



COURTWOOD PRIMARY SCHOOL

Nurturing Knowledge;
Learning for Life.



Year 2



Knowledge Organiser Homework Booklet

This booklet should be used to practice the key facts from our curriculum themes from the year so far.

Homework: Year 2: Autumn Term 1

Set: 14/09/20. Mid-Point Check (booklet in school): 05/10/20. Due completed: 23/10/20.

Your child **must complete the compulsory spellings, times tables, knowledge organiser and reading tasks weekly (first row)**, which all children should be practising regularly to ensure good progress. All other tasks are optional and can be completed at any point in the half term.

Homework tasks are designed to support children's knowledge and understanding of the curriculum and use evidence-based approaches to retrieval and learning, to ensure children are able to know more and remember more, move knowledge into their long-term memory and begin to make deeper connections in their learning. Children should be able to complete many tasks independently, drawing on their memory of learning at school. We expect that children who complete these tasks will achieve well and be supported in meeting their end of year group age-related curriculum expectations.

Maths	English	Science – Living things and habitats
<p><u>Weekly Compulsory Task:</u></p> <ul style="list-style-type: none"> Practice times tables (x2, x5, x10) at least three times a week for 10 minutes. 	<p><u>Weekly Compulsory Tasks:</u></p> <ul style="list-style-type: none"> Learn and practice weekly spellings. Read to an adult at least three times a week for 10 minutes. 	<p><u>Weekly Compulsory Task:</u></p> <ul style="list-style-type: none"> Study the knowledge organiser for 30 mins. a week. Select one box from your Learning Journey retrieval grid and write down as much as you can remember from memory about that category in 10 minutes.
<p>Complete your 'Do I still remember...' questions below. Show your answers/workings out in your homework book.</p> <p>Do I still remember...</p> <ul style="list-style-type: none"> 1 more and 1 less from any 2-digit number The properties of a cube, cuboid, pyramid and sphere My x2, x5 and x10 times tables To tell the time using o'clock and half past 	<p>Practice using the key vocabulary on your knowledge organiser. You could:</p> <ul style="list-style-type: none"> Cover the word and recall it using the definition/cover the definition and recall it from the keyword; Make a Challenge Grid and award yourself points – more points the trickier the word. Can you beat your score each week? Use one word as your 'Word of the Day' each day. 	<p>Use your knowledge organiser to create a set of flashcards (questions on the front and answers on the back) you can use to support you to learn the information on it. Practice regularly and even better, get an adult to quiz you too.</p>
<p>Create flashcards using numbers and words for numbers 1 – 20. Can you play a pairs game to match the numerals to the correct word? Have a go at spelling them for yourself.</p>	<p>Think about your book in English 'On the Way Home' by Jill Murphy https://www.youtube.com/watch?v=URRAMHToe4s Can you retell it to a adult. Remember to use the recurring language in your retell.</p>	<p>Choose an animal of your choice to research and create a non-fiction booklet or poster to present your information. Can you find out about: habitat, adaption to how it survives, food chain etc.</p>
<p>Go to https://www.topmarks.co.uk/maths-games/hit-the-button/ and practice your times tables. Can you improve your score each time?</p>	<p><u>Writing Task:</u> Write a book review about 'On the Way Home'. Remember to include a brief outline of the story, without giving away the ending. What was your favourite part?</p>	<p><u>Creative Task:</u> Create a 3D model (shoe box), collage or drawing to show a habitat of your choice (e.g. woodland, ocean, pond) and the animals and plants that may live in it. Label or caption them to explain your choices.</p>

Knowledge Organiser Key Fact Practice

'Knowledge Organisers' are sent home each half term. Below is a series of tips and information to help your child learn the key content and vocabulary contained in the knowledge organiser.

What are Knowledge Organisers?

A knowledge organiser is a set of key facts or information that pupils need to know and be able to recall in order to master a unit or topic. Typically, an organiser fits onto one page of A4 or A3 – this helps pupils remember the layout of the page, which helps them memorise the information better. The secret to success is to regularly revisit the knowledge to be learned (known as 'spaced retrieval'). This helps transfer the knowledge from the short term memory to the long term memory. This not only helps to make learning stick but it frees up our short term memory for day-to-day learning and experiences.

How will a Knowledge Organiser help my child?

Knowledge organisers will be made available at the start of each half term for our curriculum theme to help children remember what they are learning and see the bigger learning journey in their subjects. Instead of forgetting previous learning, pupils continually revisit and retrieve prior learning from their memories.

How will a Knowledge Organiser help me to help my child?

Many of you are keen to know how you can support your children at home. The knowledge organisers help you do this easily as they contain all the subject specific knowledge you need to be able to help your children. This also ensures you can check your children have done their homework and revision!

Top Tips for Parents:

- Make practice active – don't just read it. Try flashcards, mind maps or use post-it notes to cover sections and try and remember them.
- Watching videos online can really help bring facts alive.
- Children are encouraged to self-quiz, but asking parents or friends to quiz them, will show what they know and what they still need to learn.

Knowledge Organiser Retrieval Strategies

Here are some strategies you could use:

Strategy	Description			
Reading It	Read through the knowledge organiser with your child and check they understand the content. You could ask them to explain it to you – ‘teaching’ you helps them to reinforce their own learning.			
Change It	Try changing the information into a mind map or make your own version using pictures if the organiser contains a lot of text. Display on a wall or the fridge door until the memory ‘sticks.’			
Quiz it – Facts	Read sections out to them, missing out key words or phrases they have to fill in. Miss out more and more until they are word perfect. Quiz facts out of order to check children really know the fact and have not just memorised the order on the page! <i>(There are lots of ways to self-quiz – see the headings below – the ‘Retrieval’ PowerPoint on the school website explains how to use these strategies effectively with your child)</i>			
	Picture Prompt	Retrieval Grids	Flash Cards	Retrieval Clocks
	Cops and Robbers	Cartoon Strip	Mind Maps	Timelines
	List It!	Diagrams	Roadmap	Challenge Grids
Record It	Try recording the knowledge from the organiser as an MP3 sound file (most phones have this as a free app) your child can listen to and speak along with.			
Research It	Once they can remember all of the knowledge on the organiser, use the internet or a book to find out more. Children build connections in their brain between old and new related knowledge – you will notice new knowledge sticking quicker and children making connections, once they have a secure basic knowledge base to build from.			
Glossary	Make a glossary (list) of key words with definitions.			

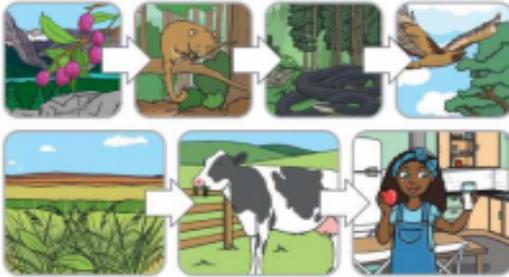
Science Knowledge Organiser: Living Things and Habitats

Year 2: Autumn Term 1



Diagrams/maps

Food chains. The arrows mean 'is eaten by'.



Sticky Knowledge

Know that living things move, grow, consume nutrients and reproduce; that dead things used to do these things, but no longer do; and that things that never lived have never done these things.

Know that polar bears are an example of an animal adapted to its environment - thick fur for warmth and oily paw pads to ensure that they don't freeze to the ice.

Know that sharks are another example - smooth skin and streamlined shape for quick swimming; and gills for breathing underwater.

Know that cacti are an example of a plant adapted to its environment - thick skin keeps a store of water safe; sharp spikes keep animals from stealing the water.

Know that pine trees have thick bark and pine cones to protect against cold winters.

Know that woodlice live under logs - an example of a microhabitat - as they need somewhere dark and damp so they do not dry out.

Know that plants absorb energy from the sun; that this energy is consumed by herbivorous animals; and that carnivorous animals eat other animals.

Know that arrows on a food chain show the direction that the energy travels.

Possible Scientific Enquiry Questions

Observing over time	Explore animals and plants in micro-habitats throughout the year.
Identifying, classifying and grouping	Find things that are living /dead. Find things that have never been alive. Classify minibeasts found in the environment based on physical structure. Classify plants found in the environment.
Research using secondary sources	Use secondary sources to name plants and animals seen in the local environment that they may not currently be able to name (Leafsnap UK on Apple App Store, Woodland Trust resources).

Who: Scientific Influences

Name/Picture	Why significant
 George Mottershead 1894- 1978	George Mottershead founded Chester Zoo in 1931. This zoo was unusual at the time as the animals did not live in cages. They lived in larger enclosures.
 Greta Thunberg Born in 2003	Greta is an environmental activist. She was born in Stockholm, Sweden. When she was eight, she started learning about climate change. The more she learned, the more baffled she became as to why so little was being done about it. She believes that climate change will mean that animals will lose their habitats.

Extended Specialist Vocabulary

Word	Definition
New Vocabulary	
birth	the act of being born
decay	to slowly worsen in condition
energy	the power to make something work
microhabitat	a small area different from the larger surrounding habitat
dead	no longer alive
life cycle	the sequence of changes that a living thing goes through as it grows and develops
food chain	the order in which living things depend on each other for food
source	the start of something
nutrients	a substance that is needed for healthy growth
reproduction	to produce another living thing of the same kind
consumption	the act of using up something
environment	all the physical surroundings on Earth
Revised Vocabulary	
habitat	the natural environment of an animal or plant
deciduous	a deciduous plant loses its leaves once a year
evergreen	an evergreen plant keeps its leaves all year round
flower	flowers attract bees and insect to visit the plant
plant	to put or set in the ground for growth
tree	a plant having a permanently woody main stem or trunk
growth	something that grows or has grown

Retrieval Grid

Retrieval Grid Task: Each week you must select ONE box and write down as much as you can remember **from memory** about that category in **10 minutes**. You cannot write in a box more than once. Write the date you completed each box. You may want to revisit your knowledge organiser before (but put it away before you do this!) and you can of course use information you can retrieve from lessons. It is important that you do one box a week and do not try and answer all of the boxes at the same time at the end of the six weeks – your memory will be stronger if you do it every week.

Living, dead, never alive

Date:

Habitats

Date:

Adaptation

Date:

Key Vocabulary related to this topic
(from the Knowledge Organiser)

Date:

Microhabitats

Date:

Food chains

Date:

Living Things and Habitats: Workspace for learning facts or additional research

Make notes/drawings here to help you learn the facts from the knowledge organiser or add in extra research.

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