

# Year 2 Knowledge Organisers.

Summer 2 - 2024

### Year Two – Staying Healthy

#### National Curriculum Links:

- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

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

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

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

##### **Exercise**

- Humans (and many other animals) need to **exercise**. It builds our muscles and helps to pump blood around our body. Regular exercise makes us stronger and faster.
- Exercise also helps to keep our weight down. When we are too heavy and have too much fat, it is much harder to move, and puts a strain on our bodies.

##### **Eating a Balanced Diet**

It is also important that humans eat a **balanced diet** with all of the right nutrients – this helps us to grow bigger, stronger and healthier!

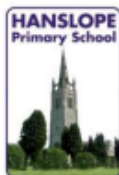
- Eating a balanced diet includes having **fruit & vegetables**, **starchy** foods such as breads and pastas, **meats** and **fish** (and other alternatives) and foods containing **fats**.

##### **Hygiene**

- It is important to be **hygienic**. This includes regularly washing our hair and bodies, washing hands before eating and brushing our teeth.
- Being hygienic stops the spread of germs, which can cause diseases.



# 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.

### 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 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.

### 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.

DT

No DT this half term.

# Geography

No Geography this half term.

# History



## Hanslope Primary School Summer 2

### History Knowledge Organiser

#### **Year 4: What did the Ancient Egyptians believe?**

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

- What changed between the Stone Age and the Iron Age

#### **What key vocabulary will I learn:**

- Afterlife
- Book of the Dead
- Civilisation
- Historically significant
- Immortal
- Mummification
- Preserve
- Ra
- River Nile
- Sarcophagus

#### **National Curriculum Links:**

- Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.
- Comparing different periods of history and identifying changes and continuity.
- Describing the changes and continuity between different periods of history.
- Identifying who is important in historical sources and accounts.
- Asking questions about the main features of everyday life in periods studied, e.g. how did people live.
- Selecting and recording relevant information from a range of sources to answer a question.
- Recognising similarities and differences between past events and today.

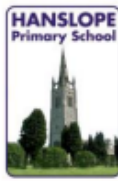
#### **How does this link to my future learning?**

- What did the Greeks ever do for us?

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

- To know that AD means Anno Domini and can be used to show years from the year 1AD.
- To know that change can be brought about by advancements in trade.
- To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.
- To know that archaeological evidence can be used to find out about the past.
- To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.
- To know that assumptions made by historians can change in the light of new evidence.
- To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
- To understand that there are different beliefs in different cultures, times and groups.
- To compare the beliefs in different cultures, times and groups.
- To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.

# Music



## Hanslope Primary School Music Knowledge Organiser

### Year 2: Musical me.

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

- This links to learning at the beginning of the year when children were learning about orchestral instruments and using them in traditional stories.

#### 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 further learning in dynamics, timbre, tempo and motifs.

#### What key vocabulary will I learn?

- Composition – An original piece of music that has been created.
- Pulse – The heartbeat of the music. Sometimes called the 'beat'
- Melody – Patterns of different pitches (high and low notes)
- Timbre – The quality of sound e.g smooth, scratchy, twinkly.
- Dynamics – The volume of the music (loud or quiet)
- Rhythm – Patterns of long and short sounds.
- Composer – A person, who creates and writes an original piece of music.
- Notation – How the music is written down.

Stave and letter musical notation



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

- Clap the rhythm of their name.
- Sing the melody accurately while playing their instrument in time.
- Show a range of emotions using their voices.
- Describe the dynamics and timbre of their pieces.
- Play a known melody from letter notation in the right order, if not in time.
- Invent a melody, write it down and play it back.
- Select instruments with different timbres.
- Compose and perform a piece using different dynamic levels.



## Hanslope Primary School

Summer 2

### PE Knowledge Organiser

**Year 2: Health and Fitness/Striking and Fielding**

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

- Y1 Health and Fitness
- Y1 Striking and fielding

#### 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?

- Y3 Health and Fitness
- Y3 applying the skills into game-based play

#### What key vocabulary will I learn:

- Equipment
- Appropriately
- Safely
- driving arms
- Aim
- Striking
- Fielding
- Fluently
- Speed
- Rules
- Control
- Accuracy
- Aiming
- Positions
- Bowler

Health and fitness:

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

- I can start and stop quickly.
- I can arrive in the correct position to collect the ball (timing).
- I can collect the ball with balance/control.
- I can maintain balance throughout.
- I can balance and hold the correct position, for example, back straight.
- I can balance with control when changing balance/position.

Striking and fielding:

- Stop moving when the 'bowler' has the ball.
- Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)
- Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run.
- React to situations in a way that helps their partners and makes it difficult for their opponents.





## Hanslope Primary School Religious Education Knowledge Organiser

**Year Two-** How should we spend the weekend?

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

- Year One- Do we need shared special places?

### What key vocabulary will I learn:

**Judaism-** followers of this religion are called Jews. They believe in one God. Jews do not believe Jesus was God's son and do not follow him.

**Shabbat-** the Jewish day of rest.

**Creation-** Christian and Jewish people share a common creation story which is shared in the book of Genesis. It tells the story of how God created the world.

### National Curriculum Links:

- To explore the practice of observing Shabbat and the implications for Jewish believers and children.  
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

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

- Year Three- Does taking bread and wine show that someone is a Christian? Does Jesus have authority for everyone?
- Year Five- Does the community of the Mosque help Muslims lead better lives?

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



- \* Key rules, rituals and practices associated with the Jewish Shabbat
- \* There are many more rules than we know
- \* Key features of the Shabbat meal and the main artefacts associated with it
- \* The link between Shabbat, the creation story and the Christian Sabbath, referring to the commandments and the creation story
- \* Why Shabbat is important for Jews



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