

Hobbs Hill Wood Primary School

Knowledge Organiser for
Computing, Year Two,
Spring 1,
We are safe researchers



'Inspiring confident and independent learners'

Knowledge

In this unit, pupils retrieve digital content from the Internet for a particular purpose and use mind mapping software to organise their questions and answers about a topic. They use presentation software to present their findings to an audience. In:

- Session 1 they start to think about the topic they are going to research and structure their research questions in a mind mapping tool,
- Session 2 they draw on their research questions to conduct independent research, using a custom search engine on a small number of pre-selected websites. They add the information they find to their mind map. They learn about taking care when using information from the Internet
- Session 3 they think about Internet safety and what they should do if they are concerned about any content on the Internet. They use Google SafeSearch and other search engines to answer their research questions and to add information to their mind map.
- Sessions 4 and 5 they draw on their research to create a short (two minute) presentation on their research
- Session 6 they deliver the presentation to an audience and review the key online safety messages from the unit.

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

- add questions and information from independent research to a mind map
- locate information from relevant websites
- search for information on a small number of sites
- using a custom search engine
- know how to report concerns over content when searching the Internet
- create a short presentation on their findings.

Skills

In this unit, pupils will learn to:

- develop collaboration skills through working as part of a group
- develop research skills through searching for information on the Internet
- think through privacy implications of their use of search engines
- be more discerning in evaluating online information
- improve note-taking skills through the use of mind mapping
- develop presentation skills through creating and delivering a multimedia presentation.

Key Vocabulary

Creative Commons: licence scheme which permits certain types of reuse for original work, without the need for further permission

DuckDuckGo: search engine which promises not to track use

Filter: means by which Internet access to sensitive or inappropriate material is prevented

Google custom search: the ability, via Google, to create a customised search engine for a predefined list of websites

Mind map: visual representation of ideas, showing how these ideas can be connected to one another

Presentation: typically a sequence of slides showing text and images accompanied by a spoken commentary

Safe search: tool provided by search engines to remove inappropriate content from results

Search engine: web-based service that maintains an index of Internet pages, allowing users to identify which pages include particular terms or meet particular criteria, ranking the resulting list in a way that is helpful to its user

Wikipedia: online encyclopaedia edited by its users

Hobbs Hill Wood Primary School

Knowledge Organiser for
Computing, Year Two,
Spring 1,
We are safe researchers



'Inspiring confident and independent learners'



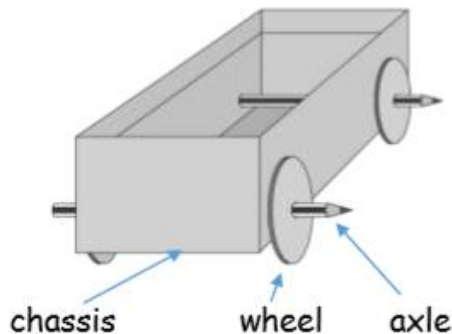
Hobbs Hill Wood Primary School

Knowledge Organiser for
Design and Technology, Year Two,
Spring 1, Moving vehicles,



'Inspiring confident and independent learners'

Knowledge



Skills

The design and make process:

Design:

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups

Make:

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components

Evaluate:

- explore and evaluate a range of existing products evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms in their products

Key Vocabulary

axle - a rod that enables a wheel to turn

cab – where the driver sits to control the vehicle

chassis – the base on which a vehicle is built

dowel – wooden rod used for making the axles

mechanism – part of a machine that has a particular function

Hobbs Hill Wood Primary School

Knowledge Organiser for History, Year Two, Spring 1, Great Fire of London



'Inspiring confident and independent learners'

Knowledge

- Fire began in a bakery in Pudding Lane
- Fire spread rapidly due in part to buildings being crowded together and made with wood
- There was no official fire service/brigade – the general public helped to put out the fire
- The fire died down as the wind changed direction
- We know a lot about the fire as a result of reading Samuel Pepys diaries
- Much of London needed to be rebuilt after the fire

Key Vocabulary:

- Bakery
- Leather bucket
- Oven
- Fire hooks
- Fire break
- Flammable
- Eye witness
- St. Pauls Cathedral
- Tower of London
- River Thames

Key People:

- Samuel Pepys
- Thomas Farrynor
- John Evelyn
- Sir Christopher Wren
- King Charles II

Skills

- To develop an awareness of the past, using common words and phrases relating to the passing of time through the significant events in the Fire of London.
- To know where the great fire of London fits in the chronological framework.
- To identify similarities and differences between lives then and now in the London.
- To understand how and why the fire spread – use first hand eye witness accounts – Samuel Pepys, John Evelyn, Artists from the time
- To find out about fire fighting through the ages using sources including real items recovered from the fire.
- To understand how the fire was stopped
- To recognise the changes that happened when rebuilding London

Timeline:

- 2nd September 1666 – Fire started
- 3rd September 1666 – Continues to burn – windy weather helps the fire to spread further
- 4th September 1666 - The fire reaches its peak. It has spreads from Temple in the west, to the Tower of London in the East (where gunpowder is used to blow up houses in order to stop the fire reaching the Tower). A number of prisons in London are destroyed by the fire, as is St Paul's Cathedral.
11pm – The wind begins to die down.
- 5th September 1666 - The wind changes direction, blowing the fire towards the River Thames. Most of the remaining fires have been put out
- 6th September 1666 – The fire is put out

Hobbs Hill Wood Primary School

Knowledge Organiser for

Music, Year Two,

Spring 1, Story-telling through sound



'Inspiring confident and independent learners'

Knowledge:

Hitting
Scraping
Shaking
Counting beats

Key Vocabulary:

Percussion-an instrument that is struck

Beat – the rhythmic movement, the speed at which a piece of music is played

Score- a written form of music that can be followed

Percussion instruments:



cabasa



triangle



castanets



clave



maracas

Skills

1. Combining sounds to create a musical effect
2. Understanding how music and actions can combine in storytelling
3. Exploring percussion instruments to create descriptive musical effects
4. Creating and matching descriptive sounds made with percussion instruments
5. Creating a simple score using a pattern of four.
6. Performing to an audience

Hobbs Hill Wood Primary School

Knowledge Organiser for
PSHE, Year Two,
Spring 1, Dreams and Goals



'Inspiring confident and independent learners'

Knowledge

In this unit the class talk about setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children talk about group work and reflect on who they work well with and who they don't. They also talk about sharing success with other people.

- Know how to choose a realistic goal and think about how to achieve it
- Know that it is important to persevere
- Know how to recognise what working together well looks like
- Know what good group working looks like
- Know how to share success with other people



Skills

- Be able to describe their own achievements and the feelings linked to this
- Recognise their own strengths as a learner
- Recognise how working with others can be helpful
- Be able to work effectively with a partner
- Be able to choose a partner with whom they work well
- Be able to work as part of a group
- Recognise how it feels to be part of a group that succeeds and store this feeling

Key Vocabulary

- Realistic
- Proud
- Success
- Celebrate
- Achievement
- Goal,
- Strength
- Persevere
- Challenge
- Difficult, Easy
- Learning Together
- Partner
- Team work
- Product



Hobbs Hill Wood Primary School

Knowledge Organiser for

Year Two,

Science,

Spring 1

Material Monsters



'Inspiring confident and independent learners'

Knowledge

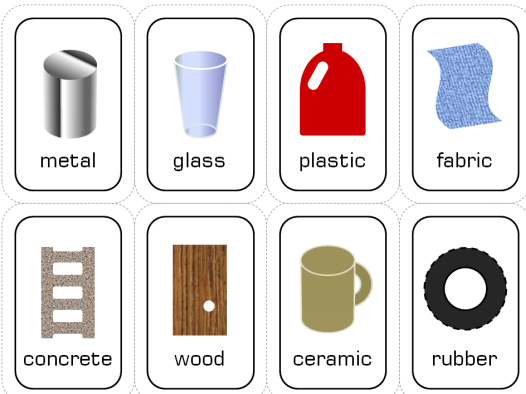
To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

Children know that some materials maybe more suitable than others for uses or for manufacturing specific objects; for example, windows made out of wood would be very useless as we wouldn't be able to see out.

Children will be able to:

- carry out a comparative test and describe results.
- classify materials according to their properties.
- explain why one material is better for a job than another
- name different materials.
- describe the properties of a material.

Children are going to design a new material for the Materials Monster – a material that does not already exist. Children will explore questions surrounding it such as: What would be special about their material? What would it look like? What kind of properties would it have? What could it be used for?



Skills

- To know properties of materials and be able to group them.
- To perform simple tests on materials.
- To use observations and ideas to suggest answers to questions.
- To gather and record data to help in answering questions.
- To use our senses to observe different materials.

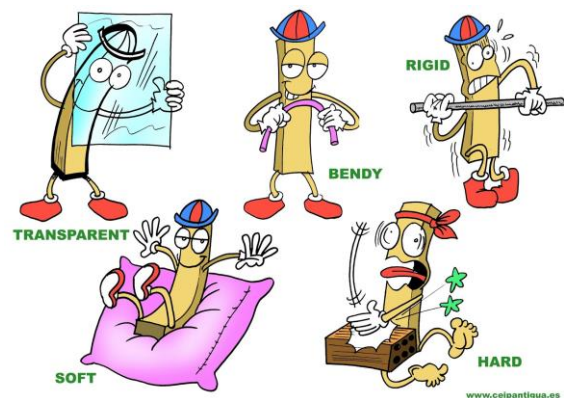
Key Vocabulary

Material: Something that an object is or can be made from, e.g. a saucepan can be made from metal.

Properties: The characteristics of a material, e.g. glass can be transparent. Transparent is the property.

Key words:

absorbent / bend / brittle / bumpy / card / change / concrete / dull / elastic / fabric / flexible / glass / hard / man-made materials / metal / natural materials / opaque / paper / plastic / recycle / rough / rubber / shiny / smooth



www.ceipantigua.es

Hobbs Hill Wood Primary School

Knowledge Organiser for
Year Two,
Science,
Spring 1
Material Monsters



'Inspiring confident and independent learners'

