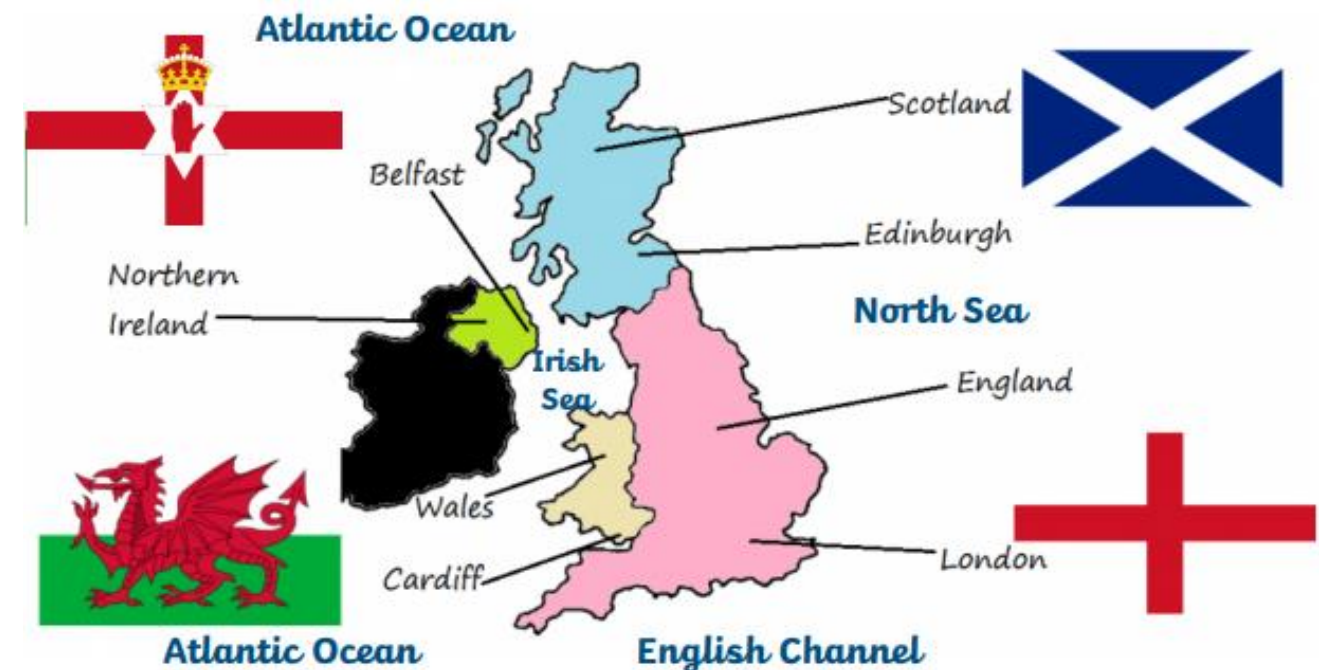


# Knowledge Organiser - Colours of the World

## Continents and



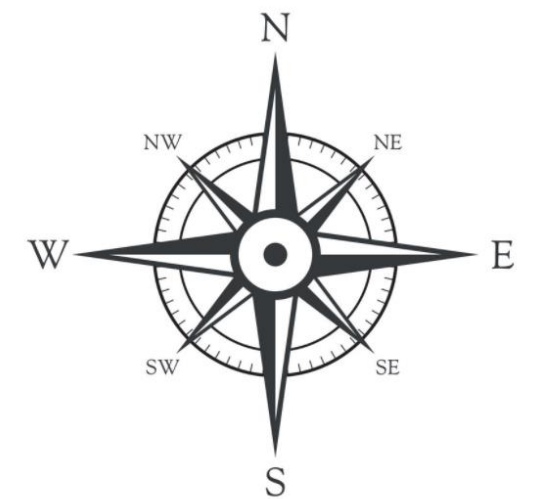
## The United Kingdom



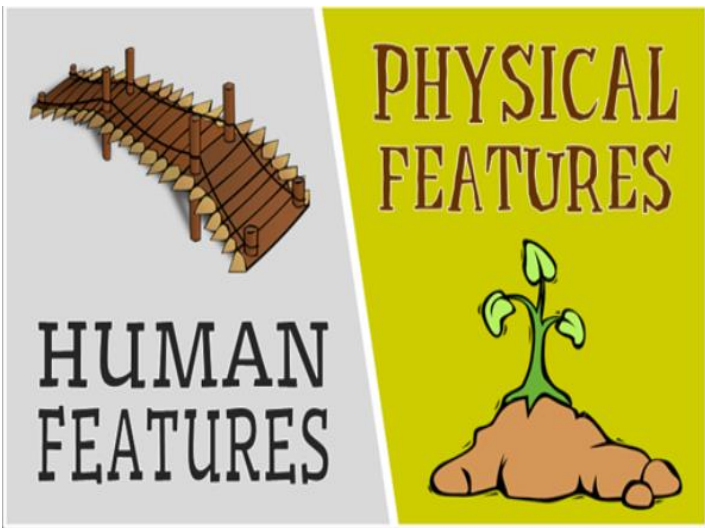
## Direction and Map Skills

The four main points of the compass are North, East, South and West.

A map gives us information about places. They tell us where places are and help us to identify where things are located. From maps, we are able to identify roads, schools and other places of interest. A map uses symbols to show where the places are. These symbols are explained in a key.



# Physical and Human Features



**Human features** are man - made, such as towns, buildings and bridges.

**Physical features** are naturally occurring, Such as mountains and rivers.

## Local Area



It is very important that you are able to give your opinion and say what you think about something. What do you like and what do you not like about the place you live in?

## Key Vocabulary

Key Word	Definition
equator	An imaginary line drawn through the middle of the Earth, which splits the planet into the Northern and Southern hemisphere. Countries near the equator are usually warm.
climate	The weather conditions in a place.
continent	A large land mass, there are 7 in all.
country	A land that is controlled by a single government. They can be large or small.
capital city	The capital city is the one from where the government of a country functions. All leaders and officials work in the capital city.
UK	The United Kingdom of Great Britain and Northern Ireland.
landmark	A feature of the landscape or area that is easily recognised.





## Knowledge Organiser: Uses of everyday materials

Careers connected to materials:  
materials engineer, road designer, road engineer



### Lesson Sequence



1. Identify different materials and their uses



2. Understand how to select the right materials to build a bridge



3. Explore and test the stretchiness of materials



4. Understand materials can change their shape by twisting, bending, squashing or stretching



5. Learn about Charles Macintosh and explore how materials are suitable for different purposes



6. Discover which materials change shape when making a road with John McAdam

### Materials

material		uses
wood		window frames, furniture, buildings, floors
metal		furniture, buildings, statues, pipes, jewellery
plastic		containers, toys, bags, pipes
brick		walls, floors
rock		roads, garden paths, floors, kitchen tops
paper		toilet roll, writing paper, newspaper, cardboard
glass		drinking glasses, windowpanes, television screens

### Forces



pull

bend



bridge

triangles

squash



drag

carry

pull

push







### Rocket Words

material	anything that is used to make something else
property	the way in which a material is described
obstacle	something that blocks the way
construction	the process of building something
stretchy	something that can pull apart without breaking; elastic
elastic	something that can pull apart without breaking; stretchy
force	a pressure applied to something that makes it change shape or move
bend	to shape or force something into a curved shape



You Can Do all the multiplication facts of 2

0	x 2	= 0	= 2 x 0
1	x 2	= 2	= 2 x 1
2	x 2	= 4	= 2 x 2
3	x 2	= 6	= 2 x 3
4	x 2	= 8	= 2 x 4
5	x 2	= 10	= 2 x 5
6	x 2	= 12	= 2 x 6
7	x 2	= 14	= 2 x 7
8	x 2	= 16	= 2 x 8
9	x 2	= 18	= 2 x 9
10	x 2	= 20	= 2 x 10
11	x 2	= 22	= 2 x 11
12	x 2	= 24	= 2 x 12

Factor, factor, product

2, 1, 2  
2, 2, 4  
2, 4, 8  
2, 8, 16

2, 10, 20  
2, 5, 10

2, 3, 6  
2, 6, 12  
2, 12, 24

2, 11, 22  
2, 9, 18  
2, 7, 14



There is a repeating pattern of 0, 2, 4, 6, 8

Even numbers are divisible by 2

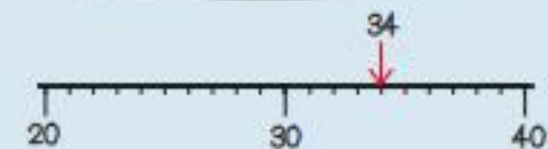


$2 \times 5 = 10$   
 $10 = 2 \times 5$   
 $10 \div 2 = 5$   
 $5 = 10 \div 2$

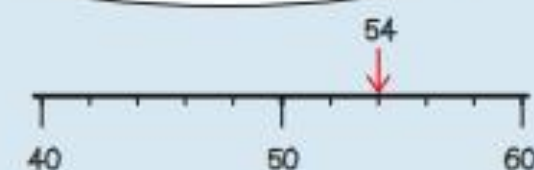
$5 \times 2 = 10$   
 $10 = 5 \times 2$   
 $10 \div 5 = 2$   
 $2 = 10 \div 5$

If I know... then I also know...

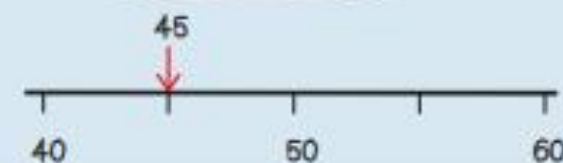
If there are 10 steps to increase by 10 then the scale is going up in 1s.



If there are 5 steps to increase by 10 then the scale goes up in 2s.



If there are 2 steps to increase by 10 then the scale goes up in 5s.



Tree A is taller than tree B so tree B is shorter than tree A.

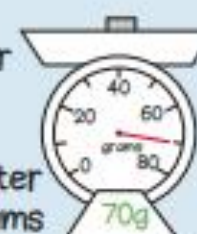


52cm > 25cm  
25m < 52m  
1m > 1cm

The yellow line is longer than the green line so the green line is shorter than the yellow line.



35kg is heavier than 70g so 70 grams is lighter than 35 kilograms



You Can Do all the multiplication facts of 10

0	x 10	= 0	= 10 x 0
1	x 10	= 10	= 10 x 1
2	x 10	= 20	= 10 x 2
3	x 10	= 30	= 10 x 3
4	x 10	= 40	= 10 x 4
5	x 10	= 50	= 10 x 5
6	x 10	= 60	= 10 x 6
7	x 10	= 70	= 10 x 7
8	x 10	= 80	= 10 x 8
9	x 10	= 90	= 10 x 9
10	x 10	= 100	= 10 x 10
11	x 10	= 110	= 10 x 11
12	x 10	= 120	= 10 x 12

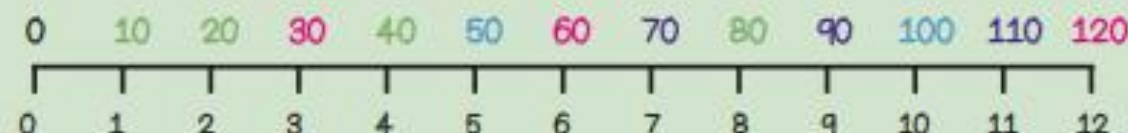
multiple factor, product odd even

10, 1, 10  
10, 2, 20  
10, 4, 40  
10, 8, 80

10, 10, 100  
10, 5, 50

10, 3, 30  
10, 6, 60  
10, 12, 120

10, 11, 110  
10, 9, 90  
10, 7, 70



Multiples of 10 all have a zero in the ones column.

The products of 10 are even numbers.

Year 2 Term 3



You Can Do all the multiplication facts of 5

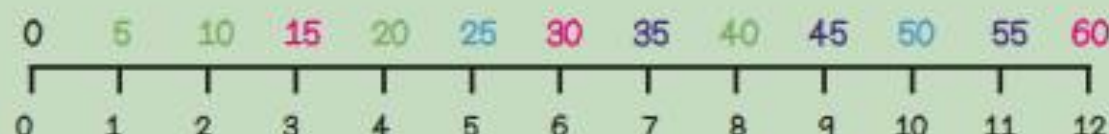
0	x 5	= 0	= 5 x 0
1	x 5	= 5	= 5 x 1
2	x 5	= 10	= 5 x 2
3	x 5	= 15	= 5 x 3
4	x 5	= 20	= 5 x 4
5	x 5	= 25	= 5 x 5
6	x 5	= 30	= 5 x 6
7	x 5	= 35	= 5 x 7
8	x 5	= 40	= 5 x 8
9	x 5	= 45	= 5 x 9
10	x 5	= 50	= 5 x 10
11	x 5	= 55	= 5 x 11
12	x 5	= 60	= 5 x 12

5, 1, 5  
5, 2, 10  
5, 4, 20  
5, 8, 40

5, 10, 50  
5, 5, 25

5, 3, 15  
5, 6, 30  
5, 12, 60

5, 11, 55  
5, 9, 45  
5, 7, 35



The product of an odd number and 5 is odd.

The product of an even number and 5 is even.





## Y2 PSHE Jigsaw Knowledge Organiser Dreams & Goals

### Puzzle Outcomes

- I can choose a realistic goal and think about how to achieve it.
- I can tell you things I have achieved and say how that makes me feel.
- I can persevere even when I find tasks difficult.
- I can tell you some of my strengths as a learner.
- I can recognise who it is easy for me to work with and who it is more difficult for me to work with.
- I can understand how working with other people can help me to learn.
- I can work cooperatively in a group to create an end product and explain some of the ways I cooperated.
- I can work with other people to solve problems and express how it felt to be working as part of this group.
- I know how to share success with other people.
- I know how contributing to the success of a group feels and be able to store those feelings in my internal treasure chest (proud).

### Weekly Celebrations

Week 1 - Stay motivated.

Week 2 - Keep trying even when it's difficult.

Week 3 - Work well with a partner or in a group.

Week 4 - Have a positive attitude.

Week 5 - Help others to achieve their goals.

Week 6 - Are working hard to achieve their own goals and dreams.

### Dreams & Goals at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, we understand that it is important to set challenging yet realistic goals. We try our hardest to reach our potential.



### Our Values of the term:

Quality & Love



### Key Vocabulary

Dream	A cherished aspiration, ambition, or ideal.
Goal	The object of a person's ambition or effort; an aim or desired result.
Realistic	Having or showing a sensible and practical idea of what can be achieved or expected.
Achievement	A thing done successfully with effort, skill, or courage.
Success	The accomplishment of an aim or purpose.
Strengths	The things that you are good at.
Challenge	Something that you find difficult.
Persevere	To continue doing something even though it is difficult.
Celebrate	To recognise an important event or occasion by taking part in an activity that makes it special.



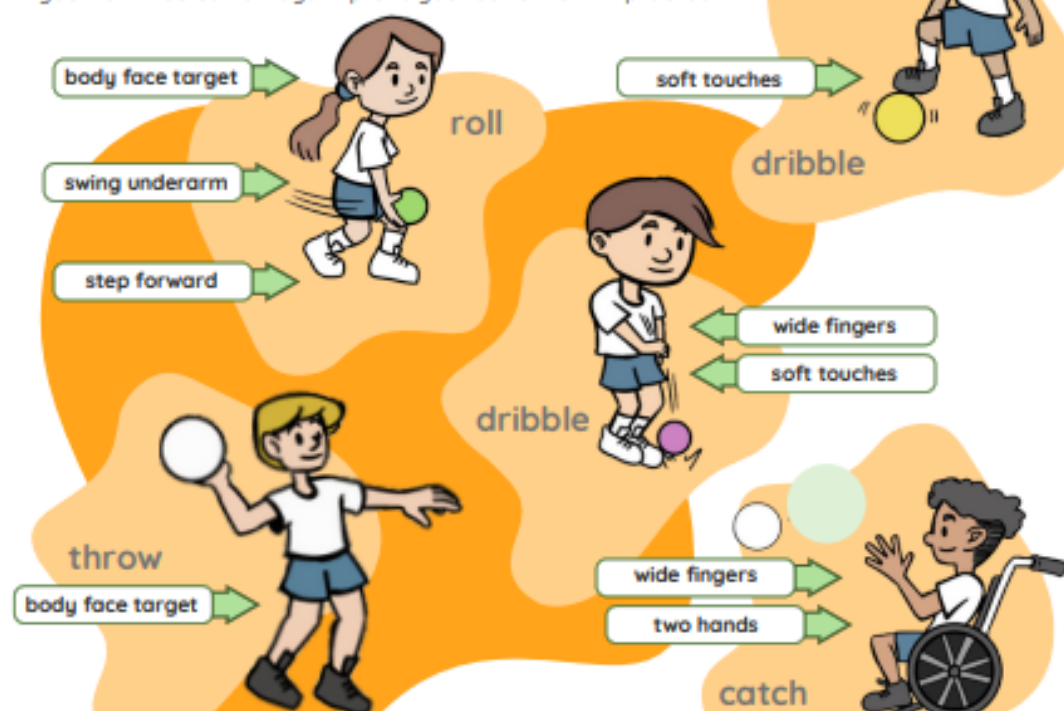


# Knowledge Organiser

## Ball Skills Y2

### About this Unit

Ball skills are important because they can be used in lots of other games. Learning different ball skills also helps your eyes, hands and feet work together. This makes your brain smarter because it has to think about where the ball is and how to make your body do what you want. You can always improve your ball skills with practise.



### Key Vocabulary



bounce

catch

collect

control

dribble

kick

prepare

receive

release

roll

target

touch

underarm

### Ladder Knowledge



#### Sending:

Step forward with your opposite foot to throwing arm. This will help you to balance.

#### Catching:

Use wide fingers and pull the ball into your chest to catch securely.

#### Tracking:

It is easier to move towards a ball to track it than chase it.

#### Dribbling:

Keep your head up when dribbling to see the space and other players.

### Movement Skills

- roll
- track
- dribble with feet
- kick
- throw
- catch
- dribble with hands

This unit will also help you to develop other important skills.

**Social** inclusion, communication, collaboration, leadership  
**Emotional** independence, honesty, perseverance, determination  
**Thinking** comprehension, select and apply skills, use tactics

### Strategies

For all ball skills use these tips:

Track the ball as it comes towards.  
 Point your hand or foot towards your target when sending the ball.  
 Cushion the ball as you receive it.

### Healthy Participation

- Make sure unused balls are stored in a safe place.
- Make sure you work in a safe space and show an awareness of others as you use the ball.

### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

### Sock Boule



**What you need:** a target object, rolled up socks, 2 or more players

#### How to play:

- Each player has three pairs of rolled up socks.
- Place the target object seven big steps away from you.
- Take it in turns to throw your socks as close to the target as possible.
- The winner for each round is the person who gets their socks closest to the target, they get one point for winning the round.
- First player to 5 points wins.



[www.getset4education.co.uk](http://www.getset4education.co.uk)

If you enjoy this unit why not see if there is a ball game e.g. a basketball club in your local area.



This unit will help you to:

- change direction
- balance
- move different body parts at the same time
- be faster
- move for longer

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136





Get Set 4  
Education

# Knowledge Organiser

## Dance Year 2

### Ladder Knowledge



#### Actions:

Placing actions in a particular order will help you to tell the story of your dance.

#### Dynamics:

You can change the way you perform actions to show an idea.

#### Space:

You can use different directions, pathways and levels in your dance.

#### Relationships:

Use counts of 8. It will help you to stay in time with your partner and the music.

#### Performance:

Use facial expressions it will help to show the mood of your dance.

### About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...

#### Structuring the Dance

- **Getting nectar** (balance): 8 counts
- **Waggle dance** (movement in the hoop): 8 counts
- **Busy bees** (travel): 8 counts
- **Landing time** (around the hoop): 8 counts



### Secret Garden



Welcome to the circus!



### The Rainforest

Some trees in Tainan's rainforests can live for 2,000 years.

A quarter of ingredients in modern medicines come from rainforest plants.

The Amazon rainforest in South America is so big that if it were a country, it would be the 9th biggest in the world.

The forest floor is almost totally in darkness; only 2% of the sunlight reaches through the canopy.

The canopy area of the rainforest can reach 40m high and some trees grow above the canopy to 60m!

### JACK FROST



- Start position, 8 counts
- Leaping actions 16 counts
- Set phrase on the spot 8 counts
- Own movement with the scarf 8 counts
- Finishing position 8 counts

### Movement Skills

- actions
- dynamics
- space
- relationships

This unit will also help you to develop other important skills.

**Social**  
**Emotional**  
**Thinking**

respect, collaboration, work safely, communication  
independence, confidence, perseverance, determination  
provide feedback, comprehension, reflection, observation, creativity

### Strategies

Keep practicing your dance. It will get better everytime.

### Healthy Participation



- You should be bare foot for dance.
- Ensure you always work in your own safe space when working on your own.

### Key Vocabulary

action	expression	
counts	level	perform
create	matching	speed
direction	mirroring	timing
dynamics	pathway	unison



If you enjoy this unit why not see if there is a dance club in your local area.



This unit will help you to:

- balance
- move different body parts at the same time
- be more flexible

### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

### Newspaper Dance

**What you need:** 1 or more players, a sheet of newspaper per player, a music track, someone to press stop.

#### How to play:

- Each player begins standing on a large piece of newspaper.
- When the music plays move off the newspaper and dance around the space.
- When the music stops stand on the newspaper. Players are not allowed to touch the floor.
- When successful reduce the size of the newspaper by folding it.
- Keep playing until you cannot stand without going out of the boundary.



[www.getset4education.co.uk](http://www.getset4education.co.uk)

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136