

Year 2 Knowledge Organisers.

Summer 1 - 2024

Art

No Art this half term.

Computing



Hanslope Primary School Computing Knowledge Organiser

Year 2: Programming

How does this link to my previous learning?

Personal, Social and Emotional Development

- Show resilience and perseverance in the face of a challenge.

Physical Development

- Develop small motor skills so that they can use a range of tools competently, safely, and confidently.

What key vocabulary will I learn:

- **Program**- When we press the buttons of our floor robot, we are creating a program for it to follow. The program is how the algorithm is run as code on the robot.
- **Robot** - one type of machine that can follow programs - they follow what we instruct them to do.
- **Direction**- a course along which someone or something moves.
- **Obstacle**- a thing that blocks one's way or prevents or hinders progress.
- **Error**- a mistake
- **Debugging**-finding and fixing errors in our algorithms and programs.
- **Algorithm** - A precise set of ordered steps that can be followed by a human and implemented on a computer to achieve a task.
- **Route** - A way or course taken in getting from a starting point to a destination.

National Curriculum Links:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.

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 will I know by the end of this unit:

- To describe a series of instructions as a sequence
- To explain what happens when we change the order of instructions.
- To use logical reasoning to predict the outcome of a program (series of commands).
- To explain that programming projects can have code and artwork.
- To design an algorithm.
- To create and debug a program that I have written.





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, skin, seed, pip, core, slicing, peeling, cutting, squeezing, 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!

Health and Safety

-Remove any jewelry and tie back long hair.

-Wear an apron and roll up your sleeves.

-Wash your hands with hot water and antibacterial soap.

Washing your hands should be done before, during and after preparing food.

Use different chopping boards and knives for raw meat & other foods.

Check that food is cooked right the way through.

Check the dates on food, and check for allergies of those eating.

Make sure that you clean up properly after yourself.

Geography



Hanslope Primary School Geography Knowledge Organiser

Year 2: Would you rather live in Kenya or England?

How does this link to my previous learning?

- Introduction to human and physical features (Yr1)
- Locate the United Kingdom and its seas (Yr1)
- Continents and Oceans (Yr2)
- Weather in the UK (Yr1)
- Hot and cold countries (Yr2)

What key vocabulary will I learn:

- Continent – A large solid area of land. Earth has seven continents
- Country- Land that is controlled by a single government
- Africa- One of the worlds seven continents.
- Kenya – A country located in East Africa
- Nairobi – The capital city of Kenya
- Savannah -A grassy plain with few trees
- Capital City- The city of a country where the government sits
- Human feature- Created or constructed by humans e.g house, factory
- Physical feature – Natural features on the Earth's surface e.g mountain

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 world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage

How does this link to my future learning?

- Similarities and differences between the UK and a region in a European Country (Yr3)
- Locate and name counties and cities of the UK and human and physical features (Yr3)
- Climate zones and biomes (Yr4)

What will I know by the end of this unit:

- I can locate Africa on a map
- I can locate Kenya on a map
- I know Africa is a continent made up of lots of countries
- I know Kenya is a country in East Africa
- I know the capital of Kenya is Nairobi
- I can describe my locality and compare how it is similar/different to a non-European country (human and physical features)
- I can compare how my school day compares to a child in Kenya
- I can explain the difference between human and physical geography
- I can describe how the weather is different between the UK and Africa
- I can describe the human and physical geography of an area in a non-European country (e.g mountains, rivers)

History

No History this half term.

Music



Hanslope Primary School Music Knowledge Organiser

Year 2: On this island: British songs and sounds.

How does this link to my previous learning?

- This links to learning earlier in Year 2 regarding dynamics, timbre, tempo and motif (Theme: Space)

Folk songs are often passed on by generations simply by people singing them. In fact, we don't actually know who wrote most folk songs.



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 will link into Year 3 learning around creating their own composition.

What key vocabulary will I learn?

- Motif – A short melody that is repeated over and over again.
- Soundscape – A piece of music that creates a landscape.
- Duration – The length of time each note is played for (**long** or **short**)
- Pitch – How **high** or **low** a sound is.
- Dynamics – The volume of the music (**loud** or **quiet**)
- Timbre – The quality of sound e.g. smooth, scratchy, twinkly etc
- Structure – How the music is organised into different sections.
- Texture – How many layers of sound the music has (**thick** or **thin**)
- Tempo – The speed of the music (**fast** and **slow**)
- Inspiration – Something that gives you an idea about what to create.



What will I know by the end of this unit:

- Sing, play and follow instructions to perform as a group.
- Describe music using simple musical vocabulary.
- Explore multiple ways of making the same sound.
- Represent the same sound in different ways.
- Describe how they have adapted a sound using musical vocabulary.
- Contribute musically to a final performance.
- Create a piece that clearly represents a particular environment.
- Extend a piece of music so that it represents three distinct environments.



Hanslope Primary School

Summer 1

PE Knowledge Organiser

Year 2: net and ball games / physical games

How does this link to my previous learning?

- Links to creative learning
- Previous years of net and ball games – building on fundamental skills

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:

- Level
- Direction
- Speed
- Catch
- Rally
- Strike
- Pushing
- Bounce
- Travelling
- Striking
- Pathways
- Sending
- Receiving

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.

Team games:

- I can use different ways of travelling at different speeds and following different pathways, directions or courses.
- I can change speed and direction whilst running.
- I can begin to choose and use the best space in a game.
- I can position the body to strike a ball/ shuttlecock.



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?

How does this link to my previous learning?

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

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 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



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.

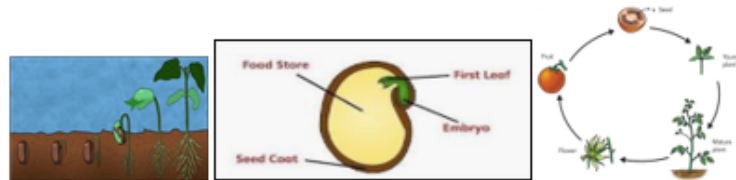
Flowering/Fruit – Plants grow flowers and fruits. These produce seeds. When the plant dies or is pollinated, the seeds find their way to the soil. The process starts again!

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.