



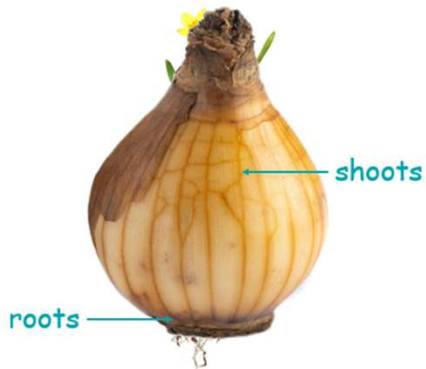
# Ridgeway Farm CE Academy - Knowledge Organiser

Topic	Science	Theme	Creation	Year Group	2
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Key Question	Is a seed the same as a bulb?				
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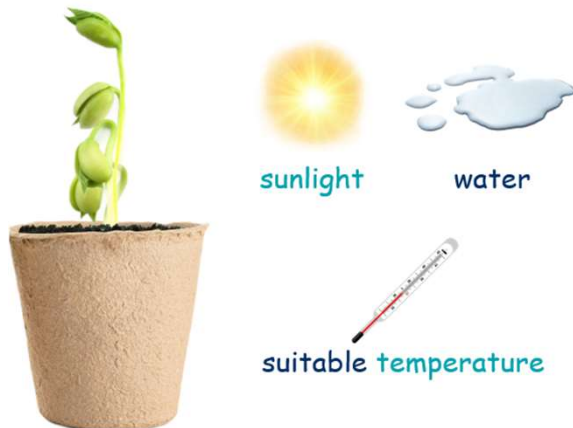
Key Vocabulary					Key Knowledge					
plant	bulb	seed	shoot	roots	flower	fruit	vegetable	<ul style="list-style-type: none"> <li>• A plant is a living thing.</li> <li>• There are many different types of plants.</li> <li>• Many plants have flowers or fruit.</li> <li>• Parts of some plants can be eaten.</li> </ul>	<ul style="list-style-type: none"> <li>• Trees have roots, a trunk, branches and leaves.</li> <li>• Many trees have blossom or fruit.</li> <li>• Flowering plants have roots, a stem, leaves and petals.</li> </ul>	<ul style="list-style-type: none"> <li>• Plants need water to grow and stay healthy.</li> <li>• Plants need light to grow and stay healthy.</li> <li>• If plants do not have water and light, they may become weak and not grow properly.</li> </ul>
herb	blossom	stem	leaf	trunk	branch	sunlight	water	<ul style="list-style-type: none"> <li>• Many plants grow from bulbs or seeds.</li> <li>• Bulbs and seeds come in different shapes and sizes.</li> <li>• Seeds can be found inside the fruit or on the outside of the fruit.</li> <li>• Bulbs store food for plants to use when they grow again.</li> </ul>	<ul style="list-style-type: none"> <li>• Plants need water, light and a suitable temperature to grow.</li> <li>• Plants will not be healthy if the conditions are not right.</li> </ul>	
temperature	growth	compost	measurement	observe						
Prior Learning										
<ul style="list-style-type: none"> <li>• I know what living things need in order to grow.</li> <li>• I know the parts of a plant.</li> <li>• I know the parts of a tree.</li> </ul>										

Some plants grow from bulbs.



Bulbs store food for a plant to grow from.

What do plants need to grow?



What will happen to the seeds when planted and watered?





# Ridgeway Farm CE Academy - Knowledge Organiser

Topic	Geography	Theme	Creation	Year Group	2
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Key Question: Fieldwork Question: Does our school have enough car parking spaces?

### Key Vocabulary

tally	count	record	aerial photograph	landmark	public transport
compass	north	south	east	west	map

- ### Prior Learning
- I know about my school and local area.
  - I can name some human features and physical features.
  - I know that maps and pictures can help us learn about places.
  - I know that places can be looked at from above.
  - I can describe where things are using simple locational language.
  - I have started to explore my local area using fieldwork and observation.

### Collecting Data

A tally chart helps us count and record information. We can use tally charts to count things like:

- Cars 🚗
- Trees 🌳
- Benches 🪑

Geographers use tally charts to collect data about places.

### Compass Directions

The four main directions are:

- North (N) ↑
- South (S) ↓
- East (E) →
- West (W) ←

We use these to describe where things are.

### Aerial Photographs

An aerial photograph is a picture taken from above. It helps us see:

- Buildings 🏠
- Roads 🛣️
- Car parks 🚗

We can use aerial photos to spot where cars park.

### Map Symbols and Keys

A symbol is a simple picture that shows something on a map. A key tells us what the symbols mean.

Example:

- 🌳 = tree
- 🚗 = car park

### Public Transport

Public transport is transport that lots of people can use.

Examples:

- Bus 🚌
- Train 🚂
- Tram 🚊

Public transport can mean fewer cars are needed.

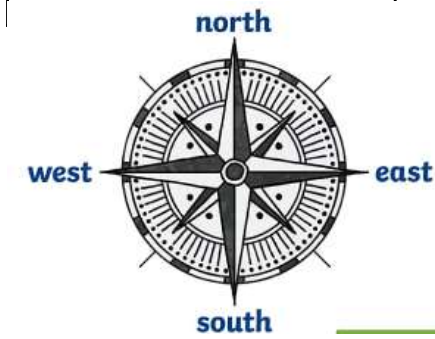
### Fieldwork Question

We will:

- Count how many cars are at school.
- Look at where they park.
- Use maps and aerial photos.

This will help us to decide:

- Does our school have enough parking spaces?



### Map Symbols

	Church with spire		Railway Station
	Church with tower		Picnic Site
	Car Park		Motorway
	Telephone		Railway
	Bus Station		Campsite
	View Point		Caravan Park
	School		Windmill
	Castle		Post Office
	River		Coniferous Woodland
	Bridge		Non-coniferous Woodland
			Footpath
			Road








Topic	RE What is the 'good news' Christians believe Jesus brings?	Theme	Creation	Year Group	2
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What I already know:
<ul style="list-style-type: none"> <li>• Christians believe that Jesus was the Son of God and a special baby.</li> <li>• Christians believe that Jesus was God in the flesh.</li> <li>• Christians believe Jesus rose again.</li> <li>• Easter is very important in the 'big story' of the Bible.</li> </ul>

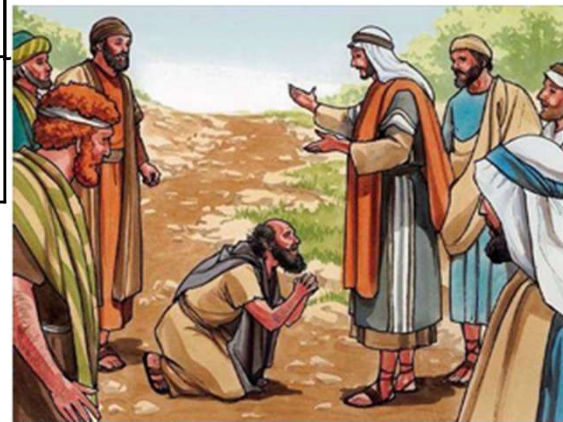


Key Vocabulary

 gospel	Gospel The books of the bible which are about Jesus' Life.
 belief	Belief Something that is true.
 peace	Peace Freedom: quiet, calm.
 forgive	Forgive Let go of anger against someone.
 confession	Confession Say you have done bad things or made the wrong choices.

Key knowledge

- Christians believe Jesus brings good news for all people.
- For Christians, this good news includes being loved by God, and being forgiven for bad things.
- Christians believe Jesus is a friend to the poor and friendless.
- Christians believe Jesus' teachings make people think hard about how to live and show them the right way.
- Christians think it is important to share the good news from Jesus with others and try to give help to others who need it.
- Christians think that their belief in Jesus brings them peace in their hearts, as they can



their p



Topic	Computing – Creating Pictures	Theme	Creation	Year Group	2
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### palette tools

**colours**

**eraser**

**dilute colour**

**paint fill**

**stroke width**

**eCollage**

**stamp design**

**colour depth**

**stamp size**

**preview**

### paint effects

### outline guides

### paint styles

**Impressionism**

**Pointillism**

**Modernism**

**Art Nouveau**

vertical

parallel

horizontal

rotational symmetry

### Prior knowledge

- How to save work
- How to retrieve saved work
- How to use zoom in and out

### Key Learning

- 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.
- To explore surrealism and eCollage.



Topic	Music – Pitch	Theme	Creation	Year Group	2
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Music - Pitch (Musical me)



Once a man fell in a well

pitch: How high or low a sound is.

pitch pattern: Any regularly repeated arrangement of high and low sounds.

Splish splash splosh he sound-ed

dot: A symbol that can represent pitch.

If he had not fallen in

high: Near or at the top of the range of sounds.

low: Near or at the bottom of the range of sounds.

notation: How the music is written down.

He would not have drown-ed

stave: Horizontal lines that notes are written on.

phrase: A musical sentence.

Prior knowledge


- I have listened to and talked about different kinds of music.
- I use a thinking voice to play rhythms on an instrument.
- I can play simple rhythms and keep a steady beat using classroom instruments.
- I have used instruments to show fast and slow or loud and quiet sounds.





Topic	Spanish – Vegetables	Theme	Creation	Year Group	2
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# Las verduras

**phonics**

sound in:  
**ch** • champiñones 

sound in:  
**ñ** • champiñones 

sound in:  
**ll** • cebollllas 


sound in:  
**j** • berenjenas 

&


**accents** Accents indicate the vowel is stressed. As seen in the word ju-dí-as.

**vocabulary**

10 vegetables with their plural determiners in Spanish.



How to ask for a kilo and/or ½ a kilo.



How to use the structure 'quisiera' (I would like).

 **Quisiera un kilo de zanahorias y un medio kilo de berenjenas por favor.**

*I would like a kilo of carrots and half a kilo of aubergines please.*

**grammar**

The 2 different plural determiners for 'the' in Spanish.

**los**      **las**

To become more familiar with and use the high-frequency verb 'quisiera' (I would like) in Spanish.

**quisiera**

*I would like*

### Prior knowledge

- I can say some simple Spanish words I have learned before.
- I can count some numbers in Spanish.
- I have learned a few Spanish colours.

## What I will learn:

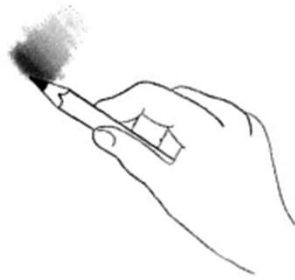
- Objective 1: I will learn how to say 5 vegetables with their plural determiners in Spanish.
- Objective 2: I will learn how to say 5 vegetables with their plural determiners in Spanish.
- Objective 3: I will learn how to ask for a kilo and ½ a kilo of a vegetable in Spanish.
- Objective 4: I will learn how to use the structure 'quisiera' (I would like) when buying vegetables.
- Objective 5: I will learn how to use the conjunction 'y' (and) when buying more than one vegetable option.



### Holding a pencil to shade



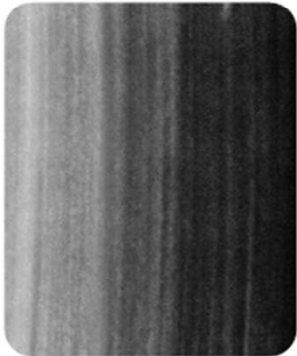
detail grip  
(writing grip)



shading grip

### Tone

How light or dark something is.



### The four rules of shading

1. Use the side of the pencil.
2. Work in one direction.
3. Press evenly.
4. Leave no gaps.



### Texture

The way that something feels when it is touched.



### Artists

- Käthe Kollwitz.
- Max Ernst.
- Sari Deines.
- Saeed Akhtar.

### Drawing materials

- Chalk.
- Crayon.
- Oil pastel.
- Soft pastel.
- Charcoal.
- Graphite sticks.

### Prior Knowledge:

- Observational drawing skills when exploring mark-making. Children
- Know how to use a range of tools, investigating how texture can be created in drawings.
- Children know that applying more pressure when drawing or colouring, gives a darker tone.