

# Year 2 Knowledge Organiser – Me and My Relationships



| Pre assessment completed  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                             |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|                           | Learning outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Key vocabulary                                                              |
| 1                         | <p><i>Our ideal classroom</i></p> <ul style="list-style-type: none"> <li>I can suggest actions that will contribute positively to the life of the classroom</li> <li>I can make and undertake pledges based on those actions</li> </ul>                                                                                                                                                                                                                                                                                                                                            | happy<br>safe<br>caring<br>friendly                                         |
| 2                         | <p><i>How are you feeling today?</i></p> <ul style="list-style-type: none"> <li>I can use a range of words to describe feelings</li> <li>I can recognise that people have different ways of expressing their feelings</li> <li>I can identify helpful ways of responding to other's feelings</li> </ul>                                                                                                                                                                                                                                                                            | feelings<br>showing feelings<br>help                                        |
| 3                         | <p><i>Let's all be happy!</i></p> <ul style="list-style-type: none"> <li>I can recognise, name and understand how to deal with feelings (e.g. anger, loneliness)</li> <li>I can explain where someone could get help if they were being upset by someone else's behaviour</li> </ul>                                                                                                                                                                                                                                                                                               | feelings<br>help                                                            |
| 4                         | <p><i>Being a good friend</i></p> <ul style="list-style-type: none"> <li>I can recognise that friendship is a special kind of relationship</li> <li>I can identify some of the ways that good friends care for each other</li> </ul>                                                                                                                                                                                                                                                                                                                                               | friendly<br>friendship<br>kind<br>unkind<br>include<br>safe<br>unsafe       |
| 5                         | <p><i>Types of bullying</i></p> <ul style="list-style-type: none"> <li>I can explain the difference between bullying and isolated unkind behaviour</li> <li>I can recognise that there are different types of bullying and unkind behaviour</li> <li>I can understand that bullying and unkind behaviour are both unacceptable ways of behaving</li> <li>I can understand that bullying can happen online, as well as in person, and to know what to do if this happens</li> <li>I can understand that I should not share images of myself or others without permission</li> </ul> | bullying<br>repeated<br>online bullying<br>loneliness<br>respect            |
| 6                         | <p><i>Don't do that!</i></p> <ul style="list-style-type: none"> <li>I can understand and describe strategies for dealing with bullying</li> <li>I have rehearsed and demonstrated some of these strategies</li> <li>I understand that there are different types of bullying, including online</li> </ul>                                                                                                                                                                                                                                                                           | bullying<br>help<br>don't do that<br>online bullying<br>aggressor<br>target |
| Post assessment completed |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                             |

# Year 2 Knowledge Organiser – Valuing Difference



| Pre assessment completed  |                                                                                                                                                                                                                                                                                                                                                                                  |                                                      |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
|                           | Learning outcomes                                                                                                                                                                                                                                                                                                                                                                | Key vocabulary                                       |
| 1                         | <p><i>What makes us who we are?</i></p> <ul style="list-style-type: none"> <li>I can identify some of the physical and non-physical differences and similarities between people</li> <li>I know and use words and phrases that show respect for other people</li> </ul>                                                                                                          | unique<br>respect                                    |
| 2                         | <p><i>My special people</i></p> <ul style="list-style-type: none"> <li>I can identify people who are special to me</li> <li>I can explain some of the ways those people are special to me</li> </ul>                                                                                                                                                                             | special people<br>help                               |
| 3                         | <p><i>How do we make others feel?</i></p> <ul style="list-style-type: none"> <li>I can recognise and explain how a person's behaviour can affect other people</li> </ul>                                                                                                                                                                                                         | feelings<br>behaviour<br>calm<br>aggressive<br>solve |
| 4                         | <p><i>When someone is feel left out</i></p> <ul style="list-style-type: none"> <li>I can explain how it feels to be part of a group</li> <li>I can explain how it feels to be left out from a group</li> <li>I can identify groups I am a part of</li> <li>I can suggest and use strategies for helping someone who is feeling left out</li> </ul>                               | feelings<br>cooperate                                |
| 5                         | <p><i>An act of kindness</i></p> <ul style="list-style-type: none"> <li>I can recognise and describe acts of kindness and un-kindness</li> <li>I can explain how these impact on other people's feelings</li> <li>I can suggest kind words and actions I can show to others</li> <li>I can show acts of kindness to others in school</li> </ul>                                  | kind<br>kindness<br>unkind<br>feelings               |
| 6                         | <p><i>Solve the problem</i></p> <ul style="list-style-type: none"> <li>I can demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted)</li> <li>I can suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships</li> </ul> | listening<br>being listened to<br>problem<br>listen  |
| Post assessment completed |                                                                                                                                                                                                                                                                                                                                                                                  |                                                      |

# Year 2 Knowledge Organiser – Keeping Safe



| Pre assessment completed  |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                         |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
|                           | Learning outcomes                                                                                                                                                                                                                                                                                                                                                                                          | Key vocabulary                                          |
| 1                         | <p><i>Harold's picnic</i></p> <ul style="list-style-type: none"> <li>I can understand that medicines can sometimes make people feel better when they're ill</li> <li>I can give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell</li> <li>I can explain simple issues of safety and responsibility about medicines and their use</li> </ul> | <p>sleep<br/>medicines<br/>safety</p>                   |
| 2                         | <p><i>How safe would you feel?</i></p> <ul style="list-style-type: none"> <li>I can identify situations in which I might feel safe or unsafe</li> <li>I can suggest actions for dealing with unsafe situations including who I could ask for help</li> </ul>                                                                                                                                               | <p>safe<br/>unsafe<br/>feelings<br/>worried</p>         |
| 3                         | <p><i>What should Harold say?</i></p> <ul style="list-style-type: none"> <li>I can identify situations in which I would need to say 'Yes', 'No' 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe</li> </ul>                                                                                                                                                                       | <p>safe<br/>unsafe<br/>feelings<br/>getting help</p>    |
| 4                         | <p><i>I don't like that!</i></p> <ul style="list-style-type: none"> <li>I can recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation</li> <li>I can identify the types of touch they like and do not like</li> <li>I can identify who I can talk to if someone touches me in a way that makes me feel uncomfortable</li> </ul>      | <p>feelings<br/>touch</p>                               |
| 5                         | <p><i>Fun or not?</i></p> <ul style="list-style-type: none"> <li>I can recognise that some touches are not fun and can hurt or be upsetting</li> <li>I know that I can ask someone to stop touching me</li> <li>I can identify who I can talk to if someone touches me in a way that makes me feel uncomfortable</li> </ul>                                                                                | <p>touch<br/>hurt</p>                                   |
| 6                         | <p><i>Should I tell?</i></p> <ul style="list-style-type: none"> <li>I can identify safe secrets (including surprises) and unsafe secrets</li> <li>I can recognise the importance of telling someone I trust about a secret which makes me feel unsafe or uncomfortable</li> </ul>                                                                                                                          | <p>surprise<br/>secret<br/>safe<br/>unsafe<br/>tell</p> |
| Post assessment completed |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                         |

# Year 2 Knowledge Organiser -Rights and Respect



| Pre assessment completed  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                         |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
|                           | Learning outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Key vocabulary                                          |
| 1                         | <p><i>Getting on with others</i></p> <ul style="list-style-type: none"> <li>I can describe and record strategies for getting on with others in the classroom</li> </ul>                                                                                                                                                                                                                                                                                                                      | responsibility<br>help<br>share<br>take turns<br>listen |
| 2                         | <p><i>When I feel like erupting</i></p> <ul style="list-style-type: none"> <li>I can explain, and be able to use, strategies for dealing with impulsive behaviour</li> </ul>                                                                                                                                                                                                                                                                                                                 | feelings<br>control<br>erupt                            |
| 3                         | <p><i>Feeling safe</i></p> <ul style="list-style-type: none"> <li>I can identify special people in the school and community who can help to keep me safe</li> <li>I know how to ask for help</li> </ul>                                                                                                                                                                                                                                                                                      | safe<br>unsafe<br>uniform<br>ask for help               |
| 4                         | <p><i>Playing games</i></p> <ul style="list-style-type: none"> <li>I can think about the benefits and the risks of the internet</li> <li>I can recognise ways to stay safe online</li> <li>I know that talking to strangers online is a risk</li> <li>I understand that we should never share personal information online</li> </ul>                                                                                                                                                         | gamer<br>personal information<br>internet<br>risk       |
| 5                         | <p><i>Harold saves for something special</i></p> <ul style="list-style-type: none"> <li>I can understand that people have choices about what they do with their money</li> <li>I know that money can be saved for a use at a future time</li> <li>I can explain how I might feel when I spend money on different things</li> </ul>                                                                                                                                                           | money<br>spending<br>saving<br>digital payments         |
| 6                         | <p><i>How can we look after our environment?</i></p> <ul style="list-style-type: none"> <li>I can identify what I like about the school environment</li> <li>I can identify any problems with the school environment (e.g. things needing repair)</li> <li>I can make suggestions for improving the school environment</li> <li>I can recognise that it's everyone's job - including all adults and children - to respect and therefore help to look after the school environment</li> </ul> | environment<br>responsibility                           |
| Post assessment completed |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                         |



| Pre assessment completed  |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                           |                                                        |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------|
|                           | Learning outcomes                                                                                                                                                                                                                                                                                                                                                                                                               | Key vocabulary                                                                            |                                                        |
| 1                         | <p><i>You can do it!</i></p> <ul style="list-style-type: none"> <li>I can explain the stages of the learning line showing an understanding of the learning process</li> <li>I can help myself and others develop a positive attitude that support my wellbeing</li> <li>I can identify and describe where I am on the learning line in a given activity and apply its positive mindset strategies to my own learning</li> </ul> | practice<br>encourage<br>challenge<br>goal<br>achieve                                     |                                                        |
| 2                         | <p><i>My day</i></p> <ul style="list-style-type: none"> <li>I can understand and give examples of things I can choose myself and things that others choose for me</li> <li>I can explain things that I like and dislike, and understand that I have choices about these things</li> <li>I can understand and explain that some choices can be either healthy or unhealthy and can make a difference to my own health</li> </ul> | choose<br>choices<br>healthy<br>unhealthy                                                 |                                                        |
| 3                         | <p><i>Harold's postcard – helping us keep clean and healthy</i></p> <ul style="list-style-type: none"> <li>I can explain how germs can be spread</li> <li>I can describe simple hygiene routines such as hand washing</li> <li>I can understand that vaccinations can help to prevent certain illnesses</li> </ul>                                                                                                              | vaccination<br>injection<br>disease<br>hygiene<br>germs                                   |                                                        |
| 4                         | <p><i>Harold's bathroom</i></p> <ul style="list-style-type: none"> <li>I can explain the importance of good dental hygiene</li> <li>I can describe simple dental hygiene routines</li> </ul>                                                                                                                                                                                                                                    | teeth<br>dental<br>hygiene                                                                |                                                        |
| 5                         | <p><i>What does my body do?</i></p> <ul style="list-style-type: none"> <li>I can name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain)</li> <li>I can describe how food, water and air get into the body and blood</li> </ul>                                                                                                                                                        | brain<br>heart<br>lungs<br>stomach<br>small intestine<br>large intestine<br>food<br>water |                                                        |
| 6                         | <p><i>Basic first aid</i></p>                                                                                                                                                                                                                                                                                                                                                                                                   | first aid<br>risk<br>acci-<br>dent<br>danger                                              | hazard<br>kettle<br>safe<br>burn<br>scald<br>emergency |
| Post assessment completed |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                           |                                                        |

# Year 2 Knowledge Organiser – Growing and Changing



| Pre assessment completed  |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                              |                                                                                                           |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
|                           | Learning outcomes                                                                                                                                                                                                                                                                                                                                                                                                       | Key vocabulary                                                                                                               |                                                                                                           |
| 1                         | <p><i>A helping hand</i></p> <ul style="list-style-type: none"> <li>I can demonstrate simple ways of giving positive feedback to others</li> </ul>                                                                                                                                                                                                                                                                      | help<br>support<br>supportive                                                                                                |                                                                                                           |
| 2                         | <p><i>Sam moves house</i></p> <ul style="list-style-type: none"> <li>I can recognise the range of feelings that are associated with losing (and being reunited) with a person I am close to</li> </ul>                                                                                                                                                                                                                  | growing<br>food<br>rest<br>sleep<br>care                                                                                     | learning<br>change<br>forward<br>looking<br>making<br>choices<br>asking per-<br>mission                   |
| 3                         | <p><i>Haven't you grown!</i></p> <ul style="list-style-type: none"> <li>I can identify different stages of growth (e.g. baby, toddler, child, teenager, adult)</li> <li>I understand and describe some of the things that people are capable of at these different stages</li> </ul>                                                                                                                                    | caring<br>love<br>needs<br>attention<br>help                                                                                 | penis<br>testicles<br>scrotum<br>vulva<br>nipples                                                         |
| 4                         | <p><i>My body, your body</i></p> <ul style="list-style-type: none"> <li>I can identify which parts of the human body are private</li> <li>I can explain that a person's genitals help them to make babies when they are grown up</li> <li>I understand that humans mostly have the same body parts but that they can look different from person to person</li> </ul>                                                    | unique<br>special<br>penis<br>scrotum<br>vulva<br>nipples<br>private parts<br>my body is<br>mine (body<br>autonomy)<br>sperm | eggs<br>ovaries<br>womb<br>pregnancy<br>bottom<br>testicles<br>vagina<br>anus<br>breasts<br>breastfeeding |
| 5                         | <p><i>Respecting privacy</i></p> <ul style="list-style-type: none"> <li>I can explain what privacy means</li> <li>I know that you are not allowed to touch someone's private belongings without their permission</li> <li>I give examples of different types of private information</li> </ul>                                                                                                                          | genitals<br>penis<br>vulva                                                                                                   | private<br>privacy<br>consent<br>permission                                                               |
| 6                         | <p><i>Some secrets should never be kept</i></p> <ul style="list-style-type: none"> <li>I can identify how inappropriate touch can make someone feel</li> <li>I understand that there are unsafe secrets and secrets that are nice surprises</li> <li>I can explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop</li> </ul> | genitals<br>penis<br>vulva<br>private<br>private<br>parts<br>consent                                                         | permission<br>secret<br>unsafe<br>uncomfort-<br>able<br>tell<br>someone<br>you trust                      |
| Post assessment completed |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                              |                                                                                                           |