

Year 2 Knowledge Organiser: Where Are We?

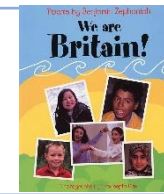
Cross-curricular subject links: Science, Art, Maths

Reading text - Into the Forest by Anthony Browne

Curriculum Driver: Awesome Memories, Discovery, Happiness

Trips/Enrichment: Walk around Clifton

GARP/GASP: Benjamin Zephaniah - 'We are Britain'. Children across the UK come from a range of cultural backgrounds and this influences their daily life.



Subject/Conceptual knowledge/skills:

Locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork

LEAPS:

- I can name and locate the four countries and capital cities of the United Kingdom.
- I can name and locate the United Kingdom's surrounding seas.
- I can name and locate the world's seven continents and five oceans.
- I can identify the similarities and differences in physical and human geography of a small area of the UK and a non-European country Kenya using basic geographical vocabulary.
- I can use basic geographical vocabulary to refer to key human and physical features.
- I can use world maps, atlases and globes to identify the United Kingdom and its countries and a contrasting non-European country.

Key Visuals:



Books/associated reading:

Evangeline's life in Rural Kenya -

<https://www.bbc.co.uk/programmes/p0114s06>



Core Knowledge:

- The United Kingdom is made up of four countries: England, Scotland, Wales and Northern Ireland
- Each country has a capital city: London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland)
- The United Kingdom is surrounded by four seas.
- There are 7 continents in the world and between these continents are 5 oceans.
- Naro Maru is a rural village at the foot of Mount Kenya in Kenya. It has physical and human features in common with Nottingham but also many features that are different.

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. |
| key | The information needed for a map to make sense - symbols and colours. |
| 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. |
| continent | One of the earth's seven main areas of land. |
| landmark | Object or feature of an area that is easily recognisable and seen from a distance. |
| ocean | A large area of salt water between continents. |

Subject/Conceptual knowledge/skills:

Science - Everyday Materials
Working scientifically, properties of materials

LEAPS:

I can identify and compare which everyday material can be used for a particular use. I can investigate how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. I can identify and discuss the uses of different everyday materials. I know that materials can be more than one thing. I know that the same objects can be made from different materials.

Core Knowledge

- There are many different types of everyday materials which have different properties.
- Different properties of materials make them appropriate for different purposes.
- The shape of some materials can be changed by:



stretching



twisting



bending



squashing

- Objects can be made of more than one material.



For example: The car's windscreen is made of glass because it is transparent. The body of the car is made from metal because it is strong and rigid.



plastic



wood



metal



paper



glass

Key Vocabulary

opaque, transparent, translucent, reflective, flexible, rigid, waterproof, recyclable, material, natural, man-made, purpose

Subject/Conceptual knowledge/skills:

RE - Judaism
Personal resonance and reflection, knowledge and understanding, evaluation and critical thinking
How important is it for Jewish people to do what God asks them to do?

LEAPS:

I can talk about why I do as some people ask but not others
I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this.
I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.

Subject/Conceptual knowledge/skills:

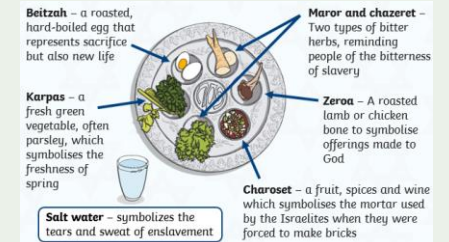
PSHE - SCARF
Keeping Myself Safe
British Value - Tolerance

LEAPS

I understand that medicines can sometimes make people feel better when they're ill.
I can give examples of things a person can do to feel better without using medicines.
I can identify situations where I feel safe or unsafe.
I can suggest actions for dealing with unsafe situations.
I can recognise that body language and facial expressions can tell us how a person is feeling.
I know what to do if someone touches me and it makes me feel uncomfortable.
I can identify safe and unsafe secrets.

Core Knowledge

The Jews were captive in Egypt. Moses lead the people out of slavery to a 'promised land'. The Pharaoh refused to let them go. 10 plagues were sent upon the Egyptians. The last plague 'passed over' the Jewish houses, hence the name Passover. The Seder meal helps Jews remember key parts of the story.



Key Vocabulary

Passover, Covenant, Exodus, Egypt, Moses, Remembrance, Seder Meal

Core Knowledge

Medicines can be used to help people feel better when they are ill. Body language and facial expressions tell us how a person is feeling. Secrets can be safe or unsafe. In every situation you are in it is important to ask yourself whether you feel safe or unsafe. The 'yes, no, I'll ask and I'll tell' approach helps with this.

Key Vocabulary

Medicine, unwell, safety, responsibility, unsafe, body language, facial expression, situation, touch, uncomfortable, secrets, trust

Subject/Conceptual knowledge/skills: PE

Dance and OAA

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.

OAA:

I can listen to and follow instructions from an adult or partner.
 I understand how to create simple movements and patterns with the body.
 I can use resources to solve problems as part of a group involving exploration and discovery.
 I can discuss and work with others in a group.
 I can travel safely to and from orienteering control marker signs.

Core Knowledge

Dance:

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

Dance levels:



high middle low

Body shapes:

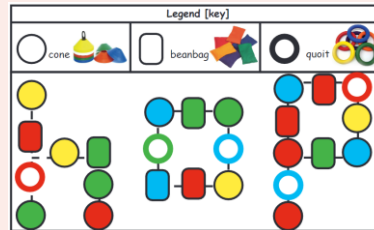
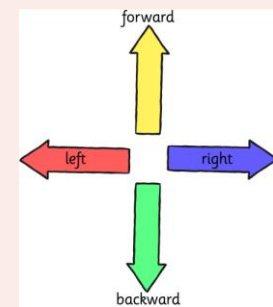


tall middle wide

OAA:

A legend tells you what the symbols mean.

Directions:



Key Vocabulary

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

orienteering, control, marker, signs, direction, instruction, partner, movement

Subject/Conceptual knowledge/skills

French - speaking, listening and reading

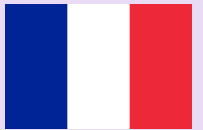
LEAPS:

I can speak aloud familiar words or short phrases in chorus.
 I can listen and respond to familiar spoken words and phrases.
 I understand the sounds of individual letters and groups of letters.
 I am able to read aloud familiar words or short phrases in chorus.

Core Knowledge & Key Vocabulary

Vocabulary

| | |
|------------|---------------|
| 0 - zéro | 11 - onze |
| 1 - un | 12 - douze |
| 2 - deux | 13 - treize |
| 3 - trois | 14 - quatorze |
| 4 - quatre | 15 - quinze |
| 5 - cinq | 16 - seize |
| 6 - six | 17 - dix-sept |
| 7 - sept | 18 - dix-huit |
| 8 - huit | 19 - dix-neuf |
| 9 - neuf | 20 - vingt |
| 10 - dix | |



Subject/Conceptual knowledge/skills: Computing

iPub

LEAPS:

I know about the world wide web and how it has developed throughout time
 I can consider how technology changes with time.
 I can share knowledge through media presentations.
 I can plan/produce a presentation of research findings.
 I can create an interactive book.

Core Knowledge

The world wide web is all the pages on the internet. It is called a 'web' because they all link together.

It started off just as pages to read. Now people can interact such as sending messages and adding photos and videos.



Key Vocabulary

past, present, future, devices, computer, storage, keyboard, internet, world wide web, email, e-book, audio, images, text, links