

Year 2 Knowledge Organisers Spring 1

Art

Create - Plan - Apply - Develop – Explore

Year 2 - Sculpture and 3D

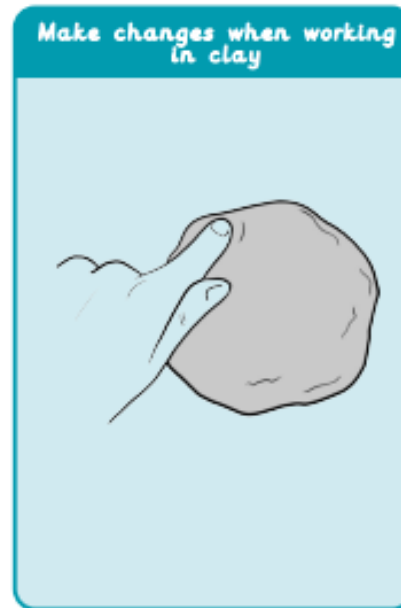
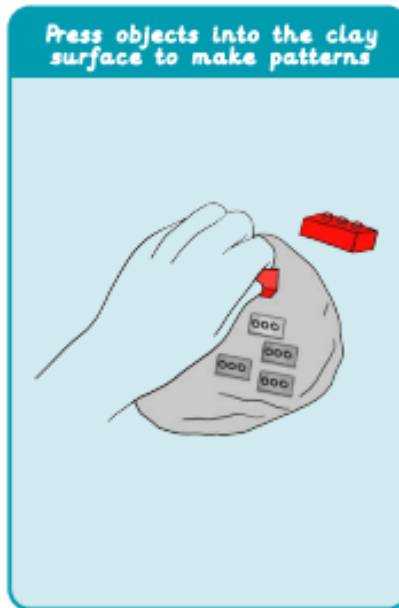
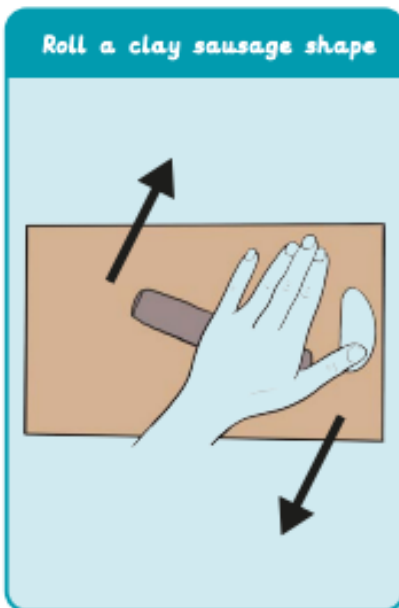
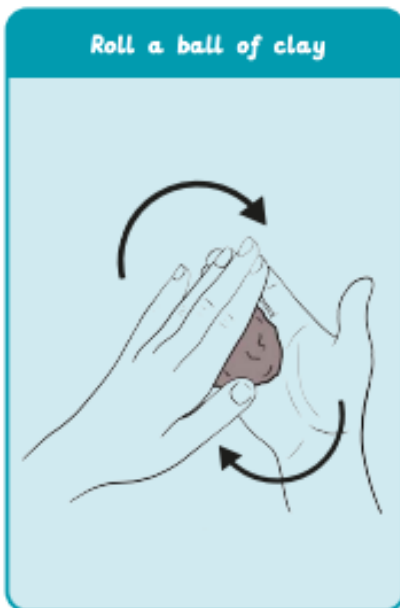


Clay slip	A runny mixture of clay and water, a bit like clay 'glue'
Impress	Pushing objects into a clay surface to make interesting marks
Pinch pot/thumb pot	A simple pot formed by pushing your thumb into a ball of clay
Relief	Three dimensional parts of an artwork that are joined to a flat base
Score	Marking hatched lines into the clay surface
Sculpture	Art in three dimensions; walk all around it to look at it
Surface	The top layer of something

Artists

Ranti Bam

Rachel Whiteread





Unit: 2.3 Spreadsheets

Learning intention: To use the tools of a spreadsheet to work with data and represent data graphically.



Tools

Data

A collection of information, used to help answer questions.

Coins and Apparatus

Number counters

Dienes blocks

totals

spreadsheet

menu bar

cell

rows

columns

number pad

Tools

- move
- lock
- count
- speak
- equal to

table

Fruit	Number of likes
apple	5
pear	2
strawberry	2
banana	1
tomato	3

Graphs and Charts

Favourite fruits

Fruit	Number of likes
apple	5
pear	2
strawberry	2
banana	1
tomato	3



Unit: 2.4 Questioning

Learning intention: To consider the questions that can be answered by organising data.



Data

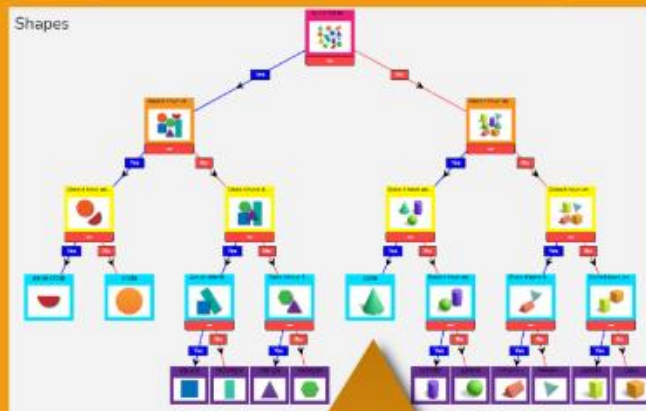
A collection of information, used to help answer questions.



pictogram



branching database (binary tree)



database

search

Ant	Beet	Beetle	Butterfly	Caterpillar
Dragonfly	Fly	Grasshopper	Ladybird	Mosquito
Worm	Woodlouse	Slug	Snail	Spider

database record

 Data Form:

Location:

Area:

Species:

Number of legs:

fields

Questioning

- 2 Can you work out what the questions are?
- 2 Where could these shapes go in the database?



History

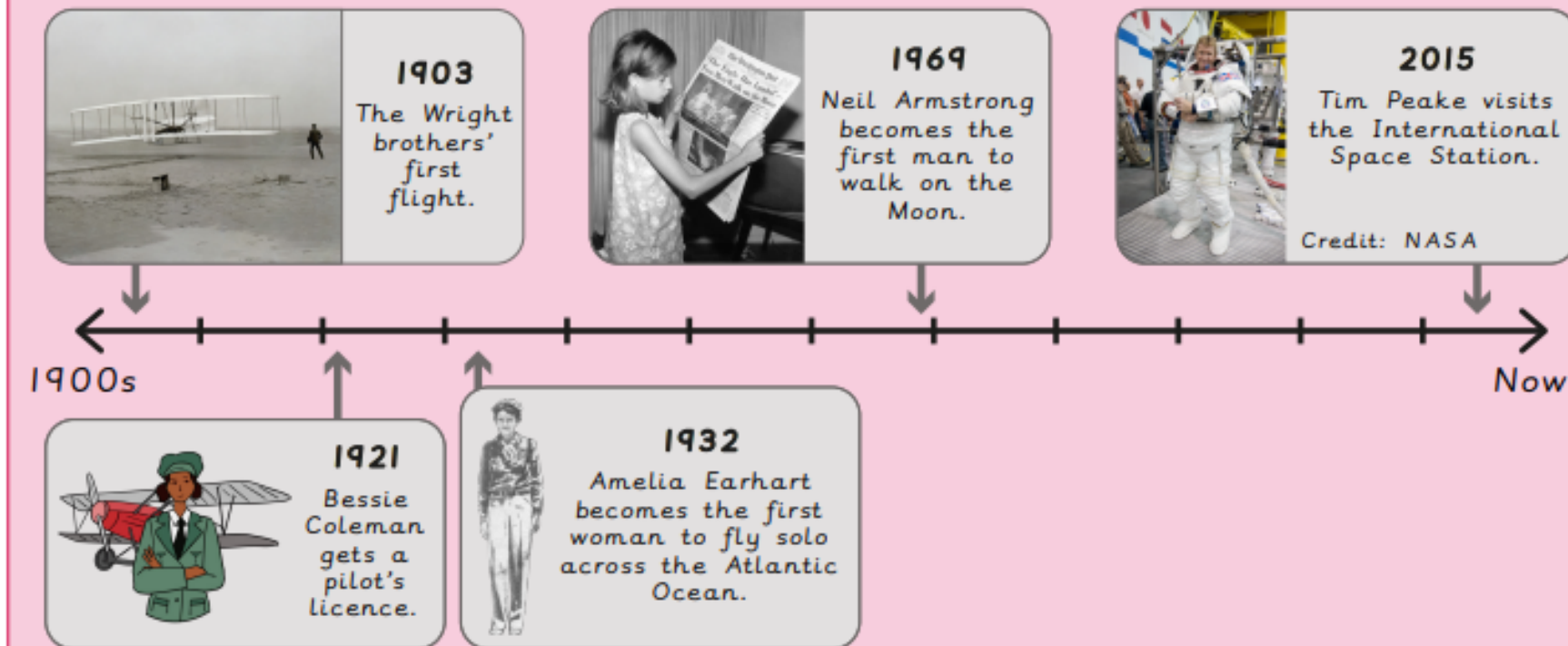
Ask questions Develop Investigate Explore Identify Compare and contrast Analyse Make deductions Evaluate

Year 2 - How did we learn to fly?



achievement	Something done successfully through hard work or courage.	primary source	An original document from the period being studied that has not been changed in any way.
evidence	The information that historians take from sources.	historically significant	An important person or event from history.
eyewitness account	A written record or audio recording of someone who witnessed an event.		

History of flight timeline



Music

Listen Perform Create Explore Sing Compose Produce Improve



Knowledge Organiser – I Wanna Play In A Band – Year 2, Unit 3

charanga
MUSICAL SCHOOL

1 – Listening: I Wanna Play In A Band

Find the pulse as you are listening to the music: You can be a rockstar and play air guitar, or just dance, clap hands and stamp your feet!

Instruments/voices you can hear: keyboard, drums, bass, electric guitar, singers.



2 – Musical Activities

Find the pulse!

- You decide what you will be.

Clapping Rhythms

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

Singing in all the different styles!

Playing instruments using up to three notes – F or D and C. *Which part did you play?*

Improvise using the notes F + G:

- 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 F + G or F, G + A.

3 – Perform & Share

A class performance of I Wanna Play In A Band. 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?

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Have a think...

What did you like doing best?



Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



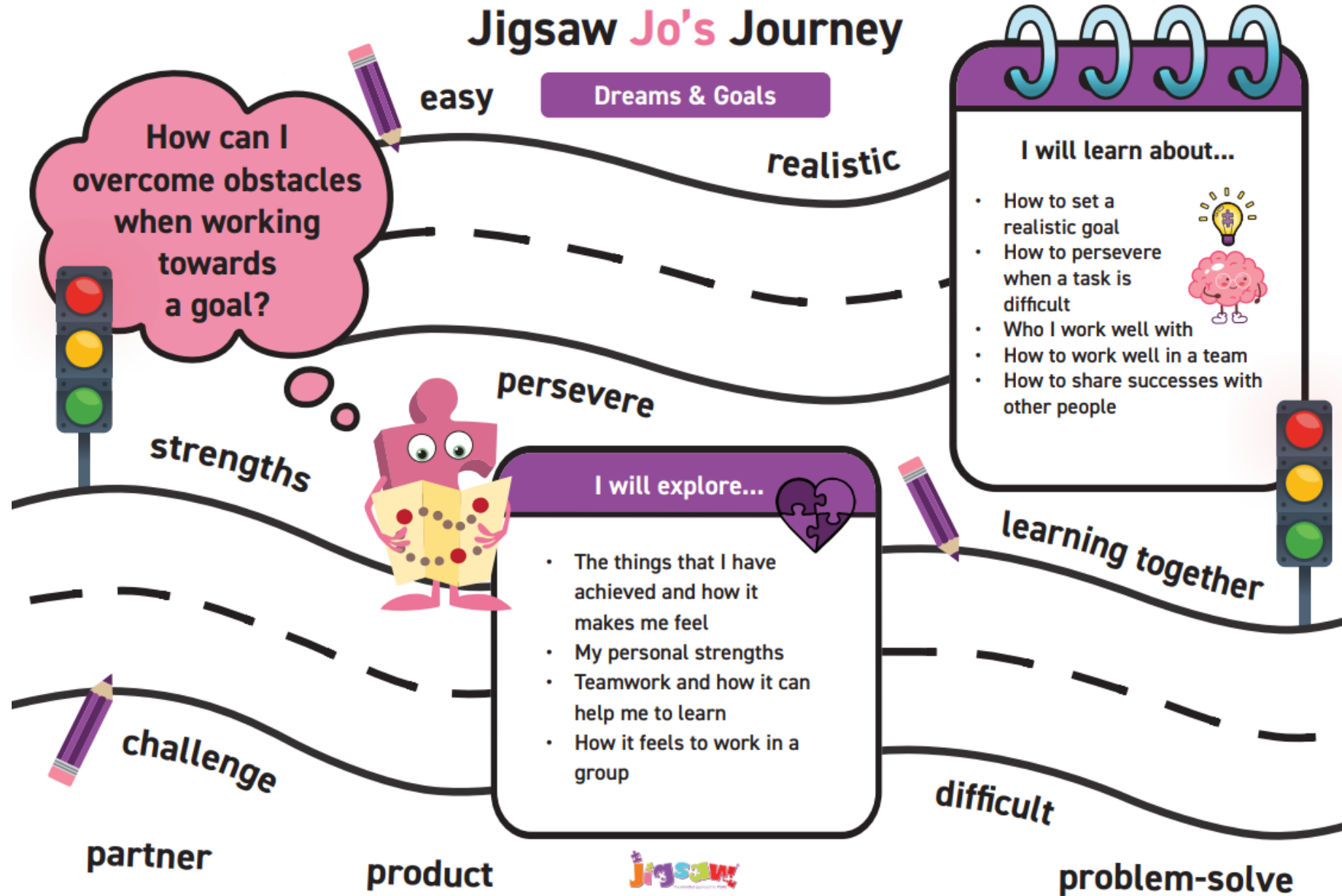
Being a rock star?



This unit is about playing together in a band and rock music

Words you need to know: Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo

Jigsaw Jo's Journey



PE

Subject skills

Compete

Physical

Sportsmanship

Transferrable skills

Improve

Persevere

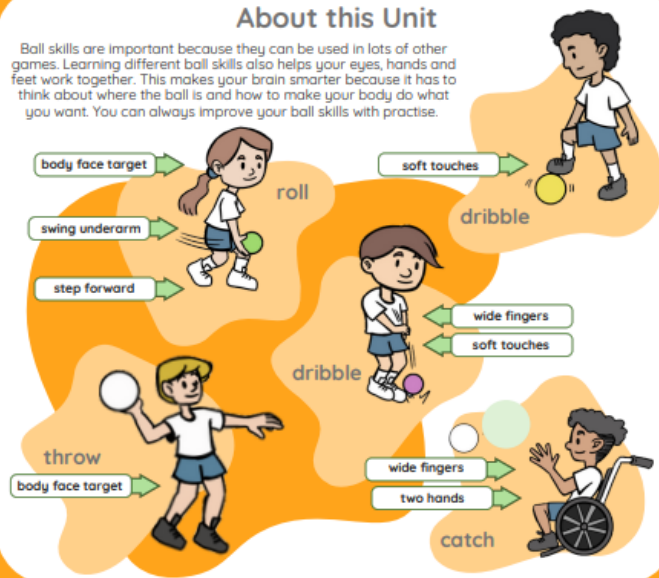


Knowledge Organiser Ball Skills Y2

Get Set 4
Education

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 inclusion, communication, collaboration, leadership

Emotional independence, honesty, perseverance, determination

Thinking 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.

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.

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

Key Vocabulary



bounce

catch

collect

control

dribble

kick

prepare

receive

release

roll

target

touch

underarm

If you enjoy this unit why not see if there is a ball game e.g. a basketball club in your local area.



This unit will help you to:

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

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



@getset4education136

Compete

Physical

Sportsmanship

Transferrable skills

Improve

Persevere



Get Set 4 Education

Knowledge Organiser Dance Year 2

About this Unit

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

Structuring the Dance

- **Getting nectar** (balance): 8 counts
- **Waggle dance** (movement in the hoop): 8 counts
- **Busy bees** (travel): 8 counts
- **Landing time** (around the hoop): 8 counts

Secret Garden

Welcome to the circus!

The Rainforest

- Some trees in Tainan's rainforests can live for 2,000 years
- A quarter of ingredients in modern medicines come from rainforest plants
- The Amazon rainforest in South America is so big that if it were a country, it would be the 9th biggest in the world.
- The forest floor is almost totally in darkness, only 2% of the sunlight reaches through the canopy.
- The canopy area of the rainforest can reach 40m high and some trees grow above the canopy to 80m!

JACK FROST

- Start position, 8 counts
- Leaping actions 16 counts
- Set phrase on the spot 8 counts
- Own movement with the scarf 8 counts
- Finishing position 8 counts

Ladder Knowledge



Actions:

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

Dynamics:

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

Space:

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

Relationships:

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

Performance:

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.



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: 1 or 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	AZ
counts	level	
create	matching	speed
direction	mirroring	timing
dynamics	pathway	unison



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



This unit will help you to:

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

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



@getset4education136



Knowledge organiser - Uses of everyday materials

Materials have properties that suit the uses of many different objects.



Metal is waterproof, strong and stiff.

Some solid objects are made from materials that can change shape.



stretch



twist



bend



squash

Objects are often made from different materials.



metal

wood

plastic

material	What objects are made from.
property	How a material is described.
suitable	The best choice.