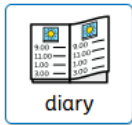


Knowledge Organiser - The Great Fire of London

Key Events and Facts	
When and where did the fire start?	The fire started on Sunday 2 nd September 1666 in Thomas Farriner's bakery on Pudding Lane.
Why did the fire start?	The fires used for baking were not put out properly.
Why did the fire spread so quickly?	In 1666, the buildings in London were made of wood and straw and they were very close together, making it easy for the flames to spread. It has also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread.
How did people try to put the fire out?	People used leather buckets and water squirts to try to put the fire out but these did not work. Later in the week, King Charles II ordered buildings to be pulled down to stop the flames from spreading.
How and when was the fire put out?	By Thursday 6 th September, the wind had died down. This meant that people were able to put out the flames.

Key Vocabulary	
bakery 	A place that makes bread, cakes etc.
St Paul's Cathedral	A very large church in London. A new St Paul's Cathedral was built after the fire.
diary 	A book that people write about their lives in.
Firebreak	A gap that stops a fire spreading to nearby buildings.

Key People		
 Samuel Pepys	 Thomas Farriner	 King Charles II

Timeline of Events

Monday 3rd September 1666

The fire gets very close to the Tower of London.

Tuesday 4th September 1666

St Paul's Cathedral is destroyed by the fire.

Sunday 2nd September 1666

The fire starts at 1 a.m.

Mid-morning: Samuel Pepys starts to write about the fire in his **diary**.

Wednesday 5th September 1666

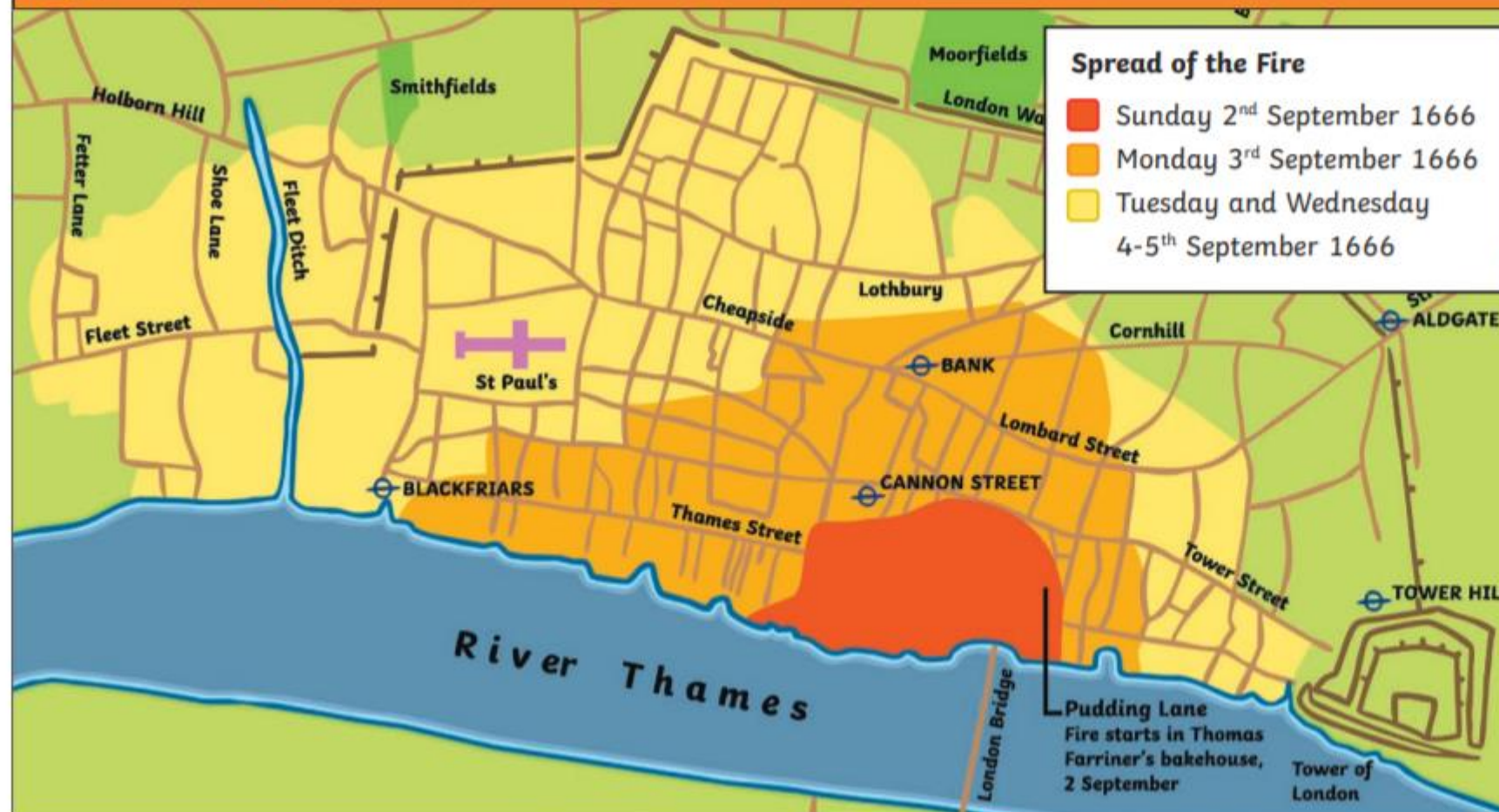
The wind dies down and the fire spreads more slowly.

Thursday 6th September 1666

The fire is finally put out.

Thousands of people are left homeless.

Key Knowledge



leather water bucket



St Paul's Cathedral



Tower of London



axe



water squirt



fire hook

10	10 - 0									
9	10 - 1	9 - 0								
8	10 - 2	9 - 1	8 - 0							
7	10 - 3	9 - 2	8 - 1	7 - 0						
6	10 - 4	9 - 3	8 - 2	7 - 1	6 - 0					
5	10 - 5	9 - 4	8 - 3	7 - 2	6 - 1	5 - 0				
4	10 - 6	9 - 5	8 - 4	7 - 3	6 - 2	5 - 1	4 - 0			
3	10 - 7	9 - 6	8 - 5	7 - 4	6 - 3	5 - 2	4 - 1	3 - 0		
2	10 - 8	9 - 7	8 - 6	7 - 5	6 - 4	5 - 3	4 - 2	3 - 1	2 - 0	
1	10 - 9	9 - 8	8 - 7	7 - 6	6 - 5	5 - 4	4 - 3	3 - 2	2 - 1	1 - 0
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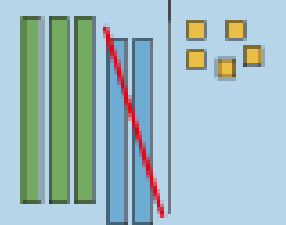
Subtraction Facts



If I know $5 - 2 = 3$
then I also know
 $50 - 20 = 30$

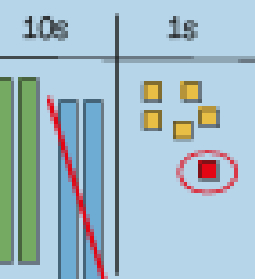
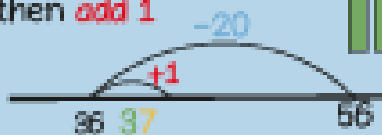


10s 1s

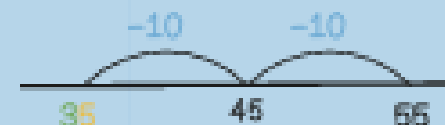


$56 - 19$
Round then adjust

Subtract 20 then add 1



$55 - 20$
Subtract multiples of ten



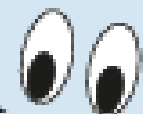
$52 - 47$
Find the difference between
two numbers

$$52 - 47 = \bigcirc$$

$$47 + \bigcirc = 52$$

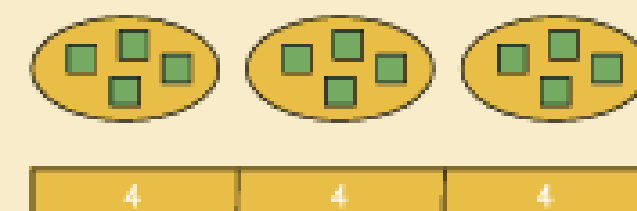
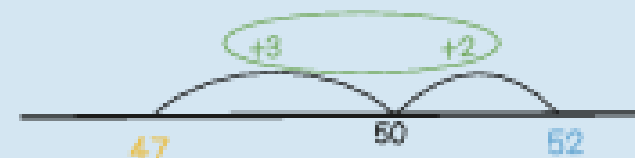


Stop and look.
What do you notice?

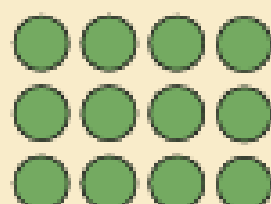
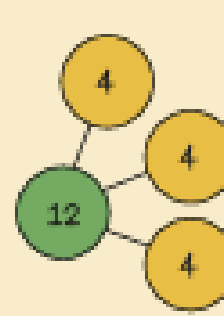


subtract
difference
commutative

$52 - 47$ is not equal to $47 - 52$
Subtraction is not commutative

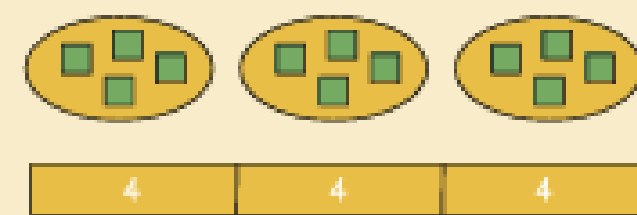


Three groups of four
 $4 + 4 + 4 = 12$



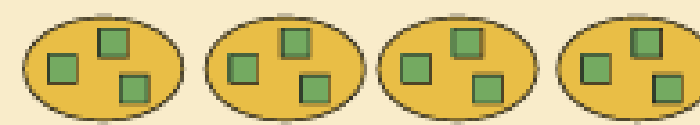
4 multiplied by 3
 $4 \times 3 = 12$
3 groups of 4
 $3 \times 4 = 12$

multiply
equal
share
group
divide

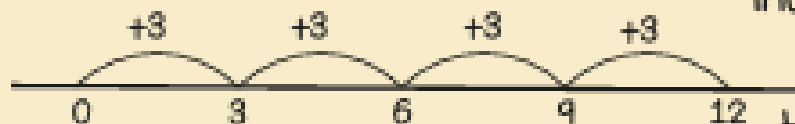


$$12 \div 3 = 4$$

12 divided equally
into 3 groups



$12 \div 3 = 4$
12 divided equally
into groups of 3

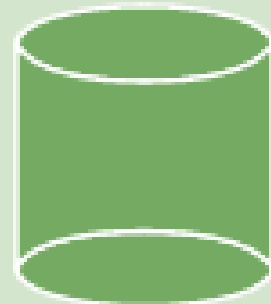


How many 3s
in twelve?

Year 2 Term 2

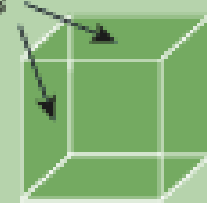


A cylinder is a 3-D shape
with circles at both ends

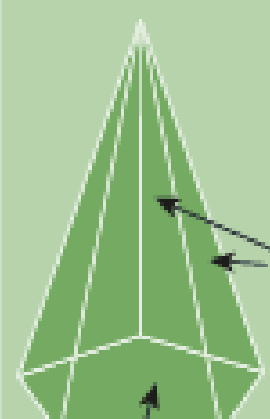


A cone is a 3-D shape with a
circular base and a curved

All faces are
squares



Some faces are
triangles



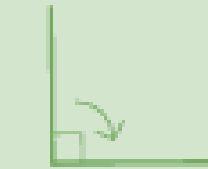
Clockwise



Anti-clockwise



1 right angle turn
or 1 quarter turn
clockwise



2 right angle turns
or 1 half turn
anti-clockwise



3 right angle turns or
3 quarter turns

Full or whole turn
clockwise



cylinder
face
cone
turn



Knowledge Organiser: Living things and their habitats - around the world

Careers connected to habitats:
deep sea diver, explorer, gardener



Lesson Sequence



1. Learn about habitats



2. Appreciate that environments are constantly changing



3. Explore the rainforest and its problems



4. Describe life in the ocean



5. Discover the Arctic and Antarctic habitat



6. Create a model of a habitat

Habitats

- A habitat is a place where organisms live.
- A microhabitat is a small area within a habitat which differs somehow from the surrounding habitat.

How habitats change

- Cutting down forests
- Polluting land and water
- Taking away resources

If a habitat changes too much, it can cause the animals that live there to become endangered or extinct.

The rainforests

Rainforests are rich in biodiversity. They contain lots of helpful resources to help us make food, clothes and medicine. It is important to protect the rainforests.

Examples of habitats



desert



rainforest



ocean



wetlands

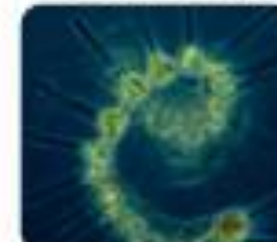
The Arctic and Antarctic

- Tundra ecosystems are treeless regions found in the Arctic.
- Polar animals – like polar bears – have adapted by having thick fur or feathers.
- Polar bears, narwhals, caribou, seabirds and indigenous peoples live in the Arctic.

Ocean life



coral reef



plankton



stingray



turtle

Y2 PSHE Jigsaw Knowledge Organiser Celebrating Difference

Puzzle Outcomes

- I start to understand that sometimes people make assumptions about boys and girls (stereotypes).
- I understand some ways in which boys and girls are similar and feel good about this.
- I understand some ways in which boys and girls are different and accept that this is OK.
- I understand that bullying is sometimes about difference.
- I can tell you how someone who is bullied feels and be kind to children who are bullied.
- I can recognise what is right and wrong and know how to look after myself
- I know when and how to stand up for myself and others if I am being bullied.
- I understand that it is OK to be different from other people and to be friends with them
- I understand that we shouldn't judge people if they are different from us.
- I know how it feels to be a friend and have a friend
- I can tell you some ways I am different from my friends and know these differences make us all special and unique

Weekly Celebrations

Week 1: Accept that everyone is different

Week 2: Include others when working and playing.

Week 3: Know how to help when someone is being bullied.

Week 4: Try to solve problems.

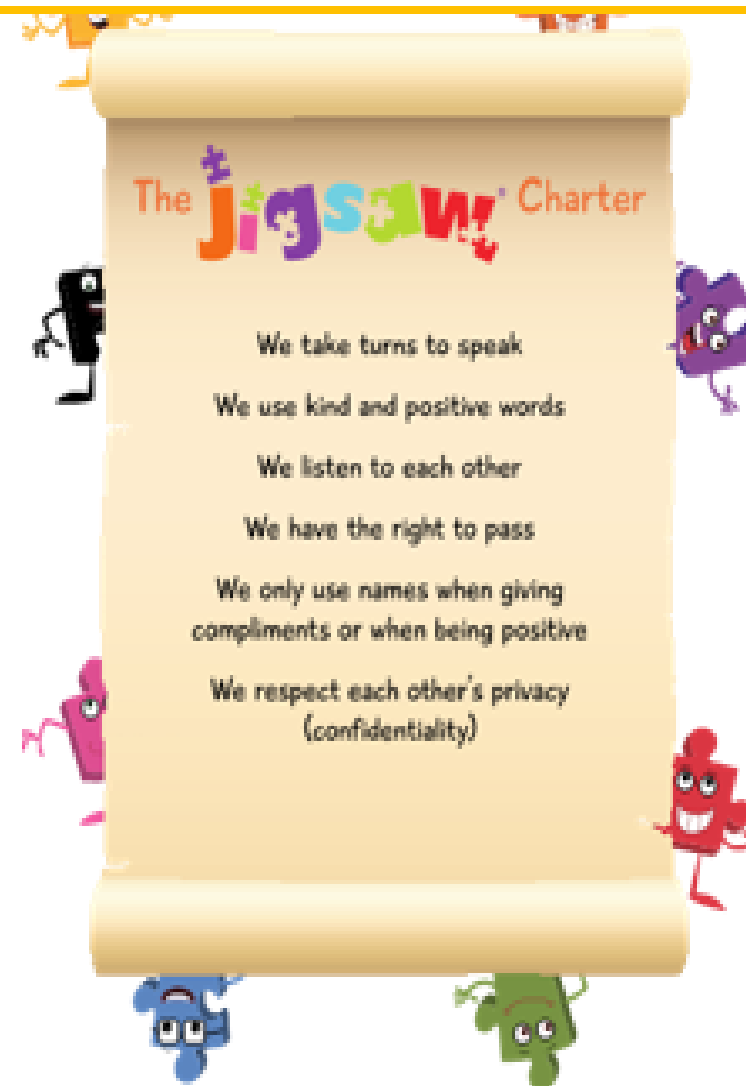
Week 5: Use kind words.

Week 6: Know how to give and receive compliments.

Celebrating Difference at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, we understand that everybody is unique and we should respect and celebrate everyone's differences.

Anti-bullying week: Power for Good



Our Values of the term: Patience and Peace



Key Vocabulary

Similarities	Being similar.
Stereotypes	A fixed idea that many people have about a thing or a group that may often be untrue or only partly true.
Assumptions	Something that is supposed or believed without questioning.
Bullying	unwanted, aggressive behaviour that involves a real or perceived power imbalance.
Bully	Someone who hurts someone else. This could be by name calling, hitting, pushing, spreading rumours, threatening or undermining someone.
Diversity	Differences. People may be different in many ways, including race or ethnicity, age, disabilities, language, culture, appearance, or religion.
Unique	Being the only one of its kind.



Knowledge Organiser Fundamentals Year 2

Ladder Knowledge



Running:

Putting weight into the front of your feet helps you to step in a balanced position. Running on the balls of your feet, taking big steps and having elbows bent will help you to run faster.

Balancing:

Squeezing your muscles helps you to balance.

Jumping:

Swinging your arms forwards will help you to jump further.

Hopping:

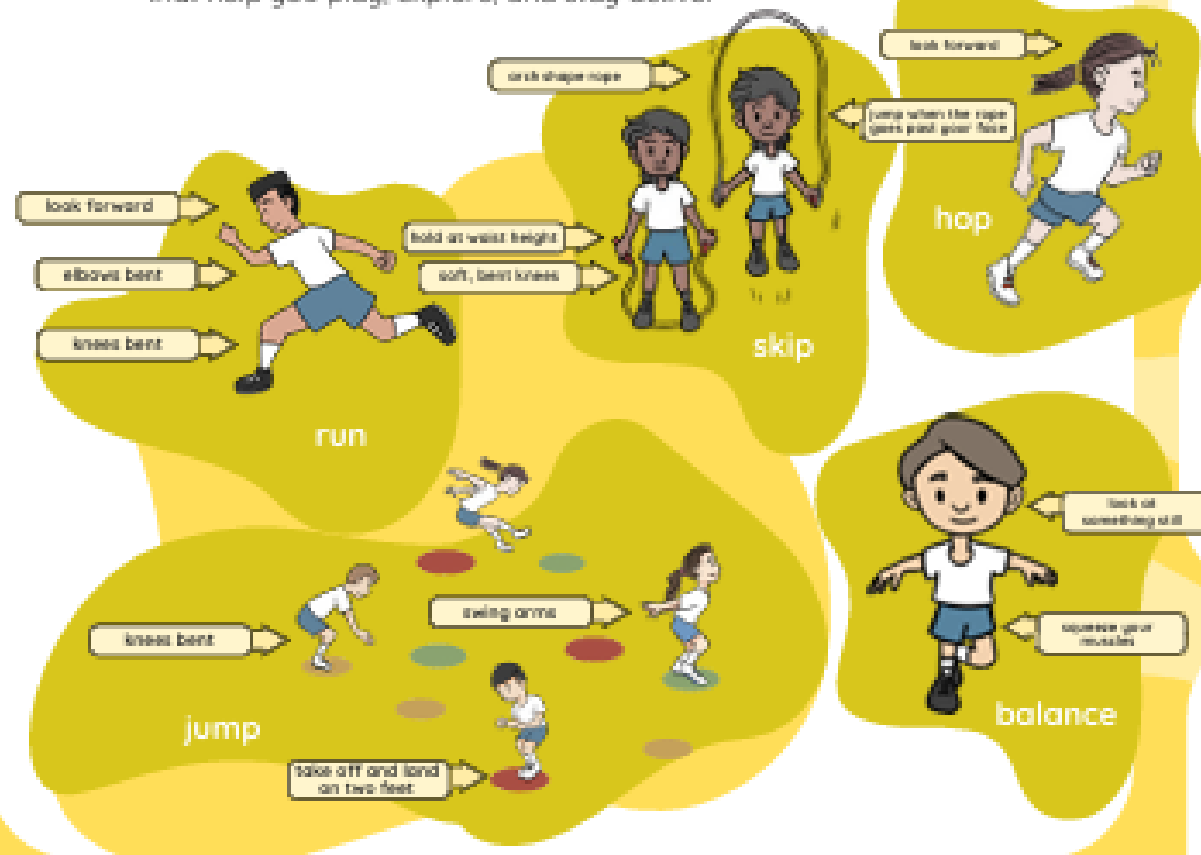
If you look straight ahead it will stop you from falling over when you land.

Skipping:

Swing opposite arm to leg to help you to balance when skipping without a rope.

About this Unit

Fundamental movement skills are like the building blocks of all the fun things your body can do. They're special moves that help you play, explore, and stay active.



Movement Skills

- run
- speed
- agility
- dodge
- balance
- jump
- hop
- skip

Social

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

Emotional

determination, honesty, perseverance

Thinking

comprehension, make decisions, creativity, use tactics, recall

Strategy

Look at how older children or grown-ups move. You can learn a lot by watching how they run, jump, and play. Then try to copy their moves.

Healthy Participation



Behave and move
in a safe way.



Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Footwork Frenzy

What you need: 6 socks

How to play:

- Place the socks in a straight line with a gap just bigger than the size of your foot in between each sock.
- Begin at one end of the socks and complete the below three times to complete challenge.
 1. Run through the gaps, placing one foot in each. Go as quickly as you can.
 2. Jump two footed in each gap? Then backwards.
 3. Jump feet wide, then feet together in the gaps.
 4. Hopskotch, 1 foot, two feet, 1 foot, 2 feet etc
 5. Rotate to turn sideways on each jump in the gaps.



www.getset4education.co.uk

Key Vocabulary



balance

dodge

hop

hurdle

jump

land

run

skip

speed

sprint

swing

take off

weight

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



This unit will help you to:

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



Knowledge Organiser

Yoga Year 2

About this Unit

Imagine a fun and relaxing activity that's like a magical adventure for your body and mind - that's yoga! Yoga is a special kind of exercise that makes your body strong, flexible, and happy.

In yoga, you get to do different poses, kind of like pretending to be things from nature. Yoga also teaches you how to take deep, calm breaths. Breathing is like magic because it helps you feel relaxed and focused.

And guess what? Yoga isn't just about moving your body and breathing. It's also about using your imagination and being mindful. Being mindful means paying close attention to how your body and mind feel in the present moment. It's like taking a little break from the busy world around you to be kind to yourself.

balance

look at something still

Yoga will help my body with:

strength

squeeze your muscles

flexibility

breathe out to stretch a little further

co-ordination

move slowly to move from one pose to another

Key Vocabulary



breath

choose

create

flexibility

flow

focus

perform

pose

strength

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



Ladder Knowledge



Balance:

you can squeeze your muscles to help you to balance.

Flexibility:

flexibility helps you to stretch your muscles and increase the movement in our joints.

Strength:

strength helps you with everyday tasks such as carrying your school bag.

Movement Skills

- balance
- flexibility
- strength
- co-ordination

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

Social respect, leadership, work safely, collaboration
Emotional confidence, perseverance, honesty, focus, identify feelings
Thinking create, select and apply, comprehension, decision making, reflection

Strategies

- Use breathing activities and poses to help you feel calm and relaxed.
- Use breathing activities and poses to help you notice how you feel about a situation.

Healthy Participation



- Don't wear shoes or socks to make sure that you do not slip.
- Stretch slowly and breathe deeply, never force a pose.

This unit will help you to:

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

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



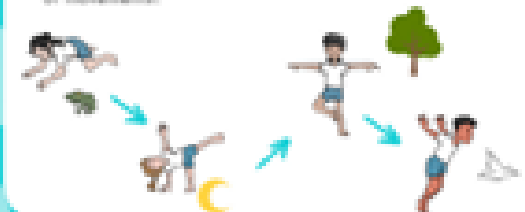
Nature Walk



What you need: an outside space

What to do:

- Head outside and find four things in nature that you can use to inspire your poses. For example, a tree or a bird.
- Using your four things, can you create a pose that represents each one?
- Can you link your four poses together to create a sequence of movements?



www.getset4education.co.uk

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



@getset4education136



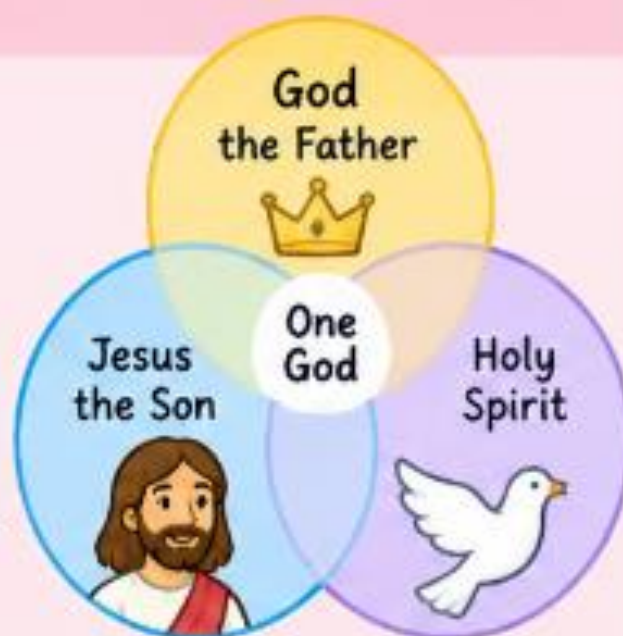
Christianity



Why do Christians believe God gave Jesus to the world?

Key Beliefs

- Christians believe there is one God who is a Trinity: God the Father, Jesus the Son and the Holy Spirit.
- God became human in the form of Jesus. This is called the incarnation.
- God gave his Son, Jesus, to the world because he loves everyone.
- Jesus came to show God's love, to teach people how to live and to save them from sin.



The story of Jesus' birth



God sent the angel Gabriel to a young woman called Mary. He told her that she would be the mother of God's son.



Mary trusted God and agreed to be the mother of Jesus. She was engaged to Joseph, a carpenter.



Jesus was born in Bethlehem. This was a special gift from God to the world.

Important Words

Agape

A special kind of love that is for everyone. It is selfless love, like caring for others and wanting the best for them.

Trinity

God the Father, Jesus the Son and the Holy Spirit. Three in one.

Incarnation

God becoming human in the form of Jesus (being "made flesh").

Salvation

Being saved from sin and being brought back to God.

Why did God give Jesus to the world?



Because God loves everyone.



To show us how to live and to care for others.



To save us from sin and bring us back to God through his death and resurrection.



To bring hope and a better future for everyone.

What does this mean for Christians today?



They believe Jesus shows God's love (agape) to everyone.



They try to follow Jesus' example and love their neighbour.



They try to show kindness and care to the world.



They remember Jesus at Christmas and Easter and thank God for his gift.

Think about...

What does it mean to be a "gift" to someone?

How could we show agape (selfless love) in our school, family or community?

What would the world be like if everyone showed this kind of love?



