




Topic Web & Knowledge Organisers

Spring Term

<p><u>Gospel Values</u></p> <p>The Gospel Values are at the heart of all we do and inspire our work</p> <p>Humility, seeing life as a gift Compassion, empathy Kindness, gentleness Justice, working for a fairer world Forgiveness, reconciliation Integrity, do what you say Peace, committed to peace making, non-violence Courage, standing up for truth</p>	<p><u>RE</u></p> <p>We begin the new term by focussing on Community with a specific focus on our local Church. Within this topic we will begin to explore religious books, the Gospels and their significance.</p> <p>We will then move on to our next topic of Thanksgiving by exploring how Mass is a special time to thank God.</p> <p>We will learn that Lent is a time to think about the opportunities to start anew.</p> <p>We will continue to learn about the Gospel Virtues in our school and class Liturgies and how the Virtues guide us to live the Gospel Values.</p>	<p><u>Characteristics Of Effective Learning</u></p> <p>At St Mary's we want our children to be the best they can be, we encourage a love of learning through our Characteristics:</p> <p>Go for it Gorilla: I will have a go Editing Elephant: I can edit and improve my work Creative Chameleon: I have my own ideas Concentrating Crocodile: I join in and concentrate Persevering Parrot: I keep trying Proud Peacock: I am proud of what I do</p>
<p><u>Literacy</u></p> <p>We will be learning the shapes for a set of instructions on how to make a Bird Feeder and use these to guide us through the process of writing instructions. We will then plan, write and edit a story based on the traditional tale - 'Little Red Riding Hood' by Lucy Rowland. We will then look at Poetry based on the poem 'If I were in Charge of the World'.</p>	<p><u>Maths</u></p> <p>We will be exploring multiplication and division during this term using manipulatives to support us. We will then move on to explore statistics using different types of recording data with links to ICT through the use of Purple Mash. We will finally look at 2D and 3D shapes and finally explore fractions using pictures to support our understanding.</p>	
<p><u>Science</u></p> <p>In spring 1 we will be learning about the properties and characteristics of materials building on what we learned in year 1. We will look at life processes and know how to deceive if something is dead, alive or never been alive. We will learn about what a habitat is and what is in it.</p> <p>In spring 2 we will look at plant survival and observing changes over time. We will understand how bulbs grow into mature plants in the spring. We will plant seeds and observe their growth over time and we will learn how plants need water, light and a suitable temperature to grow.</p> <p>We will complete our science learning this half term by exploring animal habitats and investigate why certain habitats are suitable for some living things, but not others.</p>	<p><u>What would you do in the jungle?</u></p> <p><u>Year 2 Spring Term</u></p> 	<p><u>PE</u></p> <p>We will be exploring multi skills within our PE lessons. We will also be learning about dance and tennis during this half term when the weather improves.</p> <p><u>ICT</u></p> <p>We will be focussing on questioning, searching safely online and how to use pictures when completing tasks using PurpleMash. We will explore how we can use data handling tools to give more information than pictograms.</p>
<p><u>Art/DT:</u></p> <p>In the first half of the term we will be learning about monoprinting. We will use film footage as a sketching stimulus and then consider scale, light and shade by sketching small objects. We will create monoprints from our observational drawing and through exploring playful narrative. We will share, discuss and evaluate our artwork.</p> <p>In the second half of the term in DT we will be learning about the combination of ingredients and tasting the flavours in smoothies and using this experience to design a smoothie of our own. We will apply our Geographical learning about seasonal foods and consider what we learned in Science about being healthy.</p>	<p><u>Humanities</u></p> <p>In the first term we will be learning about seasonal and daily weather patterns in the UK. We will learn about the different forms of precipitation depending on the temperature and seasonal norms. We will be identifying seasonal foods and the foods that grow in different parts of the world due to the climate there.</p> <p>In the second term we will be learning about explorers in the past and how their discoveries have had an impact on society. We will learn about the native American Sacagawea and her contribution to the exploration and map making of North America and the astronaut - Michael Collins of the Apollo crew and his part in the space race.</p>	<p><u>Forest School</u></p> <p>We will be exploring habitats during Forest Schools. This will link to our work in Science on animals and habitats and will involve searching for habitats of different creatures and building our own habitats suitable for a particular animal. We will follow our instructions to make a Bird Feeder to help sustain bird life in our school grounds over the winter.</p> <p><u>Music</u></p> <p>We will be learning about 'rock' music, rehearsing a rock song and appraising classic rock songs. We will use a composition tool to add notes on the 2nd and 4th beat in the piece and work towards our own 'rock' performance.</p> <p>In the second half of the term we will be learning about 'reggae' music, learning a reggae style song and appraising other well known reggae hits. We will explore pitch and rhythm and use the composition tool to apply notes in a pattern to accompany a backing track.</p>
<p><u>PSHE</u></p> <p>We will be using the Life to the Full Scheme of work. We will look at how we were created to love others and God. We will look at special people in our lives, how to treat others and how we can be safe.</p> 		

Year 2 – Science – Spring 1– Uses of Everyday Materials

Key Learning:

- To name materials accurately: including: glass, rock, cardboard, paper, stone, brick, metal, wood, cloth, plastic.
- I can describe uses for each material.
- I can choose and explain the most suitable material for different situations: e.g. windows; walls of a house; a car; a doll's house.
- I know that objects made of some materials can be changed in shape

What I have learned already:

I learnt about everyday materials in Year 1. I understand that objects are made of one material or more. I can name some basic properties of materials e.g. shiny, stretchy, rough.

Key words:

wood, metal, plastic, glass, brick, rock, paper, cardboard, opaque, transparent and translucent, reflective, non-reflective, flexible, rigid, shape, push, pull, twist, squash, bend, stretch

Activity - perform a simple test to find out the properties of materials for particular uses e.g. compare the stretchiness of fabrics to select the most appropriate for Elastigirl's costume



Properties of Materials



wood:
hard, stiff,
strong, opaque,
can be carved
into any
shape.



glass:
waterproof,
transparent,
hard, smooth.



plastic:
waterproof,
strong, can
be made to be
flexible or stiff,
smooth or rough.



metal:
strong, hard,
easy to wash.



paper:
lightweight,
flexible.



cardboard:
strong, light,
stiff.



fabric:
soft, flexible,
hard-wearing,
can be stretchy,
warm, absorbent.



rubber:
hard-wearing,
elastic, flexible,
strong.

Year 2 – Science – Spring 2 - Animals and Habitats

Key Questions:

Do all animals need the same thing to stay healthy and survive?

Can we make a home for our bugs anywhere we choose?

What will I learn?

You will learn the differences between things that are dead, living and have never been alive. That different habitats are important for the living creatures that live within them.

Key Knowledge

Examples of **habitats**:



woodland



urban



coastal



rainforest



arctic



desert



ocean



river



mountain



living



dead



never living

Key words: life processes, living, dead, never living, food chain, food sources, habitat, microhabitat, depend, survive.



short grass



flowers



inside rotting wood



under leaves



in and on soil

Key Knowledge:

The Bible is a special book and there are four Gospels.

The variety of books used during the Mass by the parish family.

The responses we say and what they mean to us.

The way the Gospel is revered at Mass.

The story of the Baptism of Jesus.

Year 2

RE

Local Church - Community



Jesus teaches us:

...in the sacred books, the Father who is in heaven comes lovingly to meet his children and talk with them.

Reflection:

The scriptures are the treasured Word of God for the Jewish and Christian communities. The books used by the Christian community record and hand on its story. The lectionary which is used at Mass contains the scriptures used by the community throughout the year.

Prior learning: that on Sunday we gather in church and we meet people who do special jobs that help us to celebrate the Good News of Jesus.



Key words:

books, library, text book, reverence, respect, Scripture, lectern, Gospel, Bible, New Testament, Old Testament, genre, thurible, missal

Explore:

Know and understand

We use different books at home and in school.

Books are important, we learn many things from books



Reveal:

Know and understand the books used in Church on Sunday by the parish family.

Old Testament and New Testament

Gospel readings

There are four Gospels - Matthew, Mark, Luke and John



Respond:

We listen to the word of God

We learn from the Gospels

The Gospel readings help us to learn about the love Jesus has for us



Key Knowledge:

The word Eucharist means 'thanksgiving'. The Eucharist is another name for the Mass. The parish family gathers to give thanks to God, most of all for the gift of Jesus, his Son.

Year 2

RE

Eucharist



Jesus teaches us:

Scripture: 1 Cor. 11: 23-24 *Jesus on the night he was betrayed, took a piece of bread, gave thanks to God, broke it, and said, 'This is my body, which is for you. Do this in memory of me.'*

Reflection:

Being thoughtful for life, for people and gifts, is an important part of our relationships with one another.

Prior learning:

Mass as Jesus' special meal

We remember the last supper

Jesus knew he was to die on the cross



Key words:

thank you, thanksgiving, thoughtful, Eucharist, Eucharistic prayer, liturgy

Explore:

Know and understand;

Different ways to say thank you



Reveal:

The Eucharist:

the Eucharistic prayer is a prayer of thanksgiving

We learn that Jesus is present in Holy Communion



Respond:

We remember Jesus in the Eucharist at Mass.

We thank God for Jesus.



Key Knowledge:

The seasons and days of penance in the course of the liturgical year (Lent, and each Friday in memory of the death of the Lord) are intense moments of the Church's penitential practice.

These times are particularly appropriate for spiritual exercises, penitential liturgies, pilgrimages as signs of penance, voluntary self-denial such as fasting and almsgiving, and fraternal sharing (charitable and missionary works)

Year 2 RE Lent/Easter



Jesus teaches us:

The forty days of Lent is an opportunity for Christians to turn from what is bad and to seek ways to do good by prayer and by doing something extra to prepare for the celebrate of Jesus' Resurrection at Easter.

Scripture:

Micah 6: 8 The lord told us what is good. What he requires of us is this: to do what is just, to show constant love, and to live in humble fellowship with our God.

Prior learning:

To know that the last supper is a special meal Jesus shared with his friends the night before he died. We remember this at Mass in Holy Communion.



Key words:

opportunities, Ash Wednesday, Lent, prayer, sharing, giving, Cross, crucifix, Easter candle, Easter, New Life, Sabbath

Explore:

Each day offers opportunities for good - Explore



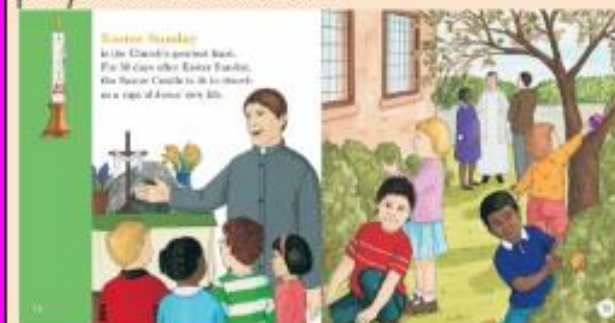
Reveal:

Lent, the opportunity to turn towards what is good in preparation for Easter



Respond:

Celebrate what you have learnt through prayer and reflection



Key Learning:

Dorchester and the UK have daily weather patterns

Weather is a description of the conditions in one particular place

Climate is a long - term summary of the weather. To know that our climate is changing.

Tell you that precipitation is the fall of water as rain, hail, snow or sleet.

Year 2 Spring Term Geography Seasonal foods



Key concepts:

Location - Dorchester can be located on a local map and the position of Dorset on a national map. England can be located on a global map.

Scale - England is a small country compared to countries such as Brazil and India that export food to us.

change - weather changes daily.

Environment - Foods that are grown successfully are dependent on certain conditions in their environment. One of these conditions is the climate.

Key skills:

Identify seasonal and daily weather patterns in the United Kingdom.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Identify the location of hot and cold areas of the world in relation to the Equator and the North and South pole

Key words:

climate, **weather**, precipitation, **seasons**, Equator, **North Pole**, South Pole, **drizzle**, sleet, **snow**, wind, **sun**, cloud, **hail**, human features, **physical features**, landmarks, **seasonal foods**.

These foods are grown in warm climates:



Fun facts:

The Earth's Equator is the imaginary line that runs around the centre of the globe.

Countries close to the Equator are usually hot all year around.

Countries close to the North pole and South Pole are cold as there is no direct sunlight there.

What I have been taught already:

There are human and physical features of a place.

Physical features are natural.

Human features are man made.

The UK has 4 countries in it: England, Northern Ireland, Wales and Scotland.

Each of the 4 countries in the UK have different features.

Weather patterns:

drizzle



sun



wind



cloud



hail



snow



Weather is a natural feature.

Key Knowledge:

Sacagawea was a Shoshone (Native American) woman who lived a long time ago. Sacagawea joined the Lewis and Clark expedition to explore and make maps of North America. Sacagawea made many contributions to her expedition, including translating Shoshone and finding food.

Michael Collins was an American man who lived some time after Sacagawea had died. He always wanted to be a pilot and became an Air Force test pilot. Michael Collins joined Apollo 11, a mission to the Moon to try and win the Space Race. Michael Collins piloted the Columbia and made sure that the other astronauts in the Eagle returned to Earth safely.

Sacagawea was not celebrated at the time of the expedition but has been celebrated since.

Michael Collins was widely praised at the time of the expedition, but many people forget that he was on Apollo 11 today!

Year 2 Spring Term

History

Explorers



Key concepts:

Chronology: sequence photographs from different periods of time.

Similarity and difference: comparing two people's lives who lived in the past

Sources - To find and record past events.

Key skills:

Explain 2 consequences of explorers and their discoveries.

Compare two explorers who lived in the past.

Key vocabulary:

explorer, **Calendar**, discovery, **map**, travel, **century**, decade, **impact**, opinion, **diversity**, Michael Collins, **significance**, Sacagawea, **timeline**, tribe, **maps**

Timeline of 2 explorers:

Sacagawea

1788 – December 1812

Explorer of Louisiana territory in her teens.

Collins

October 31, 1930 – April 28, 2021 Flew Apollo 11 Flight around the moon 1969

Significant People

Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today.

Explorer/astronaut Collins



Explorer Sacagawea



What I have already been taught:

How to start plotting significant events on a timeline.

That there are significant people in history.

Changes have taken place in history and many of these have an impact on the present day.

YEAR TWO ART— SPRING— EXPLORING THE WORLD THROUGH MONOPRINT

Key Knowledge:

When we make mono prints we use mark making to create one off prints.

When we make mono prints we create an impression of a drawing.

Using a range of marks will generate different effects when creating mono prints.

Key words:

Focus, Slow, Careful, Considered, Lifesize, Scale, Shape, Form, Light, Dark, Shadow, Ground.

Activity:

<https://www.accessart.org.uk/drawingsmall/>

Practice 'drawing small' ; spend time really looking at the details of tiny objects and then drawing them.

What will I learn; skills and techniques

I will make drawings using photos from films as my source material.

I will look closely at small objects close to me and make drawings with soft pencil or handwriting pen at the same scale or size.

I will learn what a mono print is and explore the work of an artist who uses mono print. I can share my thoughts on the artists work.

ARTISTS:

<https://www.artprintsa.com/Xgaoco-Xare.html>

<https://www.vam.ac.uk/articles/leonardo-da-vincis-notebooks>



Key Questions:

What combination of ingredients make a tasty, healthy smoothie?

Will my smoothie recipe give me energy?

Year 2

DT

Can a healthy smoothie taste good?

Key concepts:

To learn about a healthy diet

Why eat 5 portions of fruit and vegetables each day?

To learn about seasonal produce

What produce is in season locally to use in my smoothie?

To learn about the design process

What combinations of ingredients worked well together?

Key skills:

I can look at and try smoothie drinks

I can talk about ingredients to generate ideas for my smoothie

I can learn to peel, cut, slice, grate safely and hygienically

I can explore ingredients that complement each other

I can think critically about the ingredients I choose

I can evaluate smoothie recipes, for appearance, smell and taste

Key words:

Smoothie, fruit, vegetables, vitamins, seasonal produce, combine, complement, peel, chop, grate, blend, juice, smell, taste, sweet, energy.

Design:

What ingredients are in most smoothies?

What ingredients will taste good together?



Create:

How will I prepare the ingredients safely and hygienically?

What can I add to make my smoothie more healthy?



Evaluate:

How did your smoothie taste? Which recipe was the best?

What else could you add to your smoothie to make even better?



Can you research new smoothie recipes?

What new and interesting ingredients could you add?



What I have already learnt:

I have learnt how to create a design for my projects in Year 1
I have also learnt about researching current products to help with my design process.



What I would like to know:



Year 2 – ICT – Spring 1 – Questioning

Key Questions:

How does a pictogram show information?

How is information organised in a binary tree?

How can a database help organise information?

Key words: pictogram, collate, avatar, question, binary tree, data, database

What will I learn?

- To learn about data handling tools that can give more information than pictograms.
- To use yes/no questions to separate information.
- To construct a binary tree to identify items.
- To use 2Question (a binary tree database) to answer questions.
- To use a database to answer more complex search questions.
- To use the Search tool to find information

purple
mash



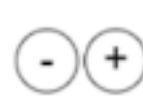
Key Images



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



Give a name to the binary tree



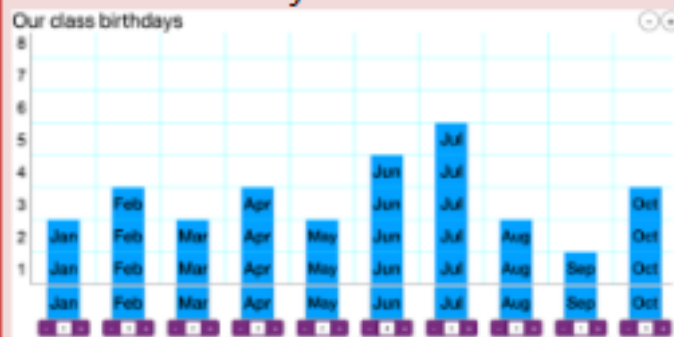
Find information in a database



Sort, group and arrange information in a database

Activity:

What could this pictogram tell you about birthdays in this class?



Year 2 – ICT – Spring 2 – Effective Searching and Creating Pictures

EFFECTIVE SEARCHING

Key Questions:

How can I search the Internet?

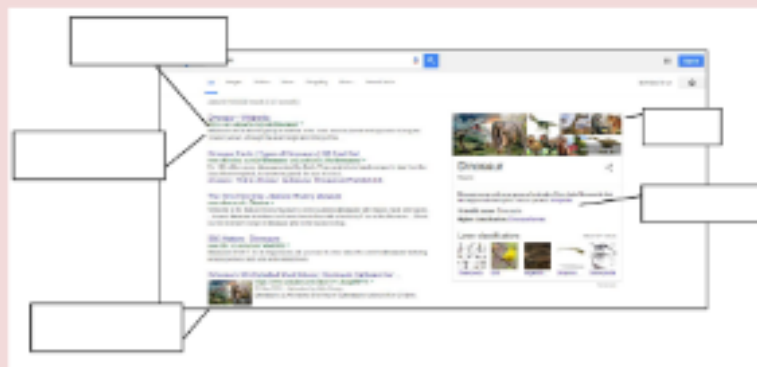
What will I learn?

- To understand the terminology associated with searching.
- To gain a better understanding of searching on the Internet.
- To create a leaflet to help someone search for information on the Internet.

Key words: Internet, search, search engine

Activity:

Can you label the parts of this web page of search results?



CREATING PICTURES

Key Questions:

What are the main features of Impressionism?
What are the main features of pointillism?
What are the main features of Surrealism?

What will I learn?

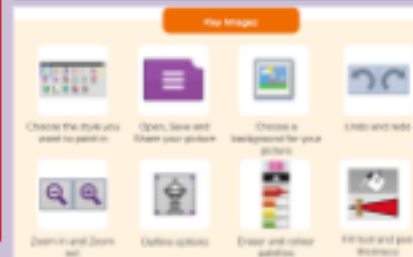
- To learn the functions of the 2Paint a Picture tool.
- To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir).
- To recreate Pointillist art and look at the work of pointillist artists such as Seurat.
- To learn about the work of Piet Mondrian and recreate the style using the lines template.
- To learn about the work of William Morris and recreate the style using the patterns template

Activity:

Have an explore in 2Paint.
Can you find the Pointillism template? What does it do?



Key words: palette, share, template, Impressionism, Pointillism, surrealism



Year 2– Physical Education – Spring 1: Dance



How does it make you feel when you dance?
What different types of dance can you think of?

What have I learnt already?

We have learnt about the different ways we can move our body with rhythm and in time to music. We have learnt how to sequence a group of moves to create a performance.

Key words: balance, rhythm, coordination, reflect

What will I learn?

You will learn to perform dances which involve simple patterns.

Develop flexibility, strength, technique, control and balance.

Join a range of movements together to form a sequence that you will perform and reflect on.

Key Questions:

What places can you think of where you can dance?

Why do you think people dance?

Can anyone dance?

Activity: Play this with a partner, think of an animal and move like it, your partner has to guess which animal you are, then swap.

Year 2– Physical Education – Spring 2: Gymnastics

Key words:
balance,
pose,
transition,
technique,
reflect

Key Questions:
What parts of your body do
you use when making the
tuck shape?
How can you improve your
performance?

What will I learn?

You will learn to perform dances which involve simple patterns.

Develop flexibility, strength, technique, control and balance.

Join a range of movements together to form a sequence that you will perform and reflect on.



Activity: Can you create a sequence of moves and hold each pose for 5 seconds? How can you transition into the next pose?



Camel pose



Plow pose



Boat pose



Tree pose



Triangle pose



Belly breathing



Cobra pose



Warrior pose



Down dog pose

Star Shape



- Take off with two feet.
- Make a wide-starred shape with your arms and legs in the air.
- Extend and stretch through to your fingers and toes.
- Land on two feet with your arms forward for balance.



Knowledge Organiser – I Wanna Play In A Band — Year 2, Unit 3

1 – Listening: I Wanna Play In A Band

Find the pulse as you are listening to the music: You can be a rockstar and play air guitar, or just dance, clap hands and stamp your feet!

Instruments/voices you can hear: keyboard, drums, bass, electric guitar, singers.



2 – Musical Activities

Find the pulse!

- You decide what you will be.

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite food
- Make up your own rhythms

Singing in all the different styles!

Playing instruments using up to three notes – F or D and C. *Which part did you play?*

Improvise using the notes F + G:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes F + G or F, G + A.

Have a think...

What did you like doing best?



Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



Being a rock star?



This unit is about playing together in a band and rock music

Words you need to know: Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo



Knowledge Organiser – Zootime – Year 2, Unit 4

1 – Listening: Zootime

Find the pulse as you are listening to the music: Dance, wiggle, march, clap.

Instruments/voices you can hear: Keyboard, drums, bass, electric guitar, singers.



2 – Musical Activities

Find the pulse!

- Be an animal of your choice

Clapping Rhythms

- Copy and clap back rhythms
- Clap the rhythm of your name
- Clap the rhythm of your favourite animal
- Make up your own rhythms

Pitch is high and low sounds. We add pitch to the pulse and rhythm when we sing and play an instrument.

3 – Perform & Share

A class performance of Zootime. Introduce your performance to your audience. Can you include some funky moves? Have a fantastic time; enjoy it! Talk about it together afterwards. How did it make you feel? Will you record it?

Singing and dancing and having fun!

Playing instruments using up to two notes – C or C + D. *Which part did you play?*

Improvise using the notes C + D:

- **Challenge 1** Clap and Improvise
- **Challenge 2** Sing, Play and Improvise
- **Challenge 3** Improvise

Which challenge did you get to?

Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.

Have a think...

What did you like doing best?



Singing?



Playing?



Dancing?



Improvising?



Composing?



Listening?



This unit is about animals and Reggae music

Words you need to know: Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo