

# Year 2 Maths Knowledge Organiser - Spring 2



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## Key Vocabulary

**+** add  
plus

**-** subtract  
minus

**=** equals

**×** multiply

**÷** divide

**<** greater than

**>** less than

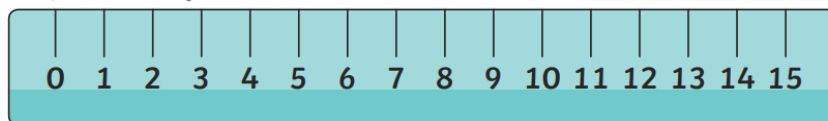
## Measuring in centimetres

Measure from zero.



This ruler measures in **centimetres (cm)**. The paintbrush is 8cm long.

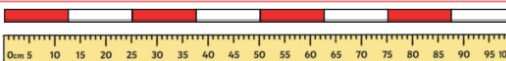
This ruler is to scale.



## Measuring in metres



We can measure the length or height of larger objects in **metres (m)**.  
The girl is 1m and 20cm tall.

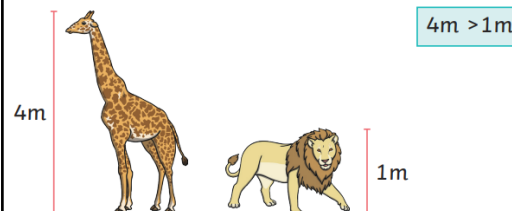


We can use metre sticks, trundle wheels or tape measures.

**1 metre = 100 centimetres**

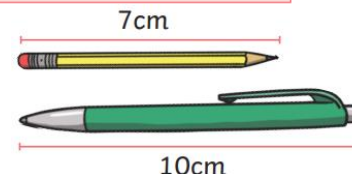
## Comparing height

The giraffe is **taller** than the lion.  
The lion is **shorter** than the giraffe.



## Comparing length

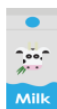
The pencil is **shorter** than the pen.  
The pen is **longer** than the pencil.



## Capacity

**Capacity** is the amount of liquid a container can hold.

For example



The cup contains less than 1l of milk.

**Volume** is how much liquid is in the container.



The bottle has a capacity of 2 litres.

## Measure mass



We use scales to measure **grams**.

A gram is a small unit of measurement that we use to measure how heavy or light something is.

We can write gram as **g**.

We measure the following using grams:



We also use scales to measure **kilograms**.

A kilogram is a larger unit of measurement that we use to measure how light or heavy something is.

We can write kilogram as **kg**.

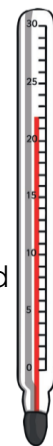
We measure the following using kilograms:



## Temperature

**Temperature** is a measure of heat.

**Thermometers** are used to measure temperature. We usually measure temperature in degrees Celsius ( $^{\circ}C$ ) but some parts of the world use degrees Fahrenheit ( $^{\circ}F$ ). We can measure the temperature of air, liquids or objects using a thermometer.

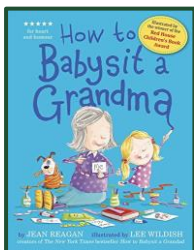


# Year 2 English Knowledge Organiser - Spring 2

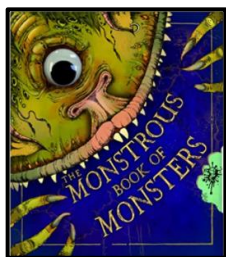


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## Core Texts



**How to Babysit a Grandma**  
Jean Reagan



**Monstrous Book of Monsters**  
Jonny Duddle & Aleksei Bitskoff



**The Night Gardener**  
The Fan Brothers

## Features of Text Type: Instructions

**Headings and subheadings** that organise the information for the reader.

An **introductory statement** that presents the topic and draws the reader in.

Use of **co-ordinating** and **subordinating conjunctions** to connect ideas.

Interesting or useful **facts** to inform and engage the reader.

## Features of Text Type: Fact Files

Each page has a large, bold **heading**, giving the reader an indication of the information they will find on that page.

Each page contains an **introductory paragraph** underneath the **page heading**. This gives the reader more information about the content of the page.

The information is presented on the pages in short sections/**paragraphs** to make it easy for the reader to read and find information. The layout is **not linear**, so the reader does not have to read the information in a set order to make sense of it. However, reading the **title** first and the short **introductory paragraph** underneath it next would be useful for the reader.

**Subheadings** are used as a way of giving the reader a clue about what information they will find in different paragraphs on the page.

**Illustrations** add colour and interest to the pages.

## Features of Text Type: Inventing Narratives

Descriptive **vocabulary** paints images of characters, settings and events in the reader's mind.

Carefully selected **verbs** and **adverbs**.

**Expanded noun phrases**

As with many **picture books**, text is sparse and much of the detail of the characters, settings and plot are told through the **illustrations**.

The narrative is told from a **third-person** narrator's viewpoint using **past tense** verb forms.

Simple **sequencing language** is used to show the order of events and build cohesion.



# Year 2 Science Knowledge Organiser - Spring 2

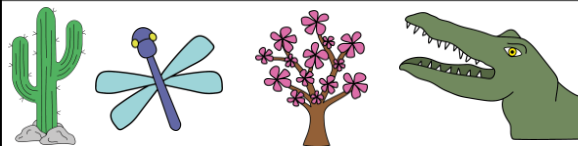


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## Key Vocabulary

<b>alive</b>	describing something that is living.
<b>biodiversity</b>	all the different living things in an area
<b>dead</b>	describing something that was once alive, but no longer is.
<b>fauna</b>	Animal life
<b>flora</b>	Plant life
<b>growth</b>	the process of increasing in size.
<b>habitat</b>	where an animal, plant, or organism lives. It includes all living and non-living parts of the environment.
<b>nutrition</b>	the process of getting food.
<b>organism</b>	a living thing, a plant or an animal.
<b>producer</b>	something that can make its own food, usually a plant.

## Organisms



All living things are called organisms.  
All plants and animals are organisms.

## Habitats

A **habitat** is the place where an organism lives, like a woodland.



Very small habitats - called **microhabitats** - are found in big habitats. Leaf litter is a microhabitat in the woodland habitat.

Animals are **adapted** to live in different environments.



Camels can live in a hot desert. They have thick skin on their feet, so they do not get burnt on the hot floor.

## What do all organisms do?



- M** They **move**.
- R** They **reproduce**.
- S** They are **sensitive**.
- G** They **grow** (get bigger).
- O** They need **oxygen**.
- W** They get rid of **waste**.
- N** They need **nutrition** (food).

## Food

All living things need food. Food provides **energy**.

Plants make their own food. They are called **producers**. Animals need to eat food.

A **food chain** shows the energy being transferred from one organism to another.



producer

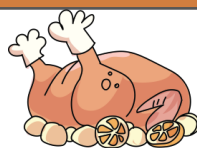


consumer



consumer

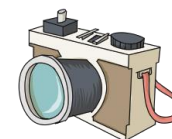
## Living, not living or never alive?



Roast chicken is **dead** because it was alive but isn't anymore.



A pig is **living**.




A camera is **not a living thing**.



# Year 2 History Knowledge Organiser - Spring 2

Key Vocabulary	
condition	the situation that something or someone one is in
firebreak	a space between building that can stop a fire spreading
fire hook	a long pole with a hook on the end that can pull down buildings to create firebreaks
fire squirt	a piece of firefighting equipment used in 1660s London that was like a water pistol
flammable	describing something that is easily set on fire
impact	something that happens because of something else
long-term	describing something that happens over a long time
Lord Mayor	the person who was in charge of London, like the mayor today
monument	something that is built to help people remember or celebrate an event
short-term	describing something that happens quickly, over a short term
trigger	something that causes an event to happen

### When did it happen?



A very, very long time ago

Great Fire of London

The first train


Now

Living memory

### The Great Fire of London

The Great Fire of London started in Thomas Farriner's bakery in **Pudding Lane**. It burned for **nearly five days**.

People only had basic equipment to put the fire out, like this fire squirt:



The fire spread uncontrollably because:

- Houses were built **very close together** and out of **flammable** materials, so it could spread quickly.
- There was **no fire service**, and the equipment was not good enough to fight such a big fire.
- There had **not been much rain** that summer, so there was not much water to put out the fire.
- The Lord Mayor **did not act straight away**, so the fire had more time to grow at the start.
- A **strong wind** was blowing and blew the fire from one building to the next.

Long term

Short term

