

# **Knowledge Organiser**

**Year 2**

**Summer Term 2022**

# Art Y2 Summer Term

## Prior Knowledge:

### Drawing

- Know how to use pastels in different ways, mixing and hatching.
- Explore the relationships between colour (complementary colours)
- Solidly infill shapes using pastels, pencils and pens.
- Know how to use soft pastels competently

### 3D

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

### 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

## Vocabulary

Pastels, Artist, Warm colours, Cool colours, Pastels, Sculpture, Joins, 3D, Tone, Shade, Pattern, Secondary colours, Observation, Brush strokes, Sketch

## As an Artist I will:

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

## Key Knowledge

### Painting / Drawing

- Know how to use a range of drawing media in different ways
- Know how to use soft pastels competently.
- Experiment with oil pastels.
- Explore the relationship between colour and moods (warm and cool colours)

### 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
- Know how to use simple tools for shaping, mark making, etc.
- Know how to replicate patterns and textures in a 3-D form.
- Know how to discuss their own work and that of other sculptors.
- Know how to join with confidence.

### Printing

- Know how to create patterns and pictures by printing from objects using more than one colour.
- Know how to develop impressed images with some detail.
- Know how to use relief printing
- Know how to use equipment and media correctly,
- Know how to produce clean printed images.

# Computing Y2 Summer Term

## Programming - Robot algorithms

### Prior Knowledge:

Moving a robot:  
Writing short algorithms and programs for floor robots, and predicting program outcomes.

### Key Knowledge

Robot algorithms:

- To know that a series of instructions is a sequence.
- To know the outcome of a program by looking at the commands.
- I know how to design algorithms, test them and then debug them.

### Vocabulary

Commands, Sequence  
Error, Program, Algorithm, Instruction, Debug

### As a Computing Scientist I will:

- |   |  |
|---|--|
| • 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.  |  |

# Computing Y2 Summer Term

## Programming - Programming quizzes

### Prior Knowledge:

Programming animations:  
Designing and programming the movement of a character on screen to tell stories.

### Key Knowledge

Programming quizzes:

- I know how to predict the outcome of a sequence of commands.
- I know how to change the outcome of a sequence of commands.
- I know how to work out what will be the actions of a sprite in an algorithm.
- I know how to change the background and characters on a design to create a new design.

### Vocabulary

Sequence, Commands, Edit, Sprite, Program, Algorithm, Design

### As a Computing Scientist I will:

- |   |  |
|---|--|
| • 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.  |  |

# DT Y2 Summer Term

## Textiles

### Prior Knowledge:

- Explored and used different fabrics.
- Cut and joined fabrics with simple techniques.
- Thought about the user and purpose of products.

### Key Knowledge

Understand how simple 3-D textile products are made, using a template to create two identical shapes.

- Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.
- Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.
- Know and use technical vocabulary relevant to the project.

### As a Designer I will:

- |   |  |
|---|--|
| • 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. |  |

### Vocabulary

names of existing products, joining and finishing techniques, tools, fabrics and components

template, pattern pieces, mark out, join, decorate, finish

features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function

# Geography Y2 Summer Term

## Contrasting Locality - Zambia

### Prior Knowledge:

Contrasting Locality - Zambia

### As a Geographer I will be:

- |   |  |
|---|--|
| • 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 continents and oceans, including the location of the UK, Europe, Zambia and Africa;
- look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its main features and comparing these with the UK;
- use appropriate vocabulary for continents and oceans, for hot and cold regions and when describing and comparing a contrasting locality in Zambia with their local area;
- make use of the four main compass points when describing the location of these key locations and regions.

### Vocabulary

adapt, atlas, cargo, crop, farm, field, flood, human, market, mining, physical, population, rainforest, recycling, soil, wildlife, Victoria, Falls, Zambia, River, Zambezi, waterfall, savanna, national park

# History Y2 Summer Term

## Siege of Corfe Castle - English Civil War

### Prior Knowledge:

Corfe Castle: location / defensive features / different uses & owners over time

### Key Knowledge

- know when the English Civil War started, basic reasons why, and when it ended.
- know who the two opposing sides were.
- know why Corfe Castle was strategically important.
- know why the siege took place and how it ended.
- know who the key figures were in the Royalist and Parliamentarian camps, and what they did.
- know why and how Corfe Castle was destroyed.
- compare images of Corfe Castle in the past and today.
- consider whether there was justification to destroy the castle; use primary sources to support their judgements.

### As a Historian I will:

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

civil war

Royalists / Cavaliers

Charles I

**monarch / monarchy**

Lady Mary Banks

Lord John Banks

Parliamentarians / Roundheads

**Parliament**

Oliver Cromwell

Colonel Bingham

Colonel John Pitman

New Model Army

Gunpowder

stronghold

fortress

siege

pikes

# Music Y2 Summer Term

## Friendship Song

## Reflect, Rewind and Replay

As a Musician I will:	
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, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo



# PE Y2 Summer Term

## Games and Athletics

### Prior Knowledge: Athletics

#### Games for Understanding

- Pupils will be able to run and stay in a space, changing direction and speed to avoid the defenders. When defending, pupils will successfully make a tag.

### Vocabulary Athletics

Fast, slow, big, small

#### Games for Understanding

Attacker, defender, space

### As a Sports person I will:

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.	

### Key Knowledge

#### Athletics

- To be able to learn to use their body parts to demonstrate running fast and slow, jumping, throwing.

#### Games for Understanding

- Pupils will move between attack and defence as the game changes. Pupils will be able to move in to space when attacking and tag the opposition when defending.

# PHSE/RSE Y2 Summer Term

## Rights and Responsibilities

### Prior Knowledge:

- I know ways to take care of myself and other things. I.e. Environment, others, objects.
- I know the importance of money.
- I know what to do if someone is injured.

### Key Knowledge

- I know some ways to help me self-regulate.
- I know ways to help me stay safe in a cyberworld.
- I know I have a responsibility to look after the immediate and broader environment and the communities I belong to.
- I know about saving and spending money.

### Vocabulary

Responsibility, sharing, control, spending, saving, bank, community

As a Scientist I will be:	
Asking Questions	
Making Observations	
Engaging in Practical Activities	
Recording and Presenting Evidence	
Evaluating and raising questions	
Communicating Findings	

# PHSE/RSE Y2 Summer Term

## Growing and Changing

### Prior Knowledge:

- I know what babies need to stay healthy and happy.
- I know who my trusted adults are.
- I know the difference between a surprise and a secret.
- I know which parts of my body are private

### Key Knowledge

- I know the range of feelings associated with loss
- I know the life stages from birth to death.
- I know the names of human genitalia
- I know why first aid is important

### Vocabulary

Support, change, loss, emotions, feelings, nervous, frightened, unique, special, penis, vulva, testicles, nipples, genitals, private, privacy, consent, permission.

### As a Scientist I will be:

Asking Questions	
Making Observations	
Engaging in Practical Activities	
Recording and Presenting Evidence	
Evaluating and raising questions	
Communicating Findings	

# Science Y2 Summer

## Living Things and Their Habitats

### Prior Knowledge:

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants)
- Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans)
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans)
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans)
- Observe changes across the four seasons. (Y1 - Seasonal changes)

### Vocabulary

- Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed
- Names of local habitats e.g. pond, woodland etc.
- Names of micro-habitats e.g. under logs, in bushes etc.

As a Scientist I will be:	
Develop scientific knowledge conceptual undersa	
Making Observations	
Engaging in Practical Activities	
Recording and Presenting Evidence	
Evaluating and raising questions	
Communicating Findings	

### Key Knowledge

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

# Science Y2 Summer

## Plants

### Prior Knowledge:

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants)
- Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)

### Key Knowledge

- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

### Vocabulary

As for Year 1 plus light, shade, sun, warm, cool, water, grow, healthy

### As a Scientist I will be:

Develop scientific knowledge conceptual undersa	
Making Observations	
Engaging in Practical Activities	
Recording and Presenting Evidence	
Evaluating and raising questions	
Communicating Findings	