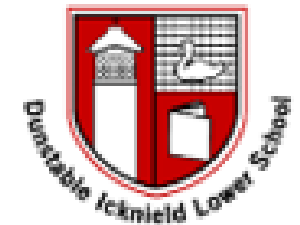


Year 2: RE Knowledge Organiser



Summer 1: Who is an inspiring person?

Prior Learning

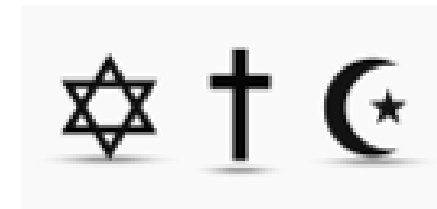
- In Autumn 1, you learnt about what makes a place significant. Why is a Church significant to a Christian? Why is a Mosque significant to Muslims?
- In Autumn 2, you learnt about sacred books. Can you recall what these are called for Christianity, Islam and Judaism?
- Have you ever heard anyone used the word 'inspirational' before? Can you explain why they used it?

Core learning/skills

- Identify at least three people from religions who are admired as good followers of God.
- Describe stories that are told by and about special people in two religions.
- Identify a belief about a religious leader.
- Understand why some people inspire others.

Sticky Learning

In this unit of work you will learn why some people are inspired by the leaders of Christianity, Islam, and Judaism.



Can you choose one of the names below and apply your learning to complete the sentence:

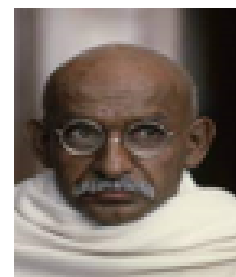
'Moses/Jesus/Muhammad'

inspired people to by

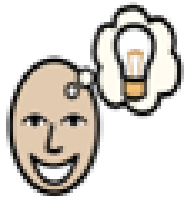
Now use the information you have gathered about local leaders to complete the sentence above.

Did you know?

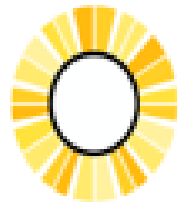
There have always been inspirational people in the world. In 1869, a man called Mahatma Gandhi was born in India. He went on to become an extremely inspirational leader because he stood up for what he believed in but made sure his protests were peaceful (non-violent). Learn more here: https://www.ducksters.com/biography/mohandas_gandhi.php



Key Vocabulary-RE



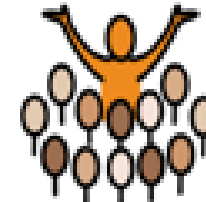
inspiring



holy



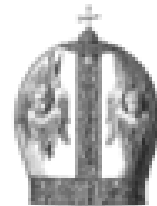
sacred



Prophet



Lord



Patriarch

Year 2: Geography Knowledge Organiser

Summer 1: A contrasting Locality (China)



Prior Learning

In year 1, we learnt the answers to the following questions:

- Where is Kenya?
- What is it like in a Kenyan City?
- What is it like in the Kenyan countryside?
- How is Kenya different from the UK?

Core learning/skills

- understand where China is in the world
- Draw a simple map.
- compare what life is like in different countries (China and the UK).
- Ask questions to find out what places are like.
- understand what Chinese culture is like
- understand the different types of farming in China.

Sticky Learning

China is in Southeast Asia along the coastline of the Pacific Ocean.

The Great Wall is the most famous landmark in China. It is recognised across the world.



The Yangtze River basin provides water, transport, and food for almost one-third of China's population.



Did you know?

China has the largest population in the world! In 2024, 1.45 billion people lived there!



Key Vocabulary-Geography



country



continent



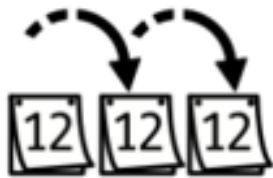
currency



landmark



population



traditions



similarities



differences



compare

Plants – Year 2

Prior Learning

Pupils have learnt about plants in year 1. They will be able to use this knowledge to answer the following questions:

- Name 2 types of leaves by their name.
- Name 2 types of flowers by their name.
- What is a deciduous tree? What makes it different to an evergreen tree?
- Name the main parts of a flower and a tree.

Significant scientist

David Douglas
(1799-1834)

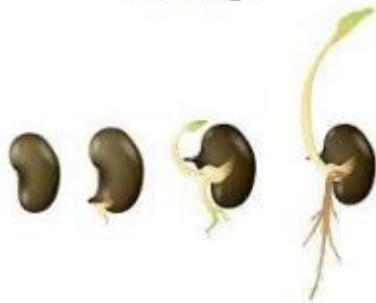


David Douglas was a Scottish botanist, best known as the namesake of the Douglas-fir. He worked as a gardener, and explored the Scottish Highlands, North America, and Hawaii.

Plants can grow from seeds or bulbs -
seeds bulbs



Seeds and bulbs germinate and grow into seedlings



Seedlings then grow into mature plants



Some plants grow best in full sun.



Some plants grow best in the shade.



Some plants need lots of water.



Some plants don't need much water.



What does a plant need to grow and stay healthy?



Some plants grow quickly and some grow more slowly.

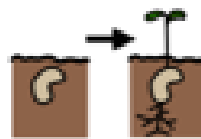
Key Vocabulary- Science



seed



bulb



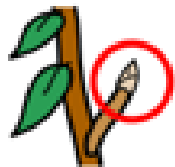
germinate



seedling



root



bud



flower



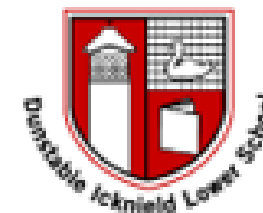
fruit



berry

Year 2: PE Knowledge Organiser

Summer 1: Jumping



Prior Learning

- Why is it important to receive feedback after you have jumped?
- In year 1, we learnt how to skip, how does this link to jumping?
- Why is courage and honesty important when jumping?

Core learning/skills

Pupils will consistently apply the correct technique for jumping. Pupils will accurately apply their jumping skills in combination and also within games.

Pupils will demonstrate a strong understanding of why, when and where we jump in a game and apply imagination and creativity to their jumping.

Pupils will develop their ability to give and receive feedback concerning the jumping technique showing fairness and empathy to others.

Sticky Learning

The unit of work will:

- challenge pupils to apply their prior learning of how to jump and use this to jump in combination and link jumps.

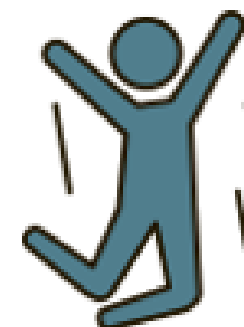
Pupils will continue to develop their ability to apply jumping in games.

Did you know?

The men's world record for the triple jump (hop, skip and a jump) is held by Jonathan Edwards, who jumped 18.29m in 1995. The women's world record is held by Inessa Kravets, who jumped 15.50m in 1995.



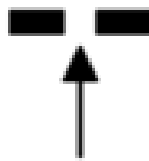
twinkl.com



Key Vocabulary- PE



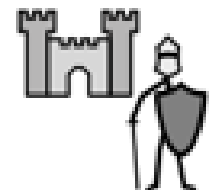
attacker



space



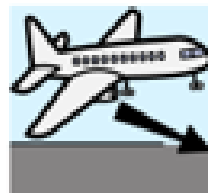
jumping



defender



distance

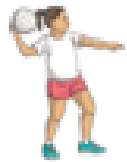


landing

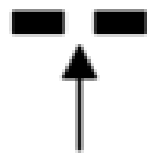


speed

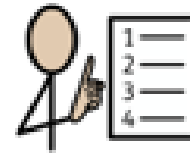
Key Vocabulary- Mrs Kenneford's PE



attacker



space



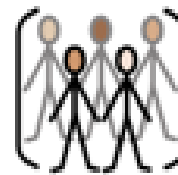
rules



defender



transition



team

Year 2: PSHE Knowledge Organiser

Summer 1: What helps us to stay safe?



Prior Learning

In year 1, we learnt the answers to following questions:

- Can you think of some different roles people have in the community? How do these roles keep us safe?
- How can you attract someone's attention to ask for help and what do you say?
- What do you do if you feel unsafe or worried for yourself or others?
- How do you get help if there is an accident, and someone is hurt?

Core learning/skills

- Rules and restrictions help keep us safe.
- How you can identify risky & potentially unsafe situations.
- How to resist pressure to do something that makes you feel unsafe or uncomfortable.
- Not everything you see online is true or trustworthy.
- How to tell a trusted adult if you are worried for yourself or others.

Sticky Learning

All people, adults and children have the right to feel safe.



A trusted adult is someone who would protect my right such as a police officer, a trusted friend, or a teacher.



The number to call in an emergency is 999 but you must never call it as a joke.



Did you know?

Feeling safe is very important in all areas of our life. We should feel safe at home, school, out and about and when we are online. Can you give an example of how you feel safe?



Key Vocabulary-PSHE



rules



restrictions



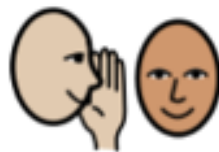
trustworthy



uncomfortable



concerns



secrets



unsafe



risky

Year 2: DT Knowledge Organiser

Summer 1: Templates and Joining



Prior Learning

Pupils will have experience of textiles from year 1. They will be able to answer the following questions as a result:

- What is fabric? Have you ever used it to make something before?
- Have you cut fabric before? What can you use to stick the fabric together?
- Someone asks you to make them something. How do you make sure it is what they have asked for?

Core learning

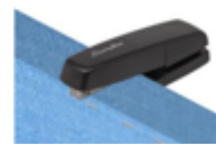
- Generate, develop, model, and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.
- Select from and use textiles according to their characteristics.
- Evaluate their ideas throughout and their final products against original design criteria.
- Understand how simple 3-D textile products are made, using a template to create two identical shapes.
- Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.

Sticky Learning

Joining fabric



Gluing



Stapling



Safety pin



Pinning



Sewing



Did you know?

Glue dates back 5,000 years as it may have been mixed with paint to help paintings adhere to cave walls. It was made from skin, bones, fish, hides, hooves, birch bark, and egg whites among others!



Use clear sticky tape to position pattern on fabric. Cut around the pattern.



Use soft chalk pastel or soft white crayon to draw around the pattern prior to cutting out.

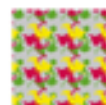


Use pins to secure the pattern on the fabric. Cut around the pattern.

Key Vocabulary-DT



template



pattern



pieces



mark



out



join



decorate



finish



fabric



criteria

Year 2: Computing Knowledge Organiser

Summer 1: Making Music



Prior Learning

Earlier in the year we learnt the answers to the following questions:

- How do you save your work on the computer?
- Give an example of when you have opened your work on a computer?

Core learning/skills

In this unit, learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.

Did you know?



When Musicians create music, they must be very careful to not copy anyone else's work! If you do you can get in trouble for copyright. This has happened to lots of famous people before.



Sticky learning

-On Chrome Music Lab, click on the multi-coloured smiley face for Song Maker.



-By clicking on the different squares, you can make different musical notes. The higher up you click, the higher the pitch!



-Clicking on the shapes below the notes allows you to add in percussion, e.g. drums and symbols.



-You can change the instruments that make the sounds, by clicking on the different options in the bottom left.



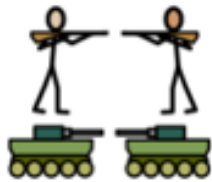
-By moving the dot along this bar (at the bottom of the page) you can change the tempo, making it faster or slower.



-This symbol lets you listen to the music that you have made!



Key Vocabulary-Computing



war



peace



quiet



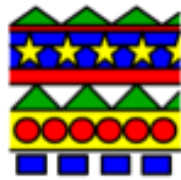
loud



feelings



emotions



pattern



rhythm



pulse



pitch



tempo



create



open



edit

Knowledge Organiser

Year 2 Persuasive letter

- Summer 1



Features and organisation for your writing:

Feature	Tick
Has an opening and a summary	
Letter is from one person and is what they think	
Written to make someone want to do something (persuade)	
Writing uses 1 st person	
Writing is formed into paragraphs	
Use questioning and rhetorical questions	

Key vocabulary from the vehicle text:

Words:

Mighty	Kingdom	Majestic
Propose	Magnificent	Powerful
Furthermore	Disappointment	Dreariness
Ordering	punishment	Wise
Treacherous	Burglars	

Phrases:

Citizen of the land	Perhaps most importantly	In summary
Utterly dull	Must recall	
Suspicious shadows	Nobly country	

Example text:

The Royal Palace
Castle Way
Mighty Kingdom
MK1 2CW

Dear citizen of the land,

Over many years now I've been planning a great and wonderful new law for everyone in this mighty kingdom to follow. I, your majestic and wise king, propose that we ban all the miserable darkness from the magnificent land. Why should we ban the dark? This letter sets out why some powerful reasons why.

First of all, and perhaps most importantly, the dark is scary. Not just a little scary, it is completely terrifying, terrible and treacherous! The dark is blinding because you cannot see what is around you. In darkness anything could be lurking or hiding in the corners of your bedroom or under your bed. Who wants to spend half of their life not being able to see a thing? It is in the blackness that your nightmares will sneak into your head. Furthermore, who has ever had a nightmare on a bright, beautiful, sunny day? Nobody.

In addition to this, the dark is completely and utterly dull. You cannot do anything fun in the dark. In the blackness you can't find the toys you love to play with, you're not allowed to visit your friend's house, and you cannot even read your favourite book. The pitch black only brings sadness, disappointment and dreariness.

Finally, the dark is full of bad people and evil creatures. You must recall all those strange noises you hear at night? They're creatures of the night like foxes and bats. Also burglars creep around in suspicious shadows so they can't be seen. Banning the dark would remove this problem for you all.

I am ordering that all darkness will be banned from our noble country by the end of the month. If you are found breaking the new law, you will suffer a great punishment. You don't want to be punished do you?

Yours sincerely,

The glorious king of the land



Include language techniques:

- Strong language to persuade people.
- Phrases that help open each paragraph and keep the reader interested.
- Alliteration
- Repetition of points to make something clear.

Sentence accuracy focus:

- Suffixes: -er -ness -ful -less -er -est
- Changing adjectives to adverbs by adding -ly
- Subordinating conjunctions (when, if, that, because)
- Coordinating conjunctions (or, and, but)
- Expanded noun phrases for description
- Progressive form of verbs in the present and past tense (e.g. grandad is steering OR grandad was steering)
- Apostrophes for possession
- Apostrophes for contraction (will + not = won't)

Punctuation:

Commas	Used to separate items in a list and after a fronted adverbial.
,	Finally, the dark is full of bad people and evil creatures.
Question marks	Used at the end of a question.
?	Why should we ban the dark?
Exclamation marks	Used to show strong feeling.
!	It is completely terrifying, terrible and treacherous!
Possessive apostrophes	Used before the 's' to show it belongs to someone or something.
friend's	You're not allowed to visit your friend's house.
Apostrophes for contraction	Used to replace missing <u>words</u>
	You're not allowed to visit your friend's house.

Knowledge Organiser

Year 2 Narrative – Summer 1



Features and organisation for your writing:

Feature	Tick
A clear beginning, middle and ending	
Has phrases that helps the story move on	
Story is written in the past tense	
Story is written in the 3 rd person	
Story is coherent and appeals to the	

Include language techniques:

Time adverbials / Sentence openers

Adjectives / expanded noun phrases.

Emotive language

Pronouns

Prepositions

Similes

Adverbs

Varied sentence types to keep the reader

Example text:

There was once a great yet peculiar queen. She looked like a queen and she behaved like a queen but there was just one unusual thing about her... she hated quietness. Most people like noise around them some of the time but this queen loved noise so much she couldn't bare the silence! The Queen was so powerful and influential that she even managed to ban silence from her whole kingdom.

Around the castle, down the streets and in the parks there were enormous speakers that were constantly playing deafening music. In the classrooms, the children were told off if they stopped talking and in the streets, dogs were always barking loudly. The Queen even made the people of the land remove all the glass from the windows so unmuffled sound would travel into every room of every home. The queen thought this was just blissfully brilliant.

At first, the people loved it! They had parties in streets, danced their way to work and the children never had to be quiet. However, after a while, the people noticed they couldn't really get to sleep. It is hard to sleep when there is endless noise streaming through your bedroom curtains. The children weren't learning how to read or write because they were too busy nattering. Also, the adults kept falling asleep at work so none of the useful jobs were being done.

One day, the tired townsfolk began to grumble unhappily. How frustrating this noise was! Why did the Queen ban the silence anyway? They started to create a cunning plan to make the Queen change her mind. In no time at all, they stopped feeling so hopeless and worked together to change their awful situation.

The people passed rumours about the most beautiful sound they had ever heard. They whispered in alleyways, used hushed voices in corridors and muttered around corners. Soon the Queen heard the stories about the most delightful sound in the whole kingdom. She demanded that the people let her hear it. So they turned off all the speakers, everyone stopped talking and even the animals fell silent. With a face of confusion, the Queen listened carefully, and then listened some more. Slowly but surely, a faint smile crept across her face. The faint smile turned into a grin and then she sniggered (quietly of course). She realised the sound of silence really was the most magnificent sound she had ever heard.

Key vocabulary from the vehicle text:

Words:

peculiar	unusual	influential	constantly	faint
deafening	unmuffled	blissfully	endless	sniggered
nattering	townsfolk	delightful	demanded	

Phrases:

couldn't bare	people of the land	noise streaming through	passed rumours	hushed voices
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Sentence accuracy focus:

- Suffixes: -er -ness -ful -less -er -est
- Changing adjectives to adverbs by adding -ly
- Subordinating conjunctions (when, if, that, because)
- Coordinating conjunctions (or, and, but)
- Expanded noun phrases for description
- Progressive form of verbs in the present and past tense (e.g. grandad is steering OR grandad was steering)
- Apostrophes for possession

Punctuation:

Ellipses marks	Used to show the trailing off of thoughts or to create suspense.
...	She looked like a queen and she behaved like a queen but there was just one unusual thing about her... she hated quietness.
Question marks	Used at the end of a question.
?	What could it be?
Exclamation marks	Used to show strong feeling.
!	How frustrating this noise was!
Apostrophes for contraction	Used to replace missing words
	She couldn't bare the silence!
Possessive apostrophes	Used before the 's' to show it belongs to someone or something.
	The queen's kingdom was banned