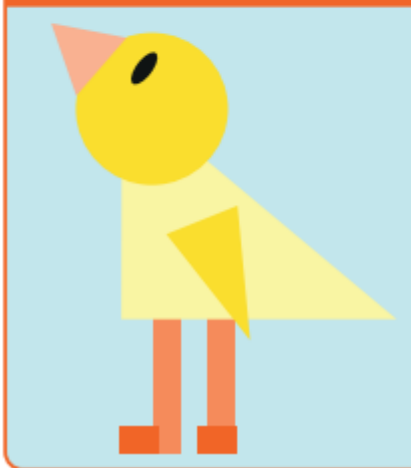


Computing

Algorithms unplugged

Algorithm	A clear set of instructions to carry out a task.
Bug	An error or mistake in computer code.
Computer	Electronic machine that accepts and processes information to produce an output, and then stores the results.
Debug	To fix the error in code.
Decompose	To break something down into smaller chunks.
Device	Equipment created for a certain purpose or job.
Input	A way of telling the computer what you want it to do.
Instructions	A list of commands and directions on how to do something.
Output	Information or data that is sent by the computer to an output device such as a printer or speakers.
Solution	The method to solve a problem.

Full picture:



Decomposition:

Shape:	How many?	Body part
	One	Eye
	One	Head
	One	Beak
	One	Wing
	One	Body
	Two	Legs
	Two	Feet

Key facts


Kapow
Primary




An algorithm for brushing your teeth:




1. Brush your front teeth 
2. Add some toothpaste 
3. Get your toothbrush 
4. Brush your back teeth 
5. Rinse your mouth 
6. Smile! 

There is a bug in the algorithm!



1. Get your toothbrush 
2. Add some toothpaste 
3. Brush your front teeth 

PSHE - Dreams and Goals

Key Vocabulary

Realistic

Proud

Success

Celebrate

Achievement

Goal

Strengths

Persevere

Challenge

Difficult

Easy

Learning together

Partner

Group

Team work

Challenge

Problem solve

Key areas of learning

Goals to success

We will choose a realistic goal and think about how to achieve it and reflect on how it feels when we achieve. We will also understand what achievement looks like.

My learning strengths

It is important to persevere and keep trying even when things are difficult. We will reflect on our strengths as learners.

Learning with others

Who do we work well with? Do I find it difficult to work with others? Working with others can really help us learn but we won't be able to work with everybody well.

Having a positive attitude

Can we stay positive even if we find something tricky? Can we work with others to solve problems? We will reflect on how it felt to work in a group and what went well.

Sharing success

We will discuss how being part of a successful group feels and then story these feelings in an internal treasure chest, to draw on when we find things hard.

Key skills to develop:

Reflection - linking what we are learning about to own experiences

Enquiry - asking questions about how to work well I a group.

Communication - discussing and sharing opinions

Empathy - recognizing that everybody has feelings that we are responsible for and we need to be mindful of this when we work as a group.

Respect - listening carefully to the opinions of others, even if they are different to yours.

PE - Swimming



Get Set 4 PE.

Knowledge Organiser: Swimming Beginners, Year 1 and Year 2

Links to the PE National Curriculum

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- perform safe self-rescue in different water-based situations.

Top Tips for Teachers

- Use the time you have travelling to and from the pool to discuss water safety. Find resources from Swim England in the resource bank to support this.
- It is recommended that all pupils wear swimming hats.
- Have a range of buoyancy equipment available for less confident swimmers such as arm discs, swim belts and noodles.
- The Get Set 4 PE swimming plans are written for group sizes of 12. These can be taught for more or less pupils but you will need to be mindful of the equipment required and ratios of adults to pupils.
- The Year 1/2 SOW is written for beginner swimmers, the Y3/4 SOW is written for developing swimmers and the Y5/6 SOW is written for intermediate swimmers. When selecting lesson plans to teach, consider the level of your swimmers not necessarily the age.
- Always check the safety and pool guidelines of the facility you use before teaching.

Key Skills: Physical

- Float
- Travel
- Submerge
- Kick with legs
- Pull with arms
- Glide



Key Skills: S.E.T

- Social: Co-operation
- Social: Supporting and encouraging others
- Emotional: Confidence
- Emotional: Determination
- Emotional: Challenging myself
- Thinking: Creating actions
- Thinking: Using tactics



Key Vocabulary:

- safely • enter • rules • front
- travel • kicking • exit • back
- pulling • breathing • unaided
- gliding • floating • splash

Teacher Glossary

Pull: the action done by the arms to move through the water.

Glide: When a swimmer coasts with a pause in their stroke or after pushing off from the side.

1 — Listening: Hands, Feet, Heart

Find the pulse as you are listening to the music: Can you dance, get funky or find the groove?

Instruments/voices you can hear: keyboard, bass, drums, electric guitars, saxophone, trumpet, vocals.



2 — Musical Activities

Find the pulse!

- What animal can you be finding the pulse?

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm

Singing

- Sing Hands, Feet, Heart in groups
- Have fun!

Playing instruments using up to three notes

– G or G, A + C. *Which part did you play?*

Improvise using the notes C + D:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

Which notes did you use?

3 — Perform & Share

A class performance of Hands, Feet, Heart. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Have a think...

What did you like doing best?

Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



This unit is about South Africa and South African music

Words you need to know: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo

Art and design skills

Air drying clay	Clay which does not need to be fired to dry it.
Ceramics	Pottery such as plates, bowls and vases which could be made from clay.
Concentric circles	Circles that all have the same centre. They fit inside each other and are the same distance apart all the way around.
Repeating pattern	A repeated design or sequence which creates a pattern.
Score	To gently scratch or cut into a surface.
Sketch	A rough first drawing which helps you to plan your work.
Slip	A thick mixture of water and clay used to join pieces of clay together.
Tone	The lightness or darkness of something.

Artists' work looked at:



Clarice Cliff

An English artist who created pottery.

Nancy McCroskey

An American artist who created ceramics.

I know a sketch is a light, fast drawing.



I know how to hold a paintbrush so that I have control when painting.



Key facts

Kapow
Primary

I know that a repeating pattern is a pattern which continues over and over again.



I know that I can draw for fun, it doesn't always matter what my drawings look like as long as I enjoyed making them.

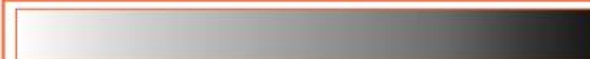


Art

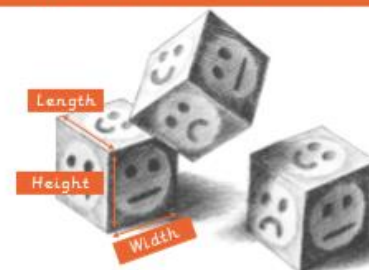
Key facts

Kapow
Primary

Tone means the darkness or lightness of something.

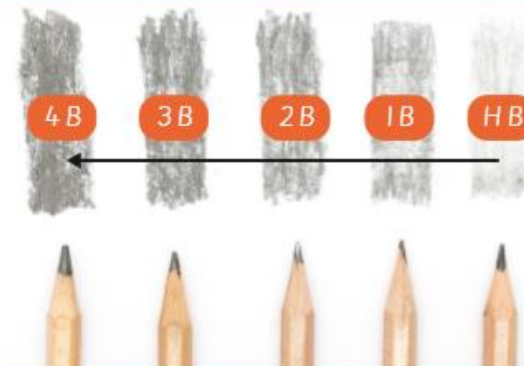


Shading with varied tones makes objects look 3D.



3D Drawing

There are different grades of pencils.
H for hard and B for black.



The higher the number for black 'b', the darker the shade.