

Knowledge Organiser

Year 2

St Mary's Swanage



Spring Term 2023



Art Y2 Spring Term

Drawing/Painting/Collage

National Curriculum Aims
• Produce creative work
• Become proficient in drawing and painting
• Evaluate and analyse
• Know about great artists.

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.

Vocabulary

Joins

3D

Hatching

Scribble

Stippling

Blending

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

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

National Curriculum Aims

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

Vocabulary

Rhythm
Melody
Composition
Media
Patterns
Notes
sequence

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.
- Analyse 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

- Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.
- 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.

Vocabulary

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.

English Y2 Spring Term

National Curriculum Aim

Promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Reading

- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds 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 done
- answering and asking questions
- predicting what might happen on the basis of what has been read
- participate in discussion about books taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material

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 debates
- gain, maintain and monitor the interest of the listener(s)

Writing

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

Grammar and Punctuation

- commas for lists and apostrophes for contracted forms and the possessive (singular)
- sentences with different forms: statement, question, exclamation, command
- the present and past tenses correctly and consistently including the progressive form

Geography Y2 Spring Term

Hot & Cold Places

Prior Knowledge:

- Familiarity with globes and atlases

National Curriculum Aims

Develop knowledge of globally significant places.

Understand key physical and human geographical features of the world.

Carry out a range of fieldwork

Interpret information from a range of sources.

Key Knowledge

- 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 South Poles
- use appropriate vocabulary for continents and oceans, and for describing hot and cold regions
- know the features of some hot and cold places
- make use of the four main compass points when describing the location of these key locations and 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

History Y2 Spring Term

Florence Nightingale, Mary Seacole and Edith Cavell

National Curriculum Aims

Know chronology of topic studied.

Understand significant events.

Understand historical terms.

Understand historical concepts and use them to make connections.

Understand and take part in historical enquiry.

Vocabulary

significant
national
equality
change
impact
nurse
Soldiers
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

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.**



History Y2 Spring Term

The Sinking of the Titanic

National Curriculum Aims

Know chronology of topic studied.

Understand significant events.

Understand historical terms.

Understand historical concepts and use them to make connections.

Understand and take part in historical enquiry.

Vocabulary

iceberg

first, second, third class

passengers

lifeboat

lifejacket

unsinkable

survivors

White Star Line

migrants

emigrate

Atlantic Ocean

telegraph

Morse Code

maiden voyage

enquiry

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.**

Maths Y2 Spring Term

National Curriculum Aims
Become fluent in the fundamentals of mathematics
Reason mathematically
Solve Problems

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

Music Y2 Spring Term

I wanna play in a band/Zootime

National Curriculum Aims

Perform, listen to and evaluate a range of music.

Learn to sing, create and compose music and play an instrument.

Understand how music is created and use appropriate notation.

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 sounds.
- Know how to create and repeat short rhythmic and melodic patterns to create a sequence of sounds.
- 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.

Vocabulary

Keyboard,
drums, bass,
electric guitar,
rock, pulse,
rhythm, pitch,
improvise,
compose,
perform,
audience,
melody,
dynamics,
tempo
reggae

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

PE Y2 Spring Term

Dance – Explorers/Ball Skills Hands 2

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.

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

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

Dance

- 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

- 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 if needed.
- 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 materials)
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials)
- Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials)
- Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials)

Key Knowledge

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

Properties of materials – as for Year 1 plus opaque, transparent and translucent, reflective, non-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

Recording and Presenting Evidence

Evaluating and raising questions

Communicating Findings