



Topic	History	Theme	Children	Year Group	2
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Key Question: How did children's lives change because of Queen Victoria?

Key Vocabulary

Victorian past timeline monarch reign Queen Victoria
 factory wealthy poor workhouse education charity
 change strict slate childhood society

Prior Learning

- How to place things on a timeline.
- The great fire of London
- Compare Florence Nightingale and Mary Seacole

Schools in the Past

dip pen teacher cane ink bottle desk
 coal stove slate and chalk dunce's cap teacher's logbook school girl
 abacus copy books school boy school bell

Key Knowledge

What Were the Victorian Times?

- The Victorian period was from 1837-1901.
- The Victorians lived a long time ago.
- They lived after the Romans and before us.

Queen Victoria

- Queen Victoria was queen during Victorian times.
- She ruled Britain for 63 years.
- She was the longest reigning monarch until Elizabeth II.

Victorian Children

- Some Victorian children went to school.
- Some children worked in factories or chimneys.
- Rich and poor children had very different lives.

Victorian Schools

- Victorian schools were strict.
- Children wrote on slates.
- Children sat in rows.
- More children started going to school during Victorian times.

Rich and Poor Victorians

- Rich families had large homes and toys.
- Poor families often worked hard and had little money.
- Some poor children lived in workhouses.

Dr Barnardo

- Thomas Barnardo helped poor and homeless children.
- He opened homes and schools to help children.
- He changed children's lives.

How Childhood Changed:

- More children went to school.
- Fewer children worked.
- Adults started to think children should learn and play.

A grid of 12 small icons illustrating changes in childhood: a soldier, a woman in a dress, alphabet blocks, a tea set, a bird in a cage, a school girl, a factory, a boy in a box, a woman with a hoop, a horse, a school building, toys, a rocking horse, and a bell.





Ridgeway Farm CE Academy - Knowledge Organiser

Topic	Science: Materials	Theme	Children	Year Group	2
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Key Vocabulary

material	natural material	human-made	recycle	smooth	rough	
flexible	rigid	rock	stone	pebble	transparent	translucent
opaque	hard	shiny	dull	fabric	tough	lightweight
soft	bend	squash	twist	stretch	waterproof	strong

Key Knowledge

Explore materials

- Objects can be made from different materials.
- Some materials are natural, such as sand, wood and wool.
- Some are human-made such as plastic and cardboard.
- Some materials are recyclable and can be used again.



Wood, paper and cardboard

- Paper and cardboard are made from wood.
- Wood, paper and cardboard come from trees.
- There are different strengths of wood, paper and cardboard.
- Wood, paper and cardboard can be recycled and used again.



Brick and Rock

- Rock is a natural material.
- Bricks are a human-made material.
- Rock and brick can be used to build houses, buildings and walls.



Glass and plastic

- Glass is hard and brittle.
- Plastic can be flexible or hard.
- Some plastic can be recycled.
- All glass is recyclable.



Metal

- Metal comes in many forms and colours.
- Some metals are flexible and can easily change shape.
- Some metals cannot change shape easily.



Fabrics

- Fabrics can be natural.
- Fabrics can be human-made.
- Fabrics have different uses.



Prior Learning

- Objects are things that you can touch or see.
- Objects are made from materials.
- Some materials that objects are made from (e.g. glass, wood, plastic)
- Some words to describe materials (e.g. shiny, soft, rough absorbent)
- Materials which are natural and which are man-made.

Natural materials

sand	wood
wool	

Human-made materials

bricks	
glass	



Same object, different material



This wall is made from stones.



This house is made from bricks.



Topic RE: How and why do we celebrate special and sacred times?

Theme Children

Year Group 2

What I already know:

- Some people belong to different religions.
- Celebrations are special times.
- Christians believe Jesus is special.
- People celebrate with family and friends.
- Symbols can help people remember things.

Key Vocabulary

celebration festival Easter Holy Week Jesus

symbol passover Ramadan fasting Eid ul-Fitr

prayer community joyful thankful family beliefs

Key Knowledge

Celebrations Matter

- People celebrate special times with food, music, decorations and family.
- Celebrations help people feel happy, remember important events and spend time together.

The Easter Story

- Christians believe Easter is an important celebration about Jesus.
- Holy Week includes Palm Sunday, Last Supper, Good Friday and Easter Sunday.

Easter Symbols

- Christians use symbols to help remember Easter.
- Crosses, palm leaves, candles and Easter eggs all remind Christians about parts of the Easter story.

Pesach (Passover)

- Jewish people celebrate Pesach to remember how Moses helped the Jewish people escape slavery in Egypt.
- Special foods on the seder plate help Jewish families remember the story.

Ramadan and Eid-ul-Fitr

- During Ramadan, Muslims fast, pray and help others.
- Eid-ul-Fitr is a joyful celebration at the end of Ramadan with food, gifts, prayers and family gatherings.

Comparing Celebrations

- Christian, Jewish and Muslim celebrations are different in some ways, but they all include remembering important stories, spending time with family and coming together as a community.

The collage includes various religious symbols (Om, cross, crescent, Star of David, Yin-Yang, Wheel of Dharma, Khanda), a 'My Birthday Celebration' wheel with categories like Food, People, Feelings, Music, and Decorations, and a photograph of children celebrating with confetti.



Topic	Computing - Making Music	Theme	Children	Year Group	2
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Key Learning

- To make music digitally using 2Sequence.
- To explore, edit and combine sounds using 2Sequence.
- To edit and refine composed music.
- To think about how music can be used to express feelings and create tunes which depict feelings.
- To upload a sound from a bank of sounds into the Sounds section.
- To record and upload environmental sounds into Purple Mash.
- To use these sounds to create tunes in 2Sequence.

Prior knowledge

- How to save work
- How to retrieve saved work
- Adding simple sound effects to stories in 2Create a story.

Key Vocabulary

Beat

A rhythmic unit in music.

Compose

To create a piece of music.

Note

A single tone in music.

Speed

The number of beats per minute (bpm) played in the music.

Tempo

The speed at which the music plays.

Volume

How loud or quiet the music is.

Tune

Musical notes joined together to make a melody.

Sound Effect

A sound other than speech or music.

Soundtrack

A recording of the musical accompaniment of a film or tv programme.

Prior units

Unit 1.6 Animated Story Books

- Adding simple sound effects to stories in 2Create a Story



Topic

Computing - Presenting Ideas

Theme

Children

Year Group

2

Key Learning

- To explore how a story can be presented in different ways.
- To make a quiz about a story or class topic.
- To make a fact file on a non-fiction topic.
- To make a presentation to the class.

Prior knowledge

- Creating text and the use of illustrations
- Genre: animated picture book
- Presenting ideas in art form
- Paint a Picture: art effects, collage effects

Key Resources



2Create a story



2Connect



2Quiz



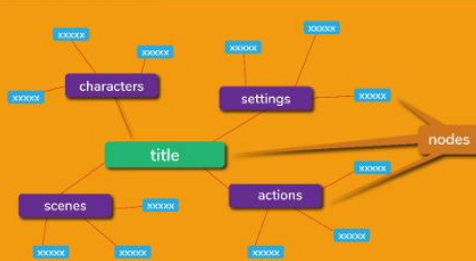
2Publish



eBook



mind map



quiz



non-fiction fact file



Key Vocabulary

E-book

An electronic version of a printed book that can be read on a computer or a specifically designed handheld device.

Fact file

A document containing all the important information about one subject.

Fiction

A book or story that is written about imaginary characters and events and not based on real people or places.

Mind map

A tool for organising and representing knowledge. They form a web of ideas which are all interconnected.

Node

A way to represent a concept or idea using text and/or images.

Non-fiction

Writing that is about real people or events rather than stories that have been made up.

Presentation

A way of displaying information about a subject to an audience.

Quiz

A test of knowledge, especially as a competition between individuals or teams as a form of entertainment.



Music - Structure (Myths and legends)



rhythm: A regular pattern of beats, sounds or movements.



The princess

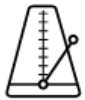
one
beat

paired
half
beats

rest:
A quiet beat when no
sound is made.



thinking voice:
Hearing the sound
pattern in your head.



tempo:
The speed of the music
(fast or slow).



pulse:
The heartbeat of the
music. Sometimes
called the 'beat'.

structure: How the music is organised into different sections.

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.
- Using their voices expressively when singing, including the use of basic notes
- Beginning to use musical vocabulary to describe music.



Topic	Spanish - Little Red Riding Hood	Theme	Children	Year Group	2
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Caperucita Roja

phonics

j

sound in:


• roja 

• orejas 

• ojos 

and

ñ tilde

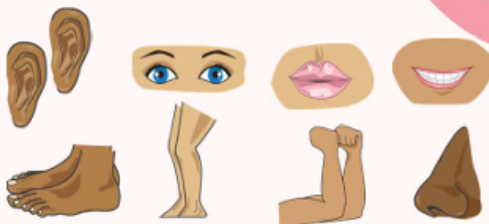
This changes the 'n' to a 'ny' sound like in the English word 'onion'. As seen in the Spanish word *niña*. 

accents

Accents indicate the vowel is stressed. As seen in the word *dí-a*.

vocabulary

8 parts of the body in Spanish.



Simple phrases from the story.



Había una vez...

Once upon a time...

grammar

There are 4 different words for 'the' in Spanish.

el la los las

There are 2 different words for 'a/an' in Spanish.

un una

There are 2 different words for 'some' in Spanish.

unos unas

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 be introduced to and learn how to say 8 key words in Spanish from the story of Little Red Riding Hood.
- Objective 2: I will be introduced to and learn how to say 8 parts of the body in Spanish.
- Objective 3: I will revisit all the key words from the story of Little Red Riding Hood and will listen out for these words when the story is read out to me in Spanish.
- Objective 4: I will learn how to spell and recognise the key words from the story and will read the story in Spanish for the first time.
- Objective 5: I will use decoding skills to learn more words from the story in Spanish.



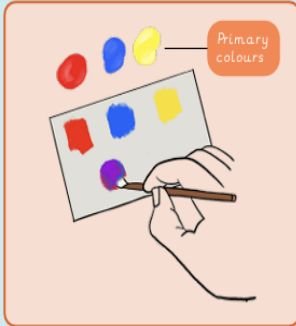
Key vocabulary

collage
 detail
 mixing
 overlap
 primary colour
 secondary colour
 surface
 texture

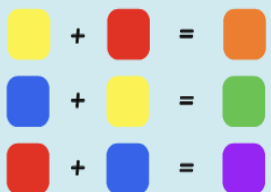
Prior Knowledge:

- Observational drawing skills when exploring mark-making.
- 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.
- Primary and secondary colours
- Colour mixing techniques and applying these skills in painting and printing.

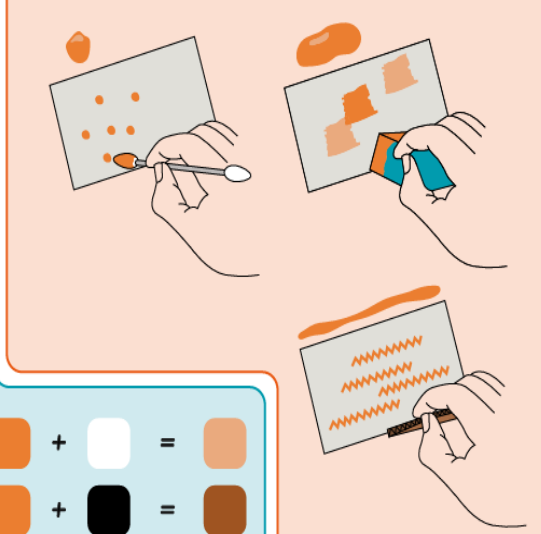
Mixing secondary colours



Primary colours



Painting tools can make textures



Collage



Arranging materials and sticking them to a surface.

Romare Bearden
1911-1988

- ▶ His work explored memories, everyday life and the idea that people should be treated equally.
- ▶ He used patterned paper in his collages.
- ▶ He layered other materials on top of the collage paper.

Overlap materials





Topic

DT: Mechanisms: Fairground wheel

Theme

Children

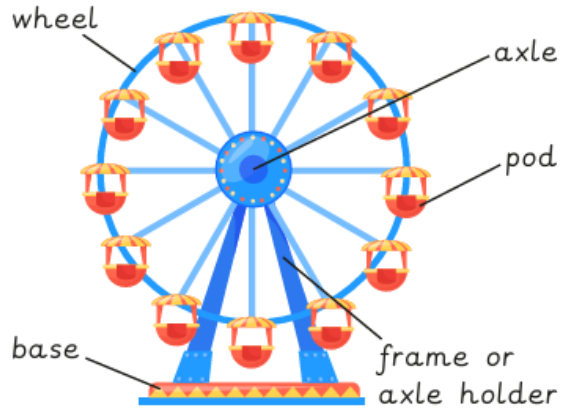
Year Group

Year 2

Prior Knowledge:

axle	A long, straight piece of material which connects to a rotating part (e.g. the wheels of a car).
design brief	A challenge that asks for something to be designed.
design criteria	A set of instructions for the project.
evaluation	Looking at what is good and bad about something and thinking about how to make it better.
Ferris wheel	A ride at a fairground which carries passengers around a large, vertical wheel.
mechanism	The parts of an object that move together as part of a machine.
pod	The container which carries passengers around the fairground wheel.
survey	Questions used to find out what people like.

- To understand how wheels move.
- To identify what stops wheels from turning.
- To design a moving vehicle.
- To build a moving vehicle.



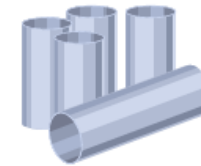
Materials have different properties. A **fairground wheel** design needs to be **stable** and **strong**. Which materials could be used?



Bricks are made from clay. They are stiff and strong.



Wood comes from trees. It is strong and flexible.



Metal comes from mining ore in the ground. It is strong and hard.