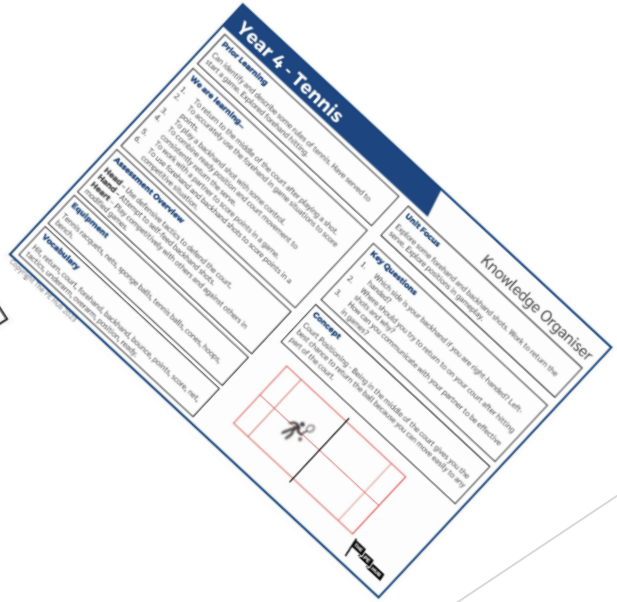
Year 2
Knowledge Organisers

At South Hill, we have created ‘Knowledge Organisers’ to help pupils and parents to know what the children will be learning in each of our Foundation subjects. These contain essential vocabulary and facts for each topic.

Please see ‘Knowledge Organisers’ attached for Year 4 for the autumn term, which will also be in pupil’s books and on working walls in school.



Year 2 Science - Summer 1

YEAR 2 SCIENCE – PLANTS (SEEDS AND BULBS) KNOWLEDGE ORGANISER

What have we learnt in this topic before, what we will learn this year and what will we learn next?

In **Year 1**, we learnt in our topic: **Plants (Wild and garden).**

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

In **Year 2**, Spring term, we will learn: **Plants (seeds and bulbs).**

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

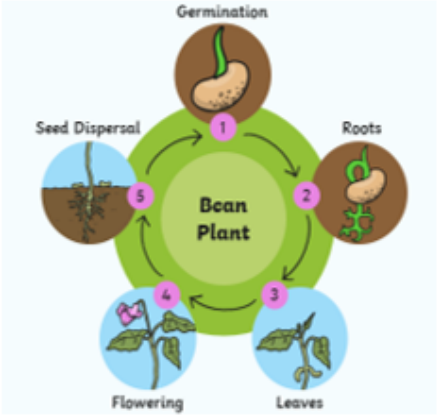
In **Year 3**, we will develop this further and learn about: **Plants (Parts of plant and growth)**

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

SEEDS AND BULBS

Most plants grow out of **seeds** and **bulbs.**

Seeds grow roots and shoots. Roots and shoots then grow **leaves above ground**. Many **plants** make flowers, which **turn into fruits**. Flowers and fruits make their own seeds. We call this a **life cycle.**



Focus scientist – David Bellamy - Botanist

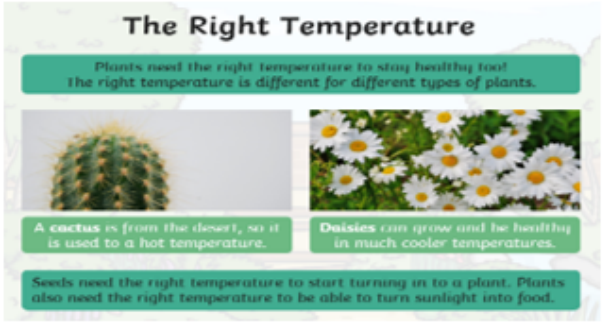
David James Bellamy (18 January 1933 – 11 December 2019) was an **English author, broadcaster, environmental campaigner and botanist.**

A **botanist** is someone who **studies plants**. Bellamy wrote, appeared in or presented hundreds of **television programmes** on botany, ecology, environmentalism and other issues. His television series included: *Bellamy on Botany*, *Bellamy's Britain*, *Bellamy's Europe* and *Bellamy's Backyard Safari*.

What a plant needs to grow and stay healthy

In order to grow and to be **healthy**, a **plant needs:**

1. Water: A plant would need water to help it grow.
2. Nutrients: Plants need water to suck up nutrients from the soil. Nutrients are the good things in soil which will help a plant grow and be healthy
3. Light: A plant needs light to help provide food for the plant. A plant would need light to help it be healthy.
4. Suitable temperature: Plants can grow in many different places, but a sunny window sill would be best. On a sunny window sill, the plant will get the warmth and light it needs. In time, it will grow big and strong! The plant won't get the warmth and light it needs in a cold, dark fridge. It won't grow big and strong.



Key Vocabulary

leaf stem root trunk seed flower fruit warmth sun water light warm warmer warmest

Year 2 Science - Summer 2

YEAR 2 SCIENCE – LIVING THINGS AND THEIR HABITATS KNOWLEDGE ORGANISER

What have we learnt in this topic before, what we will learn this year and what will we learn next?

In Year 1, we learnt in our topic: **'Plants' to:**

- identify and name a variety of common wild and garden plantsthat live in their gardens and the school grounds

In Year 2 Spring Term, in our topic **'Living things and their habitats'** we will learn to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

In Year 4, we will develop this further and learn, in our topic **'Living things and their habitats', to:**

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

TYPES OF HABITAT

Our habitat is where we live.
We live in an urban habitat in England.

Urban Habitats

Flowering plants such as nettles, daisies, dandelions and buttercups grow in parks, gardens and hedges. Many insects, slugs and snails live among the plants.

Some animals, such as squirrels and garden birds, get their food from the trees and hedges that grow in cities. Other animals like foxes, pigeons and rats are able to live in cities because they get most of their food from the waste that people leave behind.

Woodland Habitats:

In a woodland habitat there are lots of trees that grow close together. Common trees that grow here include English oak, ash, beech, hawthorn and birch. The woodland provides a home for many minibeasts like worms, slugs and snails. It also provides a home for larger creatures, such foxes, badgers and squirrels.

Pond habitats:

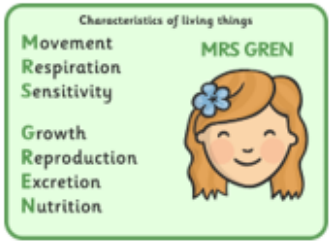
A pond is a still body of fresh water. Some plants like water lilies, hornwort and duckweed live in the water. Other plants like irises and marsh marigolds grow in the damp soil near the pond's edge.

These plants provide food and shelter for worms, slugs, snails, and insects like damselflies, dragonflies, mayflies and water beetles. Amphibians like frogs, toads and newts eat the small creatures, and in turn, these are eaten by mammals like bats and water voles. Many birds live near the water, including ducks, moorhens and kingfishers.

Coastal Habitats:

These are places where the land meets the sea. Some of these habitats are sandy, some are marshy, and some are high, rocky cliffs. The plants here have adapted to grow in salty, windy conditions. These include samphire, juniper, sea kale, glasswort and marram grass. Many of the creatures that live in coastal areas survive in rock pools left by the tides, like barnacles, mussels, crabs and starfish. Wading birds such as oystercatchers, plovers and sandpipers feed on these creatures, while seabirds like seagulls, kittiwakes, gannets and skuas mainly eat fish from the sea. Dolphins, porpoises and even whales can be seen in the waters around the coast. Seals and otters spend most of their lives in the sea but come to the land to rest and care for their babies.

LIVING/DEAD/NEVER ALIVE

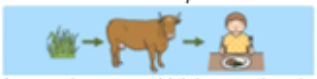


There are 7 life processes that show us something is alive.
If a thing is alive, it will do each of these life processes.
If the thing doesn't do these processes, but did at some point in the past, it is dead.
If something has never done these 7 life processes, it has never been alive.

FOOD CHAINS

A food chain shows how each animal gets its food. Food chains are one of the ways that living things depend on each other to stay alive.
The arrows in a food chain mean 'is eaten by'.

A berry is eaten by a mouse which is eaten by a snake which is eaten by and eagle.



Grass is eaten by a cow which is eaten by a human.

Animals often get their food from plants, here are some different examples of food sources for animals:

Key Vocabulary

habitat pond woodland urban coastal carnivore herbivore omnivore living dead food chain movement respiration sensitivity growth reproduction excretion nutrition

Year 2 History - Summer 1

YEAR 2 HISTORY – CHANGES IN OUR LOCAL AREA KNOWLEDGE ORGANISER

What knowledge have we learnt before, what we will learn this year and what will come after?

In EYFS, the children will be start to understand the concet of 'past' and 'now' and will:

- Lives of people around us
- Similarities and differences between things in the past and now
- Understand the past through settings, characters and storytelling

In Year 2, the children build on their understanding of 'past' and 'present' to compare their school and town now to what it was like in the past.

- Significant Historical Events, people and places in the local environment. South Hill Primary School, Hemel Hempstead and the Water Gardens - 1947 AD to present day

In Year 6, the children will learn about World War 2, having touched upon it in this topic in Year 2 where they consider how people moved to Hemel Hempstead having left London in the aftermath of The Blitz.

- British History beyond 1066: World War 2 - 1939 to 1945 AD

ENRICHING THE CURRICULUM

To bring this topic to life, the children will look at pictures of the school and walk around it to see how it has changed over time. We will also take a trip down to the Water Gardens in Hemel Hempstead to observe changes in the local area.

Timeline

Hemel Hempstead was established as a new town – 1947 AD

South Hill Primary School was built – 1951 AD

Geoffrey Jellicoe created the Water Gardens – 1962 AD

The Water Gardens were redeveloped – 2013AD

South Hill Primary School was renovated – 2014 AD

South Hill Primary School

In the past	Present day
• There was only the orginial building • Owls classroom was Year 5 and Kingfishers was Year 6 • Mr B's PE cupboard was the DT room (it had an oven inside) • Teachers dressed very smartly • The library was the Year 2 classroom • The staffroom was a music room • There was small pool to sail boats and bathe	• KS2 has a new building • We have a daily mile track • New uniform and PE kit • We have a KS1 and a KS2 playground now • The headteacher's office is upstairs • The dining room and the hall are in their original places • We have a school pond and lots more play equipment

Hemel Hempstead

Cotterells Hill

Hemel Hempstead town centre

The Kodak Building

Our town has changed a lot over the years! Hemel Hempstead was an ancient settlement which grew in size in the 1940s to make room for people who wanted to move out of London after the bombings during World War 2. It has been changing ever since.

The KD Tower

Hemel Hempstead old town

The Odeon Cinema/ The Full House pub

Hemel Hempstead market

The Water Gardens

The Water Gardens were built in 1962 by Geoffrey Jellicoe to make the town nicer for those who lived there. This involved widening the river banks of the Gade river, adding in water features and a beautiful flower garden. In 2013 it was redeveloped to look how it does now.
The buildings around The Water Gardens have changed a lot over time.

Key Vocabulary

Past – Present – Then – Now – Before – After - The Water Gardens – Geoffrey Jellicoe – South Hill Primary School – Hemel Hempstead – Gadebridge Park - Old Town – New Town – The Blitz – The Kodak Tower – The KD Tower – Facilities - Citizen

Year 2 Geography - Summer 2

YEAR 2 GEOGRAPHY – A CONTRASTING LOCALITY WITHIN THE UK KNOWLEDGE ORGANISER

What have we learnt before in Geography and what we will learn next?

In Year 1, through our topic 'Where in the world do we live', we learnt about where we live and began to use atlases and maps to identify countries and Cities in the UK.

In Year 2 we will compare the town we live in, Hemel Hempstead, to a coastal village called Bell Wharf. We will look at aspects of human and physical geography and consider the impact of the weather and how we would travel from one location to the other.

In Year 4, we will extend our knowledge through our topic 'Where do we come from' by looking at the UK as part of the European Union and finding out about our own background and heritage.

LOCATIONS WITHIN THE UK

Hemel Hempstead is a large town in Hertfordshire in the UK. It is in England. It is near to London, the capital city of England. Hemel Hempstead is north of London, but it is in the Southeast of England.

Belle Wharf beach is located at the end of the high street in the Old Town of Leigh-on-Sea, Essex.

FIELDWORK/ INSPIRATIONAL DAY/ HOOK LESSON
A DAY AT THE BEACH

Belle Wharf provides a unique setting our fieldwork, offering an engaging "urban coastal" experience along the Thames Estuary. During this visit we will observe how human and physical processes interact in this coastal environment. We will also consider the weather and costal conditions to decide what we need to bring, ensuring we are prepared for a day of outdoor fieldwork.

HEMEL HEMPSTEAD – OUR URBAN HOME

Hemel Hempstead is located on the River Gade, in the county of Hertfordshire, approximately 26 miles north-west of London and 7 miles west of St. Albans.

The town has a population of around 79,600. At the end of World War 2 Hemel was built as a "new Town" with new developments enveloping the original town on all sides. The original part of Hemel is still known as the "Old Town".

The town's good transport links and proximity to London have made it a popular residential base for commuters working in the capital.

Key physical features of Hemel Hempstead include the moors, canal, rivers, parks, the shopping centre, the old town and the Magic roundabout.

BELL WHARF - RURAL COASTAL COMPARISON

Bell Wharf Beach still shows some rural coastal characteristics, despite its urban setting, which include old cockle sheds and small boats.

The influence of the Thames Estuary creates mudflats, salt marsh edges and changing shoreline encourages wildlife presence such as Wading birds.

Belle Wharf does not have a residential population; however, it is closely located within the town of Leigh on Sea which has a population of 22,568 people.

Belle Wharf has excellent transport link into London, which will take approximately one hour.




Key Vocabulary

Great Britain, British Isle, United Kingdom, town, village, urban, rural, coast, Southeast, location, facilities, salt marsh, population, employment, shore, transport links, Thames Estuary, Wildlife, cockle sheds, fieldwork, coastal conditions

Year 2 Art - Summer 1

YEAR 2 ART – SELF PORTRAITS AND LEAF PAINTING

KNOWLEDGE ORGANISER

What have we learnt before in Art and what we will learn next?

In Year 1, we will develop our understanding of creating simple patterns in art and progress on to using cut fruit and vegetables as printing blocks. We will learn the different printing techniques to create abstract art. We will then learn the flower pounding technique to make a botanical mandala on fabric.

In Year 2, we will continue to develop our printing skills by exploring pressing, rolling, rubbing and stamping. These skills will be used to create some beautiful leaf printings. We will also explore the different mark making tools and how patterns and textures influence our drawings.

In Year 4, in our drawing and painting topic, we will further develop our sketching skills to show facial expressions and body language. We will use marks and lines to create texture and reflections, as well as learning to mix our own colours (including skin tones).

PRINT MAKING

Printmaking is an artistic process involving transferring images onto a surface, most often paper or fabric. Traditional printmaking techniques include woodcut, etching, engraving, and lithography, while modern artists have expanded available techniques to include screen printing.

Warhol used this printmaking technique to make artworks that used a repeated image from popular culture, often in different colours. He made pictures of soup cans and coke bottles. He made paintings of American celebrities such as Marilyn Monroe and Elvis Presley.

LINKED ARTIST – ANDY WARHOL

Andy Warhol was part of the pop art movement. He was born Andrew Warhola in 1928 in Pennsylvania. His parents were from a part of Europe that is now part of Slovakia. They moved to New York in the 1920s.

His first job was illustrating adverts in fashion magazines. Now is he known as one of the most influential artists who ever lived!

After this job began using silk screen printmaking to make images as his art. This involves pushing ink through a screen to create an image. It can be used to make lots of copies of the same image

SELF PORTRAITS USING PENCIL

Pencils have different grades determined by how much graphite they contain. The higher the number the thicker and darker the mark left on the paper is. Different grade pencils are used within a drawing to create different effects such as shades and tones,

Charcoals and pastels are and effective medium used in drawing to create texture to a piece of artwork. They come in many forms and are easy to manipulate. The focus upon the amount of pressure used is what gives the range of textures they can produce,

A view finder can be used to help focus on a specific element of an object and not get distracted by what's around it. It enables close attention to be paid to the image that is being created.

LEAF PRINTING AND RUBBING

Leaf printing is a form of art that involves transferring leaves onto another surface through either printing or rubbing.

Leaf printing involves painting onto a leaf, turning over the lead and pressing it onto another surface. As the leaf is lifted off the surface it leaves the print of the leaf.

Leaf rubbing involves placing a leaf onto a hard surface putting a piece of paper over the leaf and rubbing a crayon, or pencil on the layered paper over the leaf to create the rubbing.

Key Vocabulary

Andy Warhol, printmaking, ink, popart, rubbing, printing, grades, sketching, drawing, charcoals, pastels, texture, patterns, viewfinder, rolling, stamping, mark making

Year 2 DT - Summer 2

YEAR 2 DT – TIE DYE T-SHIRTS

KNOWLEDGE ORGANISER

What have we learnt before in DT and what we will learn next?

In Year 1, we learnt about different textures and colours of materials and created our own sock puppets, using glue to join the materials together.

In Year 2, we will extend our learning by creating Tie Dye T-shirts. We will learn to use string or elastic bands to fold fabric, before applying dye to create a fun design.

In Year 3, we will further our learning by making a fabric flag. We will cut out our own applique designs, using felt, and join materials using running stitch.

WHAT IS TIE DYE?

Tie dye is a way of making colourful patterns on fabric. This is done by folding, tying or crumpling fabric, then applying dye. The dye won't be able to reach into the folded fabric so you'll get some fun effects.

USING COLOURED DYE

Coloured dye is a liquid used to change the colour of a piece of fabric.

We can apply it by squirting the liquid out of a bottle and selecting different colours to make different types of designs.

TIE DYE DESIGNS

STRIPES	POLKA DOTS	SPIRAL

HOW TO MAKE STRIPES, POLKA DOTS AND SPIRAL PATTERNS

Stripes

1. Lay the fabric flat on a table.
2. Roll it from the bottom to the top, so that you end up with a long tube of fabric.
3. Use string, rubber bands or hair bobbles to tie loops around the fabric roll.
4. To create only a few stripes, space out the ties so that there are three or less.
5. For more stripes, add more string or bands.

Polka dots

1. Lay the fabric flat and pinch small sections of fabric between your fingers.
2. Tie a piece of string, elastic band or hair bobble around the end of the fabric. To create small dots, only leave a small amount of fabric outside of the tie. Larger dots can be made by tying the fabric further down so that a larger section of fabric sticks out.
3. You can create target-shaped dots by adding more string or bands on the ends of the pieces that have been tied. Adding more ties will create more rings.

Spiral

1. Lay the fabric flat on your table.
2. Put your thumb and index finger in the centre of the fabric.
3. Begin by moving them in a circular motion, spiralling the fabric around the centre point.
4. Use large rubber bands or string to tie the fabric.
5. You will need to create at least six sections, so use three rubber bands or strings. It should be round in shape, and have sections like a pie.

Key Vocabulary

textiles	material	join	decorate	tie dye	colourful	pattern	fabric	folding	tying	dye	
stripes	polka dots	spiral	elastic bands	string	bottle	squirt	design	fold	change	colour	

Year 2 PE - Summer 1

Year 2 – Run Jump Throw Unit 1

Knowledge Organiser

Prior Learning

Increased stamina and core strength. Worked collaboratively on more complex tasks. Worked to improve strength, balance, agility and coordination.

Unit Focus

Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control.

We are learning...

1. to move quickly whilst being aware of others around.
2. to create power with our legs to turn at speed.
3. to move through an obstacle course with speed and control.
4. to choose the best throw for different situations.
5. to use quick feet whilst sprinting.
6. to perform static and dynamic balances.

Key Questions

1. What is a static and dynamic balance?
2. What games might you need to have quick feet in?
3. How do different starts affect sprinting?

Equipment

A variety of balls, hoops, bean bags, quoits, throw-down markers, foam javelins, balloons, stopwatches, measuring tape, skipping ropes, and low hurdles.

Vocabulary

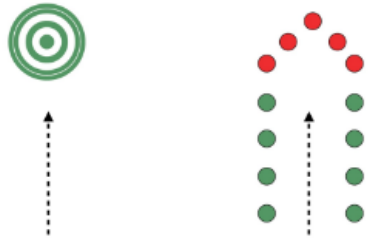
Run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect.

Rules

- Wait for a command before you start.
- Be aware of others around you.

Assessment Overview

Head - Make choices about appropriate throws for different activities.
Hand - Show increased control of body and limbs.
Heart - Work cooperatively to complete running, jumping and throwing tasks.



Year 2 PE - Summer 1

Year 2 – Hit Catch Run Unit 2

Knowledge Organiser

Prior Learning

Have developed hitting skills with a variety of bats. Practised feeding/bowling skills. Hit and run to score points in games.

Unit Focus

Work on a variety of ways to score runs in the different hit, catch, run games. Work in teams to field. Begin to play the role of wicketkeeper or backstop.

We are learning...

1. to time our run around the bases to stay safe.
2. to strike the ball accurately into space by choosing where and how to hit it.
3. to bowl the ball so it bounces in front of the batter.
4. about the role of the wicketkeeper.
5. to develop fielding skills by reacting quickly to different types of balls..
6. to bowl underarm in a game with accuracy.

Key Questions

1. Can you name some striking and fielding games?
2. Why is it important to let the ball bounce in front of the batter?
3. Why do we try to field a ball to a base as quickly as possible?

Equipment

Small balls, large balls, balloons, beanbags, cones, hoops, quoits, targets, skittles, goals, button cones, bats.

Vocabulary

Outwit, bowler, strike, respond, stump, stumping, wicketkeeper, backstop, position, role.

Rules

- The batter must stop running when the fielding team returns the ball to a base.
- The batter can also be caught out if the fielding team catches the ball before it bounces or if the bowler bowls and hits the stumps.

Assessment Overview

Head - Make choices about where to hit the ball.

Hand - Attempted to play the role of wicketkeeper or backstop.

Heart - Can work in small groups to field and bat.

Year 2 PE - Summer 2

Year 2 – Run Jump Throw Unit 2

Knowledge Organiser

Prior Learning

Thrown and handled a variety of objects. Developed power, agility, coordination and balance. Negotiated obstacles showing increased control.

Unit Focus

Improve running and jumping movements over sustained periods. Reflect on activities and make connections to healthy, active lifestyles. Jump for distance and height.

We are learning...

1. to work individually to run over a longer distance.
2. to improve strength to increase our jumping distance.
3. to create power when throwing for distance.
4. to use breathing techniques to be able to run more.
5. to cooperate with our partners to complete a task well.
6. to listen to others and work as a team to achieve the highest score possible.

Key Questions

1. What does it mean to be part of a team?
2. How does it feel playing under pressure?
3. Why is it important to practice when we learn something new?

Equipment

Skipping ropes, benches, hoops, small, soft balls, shuttlecocks, chairs, benches, low hurdles, buckets.

Vocabulary

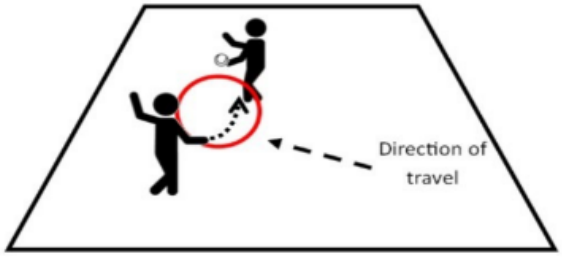
Lunges, strength, power, repetition, power, accuracy, agility, burn, stamina, fitness, persevere, tally, develop, lap, cooperate, compete.

Rules

- Ensure correct technique is being used for activities.
- Count and recall correct repetitions of each activity during stations.

Assessment Overview

Head - Begin to make links between components of fitness.
Hand - Use agility in running games.
Heart - Consider others when playing games.



Year 2 PE - Summer 2

Year 2 – Send and Return Unit 2

Knowledge Organiser

Prior Learning

Tracked the path of a ball over a net and move towards it. Begun to hit and return a ball with some consistency. Played modified net/wall games throwing, catching and sending over a net.

Unit Focus

Be able to make it difficult for their opponent to score a point. Begin to choose specific tactics. Transfer net/wall skills. Improve agility and coordination and use in a game.

We are learning...

1. to feed a ball to our partner with consistency.
2. to send the ball to different parts of the court.
3. to throw and catch in a seated position.
4. to accurately serve the ball to different parts of the court.
5. to use overarm attacking shots in a game.
6. to manage what we should be doing within the competition.

Key Questions

1. How did you try to beat your opponent? What skills did you use?
2. Could you choose where you placed the ball?
3. When the ball went where you wanted, do you know what you did correctly?

Equipment

Large soft balls, foam tennis balls, low bounce tennis balls, low nets or benches, cones, bibs, hoops, short-handled racquets, dry wipe boards and pens.

Vocabulary

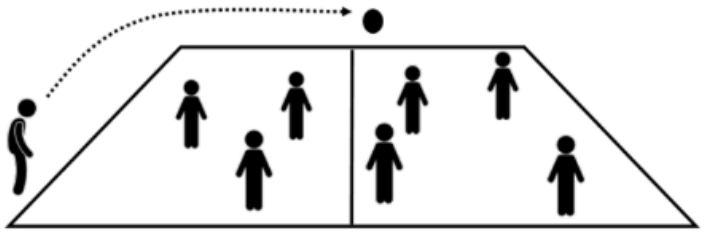
Front, back, tactics, compete, score, wide, deep, rotate, point.

Concept

- The ball can be played in a standing or seated format.
- Play first to 3 or 5 points.
- You can serve by throwing or striking. You can play by scoring with the ball bouncing twice.

Assessment Overview

Head - Develop tactics to outwit your opponent so they cannot return the ball.
Hand - Start games using basic serving skills.
Heart - Work as a team to get the ball over the net.

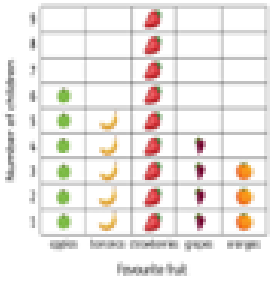


Year 2 Computing - Summer 1

Y2

COMPUTING: DATA AND INFORMATION KNOWLEDGE ORGANISER

Overview



Pictograms

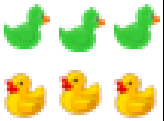
-Data can be numbers, words or figures. Information is what we can understand from looking at data.

-Objects can be organised into groups, based on what they are or their properties (features).

-Data about different groups can be recorded and presented by using pictograms, tally charts and block charts. This data can answer questions and solve problems.

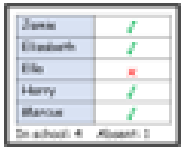
Grouping, Counting and Tallying

-**Grouping:** Objects can be put into different groups. These groups can be made up of objects that are the same, or objects that have the same properties (features).



Computers can help us by allowing us to put different objects into groups.

-**Counting:** Computers can be programmed to count the amounts in each group.



-For example, when your teacher takes the class register, the computer program can count how many ticks and crosses there are. The computer can then tell your teacher how many children are in class.

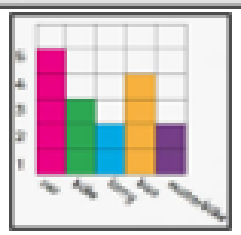
-**Tallying:** Tallying helps us to record as we count. We chunk into groups of five, with the first four counts looking like sticks, and the fifth count making the "gate."

-**Tally Charts:** Tally charts are used to collect data about the number in each group quickly.

Pictograms and Block Diagrams

-**Pictograms:** A pictogram is a chart that uses pictures to display data. They can be made using pens or paper, or they can be made using a computer. The pictogram on the right shows the favourite fruits of a group of school children. Each piece of fruit shows what each child selected.

-**Block Charts:** Block charts work in a similar way to pictograms, except each object is presented as a block. The block diagram on the right presents how different children get into school.



Presenting and Using Information

-Computer programs such as *2Data* can help us to create pictograms and block charts. Clicking the + and − icons add and subtract pictures from our diagram.

-**Using Data:** There should be a reason to collect data, and so it should be easy to read. E.g. this data could help someone know which fruits to buy if they are hosting a party, or help the school chef know which fruit to order in.

Answering Questions

-Pictograms can be used in order to answer questions and solve problems.

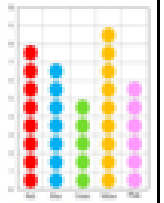
-Examples may include:

-Which colour was the most popular?

Which colour was least popular?

-How many more chose yellow than chose pink?

-What is the total of red and blue combined?



Important Vocabulary

Information	Data	Pictogram	Group	Tally	Tally Chart	Program	Properties	Present	Problem

Year 2 Computing - Summer 2

Y2

COMPUTING: CREATING MEDIA KNOWLEDGE ORGANISER

Overview

Making Music

-We can use digital devices to help us to create, edit and listen to music.

-Music can make us think and feel different things.

- Rhythm, pitch and tempo can be used to change the sound and emotion of music.

-We can also use lots of different apps and programs to edit and improve photos, for example Chrome Music Lab, Mooic, and Music Maker.

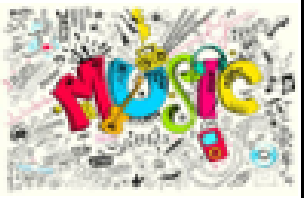
-We should understand the advantages of creating both digital and non-digital music.

Describing Music

Music is a type of art that can be heard. It can make us feel different emotions.

Some words to describe music:

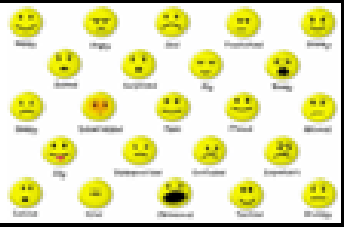
Loud	Soft	Gentle	Fast	Slow
Catchy	Boring	Interesting	Noisy	
Smooth	Modern	Old-fashioned	Scary	



Music can make us feel different emotions.

Some of these emotions may include:

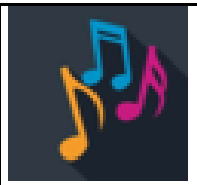
Happy	Sad	Excited	Depressed
Bored	Worried	Angry	Nervous
Scared	Surprised	Motivated	Tired



Music Vocabulary

There are lots of different things to consider when we are making and listening to music. Some of the most important words that you should know are below.

Pulse is the steady beat, like a ticking clock or a heartbeat. Music has a pulse. Sometimes, we can clap or move in time to the pulse of music.



Rhythm is the pattern of long and short sounds in music. In lots of music, a rhythm is repeated throughout the song.

The pitch is how high or low a sound is. An example of a high-pitched sound is a whistle, a low-pitched sound is a drum.

The tempo is how fast or slow the music is. Fast-tempo music can sound energetic or frightening. Slow-pitched music can sound sad.

Volume is how loud or quiet something is. When making music, we can use loud and quiet sounds to show different ideas and emotions.

Using Song Maker

-On Chrome Music Lab, click on the multi-coloured smiley face for Song Maker.

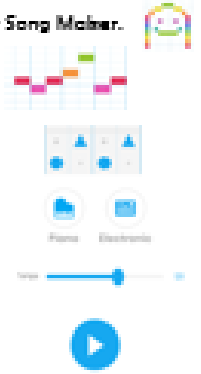
-By clicking on the different squares, you can make different musical notes. The higher up you click, the higher the pitch!

-Clicking on the shapes below the notes allows you to add in percussion, e.g. drums and symbols.

-You can change the instruments that make the sounds, by clicking on the different options in the bottom left.

-By moving the dot along this bar (at the bottom of the page) you can change the tempo, making it faster or slower.

-This symbol lets you listen to the music that you have made!



Important Vocabulary

Music	Emotion	Pulse	Rhythm	Pattern	Pitch	Tempo	Instrument	Sound	Note

Year 2 PSHE - Summer 1

YEAR 2 PSHE - DRUGS

KNOWLEDGE ORGANISER

Overview and Recap

At South Hill, we follow the 'Christopher Winter project' curriculum for 'Relationship and Drugs education.'

We are learning about how to live healthy and safe lives, to promote our wellbeing and to have positive relationships with others.

You should already know that: Being healthy is about feeling good in your body and wellbeing is about feeling good in your mind.

There are many ways that we can live a healthy lifestyle, e.g. a healthy, varied diet.

-When we have a bad feeling about something or feel unsafe, trusted adults can help us.
-It is important for our wellbeing that we know how to respond in different situations.

How to keep myself safe at home and at school

We need to be able to identify Hazards in our home and at school and to ask for help when we come across something that we think may be unsafe or dangerous.
https://firstaidchampions.redcross.org.uk/spot-the-danger/

What would you do if you came across:

- **A broken bottle on the field at school**
- **A medicine at home without the lid on**
- **A pan on a hot stove**

Hazard symbols

Many household items, such as cleaners and bleach, have Hazard symbols on them. These help us to know that they contain something that could hurt us or damage our skin.

These products should only be used by an adult and they should be stored properly in a cupboard that children cannot access.

How to keep ourselves safe

Feeling Safe

-We can experience lots of different feelings. Often, we can tell how someone is feeling things like their facial expression and body language.

from

-Sometimes, we can feel anxious, scared, worried or nervous about something. This often happens when we feel unsafe. Things that can happen to our bodies at this time include: feeling hot, feeling sweaty, butterflies in the tummy, feeling sick, needing the toilet, hands shaking, going red in the face, or shaking.

-There are several things that we can do when we do not feel safe, including removing ourselves from dangerous situations. Trusted adults can help us when we do not feel safe.

Knowing How to Respond

-It is important for our mental wellbeing that we feel comfortable responding in certain situations. You can learn to use the following responses:

Yes – When you feel comfortable about something.
No – When you do not feel comfortable about something
I'll ask – When you are unsure about something, and want to ask a trusted adult for advice.
I'll tell – When you know that something is wrong/ dangerous, and so should tell a trusted adult.

Taking risks and assessing situations

Sometimes we have to take risks! But we need to know what risks are good and what risks are bad. We need to look at a situation and think through the risks before we decide what to do next:

- Playing on a slide
- Touching a hot pan
- Reading a book
- Riding a bike
- Crossing the road
- Picking up a broken bottle
- Talking to a stranger

Key Vocabulary

risk | safe | unsafe | stranger | substance | hazard | household items | flammable | irritant | toxic

Year 2 PSHE - Summer 2

YEAR 2 PSHE - RELATIONSHIPS

KNOWLEDGE ORGANISER

Overview and Recap

At South Hill, we follow the 'Christopher Winter project' curriculum for 'Relationship and Drugs education.'

In Year 2 this year, we will learn:

- To understand that some people have ideas about what boys and girls can do
- To describe the difference between male and female babies
- To describe some differences between male and female animals
- To understand that making a new life needs a male and a female
- To describe the physical differences between males and females
- To name the male and female body parts

MALE AND FEMALE BABIES

When we look at a clothed newborn baby, we cannot tell whether they are a female or a male. We can tell there is a difference when a parent, doctor or nurse looks at their private parts.

- Only females have a vagina and a vulva.
- Only males have a penis and two testicles.
- Male and females need their private parts if they choose to have a baby when they grow up.

Penis

Vagina

MALE AND FEMALE ANIMALS

Some animals are male and some animals are female. Some animals look exactly the same, whether they are a boy or a girl, and others have different features. For example, male Lions have a large mane and females do not have a mane. This is one way that we can tell them apart. The other way, just like humans, is if a vet looked at their private parts. In most animals, Females have a vagina and males have a penis.

GENDER STEREOTYPES

Some people have fixed ideas about how certain people should act or behave. This is called a stereotype. There are many stereotypes about boys and girls and the differences between boys and girls.

Some people tell boys and girls that they can't do certain things because of their gender. Our expectations about other people, or other people's expectations of us, can be false, unfair and can lead to hurt feelings.

We need to see when things we perceive or are told about boys and girls are wrong. It is ok for us to make decisions for ourselves and being a boy or a girl shouldn't stop us from doing something. For example, boys can do ballet and girls can play football.

Key Vocabulary

penis	vagina	vulva	testicles	Life cycle	newborn baby	animals	similar	different	private parts
stereotype	Male	Female	ideas	parent	grandparent	child	toddler	teenager	features