

# Year 2 Knowledge Organiser: Lost!

**Cross-curricular subject links:** Science, Geography, Art, Maths  
English text - Pirates Love Underpants - Claire Freedman

**Curriculum Driver:** Awesome memories, Discovery, Happiness

**Trips/Enrichment:** Conkers Discovery Centre

**GARP/GASP:** Margaret Calvert - A women who transformed Britain's road signs

## Subject/Conceptual knowledge/skills:

Geography - Locational knowledge and Geographical Skills & Fieldwork

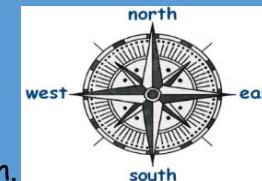
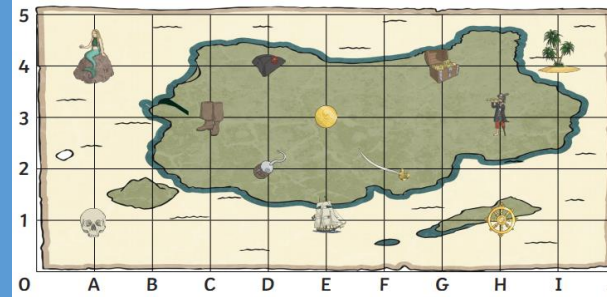
## LEAPS:

- I can use maps and atlases to identify the UK and my local area.
- I can use locational language and directional language to describe the location of features and route on a map.
- I can use simple compass directions to describe the location of features and route on a map.
- I can use simple grid references to locate squares on a map.
- I can use basic symbols in a key.
- I can use aerial photographs to recognise landmarks and basic human and physical features.

## Core Knowledge

Using simple grid references:

- First, locate the feature by moving along the horizontal axis.
- Then move up the vertical axis until you reach the feature.
- Take note of the letter then the number.
- The gold coin is located at E3.



Locational and directional language:

- The pirate ship is 2 squares south of the gold coin.
- To reach the boots, start from the skull, move 2 squares north then 2 squares east.

Where are we now?

Europe - United Kingdom - England - Clifton (village - local area)

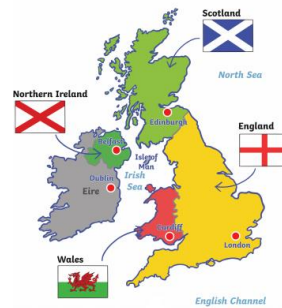
## Vocabulary

Words	Meaning
map	Representation of an area of land showing features.
atlas	A book of maps.
United Kingdom	An island nation made up of four countries; England, Wales, Scotland and Northern Ireland.
route	Way to get from a start point to a destination.
compass	Shows directions.
grid reference	Locates a feature on a map.
key	The information needed for a map to make sense - symbols and colours.
horizontal	A line that goes from left to right.
vertical	A line that goes from top to bottom.
human features	Landmarks, features or buildings that are built by humans.
physical features	Natural features that are part of the landscape.
aerial photographs	Photographs taken from an aircraft or flying object.

## Key Visuals:



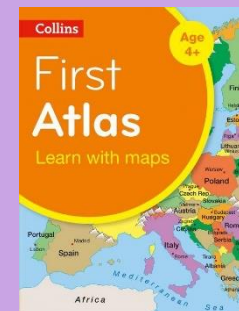
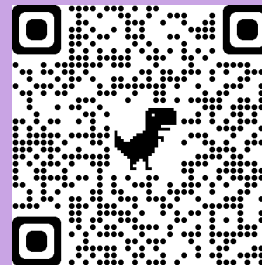
aerial photograph



Map of The UK

## Books/associated reading:

Map Zone



**Subject/Conceptual knowledge/skills:** Art  
Generating ideas and making

**LEAPS:**  
I can use different ideas and make sensible choices about what to do next.  
I can use drawings to record ideas and experiences.  
I can replicate patterns and textures in a 3D form.

**Core Knowledge**  
Georgia O'Keeffe was an American artist. She was known for her paintings of enlarged flowers, New York skyscrapers, and New Mexico landscapes.

Sketching is to make a rough drawing of something.



**Key Vocabulary**  
drawings, record, sketch, crayons, pencils, watercolours, replicate, pattern, texture, 3D form, observational drawing, shading, cross-hatching, life drawing

**Subject/Conceptual knowledge/skills:**  
RE -Christianity

**LEAPS:**  
I can tell you when I have been kind to others even when it was difficult.  
I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.  
I can say if I think Christians should be kind and give a reason.

**Core Knowledge**  
Christians believe Jesus could be kind to everyone because God was helping Him.  
They believe He is God on earth.  
One of Jesus' most important teachings was 'Love your neighbour as yourself' (Mark 12:28-31).  
The Samaritan helped the Jew and Jesus helped the paralyzed man.  
Because of the examples Jesus gave, Christians believe everyone is their neighbour so they must care about people they may not like, know or who may be outcast from society

**Key Vocabulary**  
samaritan, commandment, kindness, compassion.

**Subject/Conceptual knowledge/skills:** Computing  
iSafe

**LEAPS:**  
I can understand the meaning of personal information.  
I know when personal information should be given to trusted adults.  
I can identify characteristics of people that are trustworthy in my life.  
I can identify a risky situation when a trusted adult's help may be needed.

**Core Knowledge**  
Personal information is information that identifies a person such as name, date of birth and address.  
You can get help from a trusted adult such as a parent, family member or teacher.

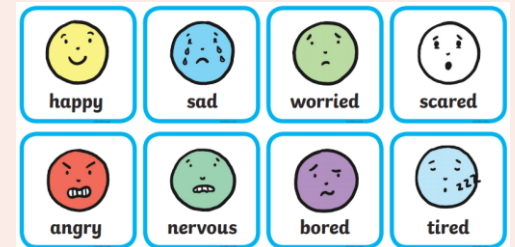


**Key Vocabulary**  
personal information, trusted adults, trustworthy, help, emotions, alert, safe, unsafe, online, internet

**Subject/Conceptual knowledge/skills:**  
PSHE - SCARF  
Me and my relationships  
British Value - Rule of Law

**LEAPS:**  
I can recognise, name and understand how to deal with feelings (e.g. anger, loneliness).  
I can define what is meant by the terms 'bullying' and 'teasing'.  
I can describe strategies for dealing with bullying.  
I understand that bullying and unkind behaviour are both unacceptable ways of behaving.  
I can identify some of the ways that good friends care for each other.  
I can explain where someone could get help if they were being upset by someone else's behaviour.

**Core Knowledge**  
Bullying is when someone is being hurt either by words or actions several times on purpose.  
You can get help from a trusted adult such as a parent, family member or teacher.



**Key Vocabulary**  
feelings, bullying, behaviour, friendship, relationships, help, support

### Subject/Conceptual

knowledge/skills: PE

Dance and fundamental movement skills

### LEAPS:

#### Dance:

I can copy and explore basic movements with clear control.

I can sequence four or more movements in a routine.

I can show a variation of levels and speed in sequence.

I can show a variation of sizes in body shapes.

I can add change of direction to a sequence.

I can use space well and negotiate space clearly.

I can describe a short dance using appropriate vocabulary.

I can respond imaginatively to stimuli.

#### Fundamental movement skills:

I understand spatial awareness.

I can confidently send a ball to others in a range of ways.

I can aim and send a ball into a space.

I can explore ways of stopping a ball.

I can begin to develop hand-eye co-ordination skills.

### Core Knowledge

A routine is a set of dance movements that follow each other.

Dance levels:



high middle low

Body shapes:



tall middle wide

A ball can be sent into a space in a variety of ways such as under arm, over arm and rolling.

A ball can also be stopped with hands or feet.

Over arm:



Under arm:



### Key Vocabulary

Movement, control, dance, sequence, routine, levels, speed, shapes, direction, space

Spatial awareness, send, throw, roll, catch, stop, send, hand-eye co-ordination

### Subject/Conceptual knowledge/skills

French - speaking, listening and reading

### LEAPS:

I can speak with others using simple words and phrases. (e.g. greetings).

I can speak aloud familiar words or short phrases in chorus.

I can listen and respond to familiar spoken words and phrases. (e.g. simple instructions, rhymes, songs).

I understand the sounds of individual letters and groups of letters (phonics).

I am able to read aloud familiar words or short phrases in chorus.

### Core Knowledge & Key

#### Vocabulary

Hello = bonjour

Goodbye = au revoir

Thank you = merci

Are you well? = ca va?

Good = bien

Fantastic = fantastique

I am good = ca va bien

I am not well = ca va mal



### Subject/Conceptual knowledge/skills:

Music - singing

### LEAPS:

I can sing a range of songs and perform to an audience using clear words and actions with accuracy of pitch, dynamics and tempo.

I can copy back short phrases from a song.

I can identify where pitch rises, falls or stays the same and copy this with my voice.

I can identify when there are changes in tempo, dynamics and pitch.

### Core Knowledge

Learn to sing Take You Home (BBC - Bring the Noise)

Pitch is how high or low a note sounds.

Dynamics means how loudly or quietly a piece of music should be played.

Tempo is the speed of the underlying beat.

### Key Vocabulary

Pitch, tempo, dynamics, phrase, song, singing, breath, audience, high, low, rise, fall