

Knowledge Organiser

Year 2

St Mary's Swanage



Autumn Term 2022



Art Y2 Autumn Term

Stone Age to Iron Age

National Curriculum Aims

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

Prior Knowledge:

Drawing/ Painting

- Know how to work from observation and imagination.
- Know how to create symbols and scribble patterns.
- Know how to use different pencils.
- Know how to use solid infill with colour pencils.
- Know how to produce lines in a range of different tones using the same pencil.
- Know how to use pastels in different ways, mixing and hatching.

Painting:

- Know how to mix primary colours.
- Know how to use black and white to create tints and tones.
- Know how to use a range of marks with a paintbrush and a variety of tools
- Know how to create texture using colour and different thicknesses of paint.
- Know how to use different coloured, sized and shaped papers.
- Begin to look at work of other artists.

Printing:

- Know how to take a rubbing showing a range of textures and patterns.
- Know how to take a print and develop simple patterns from an object
- Produce simple pictures by printing objects.
- Know how to work from imagination and observation

3D:

- Know how to shape and model from observation and imagination.
- Know how to join using modelling media.
- Know how to use techniques such as pinching and rolling when working with mouldable materials
- Know how to how to build a construction/sculpture from a variety of objects.
- Know how to carve into media using tools.
- Know appropriate language to describe tools and media

Key Knowledge

Drawing / Painting

- Know how to mix a range of colours
- Know how to use the brush to create a wide range of marks that are being used in my work.
- Know how to use appropriate language.
- Explore the relationships between colour (complementary colours)
- Show increasing pencil control.
- Solidly infill shapes using pastels, pencils and pens.
- Know how to use soft pastels competently.
- Know how to work from direct observation and imagination.
- Know about the work of artists who use the same media.
- Know how to replicate patterns and textures around me.
- Know how to work in different ways and on a variety of different coloured, shaped paper.

Printing

- Know how to produce a clean printed image.

3D

- Know how to use equipment in a correct and safe way. Know how to shape and form from direct observation or imagination.
- Know how to use a range of decorative techniques: painted



Vocabulary

Primary, secondary colours, Mix, Blend, Shade, Pattern, Design, Tone, Texture, Sculpture

Computing Y2 Autumn Term

Computing Systems - IT Around Us

Prior Knowledge:

Technology around us:
To recognise technology in school and using it responsibly.

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.

Key Knowledge

Information technology around us:

- To know and recognise different computers in school.
- To know that a computer is part of information technology.
- To know and recognise IT within school and outside of school.
- To know how IT helps us.
- To know how rules about IT can help us and keep us safe.

Vocabulary

Information Technology
System
Computer
E-safety

Computing Y2 Autumn Term

Creating Media - Digital Photography

Prior Knowledge:

Digital painting:
Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally

Key Knowledge

Digital photography:

- To know how to take a photo with a digital device.
- To know how to take a good photograph.
- To know how to change a photograph once it has been taken.

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

Art
Tools
Photograph
Digital
Camera
Edit

DT Y2 Autumn Term

Wheels and Axles

Prior Knowledge:

Assembled vehicles with moving wheels using construction kits.

- Explored moving vehicles through play.
- Gained some experience of designing, making and evaluating products for a specified user and purpose.
- Developed some cutting, joining and finishing skills with card.

Key Knowledge

Explore and use wheels, axles and axle holders.

- Distinguish between fixed and freely moving axles.
- Know and use technical vocabulary relevant to the project.

Vocabulary

vehicle, wheel, axle, axle holder, chassis, body, cab
assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism
names of tools, equipment and materials used
design, make, evaluate, purpose, user, criteria, functional

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 Summer Term

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
- discuss the sequence of events in books and how items of information are related
- checking that the text makes sense to them as they read and correcting inaccurate reading
- 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 so far

Spoken Word

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Writing

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters
- write narratives about personal experiences and those of others (real and fictional); write about real events; write poetry
- plan or say out loud what they are going to write about
- write down ideas and/or key words, including new vocabulary
- encapsulate what they want to say, sentence by sentence

Grammar and Punctuation

- demarcate sentences using capital letters at the start and full stops, exclamation or question marks at the end.
- use conjunctions to join ideas in longer sentences: Co-ordination: using 'and', 'or' and 'but' (Compound) Subordination: using 'when', 'where', 'if', 'that' and 'because' (Complex)
- use adjectives to describe nouns (expanded noun phrases).

Geography Y2 Autumn Term

Continents & Oceans

Prior Knowledge:

Countries of the UK; seas and oceans around the UK; weather and the seasons; cardinal compass directions

Key Knowledge

- name and locate the world's seven continents and five oceans
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans
- use simple compass directions (North, South, East and West) to describe the location of features on a map
- know vocabulary for key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- know vocabulary for key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Vocabulary

Continent, globe, ocean

The continents: Antarctica, Africa, Asia, Europe, North America, Oceania and South America

The oceans: Arctic, Atlantic, Indian, Pacific and Southern

Northern Hemisphere, Southern Hemisphere, Equator

human geography (city, town, village, factory, farm, house, office, port, harbour and shop)

physical geography (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather)

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.

History Y2 Autumn Term

Gunpowder Plot

Prior Knowledge:

- Have identified that things have happened in the past that happened before they were born.
- Grace Darling / GFoL (events beyond living memory)
- Used timelines to sequence events

Key Knowledge

- know that the Gunpowder Plot was a significant national event and why we celebrate with fireworks, bonfires and guys on 5th November each year.
- show an understanding of aspects of the past beyond living memory – identifying characteristic features of the 17th century period at the time of the event (who ruled, religious tolerance etc.), and how this compares with our society today.
- know why the conspirators wanted to blow up the Houses of Parliament.
- know when and how the conspirators attempted to kill King James I and what happened to Guy Fawkes and the other conspirators afterwards.
- engage with, analyse and interpret primary sources and know how these can help us understand the event and the past.

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

Catholic
 Pope
 Protestant (Church of England)
 King James I (**monarch**,
monarchy) Houses of Parliament
Parliament (government)
 conspirator
 Guy Fawkes
 Robert Catesby
 gunpowder
 treason
 tin ore
 copper ore
 iron
 smelting
 Borer
 tribe
 societal roles: warrior, priest,
 druid
 polytheistic
 BC / AD
 impact
 cause/effect
 continuity and change



Maths Y2 Autumn Term

Power Maths Termly Overview

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

Termly Overview		
1	Number - Number and Place Value	Numbers to 100
2	Number - Addition and Subtraction	Addition and Subtraction (1)
3	Number - Addition and Subtraction	Addition and Subtraction (2)
4	Measurement	Money
5	Number - Multiplication and Division	Multiplication and Division (1)

Music Y2 Autumn Term

Hands, Feet, Heart

Ho Ho Ho

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.

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.



Vocabulary

Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo, percussion, saxophone, pulse, rhythm, rap, dynamics

PE Y2 Autumn Term

Gymnastics – Pathways, Ball Skills Feet 2

Prior Knowledge:

Pupils will be able to move and balance using big and small body parts in wide, narrow and curled ways, applying ‘champion gymnastics’ and start to link movements

Key Knowledge

Gymnastics

- Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.

Ball Skills - Feet

- Pupils will consolidate their ability to dribble the ball keeping control and moving into spaces. Pupils will develop their ability to pass the ball accurately.

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.

Vocabulary

Gymnastics

Linking, flow, transition, sequence

Ball Skills - Feet

Attacker, defender, space

PHSE/RSE Y2 Autumn Term

Being My Best

Prior Knowledge:

- Know that a healthy lifestyle can make us feel great.
- Know that learning a new skill requires practice and the opportunity to fail, safely.
- Know strategies to resolve conflict.
- Know ways to help my friends when they fall out.

Key Knowledge

- Know that setting a goal or goals will help me to achieve what I want to be able to do.
- Know the importance of a healthy lifestyle.
- Know what the body needs to have energy and stay well.
- Know parts of the body that process food and create energy.

Vocabulary

Practice, goal, achievement, dental hygiene, stomach, small intestines, large intestines, oxygen, brain



PHSE/RSE Y2 Autumn Term

Keeping Myself Safe

Prior Knowledge:

- Knows examples of safe and unsafe situations, real world and cyberworld.
- Know some physical feelings and emotions related to being unsafe.
- I know the NSPCC PANTS rule and which parts of my body are private.
- I know that medicines can sometimes make people feel better when they are ill.

Key Knowledge

- I know how to be responsible and safe with medicines.
- I know which situations make me feel safe or unsafe and the importance of telling someone I trust about unsafe secrets.
- I know what appropriate touch is and how inappropriate touch can make someone feel.

Vocabulary

Medicines, safety, unsafe, worries, uncomfortable, appropriate, private, secret, surprise, consent, trust.

RE Y2 Autumn Term

Come and See

Themes	Topic	Title	Content
Loving	Family	Beginnings	God at every beginning
Vocation and commitment	Belonging	Signs and Symbols	Signs and symbols in Baptism
Advent/Christmas	Loving	Preparations	Advent; preparing to celebrate Christmas

Science Y2 Autumn

Animals Including Humans

Prior Knowledge:

- Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)

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

Key Knowledge

Notice that animals, including humans, have offspring which grow into adults.

- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Vocabulary

Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)