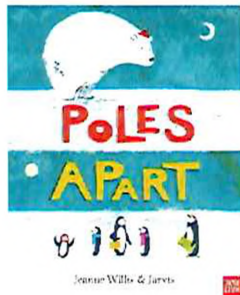




Heatherlands
Primary School

Year 2 Knowledge Organisers

Our Beautiful World



Poles Apart



The Great Escape

Curriculum Intent

The intent of our curriculum is for pupils to have high aspirations, strive to be the best they can be and to make a positive contribution to the school community and beyond.

Resilience

Motivation

Independence

Aspiration

Respect

Community

At Heatherlands we want our children to develop a sense of self within the school community and the wider community.

We will:

- utilise our school environment, our local area, and its people in our curriculum
- participate in the local & global community and be a person for others
- help and support community initiatives
- build links to other schools both locally & globally
- promote cultural awareness and celebrate diversity
- relate learning to real life contexts
- investigating the impact of important individuals in our world
- consider the impact we have on our community
- promote environmental awareness

Communication

At Heatherlands we want our children to develop the tools necessary to communicate their thoughts, ideas and feelings successfully in different ways.

We will:

- enable the children to listen and respond appropriately to adults and their peers, maintaining attention and participating actively
- ask relevant questions and use strategies (including modelling and knowledge organisers) to extend the children's understanding and knowledge and build their vocabulary
- enable the children to articulate and justify answers, speculate, hypothesise
- imagine and explore ideas and share opinions
- encourage participation in discussions, presentations, performances, improvisations and debates
- use high quality texts to support learning

Consolidation

At Heatherlands we want our children to build schemas of knowledge that enable them to be curious and solve problems for themselves.

We will:

- make links to prior learning explicit
- plan across phases to ensure progression and consolidation
- provide knowledge organisers to enable pre-learning/overlearning
- develop metacognition and self-regulation approaches, helping the children think about their own learning more explicitly
- teach specific strategies for planning, monitoring and evaluating learning
- consolidate our school values to build 'rounded' citizens
- deepen and broaden learning experiences and understanding

Animal Kingdom



Animal Kingdom

Wheel, wings and wonderful things



Key term dates 2025 - 2026

- Autumn term: 5th September 2025 to 19th December 2025
- Autumn half term break: 27th October 2025 to 31st October 2025
- Christmas holiday: 22nd December 2025 to 2nd January 2026
- Spring term: 5th January 2026 to 27th March 2026
- Spring half term break: 16th February 2026 to 20th February 2026
- Easter holiday: 30th March 2026 to 10th April 2026
- Summer term: 13th April 2026 to 22nd July 2026
- Summer half term break: 25th May 2026 to 29th May 2026

Summer holiday: from 23rd July 2026

Heatherlands INSET Days 2025 - 2026

Inset Day - Wednesday 3rd September 2025 – School closed

Inset Day - Thursday 4th September 2025 – School closed

Inset Day - Friday 24th October 2025 – School closed

Inset Day - Monday 5th January – School closed

Year group reminders

Please ensure children are always dressed appropriately wearing school uniform:

Children in Early Years & Key Stage 1 need to wear a school crested round neck jumper or cardigan, white polo shirt with a grey skirt or trousers and black shoes.

PE kit - Children are required to wear navy blue shorts and a house coloured t-shirt (red, white, blue) for indoor PE.

For outdoor PE, trainers or plimsolls are necessary. Navy blue tracksuit bottoms (**plain, without logos or patterns**) must be worn in cold weather along with the Heatherlands sweatshirt or cardigan they have for their school uniform.

Home learning 2025 - 2026

Home learning will be uploaded to the school website year group pages on a Wednesday and submitted by the following Monday as per the home learning schedule.

If you require a paper copy, please let the class teacher know and you will be provided with the relevant resources.

We use Bug Club, EMILE and Purple Mash to supplement the 'essentials' in reading and multiplication.

Our Beautiful World

What strand of science is this?

This is **biology**. Biology is the study of living things.



Seed	The part of a seed plant which can grow into a new plant.
Bulb	A large food source that helps a plant to grow
Plant	Living things that grow from the soil and turn light from the Sun into food
Germination	The process in which the seed or bulb begins to grow into a plant
Growth	An increase in size
Survival	Living things have special features to help them to survive (stay alive) in their habitats
Life cycle	The different stages of life for a living thing
Root	A part of a plant that is usually hidden underground. Roots have several purposes. They hold the plant in the ground and keep it upright. They take water and food from the soil.
Stem	The main structure that supports leaves and flowers.
Light	The energy needed for a plant to grow. A source of light is the Sun.
Leaves	Take energy from the Sun and provide food for the plant.
Flower	The part of the plant that blossoms.
Disperse	To spread or scatter
Pollination	The process that allows plants to reproduce.

Key knowledge:

The 'Big Ideas' in Science are:

INVESTIGATION

I am a scientist because I ask questions about the world around me and investigate my ideas.

This is how I increase my knowledge and understanding.

EXPLANATION

I am a scientist because I try to explain how and why things happen.

OBSERVATION

I am a scientist because I try to explain changes in the world around me carefully.

Key knowledge: Science is knowledge about the natural world, that is based on facts learned through experiments and observation.

To know how a seed or bulb grows into a mature plant.

To state the different methods of seed dispersal.

To know how to represent a life cycle.

To understand what germination is.

To know how a seed or bulb is produced.

To understand the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow)

Our Beautiful World

The focus of this topic is D&T and science.

Words I need to know and use:

Line	Marks moving in a space between two points.
Shape	An enclosed space, a bounded two-dimensional form that has both length and width.
Space	Refers to the distances or areas around, between, and within components of a piece.
Pattern	A repeated decorative design.
Bridge grip	This method ensures that fingers are out of the way as the knife cuts through the food.
Claw grip	Your little finger and thumb hold the foodstuff down and the knife briefly runs over your knuckles, keeping your finger tips safe from sharp blades.
Vitamins and Minerals	These are nutrients your body needs in small amounts to work properly and stay healthy.
Diet	The kinds of food that a person or animal eats.
Healthy	Keeping healthy means doing things that are good for your body – things like eating nutritious foods, exercising, brushing your teeth and getting enough sleep.
Energy	We all need energy to grow, stay alive, keep warm and be active. Energy is provided by the carbohydrate, protein and fat in the food and drinks we consume.

Books and Websites to look at :

The Extraordinary Gardener by Sam Boughton
Somebody Crunched Colin by Sarah Roberts
The Amazing Plant Life Cycle Story by Kay Barnham
Purple Mash - Science — Plants



Poles Apart

The focus of this topic is
Geography and Art.

Key Vocabulary

Geography:

The science of the earth's surface and all life on it. When studying geography, one learns about the different countries and people of the earth, its climate, its natural resources, and its oceans, rivers, and mountains.

Country:

An area of land that has its own government, army, etc.

Continent:

One of the seven large land masses on the earth's surface, surrounded, or mainly surrounded, by sea and usually consisting of various countries.

Ocean:

A large area of sea– the vast body of salt water that covers almost three fourths of the earth's surface.

Polar Regions:

The regions of the planet that surround its geographical poles (the North and South Poles), lying within the polar circles.

Map:

A drawing that represents a region or place by showing the various features of it, such as rivers and roads, and the distances between them, so that people can get help in finding their way from one place to another.

Key:

A list of the signs, colours etc. used on a map or technical drawing etc. that explains what they mean.

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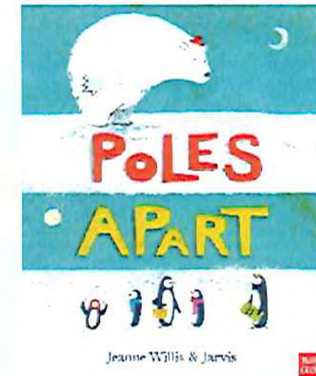
Facts and statistics collected together for reference or analysis.

Adaptation:

An adaptation is a way an animal's body helps it survive, or live, in its environment. Animals depend on their physical features to help them obtain food, keep safe, build homes, withstand weather, and attract mates.

Habitats:

The natural home or environment of an animal, plant, or other organism.



Key knowledge:

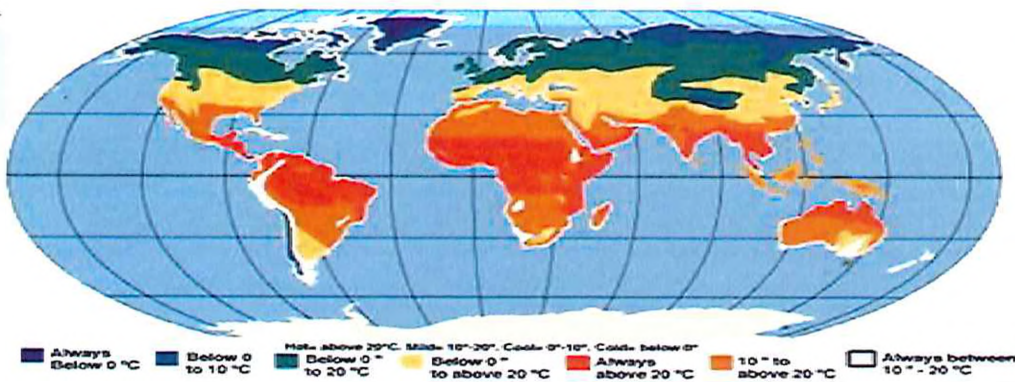
To use world maps, atlases and globes

To identify the United Kingdom and its countries

To name and locate Continents and Oceans

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

To know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

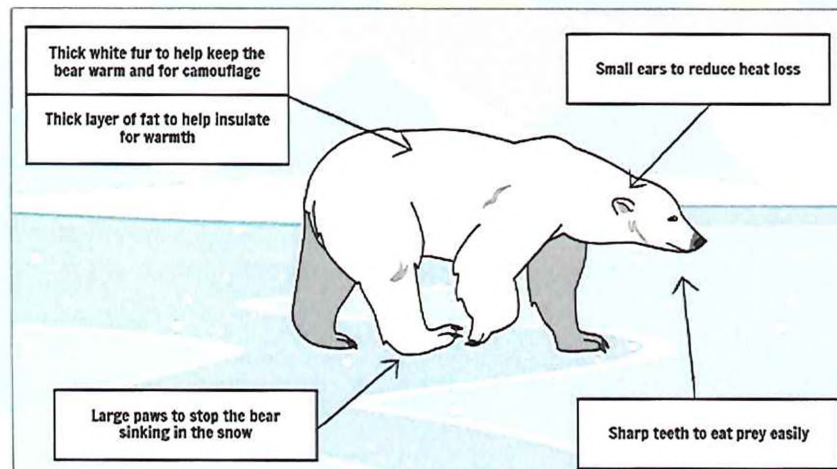


Books and Website to look at :

Poles Apart by Jeanne Willis & Jarvis

Purple Mash - Geography— Oceans and Continents

Can We Really Help the Polar Bears? By Kate



Cool Colours

Green

Teal

Blue

Indigo

Purple

Key knowledge:

The 'Big Ideas' in Art are:

EXPRESSION

I am an artist because I use my creativity to express my thoughts, feelings and ideas and to represent the world around me.

EXPERIMENTATION

I am an artist because I explore a range of skills, tools and materials. I evaluate and develop my skills.

INSPIRATION

I am an artist because I am inspired by great artists and creative works from different places and times.

The Great Escape

The focus of this topic is
History and Science.

Key Vocabulary

London,
England
St Paul's
Cathedral

The capital city of England. The location of The Great Fire.

Thomas
Farriner's
Bakery
Pudding Lane

A building that was destroyed by the fire. It was redesigned by Sir Christopher Wren.

A bakery in London which caused the Great Fire.

River Thames
Pollution

The road where the fire started.

The river that goes through London.

Anything that makes the earth dirty and unhealthy. Land, air, and water are all affected by pollution.

Materials

Everything is made up of materials. For example: chalk, paper, wood, iron, air, water, clay, plastic, rubber, stone, leather, wax.

Reusable

It is capable of being used again or repeatedly

Waterproof

A material that keeps water out is waterproof. This means that water cannot pass through an object or material that is waterproof.

Flammable/Non-
flammable

Capable of being easily set on fire and of burning rapidly Non means the opposite.

Books and Websites to look at :

<https://www.fireoflondon.org.uk/game/>

The Baker's Boy and the Great Fire of London by Tom Bradman

Mary and the Great Fire of London by Sue Graves

The Great Fire of London by Emma Adams

Vlad and the Great Fire of London by Kate Cunningham

You Wouldn't Want to be in the Great Fire of London by Jim Pipe



Key knowledge:

To learn about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London.]

To learn about significant historical events, people and places.

To compare aspects of life in different periods

To learn about the lives of significant individuals in the past who have contributed to national and international achievements.

The Great Escape!

Important People



Samuel Pepys
1633 - 1703



Christopher Wren
1632 - 1723



Lord Mayor of London – Sir
Thomas Bloodworth
1620 - 1682



King Charles II
1630 - 1685



Thomas Farriner
1515 - 1670



Population of London



Key Dates

Sunday 2 nd Sept	Fire broke out in Thomas Farriner's Bakery.
Monday 3 rd Sept	Fire continues to spread.
Tuesday 4 th Sept	St. Pauls Cathedral caught fire.
Wednesday 5 th Sept	Wind dropped so fire slowed down.
Thursday 6 th Sept	Fire was finally put out.

The 'Big Ideas' in History are:

IMPACT

I am a historian because I understand how historical events can change and impact upon everyone's lives.

INNOVATION

I am a historian because I investigate changes and innovations in different time periods.

CHRONOLOGY

I am a historian because I understand chronology and when events happened in relation to one another.

Animal Kingdom

The focus of this topic is
Geography and Science.



Key Vocabulary	
Life processes	There are seven life processes that tell us that living things are alive. They are movement, respiration, sensitivity, growth, reproduction, excretion and nutrition.
Life cycle	The series of changes in an animals life.
Food chains	A series of organisms who each depend on the next for food.
Organism	A living thing such as animal or plant.
Offspring	An animal's young.
Predator	An animal that naturally preys on another.
Prey	An animal that is hunted or killed by another.
Producer	An organism (such as a plant) that is the first part of the food chain.
Consumer	An organism that feeds on other organisms as it cannot make it's own food.
Mammal	A warm blooded animal that gives birth to live young.
Amphibian	A cold blooded vertebrates that need water or a moist environment to survive. They start life in the water and grow up to live partly on land.
Reptile	A vertebrate with dry scaly skin that lays soft eggs on land.
Invertebrates	An animal without a backbone.

Key knowledge:

The 'Big Ideas' in Science are:

INVESTIGATION

I am a scientist because I ask questions about the world around me and investigate my ideas. This is how I increase my knowledge and understanding.

EXPLANATION

I am a scientist because I try to explain how and why things happen.

OBSERVATION

I am a scientist because I try to explain changes in the world around me carefully.

Key knowledge:

To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

To notice that animals, including humans, have offspring which grow into adults.

To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

Animal Kingdom

The focus of this topic is
Geography and Science.

The 'Big Ideas' in Geography are:

IMPACT

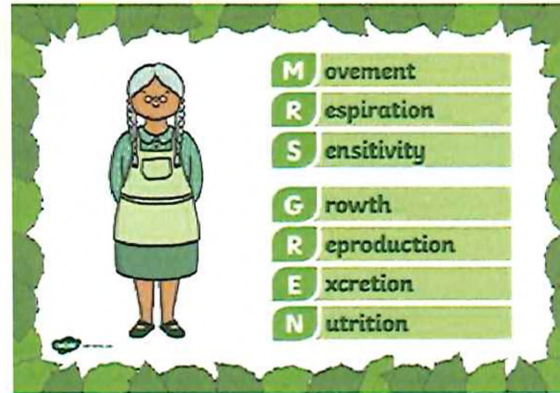
I am a geographer because I investigate how humans and physical geography change and impact on one another.

DIVERSITY

I am a geographer because I explore and know about different places, people, resources and environments.

LOCATION

I am a geographer because I can locate different places in relation to one another. I can find places on maps and globes.



Books and Websites to look at :

- The World's Most Ridiculous Animals
- How does a butterfly grow?
- How does a frog grow?
- Purple mash- Life cycles



Key knowledge:

To use simple compass directions and locational and directional language to describe the location of features and routes on a map.

To use simple compass directions and locational and directional language to describe the location of features and routes on a map.

To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Wheels, wings and wonderful things

The focus of this topic is
History and DT.

Key vocabulary

Axle	A rod or spindle passing through a set of wheels
Suitability	Something being right or correct for the design or purpose.
Design	A plan or drawing of what something will look like.
Evaluate	To judge something based on how it works
Criteria	A list which something will be judged e.g. the criteria for our car is that it has to roll and be safe to protect the egg.
Kitty Hawk	A town in North Carolina, America where the Wright Brothers had their first test flight.
Pioneer	A person who is first to explore or discover something.
Inventor	A person who invented a particular process or device
Assembly line	A series of workers and machines in a factory where identical items are produced.

Books and Websites to look at :

Taking Flight by Adam Hancher

Purple Mash- Old and New Transport

The Wright Brothers: A Kid's Book About Achieving the Impossible

Transported by Matt Ralphs

Our World in Pictures: Cars, Trains, Ships and Planes: A Visual Encyclopaedia to Every Vehicle—Richard Walker



Key knowledge:

To know about events beyond living memory that are significant nationally or globally.

To design purposeful, functional, appealing products for themselves and other users based on design criteria.

To understand the lives of significant individuals in the past who have contributed to national and international achievements.

To evaluate their ideas and products against design criteria

To build structures, exploring how they can be made stronger, stiffer and more stable

To explore and evaluate a range of existing products.

To explore and use mechanisms

Wheels, wings and wonderful things

Important People

Henry Ford



Henry Ford was the founder of the Ford Motor Company, and the sponsor of the development of the assembly line technique of mass production.

Karl Benz



Karl Benz was a German engine designer, automobile engineer, (or mechanical engineer). His Benz Patent Motorcar from 1886 is considered the first practical automobile.

Orville and Wilbur Wright



The Wright brothers – Orville and Wilbur were two American aviation pioneers generally credited with inventing, building, and flying the world's first successful airplane.

Amelia Earhart



Amelia Mary Earhart was an American aviation pioneer and author. Earhart was the first female aviator to fly solo across the Atlantic Ocean.

Key Dates

1672— The first steam powered vehicle designed by Ferdinand Verbiest. It was a 65cm model toy.

1769—Nicolas-Joseph Cugnot built the first full scale self-propelled vehicle.

1885—First 'modern' car built by Karl Benz.

August 1888 – First modern car ever driven by Karl Benz's wife Bertha.

17th December 1903 – First manned flight at Kitty Hawk

1913—Henry Ford introduced the world's first moving assembly line for cars .

1st June 1937 – Amelia Earhart's attempt at a flight around the world

2nd March 1969—First Concorde flight.

The 'Big Ideas' in History are:

IMPACT

I am a historian because I understand how historical events can change and impact upon everyone's lives.

INNOVATION

I am a historian because I investigate changes and innovations in different time periods.

CHRONOLOGY

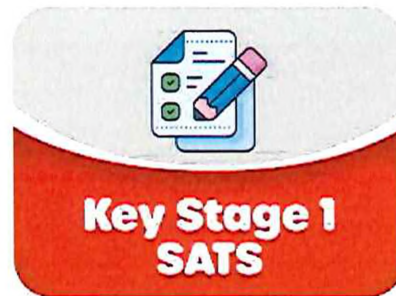
I am a historian because I understand chronology and when events happened in relation to one another.

Heatherlands Primary School KS1 Curriculum Overview 2025-2026 Year 2

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: **Community**, **Communication** and **Consolidation**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the **'Big Ideas'**.

Autumn Term		Spring Term		Summer Term
RESPECT RESILIENCE		ASPIRATION MOTIVATION		INDEPENDENCE THE HEATHERLANDS WAY
Our Beautiful World	Poles Apart	The Great Escape	Animal Kingdom	Wheels, wings and wonderful things



Year 2 children in England may take KS1 SATs in June, however, **KS1 SATs are now optional. Coastal Learning Partnership schools still choose to administer them.**

At the end of Year 2, children may take SATs in:

- Reading
- English grammar, punctuation and spelling, or GPS (optional paper, schools can decide whether to use it)
- Maths

Unlike KS2 SATs, KS1 SATs don't have to be administered according to a nationally-set timetable in a specific week. Schools are free to manage the timetable and will aim to administer the tests in the classroom in a low-stress, low-key way; usually in the month of June. Some children won't even be aware they've taken them!

All information can be found on our school website:

<https://www.heatherlands.poole.sch.uk/>

<https://www.heatherlands.poole.sch.uk/year-2/>

If you need to contact the class teacher, please email the school office and your message will be forwarded on to them:

heatherlands.office@coastalpartnership.co.uk



Children in Year 2 will have outdoor PE on a **Monday** and indoor PE on a **Tuesday**.

Children need to come into school on Mondays and Tuesdays wearing their Heatherlands PE kit.



Forest Schools will take place on a Friday once a term.

Most sessions run in Autumn term 2, Spring term 2 or Summer term 2 and you will be informed of the dates on a termly basis.