Knowledge Organiser Year 2 St Mary's Swanage

Spring Term 2023







Art Y2 Spring Term **Drawing/Painting/Collage**

Prior Knowledge: Drawing / Painting

- Know about the work of a range of artists
- Know how to use texture when drawing
- Developed drawing beyond stickmen type representations
- Know how to work from observation and imagination. **Collage:**
- Know how to impress and apply simple decoration. • Know how to use glue and paste carefully.
- Know how to cut shapes using scissors.

Key Knowledge: Drawing/Painting

- Explore the work of a range of artists
- Understand proportion in drawing human figures
- Know how to produce a growing range of patterns and textures with a single pencil. • Know how to use a range of tones using a single pencil.
- Collage
- Know how to work from direct observation and imagination.
- Know how to cut a variety of shapes to complete a composition.
- Know how to investigate texture with paper
- Know how to use a range of decorative techniques





- Produce creative work
- Become proficient in drawing and painting
- Evaluate and analyse
- Know about great artists.



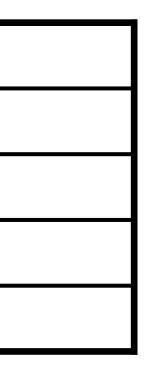
Vocabulary Joins

3D

Hatching

Scribble Stippling

Blending







Computing Y2 Spring Term Creating media - Making music

Prior Knowledge:

Digital writing:

Using a computer to create and format text, before comparing to writing non-digitally.

Key Knowledge

Making music:

- To know that humans make music.
- To identify that there are patterns in music.
- I know that music is a sequence of notes.



National Curriculum Aims

- Understand computer science.
- Analyst problems and write computer programs to solve them.
- Evaluate information technology.
- Will be a responsible, competent and creative user of ICT.

• To know how to use a computer to create music for a purpose.

Vocabulary Rhythm Melody Composition Media Patterns Notes sequence

er		
b		



Computing Y2 Spring Term Data and Information - Pictograms

Prior Knowledge:

Grouping data: Exploring object labels, then using them to sort and group objects by properties

Key Knowledge Pictograms:

- I know how to use a tally chart to collect data.
- To know that people and animals can be described by different attributes.
- To know how to show and present data in pictogram form.
- To know some information that should not be shared.



National Curriculum Aims

- Understand computer science.
- Analyst problems and write computer programs to solve them.
- Evaluate information technology.
- Will be a responsible, competent and creative user of ICT.

Vocabulary Properties Sort Attribute Data Tally Chart Pictogram E-safety





DT Y2 Spring Term Preparing food and vegetables

Prior Knowledge:

• Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.

• Experience of cutting soft fruit and vegetables using appropriate utensils.

Key Knowledge

- grown at home.

Vocabularv



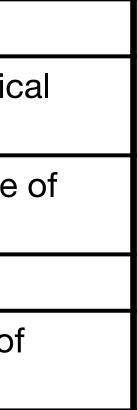
fruit and vegetable names, names of equipment and utensils sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria

National Curriculum Aims

- Develop creative, technical and practical expertise.
- Design and make products for a range of users.
- Evaluate my designs.
- Understand and apply the principles of nutrition and learn how to cook.

• Understand where a range of fruit and vegetables come from e.g. farmed or

• Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. Know and use technical and sensory vocabulary relevant to the project.





English Y2 Spring Ter

Reading

- read accurately by blending the sounds in words that cont the graphemes taught so far, especially recognising alterna for graphemes; checking the text makes sense as they read
- discuss the sequence of events in books and how items of information are related
- making inferences on the basis of what is being said and d
- answering and asking questions
- predicting what might happen on the basis of what has be
- participate in discussion about books taking turns and liste others say
- explain and discuss their understanding of books, poems material

Writing

- writing for different purposes: narratives about personal e and those of others (real and fictional); real events; biogra letters, diaries
- planning and writing down ideas and/or key words
- make simple additions, revisions and corrections to their on by evaluating their writing with the teacher and other pup
- re-reading to check that their writing makes sense and the indicate time are used correctly and consistently, including continuous form
- proof-reading to check for errors in spelling, grammar and



	National Curriculum Aim
rm	Promote high standards of language and literacy by equipping pupils with a strong command of the spo and written word, and to develop their love of literat through widespread reading for enjoyment.
ntain native sounds ad. of done een read tening to what	 Spoken Word use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, role play, improvisations and debate gain, maintain and monitor the interest of the listener(s)
experiences raphies, own writing upils nat verbs to ng verbs in the	







Geography Y2 Spring Term Hot & Cold Places

Prior Knowledge:

• Familiarity with globes and atlases

Key Knowledge

- South Poles
- know the features of some hot and cold places
- regions.

Vocabulary

Coral reef, desert, habitat, hibernate, iceberg Amazon Rainforest, Atacama, Desert, Australia, Brazil, Canada, China, Egypt, France, India, Kenya, Lusaka, Madagascar, Mexico, Norway, Peru, Sahara, Desert, South, Africa, Southern, Africa, Spain, United, States, of, America,

Antarctic Circle, Arctic Circle, eastern, The Equator, hemisphere, North Pole, South Pole, southern, western



National Curriculum Aims

Develop knowledge of globally signifiant places.

Understand key physical and human geographical features of the world.

Carry out a range of fieldwork

Interpret information from a range of sources.

• use globes and atlases – and annotate maps – to identify the world's hot and cold regions, • identify the location of hot and cold areas of the world in relation to the Equator and the North and

• use appropriate vocabulary for continents and oceans, and for describing hot and cold regions

• make use of the four main compass points when describing the location of these key locations and





History Y2 Spring Ter Florence Nightingale, Mary Sea and Edith Cavell

Prior Knowledge:

- Previous studies of significant individuals: Grace Darling, Elizabeth I and Queen Victoria
- Know some aspects of Victorian society (e.g. innovations, role of women, key laws, monarch and her family)

Key Knowledge

- know what a nurse is and what they do today.
- make links between nurses in the past and today, making links with the impact of the work of the three women.
- know when Florence Nightingale, Mary Seacole and Edith Cavell lived and in which wars they served.
- know why each woman was special and significant in what she achieved and did, and why that was so important.
- identify similarities and differences between the three women.
- give valid reasons why we should remember the three women today.
- know that we can find out about the past looking at primary sources and what these may be.
- know that the past is represented in different ways: statues; plaques; stained glass windows; commemorative stamps, plates, coins.
- know that something can be significant to different groups of people at different times.
- know that attitudes (e.g. towards women/race) can change over time.



	National Curriculum Aims	Vocabulary
	Know chronology of topic studied.	significant national
	Understand significant events.	equality
	Understand historical terms.	change
acole	Understand historical concepts and use them to make connections.	impact nurse Soldiers
	Understand and take part in historical enquiry.	battle patients Crimean War
		empire

Scutari Turkey Russia Lady of the Lamp injured disease wounds infection pestle and mortar Jamaica herbal remedies prejudice First World War / World War One Allies escape arrest treason execution patriot plaque memorial





National Curriculum Aims Vocabulary iceberg Know chronology of topic studied. first, second, third Understand significant events. **History Y2 Spring Term** class Understand historical terms. passengers Understand historical concepts and use The Sinking of the Titanic lifeboat them to make connections. lifejacket Understand and take part in historical unsinkable enquiry. survivors White Star Line

Prior Knowledge:

- Significant event: Great Fire of London
- Analysis of primary sources to find out about the past

Key Knowledge

- know that marine travel has changed over time (materials ships are made from; size; technology; power source) and that this has affected how far and fast ships can travel.
- know when the Titanic sank and how it happened.
- Know what was special about the Titanic.
- know there was a difference in social classes reflected in the experiences of first and third class passengers.
- give reasons why more people were not saved.
- know what the impact of the sinking of Titanic and how it affected subsequent international marine travel in terms of safety measures.



migrants emigrate Atlantic Ocean telegraph Morse Code maiden voyage enquiry





Maths Y2 Spring Term

Termly Overview			
1	Number - Multiplication and Division	Multiplication and division 2	
2	Statistics	Statistics	
3	Measurement	Length and height	
4	Geometry - properties of shape	Properties of shapes	
5	Number - fractions	Fractions	



National Curriculum Aims

Become fluent in the fundamentals of mathematics

Reason mathematically

Solve Problems



Music Y2 Spring Tern I wanna play in a band/Zootime

Prior Knowledge:

Performing

- Know how to use voices expressively to speak and chant.
- Know how to take part in singing songs and can copy sounds.
- Understand and perform short rhythmic patterns.

Composing

- Know how to use the voice to create different sounds; and play an instrument creating different s
- Know how to create and repeat short rhythmic and melodic patterns to create a sequence of sou
- Know how to notate sounds using pictures/ symbols.

Listening and appraising

- Respond to different moods in music saying how the music makes them feel.
- Know how to follow simple instructions about performing, such as when to play and sing.
- Know how to choose sounds to illustrate different moods.
- Recognise repeating patterns/ ideas when listening to music.

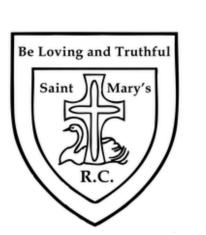
Key Knowledge

Performing

- Know how to follow a melody accurately when singing.
- Know how to perform with others- songs/ simple rhythmic patterns on an instrument.
- tempo.
- Know how to copy changes in pitch.

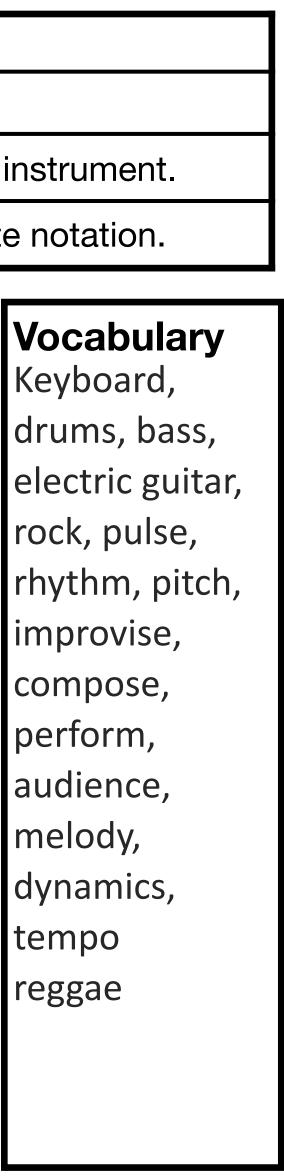
Composing

- Know how to make connections between notations and musical sounds.
- Know how to use symbols to represent sound and begin to order sounds into a structure (beginning, middle, end).
- Explore how to create music from different starting points- a poem/ picture/ story Listening and appraising
- Know how to suggest ways in which to improve their own work, recognising patterns/ ideas when listening to music.
- Know how to follow instructions about performing
- Know how to refine their listening skills and recognise particular elements of music



	National Curriculum Aims	
	Perform, listen to and evaluate a range of music.	
n	Learn to sing, crate and compose music and play an	instrument
	Understand how music is created and use appropria	te notation.
ļ		
sounds. Inds.		Vocabul Keyboard drums, ba electric ge rock, puls rhythm, p improvise compose, perform, audience,
		melody,

• Know how to maintain a steady pulse when performing simple patterns and are able to keep the beat whilst showing changes in



tempo

reggae



PE Y2 Spring Term **Dance – Explorers/Ball Skills Hands 2**

Prior Knowledge: Ball Skills

• Pupils will be able to dribble, pass and move with developing accuracy. They will combine these skills to score points.

Dance

• Pupils can move in relation to the music and respond with appropriate movements and actions. Pupils can ensure their movements are big and clear

Key Knowledge **Ball Skills**

- Dance



National Curriculum Aims

Develop competence in a broad range of physical activities.

Be physically active for sustained periods of time.

Engage in competitive sports and activities.

Lead healthy, active lives.

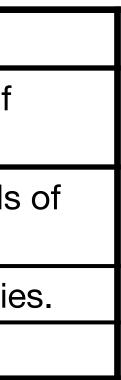
• Pupils will be able to throw accurately underarm and execute a developing understanding of overarm throwing, in order to beat an opponent.

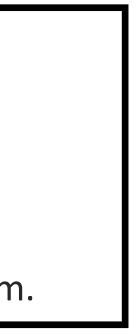
• Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear.

Vocabulary Ball Skills

Attacker, defender, space

Dance Control, expression, unison, rhythm.





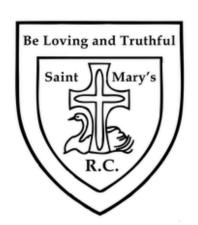


PHSE/RSE Y2 Spring Term Valuing Difference

Prior Knowledge:

- Know the differences between teasing, being unkind and bullying.
- Know that everyone is different.
- Know those who are special to me and can identify their qualities.
- I know how to show kindness towards others.

Key Knowledge



I know how I am similar and different to others. I know how mine and other's behaviour can affect others. • I know that an act of kindness impacts others. • I know how to show I am a good listener.

Vocabulary

respect, unique, behaviour, cooperate, kindness, listening





PHSE/RSE Y2 Spring Term Me and My Relationships

Prior Knowledge:

- I know how different feelings make my body feel.
- I know some strategies to help with 'not so good' feelings.
- I know that people's actions can hurt other's feelings and that they hurt God too.
- I know what special qualities my families and friends have which special people help to keep us safe

Key Knowledge

- if needed.



• I know the difference between feelings and actions and the differences between bullying, unkind behaviour, and teasing.

I know that choices I make have consequences and we should seek forgiveness if needed.

I know some strategies to help me deal with conflict and how to get help

I know what qualities a healthy friendship has.

Vocabulary

Caring, friendly, bullying, repeated, teasing, feelings actions, choice, consequence, forgive.





RE Y2 Spring Term Come and See

Themes	Topic	Title	Content
Local Church	Community	Books	The books used in Church
Eucharist	Relating	Thanksgiving	Mass a special time for saying thank you to God for everything, especially Jesus.
Lent/Easter	Giving	Opportunities	Lent; an opportunity to start anew in order to celebrate Jesus' new life.







Science Y2 Spring Uses of everyday materials

Prior Knowledge:

- Distinguish between an object and the material from which it is made. (Y1 Everyday n
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal materials)
- Describe the simple physical properties of a variety of everyday materials. (Y1 Everyda
- Compare and group together a variety of everyday materials on the basis of their simple **Everyday materials**)

Key Knowledge

paper and cardboard for particular uses.

• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.



Vocabulary

Names of materials – wood, metal, plastic, glas Properties of materials – as for Year 1 plus opa reflective, flexible, rigid Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching

	As a Scientist I will be:
	Develop scientific knowledge conceptual understanding
	Making Observations
	Engaging in Practical Activities
materials)	Recording and Presenting Evidence
al, water, and rock. (Y1 - Everyday	Evaluating and raising questions
day materials)	Communicating Findings
ple physical properties. (Y1 -	

• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock,

ss, brick, rock, paper, cardboard	
que, transparent and translucent, reflective, non-	

