

Year 2 Knowledge Organisers Autumn Term 1

Art

Develop Apply Create Plan Explore

Year 2 - Craft and design



Abstract	Art where the subject doesn't necessarily look like it does in real life
Composition	Putting different elements together in a pleasing way
Curator	Someone who organises and looks after collections in museums and galleries
Felt	A material made by laying fibres in different directions then squashing them together
Fibre	Threads of wool
Inspired	Feeling very interested and excited by something you have seen
Negative print	Ink will show the background of the tile rather than the drawn lines
Pattern	A design in which shapes, colours or lines are repeated
Stained glass	Colourful, decorative glass that makes a design
View finder	A tool used to help choose a composition

Felt is used to make both artworks and useful objects



Artists

Susan Stockwell

Kim Soon Im

Josef Albers

Eduardo Paolozzi

Matthew Cusick

Abstract art doesn't necessarily look like it does in real-life. Artists use shapes, colours and different marks



Art

Develop Apply Create Plan Explore

Year 2 - Craft and design

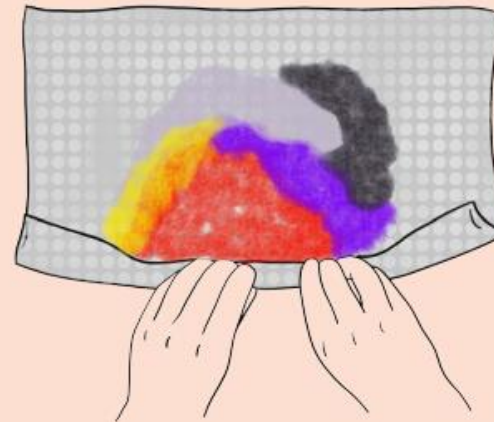


Arranging artwork for display



- Think about your audience
- Try out combinations of work
- Fix your work in position
- Add labels

Make felt by laying wool fibres in different directions, adding hot water then rolling and squeezing the felt.



Using a roller for printing



- Not too much ink!
- Roll in different directions.
- Aim for a thin layer all over the roller.
- Listen for a sticky 'hissing' noise!



Mix colours by overlapping materials

History

Subject Skills

Ask questions

Think critically

Weigh evidence

Make connections

Draw contrasts

Analyse

Year 2 - How was school different in the past?



past

← **Now**

Events that have already happened.

present

→ **Now**


Events that are happening now.

beyond living memory

100 ←


years ago

source




Something that gives us information about the past.

evidence




The information historians take from sources.

Timeline of schools in the past



1900s 1960s 1980s Now

What is the same?



1900s Now

What is different?

Computing

Subject skills

Problem solving

Responsible

Digitally literate

Purposeful

Sequencing

Music

What is a computer?

Battery	A cell or connected group of cells that store electrical energy to power wireless devices.
Buttons	Switches that you can press to control a device.
Computer	Electronic machine that accepts and processes information to produce an output, and then stores the results.
Desktop	A tower computer that needs a mouse, keyboard and monitor, that stays in one place.
Device	Equipment created for a certain purpose or job.
Electricity	A type of energy, that is usually invisible, that can be made or stored and used to make devices work.
Input	A way of telling the computer what you want it to do.
Invention	A new device or process which solves a problem.
Keyboard	An input device made up of buttons that create letters, numbers, and symbols, as well as perform other functions.
Laptop	A compact computer that is easy to carry and move around.
Monitor	An output device, which shows what is happening on the computer for example videos, images and text.
Mouse	A handheld device that is used to move things around on the computer screen.
Output	Information or data that is sent by the computer to an output device such as a printer or speakers.
Technology	Using scientific knowledge to help us to create new devices or tools.
Wire	A long, thin and flexible piece of metal protected by a plastic coating. Electrical wire is used to carry electricity.

Key facts

Kapow
Primary

Some computers have a keyboard, screen and mouse, others have buttons to make them do things.



All computers need electricity - they can get this through wires into the wall or batteries!

These items all use technology.



Music Skills

Listen

Perform

Create

Explore

Sing

Compose

Produce

Improve



Knowledge Organiser – Hands, Feet, Heart – Year 2, Unit 1



1 – Listening: Hands, Feet, Heart

Find the pulse as you are listening to the music: Can you dance, get funky or find the groove?

Instruments/voices you can hear: keyboard, bass, drums, electric guitars, saxophone, trumpet, vocals.



2 – Musical Activities

Find the pulse!

- What animal can you be finding the pulse?

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Make up your own rhythm

Singing

- Sing Hands, Feet, Heart in groups
- Have fun!

Playing instruments using up to three notes

– G or G, A + C. *Which part did you play?*

3 – Perform & Share

A class performance of Hands, Feet, Heart. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Improvise using the notes C + D:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

Which notes did you use?

Have a think...

What did you like doing best?

Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?

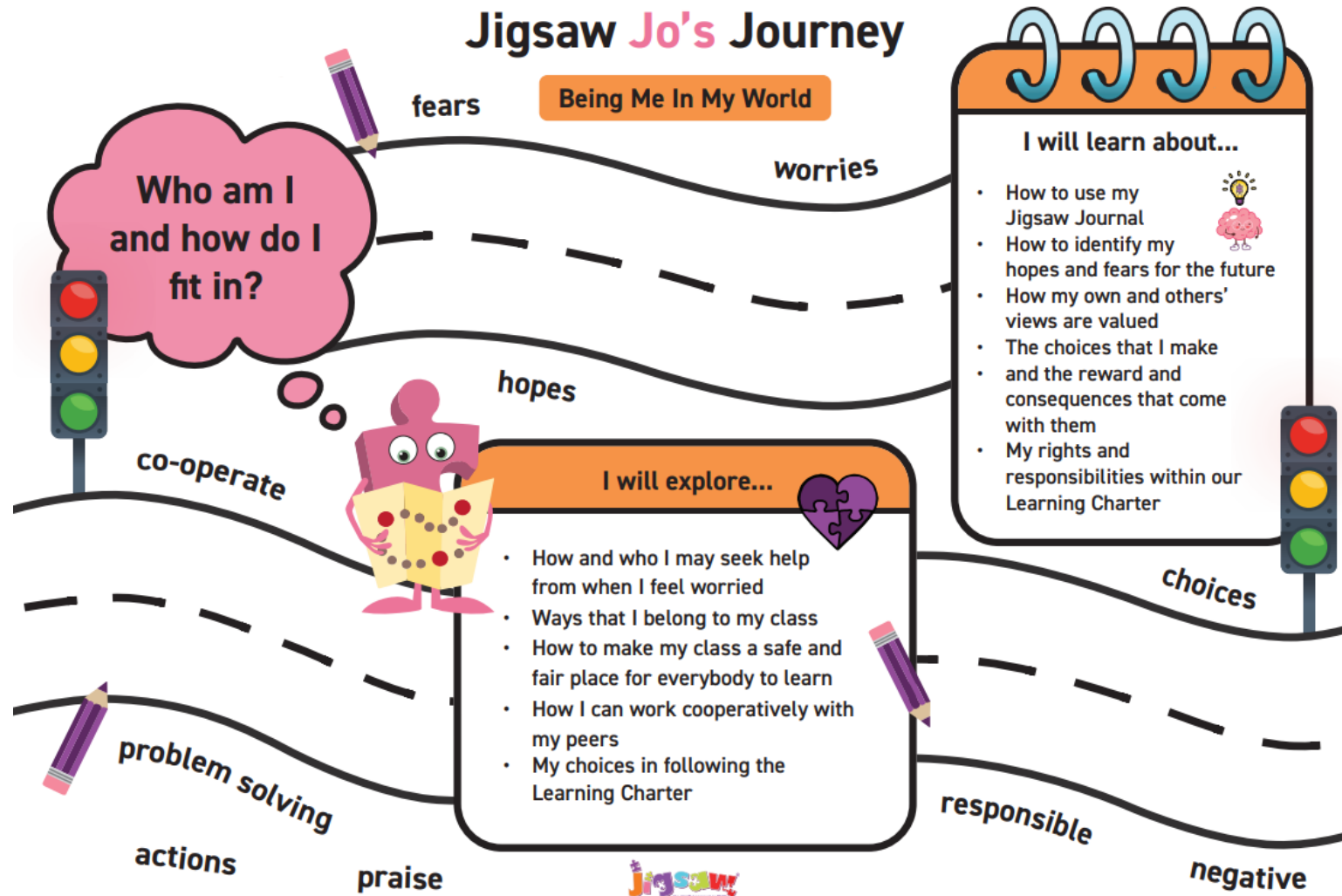


This unit is about South Africa and South African music

Words you need to know: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo

Subject skills

Discuss · Empathise · Listen to others · Sensitive · Brave · Accepting · Understanding · Share thoughts and ideas · Respect · Honesty



PE

Subject skills

Compete

Physical

Sportsmanship

Transferrable skills

Improve

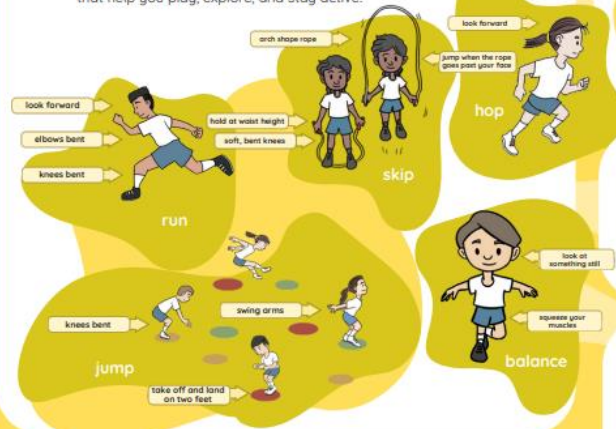
Persevere



Knowledge Organiser Fundamentals Year 2

About this Unit

Fundamental movement skills are like the building blocks of all the fun things your body can do. They're special moves that help you play, explore, and stay active.



Ladder Knowledge



Running: Putting weight into the front of your feet helps you to stop in a balanced position. Running on the balls of your feet, taking big steps and having elbows bent will help you to run faster.

Balancing: Squeezing your muscles helps you to balance.

Jumping: Swinging your arms forwards will help you to jump further.

Hopping: If you look straight ahead it will stop you from falling over when you land.

Skipping: Swing opposite arm to leg to help you to balance when skipping without a rope.

Movement Skills

- run
- speed
- agility
- dodge
- balance
- jump
- hop
- skip

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

Social

collaboration, respect, take turns, communication, encourage others

Emotional

determination, honesty, perseverance

Thinking

comprehension, make decisions, creativity, use tactics, recall

Strategy

Look at how older children or grown-ups move. You can learn a lot by watching how they run, jump, and play. Then try to copy their moves.

Healthy Participation



Behave and move in a safe way.

Home Learning

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

Footwork Frenzy

What you need: 6 socks

How to play:

- Place the socks in a straight line with a gap just bigger than the size of your foot in between each sock.
- Begin at one end of the socks and complete the below three times to complete challenge.
 - Run through the gaps, placing one foot in each. Go as quickly as you can.
 - Jump two footed in each gap? Then backwards.
 - Jump feet wide, then feet together in the gaps.
 - Hopscotch, 1 foot, two feet, 1 foot, 2 feet etc
 - Rotate to turn sideways on each jump in the gaps.



www.getset4education.co.uk

Key Vocabulary



balance		
dodge	land	sprint
hop	run	swing
hurdle	skip	take off
jump	speed	weight

If you enjoy this unit why not see if there is an athletics club in your local area.



This unit will help you to:

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

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



@getset4education136



Knowledge Organiser Fitness Year 2

Ladder Knowledge



Agility:

Using small quick steps will help you to change direction.

Balance:

You can squeeze your muscles to help you to balance.

Co-ordination:

Some skills require you to move body parts at different times such as skipping.

Speed:

Take shorter steps to jog and bigger steps to run.

Strength:

Strength helps us with everyday tasks such as carrying our school bag.

Stamina:

You need to run slower if running for a long time.

About this Unit

Being fit means keeping your body strong and full of energy. Just like how we take care of our toys to keep them working well, we need to take care of our bodies too. When we're fit, our bodies can do lots of fun things like running, playing, and exploring.



Movement Skills

- run
- stamina
- skip
- co-ordination
- agility
- strength
- balance

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

Social encourage others, communication

Emotional perseverance, determination

Thinking comprehension, identify strengths and areas for improvement

Strategy

Keep trying lots of different activities outside of school to find something you enjoy.

Healthy Participation

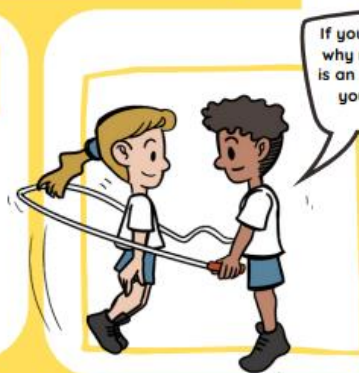


Behave and move in a safe way.

Key Vocabulary



bend	jump	steady
breath	land	strong
exercise	speed	time
jog	sprint	tired



If you enjoy this unit why not see if there is an athletics club in your local area.



This unit will help you to:

- change direction quickly
- balance
- move different body parts at the same time
- be faster
- move for a long time
- be stronger

Home Learning

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



What's that Word?



What you need: people you live with

How to play:

- As a household choose three words that you are going to be your 'what's that' words for the day, e.g CAN, YOU and TV.
- Choose words that are said quite often in your household to make the game harder!
- Choose appropriate exercises for each member of your household e.g. mum might want to do star jumps, brother might want to do squats etc.
- Every time a 'what's that' word is said, the person who said it must complete 10 of their chosen exercises.
- Don't forget to remind them by saying:

What's that word?



www.getset4education.co.uk

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



@getset4education136

Science

Science Skill

Explain

Classify

Observe

Question

Investigate

Predict

Evaluate

KSI - Habitats

