

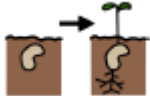







*Science Knowledge Organiser*  
*Year 2 Summer 2 - Plant based materials*




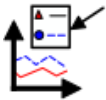


	<i>alive</i>	Something that is living and can grow, drink water, and need sunlight, like a plant.
	<i>dead</i>	Something that was alive before but is not living anymore and cannot grow.
	<i>germinate</i>	When something gets bigger or taller over time.
	<i>growth</i>	When a seed starts to grow into a tiny plant.
	<i>properties</i>	Special things about something, like how a plant smells, feels, or looks.
	<i>flexible</i>	Able to bend without breaking, like a soft plant stem.





# Art and Design Knowledge Organiser

## Year 2 Summer 2 - Fieldwork


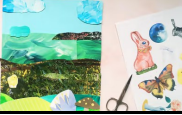




	Physical features	These are natural parts of the Earth's surface.
	Natural features	These refer to elements not made by humans
	Map	A flat drawing of a place. It shows locations and features of an area and helps you understand where things are.
	Key	This explains the symbols and colours used on a map. It helps you understand what different icons mean.
	Direction	The path or line along which something moves, lies, or points.
	Birds eye view	Means looking at something from above, as if you're a bird flying overhead. Maps are typically drawn from this view.





# Art and Design Knowledge Organiser

## Year 2 Summer 2 - Map it Out

	Abstract	<i>Art where the subject doesn't necessarily look like it does in real life</i>
	Composition	<i>Putting different elements together in a pleasing way</i>
	Stained glass	<i>Colourful, decorative glass that makes a design</i>
	Curator	<i>Someone who organises and looks after collections in museums and galleries</i>
	Pattern	<i>A design in which shapes, colours or lines are repeated</i>
	View finder	<i>A tool used to help choose a composition</i>

**Artists**

Susan Stockwell


Kim Soon Im

Josef Albers

Eduardo Paolozzi

Matthew Cusick

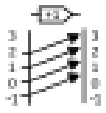





Abstract art doesn't necessarily look like it does in real-life. Artists use shapes, colours and different marks





# Computing Knowledge Organiser


## Year 2 Summer 2—Presenting ideas

Concept map		A diagram that helps us organise ideas and show how they are linked together.
group		A set of things that belong together because they are similar.
node		A box or bubble that holds one idea.
Title		The name of the work that tells us what it is about
Layer		A level of ideas in a concept map.
Connecting line		line that joins ideas together to show how they are connected.


Key Images




Node



Connecting Line




Change node colour




Change line direction




Delete



Zoom in and out








Fit map to screen

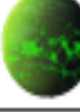





Undo and redo



*French Knowledge Organiser*  
*Year 2 Summer 2—Superheroes*

Français	English
 bleu	blue
 vert	green
 jaune	yellow
 rouge	red
 orange	orange
 violet	purple

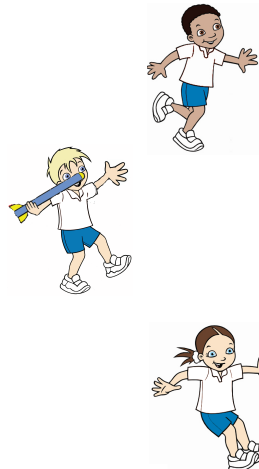
Français	English
 un super-héro	a superhero (masc.)
 une super-héroïne	a superhero (fem.)
 une planète	a planet
 un masque	a mask
 un bouclier	a shield
 un casque	a helmet

**Prior Learning:** In year 1 children developed their running, jumping and throwing skills. They threw various objects and started to think how they stand. They jump in various ways including 2 feet to 2 feet (the beginning of a standing long jump) and began to measure this. They also worked in teams to take part in events. They began competing against themselves and others in races and fun games.

## Physical Me

- **Running** - Straight runs  
- Through ladders
- **Throwing** - Overarm  
- Underarm  
- At a target
- **Jumping** - Over small objects  
- For distance  
- 2 footed

## Key Skills



### Thinking Me

- To improve my performance

### Value Me:

- Determination

### Social Me

- Co-operate with others

## Athletic Events

### Track Events:

- 100m sprint
- 200m sprint
- 400m sprint
- 800m middle distance
- 1500 middle distance

### Field events:

- Javelin throw
- Long Jump
- Triple Jump
- Shot put
- Discus
- High Jump

## Key Vocabulary

Speed

Accuracy

Competition

Challenge

Personal Best

FAST

Control

Distance

Measure

## Key Knowledge

- Running** - F - Face forward – head still  
A - Arms pump fast – ‘hip to lip’  
S - Speedy feet  
T - Trunk to be upright

**Throwing**- Standing Side on Bolt pose, use opposite arm and opposite leg, Point in the direction with the non throwing hand.

- Jumping** - Swing arms and bend knees to help you get further.  
- Safety bend at knees when landing



## Inspirational Athletes

### Jessica Ennis

Olympic champion and three-times world champion heptathlete, Jessica Ennis-Hill is one of Great Britain's most successful athletes.



# 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.