



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 1. Digital Music

Tier 2 Vocabulary

Key Vocabulary

structure

the order that different parts of a song are played

Most music is split into different sections and then put together to make a **structure**.

Following a **structure** when we are writing a story will help it to make sense.

Different types of music follow different **structures** which can be compared.

rhythm

a pattern of long and short sounds in music

You can find the **rhythm** in a song by clapping along to the pattern in the music.

When we create our own digital music, we have to make sure it follows a regular **rhythm**.



pitch

a word to describe how high or low a sound is

The roar of a lion has a low **pitch** and the squeak of a mouse has a high **pitch**.

Each note on a piano has a different **pitch**. Our digital music will have some high and low **notes**.



sequence

a part of the music that is repeated higher or lower

Some **notes** in a piece of music are repeated in a row to make a **sequence**.

You can create your own **sequence** by repeating music in a higher or lower **pitch**.



notes

a pictorial representation of a musical sound

Every different sound in music has a symbol or **note** to go with it.

Musical **notes** let the person playing know what to play and how long to play it for.



tempo

a word to describe how fast or slow music is

If you walk you are moving at a slow **tempo** and if you run you are moving at a fast **tempo**.

Music can be played at different **tempos** to show a different mood or feeling.



How this connects with previous learning

In Reception, you listened to different types of music and drew how they made you feel.

In year 1 music, you explored differences in **pitch** and identified **tempo**.

In year 1, you used a computer to create digital content- digital writing and painting.

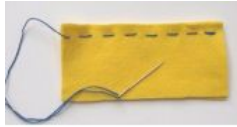




How this connects with future learning

In year 3, you will create a musical instrument using Scratch.






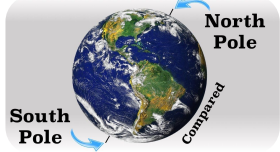

In year 3, you will use a computer to create documents to be published.

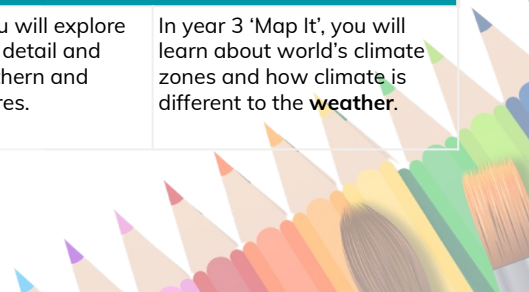
In year 4, you will explore audio production.

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 textiles .	The function of a hairdryer is to dry hair quickly.	When devising a plan, we need to think through each step carefully.	We will sew our pieces of fabric together.	We will create pattern pieces out of paper.	We will use our pattern pieces to mark out our designs onto the fabric.	A needle is used for sewing cloth.
Products can be made from one textile or a range of different textiles .	The function of a microwave is to heat up food.	We will devise a plan to make our bags.	Our clothes are sewn together.	Our pattern pieces will be pinned to fabric, drawn around and then cut out.	We will mark out our patterns using chalk.	We will use a needle to sew our fabric together.
We will use textiles to make our bags.	The functions of a bag is to hold, carry and protect its contents.	The umbrella was devised 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 seasons : autumn, winter, spring and summer	weather 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 Pole is right at the top point of the Earth whereas the South Pole is at the bottom point on the Earth.
In this topic you will look carefully at the weather patterns in the United Kingdom.	We can observe signs of the seasons by looking carefully at the natural world around us.	Each season is about three months long and has its own type of weather - in the summer it is hot and in the winter it is cold.	The weather could be hot or cold; wet or dry; windy or calm.	It is exactly midway between the North Pole and the South Pole and divides the Earth in two.	The area around the North and South Poles is very cold.
					
How this connects with previous learning			How this connects with future learning		
In 'Hackney and Alexandria', we learnt that the weather was different in England in Egypt.	In 'Map It', you learnt how symbols were used in maps. Symbols are also used in weather forecasts.	In science you learnt that living things adapt their habitats to suit the weather they experience		In year 3 'Map It', you will explore the equator 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 weather .



This is your Year 2 PSHE Education Knowledge Organiser for Summer 1. Relationships

Tier 2 Vocabulary

Key Vocabulary

significant

belonging

rights

responsibility

positive choices

negative choice

Something having important meaning.

A secure relationship with or a connection with a particular group of people.

A **right** is something a person has which people think should not be taken away.

Responsibility means being dependable, making good choices, and taking accountability for your actions.

Positive choices consider the outcomes of the decisions we make as well as the feelings of others.

Negative choices fail to consider or ignore the outcomes of decisions as well as how the outcome will impact others.

In Nursery you explored the **significance** of friendships.

Belonging means feeling like you fit in and you are in the right place.

Rights are needs or the things that we should all have. These are things like the **right** to learn by going to school, or the **right** to be safe.

Being responsible for yourself means that you know what to do if you do not feel safe or happy.

Positive choices help you to stay on track when trying to achieve a goal.

Negative choices can make it difficult to stay on track when trying to achieve a goal.

In Reception you examined **significant** relationships in your life.

You can feel a sense of **belonging** in your family, at school, with friends and the wider community.

The United Nations Convention on the **Rights** of the Child is an important agreement by countries who have promised to protect children's rights.

You know that you can find a responsible and trusted adult to talk to if you need help or advice.

Positive choices also ensure you and others remain safe.

Negative choices also out yourself or others in harm's way.

In Year 1 you discussed **significant** individual qualities of a person and a friend.



How this connects with previous learning

In Reception you learnt about families and the different roles people can have in a family. You also learnt strategies to use to mend friendships.

In Year 1 you identified members of a family and explored the idea that there are lots of different types of families.



How this connects with future learning



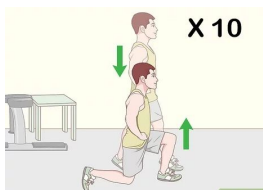

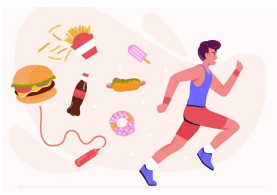

In Year 3 you will identify roles and responsibilities of family members and reflect upon the expectations for males and females.

In Year 4 you will examine how you show love and appreciation to the people and animals who are special.

In Year 5 you will recognise how friendships change and how to make new friendships.

This is your Year 2 Physical Education Knowledge Organiser for Summer 1. 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>Strength 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>Accuracy is being able to hit a target with an object, such as a ball.</p>	<p>Every day our body burns, or uses up, energy. We then need to get more energy from food and drink.</p>	<p>Stamina 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 strength 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 repetitions of exercise movements to gain more strength.</p>	<p>Throwing with accuracy is really important to score points in some sports, such as basketball, bowling and dodgeball.</p>	<p>When you exercise or play sport, you burn energy more quickly. This helps us to stay healthy.</p>	<p>You can have stamina for different things, such as running really far or cycling a long way.</p>
					

How this connects with previous learning

In Reception you learnt to perform actions demonstrating changes in speed.

In Year 1 you began to link running and jumping and developed throwing techniques.



How this connects with future learning

In Year 3 you will learn to jump for height and distance.

In Year 3 you will throw with speed and power and apply appropriate force.

In Year 4 you will use equipment to measure, time and compare different styles of runs, jumps and throws.

This is your Year 2 Physical Education Knowledge Organiser for Summer 1. Attack, Defend, Shoot

Key Vocabulary

aim	attack	compete	defend	control	cooperate
<p>When you aim you direct a ball, puck or other object towards a target like a goal or basket.</p>	<p>If players in a team attack, they move forward to try to score points or goals.</p>	<p>When we compete we try to be more successful than someone or something else.</p>	<p>When you defend you try and prevent the opposing team from scoring points or gaining an advantage.</p>	<p>To keep possession of the ball from the opposing team.</p>	<p>Working together with other players on the same team in order to achieve a common goal.</p>
<p>I am going to aim my throw towards the goal.</p>	<p>I am so good at attacking. On Saturday when I played hockey I scored 7 goals.</p>	<p>Next week we are competing at the Fed Sports Day.</p>	<p>We defended so well that the other team didn't score a single goal.</p>	<p>The player demonstrated excellent control of the ball, dribbling past multiple defenders and scoring a spectacular goal.</p>	<p>My teammates and I cooperate so well when we play cricket together.</p>
					
<h3>How this connects with previous learning</h3>			<h3>How this connects with future learning</h3>		
<p>In Reception Pupils will learn to perform actions demonstrating changes in speed.</p>	<p>In Year 1 Pupils will learn to practice basic movement including running, jumping etc.</p>		<p>In Year 3 Pupils will learn to perform some basic basketball skills, throwing, catching and dribbling.</p>	<p>In Year 4 Pupils will learn to Increase confidence and selection of basic skills, such as dribbling throwing and shooting.</p>	<p>In Year 5 you will need to learn how to cooperate with others when playing competitive team games.</p>

This is your Year 2 Religious Education Knowledge Organiser for Summer 1. 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.

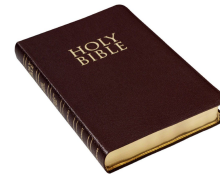


Bible

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

Presenting results

Planning an enquiry

Interpreting results

Observing closely

Taking measurements

Gathering and **recording** results

Subject Specific Vocabulary

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**.

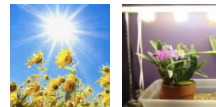


survival

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

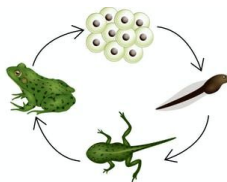
life stages

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.



Subject Specific Vocabulary

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.

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



At New Wave Federation, we demonstrate...



new wave
federation

Collaboration

Creativity

Focus

Kindness

Responsibility