Religious Education and Worldviews
Knowledge Organiser to support the Norfolk Agreed Syllabus
Year Group: 2
Enquiry: 2

THE CHURCH OF ENGLAND
Diocese of Norwich

What does the nativity story teach Christians about Jesus?

(Intention) What we intend to cover in our learning: (Topic web of concepts here)

Engage

Session 1: Read the nativity stories (Luke and Matthew) - look at different pictures of the nativity scenes. Can they spot the different characters? What questions does it raise for the children? What do they notice about how Jesus is treated in both stories? Why do they think this?

Enquire and Explore

Session 2: Re-enact the nativity and encourage the children to play with the crib set, watch the nativity story here: www.bbc.co.uk/cbeebies/watch/presenters-nativity-story What presents might the children chose to take today to baby Jesus? Why? Draw and label these for a display.

Session 3: Design a bedroom for the baby Jesus, what will you have in there to show he is important? Why did they choose each item? How is it different to the stable and manger from the story they have heard?

Session 4: Look for signs of Christmas coming in school and the local area. Help pupils to make links to Christian beliefs to Advent/Christmas. Ask your local vicar to come in our visit church to talk about how it prepares for Christmas and why it is a special festival for Christians?

Evaluate

Session 5: Create resources that indicate to people that advent is under way. Explore the concepts of advent calendars and posada sets marking the days leading up to Christmas. Use the following websites as sources to support this: www.bbc.co.uk/newsround/42182268 and https://kids.britannica.com/kids/article/Las-Posadas/625672

Session 6: Consider examples of prayers that a Christian might write/say at Christmas. Create a paper chain illustrating these. A good resource to help with this is: www.christianitycove.com/paper-prayer-chain/7015/

Session 7: Explore charity projects that happen at Christmas e.g. Christian Aid, CAFOD, local foodbanks. Visit the Christian Aid website to explore what they are doing, or contact your local Salvation Army citadel to invite someone in to talk about their Toys and Tins Appeal. Ask the children to help organise an event.

Express

Session 8: Explore why people join together at Christmas time and why this is important? Ask the children think about Jesus and why he is so special and important in the nativity story – why this is celebrated. How he is the 'light of the world' and link to previous learning on light. Ask the children to draw / write / explain Jesus importance to Christians.

(Implementation) Key words I will use and need to know:

Advent	Christmas	Incarnation	Jesus
Nativity	Salvation	Son Of God	Thankfulness

(Implementation) Key information we will learn:

- ✓ The Christian belief that God became human in Jesus.
- ✓ The Nativity narratives are in the books of Luke and Matthew in the Bible.
- ✓ How incarnation and salvation relate to one another for Christians.
- ✓ Jesus is an important and historical figure to Christians.
- ✓ Christians use the nativity story to influence their actions at Christmas, e.g., thankfulness and giving.

(Implementation) Things to do and find out at home:

- **Explore the tradition of giving presents at Christmas and how in some countries e.g. UK it is done on Christmas Day, in other countries it is linked to Epiphany and done in early January.**
- **Write a list of gifts Jesus gave to the world when he was born and lived as a human. Use this website to help you: https://youtu.be/8u-ICIHAmKk**
- **Research different nativity scenes from around the world, what is the same, what is different? Why? Can your child design and make their own scene?**

(Implementation) Some key information you can find more out about:

- ✓ The Christian belief that God became human in Jesus. Further information on incarnation is available here: www.bbc.co.uk/bitesize/guides/zbj48mn/revision/7
- ✓ How incarnation and salvation relate to one another for Christians. Further is available here: www.bbc.co.uk/bitesize/guides/z683rwx/revision/6
- ✓ Jesus is an important and historical figure to Christians. Further information is available here: www.bbc.co.uk/religion/religions/christianity/history/jesus_1.shtml
- ✓ Christians use the nativity story to influence their actions at Christmas, e.g., thankfulness and giving. An interesting and helpful article here: https://christskingdom.org/articles/thankful-character-christian/

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will

- ✓ Retell the Christmas story.
- ✓ Recognise that Christians believe Jesus was sent by God to be him in the flesh.
- ✓ Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
- ✓ Recognise the connection between Christmas and Easter.

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Theology

A. Where beliefs come from

Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text.

C. How beliefs relate to each other

Recognise that some beliefs connect together and begin to talk about these connections.

D. How beliefs shape the way believers see the world and each other

Give different examples of how _____ beliefs influence daily life

Year 2 – Living Things & their Habitats

National Curriculum Objectives

- **Explore and compare the difference between things that are living, dead and things that have never been alive.**
- **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.**
- **Identify and name a variety of plants and animals in their habitats, including micro habitats.**
- **Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food.**

Sticky Knowledge

- Some things are living, some were once living but now dead and some things never lived.
- There is variation between living things.
- Different animals and plants live in different places**.** Living things are adapted to survive in different habitats**.**
- Environmental change can affect plants and animals that live there**.**

Vocabulary

Living, dead, never alive, habitats, micro-habitats, food, food chain, leaf litter, shelter, seashore, woodland, ocean, rainforest, conditions, desert, damp, shade,

Key Scientists	Linked Texts
Terry Nutkins (TV Presenter) Liz Bonnin (Conservationist)	***The Gruffalo*** *(Julia Donaldson)* ***Meerkat Mail*** *(Emily Gravett)* ***No Place Like Home*** *(Jonathon Emmett)*

Prior Learning

In Early Years children should:

- **Comments and questions about the place they live or the natural world.**
- **Shows care and concern for living things and the environment.**
- **Can talk about things they have observed such as plants and animals.**
- **Notices features of objects in their environment.**
- **Comments and asks questions about their familiar world.**

Key Question(s)

- How to animals eat?
- Do all animals eat the same thing?
- Which animals hunt, and which animals are hunted? Why?
- What animals live in our school environment?
- How are animals and plants 'adapted' to live in their habitats
- Why do animals and plants like to live in different places?
- How do seasons affect our animals and plants?
- Which animals hibernate and why?
- Why do snails hibernate, but slugs do not?
- How to habitats change over our school year?

Future Learning

In Year 4 children will:

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment**.**
- Know and label the features of a river
- Recognise that environments can change and that this can sometimes pose danger to living things**.**

Teaching Ideas

<u>Comparative tests</u>	<u>Identify & Classify</u>	<u>Observation over time</u>	<u>Pattern Seeking</u>	<u>Research</u>	<u>BIG Question – Assessment Opportunity</u>
Which pets are the easiest to look after? **Is there the same level of light in the evergreen wood compared with the deciduous wood?**	How would you group these plants and animals based on what habitat you would find them in?	How does the school pond change over the year?	What conditions do woodlice prefer to live in? Which habitat do worms prefer – where can we find the most worms?	How are the animals in Australia different to the ones that we find in Britain? How does the habitat of the Arctic compare with the habitat of the rainforest? What ideas did botanist Arthur Tansley have about habitats in 1935?	Why do different animals live in different places?

How can recycled materials be used to create sculptures? Old sculptures were typically created from stone, wood, clay and bronze casting. New sculptures can be made from a range of different materials. Many famous artists use recycled materials to create sculptures.	• Know that there are different types of sculpture. • Know about the work of Andy Goldsworthy.	• To explore arrangements using natural materials. • To twist, knot, tie, intertwine and construct using natural materials. • To observe and use colours, textures, shapes and patterns in natural materials. • Work with others to create a group piece of artwork using natural materials. • Communicate reasons, thoughts, observations and feelings about work created. • Explore and experiment with other sculpting materials.

Key Vocabulary	Reference Images	End Goal
Sculpture Natural materials Twist Knot Tie Intertwine Colours Shapes Patterns	     	Know about famous sculptors who used natural materials. Can recall how they have created a sculpture using natural materials. **Artist References** **Andy Goldsworthy**  **Heather Jansch** 

Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 2.4
Questioning

Key Learning

- To learn about data handling tools that can give more information than pictograms.
- To use yes/no questions to separate information.
- To construct a binary tree to identify items.
- To use 2Question (a binary tree database) to answer questions.
- To use a database to answer more complex search questions.
- To use the Search tool to find information.

Key Resources

2Count

2Investigate

2Question

Key Vocabulary

Binary Tree
A simple way of sorting information into two categories.

Data
A collection of information, used to help answer questions.

Database
A computerised system that makes it easy to search, select and store information.

Field
A single piece of data in a database which makes up a record.

Pictogram
A diagram that uses pictures to represent data.

Question
A sentence written or spoken to find information.

Record
An item in a database with a variety of information about a specific entry.

Search
Looking for specific information. On a database, you can use the 'Find' tool.

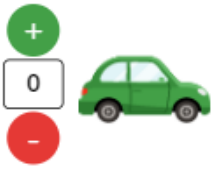
Sort
Put things together by features they have in common.

Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 2.4
Questioning

Key Images

Open, close or share information



Enter data into a pictogram

Add or delete columns in a pictogram

Add a question to sort the information in a binary tree

Give a name to the binary tree

Find information in a database

Sort, group and arrange information in a database

Key Questions

How does a Pictogram show information?

On a pictogram, data is represented by pictures. Pictograms are set out in the same way as bar charts, but instead of bars they use columns of pictures to show the numbers involved.

How is information organised in a binary tree?

On a binary tree information is organised through a series of questions that can only be answered 'yes' or 'no'. Eventually only one item is left in the category which forms the end of a branch of the binary tree.

How can a database help organise information?

A database is a way of storing information in such a way that it can easily be searched. Databases are designed to hold lots of information that would be difficult to search without using a computer.

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Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 2.6
Creating Pictures

Key Learning

- To learn the functions of the 2Paint a Picture tool.
- To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir).
- To recreate Pointillist art and look at the work of pointillist artists such as Seurat.
- To learn about the work of Piet Mondrian and recreate the style using the lines template.
- To learn about the work of William Morris and recreate the style using the patterns template.
- To explore surrealism and eCollage.

Key Resources

2Paint a Picture

Key Vocabulary

Art
A visual form of creative activity and imagination.

Palette
Within computer graphics, this is the range of colours or shapes available to the user.

Style
A particular way in which something looks or is formed.

Fill
Causing an area to become full, in this case, of colour.

Pointillism
Pointillism was a development of impressionism. It was invented mainly by George Seurat and Paul Signac. Pointillist paintings are created by using small dots in different colours to build up the whole picture. Colours are placed near each other rather than mixed.

Impressionism
The impressionist movement began in the 1860s and became most popular in the 1870s and 1880s. It differed from the common art of the time because it wasn't religious art, showing scenes from religious stories or speci ic events, but was just intended to capture a scene at a moment. The art gave an 'impression' of the scene.

Surrealism
Explored the subconscious areas of the mind. The artwork often made little sense as it was usually trying to depict a dream or random thoughts.

Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 2.6
Creating Pictures

Key Images

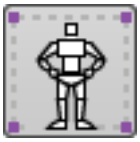
Choose the style you want to paint in

Open, Save and Share your picture

Choose a background for your picture

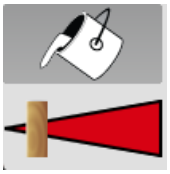
Undo and redo

Zoom in and Zoom out



Outline options

Eraser and colour palettes



Fill tool and pen thickness

Key Questions

What are the main features of Impressionism?

Impressionism is a style of painting that focuses on the effects of light and atmosphere on colours and forms. Impressionist artists often used broken brush strokes.

What are the main features of Pointillism?

Pointillism is a painting technique developed by the artist George Seurat. It involves using small, painted dots to create areas of colour that together form a pattern or picture.

What are the main features of Surrealism?

Surrealistic art is characterized by dream-like visuals, the use of symbolism and collage images. Several prominent artists came from this movement, including Renee Magritte, Salvador Dali, and Max Ernst.

Addition and Subtraction

Knowledge Organiser

Key Vocabulary

- Add
- Total
- Make
- Plus
- Sum
- More
- Altogether
- Difference
- Leave
- Subtract
- Difference between
- Less
- Minus
- Take away
- Mentally, Orally
- Column Addition
- Column Subtraction
- Estimate
- Inverse operation
- Solve problems
- Number facts
- Place Value

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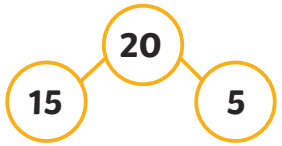
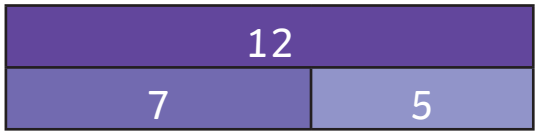
Addition and Subtraction Bonds to 20

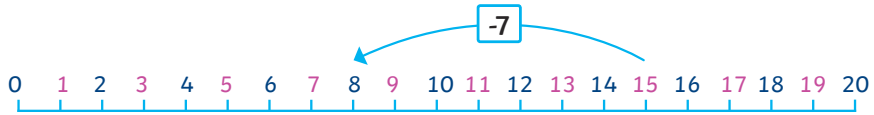


15 + 5 = 20
20 – 5 = 15
20 – 15 = 5



7 + 5 = 12
12 – 5 = 7
12 – 7 = 5

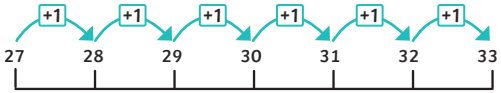
4 + 3 = 7



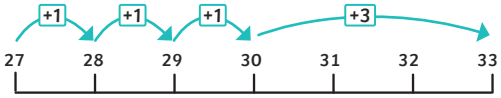
15 – 7 = 8

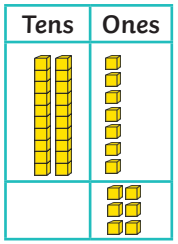
Methods

Add 2-digit and 1-digit

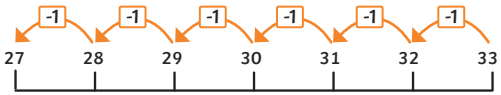


27 + 6 = 33

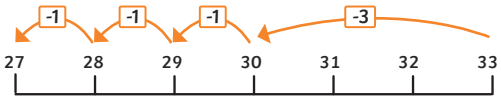


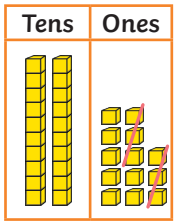


Subtract 1-digit from 2 digit



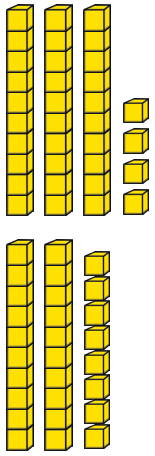
33 - 6 = 27





Add 2-digit numbers

34 + 28 = 62



3 tens and 4 ones

add

2 tens and 8 ones

equals

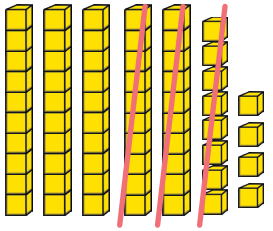
5 tens and 12 ones

becomes

6 tens and 2 ones

Subtract 2-digit numbers

62 – 28 = 34



6 tens and 2 ones becomes

5 tens and 12 ones subtract

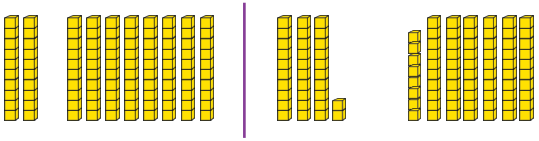
2 tens and 8 ones equals

3 tens and 4 ones

Addition and Subtraction Bonds to 100

2 + 8 = 10

so 20 + 80 = 100



32 + 68 = 100

3 tens and 2 ones + 6 tens and 8 ones

= 9 tens and 10 ones = 10 tens =one hundred

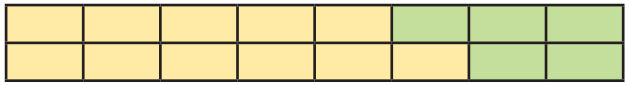
Addition and Subtraction

Knowledge Organiser

Mental Methods

Compare Number Sentences

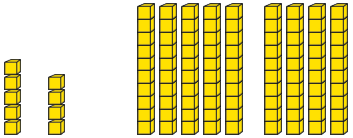
6 + 4 < 6 + 5



5 + 3 = 6 + 2

Related facts

5 + 4 = 9 so 50 + 40 = 90



Add 3 1-digit numbers

9 + 5 + 3 = 17

More or Less/ Add and Subtract 1s and 10s

Add and subtract 1s

24 + 1 = 25

24 + 2 = 26

24 + 3 = 27

24	25	26	27	28	29	30	31

37 – 1 = 36

37 – 2 = 35

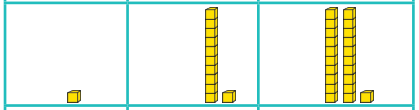
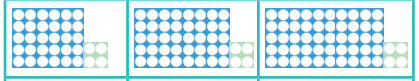
37 – 3 = 34

There are 7 flowers in a vase. One more is added. Now there are 8 flowers.

10 More or Less

30	40	50	60	70	80
47	57	67	77	87	97

The ones digit stays the same.

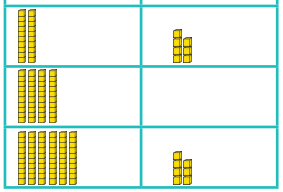
10 less	Number	10 more
		
1	11	21
		
34	44	54

Take care when crossing hundreds:

86	96	106	116

Add and Subtract 10s

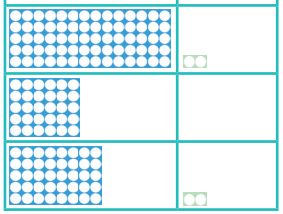
10	30	50	70	90
3	33	63	93	

Tens	Ones
	

27

+ 40

67

Tens	Ones
	

72

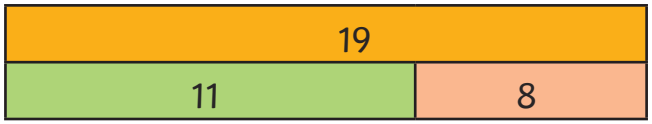
- 30

42

Crossing hundreds:

74	94	114	134

Check Calculations



19 – 8 = 11 can be checked using 8 + 11 = 19

32 + 5 = 82 x Spot that 5 tens have been added not 5 ones

28 – 26 = 12 x Spot that 28 and 26 are very close together, so difference won't be 12.

37 – 4 = 41 x Spot that if subtracting 4 the answer will be smaller.

68 – 40 = 64 x Spot that 4 ones have been subtracted and not 4 tens.