



# Knowledge Organiser Booklet

## Year 2

## Spring 2



Name		Class	
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Use your knowledge organisers to help you remember more.

1

### Check it!

Write down the key words and definitions.



2

Try doing this without the help of your knowledge organiser.

3

Check your work and make any corrections using your green pen.



### Link it!

Create a mind map with all the information you can remember from your knowledge organiser.



Check your knowledge organiser to see if there are any mistakes on your mind map.

Try to make connections, linking the information together.

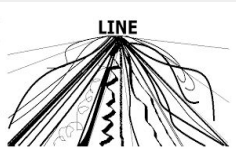







### Test it!

Use your knowledge organiser to write down key facts or information onto cards.

Add pictures to help support you to remember things. Use the cards to make up questions.

Ask a friend or a member of your family to quiz you on what you remember!

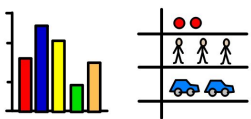
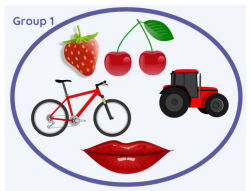
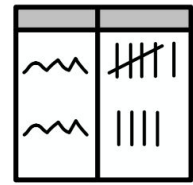
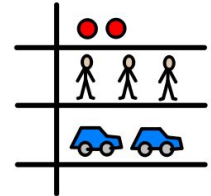

# This is your Year 2 Art & Design Knowledge Organiser for Spring 2. Expressive Painting

Art Themes		Tier 2	Key Vocabulary			
line	colour	evaluate	abstract	representation	expressive	texture
A long mark or stroke that could be straight, curved, thick, thin or any direction.	The look that something has in the light. Colours can be primary, secondary or tertiary.	To study carefully and judge.	Art that does not represent real world objects but uses shapes, colours, and textures instead.	To look like or resemble an object or person's real world physical appearance.	To create or show feelings emotions or thoughts.	How the surface of a piece of art feels when it is actually touched e.g. rough or smooth.
We can make <b>lines</b> using different media such as pencil, paint, charcoal and pastels.	We can use <b>colours</b> to express different emotions e.g. blue can make us feel calm.	At the end of our last unit, we evaluated our collages and how we had arranged elements on the page.	We understand that <b>abstract</b> paintings can be full of lots of meanings and ideas.	In Year 2, we created <b>representations</b> of birds using sculpture.	We use paint in <b>expressive</b> ways using a range of brushstrokes.	When printmaking, we explored how different <b>textures</b> created different rubbings.
We will use a variety of expressive <b>lines</b> in our paintings.	We will use different paint <b>colours</b> to express how we feel.	Once we have finished our work, we will <b>evaluate</b> our final compositions.	We can make our own <b>abstract</b> paintings using lines, shapes, colours and textures to create meanings.	We could use painting to create accurate <b>representations</b> of still life.	We will look at how other artists have created exciting paintings with <b>expressive</b> use of paint.	We will be using thick paint and loose brush strokes to create <b>texture</b> in our paintings.
						
How this connects with previous learning			How this connects with future learning			
In Year 1, we explored colour and line using pattern and printing.	In Year 1, we looked at the colour wheel and explored mixing our own colours.	In Autumn 1, we explored colours and textures in nature and used natural materials to make art.		In Summer 2, you will explore how expressive and imaginative architecture can be.	In Year 3, you will explore expressive mark-making and colour inspired by cave art.	In Year 4, you will explore shape and colour to produce abstract, repeated pattern designs.

# This is your Year 2 **Computing** Knowledge Organiser for Spring 2. Pictograms

## Tier 2 Vocabulary

## Key Vocabulary

discern	data	attribute	tally chart	pictogram	block diagram
To recognise or find out.	Facts and information collected together.	A word that is used to describe something.	A simple way of counting using marks.	A pictorial representation of an object.	Labelled blocks that represent items.
We can collect data to <b>discern</b> information about a topic.	Collecting <b>data</b> can tell us things about a subject.	One <b>attribute</b> of a computer is electronic.	Create a <b>tally chart</b> to record <b>data</b> .	Create a <b>pictogram</b> to record your <b>data</b> visually.	A <b>block diagram</b> can show <b>data</b> in a clear way.
Looking at the weather will help us <b>discern</b> what to wear.	Grouping objects based on their <b>attributes</b> is a form of <b>data</b> .	We can use <b>attributes</b> to organise objects and people.	The <b>tally chart</b> will help us to see who has more and who has fewer.	Create a <b>pictogram</b> to represent the <b>data</b> from the <b>tally chart</b> .	The <b>block diagram</b> can help us to compare our <b>data</b> .
<b>Discerning</b> a person's attributes will help us to group them appropriately.					
How this connects with previous learning			How this connects with future learning		
In Reception, you named and labelled minibeasts in order to group them.	In Year 1, you classified objects based on their properties.	In Year 1, you recorded the number of objects in different groups.	In Year 3, you will create branching databases and select attributes to separate objects into two similarly sized groups.	In Year 3, you will use yes/no questions to identify and compare objects.	In Year 4, you will explore using data loggers to collect data automatically.

# This is your Year 2 **History** Knowledge Organiser for Spring 2. Marvellous Medics

Historical Themes		Tier 2	Key Vocabulary			
innovation	leadership	identify	Crimean War	NHS	medic	hygiene
A new idea, a new product or a new way of doing something.	The person or people who are in control of a group.	To show who or what someone or something is.	The <b>Crimean War</b> was a war with Britain, France and Turkey on one side, and Russia on the the other.	The <b>NHS</b> stands for the National Health Service and was started in 1948.	Someone who is involved in medicine.	Things that can be done to prevent disease and to keep healthy.
						
Florence Nightingale's major <b>innovations</b> in nursing were to improve <b>hygiene</b> practices and to use scientific methods to understand what made people better.	Both Mary Seacole and Florence Nightingale were <b>leaders</b> . Mary Seacole set up and led her hospital, The British Hotel, in Crimea and Florence Nightingale was a <b>leader</b> in training new nurses.	Historians have used sources to <b>identify</b> the importance of the lives and work of Mary Seacole and Florence Nightingale.	British troops went to fight in the <b>Crimea</b> – an area in the south of Russia, now part of Ukraine. Soldiers were dying from battle wounds, cold, hunger and sickness, with no real <b>medical</b> care or nurses to treat them.	Everyone living in the UK is covered by the <b>NHS</b> which means that all <b>medical</b> treatment and health services are free except for some minor charges.	Examples of <b>medics</b> include doctors, nurses, surgeons, paramedics and dentists.	Until the middle of the 1800s, doctors didn't bother washing their hands because they did not have the same understanding about germs and disease that we have today.
Things you learnt in previous topics			How this connects with future learning			
In Year 1 'Monarchy', you learned that Victorian Britain was a time of great change; improvements in health were part of these <b>innovations</b> .	In 'Hackney's History', you learnt that people in other countries were enslaved by Britain. Jamaica, where Mary Seacole was from, was one of these countries.			Later in year 2, in 'The Victorians', you will learn about what else was happening in Britain at this time.	In Year 3, in 'Ancient Egypt', and 'Ancient Civilisations' you will look at what <b>medicine</b> and healthcare was like long before the 1800s.	



# This is your Year 2 PSHE Education Knowledge Organiser for Spring 2. Citizenship

## Key Vocabulary

different	influence	responsibility	rule	similar	save/spend
<p><b>Different</b> means partly or completely unlike, not the same or not ordinary.</p> <p>If two people or things are <b>different</b>, they are not like each other in one or more ways.</p> <p>Differences make us all special and unique.</p> <p>We celebrate our differences and are proud of what makes us special and unique.</p> 	<p>An <b>influence</b> is to have an effect on the behaviour of someone or something. If you influence someone, you have the power to make other people agree with your opinions or do what you want.</p> <p>Sometimes the decisions of others influence our choices. For example you might want the same toy as your friend. Watching adverts or commercials can influence what we spend our money on or encourage to buy something.</p> 	<p><b>Responsibility</b> means being in charge of our own actions and being accountable for them.</p> <p>When you are responsible, you are dependable and make good choices.</p> <p>Following rules to keep yourself and others safe is being responsible.</p> <p>If we have a pet, we have a responsibility to look after them.</p> 	<p>A <b>rule</b> is something that tells us what is allowed and not allowed.</p> <p>Rules in school help to keep us safe and help us to learn. There may be different rules to follow depending on the location and who the rules are for.</p> <p>Rules in our community help people to get on with each other and help keep it safe for residents and a positive, clean and tidy place to live.</p> 	<p>If two things or more are <b>similar</b>, they have features that are the same.</p> <p>If you are <b>similar</b> to someone, you are alike but not identical.</p> <p>Examples of physical similarities are having the same hair or eye colour or being the same height. Some examples of similar tastes are liking the same sports team or having the same favourite food.</p> 	<p>People have jobs to earn money. There are lots of different jobs that people can do. People <b>spend</b> money to pay for things they need and want. People may <b>save</b> money which means keeping it safe for something special in the future.</p> <p>It is important to keep money safe. Banks and building societies can help to keep money safe.</p> <p>You should never take something from a shop without paying - this is stealing.</p> 

### How this connects with previous learning

In Nursery, we learnt the reasons for rules, identifying right from wrong and tried to behave accordingly.

In Reception, we discussed similarities and differences between people. We began to understand classroom expectations and the importance of routines.



### How this connects with future learning








In Year 2, we will explore the different roles and responsibilities people have in our community. We will learn about the difference between needs and wants.

In Year 3, we will learn about the UN rights of the child. We will explore the benefits of recycling. We will learn about the role and impact of different charities.

In Year 4, we will begin to understand the role of local government. We will explore career choices. We will identify and challenge stereotypes in the workplace.

# This is your Year 2 PE Education Knowledge Organiser for Spring 2. Fitness






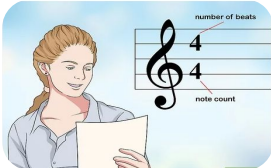

## Key Vocabulary

stamina	reps	front support	back support	frequency	energy
The ability to maintain longer periods of physical effort.	A <b>rep</b> is a single movement related to exercise. For example, one pushup is one rep.	This is when you lift your body up from the floor with your arms whilst lying on your front.	This is when you lift your body up from the floor with your arms whilst lying on your back.	<b>Frequency</b> is how often you train, for example, three times a week.	<b>Energy</b> describes the strength you have for a physical activity.
To run a marathon takes a lot of <b>stamina</b> .	You can build stamina to do more <b>reps</b> .	In <b>front support</b> position, you should keep your body straight and strong.	In <b>back support</b> position, you should build stamina to hold for longer.	You can increase <b>frequency</b> by training a greater number of times each week.	Your <b>energy</b> levels depend on your sleep, diet and fitness.
					
How this connects with previous learning		How this connects with future learning			
In reception you learnt how to change direction at speed through both choice and instructions.	In year 1 you learnt how to describe what happens to your body during exercise.			In year 3 you will learn how develop strength in a range of exercises.	In year 4 you will learn how we benefits from exercise and ways people enjoy it.
				In year 5 you will understand how to target specific muscle groups when exercising.	



# This is your Year 2 PE Education Knowledge Organiser for Spring 2. Dance

## Key Vocabulary

direction	huddle	group	respond	musicality	rhythm
The way that dancers move through the space. They could be travelling in a forwards, backwards, sideways <b>direction</b> .	A <b>huddle</b> is when a dancer groups together closely with other dancers.	More than one dancer. Solo is one, a <b>group</b> means that more than one dancer is performing.	When we hear music our senses and our body <b>respond</b> by wanting to move in time to the music.	<b>Musicality</b> in dance is how a dancer hears the music they are dancing to, and then creates the moves to match it.	A <b>rhythm</b> is a regular series of sounds or movements.
The dancer moved in a sideways <b>direction</b> .	The dancers suddenly <b>huddled</b> together to form a pack.	The crowd were dazzled by the skills of the dance <b>group</b> .	Dancers use their bodies to <b>respond</b> to music to create a performance.	A dancer's <b>musicality</b> is clear in the way they move to the music.	The dancer showed good <b>rhythm</b> in their performance
					
How this connects with previous learning		How this connects with future learning			
In reception, you learnt to recognise that a wide range of actions can be performed to music.	In year 1, you learnt to perform short, simple movement patterns, and watch others and say what they liked about a performance.			In year 3, you will Include freeze frames in routines. You will practise and perform a variety of different formations in dance.	In year 4, you will learn to perform different styles of dance fluently and clearly and adapt dances to include the use of space, rhythm and expression.
				In year 5, you will learn to adapt dances to include the use of space, rhythm and expression and work collaboratively to choreograph dances.	

# This is your Year 2 Religious Education Knowledge Organiser for Spring 2. Jewish Beliefs

## Tier 2 Vocabulary

## Key Vocabulary

### describe

### Jewish

### Mezuzah

### Shabbat

### Hanukkah

### Jerusalem

To write or tell about something.

Connected with people whose traditional religion is Judaism.

A small parchment scroll inscribed with Hebrew verses from the Torah (the Jewish sacred text).

The Jewish day of rest and religious worship that is celebrated on a Saturday.

A festival in Judaism that happens in December.

An ancient holy city in the Middle East that is very important to Jews, Christians and Muslims.

In Year 1 you learnt to **describe** religious places of worship, symbols, ceremonies and events.

Judaism is one of the oldest religions in the world. Many **Jewish** people speak Hebrew.

The **Mezuzah** is placed in a case and fixed to the right side of the doorframe by some Jewish families to constantly remind them of God's presence.

On every **Shabbat**, Jews have three meals. The first is at night, after the Friday night prayer service. The second is at noon, after the Saturday morning prayer service. The third is late Saturday afternoon, just before **Shabbat** ends.

**Hanukkah** is the Jewish Festival of Light. The word 'Hanukkah' means '**dedication**' in Hebrew. It celebrates a miracle that happened in Jerusalem over 2,000 years ago.

**Jerusalem** is a city located in Israel and is one of the oldest cities in the world. Jews consider Jerusalem a holy city.

In Year 2 you will **describe** the various beliefs, traditions and celebrations of the Jewish faith by exploring these aspects of the religion.

Jews believe that there is only one **God**. Jews promise to obey God's laws as a thank you for being looked after by God.

Whenever a Jewish person goes through their door, they touch the Mezuzah to remind themselves that God is there.

Hanukkah (or **Chanukah** in Hebrew) is celebrated in November or December every year. It lasts for eight days.

People from various religious faiths often take a special journey, called a pilgrimage, to visit **Jerusalem**.

In this unit we will ask you to **describe** the different aspect of you Judaism you see, hear and read.



### How this connects with previous learning

In Reception you visited places of worship and listened to the experiences of visitors from different religious communities.

In Year 1 you explored the ways in which Jewish people show their faith through Shabbat.



### How this connects with future learning

In Year 3 you will discuss why it makes a difference to people's lives to believe in God.

In Year 4 you will examine how and why some people see life as a journey.

In Year 5 you will make comparisons between different religious celebrations and festivals.

# This is your Year 2 Science Knowledge Organiser for Spring 2. Growing Plants

## Scientific Enquiry

### study over time (observing)

A **study over time** looks for patterns over a period of time such as one year. We will observe planted seeds and bulbs, gathering and recording measurements and observations. We will present our results.



### comparative testing

**Comparative tests** compare things in order to rank them. **Fair tests** are enquiries that observe or measure the impact of changing one variable when all others are kept the same. We will set up a comparative test to show that plants need **light** and water to stay **healthy** and make comparisons of plants as they **grow**.



### researching



We will find out when and how to plant a range of seeds and bulbs inside and outside by **researching** using secondary sources.

## Working Scientifically

**Asking** scientific questions

**Planning** an enquiry

**Observing** closely

**Taking** measurements

**Gathering** and **recording** results

**Presenting** results

**Interpreting** results

## grow/growth

**Growth** is an increase in size. Plants may **grow** from either seeds or bulbs.



These then **germinate** and **grow** into seedlings which then continue to **grow** into mature plants. These mature plants may have flowers which then develop into seeds, berries and fruits.



Different plants will **grow** to different heights, depending on what kind of plant they are.

## germination

**Germination** is when a plant begins to **grow** or sprout. Different seeds and bulbs need to be planted at particular times of the year and they **germinate** and **grow** at different rates. Most seeds need oxygen, **water** and the right temperature to **germinate**.



If plants do not have these things, then the plant might not **germinate** or stop **germinating** and die.

## healthy

A **healthy** plant is in good condition. This means the plant has enough oxygen, **water** and the right amount of space and temperature to **grow**.

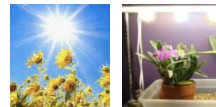


## survival

**Survival** means continuing to be alive. If a plant does not have the right conditions such as not enough **water** or the wrong temperature, they will not **survive**, they will die.

## light/sunlight

Some plants are better suited to **growing** in full **sunlight**.



## shade

Some plants **grow** better in partial or full **shade**. **Shade** is an area where there is no direct **sunlight**. This could be inside or outside. Bluebells **grow** in the **shade** of woodland where it is often dark and damp.



## warmth

**Warmth** is when the temperature is not too warm or too cold. **Plants** need the right temperature in order to **grow** and be **healthy**.

## water

Plants need different amounts of **water** to **grow** well and stay **healthy**. Some need a lot of **water**, some need a small amount. Cacti **grow** in the desert where it is very hot during the day and there isn't much water.



## Things you learnt in previous topics

In Year 1, you identified and named a variety of common wild and garden plants, including deciduous and evergreen trees. You also identified and described the basic structure of a variety of common flowering plants, including trees.



## How this connects with future learning

In Year 3, you will identify and describe the functions of different parts of flowering plants. You will explore the requirements of plants for life and growth and how they vary from plant to plant. You will explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

To help you remember and recall key information, you can make your own notes here.



At New Wave Federation, we demonstrate...

The logo for New Wave Federation is a circular emblem with a blue border. Inside the circle, the words "new wave" are written in a black, lowercase, sans-serif font, and "federation" is written below it in a teal, lowercase, sans-serif font. A stylized, light blue wave graphic is positioned behind the text.

new wave  
federation

Collaboration

Creativity

Focus

Kindness

Responsibility