

Year 2 Maths Knowledge Organiser - Summer 1



Key Vocabulary

add
plus

subtract
minus

equals

multiply

divide

more than

less than

Minutes in an hour

There are 60 minutes in an hour.
We can count in 5s around the clock to see the minutes.

55

0

5

10

15

20

25

30

35

40

45

50

Hour Hand
The short hand points to the hour.
If this hand is pointing between hours, it is the earlier hour of the two.

Minute Hand
The long hand points to the minutes past or to the hour.

Recognising Unit Fractions

Half

A whole split into two equal parts.

$\frac{1}{2}$

$\frac{1}{2}$ of 8 = 4

Quarter

A whole split into four equal parts.

$\frac{1}{4}$

$\frac{1}{4}$ of 12 = 3

Third

A whole split into three equal parts.

$\frac{1}{3}$

$\frac{1}{3}$ of 9 = 3

Non-unit Fractions

Non-unit Fractions

$\frac{2}{3}$

$\frac{3}{4}$

Telling the time to 5 minutes

Hour Hand
The short hand points to the hour.
If this hand is pointing between hours, it is the earlier hour of the two.

Minute Hand
The long hand points to the minutes past or to the hour.

Half, quarter and thirds

$\frac{1}{2}$ of 12 is 6

$\frac{1}{4}$ of 12 is 3

$\frac{1}{3}$ of 12 is 4

A quarter is a half of a half.

Numerator and Denominator

numerator

denominator

$\frac{3}{5}$

This is how many equal parts you have

This is how many equal part there are altogether (the whole)

Hours in a day

There are 24 hours in a day.
There are two 8 o'clock's in each day!

8 o'clock in the morning

8 o'clock at night

Time

o'clock

half past

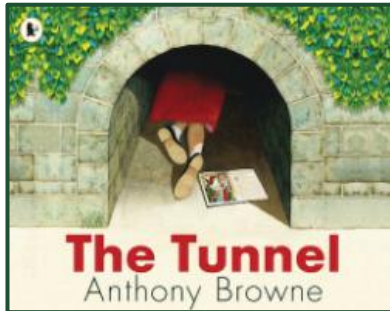
quarter past

quarter to

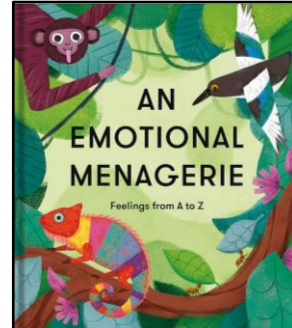




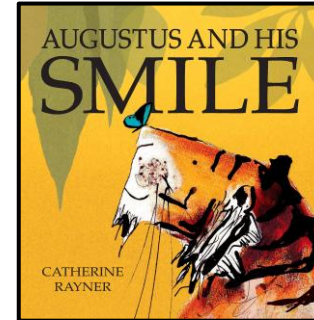
Core Texts



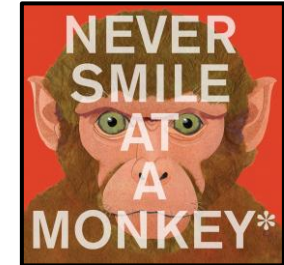
The Tunnel
Anthony Browne



An Emotional Menagerie
The School of Life



August and His Smile
Catherine Rayner



**Never Smile at a Monkey:
And 17 Other Important
Things to Remember**
Steve Jenkins

Features of Text Type: Picture Books

- The narrative is written from a **third person** viewpoint using **past tense verbs**.
- **Repetition** of words and phrases is used throughout the text to emphasise key ideas.
- **Questions** are used both to show the characters' thoughts and feelings and to engage the reader in the narrative.
- **Expanded noun phrases** provide the reader with simple descriptive detail.

Features of Text Type: Recounts

- Recounts are written to **retell** a series of real or imaginary events.
- **Past tense verb** forms indicate that the events have already taken place.
- **Descriptive detail** (for example, in the form of **expanded noun phrases** and carefully selected **verbs**) is used to interest the reader and paint clear pictures to help the reader to imagine the events being recounted.

Features of Text Type: Informative Writing

- As with most **informative writing**, the text uses **present tense** verb forms to show that the information is current and continuous.
- **Expanded noun phrases** provide the reader with additional descriptive detail.
- **Topic vocabulary** is used to **inform**.
- The reader is **addressed** directly to engage them in the text, imagining what it would be like to come face to face with one of the creatures.



Year 2 Science Knowledge Organiser - Summer 1



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Key Vocabulary



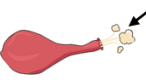
| | |
|-------------------------|---|
| compress | to make something take up less space by squashing it |
| freezing | a process in which liquids change state to become solids |
| gas | one of the three states of matter |
| global warming | increasing average temperatures on Earth |
| liquid | one of the three states of matter |
| matter | what all 'stuff' is made from |
| melting | a process by which solids turn into liquids |
| mixture | a substance made of more than one substance |
| solid | one of the three states of matter |
| states of matter | the different ways in which a substance can exist in the world (as solids, liquids and gases) |

The Big Picture

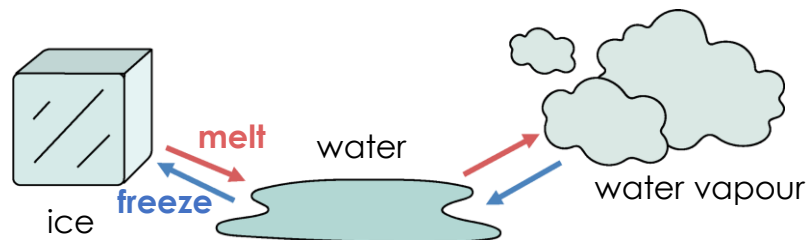
Matter is what everything is made of.

Matter exists in one of three states: **solids**, **liquids** and **gases**.

Properties of Solids, Liquids and Gases

| |  solids |  liquids |  gases |
|--|--|---|---|
| They have a fixed shape (unless pushed or pulled). | ✓ | ✗ | ✗ |
| They take the shape of the container they are in. | ✗ | ✓ | ✓ |
| They can flow. | ✗ | ✓ | ✓ |
| They can be compressed. | ✗ | ✗ | ✓ |

Changing States



Substances can change from one state to another.

Water can change from a liquid to a solid. Water in a solid state is called ice.

Water can also turn into a gas. Water, when a gas, is called water vapour.



Year 2 Geography Knowledge Organiser - Summer 1



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Key Vocabulary

| | |
|--------------------|---|
| coast | a place where land meets the sea or ocean |
| mouth | the place in a lowland area where a river enters a lake, larger river, or the ocean |
| ocean | An ocean is a large area of salt water between continents. |
| overfishing | Taking more fish than the sea or ocean can sustain. |
| river | a large natural stream of water flowing in a channel to the sea, a lake, or another river |
| seas | seas are smaller than oceans and are usually located where the land and ocean meet. |
| source | the place in a highland area where a river begins. |

Oceans of the world

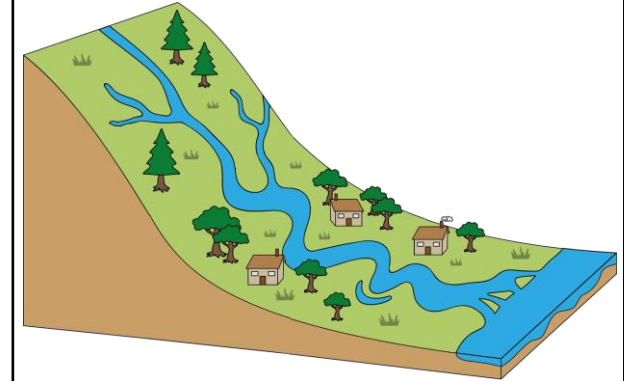


Seas around the UK

The seas around the United Kingdom flow into the Atlantic Ocean.



Rivers



The river begins in a **highland area** at a place called the **source**. There are lots of mountains, valleys and forests near the source of the river.

The river flows downhill.

The river meets the sea (or ocean or other river) at the **mouth**. This is in a **lowland** area, where the land is usually flat.

Humans have always used rivers, seas and oceans for work (economic activities) and play (leisure activities).

