



# Knowledge Organiser Booklet

## Year 2

### Autumn 1



Name		Class	
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# 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 **Computing** Knowledge Organiser for Autumn 1. IT Around Us

## Tier 2 Vocabulary

## Key Vocabulary

### analyse

To analyse is to study closely.

In computing, we can **analyse** equipment to find out how it works.

I can **analyse** a text I am reading to find out what it is telling me.

We will **analyse** different objects and say if they are **technology** or not.

### computer

A **computer** is electronic equipment that holds information.

A **computer** can hold things like words, numbers, pictures, movies and sounds.

We will use a **computer** to create, write and open a file.



### technology

**Technology** can be described as a collection of tools used to help people.

Laptops, iPads and televisions are all types of **technology**.

We will explore different types of **technology** and say how they help us.



### device

A piece of equipment that has a purpose.

An electronic **device** can be used to store the things that we create.

A **device** like a **computer** or an iPad will help us to create our work.



### tablet

A **tablet** is a handheld **computer**.

A **tablet** also holds information and we can access it by touching the screen.

We can also use a **tablet** to create, write and open files.



### digital

Information that is stored electronically.

**Digital technology** helps us to communicate, learn and play.

We will create and save our learning **digitally** on a **computer**.



## How this connects with previous learning

In Reception, you explored different types of **technology**, such as iPads and Bee-Bots.

In Year 1, you explored how **technology** helps us in different ways.

In Year 1, you used **technology** to create **digital** writing and painting.

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



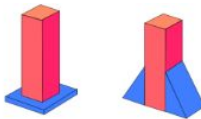
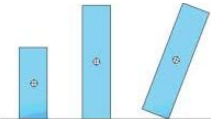

Later in Year 2, you will use **devices** to program quizzes.

In Year 3, you will use a range of **devices** to create programs.

## How this connects with future learning

To help you remember and recall key information, you can make your own notes about **computing** here.

# This is your Year 2 Design Technology Knowledge Organiser for Autumn 1. Freestanding Structures






DT Themes			Tier 2		Key Vocabulary			
structure	fix	product	freestanding	surface	base	tower		
Something that is made up of a number of parts connected together in an ordered way.	To attach firmly.	Something that is made by humans or machines.	An objects that stands up on its own.	The outside of an object.	The lowest surface of an object.	A tall narrow structure that rises high above the ground.		
A house is a <b>structure</b> that people live in.	It is important to <b>fix</b> materials together so that the structure doesn't fall apart.	All structures are a type of <b>product</b> .	A <b>freestanding</b> object isn't attached to anything else.	The <b>surface</b> of an object can be flat or curved.	The <b>base</b> of the climbing frame touches the ground.	We can build a tall <b>tower</b> out of blocks.		
We can build a simple <b>structure</b> by stacking blocks on top of each other.	We will explore a range of techniques to <b>fix</b> materials together.	A finished <b>product</b> is the final outcome.	We will use a variety of materials to make <b>freestanding</b> structures.	A slide has a <b>smooth</b> surface.	A wider base helps keep a structure stable.	A <b>tower</b> has a small base. This can make it tricky to stabilise.		
<b>Structures</b> can be built for a range of purposes.	Masking tape and glue are two ways we can <b>fix</b> materials together.	Every <b>product</b> has a specific purpose.						
How this connects with previous learning			How this connects with future learning					
In Reception you planned and created a model.	In Year 1, you made a poster using sliders and levers, fixing materials together.	In Year 1, you designed, made and evaluated a fabric doll, fixing materials together.			In Year 2, you will sew fabric together, ensuring it is attached firmly.	In Year 3, you will make a shell structure.	In Year 5, you will make a frame structure from wood.	

To help you remember and recall key information, you can make your own notes about design technology **here**.

# This is your Year 2 Geography Knowledge Organiser for Autumn 1. Map It

## Tier 2 Vocabulary

## Key Vocabulary

collect	record	continent	ocean	map	symbol	traffic
To bring or gather together.	To keep information by writing or typing it.	A very large area of land that is made up of several countries.	A very large area of water.	A diagram that shows where places are located.	An image used to represent something on a <b>map</b> .	All the vehicles moving along roads in a particular area.
In Year 1, you <b>collected</b> information on people's favourite place in the local area.	In Year 1, you <b>recorded</b> your results in a pictogram.	We live in the <b>continent</b> of Europe.	There are five <b>oceans</b> .	I used the <b>map</b> to help me find my way to the shop.	The key showed me what each <b>symbol</b> means on the <b>map</b> .	There was lots of <b>traffic</b> on the Seven Sisters Road.
We can <b>collect</b> information about <b>traffic</b> near our school.	We will <b>record</b> the findings from our <b>traffic</b> survey,	There are seven <b>continents</b> .	The five <b>oceans</b> are all connected.	The <b>map</b> showed me what was in the local area.	I used the <b>symbols</b> to help me locate the swimming pool.	I was surprised that there was no <b>traffic</b> this morning.
I <b>collected</b> all the books.	I kept a <b>record</b> of all the books I read.					

### How this connects with previous learning

In Year 1 you learned that we live in Hackney which is in England. You learned that England is in the United Kingdom.

In Year 1, you learned about the physical and human geography of the local area.

In Year 1, you learned about the water surrounding the United Kingdom.



### How this connects with future learning

In spring 1, you will compare Hackney with a small area of Egypt in the continent of Africa.

In summer 2, you will learn about the climate in different continents.

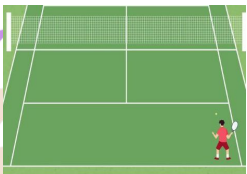



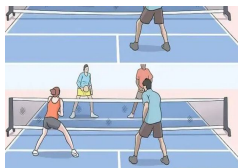


In Year 3, you will learn why we have different climates across the world. .



To help you remember and recall key information, you can make your own notes about **geography** here.

# 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 <b>court</b> .	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.	

To help you remember and recall key information, you can make your own notes about physical education [here](#).







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

## Key Vocabulary

stumps	underarm	overarm	bowler	strike	umpire
The <b>stumps</b> are the three wooden sticks that are placed upright in the ground to make the <b>wicket</b> .	When you throw a ball <b>underarm</b> , you do not raise your arm above your shoulder.	Throwing a ball <b>overarm</b> is when you stretch your arm over your shoulder and release.	The <b>bowler</b> is the player who throws the ball to the hitter/batter.	<b>Strike</b> is another word for hit. The batter tries to <b>strike</b> the ball to score points.	An <b>umpire</b> 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 <b>stumps</b> .	When throwing <b>underarm</b> you should face the direction you are throwing and release the ball at waist height.	When throwing <b>overarm</b> you should stand side-on to the direction you are throwing and release when your arm is in line with your head.	The <b>bowler</b> is aiming to hit the <b>stumps</b> with the ball to get the batter out.	In cricket, rounders and baseball, the aim is to <b>strike</b> the ball as far as you can. The harder you <b>strike</b> , the further the ball will go.	Cricket, rounders and baseball all have an <b>umpire</b> . In football the <b>umpire</b> 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.

To help you remember and recall key information, you can make your own notes about physical education [here](#).

This is your Year 2 PSHE Education Knowledge Organiser for Autumn 1. Being Me






Tier 2 Vocabulary		Key Vocabulary				
significant	belonging	rights	responsibility	positive choices	negative choice	
Something having important meaning.	A secure relationship with or a connection with a particular group of people.	A <b>right</b> is something a person has which people think should not be taken away.	<b>Responsibility</b> means being dependable, making good choices, and taking accountability for your actions.	<b>Positive choices</b> consider the outcomes of the decisions we make as well as the feelings of others.	<b>Negative choices</b> fail to consider or ignore the outcomes of decisions as well as how the outcome will impact others.	
In Nursery you explored the <b>significance</b> of friendships.	<b>Belonging</b> means feeling like you fit in and you are in the right place.	<b>Rights</b> are needs or the things that we should all have. These are things like the <b>right</b> to learn by going to school, or the <b>right</b> to be safe.	Being responsible for yourself means that you know what to do if you do not feel safe or happy.	<b>Positive choices</b> help you to stay on track when trying to achieve a goal.	<b>Negative choices</b> can make it difficult to stay on track when trying to achieve a goal.	
In Reception you examined <b>significant</b> relationships in your life.	You can feel a sense of <b>belonging</b> in your family, at school, with friends and the wider community.	The United Nations <b>Convention on the Rights of the Child</b> is an important agreement by countries who have promised to protect children's rights.	You know that you can find a responsible and trusted adult to talk to if you need help or advice.	<b>Positive choices</b> also ensure you and others remain safe.	<b>Negative choices</b> also put yourself or others in harm's way.	
In Year 1 you discussed <b>significant</b> individual qualities of a person and a friend.						
How this connects with previous learning		How this connects with future learning				
In Reception you learnt about families and the different roles people can have in a family. You also learnt strategies to use to mend friendships.	In Year 1 you identified members of a family and explored the idea that there are lots of different types of families.			In Year 3 you will identify roles and responsibilities of family members and reflect upon the expectations for males and females.	In Year 4 you will examine how you show love and appreciation to the people and animals who are special.	In Year 5 you will recognise how friendships change and how to make new friendships.

To help you remember and recall key information, you can make your own notes about PSHE education [here](#).

# This is your Year 2 Religious Education Knowledge Organiser for Autumn 1. Islamic Beliefs

## Tier 2 Vocabulary

## Key Vocabulary

record	Muslim	Allah	Ramadan	Eid-ul-Fitr	mosque
To keep information by writing or typing it.	A <b>Muslim</b> is a following of the religion Islam. It is one of the world's major religion.	<b>Allah</b> is the Arabic word for God. Muslims believe that <b>Allah</b> 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 <b>mosque</b> is more than a place of worship. Muslims worship, study and discuss Islam, and do many other things in a <b>mosque</b> .
In Reception you <b>recorded</b> information about places of worship in the community.	There are approximately 1.8 billions <b>Muslims</b> all around the world.	Muslims believe that there is only one God, <b>Allah</b> . They pray to Allah five times a day.	During <b>Ramadan</b> 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 <b>mosque</b> is 'masjid' and it means 'place of prostration' to God.
In Year 1 you <b>recorded</b> the different ways in which people worship God.	<b>Muslim</b> is an Arabic word that translates to "one who submits to God".	<b>Muslims</b> believe that <b>Allah</b> created everything in the universe.	Muslims fast during <b>Ramadan</b> 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.



To help you remember and recall key information, you can make your own notes about religious education [here](#).

# This is your Year 2 Science Knowledge Organiser for Autumn 1. 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**.



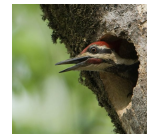
A **rockpool** in a coastal habitat is a **microhabitat**.



## 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.

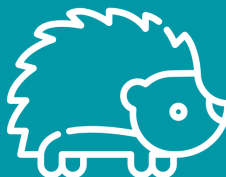
**Food chains** show the animals and/or plants eaten by other animals.



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.

To help you remember and recall key information, you can make your own notes about **science** here.



At New Wave Federation, we demonstrate...

The logo for New Wave Federation is a circular emblem with a blue border. Inside the circle, there is a stylized, light blue wave graphic. The text "new wave" is written in a bold, black, sans-serif font, and "federation" is written in a bold, teal, sans-serif font, both in lowercase.

new wave  
federation

Collaboration

Creativity

Focus

Kindness

Responsibility