

Knowledge Organisers

2nd Autumn Term

Art / DT

History

Music

PE

PSHE

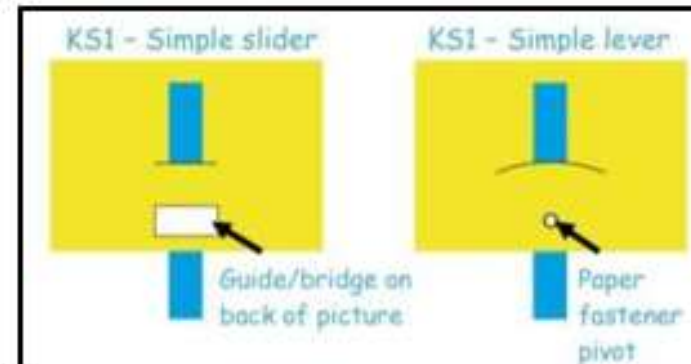
RE

Science

Owls Class

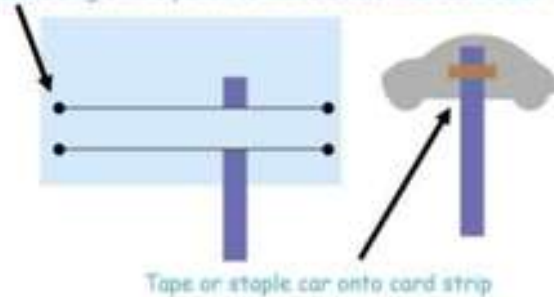
Knowledge Organiser – Design Technology – Sliders and Levers – Year 2

| Key Vocabulary | Definition |
|----------------|--|
| slider | a rigid bar which moves backwards and forwards along a straight line. |
| lever | a rigid bar which moves around a pivot. |
| pivot | The central point on which a mechanism turns |
| slot | the hole through which a lever or slider is placed to enable part of a picture to move |
| bridge/guide | a short card strip used to keep sliders in place and control movement |
| mechanism | a devise used to create movement |

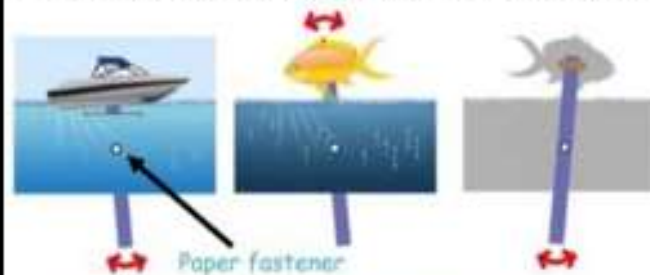


Sliders move from side to side and up and down

Use a single hole punch to make a hole then cut a slot



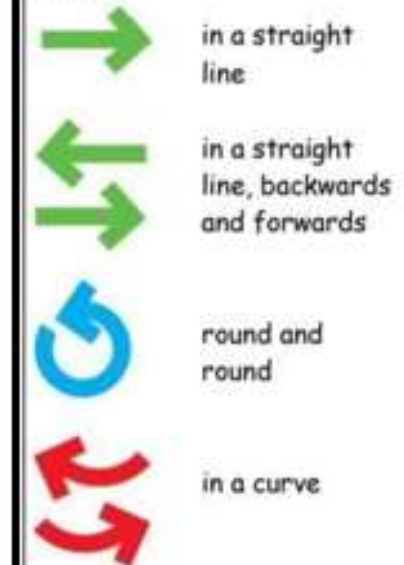
Levers can be used with or without a slot



A card strip is used as a lever. The fish and boat are glued to the lever which is used as a handle.

Simple mechanisms

move:



- Fixed pivot
- Loose pivot



Key Knowledge

- I know levers and sliders can create movement.
- I know a lever moves around a pivot.
- I know how to design and make a moving picture.

Knowledge Organiser – History – Ancient Egypt – Year 2

| Key Vocabulary | Definition |
|----------------|---|
| River Nile | A river, which flows through the continent of Africa. It is the longest river throughout the world. |
| Black Land | The land either side of the River Nile, which the soil turns black. It is full of rich nutrients to help plants grow. |
| Irrigation | The supply of water, which helps land or crops to grow. |
| Archaeology | A person who studies history by looking for things people in the past have left behind. Archaeologists look at objects (artifacts), people and places (sites) from a long time ago. |
| Pharaohs | Pharaohs were the King or Queen of Egypt. A Pharaoh was the most important and powerful person in kingdom. They were the head of the government and the highest priest of every temple. |
| Artifacts | An object made by humans, typically one of cultural or historical interest |

Key Knowledge

I know Egypt is in Africa.

I know the importance of the River Nile to Ancient Egyptians.

I understand how archaeology helps us to find out about the past.

I know that hieroglyphics can tell us about life in Ancient Egypt.

I know that Pharaohs were Ancient Egyptian rulers.

Map of Egypt



Pharaohs

Nefertiti



Tutankhamun



Ramesses II



Howard Carter



- Born in 1874 in Norfolk, England
- Discovered the tomb of Tutankhamun with Lord Carnarvon.

Knowledge Organiser – Music – Year 2



| Key Vocabulary | Definition |
|----------------|---|
| rock and roll | A type of popular dance music from the 1950s with a heavy beat and simple melodies. |
| verse | A section in a song which, when it repeats, usually has the same tune but different words. |
| chorus | A section in a song which usually repeats with the same music and words. It gives the main message. |
| guiro | A musical instrument – scrape the ridges with a wooden drum stick to play rhythms. |
| guitar | A musical instrument – strum or the pluck the strings to play music. |
| drum kit | A musical instrument – made up of drums and cymbals which you play with drum sticks. |



We are Good Listeners!

In our Music lessons we can...

- **Listen** with an **open mind** to new music.
- **Listen** with **respect** to other pupils' ideas.
- **Listen thoughtfully** to other pupils' performances.
- **Listen** with **awareness** when playing or singing in a group.
- **Listen carefully** to instructions.



Ask me this...

- Can you tell if you're singing in tune with everyone else?
- Can you tell which sections are the choruses in a song?




Knowledge Organiser – PE - Gymnastics – Year 2

| Key Vocabulary | Definition |
|-----------------|--|
| Sequence | Two or more skills performed together. |
| Shape | To hold your body in different positions/shapes. |
| Travel | To move from one space to another using your body, going different speeds and in different directions. |
| Balance | To hold a position and remain steady. |

Skill development

Perform a sequence with changes in speed and direction including 3 different actions.

Link known shapes/travel/rolls/jumps to a balance using floor and on apparatus.

| Skills | |
|----------|--|
| Sequence |  twinkl.com |
| Travel |  |
| Balance |  |
| Shape |  |

Knowledge Organiser – PSHE - Celebrating Differences – Year 2

| Key Vocabulary | Definition |
|----------------|---|
| Similarities | Having similar features – looks alike. |
| Differences | A way in which people or things not alike. |
| Stereotypes | To have a set idea about what a particular type of person is like. |
| Assumptions | Something that you accept as true without question or proof. |
| Qualities | A characteristic or feature of someone. |
| Unique | Being the only one of its type or special in some way. |
| Included | To feel accepted – part of something. |
| Bully | Someone who hurts or frightens someone else, often over a period of time. |

| Key Knowledge |
|--|
| I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). |
| I understand that bullying is sometimes about difference. |
| I can recognise what is right and wrong and know how to look after myself. |



| Reflective questions |
|---|
| Ask me this... |
| Why is it important that we are not all the same? |
| How do you know if someone is a good friend? |



Knowledge Organiser – Science – Living things and their environment – Year 2

| Key Vocabulary | Definition |
|---|--|
| Habitat | A place where particular |
| Adapt | To change to fit in with the habitat |
| Environment | The surroundings of where an animal or plant lives |
| Food Chain | Who eats what in a given habitat |
| Producer | A green plant that creates its own food |
| Consumer | An animal or creature that must eat something to survive |
| Predator | An animal that hunts and eats other animals |
| Prey | An animal that is hunted, killed and eaten by another animal |
| Oceans | A huge body of saltwater |
| Overfishing | To take too many fish out of the sea |
| Deforestation | The clearing or cutting down of forests. |
| Damage | To hurt or harm a person or a place |
| Specific habitat names, animals and plants as required each lesson. | |

Key knowledge

I know that a food chain describes 'who eats what' within a habitat.

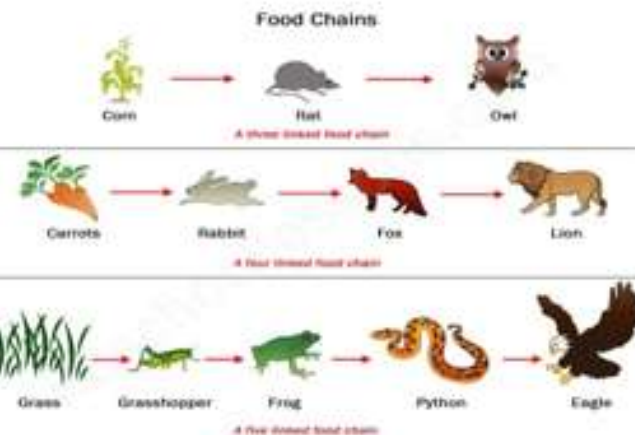
I am able to describe ocean habitats and identify animals and plants that live there.

I understand that scientists do not know everything about deep-sea ocean habitats.

I know how overfishing is affecting ocean habitats.

I know that some human activity can damage habitats.

Food Chain



Habitat damage and destruction



Deep Ocean



Ocean habitat



Knowledge Organiser – RE – Year 2

Enquiry: Why do Christians believe God gave Jesus to the world?

| Key vocabulary | Definition |
|----------------|--|
| Inspire | To look up to someone or something |
| Hero | A person who is brave and good and looked up to by others. A hero can inspire people. |
| Advent | The period beginning on the 4 th Sunday before Christmas. Literal translation is "coming" so this is a time of preparation, waiting for Jesus' birth. |
| Saviour | God or Jesus Christ as the redeemer of sin and saver of souls. |
| Jesus | The Son of God who lived on Earth. |
| | |

| Key Knowledge |
|---|
| I can explain what a "hero" is and explain why I think someone is a hero. |
| I know that some problems are caused by people being unkind. |
| I can re tell the Christmas Story |
| I can give some reasons why God gave Jesus to the world. |
| I know that Jesus wanted to help the world by teaching others to love each other and be kind. |
| I can give examples of when I have been kind to others. |



Who is your hero?

Advent helps Christians prepare for the birth of Jesus.



Love Thy Neighbour