



Topic

Art – Painting and Mixed media

Theme

Children

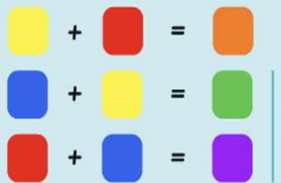
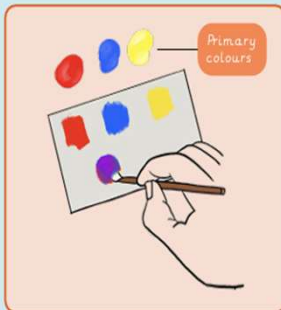
Year Group

Year 2

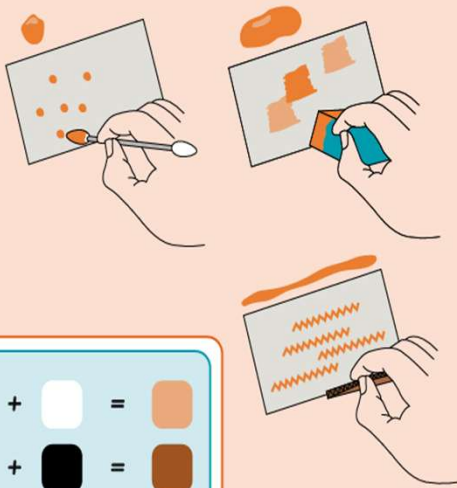
Key vocabulary

collage
detail
mixing
overlap
primary colour
secondary colour
surface
texture

Mixing secondary 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



Prior knowledge

- primary and secondary colours,
- colour mixing techniques and applying these skills in painting and printing.
- exploration and confidence in colour use.



Topic

RE What makes some places sacred?

Theme

Children

Year Group

Year 2

Key Vocabulary

Sacred	Something that is holy and connected with religion.
Holy	Dedicated to God or a religious purpose.
Respect	A feeling of deep admiration for someone or something.
Church	A building in which Christian people meet for religious worship.
Synagogue	A building in which Jewish people meet for religious worship
Mosque	A building in which Muslim people meet for religious worship.



Church



Mosque



Synagogue

Key Knowledge

- Every religion has a special place that is sacred to them for worshipping their God.
- A Church is a building where Christians worship God. You will see key features such as an altar, a lectern, a pulpit and a symbolic cross. ☩
- A Mosque is a building where Muslims worship their God. You will see key features such as a mihrab, minaret, qubba, a prayer mat and a symbolic crescent, moon and star.
- A synagogue is a building where Jewish people worship their God. You will see key features such as an ark, eternal light and a bimah.

Prior knowledge

- All religions have a special place to worship
- There are many different religions
- Understand the words sacred and worship





Ridgeway Farm CE Academy – Knowledge Organiser



Topic	Science Everyday materials	Theme	Children	Year Group	Year 2
-------	----------------------------	-------	----------	------------	--------

What are materials used for?

- Materials are used for different purposes based on their properties.
- For example, **wood** is used to make furniture and floors.
- Metal** can be used to make coins, cans, **cars** and cutlery.
- Glass** can be used to make windows.



What properties of materials make them suitable for a particular use?

- Glass can be used to make windows because it is **transparent**.
- Rulers can be made from **wood**, **plastic** or rubber because these materials are **smooth** and can be cut straight.
- Spoons are made from **metal** because it is **waterproof** and can be cleaned easily.
- They can also be made from **plastic** for children because **plastic** is **light** and it cannot hurt children's growing teeth.



Prior knowledge

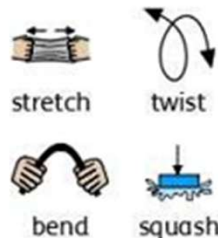
- Objects are things that you can touch or see.
- Objects are made from materials.
- Some materials that objects are made from (e.g. **glass**, **wood**, **plastic**)
- Some words to describe materials (e.g. **shiny**, **soft**, **rough**, **absorbent**)
- Materials which are **natural** and which are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

Which of these are brittle?



How can you change the shape of materials?

- The shape of some materials can be changed when they are **stretched**, **twisted**, **bent** and **squashed**.



Shiny, hard, opaque, and used in a variety of industries but some can rust	Opaque, soft and can be coloured to making clothing but tears easily	Can be opaque or transparent and can be coloured and moulded, but can be bad for the environment	Opaque, tough and can be chopped into different shapes but contributes to deforestation	Usually transparent but can be coloured, but is very brittle
--	--	--	---	--

Which of these are stretchy?



2) Circle 2 materials that are suitable to make windows (2)





Ridgeway Farm CE Academy – Knowledge Organiser




Topic	History- What was it like to be a child in the Victorian times?	Theme	Children	Year Group	Year 2
-------	--	-------	----------	------------	--------

Elizabethan period
Victorian period

1500
1600
1700
1800
1900


Elizabeth I
1558 - 1603

Elizabeth I reigned from 1558 to 1603. **She was queen for 44 years** and lived until she was **69 years old**. The time that she was queen is called the '**Elizabethan**' period. It was also a part of the **Tudor** period as she was the last of the Tudor family to reign.



Queen Victoria
1837 - 1901

Victoria reigned from 1837 to 1901. **She was queen for 63 years and 7 months**, the longest reign of any monarch, until Elizabeth II. She lived until she was **81 years old**. The time she was queen is called the '**Victorian**' period.





Boys Clothes


Boys wore short jackets. A popular choice was the 'Norfolk Jacket' which was made of tweed and had lots of pockets.

Under their jackets, boys wore waistcoats to keep warm.

Older boys often dressed like their fathers.

Younger boys wore petticoats or dresses like their sisters.

Interesting Fact: Younger boys from richer families often wore navy blue sailor suits.



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


Mutton


Tea


Jam


Treacle

Prior knowledge

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





Ridgeway Farm CE Academy – Knowledge Organiser



Topic	Computing – Making music	Theme	Children	Year Group	Year 2
-------	--------------------------	-------	----------	------------	--------

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.

Key Resources



Key Images



Open, save and share a piece of your music



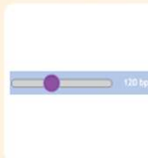
Change the number of quavers in the music



Loop or unloop the piece of music



Play the composed tune



Changes the beats per minute in the



Increase or decrease the volume of an



Choose the digital instrument to use



Delete the music

All units

- Use of 2Dos
- Saving, opening and editing work
- Sharing work
- Copying and pasting
- Mouse, keyboard and device skills

Key Vocabulary

Beat

A rhythmic unit in music.

Compose

To create a piece of music.

Note

A single tone in music.

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.

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.

Key Questions

What is meant by digital music?

Digital music is made using a computer or other device. Digital music allows the computer to copy the sound made by instruments and combine them together to make a piece of music.

How can I change how my music sounds?

You can change how your digital music sounds in many ways. One way is to increase the tempo of the music or vary the volume of each instrument in the piece.

What is it meant by the tempo of the music?

Tempo is measured in BPM, or beats per minute. One beat every second is 60 BPM.

Prior units

Unit 1.6 Animated Story Books

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



Ridgeway Farm CE Academy – Knowledge Organiser



Topic	Music Myths and legends	Theme	Children	Year Group	Year 2
-------	-------------------------	-------	----------	------------	--------

Vocabulary

Rhythm	A pattern of long and short notes.
Layers	The different instruments, rhythms or melodies that build the overall texture.
Melody	An arrangement of notes which sound tuneful.
Dynamics	The volume of the music (loud or quiet).
Timbre	The quality of sound e.g. smooth, scratchy, twinkly.
Pitch	How high or low a sound is.

Verse	A repeated section of a song that usually has different words (lyrics) each time it is repeated.
Chorus	A repeated section of a song that usually has the same words (lyrics) each time it is repeated.
Instrumental	A section of a song which is performed by instruments and has no vocals.

Graphic score

Pictures, symbols, lines or shapes to represent sound.

Structure

How the music is organised into different sections.

VERSE - A
CHORUS - B
BRIDGE - C

ABABCB

Notation

How the music is written down.

Tips for performing

Smile and sit smartly	Start and stop playing at same time	Play at the same speed and volume
Keep your hands to yourself	Be silent at the beginning and at the end of performance	Take a bow at the end

Texture

How many layers of sound the music has (thick or thin).

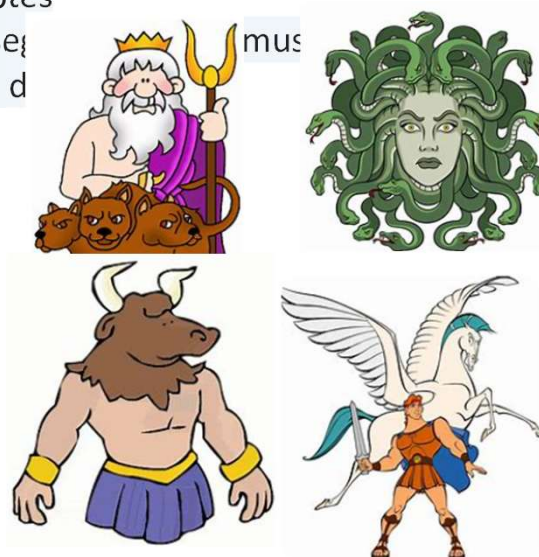
Thin

Thick

Prior knowledge

To learn about the music of the British Isles and create music of our own

- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Using their voices expressively when singing, including the use of basic notes
- Beginning to develop musical ideas





Ridgeway Farm CE Academy – Knowledge Organiser



Topic

Spanish –Little Red Riding Hood

Theme

Children

Year Group

Year 2

Caperucita Roja

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*.

Prior knowledge

- Greetings and Colours & Numbers

Spanish	English
 Caperucita Roja	Little Red Riding Hood
 los padres	the parents
 una casa	a house
 un bosque	a forest
 unos pasteles	some cakes
 el lobo	the wolf
 la abuela	the grandmother
 el cazador	the hunter

Spanish	English
 las orejas	the ears
 los ojos	the eyes
 la boca	the mouth
 los dientes	the teeth
 la nariz	the nose
 los brazos	the arms
 las piernas	the legs
 los pies	the feet