






## Adapted Jigsaw PSHE planning

Year 2	Knowledge	Social and emotional skills
 Be Ready	<ul style="list-style-type: none"><li>• I feel special and safe at school</li><li>• Safe and fair learning</li><li>• make choices about my own behaviour because I understand how rewards and consequences feel</li><li>• Consider why manners are important</li></ul>	<ul style="list-style-type: none"><li>• know what I value most about my school and can identify my hopes for this year</li><li>• I understand that I have the responsibility to follow the classroom rules</li><li>• understand that my actions and words affect me and others</li></ul>
 Be respectful	<p>This half term the children will discuss what the school vision and what the school culture is. They will be thinking of what they want to achieve during the year and setting goals which are both personal and academic. They will think about what they need to do in order to achieve these goals and predict how they feel when they achieve these goals. They will discuss how all children have a right to education and they are responsible for ensuring these rights are met. Children will discuss the school rules and the rewards and consequences. They will also discuss</p>	
 Be responsible	<p><b>Vocabulary:</b> Goals, rights, responsibilities, rules, choices, rewards, consequence, manners, polite</p>	

# Year 2 Religious Education Knowledge Organiser

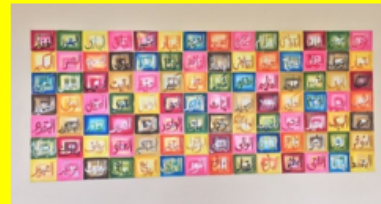
## Unit 1 Who is a Muslim and how do they live?

Religious Education explores big questions about life, to find out what people believe and what difference this makes to how they live.



### Key Theological Vocabulary

- **Muslim** a follower of the religion of Islam
- **Shahadah** the statement that Muslims say to show what they believe about God
- **God/Allah** A divine/holy being/leader that is important in the lives of Muslims
- **Qur'an** Muslim holy book
- **Prophet Muhammad (PBUH-peace be upon him)** Religious leader/prophet of Allah who received the words of the Qur'an
- **99 names of God :**



### What we will learn

#### *Making sense of belief*

- Recognise the words of the Shahadah and that it is very important for Muslims
- Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean
- Give examples of how stories about the Prophet show what Muslims believe about Muhammad

#### *Making connections*

- Think, talk about and ask questions about Muslim beliefs and ways of living
- Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
- Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too

#### *Understanding Impact*

- Give examples of how Muslims use the Shahadah to show what matters to them
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- Give examples of how Muslims put their beliefs about prayer into action.

- Click to add title

- Shahadah

**THE TESTIMONY OF FAITH**  
THE GATEWAY TO ISLAM

"I testify that there is no god but Allah, and I testify that Muhammad is the messenger of Allah."

In Arabic, it reads:

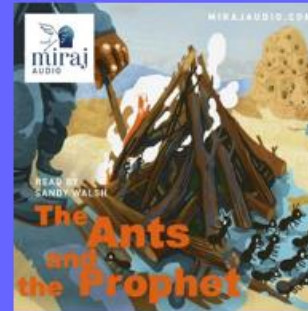
أَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ مُحَمَّدٌ رَسُولُ اللَّهِ

which sounds like this:

ASH-HADU ALLA ILAHA ILLA ALLAH,  
WA ASH-HADU ANNA MUHAMMADAN RASOOLU ALLAH.

This is the testimony of faith that one needs to pronounce in order to embrace Islam; it sums up the truth, beauty, and simplicity of Islam.

- Prophet Muhammad (PBUH)



Key Vocabulary	
<b>life processes</b>	These are the things that all <b>living</b> things do. They move, breathe, sense, grow, make babies, get rid of waste and get their energy from food.
<b>living</b>	Things that are <b>living</b> have all the <b>life processes</b> .
<b>dead</b>	Things that are <b>dead</b> were once <b>living</b> . They did have all the <b>life processes</b> but don't now.
<b>never living</b>	Things made out of metal, plastic or rock were <b>never living</b> . They never had the <b>life processes</b> .
<b>food chain</b>	A <b>food chain</b> shows how each animal gets its food. <b>Food chains</b> are one of the ways that <b>living</b> things <b>depend</b> on each other to stay alive.
<b>food sources</b>	This is the place a <b>living</b> thing's food comes from.
<b>habitat</b>	A <b>habitat</b> is the natural place something lives. A <b>habitat</b> provides <b>living</b> things with everything they need to <b>survive</b> such as food, shelter and water.
<b>microhabitat</b>	A <b>microhabitat</b> is a very small <b>habitat</b> in places like under a rock, under leaves or on a branch. Minibeasts live in <b>microhabitats</b> . The <b>microhabitats</b> have everything they need to <b>survive</b> .
<b>depend</b>	Many <b>living</b> things in a <b>habitat</b> <b>depend</b> on each other. This means they need each other for different things.
<b>survive</b>	This means to stay alive.

**Key Knowledge**



living





dead





never living


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


















**Examples of habitats:**




woodland




urban




coastal




rainforest




arctic




desert



ocean



river



mountain


**Key Skills (Working Scientifically)**

Identifying and classifying


Using observations (using simple equipment) to answer questions

## Year 2 'Living things and their habitats' Knowledge Organiser


**Examples of microhabitats:**




short grass




flowers



inside rotting wood



under leaves



in and on soil

# Year 2 – IT Around Us

## Key Vocabulary for the unit:

Computer – an electronic device for working with information.

File – a resource for storing information

Icon – a graphic symbol on a computer display screen that represents an app, an object (such as a file), or a function (such as the command to save)

Information technology – is a term that encompasses all forms of technology used to create, store, exchange, and use information in its various forms

Keyboard – allows a person to enter letters, numbers, and other symbols (these are called characters) into a computer.

Mouse – a small movable device that is connected to a computer

SMART rules – Our online safety rules. Smart, Meet, Accepting, Reliable, Tell.

Technology – is anything made by people to help us

Type – to write something or enter data into a computer by way of a keyboard

## Key Knowledge for the unit:

1. To close your word processor use the x in the top right corner.
2. Click 'Save...' if it asks you to save!
3. Remember to log off correctly.
4. Click the left button on the mouse at the same time as moving the mouse to drag and select the text.
5. Use both hands to type
6. Caps lock turns capital letters on or off
7. If you are unsure of anything when you are on a computer, always ask a reliable adult for help.
8. Technology is used outside the classroom as well as inside the classroom.

## Useful diagrams for the unit:

