

Knowledge Organiser

Year 2 Information Report – Spring 2



Key vocabulary from the vehicle text:

Words

boomed	deck	lurched
horizon	shore	shack
shipshape	wonders	ledge

Phrases

called round	ocean of rooftops	steady as she goes
smooth course	rolling waves	LAND AHOY!
dropped the ship's anchor	chugged and churned	prised it open

Prior Learning:

What is an information report? How is it structured? What kind of language features would you expect to see?

What are captions? Why do writers use them?

Writer's Knowledge: Think about...

...using question sentences to keep the reader interested.

... using different sentence openers to keep the reader interested that use the suffix 'ly'.

...using words that compare things i.e. the suffix 'er' and 'est' words.

...using an apostrophe to show who or what the noun belongs to.

...using exclamations to show where a sentence ends and to show the reader this is an interesting fact.

...using words to join ideas together in sentences like 'because' 'but' 'that' 'by'

...using subheadings to organise your writing into sections.

Key vocabulary from the example text:

Words

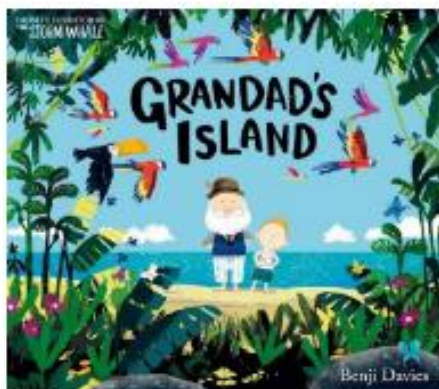
tropical	appearance	fascinatingly	bills
narrow	disturb	omnivores	pluck
	directly	survive	

Phrases

special call	wide open plains	a toucan's diet is varied
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Knowledge Organiser

Year 2 Narrative – Spring 2



Key vocabulary from the vehicle text:

Words

boomed	deck	lurched
horizon	shore	shack
shipshape	wonders	ledge

Phrases

called round	ocean of rooftops	steady as she goes
smooth course	rolling waves	LAND AHOY!
dropped the ship's anchor	chugged and churned	prised it open

Prior Learning:

What is an expanded noun phrase? What effect does it have on the reader?

What is a simile? Can you think of an example? How do this effect the reader?

Writer's Knowledge: Think about...

...using words to join ideas in a sentence together, 'but', 'so'.

... writing in the present tense.

...using noun phrases to give extra information to the reader.

...using bullet points and commas in a list.

...using time words and numbers to show the order of the instructions.

...using adverbs (ly) to make the bossy verbs clearer.

...asking your reader a question to encourage them to read on.

Key vocabulary from the example text:

Words

rails	unusual	discovered	dense
broad	eventually	fascinating	prised

Phrases

towered over	keep him company	set sail	couldn't help but smile
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Year 2: PE Knowledge Organiser

Spring 2: Hands 2



Prior Learning

Pupils have learnt Hands 2 in Year 1. They should be able to use this information to answer the following questions:

- I want to roll a ball towards a target. How do I make this accurate?
- Your friend is throwing a ball for you to catch. What could you do to help make sure you caught it?
- Give an example of when you concentrated in PE. How did this help you?

Core learning/skills

- The unit of work will challenge pupils to apply their understanding of underarm and overarm throwing to beat their opponents.
- Pupils will further extend their understanding of why we need to be accurate when we throw.
- Pupils will apply life skills such as self-belief and integrity as they strive to improve their own performance, always keeping the score and playing fairly.

Sticky Learning

I want to throw the ball underarm. Can you talk me through the steps to make my throw successful?



I want to throw the ball overarm. Can you talk me through the steps to make my throw successful?



When throwing and catching communication and empathy is very important. To be successful at this you must listen to your partner and team members, and work collaboratively together. Give an example of when you have done this during PE.

Did you know?

the world record for throwing a cricket ball stands at 128.6metres - that's an incredible 140 yards and two feet!



Key Vocabulary-PE



attacker



defender



fielder



batter



space



throwing



catching

Year 2: Art and Design Knowledge Organiser

Spring 2: Collage/Mixed Media



Prior Learning

This is the first time Collage has been taught in the curriculum. Pupils will be able to use their personal experience to answer the questions below:

- Have you ever made anything using more than one piece of material? Describe it to your partner?
- When you are glueing something in your book, how do you make sure it is glued well?
- Name a famous artist that you know or like? Describe their artwork to the rest of the class.

Core learning/skills

- Use a combination of materials that are cut, torn and glued.
- Sort and arrange materials.
- Mix materials to create texture.
- Use some of the ideas of artists studied to create pieces.
- Explore different methods and materials as ideas develop.
- Explore ideas and collect visual information.
- Respond to ideas and starting points.

Sticky Learning

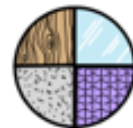
There are lots of famous artists that create collages. This half term you have learnt about Brianna McCarthy. What materials is she famous for using?



Collage is a work of art made by gluing pieces of different..... to a flat surface. What is the missing word?

?

Mixed media collage is when a variety of different textures and materials are used. Name some examples of things which can be used to create a collage.



Did you know?

Paper was invented in China thousands of years ago.



The French word papier collé is where the word collage came from. It means pasted paper or paper cut-outs.



Key Vocabulary-Art



Fabric



Texture



Glue



Stick



Scraps



Mixed



media



Collage



Layers



Combine



Opinion

Year 2: History Knowledge Organiser



Spring 2: How did The Great Fire change London?

Prior Learning

Pupils will be able to use their personal experience and previous learning in History to answer the questions below:

What subjects have you learnt about so far in History this year? Tell your partner 3 facts about your learning.

Have you ever been to London before? Describe what it is like? Think carefully about what the buildings are made from?

Have you been to a bakery before? Why do you think they have big ovens in the back?

How do we find out about the past?

Core learning/skills

- Show knowledge and understanding of aspects of the past beyond living memory, identifying characteristic features of a period.
- Show understanding that the past has been interpreted in different ways.
- Begin to realise that there are reasons why people acted as they did.
- Describe the event studied in structured work.
- Select and combine information from different sources.

Sticky Learning

Samuel Pepys lived in London during the Great Fire of London and wrote about it in his diary. Name one other fact that you have learnt about this.



Thomas Farriner was the owner of the bakery on Pudding Lane where the fire started. Name one other fact that you have learnt about him.



King Charles II was the King of England in 1666. After the fire he said that houses must be built further apart and build from stone not wood. Why did he say this?



Did you know?

The Great Fire of London is a very famous event in History and is known all over the world. You can learn lots more information about it by researching it with a grown up on the internet. There are also games and quizzes you can complete. Below is a link to a fun quiz where you can test your understanding:

<https://www.bbc.co.uk/cbeebies/puzzles/my-story-fire-of-london-quiz>



Key Vocabulary-History



Thomas Farriner



Samuel Pepys



frightened



Lord Mayor



River Thames



water



squirts



firehooks



diary

Year 2: PSHE Knowledge Organiser

Spr 2: What jobs do people do?



Prior Learning

In year 1 children learnt about money. They should be able to use that knowledge to answer the following questions:

- Name all the ways that you can get money.
- Some people save their money, and some people spend their money. Why do you think people don't do the same thing with their money?
- What is the difference between needs and wants?

Core learning/skills

- How jobs help people earn money to pay for things they need and want.
- About a range of different jobs, including those done by people they know or people who work in their community.
- How people have different strengths and interests that enable them to do different job.
- How people use the internet and digital devices in their jobs and everyday life.

Sticky Learning

People that we know and in our local community have jobs. Can you give 3 examples of jobs that you have learnt about?



Some people choose to get a job that is based around their strengths and interests. Think about the following jobs and see if you can work out what their strengths or interests might be:

- Lifeguard
- Vet
- Dentist
- Artist

Think about your strengths. What job might you like to do when you are older?

Did you know?

When you get to 66 you can retire. This means that you don't have to work anymore. You receive something called a pension, which is money that you have been saving up your whole working life. Do you know anyone that has retired?



Key Vocabulary-PSHE



jobs



earn



money



community



strengths



interests



digital






devices



internet

Year 2: Science Knowledge Organiser

Materials and their uses

Material	Properties	Uses
wood 	opaque hard strong	table 
metal 	shiny smooth reflective	fork 
plastic 	waterproof bendy translucent	water bottle 
glass 	transparent waterproof hard	window 
brick 	hard rough dull	wall 
rock 	strong hard rigid	fireplace 
paper 	tears easily translucent flexible	book 
cardboard 	dull non-reflective opaque	boxes 
fabric 	flexible Soft absorbent	clothes 

Uses of everyday materials – Year 2

Prior Learning

Children learnt about materials in year 1 and should know the following questions:

- Name 3 objects which are waterproof.
- In year 1 you sorted materials in different ways. Describe one way that you sorted them.
- What 3 materials can spoons be made from? Why have these materials been chosen?

Changing materials

squashing 	Clay can easily be pushed and pulled.
bending 	Foil is bendy and waterproof.
twisting 	This plastic bottle's shape can be changed.
stretching 	A balloon is very flexible.

Significant scientists

John Loudon McAdam
(1756-1836)



John Loudon McAdam was a Scottish engineer who modernised the way we build roads.

He was the inventor of tarmac road surfacing – commonly called tarmac.

Julie Brusaw



Julie is one of the inventors of Solar Roadways. Solar roadways use solar powered road panels to form a smart roadway.

It has wooden legs that are rigid and strong.



This chair has a fabric seat because it is soft.

Key Vocabulary-Science



changed



twist



squashing



bending,



stretching



strong



weak



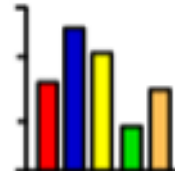
tear



rip



weight



bar chart



results

Year 2: RE Knowledge Organiser

Spring 2: How do we show we care for the Earth?

Prior Learning

This is not an area of learning that has been covered previously. Can children use personal experience to answer the following questions:

- Give an example of something that is man-made.
- Give an example of something that you would find outside that is natural.
- Which one do you like best, the countryside or the town? Explain your choice.

Core learning/skills

- Identify a story that says something about the beautiful Earth.
- Give an example of a key belief some people find in one of these stories (e.g. that God loves the world because it is God's creation)
- Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.
- Give an example of how people can show that they care for the Earth, making a link to a creation story.

Sticky Learning

Christians and Jews can show care for the Earth.

The Jewish idea of Tikkun Olam means that Jews believe we should repair the world). They also celebrate Tu B'shevat which is the festival of the new year for trees).



Christians believe we must look after the Earth for God, as we are it's steward. A football ground or theatre has a steward. How should humans treat the natural world if they are to be good



Did you know?



Earth is 4.543 billion years old! Humans are not as old as the Earth. We have been around for 300,000 years.

Key Vocabulary-RE



earth



appreciate



creation



steward



psalm



repairing



harvest



generous

Twenty-First Century Popular Music ...

2000



Now

is music released
since the year 2000.



There are so many
different types of pop
music now.



Today's popular music can
be loud, energetic and
happy with lots of
different instruments.



Today's pop music can
also be slow, sad and
have only one or two
instruments.



Today's musicians use a mixture of electronic instruments like
synthesisers and "real" instruments like guitars, pianos, and
drum kits.



Our Listening



Gary Barlow and the
Commonwealth Band featuring
the Military Wives



Mark Ronson &
Bruno Mars



Adele



Beyoncé



John Legend

Pitch

Pitch is how high or low a sound is.



Smaller things tend to have a higher pitch.



Bigger things tend to have a lower pitch.



Pulse and Rhythm



This is the heartbeat of the music. It is like a ticking clock that never stops/



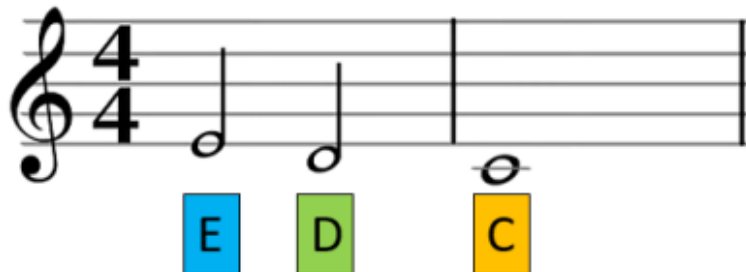
Rhythm is when long and short notes are joined together.

Graphic Scores

This is when you write music with pictures instead of musical notes.



Pitched Musical Notes



Musical Notes



Crotchet =
1 beat



Minim = 2
beats



Semibreve
= 4 beats

Year 2: Computing Knowledge Organiser

Spring 2: Data Information (Pictograms)



Prior Learning

Pupils will not have come across data information during computer lessons before. They do have experience from Maths lessons which will support them to answer the following questions:

- Can you remember the last time you made a tally chart?
- If you were going to sort your friends into different groups, what groups could you think of? Hair colour would be one example.
- Have you ever seen a block chart, what was it showing?

Core learning/skills

Learners will understand what data means and how this can be collected in the form of a tally chart.

They will learn the term 'attribute' and use this to help them organise data.

They will present data in the form of pictograms and finally block diagrams.

Learners will use the data presented to answer questions.

Sticky Learning

Data can be numbers, words, or figures.
Information is what we can understand from looking at the data.

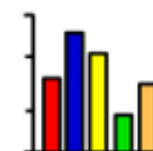
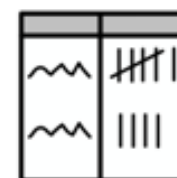
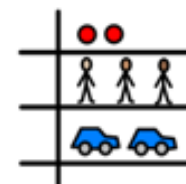
Objects can be organised into groups, based on what they are or their properties.

Data about different groups can be recorded and presented by using pictograms, tally chars and block charts. The data can answer questions and solve problems.

Can you think of a computer programme you can use to present information?

Did you know?

Computers store a lot of data on them. Data is often private and cannot be shared with everyone, this is why computers at school or work have a password on them. Passwords are like your toothbrushes; they must never be shared, and you should change them regularly. Why do you think this is the case?



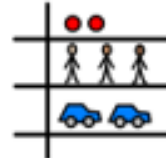
Key Vocabulary-Computing



information



data



pictogram



group



tally



program



properties



present



problem