

# Hobbs Hill Wood Primary School

## Knowledge Organiser for Art, Year Two, Autumn 2 Mexican Masks



'Inspiring confident and independent learners'

### Knowledge

#### Kandinsky: colour mixing

Children will explore:

- The work of Kandinsky



- The timeline of Kandinsky

Kandinsky did not start out as an artist. He was a lawyer at first and did not begin studying art until he was about 30 years old. Kandinsky started painting after the era of the impressionists and was the first artist to actually move away from any form of realism in his pictures.

Kandinsky used gorgeous colours and he painted pure design, concentrating on colour and design. He felt the colours and design had meaning in themselves, not just if they were realistic pictures

Children will create:

- Their own piece of Kandinsky inspired work.
- Colour wheel (learning about mixing colours)

Children will improvise:

- Mixing different colours together and discover different shades and new colours.

Children will present:

- Create a Kandinsky inspired piece – using lines and a mixture of equipment (Paint, pencil, crayons ...)

Children will evaluate:

- Colours to use and meanings behind their choice
- Why they chose certain shapes and patterns

### Skills

- Accurately draw, paint or sculpt to represent their imagination.
- Draw with coloured pencil they can keep within the lines when adding colour.
- Hold a brush correctly and use different types and sizes of brush to dab, smooth, wash, sponge, stipple, stroke.
- Mix colours and describe how to make them and add water to mix paint of different thicknesses.
- Load a brush with the correct amount of paint and choose the correct brush size to make different marks: lines, blobs, dots, dashes
- Comment and highlight key features of an artist's work

## Knowledge

### Autumn 2 Project: Creating Mexican Masks

Children will explore:

- Aztec geometric art – colour, pattern, line, shape, form, space



- Mexican crafts – making Mexican masks (Day of the Dead/Horta family)



Children will create:

- Computer based Aztec geometric art
- Design a Mexican mask using pencils.
- Paper mache art in the style of Mexican mask

Children will improvise:

- Adapting designs while creating due to ability

Children will present:

- A completed Mexican mask, which can be worn by the child.

Children will evaluate:

- How good was paper mache when creating a mask? Is there a material that could have worked better?
- Their design while creating it. Is there something that doesn't work? How can I fix it? Is there something extra I could add?

## Skills

- Draw with pencil. He/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines, blend and smudge and use different pressures.
- Make a model using man made materials to show a simple idea or using his/her imagination and can explain how they are making his/her sculpture.
- Describe differences and similarities between drawings, paintings and sculptures by well known artists and designers and how his/her own work is similar and/or different to the work of well known artists and designers.

# Hobbs Hill Wood Primary School

Knowledge Organiser for  
Art, Year Two,  
Autumn 2 Mexican Masks



'Inspiring confident and independent learners'



# Hobbs Hill Wood Primary School

## Knowledge Organiser for Computing, Year Two, Autumn 2, We are game testers



'Inspiring confident and independent learners'

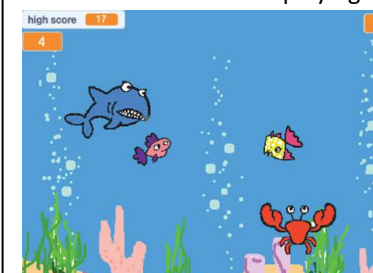
### Knowledge

In this unit, pupils play some Scratch games, trying to work out the rules of the game, i.e. the algorithms the programmers have used. They also play a simple coding-based game and discuss game playing. In:

- Session 1 pupils work out the rules (algorithms) for a simple arithmetic game
- Session 2 pupils work out the rules (algorithms) for a chase game
- Session 3 pupils work out the rules (algorithms) for a two-player sports game
- Session 4 pupils work out the rules (algorithms) used in a shooting game
- Session 5 pupils play a professionally produced coding-based game
- Session 6 pupils play a turn-based two-player game, working together to identify winning strategies.

At the end of the topic children should be able to:

- understand that computer games are made up of precise instructions for the computer to follow
- understand that programmers implement many algorithms when making computer games
- use logical reasoning to make predictions about what happens next in a game
- suggest improvements to simple computer games
- be aware of and observe age restrictions on commercial games
- solve problems by working out short sequences of simple instructions
- follow the rules for playing a game.



### Skills

In this unit, pupils will learn to:

- observe and describe carefully what happens in computer games
- use logical reasoning to make predictions of what a program will do and test these
- think critically about computer games
- create sequences of instructions for a virtual robot to solve a problem
- work out strategies for playing a game well
- be aware of how to use games safely and in balance with other activities.

### Key Vocabulary

**Algorithm:** a sequence of precise instructions or steps (sometimes a set of rules) to achieve an objective

**Computational thinking:** a way of looking at problems so that the solution can be automated using a computer

**Input:** data supplied to a computer – in this case, it is a mouse click, keyboard press or tapping on a tablet

**Output:** information produced by a computer – in this case, it is moving sprites on a screen

**Parallel processing:** when programs run (or appear to run) simultaneously

**Pattern recognition:** computational thinking approach in which common aspects of how a system behaves are used to simplify implementing solutions

**Repetition:** programming construct which allows a group of instructions to be repeated a number of times, or until a certain condition is met

**Scratch:** simple, block-based programming language in which programs for characters are built by snapping together code blocks

**Source code:** the code that a particular program follows; the instructions or rules that determine what happens in a game or other application

**Sprite:** a graphical character in a program that can be given its own sequence of instructions

# Hobbs Hill Wood Primary School

Knowledge Organiser for  
Computing, Year Two,  
Autumn 2,  
We are game testers



'Inspiring confident and independent learners'



# Hobbs Hill Wood Primary School

## Knowledge Organiser for Geography, Year Two, Autumn 2, Mexico



'Inspiring confident and independent learners'

### Knowledge

- Name and locate the world's seven continents and five oceans (recap from Year One)
  - Europe, North America, South America, Asia, Oceania, Africa and Antarctica
  - Arctic, Atlantic, Indian, Pacific and Southern
- Seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Compare a small village in Mexico, Tocuaro, to our local area, Bennetts End.
- Compare our families to a family from Tocuaro.



### Skills

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world,
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length
- Find similarities and differences between two contrasting areas.

### Key Vocabulary

beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop.



# Hobbs Hill Wood Primary School

Knowledge Organiser for

PSHE, Year Two,

Autumn 2, Celebrating Differences



'Inspiring confident and independent learners'

## Knowledge

In this unit the class talk about gender stereotypes, that boys and girls can have differences and similarities and that is OK. They talk about children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.

- Know there are stereotypes about boys and girls
- Know that it is OK not to conform to gender stereotypes
- Know it is good to be yourself
- Know that sometimes people get bullied because of difference
- Know the difference between right and wrong and the role that choice has to play in this
- Know that friends can be different and still be friends
- Know where to get help if being bullied
- Know the difference



## Skills

- Understand that boys and girls can be similar in lots of ways and that is OK
- Understand that boys and girls can be different in lots of ways and that is OK
- Explain how being bullied can make someone feel
- Can choose to be kind to someone who is being bullied
- Know how to stand up for themselves when they need to
- Recognise that they shouldn't judge people because they are different
- Understand that everyone's differences make them special and unique

## Key Vocabulary

Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.



# Hobbs Hill Wood Primary School

Knowledge Organiser for

RE, Year Two,

Autumn 2, Signs and Symbols



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## Knowledge

- Discuss why signs/symbols are used. Include some sign language used to communicate by the deaf, those with speech difficulties.
- Discuss specific signs/symbols of belonging such as school logo, badges and uniforms of Rainbows/Brownies/Beavers/Cubs etc.
- Symbols of the six principal faiths (cross-Christianity; Om -Hinduism; wheel – Buddhism; star and crescent - Islam; Magen David - Judaism; Khanda - Sikhism. Explain the meaning, how they are used, where



Christian cross



Hindu Om



Buddhist wheel



Islamic star and crescent



Jewish Star of David

## Skills

- Children can name the different symbols from the 6 principle faiths.
- Children can understand symbolic behaviour for the Christianity and Islam
- Children can compare their everyday experiences to symbolic religious actions

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Knowledge Organiser for

RE, Year Two,

Autumn 2, Signs and Symbols



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Sikh Khanda

Christianity:

- The cross is a reminder of Jesus' death
- A Bible on a lectern is raised high and the lectern is often a carving of an eagle - showing strength and the ability to soar high.

Symbolic Behaviour:

- Bowing before the altar
- Making the sign of the cross (genuflection)
- Marking babies forehead with water in the shape of the cross at baptism.

Islamic:

- Removing shoes before entering mosque
- Wudu before worship
- Facing Mecca
- Girls cover their heads with scarves, boys with hats.
- Prayer positions
- The Qur'an being placed on a stand to be read, kept covered and on the highest shelf when not being read
- 99 prayer beads represent the '99 Beautiful Names of Allah'

**Why do Christians give gifts at Christmas?**

- Retell the Christmas story, highlight the part played by the Wise Men. Focusing on the the gifts they brought to Jesus (Gold, Frankincense and myrrh)
- Discussing the possibility that the best presents may be invisible gifts (ie qualities).
- Reflect on the phrase 'It is better to give than to receive'.
- Explain that Christians believe that Jesus was a gift from God.

## Knowledge

- Children know that being happy is important to how they feel.
- Children link the idea of exercise with being healthy.
- Children can say how different activities help parts of the body.
- Children can say how their activities help children to keep healthy.
- Children can say that they need food to live, grow be active and stay healthy.
- Children can sort foods into their own criteria and know that they need food to live grow and stay healthy.
- Children identify the names of different foods and sort them.
- Children can talk about which snacks are healthy.
- Children link results of their test to the idea of sneezes.
- Children can say why they need to wash their hands to stop germs spreading.
- Children link results of their test to the idea of sneezes and germs.

## Skills

- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans to exercise, eating the right amount of different types of food, and hygiene.
- Gather and record data to help in answering questions.
- Perform simple tests. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

## Key Vocabulary

Healthy

Balanced diet

Fruit and vegetables

Germs

Virus

Bacteria

Hygiene

Fair test

