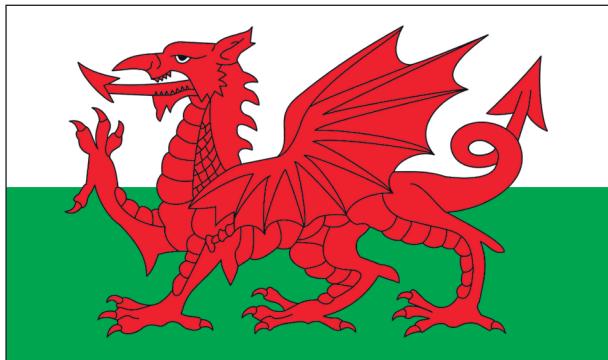


# Knowledge organiser

Vocabulary	
border	the point where two countries meet
city	bigger than a town, a place where people live and work
country	an area of land controlled by its own government
human features	things in a landscape that have been built by people
physical features	natural things that have not been built, e.g. seas, mountains, rivers
population	the people living together in the same place
settlement	a place where people live and work, e.g. city, town, village
town	bigger than a village, a place where people live and work
village	smaller than a town, a place where people live and work

## Flags of the UK



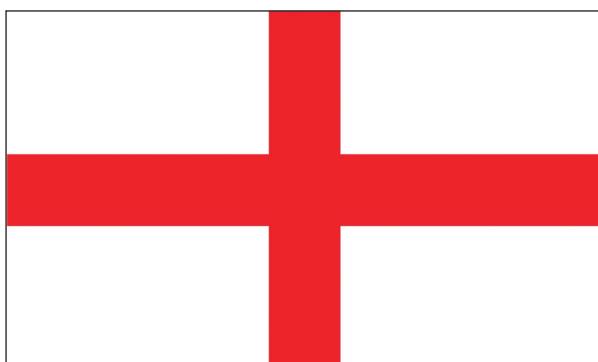
The Red Dragon – Wales



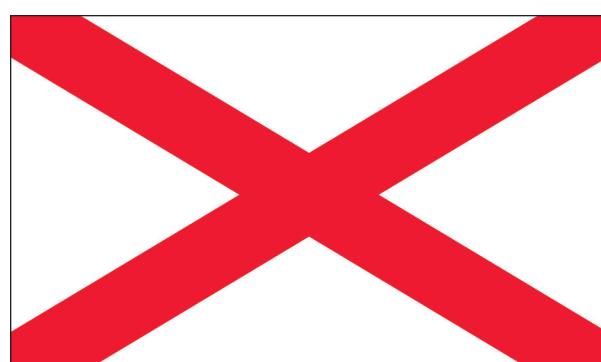
St Andrew's Cross – Scotland



The Union Jack – United Kingdom (UK)



St George's Cross – England



St Patrick's Cross – Northern Ireland

## Map of the UK



# Cooking and nutrition - A balanced diet

## Key facts

balanced	A healthy mixture of different kinds of food.
diet	The types of food someone eats.
evaluate	To study something carefully and decide if it is good or bad.
feel	The way something seems when you touch it.
grate	To break food such as cheese into small, thin pieces.
menu	A list of food and drinks that you can order.
review	To give an opinion about something.
smell	Information we detect about something using our nose.
snip	To make small cuts with scissors.
spread	To cover something with soft food.
taste	The flavour of a food.

## Skills



cutting



grating



spreading



snipping



taste testing

The five different food groups are:

1. Carbohydrates.
2. Fruits and vegetables.
3. Protein.
4. Dairy.
5. Oils and spreads.



A balanced diet means eating lots of foods from different food groups.



# Gymnastics Knowledge Organiser - Year 2

**Prior Learning:** In Year One, children were beginning to perform basic shapes. They also performed basic jumps such as a straight and star jump. They have begun to learn how to roll - tuck roll, log roll star forward roll. They have also begun to learn the concept of a basic sequence (on their own) which includes a roll, a jump and a balance.

## Key Skills

### Physical Me

#### - Jumps



Straight jump



Star jump



Tuck jump

#### - Rolls



Dish/Arch roll



Forward roll

#### - Bunny hops

#### - Balances

#### - Sequences

Strength

Flexibility

Balance

Co-ordination

Agility

Climbing



### Social Me

- Co-operate with others
- Be a Mini Coach
- Teamwork

### Value Me

- Perseverance never give up!

### Inspirational Athlete

Max Whitlock- Olympic Gold medalist in pommel horse



## Key Learning

**Shapes** - Have a tight body. Squeeze every muscle, extend fingers and toes.

**Jumps** - Have good body tension, land with knees bent.

**Bunny Hops** - Flat hands. Hands first, then feet, keeping arms straight, lifting legs and pointing toes.

**Sequence** - To show a clear Start, Middle and Finish, with good control

**Rolls** - Ensuring head is **tucked** in, with a forward Roll

## Key Vocabulary

Dish

Arch

Straddle

Sequences

Bunny hop

Middle

Control

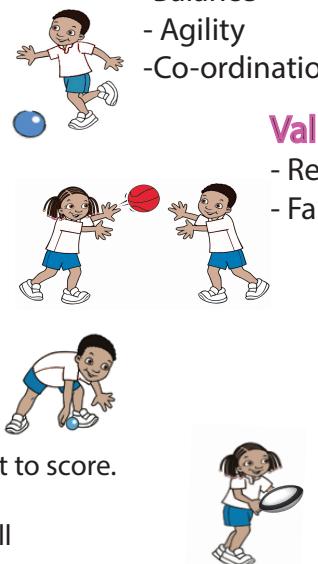
# Ball Skills Knowledge Organiser - Year 2

**Prior Learning:** In year 1, children learned to throw, catch and roll various shaped/size balls e.g netball, rugby, basketballs. They were taught to pass the ball with their hands and feet. They also dribbled the ball with the hands and feet. They learned how to score in a variety of ways. They learned how to run with a ball. They also played some small sided games (invasion games).

## Physical Me

- Passing** - The ball with feet
  - The ball with hands
- Dribbling** - The ball with feet
  - The ball with hands
- Throwing** - Overarm
  - Underarm
  - At a target
- Catching** - different shaped balls
- Rolling** - underarm
- Throwing** into a goal, hoop, target to score.
- Running** - To receive/intercept a ball
  - With a ball in hands

## Key Skills



## Thinking Me

- To make a decision in a game
- Social Me**
- Communicate with others
  - Co-operate with others

## Value Me:

- Resilience
- Fair play



## Games you can use your ball skills in...

- Basketball
- Football
- Rugby
- Handball
- Hockey
- Lacrosse
- Netball

## Key Vocabulary

Accuracy

Control

Try

Possession

Communicate

Game

Opponent

Attacker

Defender

## Key Knowledge

**Catching** - Hands out in 'W' shape to make a target to receive

**Passing (feet)** - Use the inside of foot, point in direction of pass

**Passing (hands)** - Step into pass, point in direction of pass

**Throwing** - Use opposite arm and opposite leg, Point in the direction with the non throwing hand.

Or in Rugby point the ball in the direction you throw

**Dribble (with hands)** - push not pat the ball, look up

**Dribble (with feet)** - Use the inside of foot, head up

## Games (Invasion) have...

### Attackers

- Aim to score a goal or point
- Create space
- Keep possession
- Move into a scoring position

### Defenders

- Try and stop the opposition from scoring
- Mark the opposition
- Try and win the ball back

# Human lifestyle | Year Two | Spring 1

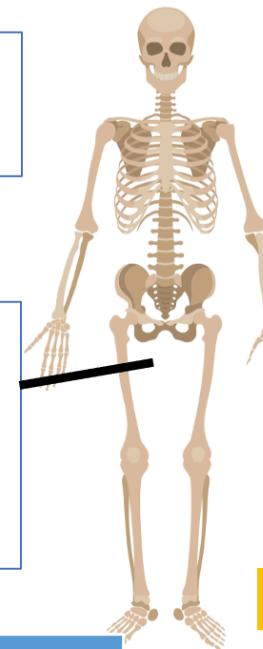
Food groups		
Carbohydrates	e.g. pasta, rice, potatoes	Give your body energy.
Protein	e.g. meat, fish, eggs, beans	Protein helps your body to grow and repair itself.
Dairy	e.g. milk, cheese, yoghurt	Contains lots of calcium which keep your bones and teeth strong.
Fruit and vegetables	e.g. apples, tomatoes, carrots	Contain lots of vitamins which keep you healthy.
Fats and sugars	e.g. chocolates, crisps, butter, fizzy drinks	These foods are not very healthy. It is important not to eat too many foods from this group.

## Muscles



Help our bodies to move.

## Skeleton



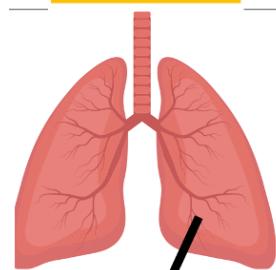
Gives the body its shape. Protects the organs.

## Brain

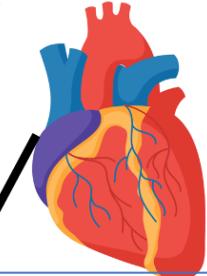


Controls your actions and helps you to learn new things.

## Lungs



## Heart



Help us to breathe air in and out.

## Keywords

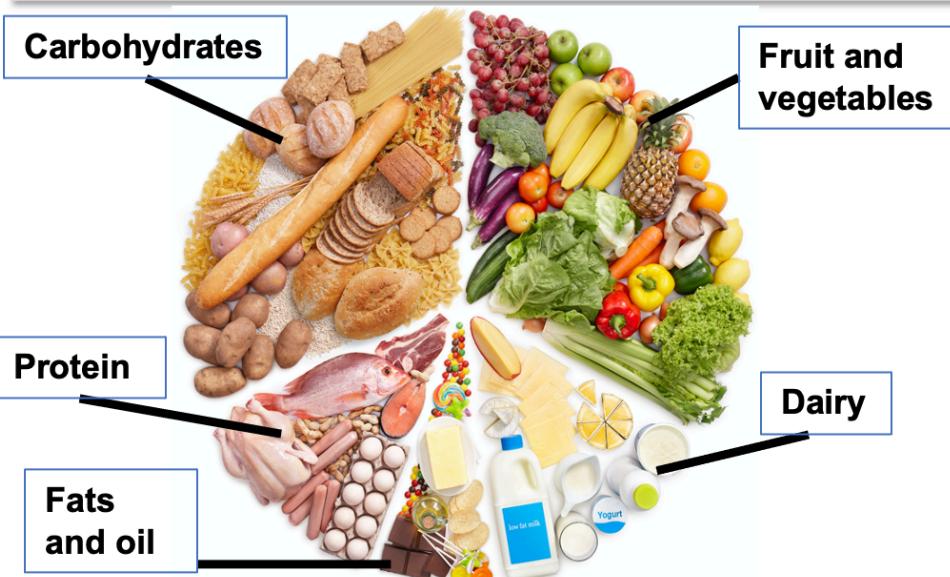
**Exercise** Moving parts of the body to become stronger and healthier.

**Healthy** Feeling well and happy.

**Hygiene** The things we do to keep our body clean and help stop the spread of germs.

**Germs** Tiny living things we cannot see with our eyes. They can live on our bodies.

## Dairy



## Protein

## Fats and oil

## Dairy

## Investigations:

- How far can a sneeze spread?
- How does exercise affect your breathing?

# Knowledge Organiser



## Year 2 - Me and My Relationships

### Key questions

#### Bullying and Teasing

What is bullying?

What is teasing?

Does bullying happen a lot?

How can you help someone who is  
being bullied?

#### School Rules About Bullying

What helps our classroom to be  
happy & friendly?

Do classroom rules help to stop  
bullying? How?

#### Being a Good Friend

Who is a good friend and why? What  
makes a good friend?

How are you a good friend?

Could you be a better friend?

How can you help others to be a  
good friend?

#### Feelings and Self-Regulation

Do we have the same feelings?

Why do we have different feelings?

How do we show our feelings?

What are safe and healthy activities  
to get angry energy out?

How can we help our feelings come  
out?

### Key vocabulary

feelings happy

teasing bullied care

repeated bullying

friendship help rules

friendly safe break

### I can ...

I can tell you some ways that I can get  
help, if I am being bullied and what I  
can do if someone teases me.

I can suggest rules that will help to  
keep us happy and friendly and what  
will help me keep to these rules. I can  
also tell you about some classroom  
rules we have made together.

I can give you lots of ideas about being  
what makes a good friend and also tell  
you how I try to be a good friend.

Most of the time I can express my  
feelings in a safe, controlled way.

# Knowledge Organiser



## Year 2 - Valuing Difference

### Key questions

#### **Being Kind and Helping Others**

What can you do if you feel left out? How can you help someone who is being left out?

Why do people leave others out?

#### **Listening Skills**

What makes someone a good listener?

How can you be a good listener?

How does being a good listener help you?

How does being a good listener help other people?

What is a different point of view?

Can listening skills help with arguments?

How can good listening skills help with arguments?

Why is it important to listen to another person's point of view?

### Key vocabulary

unique calm point of view  
behaviour listening feelings  
helpful problem unkind  
respect different arguments  
kindness listen  
special people

### **I can ...**

I can say how I could help myself if I was being left out.

I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view

# Knowledge Organiser



## Year 2 - Keeping Safe

### Key questions

#### Safe and Unsafe Secrets

Are secrets safe?

Do all secrets need to be kept secret?

Who is a safe person to talk to?

#### Appropriate Touch

Are all touches ok?

If something feels wrong, what can someone do to stay safe?

How can you help someone who has been asked to keep an unsafe secret?

Who is a safe person to talk to?

#### Medicine Safety

Are medicines always helpful?

What can people do to help themselves get better?

Why can a medicine be harmful?

How can someone stay safe with medicines?

### Key vocabulary

medicines feelings tell

safe touch worried

secret surprise unsafe

private uncomfortable

someone you trust

### I can ...

I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong..

II can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.

I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.

# Knowledge Organiser



## Year 2 - Rights and Respect

### Key questions

#### Cooperation and Self-Regulation

What can help you to feel calm and settled at home?

How does it help?

What can help you to feel calm and settled in the classroom?

How does it help?

Can you help other people to feel calm and settled in class? How?

Why is it important to feel calm and settled?

### Key vocabulary

share listen

calm erupt

control ask for help

unsettled home

school feelings

### I can ...

I can give examples of when I've used some of these ideas to help me when I am not settled.

# Knowledge Organiser



## Year 2 - Being My Best

### Key questions

#### **Looking After My Body**

How do we get energy?

What parts of the body turn food into energy?

What do we need to do to stay healthy?

Why do we need to keep doing certain things to stay healthy?

#### **Growth Mindset**

What can you do if you find something difficult?

Which goals have you set to help yourself?

Does setting a goal help with your learning? How?

### Key vocabulary

achieve germs injection  
rest choices brain soap  
vaccination choose water  
large intestine healthy  
lungs stomach energy learn  
food small intestine  
exercise oxygen teeth

### I can ...

I can name different parts of my body that are *inside* me and help to turn food into energy. I know what I need to get energy.

I can explain how setting a goal or goals will help me to achieve what I want to be able to do.

# Knowledge Organiser



## Year 2 - Growing and Changing

### Key questions

#### **Life Cycles**

What helps us to grow?

Who helps us to grow?

What can you do by yourself now?

What are you looking forward to  
when you are 10 years old?

What are you looking forward to  
when you are 21 years old?

#### **Dealing With Loss**

How does it feel to lose  
something?

How does it feel to say goodbye  
to someone or something for a  
long time?

Can we stay in touch with  
someone? How?

#### **Being Supportive**

What positive things can we say to  
someone about something they  
have done?

Why is it good to help someone?

What is a good way to help  
someone if they are finding  
something difficult?

### Key vocabulary

supportive loss change  
nipples food feelings  
help forward growig  
penis care goodbye  
learning safe upset  
vulva

### I can ...

I can tell you who helps us grow  
(people who look after us) and  
what things I can now do myself  
that I couldn't when I was  
younger.

I can give examples of how it feels  
when you have to say goodbye to  
someone or something (e.g. move  
house).

I can give examples of how to give  
feedback to someone.

Unit Objective:

To learn 10 colours and count from 1-10 in French.

By the end of this unit we will be able to:

- Say 10 common colours in French.
- Count from 1-10 in French



It will help if we already know:

- None as this is recommended as a starter unit.

Skills we will develop:

Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in French long term.

Activities we will complete:

A lot of tasks to help us listen carefully. Repeating the words each lesson to ensure we can remember all the new words and language presented to us. Revising what we already know each lesson before learning new words so that we can improve our memory skills and remember 10 common colours and count from 1 to 10 in French.

Grammar we will learn &amp; revisit:

None in this unit as it is an introductory unit.



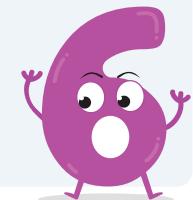
Phonics &amp; pronunciation we will see:

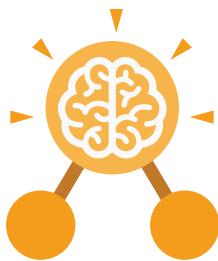
 Recommended phonics focus: **CH OU ON OI**

- **ON** sound in **marron**
- **OU** sound in **couleurs** & **rouge**
- **OI** sound in **noir** & **trois**
- **Silent letters.** We will see that the letter 's' is not pronounced in **couleurs**, **gris** and **trois**. Some final consonants like 's' are nearly always silent letters in French.
- **Guttural 'R'.** Becoming more familiar with the French 'r' sound as seen in **rouge**, **marron**, **vert**, **orange** and **trois**. Made from the back of the mouth, not the front.

Vocabulary we will learn &amp; revisit:

Ten common colours and how to count from 1 - 10 in French. This is all listed on the Vocabulary Sheet.





## Unit: 2.7

# Making Music

### Key Learning

- To make music digitally using 2Sequence.
- To explore, edit and combine sounds using 2Sequence.
- To edit and refine composed music.
- To think about how music can be used to express feelings and create tunes which depict feelings.
- To upload a sound from a bank of sounds into the Sounds section.
- To record and upload environmental sounds into Purple Mash.
- To use these sounds to create tunes in 2Sequence.

### Key Resources



2Sequence

### Key Vocabulary

#### Beat

A rhythmic unit in music.

#### Compose

To create a piece of music.

#### Note

A single tone in music.

#### Tune

Musical notes joined together to make a melody.

#### Sound Effect

A sound other than speech or music.

#### Soundtrack

A recording of the musical accompaniment of a film or tv programme.

#### Speed

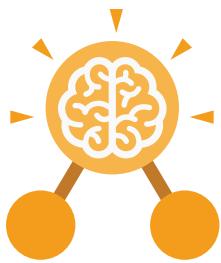
The number of beats per minute (bpm) played in the music.

#### Tempo

The speed at which the music plays.

#### Volume

How loud or quiet the music is.



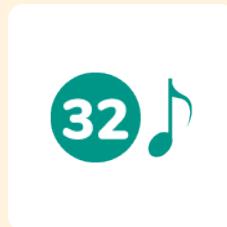
## Unit: 2.7

# Making Music

### Key Images



Open, save and share a piece of your music



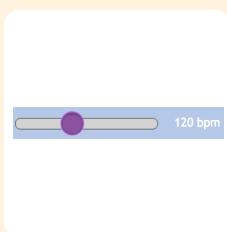
Change the number of quavers in the music



Loop or unloop the piece of music



Play the composed tune



Changes the beats per minute in the music



Increase or decrease the volume of an instrument



Choose the digital instrument to use



Delete the music

### Key Questions

#### What is meant by digital music?

Digital music is made using a computer or other device. Digital music allows the computer to copy the sound made by instruments and combine them together to make a piece of music.

#### How can I change how my music sounds?

You can change how your digital music sounds in many ways. One way is to increase the tempo of the music or vary the volume of each instrument in the piece.

#### What is it meant by the tempo of the music?

Tempo is measured in BPM, or beats per minute. One beat every second is 60 BPM.