



# Knowledge Organiser Booklet

## Year 2

## Summer 1



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 Computing Knowledge Organiser for Summer I. Digital Music

Tier 2 Vocabulary	Key Vocabulary				
structure	rhythm	pitch	sequence	notes	tempo
<p>the order that different parts of a song are played</p> <p>Most music is split into different sections and then put together to make a <b>structure</b>.</p> <p>Following a <b>structure</b> when we are writing a story will help it to make sense.</p> <p>Different types of music follow different <b>structures</b> which can be compared.</p>	<p>a pattern of long and short sounds in music</p> <p>You can find the <b>rhythm</b> in a song by clapping along to the pattern in the music.</p> <p>When we create our own digital music, we have to make sure it follows a regular <b>rhythm</b>.</p> 	<p>a word to describe how high or low a sound is</p> <p>The roar of a lion has a low <b>pitch</b> and the squeak of a mouse has a high <b>pitch</b>.</p> <p>Each note on a piano has a different <b>pitch</b>. Our digital music will have some high and low <b>notes</b>.</p> 	<p>a part of the music that is repeated higher or lower</p> <p>Some <b>notes</b> in a piece of music are repeated in a row to make a <b>sequence</b>.</p> <p>You can create your own <b>sequence</b> by repeating music in a higher or lower <b>pitch</b>.</p> 	<p>a pictorial representation of a musical sound</p> <p>Every different sound in music has a symbol or <b>note</b> to go with it.</p> <p>Musical <b>notes</b> let the person playing know what to play and how long to play it for.</p> 	<p>a word to describe how fast or slow music is</p> <p>If you walk you are moving at a slow <b>tempo</b> and if you run you are moving at a fast <b>tempo</b>.</p> <p>Music can be played at different <b>tempos</b> to show a different mood or feeling,</p> 
How this connects with previous learning			How this connects with future learning		
<p>In Reception, you listened to different types of music and drew how they made you feel.</p>	<p>In year 1 music, you explored differences in <b>pitch</b> and identified <b>tempo</b>.</p>	<p>In year 1, you used a computer to create digital content- digital writing and painting.</p>	<p>In year 3, you will create a musical instrument using Scratch.</p>	<p>In year 3, you will use a computer to create documents to be published.</p>	<p>In year 4, you will explore audio production.</p>

# This is your Year 2 Design Technology Knowledge Organiser for Summer 1. Templates and Joining



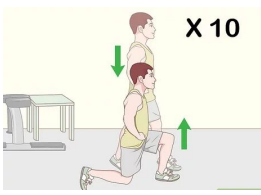

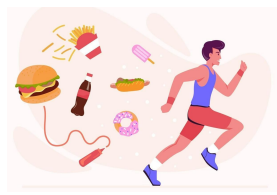


DT Themes			Tier 2				Key Vocabulary			
textiles	function	devise	sew	pattern pieces	mark out	needle				
Types of cloth or fabric.	The purpose or role that an object or person fulfils.	To invent or think out.	To join pieces of fabric with stitches.	Templates used in sewing.	Transferring a pattern to a workpiece.	A thin instrument with a hole at one end for thread and a sharp point at the other.				
Our clothes are made from different <b>textiles</b> .	The <b>function</b> of a hairdryer is to dry hair quickly.	When <b>devising</b> a plan, we need to think through each step carefully.	We will <b>sew</b> our pieces of fabric together.	We will create <b>pattern pieces</b> out of paper.	We will use our pattern pieces to <b>mark out</b> our designs onto the fabric.	A <b>needle</b> is used for sewing cloth.				
Products can be made from one <b>textile</b> or a range of different <b>textiles</b> .	The <b>function</b> of a microwave is to heat up food.	We will <b>devise</b> a plan to make our bags.	Our clothes are <b>sewn</b> together.	Our <b>pattern pieces</b> will be pinned to fabric, drawn around and then cut out.	We will <b>mark out</b> our patterns using chalk.	We will use a <b>needle</b> to sew our fabric together.				
We will use <b>textiles</b> to make our bags.	The <b>functions</b> of a bag is to hold, carry and protect its contents.	The umbrella was <b>devised</b> to fold up into your pocket.								
How this connects with previous learning							How this connects with future learning			
In Year 1, you used textiles to make a product.	In Autumn 2, you designed, made and evaluated a toy vehicle. .	In Spring 1, you designed, made and evaluated a freestanding structure.					In Year 3, you will design, make and evaluate a gift box.	In Year 4, you will design, make and evaluate a pouch.	In Year 6, you will design, make and evaluate a tablet case.	

# This is your Year 2 Geography Knowledge Organiser for Summer 1. Weather

Tier 2 Vocabulary		Key Vocabulary			
pattern	observe	season	weather	equator	poles
the usual way in which something happens	to notice or to see	every year our planet experiences four <b>seasons</b> : autumn, winter, spring and summer	<b>weather</b> is a description of what the conditions are like in a particular place	an imaginary line that goes around the middle of the Earth	the North <b>Pole</b> is right at the top point of the Earth whereas the South <b>Pole</b> is at the bottom point on the Earth.
In this topic you will look carefully at the <b>weather patterns</b> in the United Kingdom.	We can <b>observe</b> signs of the <b>seasons</b> by looking carefully at the natural world around us.	Each <b>season</b> is about three months long and has its own type of <b>weather</b> - in the summer it is hot and in the winter it is cold.	The <b>weather</b> could be hot or cold; wet or dry; windy or calm.	It is exactly midway between the North <b>Pole</b> and the South <b>Pole</b> and divides the Earth in two.	The area around the North and South <b>Poles</b> is very cold.
					
How this connects with previous learning		How this connects with future learning			
In 'Hackney and Alexandria', we learnt that the <b>weather</b> was different in England in Egypt.	In 'Map It', you learnt how symbols were used in maps. Symbols are also used in <b>weather</b> forecasts.	In science you learnt that living things adapt their habitats to suit the <b>weather</b> they experience		In year 3 'Map It', you will explore the <b>equator</b> in more detail and learn about the Northern and Southern Hemispheres.	In year 3 'Map It', you will learn about world's climate zones and how climate is different to the <b>weather</b> .

# This is your Year 2 **Physical Education** Knowledge Organiser for Summer I. Run, Jump, Throw

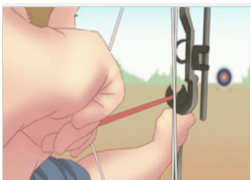





## Key Vocabulary

lunges	strength	repetition	accuracy	burn	stamina
<p>This is a special stretch that warms up your leg muscles.</p>	<p><b>Strength</b> is your power to complete an activity. You can have strength in different parts of your body, such as your arms and legs.</p>	<p>This is when you complete a certain action or movement again.</p>	<p><b>Accuracy</b> is being able to hit a target with a object, such as a ball.</p>	<p>Every day our body <b>burns</b>, or uses up, energy. We then need to get more energy from food and drink.</p>	<p><b>Stamina</b> is when you have the strength to do something for a long time without getting tired.</p>
<p>Just step forward with one leg, and lower your hips until both knees are bent at about 90-degree angles.</p>	<p>The more <b>strength</b> you have, the easier it is to complete certain actions. For example, with more leg strength you can run faster.</p>	<p>In PE we complete <b>repetitions</b> of exercise movements to gain more <b>strength</b>.</p>	<p>Throwing with <b>accuracy</b> is really important to score points in some sports, such as basketball, bowling and dodgeball.</p>	<p>When you exercise or play sport, you <b>burn</b> energy more quickly. This helps us to stay healthy.</p>	<p>You can have <b>stamina</b> for different things, such as running really far or cycling a long way.</p>
					
How this connects with previous learning		How this connects with future learning			
<p>In Reception you learnt to perform actions demonstrating changes in speed.</p>	<p>In Year 1 you began to link running and jumping and developed throwing techniques.</p>				
		<p>In Year 3 you will learn to jump for height and distance.</p>	<p>In Year 3 you will throw with speed and power and apply appropriate force.</p>	<p>In Year 4 you will use equipment to measure, time and compare different styles of runs, jumps and throws.</p>	



# This is your Year 2 **Physical Education** Knowledge Organiser for Summer I. Attack, Defend, Shoot

## Key Vocabulary

aim	attack	compete	defend	control	cooperate
When you aim you direct a ball, puck or other object towards a target like a goal or basket.	If players in a team attack, they move forward to try to score points or goals.	When we compete we try to be more successful than someone or something else.	When you defend you try and prevent the opposing team from scoring points or gaining an advantage.	To keep possession of the ball from the opposing team.	Working together with other players on the same team in order to achieve a common goal.
I am going to <b>aim</b> my throw towards the goal.	I am so good at <b>attacking</b> . On Saturday when I played hockey I scored 7 goals.	Next week we are <b>competing</b> at the Fed Sports Day.	We <b>defended</b> so well that the other team didn't score a single goal.	The player demonstrated excellent <b>control</b> of the ball, dribbling past multiple defenders and scoring a spectacular goal.	My teammates and I <b>cooperate</b> so well when we play cricket together.
					

### How this connects with previous learning

In Reception Pupils will learn to perform actions demonstrating changes in speed.

In Year 1 Pupils will learn to practice basic movement including running, jumping etc.



### How this connects with future learning

In Year 3 Pupils will learn to perform some basic basketball skills, throwing, catching and dribbling.

In Year 4 Pupils will learn to Increase confidence and selection of basic skills, such as dribbling throwing and shooting.

In Year 5 you will need to learn how to cooperate with others when playing competitive team games.



# This is your Year 2 Religious Education Knowledge Organiser for Summer I. Sacred Books

## Tier 2 Vocabulary

## Key Vocabulary

### communicate

To share information and ideas by talking or writing.

In EYFS you learnt how to **communicate** about special people across different religions.

In Year 1 you have learnt how symbols can be used **communicate** important messages to believers.

In this unit you will learn how **sacred** books **communicate** ideas and guidance to believers.

### sacred

**Sacred** means something that is very holy, special and important.

Places of worship are **sacred** spaces. It is where believers worship and pray.

Christians worship in a church. Muslims worship in a mosque and Jewish people worship in a synagogue.



### respect

**Respect** is understanding that someone or something is important.

Across religions believers show **respect** for their holy books in lots of different ways.

It is very important for us to **respect** religious beliefs and practices that are different from our own.

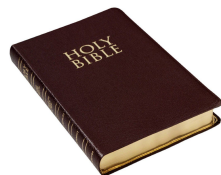


### Bible

The **Bible** is the Christian holy book. It is split into two parts, the old and new testament.

The **Bible** was written a long time ago by lots of different people. Christians believe that it teaches people how to live a good life.

**Bible** stories teach Christians about faith, doing the right thing and forgiveness.



### Qur'an

The **Qur'an** is the holy book which Muslims follow. They believe it is the word of Allah, God.

Muslims show **respect** for the **Qur'an** by washing their hands before touching it and ensuring it never touches the floor.

Muslims also tell and hear stories about the Prophet Muhammad (PBUH) that are not in the **Qur'an** but teach important lessons.



### Torah

The **Torah** is a long scroll with rules and stories written in the Hebrew language and read by people of the Jewish faith.

The Sefer **Torah** is **sacred** and is kept in a special cupboard called the Ark at the synagogue.

The **Torah** contains stories, such as Moses leading his people his people to freedom through the Red Sea to their promised land.



### How this connects with previous learning

In Reception you looked at stories from the Christian, Muslim and Sikh faiths and thought about what they meant.

In Year 1 you have learnt about Christian beliefs and how the Bible can teach Christians about God.



### How this connects with future learning

In Year 3 you will be learning what people believe about prayer and what they do when they pray.

In Year 4 you will learn how **sacred** books are an important part of religious ceremonies and rituals.

In Year 5 you will be learning about the rules of living across religions and suggest ways in which they can help with difficult choices.

# This is your Year 2 Science Knowledge Organiser for Summer 1. 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**.

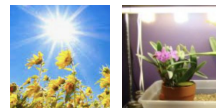


## survival

**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.

# This is your Year 2 Science Knowledge Organiser for Summer 1. Animals Including Humans

## Scientific Enquiry

### researching



We will **research** using **secondary sources** like non-fiction books different life cycles of animals and present these using diagrams. We will ask scientific questions to people to find out how a baby or animal is looked after.



### comparative & fair 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 explore the effect of exercise on the body.



### study over time (observing)

A **study over time** looks for patterns over a period of time such as a month. We will observe animals growing over a period of time such as caterpillars.

## Working Scientifically

**Asking** scientific questions

**Planning** an enquiry

**Observing** closely

**Taking** measurements

**Gathering** and

**recording** results

**Presenting** results

**Interpreting** results

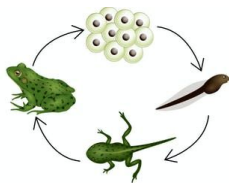
## life stages

**Life stages** are the different stages that an animal goes through during its lifetime.

A chicken will go through the stages of: egg, chick, chicken.



A frog will go through the stages of: egg, tadpole, froglet, frog.



## offspring

Animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be young, such as babies or kittens, that grow into adults.



In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles do not look like frogs.



## reproduction

**Reproduction** is the process by which living things make offspring or young.

### growth

**Growth** is an increase in size. A baby is the first stage in the human life cycle. Babies then grow into toddlers, then children, then teenagers, then adults.



## food types

All animals, including humans, have the basic needs of water, air, shelter, sleep and food that must be met in order to survive.

**Food types** are the different kinds of food that animals, including humans, eat. For example meat, fish, vegetables and rice.



### hygiene

**Hygiene** is keeping clean. Animals, including humans, need good **hygiene** to stay healthy. It is also important to prevent infections and illness.

## heartbeat

A **heartbeat** is the heart pumping blood around the body. Heart rates can increase and decrease if animals, including humans, are being active or sleeping.



### exercise

**Exercise** is the act of being physically active. All animals need the right amount and types of exercise to stay healthy.



## Things you learnt in previous topics

In Year 1, you identified and named a variety of common animals that eat other animals, eat plants, eat plants and other animals. You identified, named, drew and labelled the basic parts of the human body. You were able to say which part of the body is associated with each sense.



## How this connects with future learning

In Year 3, you will identify that animals need the right types and amount of nutrition and that they cannot make their own food. In Year 5, you will describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. You will learn about different ways of reproducing. You will describe the life process of reproduction. In Year 6, you will recognise the impact of diet, exercise, drugs and lifestyle on the way human bodies function.

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