



Knowledge Organiser Booklet

Year 2

Summer 2



Name		Class	
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Use your knowledge organisers to help you remember more.

1

Check it!

Write down the key words and definitions.



2

Try doing this without the help of your knowledge organiser.

3

Check your work and make any corrections using your green pen.



Link it!

Create a mind map with all the information you can remember from your knowledge organiser.



Check your knowledge organiser to see if there are any mistakes on your mind map.

Try to make connections, linking the information together.





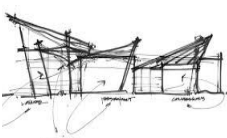



Test it!

Use your knowledge organiser to write down key facts or information onto cards.

Add pictures to help support you to remember things. Use the cards to make up questions.

Ask a friend or a member of your family to quiz you on what you remember!

This is your Year 2 Art & Design Knowledge Organiser for Summer 2. Be an Architect

Art Themes		Tier 2	Key Vocabulary			
space	form	design	structure	model	scale	architect
The area around, or within, objects.	A shape or object with three dimensions (3D).	A plan or drawing produced to show the look and function of something before or after it is made.	Something that is made up of a number of parts connected together in an ordered way.	Something constructed in three dimensions (often as a small scale plan).	The size of something in relation to something else e.g. if it is bigger or smaller.	Someone who designs buildings.
The space within the building was light and airy.	Some architecture includes curved or geometric forms .	We can design our own architectural models using a variety of materials.	We can create imaginative structures inspired by the work of different architects.	We will construct our own model buildings.	We will make small scale models for our architecture designs.	An architect decides what a building will look like.
We will consider the spaces in and around our designs.	We can take inspiration from the way architects use form in their work.	We will create our designs on paper and then transform them into three dimensional models.	Our structures will be stable and strong and will include different colours.	We can create models using different techniques and materials.	An architect makes a small scale model before the large scale building is built.	An architect will make sure the buildings they design are well built and safe to use.
						
How this connects with previous learning				How this connects with future learning		
In DT, you designed and constructed playground structures and thought about the space in and around them.	You made toy cars using wood and card earlier in Year 2.	In Year 2, you have arranged natural materials to create art inspired by nature.		In Year 3, you will design your own collages using different shapes and colours.	In Year 5, you will design and construct models of shelters.	In Year 6, you will explore space and form by creating your own immersive art.

To help you remember and recall key information, you can make your own notes about art and design here.

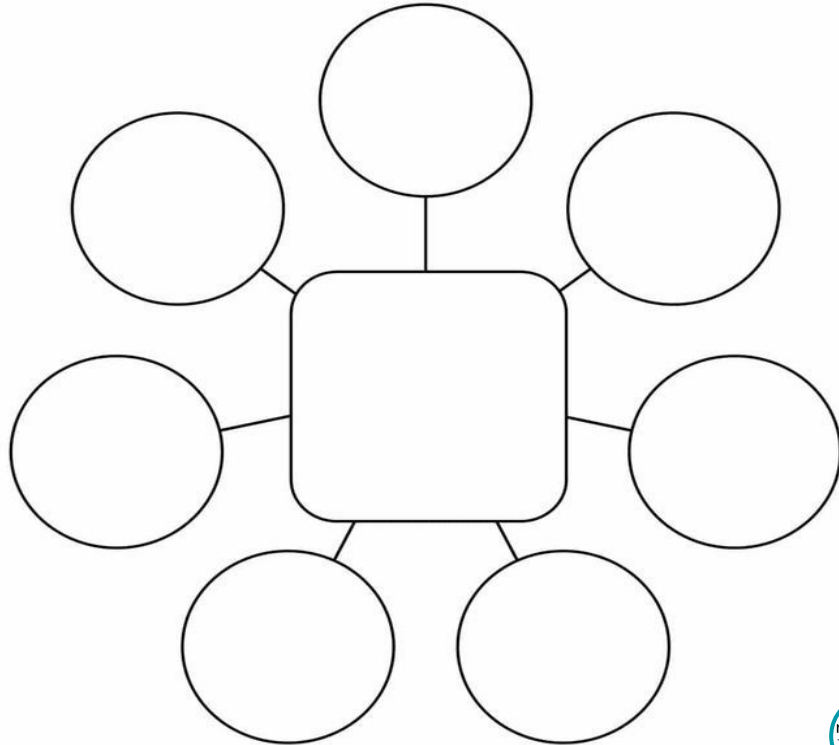




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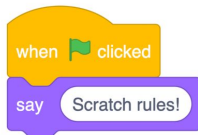
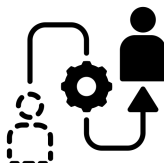
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This is your Year 2 **Computing** Knowledge Organiser for Summer 2. Programming Quizzes

Tier 2 Vocabulary

Key Vocabulary

enquiry	sprite	algorithm	sequence	blocks	modify
The act of asking for information.	A simple image that can be made to move on a computer programme.	Step by step instructions for performing a task.	A specific order of events.	Sets of instructions that can be joined together.	To make a change.
Making an enquiry helps us to work out things that we do not understand.	A sprite can be moved around on screen using commands.	A set of steps in order to be followed by a computer.	A sequence of commands in an algorithm are in the correct order.	You can use blocks to build your own codes to move a sprite .	If a program is not working properly, we need to modify the code.
To find out when Henry VIII was born, I could make an enquiry . Making an enquiry will help me to find out the most suitable command to give my sprite.	We can give commands to move a sprite where we want it to go.	A set of steps in a sequence that makes the sprite do what we want it to do.	Making a mistake in the sequence means the sprite will not do what we want it to do.	To create our quiz, we need to join different blocks together.	We will modify our designs to make the best version of our quiz.
					
How this connects with previous learning			How this connects with future learning		
In Reception, you used Beebots to explore directional language and instructions.	In Year 1, you learned to write algorithms to move a floor robot.	In Year 1, you learned to write algorithms to program animations.	In Year 3, you will learn to design and code a maze tracing program.	In Year 3, you will design a program to sequence sounds.	In Year 4, you will code a repeating game.








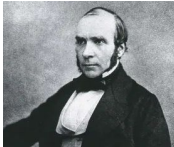




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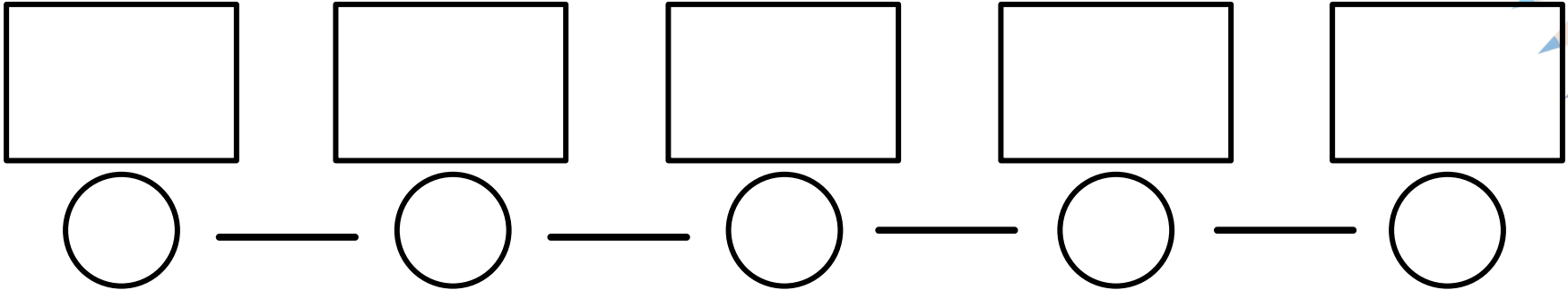
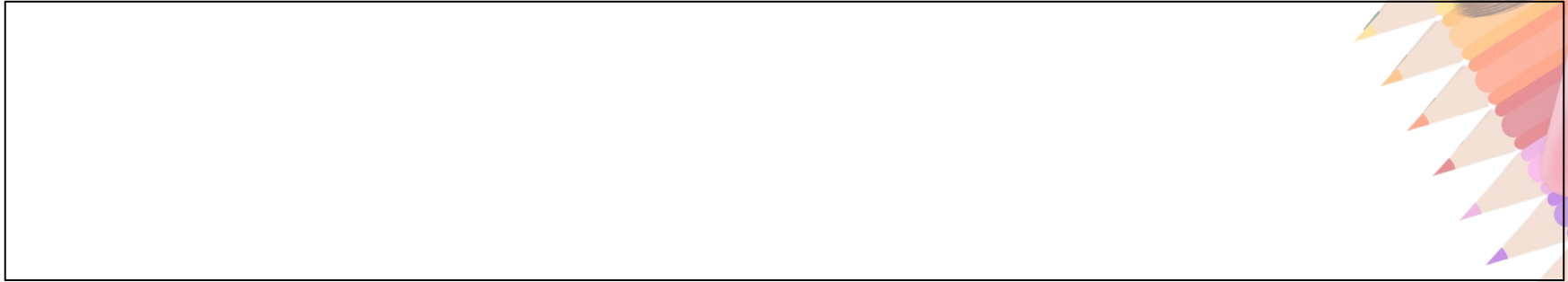
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This is your Year 2 History Knowledge Organiser for Summer 2. The Victorians

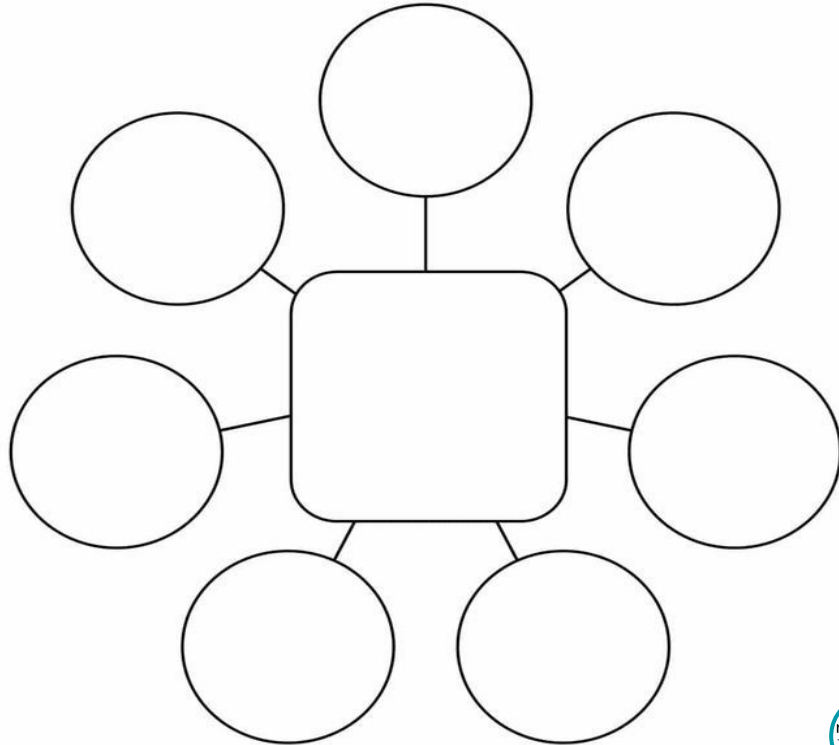
Historical Themes		Tier 2	Key Vocabulary			
Empire	society	significant	trade	steam engine	cholera	factory
<p>A group of nations that are all ruled by the same leader or leaders</p> <p>By 1901, the British Empire was the largest empire that the world had ever seen and Queen Victoria was head of nearly a quarter of the world's people.</p>	<p>How people in a specific area live their lives</p> <p>There was a big difference between the lives of rich and poor people in Victorian society. Swimming pools, libraries and wash houses were set up to help the poor.</p>	<p>Having important meaning</p> <p>There were many significant changes and developments during the Victorian era such as the invention of photography.</p>	<p>Buying and selling goods or services</p> <p>Britain traded goods to and from the countries in the Empire and became very rich.</p> <p>Ships carried these goods back to Britain.</p>	<p>An engine that uses steam to generate power</p> <p>The invention of the steam engine meant people started to use machines to move goods and get from place to place.</p>	<p>A disease that is usually spread through dirty water</p> <p>John Snow reduced cholera in London by releasing that the disease was spread by germs and not by bad air.</p>	<p>A building where goods are made</p> <p>Many Victorian children were poor and worked to help their families. There were lots of jobs available for children in factories. It was cheaper to pay a child than an adult.</p>
						
Things you learnt in previous topics				How this connects with future learning		
<p>In Year 2 'Marvellous Medics' you learnt about how Mary Seacole and Florence Nightingale helped during the Crimean War.</p>		<p>In Year 1 'Monarchy' you learned that about Queen Victoria and why she is remembered today as a significant monarch.</p>		<p>In Year 3, you will learn about inventions and technology in much earlier societies including Ancient Egypt and Ancient Sumer.</p>		<p>In Year 4, in 'Leisure and Entertainment' you will take a closer look at how people's lives changed during and after the Victorian era.</p>

To help you remember and recall key information, you can make your own notes about history here.










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This is your Year 2 **Physical Education** Knowledge Organiser for Summer 2. Attack, Defend, Shoot!

Key Vocabulary

rebound	speed	direction	scoring	controlling	passing
Rebound this is when the ball becoming freely available after a failed attempt to put it into the goal.	Speed is the measure of how fast something or someone is moving.	The path or course that someone takes.	A number of points achieved in a sporting event.	Using different parts of the body such as feet legs chest or head to stop, trap or redirect the ball.	Passing (sports), to pass a ball or puck between members of the same team.
The ball hit the post and rebounded making a made a loud sound.	They were moving at a high speed down the field making it difficult for others to keep up.	Change direction to confuse your opposition in which way you are going.	Erling Haaland has been scoring goals all season.	Stopping the ball with control is a great way to keep possession.	Passing is a great way to ball or puck to another player in order to advance.
					
How this connects with previous learning		How this connects with future learning			
In Reception we Learnt to change speed through both choice and instructions.	In Year 1 we learnt to use and apply simple strategies for invasion games.			In Year 3 Pupils will learn to perform basic netball skills such as passing and catching using recognised throws.	In Year 4 Pupils will learn to introduce high five netball positions and apply basic shooting techniques.
				In Year 5 pupils will learn to combine basic skills such as dribbling and push pass.	

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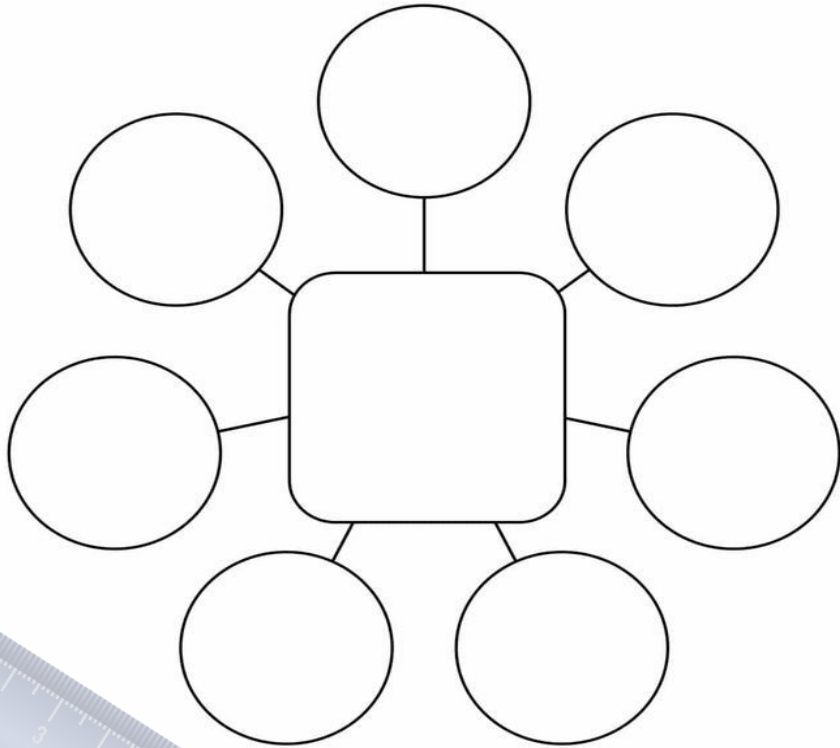
This is your Year 2 **Physical Education** Knowledge Organiser for Summer 2. Attack Defend Shoot 2!

Key Vocabulary

aim	attack	compete	defend	control	cooperate
When you aim you direct a ball, puck or other object towards a target like a goal or basket.	If players in a team attack, they move forward to try to score points or goals.	When we compete we to try to be more successful than someone or something else.	When you defend you try and prevent the opposing team from scoring points or gaining an advantage.	To keep possession of the ball from the opposing team.	Working together with other players on the same team in order to achieve a common goal.
I am going to aim my throw towards the goal.	I am so good at attacking . On Saturday when I played hockey I scored 7 goals.	Next week we are competing at the Fed Sports Day.	We defended so well that the other team didn't score a single goal.	The player demonstrated excellent control of the ball, dribbling past multiple defenders and scoring a spectacular goal.	My teammates and I cooperate so well when we play cricket together.
					
How this connects with previous learning		How this connects with future learning			
In Reception Pupils will learn to perform actions demonstrating changes in speed.	In Year 1 Pupils will learn to practice basic movement including running, jumping etc.			In Year 3 Pupils will learn to perform some basic basketball skills, throwing, catching and dribbling.	In Year 4 Pupils will learn to Increase confidence and selection of basic skills, such as dribbling throwing and shooting.
				In Year 5 you will need to learn how to cooperate with others when playing competitive team games.	

To help you remember and recall key information, you can make your own notes about physical education [here](#).

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To help you remember and recall key information, you can make your own notes about physical education [here](#).



This is your Year 2 Science Knowledge Organiser for Summer 2. Animals Including Humans

Scientific Enquiry

researching



We will **research using secondary sources** like non-fiction books different life cycles of animals and present these using diagrams. We will ask scientific questions to people to find out how a baby or animal is looked after.



comparative & fair testing



Comparative tests compare things in order to rank them. **Fair tests** are enquiries that observe or measure the impact of changing one variable when all others are kept the same. We will explore the effect of exercise on the body.

study over time (observing)



A **study over time** looks for patterns over a period of time such as a month. We will observe animals growing over a period of time such as caterpillars.

Working Scientifically

Asking scientific questions

Planning an enquiry

Observing closely

Taking measurements

Gathering and

recording results

Presenting results

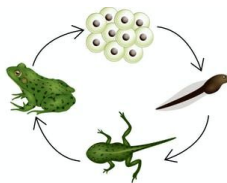
Interpreting results

life stages

Life stages are the different stages that an animal goes through during its lifetime. A chicken will go through the stages of: egg, chick, chicken.



A frog will go through the stages of: egg, tadpole, froglet, frog.



offspring

Animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be young, such as babies or kittens, that grow into adults.



In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles do not look like frogs.



reproduction

Reproduction is the process by which living things make offspring or young.

growth

Growth is an increase in size. A baby is the first stage in the human life cycle. Babies then grow into toddlers, then children, then teenagers, then adults.



food types

All animals, including humans, have the basic needs of water, air, shelter, sleep and food that must be met in order to survive. **Food types** are the different kinds of food that animals, including humans, eat. For example meat, fish, vegetables and rice.



hygiene

Hygiene is keeping clean. Animals, including humans, need good **hygiene** to stay healthy. It is also important to prevent infections and illness.

heartbeat

A **heartbeat** is the heart pumping blood around the body. Heart rates can increase and decrease if animals, including humans, are being active or sleeping.



exercise

Exercise is the act of being physically active. All animals need the right amount and types of exercise to stay healthy.



Things you learnt in previous topics

In Year 1, you identified and named a variety of common animals that eat other animals, eat plants, eat plants and other animals. You identified, named, drew and labelled the basic parts of the human body. You were able to say which part of the body is associated with each sense.

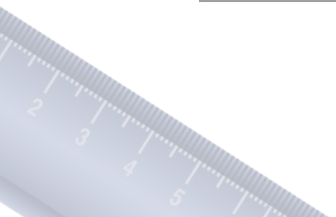


How this connects with future learning

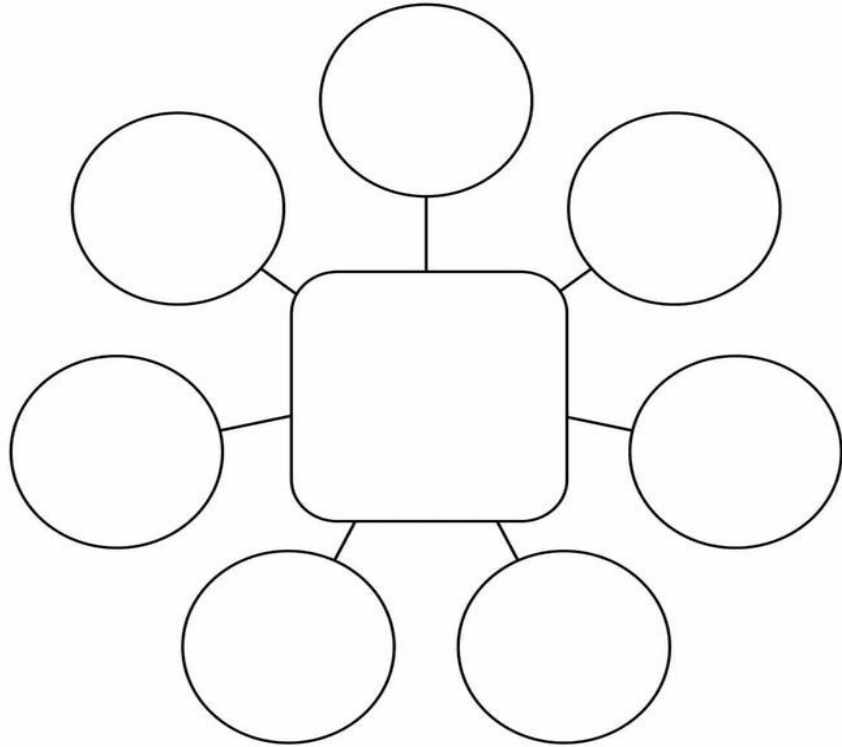
In Year 3, you will identify that animals need the right types and amount of nutrition and that they cannot make their own food. In Year 5, you will describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. You will learn about different ways of reproducing. You will describe the life process of reproduction. In Year 6, you will recognise the impact of diet, exercise, drugs and lifestyle on the way human bodies function.

To help you remember and recall key information, you can make your own notes about **science** here.

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At New Wave Federation, we demonstrate...

The logo for New Wave Federation is a circular emblem with a blue border. Inside the circle, there is a stylized, light blue wave graphic. The text "new wave" is written in a bold, black, sans-serif font, and "federation" is written below it in a teal, sans-serif font.

new wave
federation

Collaboration

Creativity

Focus

Kindness

Responsibility