Discover
Badgers Class

As a Writer

- I will identify the difference between a statement, a command, an exclamation and a question.
- To know when to use -s or -es on the end of animals names
- I will retell a known story using full sentences.
- I will plan a story with a similar theme.
- I will use a plan to create a story and publish it.
- I will distinguish between fact and fiction.



As an Artist

- I will understand that artists find inspiration for artwork form their environment.
- I will learn about the artists: Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Alice Fox and Nicole White.
- I will explore my environment and collect things that inspire me.
- I will use a variety of techniques and media to draw and record the things I have collected.
- I will a range of materials to create lots of varied mark making drawings of natural objects around me.
- I will display the work made through the half term and reflect on the outcomes.



As a Mathematician

- I will know that one ten is equivalent to ten ones
- I will know that multiples often can be represented using their names or using numerals
- I will know that knowledge of the 0-10 number line can be used to estimate the position of multiples of ten on a 0-100 number line.
- I will know that adding ten to a multiple of ten gives the next multiple of ten and that subtracting ten from a multiple of ten gives the previous multiple of ten.
- I will know that known facts for the numbers within ten can be used to add and subtract in multiples of ten by unitising
- I will add three addends and know that I can add them in any order.
- I will subtract two numbers and will calculate and explain difference.

As a Computational Thinker

- I can recognise the uses and features of information technology.
- I can identify the uses of information technology in the school.
- I can identify information technology beyond school.
- I can explain how information technology helps us.
- I can explain how to use information technology safely.
- I can recognise that choices are made when using information technology.

As a Scientist

- I will find out about the basic needs of animals such as eating, drinking and breathing.
- I will identify that most living things live in habitats to which they are suited and provide the basic needs of those animals or plants.
- I will observe closely and perform simple tests.
- I will use my observations and ideas to suggest answers to questions.
- I will conduct a simple experiment to demonstrate how blubber on arctic animals protects them from the cold.
- I will conduct an experiment to demonstrate how animals conserve water in the desert.



As a Geographer

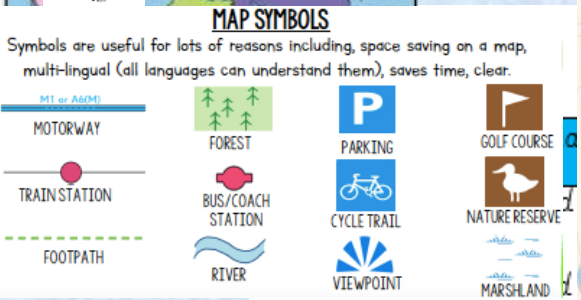
- I will use compass points to navigate around a map.
- I will use aerial photographs and plan perspectives to recognise and create landmarks.
- I will use simple fieldwork and observational skills to study the geography of my school and surroundings.
- I will devise a simple map and use and construct basic symbols in a key.
- I will design a map, referring to key human features.
- I will create a 3D map using my town designs.



As a Religious Explorer

- I will understand what the Torah is.
- I will explore how the Torah is used by Jews.
- I will learn about the significance of the Torah in Jewish life,
- I will investigate the teachings of the Torah.
- I will look at how the Torah is written.







– Year 2 Knowledge Organiser

- I can identify the United Kingdom and its countries
- I can use simple compass directions: north, south, east and west.

Sticky and Key Knowledge

- To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- To be able to use compass points to navigate around a map.
- To be able to use simple fieldwork and observational skills to study the geography of their school and surroundings.
- To devise a simple map and use and construct basic symbols in a key.
- To design a map, referring to key human features.

Key Vocabulary

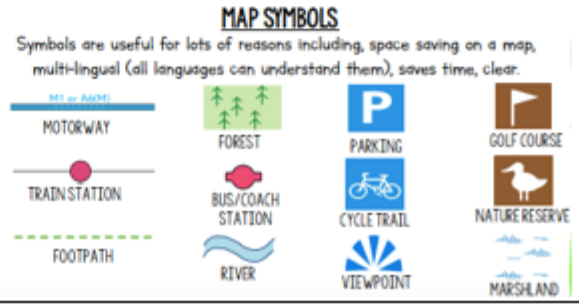
Compass 	A tool which shows people which direction they are travelling in and helps them find their way.
navigate	Plan and direct and route from one place to another.
human features	Something that is built by humans and would not exist in nature if humans did not exist e.g. houses, roads, play areas.
landmarks	An object or feature of a landscape or town that is easily seen and recognized from a distance.
symbols	Explains what the colours, pictures or symbols show on a map.
Street view	Actual photographs of streets and street corners for navigation and mapping purposes.
location	A particular place or position.

Sticky Knowledge



The United Kingdom (UK) is an Island country located in the continent of Europe, it is made up of four countries: England, Scotland, Northern Ireland and Wales.







Habitats – Year 2 Knowledge Organiser

What I should already know

- Which things are living, dead and things which have never been alive.
- The names of some common **plants** and types of **trees**.
- Some animals are suitable to be kept as pets but others are not.
- All animals need water, air and food to **survive**.
- Animals can be grouped into **vertebrates** and **invertebrates**.
- Animals can be grouped into **carnivores**, **herbivores** and **Omnivores**.
- Animals, including humans, have **offspring** which grow into adults.
- Different **vegetation** and **biomes** around the world.

Sticky and Key Knowledge

- Can sort into living, dead and never lived.
- Explore the outside environment to find objects that are living, dead and have never lived.
- Classify objects found in the local environment.
- Investigate the conditions of micro-habitats.
- Can explain in simple terms why an animal or plant is suited to a habitat.
- Create simple food chains for a familiar local habitat from first-hand observation and research.

Key Vocabulary

microhabitat	A small part of the **environment** that supports a **habitat**, such as a fallen log in a forest.
habitat	The natural **environment** in which an animal or plant normally lives or grows
conditions	The qualities or state of the environment.
ocean habitat	A habitat that supports **marine** life.
tropical habitat	A hot, humid, and flourishing dense forest.
Arctic habitat	The area where the landscape is frozen.
desert habitat	Any large, extremely dry area of land with sparse **vegetation**.
conserve	Protect from harm or destruction

Sticky Knowledge

- I can compare the differences between things that are living, dead, and things that have never been alive.
- I know that most living things live in habitats to which they are suited.
- I can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- I can identify and name a variety of plants and animals in their habitats, including micro-









