

# Year 2

Summer One

Knowledge Organisers

# Computing



## Hanslope Primary School Computing Knowledge Organiser

Year 2: Programming quizzes

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

- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.

### What key vocabulary will I learn:

**Programming** - The process or activity of writing computer programs.

**Scratch Jr** - a visual programming language designed to introduce programming skills to children ages 5–7.

**Sprite** - objects that wear costumes that are used to make up Scratch projects.

**Command** - a directive to a computer program to perform a specific task.

**Block** - Puzzle-shaped pieces that fit together and are used to create a script.

**Algorithm** - A set of sequenced instructions or rules for solving a problem or completing a task in a logical order. In Scratch Jr, these are referred to as scripts.

**Quiz** - A test of knowledge, especially as a competition between individuals or teams as a form of entertainment.

**Outcome** - The way a thing turns out, a consequence.

**Sequence** - A particular order in which related things follow each other.

### National Curriculum Links:

- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.

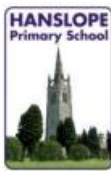
### How does this link to my future learning?

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

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

- To explain that a sequence of commands has a start.
- To explain that a sequence of commands has an outcome.
- To create a program using a given design.
- To change a given design.
- To create a program using my own design.
- To decide how my project can be improved.





# Hanslope Primary School

## Design Technology Knowledge Organiser

**Year 2 - Food (Preparing fruit and vegetables including cooking and nutrition requirements for KS1)**

**Overview:**

Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.

Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the eat well plate.

Know and use technical and sensory vocabulary relevant to the project.

**What key vocabulary will I learn:**

*fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, parts of fruit and vegetables e.g. skin, seed, pip, core, actions e.g. slicing, peeling, cutting, squeezing, and healthy diet, choosing, ingredients*



**National Curriculum Links:**

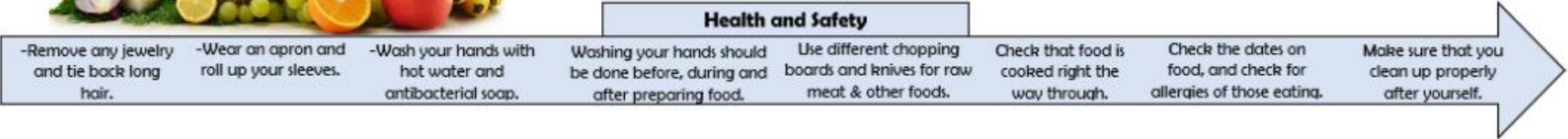
- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

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

Year 3 - Food healthy and varied diet (including cooking and nutrition requirements for KS2)

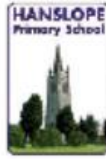
**What steps will I follow to create my final product?**

- Research where food comes from and the different sources
- Discuss the different food groups and their sources.
- Taste the different foods and which ones we like best
- Prepare the food using different utensils.
- Cook the food in different forms.
- Eat our food!





# Geography



## Hanslope Primary School Geography Knowledge Organiser

Year 2: What is it like to live by the coast?

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

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- **Previous unit** - why is our world wonderful?

### What key vocabulary will I learn:

- **Capital city** – a city where the government of that country is based
- **Coast** – a strip of land that meets the sea or ocean
- **Harbour** – a deep body of water that protects boats near land
- **Sand dunes** – a hill or ridge of sand piled up by the wind
- **Tourist** – a person who is travelling for pleasure
- **Cliff** - a type of landform on the surface of the Earth
- **Ocean** – a large body of salt water
- **Aquarium** - a container (such as a glass tank) or an artificial pond in which living aquatic animals or plants are kept
- **Pier** - a long, flat structure built out from land over water that is used for landing boats
- **Stack** – an isolated column of rock

### National Curriculum Links:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including city, town, village, factory, farm, house, office, port, harbour and shop

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

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

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

- To locate the seas and oceans surrounding the UK.
- To explain what the coast is.
- To identify the physical features of the coast.
- To identify human features on the coast.
- To investigate how people use the local coast.
- To present findings on how people use the local coast.



# Music



## Hanslope Primary School Music Knowledge Organiser

**Year 2: Singing (Theme: On this Island)**

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

- This links to previous learning in year 2: Instruments (Theme: Musical Storytelling).

### 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?

- This links to future learning in Summer 2: Pitch (Theme: Musical Me)

### What key vocabulary will I learn?

- Dynamics: The volume of the music (loud or quiet).
- Tempo: The speed of the music (fast or slow).
- Pitch: How high or low a sound is.
- Composer: A person who writes music.

*phrase: A musical sentence.*



*London bridge is falling down,*

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

- Breathe after each phrase in a song when singing.
- Sing a song from memory.
- Use different pitches while singing (high and low notes).
- Sing lyrics accurately.
- Perform actions that match lyrics.
- Collaborate and communicate within a group.
- Use sounds creatively to represent a chosen environment.
- Perform a composition.
- Apply pitch and dynamics to enhance a composition.
- Read notation from left to right.



## Hanslope Primary School

Summer 1

### PE Knowledge Organiser

**Year 2: Athletics/ physical games**

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

- Links to creative learning
- Previous years of Athletics – building on fundamental skills
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#### National Curriculum Links:

- Master basic movements including running, jumping, throwing and catching, as well as extending balance, agility and coordination, and begin to apply these in a range of activities, individually and with others.
- Engage in activities in a range of increasingly challenging situations.
- Engage in competitive (both against self and against others) and cooperative physical activities.

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

- Links to Y3 physical skills
- Provides the key skills needed to progress into more complex games

#### What key vocabulary will I learn:

- Run jump
- Throw
- Object
- Target
- Variety
- Balance
- Straight
- Over arm
- Under arm
- Accuracy
- Compare
- Combine

#### Physical skills:

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

- I can send with good accuracy and weight.
- I can get in a good position to receive.
- I can collect the ball safely.
- I can react and move quickly.
- I can catch the ball consistently.
- I can slow down with control after catching.

#### Athletics:

- I can perform and compare different types of jumps
- I can run at different paces and complete and obstacle course
- I can throw different types of equipment
- I can show good control
- I can throw accurately
- I can combine different types of jumps

# PSHE



## Hanslope Primary School PSHE Knowledge Organiser – Year 2

### Summer 1: Economic Wellbeing

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

In Year 1, children focused on:

- Exploring how money is used by people.
- Exploring choices people make about money

#### What key vocabulary will I learn:

- Bank Account – the place in which money is electronically stored
- Debit Card – a card that is used to pay, connected to your bank
- Electronic – the method in which most monetary transfers now occur
- Survive – recognising that money is an integral part of 'survival' as an adult. It is needed in order to ensure wellbeing.
- Transaction – the process of exchanging money for goods
- Wages – something that you are paid consistently if a job is completed
- Want – importance between want and need. Consider that you may 'want' more money, but sometimes you only 'need' a certain amount
- Withdraw – the process of taking money out of your account

#### National Curriculum Links:

This strand of PSHE isn't a statutory subject in primary schools. This means that there is no set programme of study from the NC, or learning objectives that pupils have to fulfil. This aspect aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives.

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

In Year 3, children are learning to:

- Contemplate budgeting benefits.
- Plan and calculate within a budget.
- Reflect on future job based on goals.

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

- To know some basic needs for survival, such as food, water and shelter.
- To know that saving money is when we keep some money and don't spend it straight away.





## Hanslope Primary School

### Religious Education Knowledge Organiser

**Year Two- Can stories change people?**

#### National Curriculum Links:

- To explore the way that Old Testament and New Testament stories influence readers and listeners and the reasons for the inclusion of stories (Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

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

- **Year One-** Are some stories more important than others?

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

- **Year Three-** Does Jesus have authority over everyone?
- **Year Four-** Did Jesus really do miracles?
- **Year Five-** Are you inspired?

#### What key vocabulary will I learn:

- **Christianity-** the religion based on the person and teachings of Jesus Christ or its beliefs and practices
- **Judaism-** religious and cultural traditions of the Jewish people
- **Old Testament-** the name of the first part of the Bible which was completed before Jesus Christ was born
- **New Testament-** the name of the second part of the Bible which shows the life and teachings of Jesus



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

**Stories I will know by the end of this unit:**

**Zacchaeus- Luke 19**



**Joseph-Genesis 37- (Revisited)**



**Elijah Fed by the Ravens-1 Kings 17 v2-16**



- A story that shows change in the characters and are meant to inspire change in the listener or reader
- What we might learn from stories
- Why stories change people



# Science



## Hanslope Primary School Science Knowledge Organiser

### Year Two - Plants

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

Plants are a large group of living things that use sunlight to make their own food. There are many, many different kinds of plants, including trees, vines and grasses. Plants have lots of different parts, for example stems, leaves and roots. Some trees lose their leaves in the winter (deciduous). Some keep their leaves through the year (evergreen). Some plants are 'flowering plants' – they grow flowers on them.

#### What key vocabulary will I learn:

Plants have a clear life cycle that helps them to keep reproducing:

Seeds/bulbs – Plants begin life as seeds or bulbs. They need soil, air and water to grow.

Seedling – Plants grow into young plants. They now need light, temperature, water, space and time to keep growing.

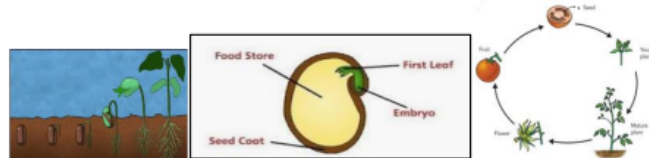
Flowering/Fruit – Plants grow flowers and fruits. These produce seeds. When the plant dies or is pollinated, the seeds find their way to the soil. The process starts again!

Germination is the name for when a plant starts to grow. A plant is germinating when its seed begins to sprout.

Inside a seed/bulb is the baby plant (an embryo). Seeds have a tough layer on the outside to protect the plant (the seed coat).

Seeds and bulbs do not need sunlight in order to grow. They already have their own food store inside them!

However, they do need the right conditions to grow. Normally, they need water, air and the right temperature. This can often be found in well-watered soil!



#### National Curriculum Links:

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.

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

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  
Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant  
Investigate the way in which water is transported within plants  
Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

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

##### What plants need to grow

##### **Water and Nutrients:**

Like animals and humans, plants need water and nutrients to survive.  
Plants are able to get water from the soil through their roots.  
They can also catch water on their leaves.

##### **Light:**

Plants need lots of sunlight to help them grow.  
Plants do not eat food. They instead use sunlight to make their own food.  
Too little light will leave plants weak.

##### **Temperature:**

Plants need the temperature to be just right for them to grow properly.  
If it is too hot, they may burn and wilt. If it is too cold, they may freeze and die. This is why there are less plants at the poles and the deserts.

##### **Space and Time:**

Plants need room for their roots and stems to be able to grow. Without enough room, they may not grow large enough.  
Plants also need time – it can take days, months or even years for them to grow.