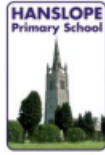


# Year 2 Knowledge Organisers.

Spring 2 - 2025



## Year 2: Printmaking (Mono Print), Drawing and Collage

### How does this link to my previous learning?

- To develop previous printmaking skills, using a variety of materials creatively.
- To learn about famous artists and their work.

### What key vocabulary will I learn:

**Printmaking** - the activity or occupation of making pictures or designs by printing them from specially prepared plates or blocks.

**Repeated pattern** - the repetition of lines, shapes, tones, colours, textures and forms.

**Rubbings** - a reproduction of the texture of a surface created by placing a piece of paper or similar material over the subject and then rubbing the paper with something to deposit marks.

**Texture** - In paintings and other two-dimensional artwork, texture invokes the visual 'feeling' the piece gives off.

**Monoprinting** - a form of printmaking in which an image is made from a smooth surface or 'plate' coated in printing ink such as a sheet of glass or metal.

**Pressure** - how firmly a tool's tip is applied to the surface.

**Rotate** - the circular movement of an object around a central line.

**Stamp** - a small block of wood or metal which has a pattern or a group of letters on one side.

**Motif** - a recurring fragment, theme or pattern that appears in a work of art.

**Collage** - the technique of composing an artwork by gluing a wide range of materials

**Collagraph** - a collage of materials of various textures.

## Hanslope Primary School Art Knowledge Organiser

### National Curriculum Links:

- To develop printing skills through art and design techniques by using colour, pattern, texture, line, shape, form and space.

### How does this link to my future learning?

- To develop screen printing skills to enable expertise in using a stencil.
- To secure understanding of mono-printing, which be used effectively to create prints using lines.
- To develop the appreciation of great artists, architects and designers in history.

### What will I know by the end of this unit:

- That there is texture all around us which we can explore
- How to create rubbings of textures around us using crayons
- To make repeated patterns using printing techniques – mono-printing, using pressure, rotation, stamping,
- To create a motif, to cut it out and use it as a stamp to make a repeated pattern using different colours.
- To make a collage
- To create a collagraphs by making a printing object from textured materials, stuck onto a surface to create a stamp

# Computing



## Hanslope Primary School Computing Knowledge Organiser

### Year 2: Pictograms

#### How does this link to my previous learning?

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

#### National Curriculum Links:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

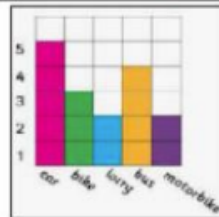
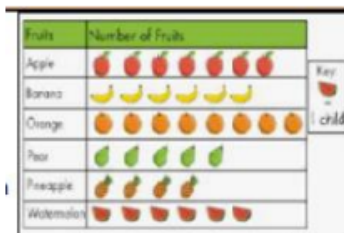
#### How does this link to my future learning?

- Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.



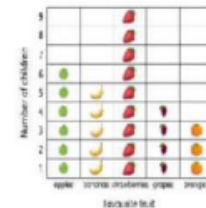
#### What key vocabulary will I learn:

- Information
- Data
- Pictogram
- Group
- Tally
- Tally chart
- Program
- Properties
- Present
- Problem



#### What will I know by the end of this unit:

- To recognise that we can count and compare objects using tally charts.
- To recognise that objects can be represented as pictures.
- To create a pictogram.
- To select objects by attribute and make comparisons.
- To recognise that people can be described by attributes.
- To explain that we can present information using a computer.



DT

No DT this half term.

# Geography

No Geography this half term.

# History



## Hanslope Primary School Spring 2

### History Knowledge Organiser

**Year 2: How did we learn to fly?**

#### How does this link to my previous learning?

- How have explorers changed the world?

#### National Curriculum Links:

- Sequencing up to six photographs, focusing on the intervals between events.
- Recognising some things which have changed/stayed the same as the past.
- Identifying simple reasons for changes.
- Identifying similarities and difference between ways of life at different times; Finding out about people, events and beliefs in society.
- Making simple observations about a source or artefact.
- Comparing pictures or photographs of people or events in the past. Selecting information from a source to answer a question.

#### How does this link to my future learning?

- This is a stand alone unit that does not directly link to any other topics

#### What key vocabulary will

#### I learn:

- Beyond living memory
- Decade
- Evidence
- Eyewitness
- Flight
- Historic
- Historically significant
- Inventor
- Living memory
- Past
- Present
- Primary source
- Source

#### What will I know by the end of this unit:

- To know that beyond living memory is more than 100 years ago.
- To know that changes may come about because of improvements in technology.
- To know that some events are more significant than others.
- To know the impact of a historical event on society.
- To know that 'historically significant' people are those who changed many people's lives.
- To know that historians use evidence from sources to find out more about the past.
- To know that the past is represented in different ways.
- To begin to identify achievements and inventions that still influence their own lives today.
- To know the legacy and contribution of the inventions.
- To be aware of the achievements of significant individuals.

# Music



## Hanslope Primary School Music Knowledge Organiser

**Year 2: West African call and response song.**

### How does this link to my previous learning?

- This links to vocal and body sounds from Year 1.

Call and response is like a question and answer in music. It appears in lots of music from around the world, like gospel, blues and hip hop.



### National Curriculum Links:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

### How does this link to my future learning?

Link to future learning developing singing techniques.

### What key vocabulary will I learn?

Timbre

Dynamics

Tempo

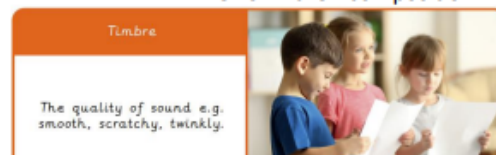
Call and response

Rhythm

Structure

### What will I know by the end of this unit:

- Use tempo, dynamics and timbre in their piece
  - Play in time with their group
  - Use instruments appropriately
- Successfully sing back the melody line in time at the correct pitch
- Play either a call and/or response role in time with another pupil.
  - Perform their composition.





## Hanslope Primary School

Spring 2

### PE Knowledge Organiser

**Year 2: creative skills and team games**

#### How does this link to my previous learning?

- Year 1 creative skills from last year
- Team game skills from last year

#### National Curriculum Links:

- Extend balance, agility and coordination and begin to apply these in a range of activities, individually and with others.
- Engage in competitive and cooperative physical activities.
- Participate in team games, developing simple tactics for attacking and defending

#### How does this link to my future learning?

- Builds towards my physical skills
- Builds up to starting a sport in Y3

#### What key vocabulary will I learn:

- Compare
- Select
- Link
- Gradually
- Increase
- Partner
- Long base
- Improve
- Rules
- Collaborate

#### Creative skills:

#### What will I know by the end of this unit:

- I can maintain balance throughout.
- I can move smoothly and with control.
- I can coordinate movements with my partner.
- I can move the ball in both directions.

#### Team games:

- I can work well in a group and with a partner
- I can suggest ideas for different activities
- I can suggest areas to improve on
- I can explain what I am doing well
- I can follow clear rules





## Hanslope Primary School PSHE Knowledge Organiser – Year 2

### Spring 2: Citizenship

#### How does this link to my previous learning?

In Year 1, children focused on:

- To recognise that rules in school help to keep us safe and to learn.
- To recognise that we are all unique, but we have similarities. To know that babies and younger children have different needs.
- To recognise the importance of rules and responsibility.
- To recognise that voting is a fair way to make a decision.

#### What key vocabulary will I learn:

<i>Election</i>	<i>An event where people vote.</i>
<i>Environment</i>	<i>The local surroundings or place a person lives or works in.</i>
<i>Identity</i>	<i>Who someone is and how they define themselves.</i>
<i>Job</i>	<i>Paid work carried out on a regular basis.</i>
<i>Opinion</i>	<i>What a person thinks about something.</i>
<i>Responsibility</i>	<i>Being in charge of our own actions.</i>
<i>Rule</i>	<i>Something that tells us what is allowed or not allowed.</i>
<i>School Council</i>	<i>A group of children who help make school better.</i>
<i>Volunteer</i>	<i>A person who offers to help out with tasks or activities without getting paid.</i>
<i>Vote</i>	<i>A choice for a person or thing.</i>

#### National Curriculum Links:

During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development.

#### How does this link to my future learning?

In Year 3, children are learning to:

- Exploring how children's rights help them and other children
- Recognise that the local council is responsible for looking after the local area.
- To know that elections are held where adults can vote for local councillors.

#### What will I know by the end of this unit:

- To explain why rules are in place.
- To learn how to discuss issues of concern to me.
- To know some of the different places where rules apply.
- To know that some rules are made to be followed by everyone and are known as 'laws'.
- To understand that everyone has similarities and differences.



## Hanslope Primary School Religious Education Knowledge Organiser

**Year Two-** How should the church celebrate Easter?

### National Curriculum Links:

- To explore how and why the church celebrates Easter  
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

### How does this link to my previous learning?

- Year One Units: Should everyone follow Jesus?  
Are some stories more important than others?

### How does this link to my future learning?

- Year Three Unit: Does Easter make sense without Passover?
- Year Four Unit: Should believers give things up?
- Year Five Unit: Was the death of Jesus a worthwhile sacrifice?
- Year Six Unit: Is the resurrection important to Jesus?

### What key vocabulary will I learn:

#### Key Vocabulary:

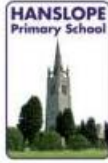
- **Easter**- main festival of the Christian church, which celebrates the Resurrection of Jesus Christ on the third day
- **Holy Week**-lead up to the celebration of Jesus's triumph over death on Easter Sunday
- **Baptism**- a ceremony that symbolises a commitment to living life as a Christian
- **Church**- a public place of worship, usually for people of the Christian church



### What will I know by the end of this unit:

- A deeper understanding of the Easter Story and the key events of Holy Week – Palm Sunday, Foot washing and the Passover Meal on the Thursday, the Crucifixion and Resurrection
- A deeper understanding of the Easter Story and the key events of Holy Week – Palm Sunday, Foot washing and the Passover Meal on the Thursday, the Crucifixion and Resurrection
- Which events are most significant for Christians and why
- From the events of Holy Week, be able to suggest other ways in which Easter could be celebrated
- The cross is significant for Christians because of the crucifixion





## Hanslope Primary School Science Knowledge Organiser Spring 2

### Year Two: Living things and their habitats

#### What key vocabulary will I learn:

- Living – lion, oak tree
- Dead – fallen leaves,
- Never been alive – phone, lamp post
  
- **M** MOVEMENT Animals move in many different ways. Plants grow and turn towards light.
- **R** RESPIRATION Plants and animals use oxygen in the air to turn food into energy.
- **S** SENSITIVITY Living things can detect changes in their surroundings.
- **G** GROWTH Living things get bigger and grow.
- **R** REPRODUCTION Animals have young. Plants create seeds from which new plants grow.
- **E** EXCRETION Living things get rid of things that they make but don't need.
- **N** NUTRITION Living things need food/nutrients for energy.



#### National Curriculum Links:

- 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 microhabitats
- 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.

#### How does this link to my future learning?

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

#### What will I know by the end of this unit:

- A habitat is a home environment for plants, animals, and other living things.
- Examples of habitats include:
- Desert; Rainforest; Woodland; Ocean; Meadow; Seashore.
- Micro-habitats are small, specific home environments, e.g. individual trees, a pond, under a rock, or a pile of logs.
- Habitats contain features that make them suitable to the things that live there, e.g., food, shelter, or temperature.
- Habitats can change over the year & over time, so some animals migrate.

Every living thing needs food in order to create energy. This process is called nutrition. Plants achieve nutrition by photosynthesising, using water, carbon dioxide and light. Animals cannot photosynthesise. They need to eat food (either plants or other animals) in order to get energy. Therefore, living things depend upon one another to live.