

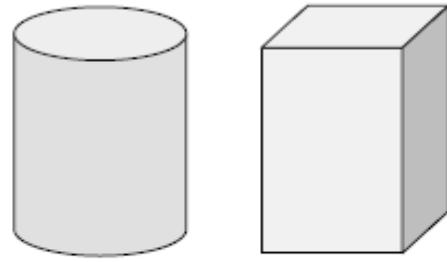


## Design and Technology Knowledge Organiser

### Year 2 Spring 1—A chair for a bear

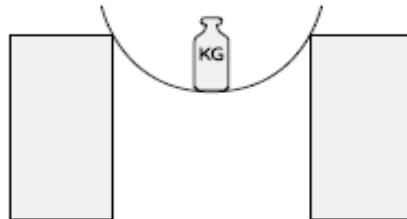


A chair is a freestanding structure made from different parts.

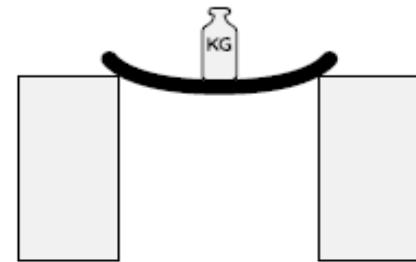


Cylinders are **strong** shapes because they are **curved**.

#### Stiff and flexible materials



**Thinner** materials are more **flexible**. They can bend easily.



**Thicker** materials are more **stiff**. They **cannot** bend easily.

#### Strong shapes

Chairs are made for different users and purposes. The **design brief** tells you who the chair is for and how it will be used.



**Design criteria** are things that the chair must have or do to work well.

**Evaluate:** looking at what is good and bad about something and thinking about how to make it better.

**Improve:** make something better by making it work well or look nicer



## Science Knowledge Organiser

### Year 2 Spring 1—Uses of materials

Materials have properties that suit the uses of many different objects.



Metal is waterproof, strong and stiff.

Objects are often made from different materials.



metal

wood

plastic

Some solid objects are made from materials that can change shape.



stretch



twist



bend



squash

material	What objects are made from.
property	How a material is described.
suitable	The best choice.



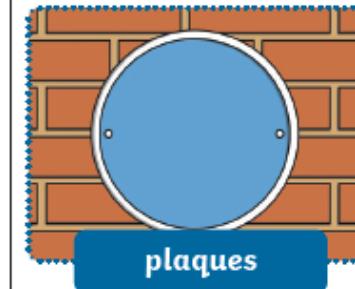
## History Knowledge Organiser

### Year 2 Spring 1 - Explorers

	<b>mission</b>	An important task that people are given to do, especially one that involves travelling to another country .
	<b>astronaut</b>	A person who is trained to travel in space.
	<b>discover</b>	To find something that you didn't know about before.
	<b>explorer</b>	Someone who travels to new places to learn about them.
	<b>significant</b>	Something that is very important or special.

### Remembering Significant People

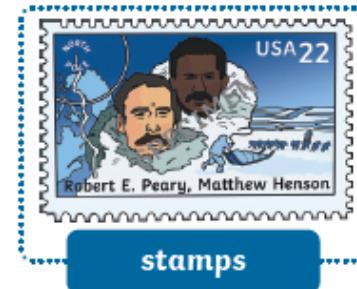
**Significant** people are people who have made important **achievements**. They are often remembered in different ways.



plaques



monuments



stamps



Christopher Columbus



Neil Armstrong



## Computing Knowledge Organiser

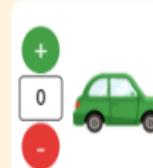
### Year 2 Spring 1—Questioning

	binary tree	A simple way of sorting information into two categories.
	field	A single piece of data in a database which makes up a record.
	record	An item in a database with a variety of information about a specific entry.
	data	A collection of information, used to help answer questions.
	pictogram	A diagram that uses pictures to represent data.
	sort	Put things together by features they have in common.

#### Key Images



Open, close or share information



Enter data into a pictogram



Add or delete columns in a pictogram



Add a question to sort the information in a binary tree

Title

Give a name to the binary tree



Find information in a database



Sort, group and arrange information in a database

# Rugby Fundamentals Knowledge Organiser - Year 2



**Prior Learning:** In Year 1 children were introduced to some fundamental rugby skills. They learned to hold the ball with two hands and run with the ball. They played some tagging games and were introduced to the tag rugby belts. They also played some adapted invasion games with some fun ways of introducing attacking and defending in tag rugby

## Key Skills

### Physical Me

**Throw**      **Agility**

**Catch**      **Balance**

**Dodge**      **Co-ordination**

**Run**      **Jump**

### Thinking Me

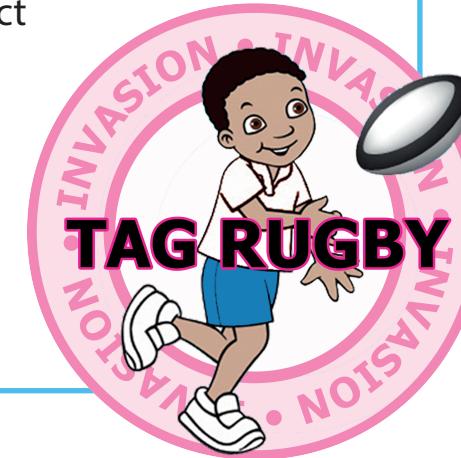
- To make decisions e.g. to run or pass, to tag a player.

### Social Me

- Working together
- Talking to my team

### Value Me:

- Honesty
- Respect



## Key Vocabulary

Tagger

Protect

Place

Honesty

Target

Invasion

Zone

Attack

Defend

## Key Knowledge

**Holding the ball** - Hold with two hands  
- Hold the ball at chest height  
- Look forward

**Catching** - Make a window/target area with your hands for your partner to aim towards

**Tagging (in tag rugby)** - when you get your opponents tag from their belt call out "tag" and put your hand up in the air.  
Remember to always hand it straight back to them!

### Tag Rugby is an Invasion Game...

#### Attack

- Aim to score a try by getting the ball over the try line/ zone.
- Create space
- Keep possession
- Move into a scoring position

#### & Defend

- Try and stop the opposition from scoring (tag them)
- Protect your try line/ zone
- Try and win the ball back

# Mini Muay Thai Knowledge Organiser - Year 2



**Prior Learning:** If children took part in Year 1, they were introduced to Mini Muay Thai, learning the basic stance, punches and kicks. They learned to count when performing the various skills and exercises.

## Key Skills

**Physical Me**

**Strength**

**Power**

**Coordination**

**Speed**

**Flexibility**

**Balance**

**Value Me:**

- Respect
- Self control

**Social Me**

- Co-operation
- Encouraging others
- Listening

**Thinking Me**

- How can I perform a skill?
- How can I improve?

## Key Vocabulary

Bow

Stance

Jab

Cross

Shin Check

Front Kick

Hook

Upper cut

Knees

## Key Knowledge

**Guard** - Keeping your hands up to protect your face

**The Jab** - Always use the lead hand

**The Cross** - Always use the rear hand

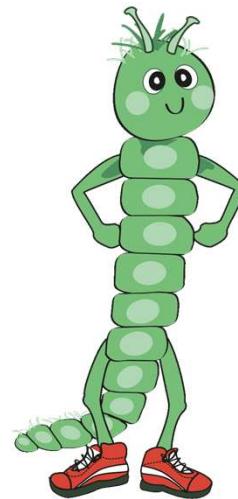


# Les petites bêtes

l'abeille



la chenille



le ver



le papillon



l'escargot



le hérisson



la fourmi



la grenouille



la coccinelle



l'araignée



# Les petites bêtes

levez-vous



asseyez-vous



inspirez



expirez



étirez-vous



relâchez



# 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.