



Knowledge Organiser Booklet

Year 2

Autumn 2



Name		Class	
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Contents

Page 3	Using Your Knowledge Organiser Guide	Page 8	Physical Education Knowledge Organiser 2
Page 4	Art & Design Knowledge Organiser	Page 9	Religious Education Knowledge Organiser
Page 5	Computing Knowledge Organiser	Page 10	Science Knowledge Organiser 1
Page 6	History Knowledge Organiser	Page 11	Science Knowledge Organiser 2
Page 7	Physical Education Knowledge Organiser 1	Page 16	School Values

Use your knowledge organisers to help you remember more.

1

Check it!

Write down the key words and definitions.



2

Try doing this without the help of your knowledge organiser.

3

Check your work and make any corrections using your green pen.



Link it!

Create a mind map with all the information you can remember from your knowledge organiser.



Check your knowledge organiser to see if there are any mistakes on your mind map.

Try to make connections, linking the information together.









Test it!

Use your knowledge organiser to write down key facts or information onto cards.

Add pictures to help support you to remember things. Use the cards to make up questions.

Ask a friend or a member of your family to quiz you on what you remember!

This is your Year 2 Art & Design Knowledge Organiser for Autumn 2. Explore and Draw

Art Themes		Tier 2		Key Vocabulary		
Pattern	Shape	Communicate	Environment	Watercolour	Land Art	Natural Materials
The repeated way in which something is designed.	A form or outline of something.	To convey knowledge or information about something.	Our surroundings – the natural or manmade world around us.	Paint thinned with water giving transparent colours.	Land art is art created out on the land using the natural materials of the earth and nature.	Natural materials are those found in the natural world e.g. stone, sand, wood.
We can make different patterns arranging shapes and lines in different ways.	We have drawn shapes such as squares and circles.	We communicate in many ways including through speaking, writing and art.	We can be inspired by the natural environment to make art.	With watercolour paint you can create layers of colour.	Land art can be made from natural objects such as stone, leaves, shells.	We can find natural materials in areas such as woods, parks and gardens.
We will make patterns inspired by what we see around us.	We can make different shapes using a range of media.	With communication we can share information, news, stories and ideas.	We can collect objects in our environment such as leaves, sticks and pebbles.	With less water the watercolour will be a stronger colour and with more water it will be lighter.	Land artists can make sculptures with what they find in nature e.g. soil, ice, earth.	We will use the natural materials we find to make our own land art.
						
How this connects with previous learning				How this connects with future learning		
In Reception, you made patterns using circles.	You created drawings using spirals in Year 1.	You can communicate through words and images.		In Year 3, you will design your own collages using different shapes and colours.	In Year 4, you will make 3D sculptural forms inspired by food.	In Year 5, you will create your own fashion designs.

This is your Year 2 **Computing** Knowledge Organiser for Autumn 2. Digital Photography

Tier 2 Vocabulary

compare

To find similarities and differences between things.

If we **compare** a camera and a tablet, we will see that there are some similarities and some differences.

In English, we can **compare** two different characters in a story.

We can **compare** two different photographs to see which are real and which have **effects** added.

Key Vocabulary

capture

To take a picture.

Cameras, tablets and mobile phones can all be used to **capture** photographs.

We will learn to **capture** our own photographs.



portrait

To take a picture vertically.

Mobile phones and computer documents usually use a **portrait** display.

To take a close up photograph of a person's head and shoulders, we would use **portrait** mode.

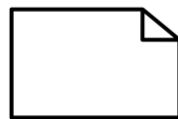


landscape

To take a picture horizontally.

Most computers and televisions use a **landscape** display.

To photograph land, sky or water from far away, it is better to use **landscape** mode.



light source

A device that produces light.

A lamp, a torch or a candle are all **light sources**.

We can change the way a photograph looks by adding a **light source**.



effect

To change something.

To change the look of something we have created, we can add a digital **effect**.

We will change our photographs to suit a purpose by adding an **effect**.



How this connects with previous learning

In Reception, you used the camera feature on an iPad to make Chatterpix videos.

In Year 1, you used an iPad to make digital paintings.

In Year 1, you used a computer to create and edit text.

















How this connects with future learning

Later in Year 2, you will use technology to create digital music.

In Year 3, you will create stop frame animation.

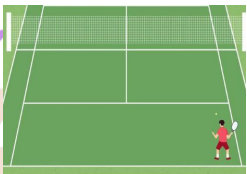



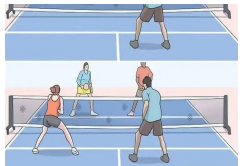


In Year 4, you will revisit photograph editing.

This is your Year 2 History Knowledge Organiser for Autumn 2. Hackney's History

Historical Themes		Tier 2	Key Vocabulary			
migration	empire	compare	slavery	generation	archive	social change
The process of moving from one place to another.	A group of nations that are all ruled by the same leader or leaders.	To discover the similarities and differences between things.	People owning other people is called slavery .	All the people in a group or country who are of a similar age.	An archive is a physical or digital place where important items are stored.	When different people with different ideas meet and mix, social change can happen.
		We can compare what life was like in Hackney in the past and in the present.				
Olaudah Equiano and Joseph Jackson Fuller migrated to London after they were freed.	The British Empire is a term used to describe all the places around the world that were once ruled by Britain.	We can compare how and why different people moved to Hackney.	Olaudah Equiano and Joseph Jackson Fuller were slaves as children before they were freed.	The 'Windrush Generation ' migrated to Britain from the Caribbean from 1948 onwards.	Hackney Archives stores artefacts documents and pictures about the borough's past.	Hackney continues to experience social change as people move in and out of the borough.
	People have migrated to Hackney from all over the British Empire .					
Things you learnt in previous topics			How this connects with future learning			
In Year 1 'Living History' you learnt how schools in Hackney have changed.		In year 1 'The Great Fire of London' you learned what life was like for people in London. .		Later in year 2, in 'The Victorians', you will learn about how the British Empire became very powerful during Queen Victoria's reign.		In Year 3, in 'Ancient Egypt', you will learn that slavery was a part of Egyptian society and slaves were used to build pyramids.
						








This is your Year 2 **Physical Education** Knowledge Organiser for Autumn 1. Send and Return

Key Vocabulary

court	net	serve	strike	opponent	tactics
An area designed for specific sports such as tennis.	A net is used to separate two sides of the court.	the act or action of putting the ball or shuttlecock in play in various games	The action of hitting an object using a bat or racket.	Someone who is on the opposite team.	A way of thinking which can help you to achieve something.
I enjoy playing on the tennis court .	In tennis the net is in the middle of the court, the aim is to strike the ball over the net.	In order to begin the game we must serve the ball into the court	In tennis, you strike the ball over the net to try and score points.	You need to hit the ball away from your opponent to score points	The tactic for today is to hit the ball over my opponents head
					
How this connects with previous learning		How this connects with future learning			
In reception we learned how to hold a tennis racket.	In year one we learned how to hit a moving ball using a racket.			In year 3 we will learn how to serve to begin a tennis game.	In year 4 we will explore different types of tennis shots.
				In year 5 we will learn how to apply different types of shots to game situations.	

This is your Year 2 Physical Education Knowledge Organiser for Autumn 1. Hit, Catch, Run






Key Vocabulary

stumps	underarm	overarm	bowler	strike	umpire
The stumps are the three wooden sticks that are placed upright in the ground to make the wicket .	When you throw a ball underarm , you do not raise your arm above your shoulder.	Throwing a ball overarm is when you stretch your arm over your shoulder and release.	The bowler is the player who throws the ball to the hitter/batter.	Strike is another word for hit. The batter tries to strike the ball to score points.	An umpire makes sure the game is being played fairly and that the rules are not broken.
The batter tries to hit the ball before it touches stumps .	When throwing underarm you should face the direction you are throwing and release the ball at waist height.	When throwing overarm you should stand side-on to the direction you are throwing and release when your arm is in line with your head.	The bowler is aiming to hit the stumps with the ball to get the batter out.	In cricket, rounders and baseball, the aim is to strike the ball as far as you can. The harder you strike , the further the ball will go.	Cricket, rounders and baseball all have an umpire . In football the umpire is called the referee.
					
How this connects with previous learning			How this connects with future learning		
In Reception you learnt to send and receive objects with more accuracy and work with teammates.	In Year 1 you learnt about the roles of batters and fielders.		In Year 3 you will learn how to play a simple game of rounders.	In Year 3 you will also develop and use simple rounders skills linked to hitting and catching.	In Year 4 you will learn a range of tactics and how to apply them in a competitive way.

This is your Year 2 Religious Education Knowledge Organiser for Autumn 2. Islamic Beliefs

Tier 2 Vocabulary

Key Vocabulary

record	Muslim	Allah	Ramadan	Eid-ul-Fitr	mosque
To keep information by writing or typing it.	A Muslim is a following of the religion Islam. It is one of the world's major religion.	Allah is the Arabic word for God. Muslims believe that Allah sent down the Qur'an, the Muslim holy texts.	Ramadan is the ninth month is the Islamic calendar, which marks important holidays and events for Muslims .	Eid al-Fitr is a religious holiday that occurs at the end of Ramadan. The meaning of Eid al-Fitr, translated from Arabic, means 'the feast of the breaking of the fast'.	A mosque is more than a place of worship. Muslims worship, study and discuss Islam, and do many other things in a mosque .
In Reception you recorded information about places of worship in the community.	There are approximately 1.8 billions Muslims all around the world.	Muslims believe that there is only one God, Allah . They pray to Allah five times a day.	During Ramadan people fast (do not eat or drink), during daylight hours.	During Eid-ul-Fitr families gather to enjoy special meals and sweets. Children wear new clothes, and gifts are exchanged. People also visit the graves of relatives. Some cities hold elaborate outdoor ceremonies.	The Arabic word for mosque is 'masjid' and it means 'place of prostration' to God.
In Year 1 you recorded the different ways in which people worship God.	Muslim is an Arabic word that translates to "one who submits to God".	Muslims believe that Allah created everything in the universe.	Muslims fast during Ramadan to help devote themselves to Islam. They do this to learn self-discipline and feel empathy for the poor.		Mosque buildings have large open spaces inside, with mats or carpets covering the floor.
In this unit you will explore Islamic beliefs including places of worship and Muslim festivals.					

How this connects with previous learning

In **Reception** you learnt about the Islamic Holy Book and the stories that are special to Muslims.

In **Year 1** you explored the different places that people go to worship.



How this connects with future learning

In **Year 3** you will explore the way in which different religions describe God.

In **Year 4** you identify the similarities and differences of Islam to other religions.

In **Year 5** you will explore what it is like to be a Muslim in Britain.

This is your Year 2 Science Knowledge Organiser for Autumn 2. Living Things and Their Habitats

Scientific Enquiry

identifying & classifying

Identifying means knowing what something is and naming it. We will **identify** and name a variety of plants and animals in each habitat or microhabitat. **Classifying** means grouping things together if they have something in common. We will **classify** things that are living, dead and have never been alive.

researching

We will find out about habitats outside our local area by **researching** using secondary sources such as non-fiction books.

Working Scientifically

Asking scientific questions

Planning an enquiry

Observing closely

Measuring (taking measurements)

Gathering and **recording** results

Presenting results

Interpreting results

living things

All objects are either living, dead or have never been alive. **Living things** are plants (including seeds) and animals.



Dead things include dead animals and plants and parts of plants and animals that are no longer attached such as leaves, twigs, shells, fur, hair and feathers. Objects made of rock and metal have never been alive.

habitat

A **habitat** is a place where a plant or animal makes its home. Animals and plants live in a habitat to which they are suited.



A **habitat** provides the basic needs of the animals and plants – shelter, food and water. Examples of **habitats** are: **woodland, urban, desert, rainforest, ocean, polar, pond.**

microhabitat

Microhabitats are small parts of a habitat that have their own conditions like temperature which suit its plants and animals.

A **rotting log** in a woodland habitat is a **microhabitat**.



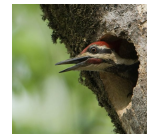
A **rockpool** in a coastal habitat is a **microhabitat**.



shelter

A **shelter** is a place or structure giving protection against weather or danger.

The woodpecker is **sheltering** in the tree.



The vole is **sheltering** inside the log.



food chain

All plants and animals need food to live. Plants make their own food. Animals cannot make their own food. They eat plants and/or other animals.

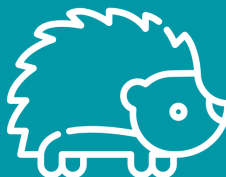
Food chains show the animals and/or plants eaten by other animals.



This **food chain** shows grass is eaten by a rabbit and the rabbit is eaten by a fox.

Things you learnt in previous topics

In Year 1, you identified and named plants and trees in your local area and learnt what the main parts of common flowering plants, including trees were: stem, petal, branch, leaf. You also learnt about different animal types: fish, amphibians, reptiles, birds and mammals and described and compared their structures. You identified and named some common animals within each group. You learnt the words carnivore, herbivore and omnivore and could name animals in each group. You observed, recorded and discussed changes across the four seasons: autumn, spring, summer, winter.



How this connects with future learning

Later this year, you will observe and describe how seeds and bulbs grow into mature plants. You will find out about and describe how plants need water, light and a suitable temperature to grow and stay healthy. In Year 4, you will learn that living things can be grouped in different ways. You will use and create classification keys. You will recognise that environments can change and that this can sometimes pose dangers to living things. You will construct and interpret a variety of food chains, identifying producers, predators and prey.

This is your Year 2 Science Knowledge Organiser for Autumn 2. Uses of Everyday Materials



Scientific Enquiry



comparative & fair testing

Comparative tests compare things in order to rank them. **Fair tests** look for changes when one variable is changed. We will test the properties of materials such as wood, metal, plastic, fabric, paper and cardboard for a particular use, such as comparing the stretchiness of fabrics for Elastigirl's suit and choosing the best material for a rain hat.



identifying & classifying

Identifying means knowing what something is and naming it. **Classifying** means grouping things together if they have something in common. We will **identify** and **classify** materials based on different properties for example grouping opaque or absorbent materials together.

Working Scientifically

Asking scientific questions
Planning an enquiry
Observing closely
Taking measurements

Gathering and
recording results
Presenting results
Interpreting results

Suitable means appropriate for a specific purpose. All objects are made of one or more materials that are chosen specifically because they have **suitable** properties for the task. For example, some water bottles are made of plastic because it is transparent allowing you to see the drink inside and waterproof so that it holds the water.



Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting.

flexible

Flexible means a material is able to bend easily without breaking. Rubber is flexible and is **suitable** for tubes or wire casing that need to bend.



rigid

Rigid means the opposite of **flexible** - a material that does not bend easily and cannot be reshaped without using a lot of force.



absorbent

An **absorbent** material is a material that is able to soak up liquid easily, such as a sponge.



waterproof

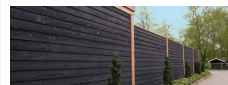
A **waterproof** material keeps water and other liquids out.



Plastic and rubber are examples of waterproof materials and may be **suitable** for making items such as umbrellas and rain jackets.

opaque

An **opaque** material does not let any light through. Materials such as stone and wood can be opaque. They would be **suitable** for making a garden fence. It can't be seen through.



transparent

Transparent means the opposite of opaque. All of the light is let through the object. Windows are usually made of **transparent** glass so people can see out.

translucent

Translucent means allowing some of the light through an object. A **translucent** material would be **suitable** for items such as sunglasses, which need to keep some light out to protect our eyes.



Other examples of **translucent** objects include some windows, thin tissue paper and cooking oil.



Things you learnt in previous topics

In Year 1, you distinguished between an object and the material from which it is made. You identified and named a variety of everyday materials, including wood, plastic, glass, metal, water and rock. You also described the simple physical properties of a variety of these materials. You compared and grouped together a variety of everyday materials on the basis of their simple physical properties.



How this connects with future learning

In Year 3, you will compare and group together different rocks on the basis of their appearance and simple properties. You will notice that some forces need contact between two objects, but magnetic forces can act at a distance. In Year 5, you will compare and group together everyday materials based on their properties such as solubility, conductivity and transparency. You will give reasons for the particular uses of everyday materials based on evidence from fair and comparative tests.

At New Wave Federation, we demonstrate...

The logo for New Wave Federation is a circular emblem with a blue border. Inside the circle, the words "new wave" are written in a black, lowercase, sans-serif font, and "federation" is written below it in a teal, lowercase, sans-serif font. A stylized, light blue wave graphic is positioned behind the text.

new wave
federation

Collaboration

Creativity

Focus

Kindness

Responsibility