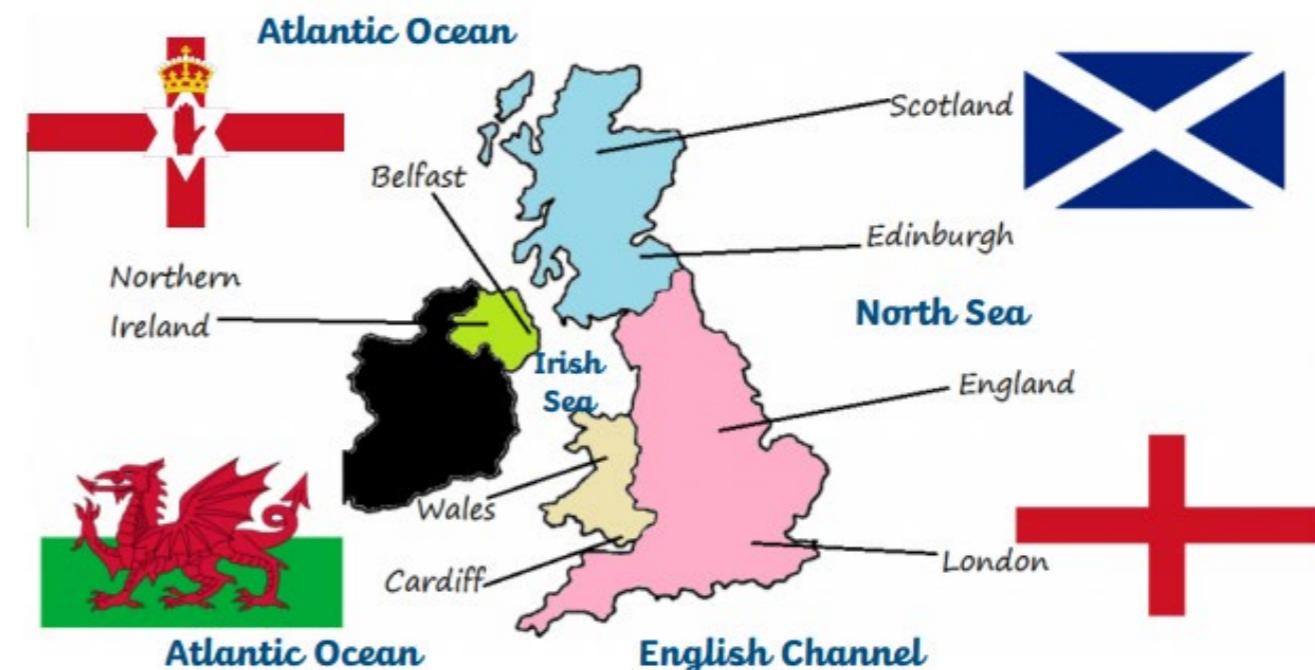


Knowledge Organiser – Colours of the World

Continents and Oceans



The United Kingdom



Direction and Map Skills

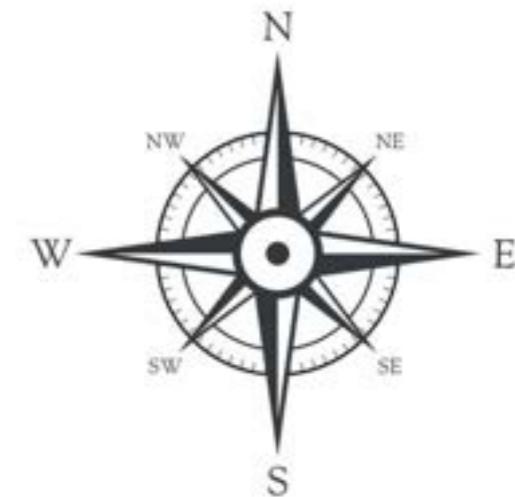
The four main points of the compass are North, East, South and West.

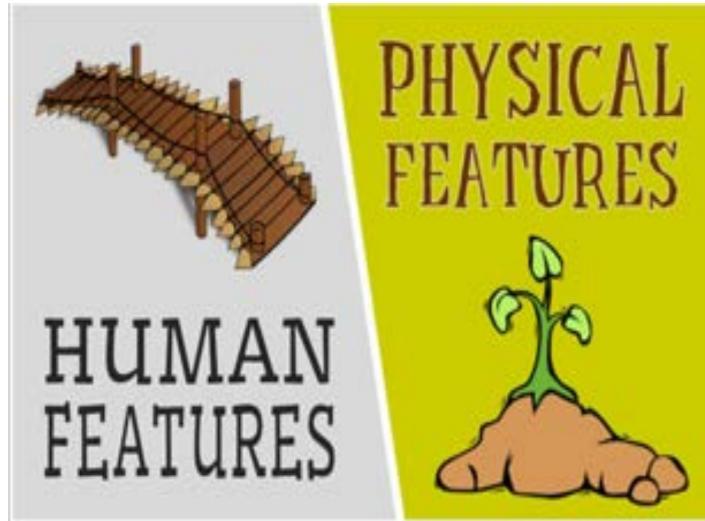
A map gives us information about places. They tell us where places are and help us to identify where things are located. From maps, we are able to identify roads, schools and other places of interest. A map uses symbols to show where the places are.

These symbols are explained in a key.

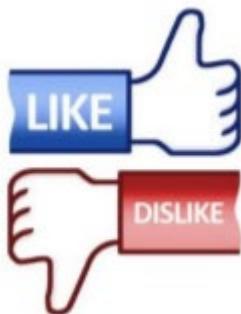
Physical and Human Features

Key V





Local Area



It is very important that you are able to give your opinion and say what you think about something. What do you like and what do you not like about the place you live in?

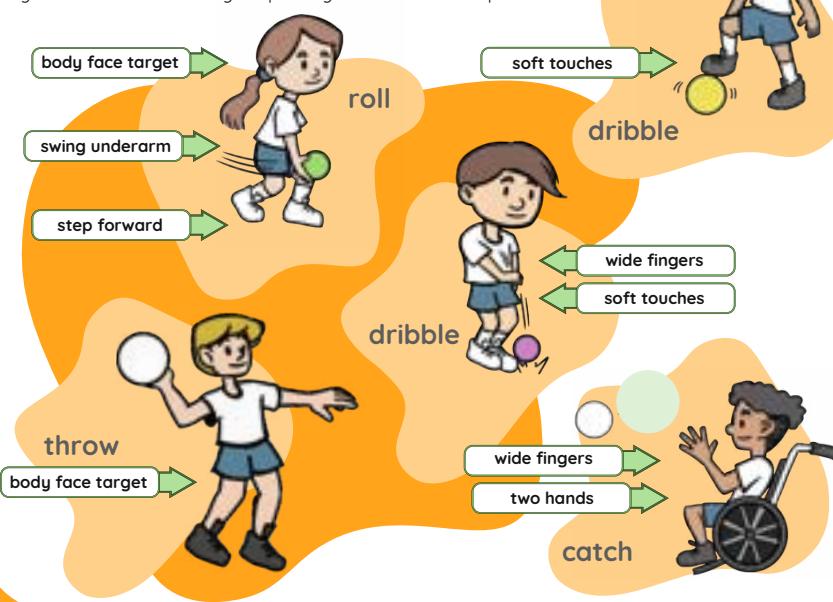
Key Word	Definition
equator	An imaginary line drawn through the middle of the Earth, which splits the planet into the Northern and Southern hemisphere. Countries near the equator are usually warm.
climate	The weather conditions in a place.
continent	A large land mass, there are 7 in all.
country	A land that is controlled by a single government. They can be large or small.
capital city	The capital city is the one from where the government of a country functions. All leaders and officials work in the capital city.
UK	The United Kingdom of Great Britain and Northern Ireland.
landmark	A feature of the landscape or area that is easily recognised.

Knowledge Organiser

Ball Skills Y2

About this Unit

Ball skills are important because they can be used in lots of other games. Learning different ball skills also helps your eyes, hands and feet work together. This makes your brain smarter because it has to think about where the ball is and how to make your body do what you want. You can always improve your ball skills with practise.



Ladder Knowledge



Sending:

Step forward with your opposite foot to throwing arm. This will help you to balance.

Catching:

Use wide fingers and pull the ball into your chest to catch securely.

Tracking:

It is easier to move towards a ball to track it than chase it.

Dribbling:

Keep your head up when dribbling to see the space and other players.

Movement Skills

- roll
- track
- dribble with feet
- kick
- throw
- catch
- dribble with hands

This unit will also help you to develop other important skills.

Social Emotional Thinking

inclusion, communication, collaboration, leadership
 independence, honesty, perseverance, determination
 comprehension, select and apply skills, use tactics

Strategies

For all ball skills use these tips:

Track the ball as it comes towards.
 Point your hand or foot towards your target when sending the ball.
 Cushion the ball as you receive it.

Key Vocabulary



bounce

kick

roll

catch

collect

prepare

target

control

receive

touch

dribble

release

underarm



Healthy Participation

- Make sure unused balls are stored in a safe place.
- Make sure you work in a safe space and show an awareness of others as you use the ball.



This unit will help you to:

- change direction
- balance
- move different body parts at the same time
- be faster
- move for longer



Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Sock Boule



What you need: a target object, rolled up socks, 2 or more players

How to play:

- Each player has three pairs of rolled up socks.
- Place the target object seven big steps away from you.
- Take it in turns to throw your socks as close to the target as possible.
- The winner for each round is the person who gets their socks closest to the target, they get one point for winning the round.
- First player to 5 points wins.

www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



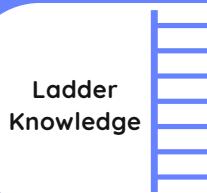
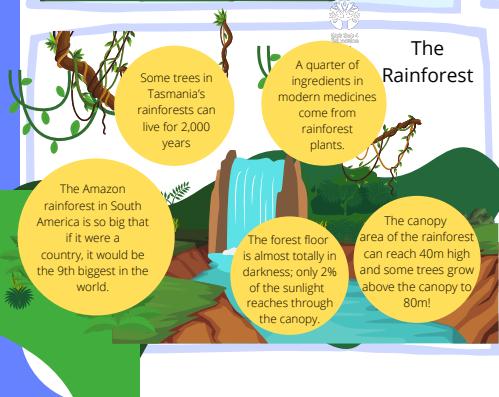
@getset4education136

Knowledge Organiser

Dance Year 2

About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...



Ladder Knowledge

Placing actions in a particular order will help you to tell the story of your dance.

Actions:

Dynamics:

Space:

Relationships:

Performance:

You can change the way you perform actions to show an idea.

You can use different directions, pathways and levels in your dance.

Use counts of 8. It will help you to stay in time with your partner and the music.

Use facial expressions it will help to show the mood of your dance.

Movement Skills

- actions
- dynamics
- space
- relationships

This unit will also help you to develop other important skills.

Social Emotional Thinking

respect, collaboration, work safely, communication

independence, confidence, perseverance, determination

provide feedback, comprehension, reflection, observation, creativity

Strategies

Keep practicing your dance. It will get better everytime.

Healthy Participation



- You should be bare foot for dance.
- Ensure you always work in your own safe space when working on your own.



This unit will help you to:

- balance
- move different body parts at the same time
- be more flexible

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Newspaper Dance

What you need: 10+ more players, a sheet of newspaper per player, a music track, someone to press stop.

How to play:

- Each player begins standing on a large piece of newspaper.
- When the music plays move off the newspaper and dance around the space.
- When the music stops stand on the newspaper. Players are not allowed to touch the floor.
- When successful reduce the size of the newspaper by folding it.
- Keep playing until you cannot stand without going out of the boundary.

www.getset4education.co.uk

Key Vocabulary



action expression

counts level

perform

create matching

speed

direction mirroring

timing

dynamics pathway

unison



Head to our youtube channel to watch the skills videos for this unit.



@getset4education136



Purple Mash Computing Scheme: Knowledge Organiser

Year 2

Creating Pictures

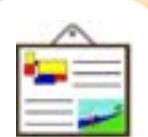
Key Learning

- To create a digital art piece in an Impressionist style.
- To create a digital art piece in a Pointillism style.
- To create a digital art piece that is in the style of Piet Mondrian's work.
- To create digital art patterns in the style of the Arts and Crafts movement.
- To create a portfolio of digital art.

Key Resources



2Paint A Picture



Publishing Template

Key Vocabulary

Arts and Crafts

A style of art that often-used nature inspired patterns.

De Stijl

A style of art from over 100 years ago that uses straight lines and bright colours.

Digital Portfolio

A place where a collection of different files can be saved in one place or file.

Fill Tool

A tool found in digital art tools that let a user fill a shape with a colour.

Image Picker

A place where images such as clipart or photos can be chosen to import into file.

Import

Using a file such as an image and importing it into another file like a writing template.

Palette

Within computer graphics, this is the range of colours or shapes available to the user.

Impressionism

A style of painting that looks light and colourful. Instead of painting every detail, impressionist artists used quick and short brush strokes, which captured a scene at that moment.

Pointillism

A way of painting where artists use tiny dots of different colours instead of brushstrokes.

Repeating Pattern

A decorative design that is shown again and again.

Outline

An outline on a picture is like a border or edge that shows the shape of something. It's usually drawn with a line around an object to make it stand out.

Resize

Changing the size of something to fit. Such as resizing an image to fit into a frame.



Year 2

Creating Pictures

Key Images



Choose the art style



Open, Save and Share



Undo or redo



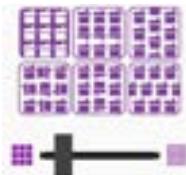
Dilute colours



Use outline guide



Select colours from palette



Pattern style and size



Import and remove picture

Key Questions

What is 2Paint A Picture?

2Paint A Picture is a digital painting software tool that has different painting effects that can help someone create digital pictures on a computer.

How can digital painting software help create patterns?

Patterns can take a long time to create using traditional pattern printing methods. Using a digital painting software, patterns can be made quickly. Also, how a pattern is repeated, positioned and the size of it can all be changed with just a few clicks.

What are the advantages of using digital art tools like 2Paint A Picture?

Digital art can be created more quickly than traditional paper and paint methods. Any mistakes or changes that need to be made can be done without any mess and almost straight away. Digital art can also be shared with lots of people very easily.

What is a digital art template?

2Paint A Picture provides a range of digital painting templates. Each template produces different effects. For example, the pointillism template produces lots of little dots each time a brush stroke is made.

What is a digital art portfolio?

A digital art portfolio lets you import digital art images. Someone might which to show all their digital art images in one place.



Knowledge Organiser: Uses of everyday materials



Lesson Sequence



1. Identify different materials and their uses



2. Understand how to select the right materials to build a bridge



3. Explore and test the stretchiness of materials



4. Understand materials can change their shape by twisting, bending, squashing or stretching



5. Learn about Charles Macintosh and explore how materials are suitable for different purposes

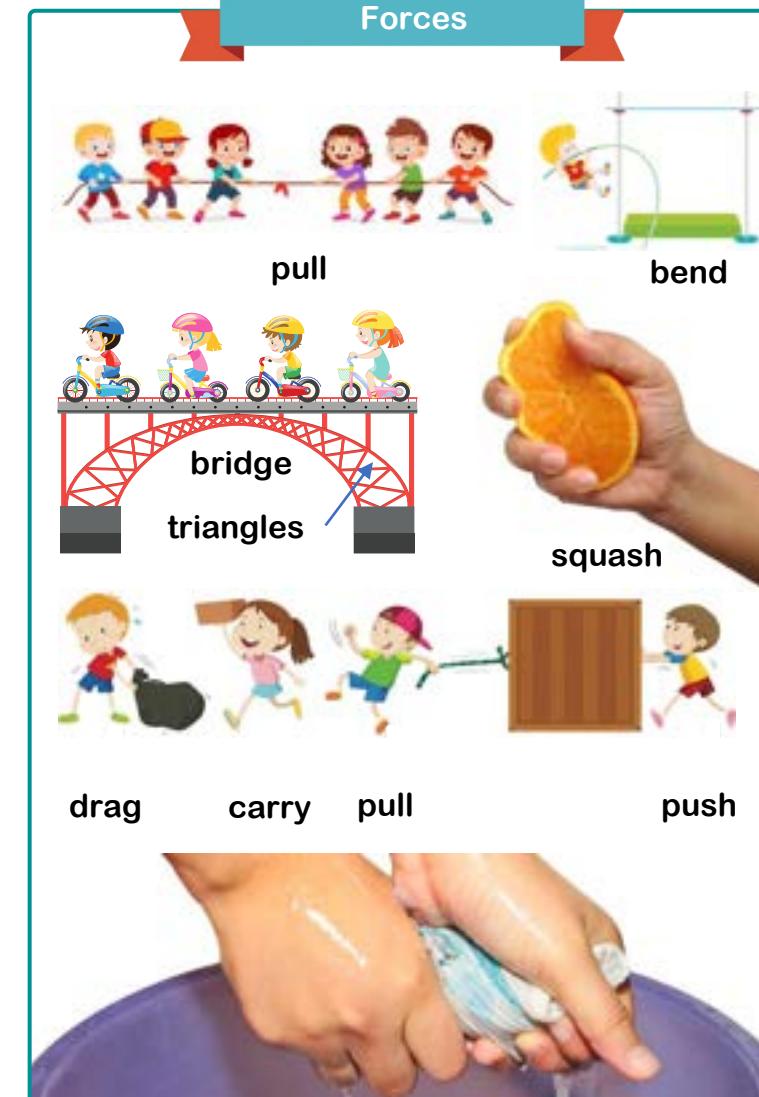


6. Discover which materials change shape when making a road with John McAdam

Careers connected to materials:
materials engineer, road designer, road engineer



Materials		
material		uses
wood		window frames, furniture, buildings, floors
metal		furniture, buildings, statues, pipes, jewellery
plastic		containers, toys, bags, pipes
brick		walls, floors
rock		roads, garden paths, floors, kitchen tops
paper		toilet roll, writing paper, newspaper, cardboard
glass		drinking glasses, windowpanes, television screens





Rocket Words

material	anything that is used to make something else
property	the way in which a material is described
obstacle	something that blocks the way
construction	the process of building something
stretchy	something that can pull apart without breaking; elastic
elastic	something that can pull apart without breaking; stretchy
force	a pressure applied to something that makes it change shape or move
bend	to shape or force something into a curved shape

Pathway: Playful Making

Pathway for Years 1 & 2

Disciplines:

Sculpture, Drawing

Key Concepts:

- **That when we make art in 3 dimensions it is often called Sculpture.**
- **That we can generate ideas through playful exploration.**
- **That we can build understanding of the properties of materials through manipulation.**
- **That making sculpture is a partnership between materials, ideas, hands and tools.**
- **That we can reflect upon our intention when we see our ideas made physical.**

In this pathway children are introduced to what sculpture can be, and invited to explore the work of other sculptors whilst taking a playful and inventive approach to making their own sculptures.

The pathway encourages children to start voicing their response to sculptural artworks, including their own, and to give them time and space to explore properties of materials, and what happens when you join one or more materials together to construct new forms.

Theme:

Transformation & Invention

Medium:

Construction Materials (card, paper, wood, wire, string, fabric including recycled and found objects)

Artists:

Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett

This pathway will take approximately half a term, based upon a weekly art lesson.

If you use this resource in your setting, please tag us



AGES 5-8

Curriculum Links

Geography: Adapt the playful making approach to make sculptures of ports and harbours, towns, cities, villages, The Great Wall of China etc.

Maths: Uses language to support understanding of 2D/3D shapes, sequence, measuring, position & direction.

Science: Uses language to support understanding of properties and manipulation of materials.

PSHE: Collaboration, responsibility to the planet.

I Can...

- I have explored what we mean by “sculpture” and I thought about what I like about different pieces of sculpture.
- I can use my sketchbook to make drawings inspired by sculptures I have seen, to help me think about what I like, and to remember what I have seen.
- I can use my hands to make small sculptures out of lots of different materials. I can bend, twist, fold, cut and fasten.
- I can use my hands to make sculptures without designing first. I can just see what happens if...
- I can discover that sometimes working with materials is hard work – things break or my fingers hurt – but that is all ok!
- I can share my work and listen to what other people like about it.
- I can look at other people’s work and sometimes share what I like about it with them.

Pathway: Playful Making

Aims of the Pathway

This pathway aims to introduce children to the idea of Design through Making: a playful approach to exploring materials and constructing sculpture.

Week 1: Introduce the idea of "Sculpture"

Talk

What Is Sculpture?

Use the [“What Is Sculpture?”](#) resource to introduce children to the idea that when we make art in 3 dimensions it is often called Sculpture.

Enable Children to Be Curious & Articulate

Use the animation above as a starting point to talk about Sculpture made by Sculptors. Use the artworks and questions on the [“Talking Points: Introduction to Sculpture”](#) to help children explore sculpture made by other artists.



Work in Sketchbooks

Show Me What You See

Invite pupils to make drawings of the sculptures using the [“Talking Points: Introduction to Sculpture”](#) resource above. Create drawings in sketchbooks inspired by the videos and images using [“Show Me What You See”](#).

Time

This pathway takes 6 weeks, with an hour per week. Shorten or lengthen the suggested pathway according to time and experience. Follow the stages in **green** for a shorter pathway or less complex journey.

Materials

A3 Sugar paper, handwriting pens.
Construction Materials (see [list here](#))



Remember that children are using drawing as a way of collecting information and adding their own thoughts. They can also add words etc (no need for sentences).

Remember there is no need/requirement to add learning objectives to sketchbooks or to mark the pages in any way.

Week 2: Start Making

The AccessArt Making Prompt Cards

Time to let the children explore materials and tools and connect hand, heart and head. Before you introduce children to this activity, watch "[Design through Making](#)".



In this warm up session, introduce children to "[The AccessArt Making Prompt Cards](#)" a wide range of materials and invite them to make in a playful way without a predefined outcome in mind.

Openly invite the children to explore the materials without "knowing" what they will make ("We are going to be explorers and inventors..."). This comes easy to young children and we tend to grow out of it as we get older – but it's an important skill to acknowledge and retain. Collect together materials on the materials list in the Teacher notes column, and choose one or more of the prompts.



At the end of the session, tidy the room and clear a space to show the “sculptures” made. Remember these are just “doodles” of materials – and are the first stage in exploring the properties of materials, and how we can connect and combine to make new objects. Ask the children to try to guess the prompt card used, and to talk about the sculptures as a class.

Week 3 & 4: Find your Focus

Make Your Sculpture

Choose from one of the projects below, or adapt a similar approach to your own area of focus/curriculum theme.



All the resources below share the common aim of enabling children to explore materials, simple tools and their ideas, with plenty of freedom to play and invent.

Give children plenty of time and space to explore, take creative risks, discover and share, without working towards a predefined outcome.

Encourage and celebrate individuality.

Have sketchbooks open on tables and encourage children to make notes, record and reflect.

Project 1

Creativity Medals



Jan Miller is an Art and Design Technology teacher and magazine editor with 25 years' experience. Invite children to create imaginative and unique "[Creativity Medals](#)" using recycled materials.

Or...

Project 2

Making a Roller Coaster



KS1 children use their imaginations and sense of fun to collaborate to create a "[Model Roller Coaster](#)" with moving parts.

Or...

Project 3 & 4

Boats That Float & Sea Creatures

Both these projects were illustrated with older children, but they follow the same playful making approach. Adapt by keeping tools simpler (ie scissors, but no pliers or glue guns).

[Boats That Float](#)

[Sea Creatures](#)

Week 6: Reflect & Discuss**Share and Celebrate the Outcomes**

Time to see the work which has been made, talk about intention and outcome.

Invite children to display the work in a clear space, and walk around the work as if they are in a gallery. Give the work the respect it deserves. Remind the children of their hardwork.

If you have class cameras or tablets, invite the children to document their work, working in pairs or teams. Think about how the work is lit and what it is displayed on. Encourage them to feel able to change the background, turn the sculpture around etc.

[Use the resource here to help you run a class "crit" to finish the project.](#)

You CanDo all the multiplication facts of 2.

0	x	2	=	0	=	2	x	0
1	x	2	=	2	=	2	x	1
2	x	2	=	4	=	2	x	2
3	x	2	=	6	=	2	x	3
4	x	2	=	8	=	2	x	4
5	x	2	=	10	=	2	x	5
6	x	2	=	12	=	2	x	6
7	x	2	=	14	=	2	x	7
8	x	2	=	16	=	2	x	8
9	x	2	=	18	=	2	x	9
10	x	2	=	20	=	2	x	10
11	x	2	=	22	=	2	x	11
12	x	2	=	24	=	2	x	12

Can Do Tables

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Factor, factor, product

2, 1, 2
2, 2, 4
2, 4, 8
2, 8, 16

2, 10, 20
2, 5, 10

2, 3, 6
2, 6, 12
2, 12, 24

2, 11, 22
2, 9, 18
2, 7, 14



There is a repeating pattern of 0, 2, 4, 6, 8



Even numbers are divisible by 2

$$\begin{array}{ll} 2 \times 5 = 10 & 5 \times 2 = 10 \\ 10 = 2 \times 5 & 10 = 5 \times 2 \\ 10 \div 2 = 5 & 10 \div 5 = 2 \\ 5 = 10 \div 2 & 2 = 10 \div 5 \end{array}$$

If I know... then I also know...

You CanDo all the multiplication facts of 10.

0	x	10	=	0	=	10	x	0
1	x	10	=	10	=	10	x	1
2	x	10	=	20	=	10	x	2
3	x	10	=	30	=	10	x	3
4	x	10	=	40	=	10	x	4
5	x	10	=	50	=	10	x	5
6	x	10	=	60	=	10	x	6
7	x	10	=	70	=	10	x	7
8	x	10	=	80	=	10	x	8
9	x	10	=	90	=	10	x	9
10	x	10	=	100	=	10	x	10
11	x	10	=	110	=	10	x	11
12	x	10	=	120	=	10	x	12

Can Do Tables

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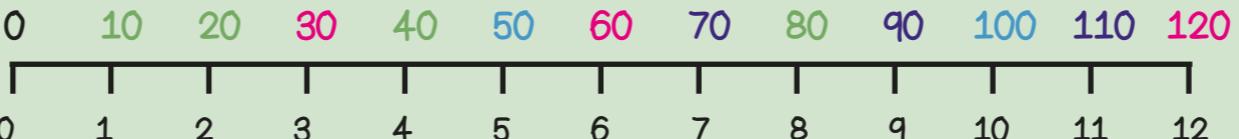


10, 1, 10
10, 2, 20
10, 4, 40
10, 8, 80

10, 10, 100
10, 5, 50

10, 3, 30
10, 6, 60
10, 12, 120

10, 11, 110
10, 9, 90
10, 7, 70



Multiples of 10 all have a zero in the ones column.

The products of 10 are even numbers.

You CanDo all the multiplication facts of 5.

0	x	5	=	0	=	5	x	0
1	x	5	=	5	=	5	x	1
2	x	5	=	10	=	5	x	2
3	x	5	=	15	=	5	x	3
4	x	5	=	20	=	5	x	4
5	x	5	=	25	=	5	x	5
6	x	5	=	30	=	5	x	6
7	x	5	=	35	=	5	x	7
8	x	5	=	40	=	5	x	8
9	x	5	=	45	=	5	x	9
10	x	5	=	50	=	5	x	10
11	x	5	=	55	=	5	x	11
12	x	5	=	60	=	5	x	12

Can Do Tables

www.buzzardpublishing.com

The product of an odd number and 5 is odd.

The product of an even number and 5 is even.

5, 1, 5
5, 2, 10
5, 4, 20
5, 8, 40

5, 10, 50
5, 5, 25

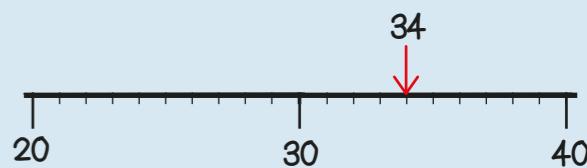
5, 3, 15
5, 6, 30
5, 12, 60

5, 11, 55
5, 9, 45
5, 7, 35

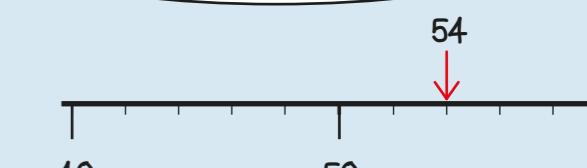


Year 2 Term 3

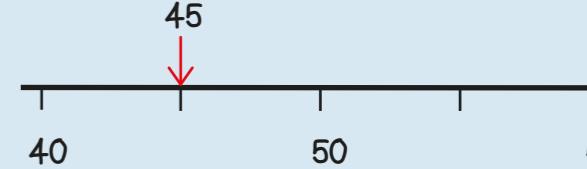
If there are 10 steps to increase by 10 then the scale is going up in 1s.



If there are 5 steps to increase by 10 then the scale goes up in 2s.



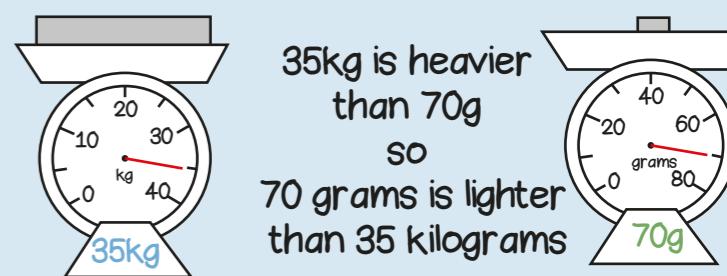
If there are 2 steps to increase by 10 then the scale goes up in 5s.



Tree A is taller than tree B
so tree B is shorter than tree A.



The yellow line is longer than the green line
so the green line is shorter than the yellow line.



Y1 PSHE Jigsaw Knowledge Organiser Dreams & Goals

Puzzle Outcomes

- I can set simple goals.
- I can tell you about the things I do well.
- I can set a goal and work out how to achieve it.
- I can tell you how I learn best.
- I can understand how to work well with a partner.
- I can celebrate achievement with my partner.
- I can tackle a new challenge and understand this might stretch my learning.
- I can identify how I feel when I am faced with a new challenge.
- I can identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them.
- I know how I feel when I see obstacles and how I feel when I overcome them.
- I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.
- I know how to store the feelings of success in my internal treasure chest.

Weekly Celebrations

Week 1- Stay motivated.

Week 2 – Keep trying even when it's difficult.

Week 3 – Work well with a partner or in a group.

Week 4 – Have a positive attitude.

Week 5 – Help others to achieve their goals.

Week 6 – Are working hard to achieve their own goals and dreams.

Dreams & Goals at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, we understand that it is important to set challenging yet realistic goals. We try our hardest to reach our potential.



Our Values of the term:

Quality and Love



Key Vocabulary

Dream	A cherished aspiration, ambition, or ideal.
Goal	The object of a person's ambition or effort; an aim or desired result.
Proud	Feeling deep pleasure or satisfaction as a result of your achievements.
Success	The accomplishment of an aim or purpose.
Learning	Gaining new knowledge and skills.
Treasure	Valuable objects.
Team	Coming together to achieve a common goal.
Challenge	A difficult task or problem.



Discovery RE Knowledge Organiser Year 2, ages 6-7



This knowledge organiser is a guide, offering key information to point the teacher in the right direction as to the beliefs underpinning the particular enquiry.

The summaries must not be taken as the beliefs of ALL members of the particular religion.

Religion /Worldview: Judaism	Enquiry Question: How important is it for Jewish people to do what God asks them to do?	Age: 6/7	Year Group: 2 Spring 1
In this enquiry, the children look at the festival of Passover. They reflect on the stories behind the celebrations and consider the importance of symbols and symbolic actions.			
Core Knowledge (see also background information documents)	Link to other aspects of belief	Personal connection / resonance	
<p>The focus of this enquiry is the Story of Passover and how it is commemorated today. The Jews were captive in Egypt when Moses became their leader, he was inspired to lead the people out of slavery and would lead them to a 'promised land'. However, their exit from Egypt was not straightforward as the Pharaoh (Egyptian leader) refused to let them go. The Jewish scriptures say that 10 plagues were sent upon the Egyptians one at a time until they were finally able to leave. The last plague saw the Angel of Death killing the firstborn of every Egyptian family including the Pharaoh. However, the angel 'passed over' the Jewish houses, hence the name Passover. Pesach (Passover) commemorations include a Seder meal – a meal with symbolic foods that remember key parts of the story and the relevant accompanying emotions.</p>	<ul style="list-style-type: none"> Relationship with God Identity as a chosen people Symbolism in the synagogue – for example, the careful storage of the scriptures in the Ark 10 Commandments which were given to Jesus in the desert after these events. 	<ul style="list-style-type: none"> Who do I have a special friendship with? What do I expect to get from this friendship? What do I give to this friendship? How does this friendship make me feel? 	
Key Terms and definitions	History/Context	Impact on believer/daily life	Spiral curriculum link
<p>Covenant: special relationship based on mutual promises</p> <p>Pesach: festival of Passover</p> <p>Seder meal: meal commemorating the events of the exodus</p>	<p>Passover remembers a time of coming out of slavery and persecution. The story shows how God came to their rescue and led them to a land they believe was promised for them. This land is still contested today as not everyone agrees.</p>	<ul style="list-style-type: none"> Jews remember the leaders who showed courage in their actions. Remembering the events helps Jews to connect daily with their history and relationship with God. 	<p>Recap on Year 1 work on Shabbat, Rosh Hashanah and Yom Kippur. Bring Abraham and Moses to the fore as people who led these key events in Jewish history. Yr4 Autumn 1 looks at the 10 Commandments in more detail, which follows on in Jewish history from this event.</p>
Home learning ideas/questions:			
Do we have celebration meals? Why is it important to remember things that happened in the past?			