

Year 2
Summer 2
Knowledge Organisers



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 Music Knowledge Organiser

Year 2: Pitch (Theme: Musical Me)

How does this link to my previous learning?

- This links to previous learning in year 2: Singing (Theme: On this Island)

National Curriculum Links:

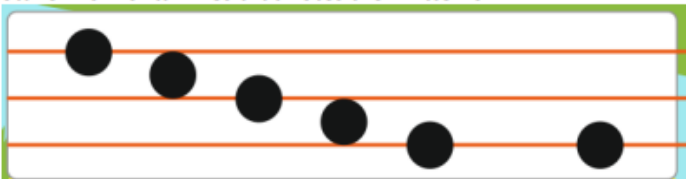
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using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

How does this link to my future learning?

- This links to future learning in year 3: Pentatonic melodies and composition (Theme: Chinese New Year)

What key vocabulary will I learn?

- Pitch- How high or low a sound is.
- Pitch pattern- Any regularly repeated arrangement of high and low sounds.
- Dot- A symbol that can represent pitch.
- Notation- How the music is written down.
- Phrase- A musical sentence.
- Stave- Horizontal lines that notes are written on.



What will I know by the end of this unit:

- Move their eyes from left to right to read pitch patterns.
- Sing high and low notes including the notes in between.
- Play a pattern of high and low notes on an instrument.
- Read notation from left to right.
- Draw high and low sounds using dots at the top and bottom of the page, respectively.
- Recognise when notes stay the same.
- Recognise missing notes on a stave.



Hanslope Primary School Science Knowledge Organiser

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.





Hanslope Primary School Summer 2

History Knowledge Organiser

Year 2: What is a monarch?

National Curriculum Links:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally
- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance

How does this link to my previous learning?

- How did we learn to fly?

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:

battle	A fight between two armies.
conquer	To take control of a country.
defend	To resist an attack
invade	To take over a country.
power	To have control.
ruler	The person in charge of a country or kingdom.
king*	A man who rules a country or area.
queen*	A woman who rules a country or area.
monarchy*	A country that has king or queen.

What will I know by the end of this unit:

- Recall that a monarch is a king or queen.
- Identify some of the monarch's roles.
- Explain that a king or queen is crowned in a special ceremony called a coronation.
- Name some of the main steps in the coronation ceremony.
- Use sources to explain how William the Conqueror became King of England.
- Explain how William the Conqueror kept order and conquered England.
- Explain how castles have changed over time.
- Identify that the power of monarchs has changed over time.



Hanslope Primary School

Summer 2 Art Knowledge Organiser

Year 2: Stick Transformation Project

How does this link to my previous learning?

- To use a range of materials creatively to design and make products.

National Curriculum Links:

- To use collaboration skills when working with others.
- To develop a deeper understanding of the world around us including different cultures.
- To learn about the work of a range of artists and to make links to our own work.

How does this link to my future learning?

- To improve mastery to create and design products, using a range of materials and techniques.

What key vocabulary will I learn:

Sketch – a rough drawing or painting.

Line – a mark made on a surface that joins different points.

Fragile – an object easily broken or damaged.

Design – a plan or drawing produced to show the look and function workings of an object before it is made.

Explore – To try out new ideas in order to learn about the world and discover.

Tradition – the customs or beliefs from generation to generation.

Ethnic – belonging to a population group made of people who share a common cultural background.

Reinvent – change something so much that it appears entirely new.

Arrange – the composition or collection of visual elements in an artwork.

Position – a place where something is located or has been put.

Focus – the centre of interest or activity in a work of art.

Personality – the combination of characteristics or qualities that form an individual's distinct character.

What will I know by the end of this unit:

- To use my sketchbook to generate ideas and to test ideas.
- To use a variety of materials to transform my object, thinking about form and colour.
- To cut materials with simple tools and fasten materials together to construct my sculpture.
- To share my sketchbook and sculpture with the class and talk about how I made it and what I liked.
- To listen to feedback about my work.
- To listen to others, talk about their work and share my thoughts about their work.
- To take a photograph of my sculpture, thinking about focus.



Hanslope Primary School

Religious Education Knowledge Organiser

Year Two- How should we spend the weekend?

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 previous learning?

- Year One- Do we need shared special places?

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 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.

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