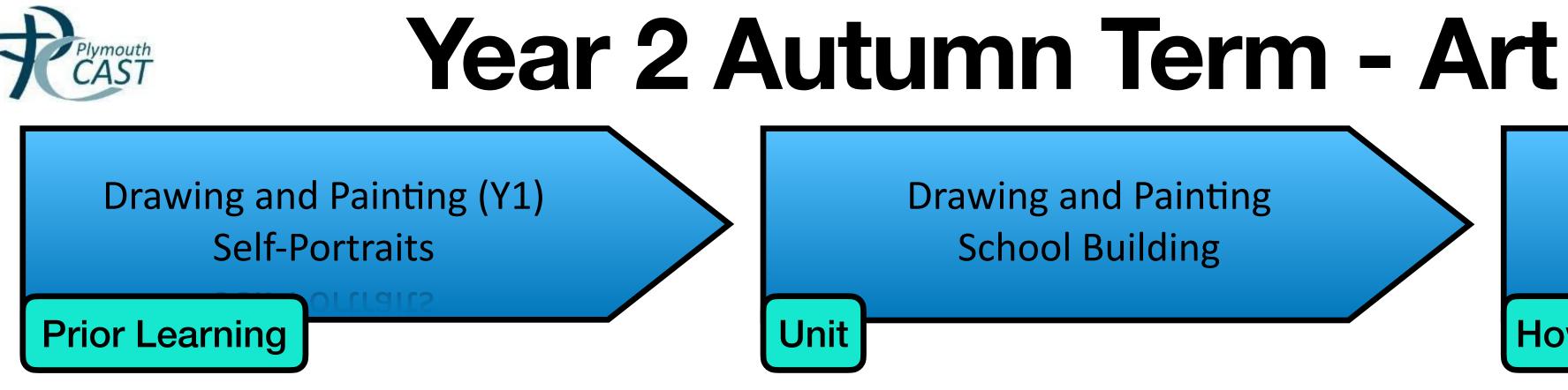


Knowledge Organiser Year 2

St Augustine's School, Weymouth

Autumn Term





- Colour: select from a limited palette to create mood and feeling
- Shape: record shapes accurately taking account of their relationship to one another
- Space: develop an awareness of the spaces between shapes
- Form: add light and dark through shading and cross hatching
- To Understand symmetry and line and shape drawings from observation adding light/dark tone, colour and features
- Pattern: Investigation of pattern and symmetry within the architecture of a building
- Line: use line to represent the texture of different parts of the building
- Explore tone using different grades of pencil, experiment and investigate
- To understand who L S Lowry is and his style of art
- To understand how to draw from different viewpoints

Vocabulary

soft, hard, pencil, line, thin, thick, faint, bold, wide, narrow, texture, rough, smooth, pattern, repeating, mirror, image, symmetrical

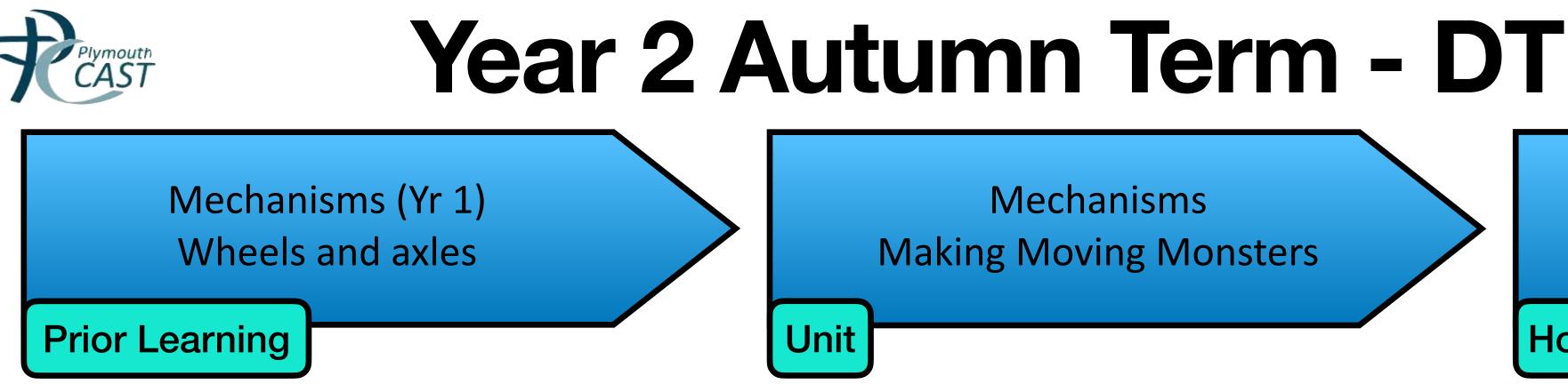
Drawing and Painting School Building

Drawing and Painting (Y3) **Cave Paintings**

How Knowledge will be built on







Key Knowledge

- movement
- To know that there is always an input and output in a mechanism
- To know that an input is the energy that is used to start something working
- To know that an output is the movement that happens as a result of the input
- To know that a lever is something that turns on a pivot
- To know that a linkage mechanism is made up of a series of levers
- To know some real-life objects that contain mechanisms

Vocabulary

axle, design criteria, input, linkage, mechanical, output, pivot, wheel

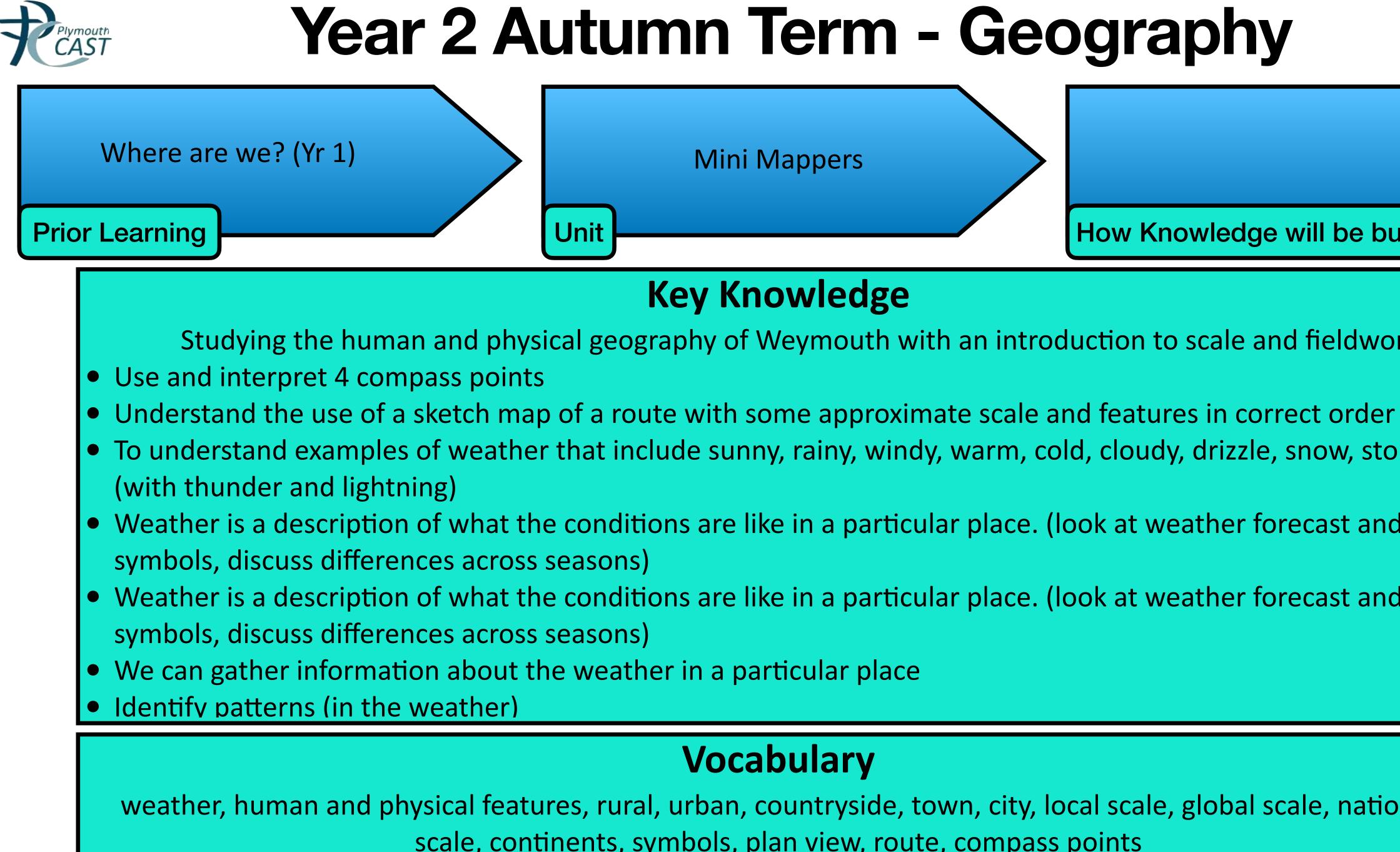
Mechanisms Making Moving Monsters

Mechanical systems (Yr 3) Pneumatic toys

How Knowledge will be built on

To To know that mechanisms are a collection of moving parts that work together as a machine to produce





Year 2 Autumn Term - Geography

Mini Mappers

How Knowledge will be built on

Key Knowledge

Studying the human and physical geography of Weymouth with an introduction to scale and fieldwork

To understand examples of weather that include sunny, rainy, windy, warm, cold, cloudy, drizzle, snow, stormy

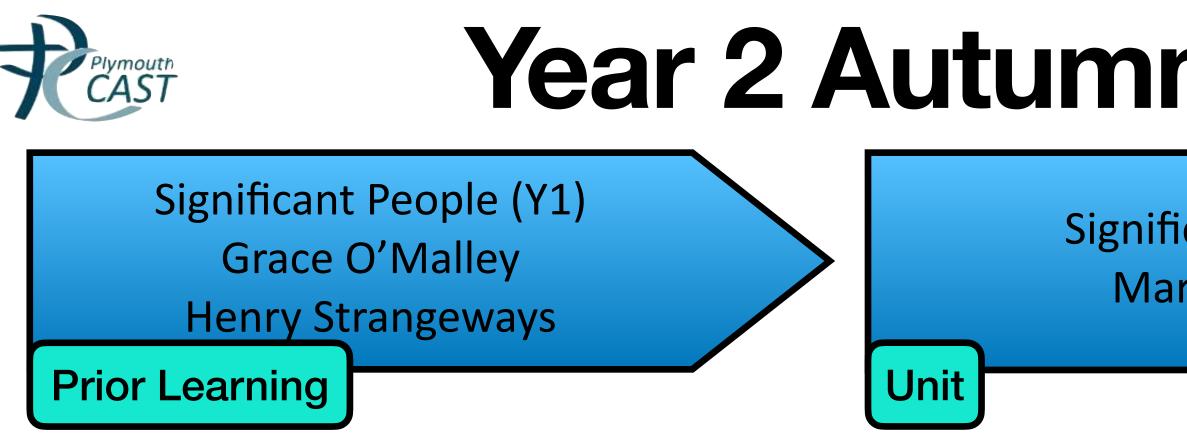
Weather is a description of what the conditions are like in a particular place. (look at weather forecast and the

Weather is a description of what the conditions are like in a particular place. (look at weather forecast and the

Vocabulary

weather, human and physical features, rural, urban, countryside, town, city, local scale, global scale, national scale, continents, symbols, plan view, route, compass points





- Mary Anning is famous for finding fossils in the cliffs and beaches around her home town of Lyme Regis
- Mary's father taught his children to find 'curiosities' along the seafront that they could sell to tourists.
- When Mary was 12, her brother Joseph dug up the skull of an ichthyosaur.
- and people travelled from far and wide to see it.
- missed out of the books about her famous fossils.
- skeleton.
- gave Mary a book about fossils so she could learn more.

Vocabulary

century, coast, commemorate, dinosaur, discovery, discrimination, extinct, fossil, ichthyosaur, palaeontology, prehistoric, scientist, significant, statue, Queen Victoria, wealthy, working class, poverty

Year 2 Autumn Term - History

Significant People Mary Anning

Significant People (Y2 Sum)

How Knowledge will be built on

Mary found the rest of the skeleton and sold it. She was the first person to find a whole ichthyosaur skeleton

Because she was a working-class woman, she was not allowed to join the scientists' groups and her name was

Mary's brother found a strange skull when Mary was 12. She then dug out the rest of the ichthyosaur

Elizabeth Philpott lived in Lyme Regis and became friends with Mary as she was also interested in fossils. She





Year 2 Autumn Term - Maths

1	<section-header><section-header><section-header><section-header><section-header><section-header></section-header></section-header></section-header></section-header></section-header></section-header>	Number - number and place value	 Count to and across number Count, read and write nu tens Read and write nu Count in steps of 2 Recognise the place Identify, represent number line Compare and order Read and write nu
2	Addition and subtraction	Number - addition and subtraction	 solve problems wi Recall and use add up to 100 Add and subtract r including: Using concrete obj quantities and mea Applying their incr a two-digit numbe two two-digit numbe adding three one-or

Termly Overview

ss 100, forwards and backwards, beginning with 0 or 1, or from any given

vrite numbers to 100 in numerals; count in multiples of twos, fives and

imbers from 1 to 20 in numerals and words

2, 3, and 5 from 0, and in tens from any number, forward and backward ce value of each digit in a two-digit number (tens, ones)

and estimate numbers using different representations, including the

er numbers from 0 up to 100; use <, > and = signs mbers to at least 100 in numerals and in words

ith addition and subtraction dition and subtraction facts to 20 fluently, and derive and use related facts

numbers using concrete objects, pictorial representations, and mentally,

jects and pictorial representations, including those involving numbers,

asures

reasing knowledge of mental and written methods

er and ones

nbers

digit numbers





Year 2 Autumn Term - Maths

Termly Overview

3	Addition and subtraction 2	Number - addition and subtraction	 Count in steps of 2 Number - addition Number - addition fluently, and derive Add and subtract r including: Using concrete obj quantities and med Applying their incr A two-digit number Two two-digit number
4	Properties of shape	Geometry - properties of shape	 Identify and descriptions of a symmetry in a vertex of a sector of a

2, 3, and 5 from 0, and in tens from any number, forward and backward n and subtractionsolve problems with addition and subtraction:

- n and subtractionrecall and use addition and subtraction facts to 20 ve and use related facts up to 100
- numbers using concrete objects, pictorial representations, and mentally,

jects and pictorial representations, including those involving numbers, easures

- reasing knowledge of mental and written methods
- er and tens
- nbers

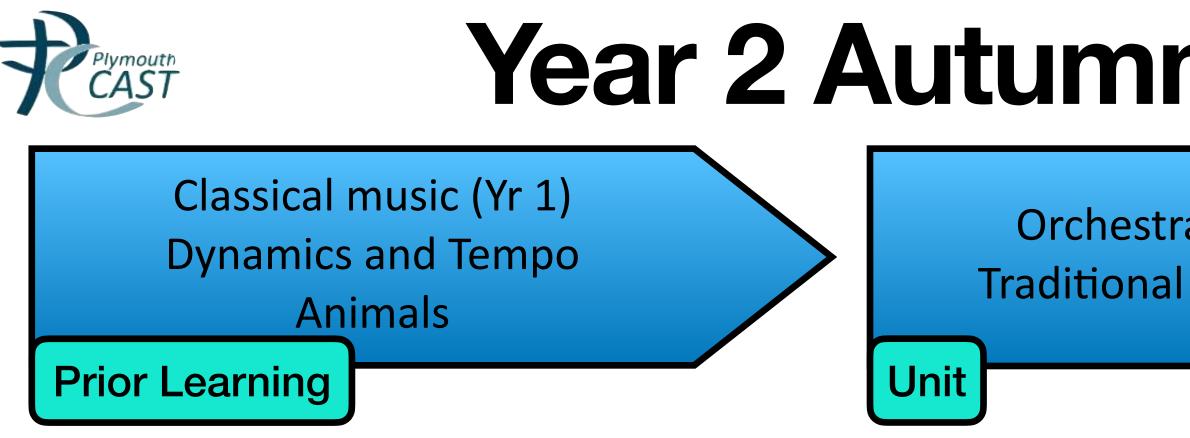
ribe the properties of 2-D shapes, including the number of sides and line tical line

ibe the properties of 3-D shapes, including the number of edges, vertices

common 2-D and 3-D shapes and everyday objects

combinations of mathematical objects in patterns and sequences





Key Knowledge

- To know that musical instruments can be used to create 'real life' sound effects
- To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece
- To know that stringed instruments, like violins, make a sound when their strings vibrate
- To know that a brass instrument is played by vibrating your lips against the mouthpiece
- To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches

orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound, effect, timbre, dynamics, tempo

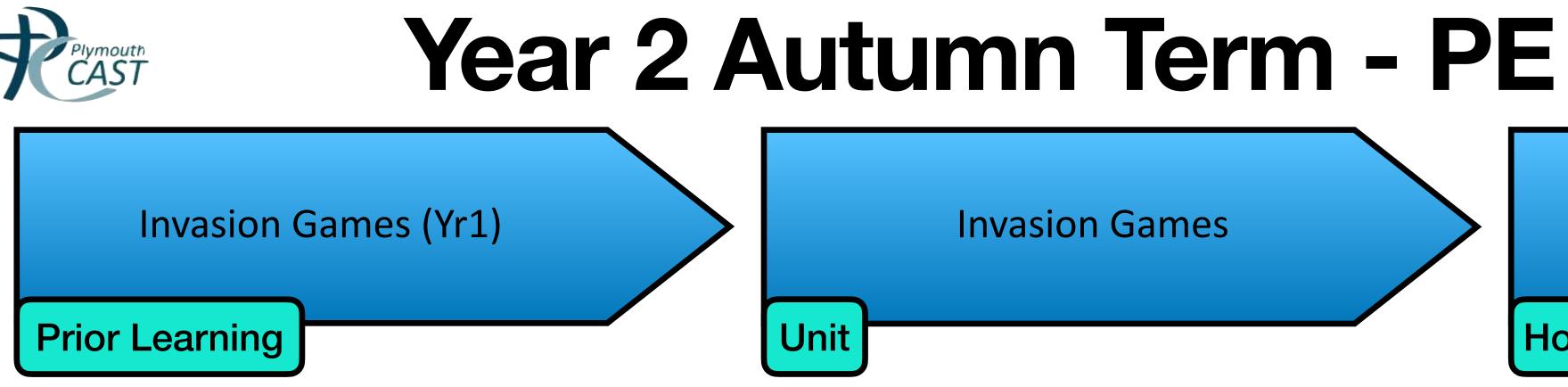
Year 2 Autumn Term - Music

Orchestral instruments Traditional Western stories Traditional instruments (Yr 3) Improvisation (India)

How Knowledge will be built on

Vocabulary





Key Knowledge

- To understand what being in possession means and support a teammate to do this
- To understand that scoring goals is an attacking skill and to explore ways to do this
- To understand that stopping goals is a defending skill and explore ways to do this
- To explore how to gain possession
- To mark an opponent and understand that this is a defending skill
- To apply simple tactics for attacking and defending

attack, defend, defender, goalkeeper, mark, opponent, possession, receive, send, score, shoot, tactic, teammate

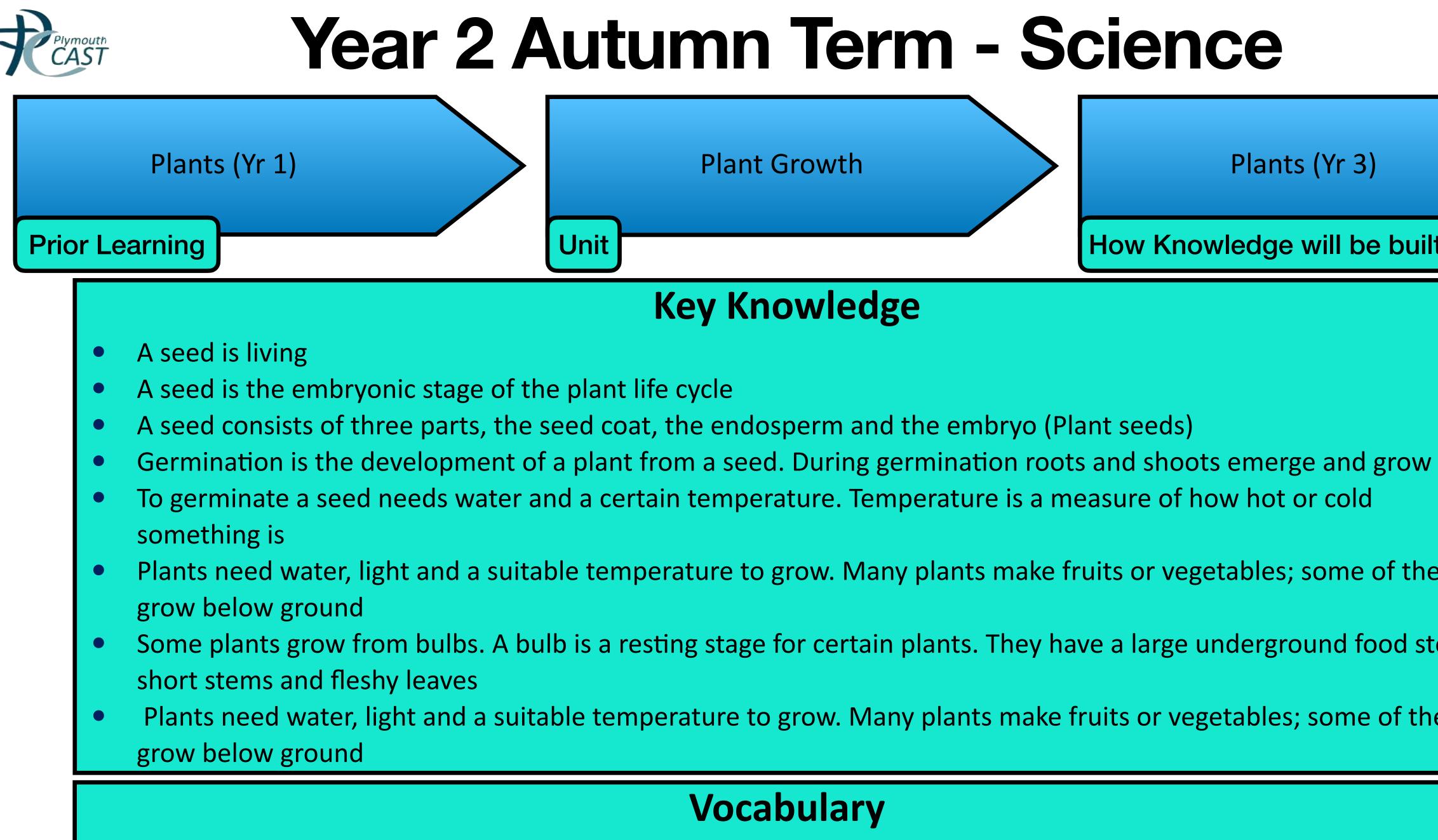
Invasion Games

Netball and Hockey (Yr 3)

How Knowledge will be built on

Vocabulary





wild plants, garden pants, flowering plants, trees, leaf, flower, blossom, petal, fruit, berry, root, bulb, seed, trunk, branch, stem, bark, stalk, vegetable seeds, bulbs, water, light, growth, healthy, shoot, seedling

Year 2 Autumn Term - Science

Plant Growth

Plants (Yr 3)

How Knowledge will be built on

Key Knowledge

Plants need water, light and a suitable temperature to grow. Many plants make fruits or vegetables; some of these

Some plants grow from bulbs. A bulb is a resting stage for certain plants. They have a large underground food store,

Plants need water, light and a suitable temperature to grow. Many plants make fruits or vegetables; some of these

Vocabulary

