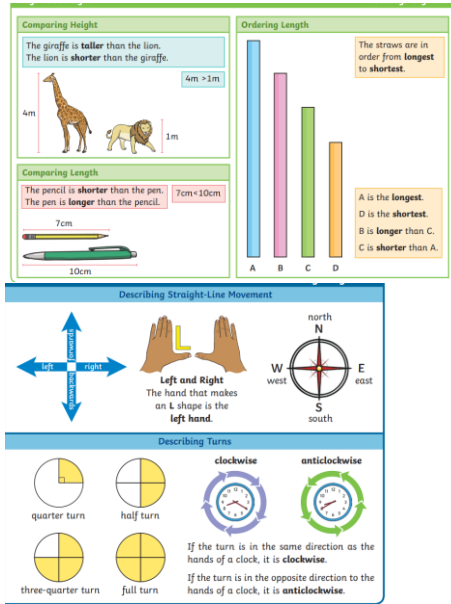
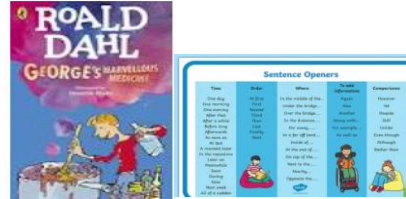

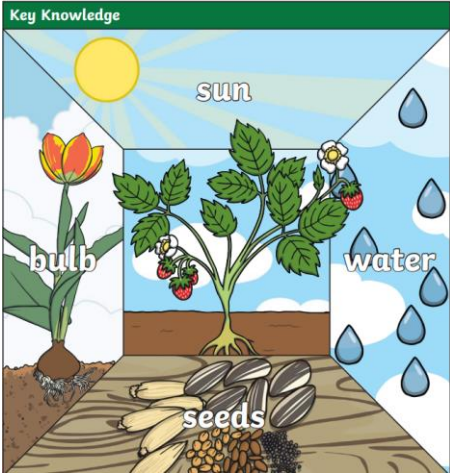






## Year 2 Summer Term 1 Knowledge Organiser

Subject	Key vocabulary –	Meaning	Key facts	Key knowledge	Key Skills I will learn	I know more I can do.....
Mathematics -Measure	length	The measured distance from one end to the other of the longer or longest side of an object.		<ul style="list-style-type: none"> <li>Recognise standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</li> <li>Know the different directions and be able to interpret directional instructions.</li> </ul>	<p>-Order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>-Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =.</p> <p>- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>	<p>-I can order items according to height, length and weight.</p> <p>-I can read scales of measure, such as thermometers.</p> <p>-I can understand and give directional instructions.</p>
	Measure	Find the size or amount of something.				
	Compare	Note similarities and differences.				
	Order	Arranged in a particular pattern eg smallest to biggest.				
	Left	The left-hand side.				
	Right	The right- hand side.				
	North	Northern compass direction.				
	South	Southern compass direction.				
	East	Eastern compass direction.				
	West	Western compass direction.				
	Quarter turn	A turn of 90degrees.				
	Clockwise	The direction of a clock.				
	Anticlockwise	The opposite direction of a clock.				
Pattern	A sequence which repeats.		<ul style="list-style-type: none"> <li>Attempt some varied vocab and use some varied sentence openings e.g. time connectives.</li> <li>Use the present and past tenses correctly and consistently including the progressive form.</li> </ul>	<p>- Predict the ending of a story.</p> <p>- writing a report about what you have seen first-hand.</p> <p>-Recalling facts about an individual.</p>	<p>-I can write a diary entry about a day in the life of Amelia Aerhart.</p> <p>-I can create a list of facts about Amelia Aerhart.</p>	
Prediction	Making plausible predictions about books and what might happen.					
Eye-witness report	Using information in a text to report in the first person.					
Diary entry	Writing an informal letter to a diary bout your day.					


## Year 2 Summer Term 1 Knowledge Organiser

				<ul style="list-style-type: none"> <li>Write narratives about personal experiences and those of others (real and fictional).</li> </ul>	<p>-writing in the first person to create a diary entry.</p>	<p>-I can write predictions about new books that I have started reading.</p> <p>-I can write an eye-witness account of what happened at George's house.</p>
	<p>Science- Working scientifically</p>	<p>Sunlight</p>	<p>All plants need light from the sun to grow well. Some plants need lots of sunlight. Some plants only need a little sunlight.</p>	<div data-bbox="790 627 1238 1102"> <p>Key Knowledge</p>  </div> <div data-bbox="790 1166 1111 1385">  </div>	<ul style="list-style-type: none"> <li>Use simple equipment to aid observations. Compare and contrast observations.</li> <li>Begin to recognise when a test or comparison is unfair.</li> <li>Design a test to answer their own questions.</li> <li>Say what their observations from an enquiry show.</li> <li>Begin to draw simple conclusions from their enquiry.</li> </ul>	<p>-To look after and grow vegetables and observe their different stages.</p> <p>-To understand what is needed in order to grow vegetables to eat.</p> <p>-To draw detailed diagrams and discuss findings.</p>
<p>Water</p>		<p>All plants need water to grow. Without water, seeds and bulbs will not germinate.</p>				
<p>Temperature</p>		<p>Temperature is how warm or cold something or somewhere is. Some plants like cooler temperatures and some like warmer temperature</p>				
<p>Nutrition</p>		<p>Food or nourishment. Plants make their own food in their leaves using sunlight.</p>				
<p>Observation</p>		<p>The action or process of closely observing or monitoring something or someone.</p>				
<p>Diagram</p>		<p>A simplified drawing showing the appearance, structure, or workings of something.</p>				
<p>Results</p>		<p>Something that happens because of something else.</p>				




## Year 2 Summer Term 1 Knowledge Organiser

History- Florence Nightingale	Then	A time before now.		<ul style="list-style-type: none"> <li>• Know facts about important people from the past.</li> <li>• Observe and handle sources to answer questions about the past on the basis of simple observations.</li> <li>• Use why, what, who, how, where to ask questions and find answers.</li> </ul>	<p>- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understands key features of events</p>	<p>- I can study artefacts and make predictions about what they are and what they may have been used for.</p> <p>- I can re-tell the story of Florence Nightingale in my own words.</p>
	Now	The current time.				
	Predict	Make an educated guess.				
	After	The events that follow something.				
	Because	Giving a reason as to why you think something or why something happened.				
Geography- Countries and capital cities.	Countries	A place with its own government and lands.		<ul style="list-style-type: none"> <li>• Know that the UK is made up of four countries and all of these countries have Capital cities.</li> </ul>	<p>-To use maps, globes and atlases to identify locations studied.</p>	<p>-Recognise and name the countries which make up the UK and where they are located.</p> <p>-Name the Capital cities of each country.</p>
	Capital cities	City in which the government are located within a country.				
Computing E-safety	Word processing	To create a type written document.		<ul style="list-style-type: none"> <li>• Know that computers can be used to type words.</li> <li>• Understand that this work needs to be saved to a file.</li> </ul>	<p>-To know how to use the keyboard on a device to add, delete and space text for others to read.</p> <p>- To know how to save and open files on a device.</p>	<p>- I can type a piece of work and save it to a file.</p>
	keyboard	Keys used to type on a computer.				
	file	Where something is saved.				
	Save	Keep and store.				
	Delete	Remove text.				

### Year 2 Summer Term 1 Knowledge Organiser

Art	Design	To plan how your work will look.		<ul style="list-style-type: none"> <li>To know that Angie Lewin is a print maker who specialises in flowers, plants and leaf patterns.</li> <li>To know that there are different techniques that can be used in order to create a print.</li> <li>To know that different colours can be used within one print.</li> </ul>	<ul style="list-style-type: none"> <li>To use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings.</li> <li>To design patterns of increasing complexity and repetition.</li> <li>To print using a variety of materials, objects and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>-I can choose a plant, flower or leaf to draw.</li> <li>-I can use a chosen technique to create a printable pattern on polystyrene card.</li> <li>-I can use different colours within my print.</li> </ul>
	Technique	A way of carrying out an artistic procedure.				
	Materials	Matter you can use to make something.				
DT			Next term			
RE What is the Torah?	Judaism	Religion followed by Jewish people		<ul style="list-style-type: none"> <li>Independently identify possible meanings for stories, symbols and other forms of religious expression.</li> </ul>	<ul style="list-style-type: none"> <li>-To identify Jewish artefacts.</li> <li>-To understand what the Torah is and its importance to Judaism.</li> </ul>	<ul style="list-style-type: none"> <li>-I can describe what Jewish artefacts are and what they represent.</li> </ul>
	Torah	The first five books of the Jewish bible.				
	Shabbat	The sabbath or Jewish day of rest.				

### Year 2 Summer Term 1 Knowledge Organiser

	<p>Challah bread</p>	<p>A bread eaten to celebrate Shabbat.</p>	  	<ul style="list-style-type: none"> <li>• Identify how religion and belief is expressed in different ways.</li> <li>• Investigate and connect features of religions and beliefs.</li> </ul>	<p>-To understand what takes place during Shabbat and why.</p>	<p>-I can understand what shabbat is and how it is celebrated.</p> <p>-I can make Challah bread to celebrate shabbat.</p>
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