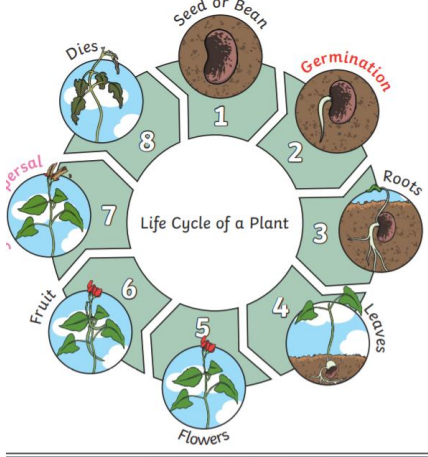





Year 2 Spring Term Knowledge Organizer

Subject	Key vocabulary –	Meaning	Key facts	Key knowledge	Key Skills I will learn	I know more I can do.....
Science Plants	Germination	When the conditions are right, the seeds soak up water and swells, and the tiny new plant bursts out of it's shell.		<ul style="list-style-type: none"> Know how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p>To use the local environment to observe how different plants grow.</p> <p>Recognise the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.</p>	<p>I can create a life cycle of a plant drawing.</p> <p>Recognise life stages of a plant through observation in forest school.</p>
	Sprout	When a plant sprouts it grows new shoots.				
	Shoot	The shoot grows upwards from the plant or seed to find sunlight.				
	Seed dispersal	When seeds are moved away from a parent plant by wind or animals.				
	Sunlight	Plants need light from the sun to grow. Some need more than others.				
	Water	All plants need water to grow, without it seeds and bulbs will not germinate.				
	Temperature	How warm or cold something or somewhere is.				
	Nutrition	Food or nourishment. Plants make their own food in their leaves using sunlight.				
History Titanic	chronological	A record of events following the order in which they occurred.	<ul style="list-style-type: none"> Name: RMS Titanic Location: 41°43'32"N 49°56'49"W (underwater wreck site) Built: Between 1909 and 1912 Operator: White Star Line Madien Voyage: April 10th, 1912 Sunk: April 15th, 1912 Significance: A famous ocean liner that sunk in the Atlantic 	<ul style="list-style-type: none"> Know about events beyond living memory which are significant globally. Know about a significant historical event and how the past has changed the future. 	<p>To use questioning to learn more about a historical event.</p> <p>Recognise the time frame in which an event took place.</p> <p>Compare events from different viewpoints.</p>	<p>I can re-tell the story of the Titanic.</p> <p>I can list key dates and order things which happened during the voyage.</p> <p>I can recognise that it happened last century which is in the past.</p>
	Past	Something that has already happened.				
	Questioning words	Who, what, where, when, how, why.				
	Compare	Note the similarity or dissimilarity between things.				
	Re-tell	Tell again or differently.				
	Key dates	Important dates.				



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Geography Continents and Oceans			<div> <div> <div>Continents</div> <p>There are seven continents: Africa, Antarctica, Asia, Australasia, Europe, North America and South America. Some continents have many countries, others do not.</p> </div> <div> <div>World Oceans</div> <p>There are five oceans in the world: the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean and the Southern Ocean.</p> </div> </div> <div> <div>Europe</div> <p>Europe is the second smallest continent. It has around 44 countries, including England. About 740 million people live in Europe. It is the third largest continent in terms of population.</p>  </div> <div> <div>Landmarks</div> <p>Europe has many famous landmarks, including Stonehenge in England, the Matterhorn in Switzerland and the Eiffel Tower in France.</p> <p>Landmarks in other continents include the Yangtze River in China (which is in Asia) and the Great Barrier Reef located off the coast of Australia.</p>  </div> <div> <div>Continent Facts</div> <p>Half the world's population live in Asia.</p> <p>The largest desert in the world (the Sahara) is in Africa.</p> <p>North America is twice the size of Europe.</p> <p>Over half of Australia is desert or receives little rain.</p> <p>The Amazon rainforest is in South America.</p> <p>Antarctica is known as the 'frozen continent.'</p> </div>
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DT Create a Titanic	Design	A plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made.		<ul style="list-style-type: none">To know which materials to use to create a strong structure.To use different methods to join parts of the models together.	<p>To develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>To use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing.</p> <p>To evaluate finished structure.</p>	<p>I can design a Titanic from junk modelling.</p> <p>I can build and use appropriate materials for making and joining.</p> <p>I can evaluate and discuss what went well and what could be better.</p>			
	Make	form (something) by putting parts together or combining substances; create.							
	Evaluate	Form an idea of the amount, number, or value of; assess.							
Music	Long sound	A long-lasting note.		<ul style="list-style-type: none">To know that there are different sounds in music.To know the names of these sounds.	-To identify long and short sounds when played.	I can write my own piece of music including long and short sounds.			
	Short sound	A short sounding note.							
	Symbol	A picture used to represent something.							
	Pattern	Music which is repeated.							

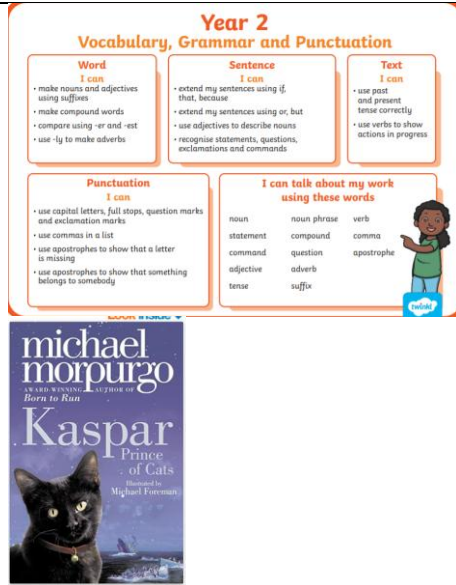
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PE Gymnastics				<ul style="list-style-type: none"> To know that symbols can be used in music and how to create them. 	-To copy a pattern of long and short sounds using instruments. -To create a sequence of long and short sounds using instruments. -To create symbols to record the sequence.	I can use symbols to reflect the long and short sounds.
	Performance	Performance Carrying out an action		-To know that fundamental movement skills, such as travelling, balancing, and moving smoothly from one position to another are important gymnastics basics. -To know about different movement phrases and that they use a range of different body actions and body parts. -To Know that heartrate will change when playing games.	-Watch and describe a performance accurate. -Understand and describe changes to heartrate.	I can perform gymnastic actions, including, travelling, rolling, jumping and staying still. I can become increasingly confident and competent, moving safely using changes of speed, level, and direction. I can Combine different ways of travelling exploring a range of movements and shapes. -I can create linked movement phrases with beginning, middle and ends.
	Movement	Movement Changing place or position.				
	Balance	Balance To hold a steady position.				
	Roll	Roll To move by turning over and over on a surface.				

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RE Why do Christians call Jesus saviour?	Saviour	Rescuer		<ul style="list-style-type: none"> To know that Jesus saved people who often included the poor and friendless. To know how Jesus saved people. To know a story from the bible about Jesus rescuing others. 	<p>To know that Jesus is often called the saviour.</p> <p>To know the bible includes stories of people who were rescued by Jesus.</p>	<p>I can talk about my own experiences of being rescued / 'saved' or forgiven.</p> <p>I can respond sensitively to the idea of 'rescue' or 'forgiveness', making relevant comments in the context of stories and discussions.</p> <p>I can talk about how people who met Jesus might have felt (e.g. before, during and after meeting him).</p>
	Jesus	The son of God				
	Parables	Stories from the bible				
Maths Shape and money			TO DO			
English Com	Conjunctions	A word used to connect clauses or sentences or to coordinate words in the same clause (e.g. <i>and</i> , <i>but</i> , <i>if</i>).			To write simple and coherent	I can write diary entries, reports

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	Punctuation	The marks, such as full stop, comma, and brackets, used in writing to separate sentences and their elements and to clarify meaning.		<ul style="list-style-type: none">• To know how to use punctuation to demarcate sentences.• To know the difference between past and present tense.• To know how to write for different purposes and when writing needs to be formal or informal.• Know how to use phonics knowledge to attempt spelling of a word.• Know that two sentences can be joined together using a conjunction.• To know when to use different punctuation (. , !?')	narratives, real events and compose letters. To phonetically attempt to spell words. To use conjunctions to join sentences and consistently use the correct tenses in their writing.	and letters after careful planning. I can use my phonics knowledge as well as subject knowledge to write coherently. I can use capital letters and correct punctuation in my writing.
	Phonetically plausible	Using phonic knowledge to spell a word even if it is not correct eg Thay instead of they.				
	Present tense	Something that is happening now.				
	Past tense	Something that has happened in the past.				
	1 st person	Talking in your own voice (I, we)				
	3 rd person	Talking about others (he, they, she)				
	Formal	Writing in a short, concise manner to convey information.				
	Informal	Informal language is how you communicate with people you know well.				