



# Knowledge Organiser

## Year 2

**St Augustine's School, Weymouth**



**Spring Term**

# Year 2 Spring Term - Art

Y1 Self Portraits

Prior Learning

Great Fire of London  
Colours

Unit

Y3 Cave Paintings.

How Knowledge will be built on

## Key Knowledge

- Colour: consider the use of colour for effect – warm and hot colours
- Pattern: Consider the effect of the juxtaposition of hot colours and black in a random arrangement
- Space: consider how the space between, above and below collaged areas contributes to the overall effect of the piece

## Vocabulary

ripping, cutting, tearing, layering, super imposing, hot and warm colours, cold colours, primary colours, secondary colours, shades, thick, thin

# Year 2 Spring Term - Computing

Y1 Computing systems and  
networks  
Improving mouse skills

Prior Learning

Computing systems and  
networks  
Word processing

Unit

Y3 Computing systems and  
networks  
Emailing

How Knowledge will be built on

## Key Knowledge

- To know that touch typing is the fastest way to type.
- To know that I can make text a different style, size and colour.
- To know that “copy and paste” is a quick way of duplicating text.

## Vocabulary

author, back button, backspace, bold, copy, copyright, cut, delete, forward button, highlight, image, import, italics, keyboard, keyboard shortcut, keyword, layout, navigate, paste, redo, search, space bar, text, text effects,

# Year 2 Spring Term - Computing

Understanding algorithms  
are instructions and  
debugging.

Prior Learning

Programming  
Using Scratch Junior

Unit

Programming  
Animation

How Knowledge will be built on

## Key Knowledge

- To know that coding is writing in a special language so that the computer understands what to do.
- To understand that the character in Scratch Jr is controlled by the programming blocks by carrying out an informative cycle of predict > test > review.
- To know that you can write a program to create a musical instrument.
- To know that you can write a program to tell a joke.

## Vocabulary

Algorithm, blocks, button, computer code, debug, icon, instructions, 'on tap', repeat, sequence, animation, bug, CGI, code, fluid, imitate, loop, programming, ScratchJR, sound recording.

Mechanisms – Making  
Monsters

Prior Learning

Making Baby Bear's Chair

Unit

Textiles  
Pouches

How Knowledge will be built on

## Key Knowledge

- To know that a structure is something which has been formed or made from parts
- A stable structure is one which is firmly fixed and unlikely to change or move.
- Shapes and structures with wide, flat bases or legs are the most stable.
- A strong structure is one which does not break easily and to understand the shape of a structure affects its strength.
- Materials can be manipulated to improve strength and stiffness (stiff structures or materials are ones that do not bend easily).

## Vocabulary

design criteria, man-made, natural, properties, structure, stable, shape, model, test

Continents of the world are made up of countries that contain human and physical features.

Prior Learning

Could you live in a desert?  
Why?

Unit

Climate zones and biomes.

How Knowledge will be built on

## Key Knowledge

- The Equator is the imaginary line around the middle of the earth where the climate is hot.
- The Poles are the extreme north and south of the Earth where the climate is cold.
- Deserts are dry places with little precipitation and extreme temperatures.
- Hot deserts have hot and dry climates; cold deserts have cold and dry climates.
- There are similar physical features in hot and cold deserts.
- There are few human features in hot and cold deserts.

## Vocabulary

Weather, climate, precipitation, desert, hot/cold desert, continent, Equator, North and South Poles, human and physical features

Y1 Pirates. Grace O' Malley and Henry Strangways.

Prior Learning

The Great Fire of London

Unit

Y3 Roman Britain

How Knowledge will be built on

## Key Knowledge

- Life in the 17th century was divided into social classes, with the monarch at the very top.
- Life in 17th C. London could be hard, especially for the lower social classes who lived in cramped, unhygienic conditions.
- The fire spread quickly, and by 7am more than 300 houses had been destroyed.
- The fire got worse on Tuesday, destroying many more buildings including St. Paul's Cathedral.
- Reasons for the loss of so many buildings include: wooden buildings, tightly packed houses, overhanging eaves, thatched roofs, narrow streets, poor fire-fighting methods, no fire engines, windy conditions, crowded streets.
- Most survivors set up camp in fields outside the city, often living there for years.
- A relief fund was set up and the king set up markets to provide food.
- King Charles II made 5 recommendations to prevent such a disaster from happening again.
- The new laws helped the city to become less cramped and unhygienic, which helped to bring the Plague to an end

## Vocabulary

monarch/y, reign, government, parliament, social class, nobility, gentry, yeoman farmer, tenant farmer, craftsmen, labourers, mayor, population, charity, thatch, eaves, Plague, hygiene, architect, insurance

## Half Termly Overview

5	Measurement	Money	<ul style="list-style-type: none"> <li>recognise and know the value of different denominations of coins and notes</li> <li>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>find different combinations of coins that equal the same amounts of money</li> <li>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>
6	Number	Multiplication and Division	<ul style="list-style-type: none"> <li>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul>
7	Number	Multiplication and Division	<ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul>



## Half Termly Overview

8	Measurement	Length and Height	<ul style="list-style-type: none"><li>• Solve problems with addition and subtraction:</li><li>• Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li><li>• Compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li><li>• Using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li></ul>
9	Measurement	Mass, Capacity and Temperature	<ul style="list-style-type: none"><li>• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li><li>• compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li></ul>

# Year 2 Spring Term - Music

Pitch and tempo  
(Superheroes)

Prior Learning

Pitch (Musical Me)

Unit

Pentatonic melodies and  
composition (Chinese New  
Year)

How Knowledge will be built on

## Key Knowledge

- To know in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds
- To know sounds within music can be described as high or low sounds and the meaning of these terms.
- To know notation is read from left to right.

## Vocabulary

dot, high, low, musical sentence, notation, phrase, pitch, pitch pattern, stave

# Year 2 Spring Term - Music

Musical Me – understanding  
tuned instruments,  
dynamics, mood and pulse

Prior Learning

On this island: British songs and  
sounds

Unit

Dynamics, timbre, tempo and  
motifs

How Knowledge will be built on

## Key Knowledge

- To know that duration means how long a note, phrase or whole piece of music lasts.
- To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc. that make a piece of music.

## Vocabulary

Composition, duration, dynamics, inspiration, pitch, structure, tempo, texture, timbre

# Year 2 Spring Term - PE

Y1 Dance

Prior Learning

Dance

Unit

Y3 Dance

How Knowledge will be built on

## Key Knowledge

- To explore space and how their body can move to express an idea, mood, character or feeling.
- To expand their knowledge of travelling actions and use them in relation to a stimulus.
- To understand dynamics and expression in dance.
- To use counts of 8 to keep in time with the music and a partner.
- To explore pathways, levels, shapes, directions, speed and timing.
- To understand how to provide feedback beginning to use key terminology.

## Vocabulary

action, expression, counts, level perform, create, matching, speed, direction, mirroring, timing, dynamics, pathway, unison

# Year 2 Spring Term - PE

Striking and fielding games –  
throwing, catching, hitting  
and collecting a ball. (Y1)

Prior Learning

Striking and Fielding Games

Unit

Netball & hockey (Y3)

How Knowledge will be built on

## Key Knowledge

- To track a rolling ball and collect it.
- To develop underarm throwing and catching to field a ball.
- To develop overarm throwing to limit a batter's score.
- To develop hitting for distance to score more points.
- To be able to get a batter out.
- To understand the rules of the games and use these to play fairly.

## Vocabulary

underarm throw, overarm throw, catch, track, bowl, bat, tactics,

Prior Learning

Life Online and Keeping Safe

Unit

How Knowledge will be built on

## Key Knowledge

- Understand safe and unsafe situations, including online.
- Ask for adult help with anything that worries them or makes them feel unsafe.
- Know the difference between good and bad secrets and that they can and should be open with special people they trust if anything troubles them.
- To resist pressure when feeling unsafe.
- They are entitled to bodily privacy.
- Medicines are drugs but not all drugs are good for us – alcohol and tobacco are harmful substances.

## Vocabulary

safe, unsafe, online, trusted adults, harmful, secrets, pressure, privacy, drugs

# Year 2 Spring Term - Science

Materials – what objects are made of based on their properties.

Prior Learning

How can materials be changed and does this affect its use?

Unit

Physical properties of materials

How Knowledge will be built on

## Key Knowledge

- know materials can be identified and described by physical properties
- know if materials are malleable they can be bent, twisted, flattened and stretched when a force is applied
- identify transparent, translucent and opaque materials
- identify absorbent, waterproof and windproof materials
- understand the difference between liquids and solids

## Vocabulary

Material, hard, soft, stretchy, flexible, waterproof, absorbent, transparent, translucent, opaque, shape, change, twist, squash, bend, stretch, roll, squeeze, suitable/unsuitable