

# Hobbs Hill Wood Primary School

## Knowledge Organiser for Art, Year Two, Spring 2 Exploring Designers



'Inspiring confident and independent learners'

### Knowledge

#### Spring 2 Project: Exploring designers – Christopher Wren and Stephen Wiltshire

Children will explore:

- Christopher Wren's life and work

In 1666, the Great Fire of London destroyed much of the medieval city, providing a huge opportunity for Wren. He designed fifty-one new city churches, as well as the new St. Paul's Cathedral.



- Stephen Wiltshire's work



Children will create:

- Sketches of buildings

Children will improvise:

- Different lines and shapes to make an image
- Different pressures of the pencil to gain effect

Children will present:

- A city silhouetted skyline

Children will evaluate:

- What equipment is best used for drawing buildings
- When to draw softly and when to use more pressure and why

### Skills

- Accurately draw, paint or sculpt to represent their imagination.
- Draw with pencil, wax crayon, pastel, charcoal, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines, blend and smudge and use different pressures.
- Use different types of pen to make different types of line and use ball point and felt to make fine marks.
- 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 Year Two, Computing, Spring 2, We are photographers



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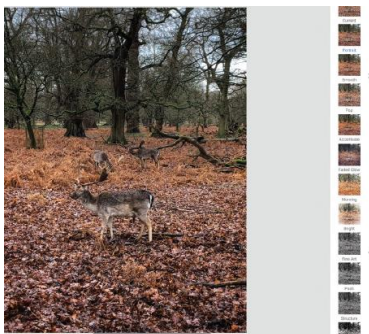
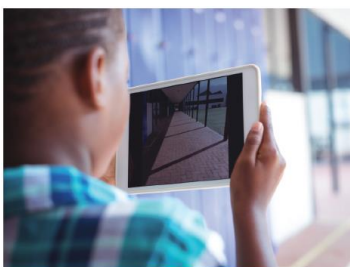
### Knowledge

In this unit, pupils take, review and edit digital photos.

- Session 1 they browse some online collections of photographs to help them understand what makes a good photo
- Session 2 they learn how to use a digital camera, and start to experiment with these
- Session 3 they practise taking effective photos
- Session 4 they review the photos they have taken, selecting their best for further work
- Session 5 they edit and enhance their photographs
- Session 6 they use selective editing tools.

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

- take photos using a digital camera or device
- review, reject and pick photos
- apply global adjustments and effects to photos
- let you know if they find images they are concerned about.



### Skills

In this unit, pupils will learn to:

- consider the technical and artistic merits of photographs
- use the iPad camera app
- take digital photographs
- review, reject or pick the images they take
- edit and enhance their photographs.

### Key Vocabulary

**Adjustment:** operation performed on the colour values of all or some pixels in an image, for example increasing or decreasing brightness, contrast or colour saturation

**Camera roll:** dedicated directory on iPads in which all images are stored; can be shared across multiple devices depending on how these have been configured

**Colour value:** the combination of red, green and blue values, each on a 0–255 scale, which represents the colour of any given pixel

**Crop:** to reduce the size of an image to a smaller, rectangular region, e.g. to remove large areas of uninteresting background

**Filter:** standard set of adjustments applied to all the pixels in an image, e.g. 'dramatic' or 'silvertone'

**JPEG:** common, 'lossy' format for image compression, in which the data for some inconspicuous detail in an image is discarded to allow more images to be stored in available memory

**Pixel:** picture element – one of the small, square dots that makes up a digital image

**Rule of thirds:** compositional guideline that suggests the horizon should be one-third or two-thirds of the way up a photograph, with the subject matter placed one-third or two-thirds of the way across

**Sensor:** means of getting data from the real world into a computer

# Hobbs Hill Wood Primary School

Knowledge Organiser for  
Year Two, Computing,  
Spring 2,  
We are photographers



'Inspiring confident and independent learners'



# Hobbs Hill Wood Primary School

Knowledge Organiser for  
Year Two,  
Geography,  
Spring 2,  
Mapping the Local Area



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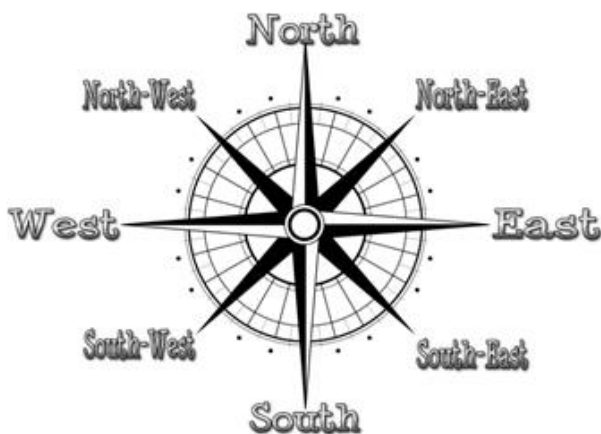
## Knowledge

Study the geography of the school and the key human and physical features of its surrounding environment.

Investigating different routes to school and why and how some routes are shorter than others.

Pupils will plot routes to school as “the crow flies” and the actual route they follow. Then they will compare the two. They will discuss how and why the two distances are different, thinking about features in the landscape, especially barriers and boundaries. They will use compass directions to guide someone from their home to school.

They will use the maps to discuss features they pass on their way to school on the usual route and what extra things you might see if you could fly in a straight line. They will learn how to use the map key to help identify some of these.



## Skills

- Use simple compass directions (North, South, East, West) to plot simple routes. Using measuring tools (Digimaps)
- Identify key human and physical features of the local area.
- Use maps, atlases and globes to identify the local area and find addresses.
- Beginning to use a key on a map to identify key features of a landscape.
- Use simple fieldwork and observational skills to study the geography of the school and the local area including the key human and physical features of its surrounding environment.

## Key Vocabulary:

- Key
- Map
- Ariel mapping
- Compass
- Local
- National and International
- Landmarks
- Human features
- Physical features

# Hobbs Hill Wood Primary School

Knowledge Organiser for  
PSHE, Year Two,  
Spring 2, Healthy Me



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## Knowledge

In this unit the class learn how to keep their bodies and minds healthy. They discuss and learn about

- What they need to keep their body healthy
- showing or telling you what relaxed means and know some things that make them feel relaxed and some that make them feel stressed
- understanding how medicines work in their bodies and how important it is to use them safely
- sorting foods into the correct food groups and know which foods their body needs every day to keep them healthy
- deciding which foods to eat to give their body energy
- making some healthy snacks and explain why they are good for their body

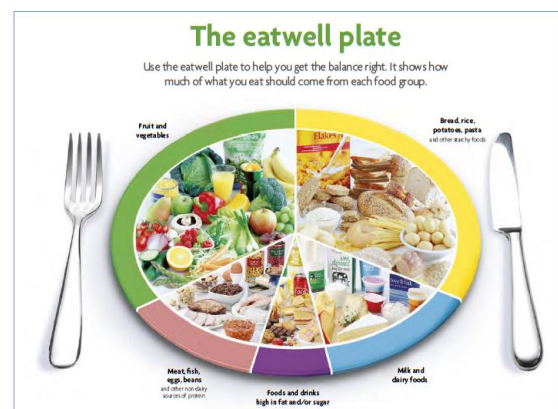


## Skills

- Gain motivation to make healthy lifestyle choices
- tell you when a feeling is weak and when a feeling is strong
- feel positive about caring for my body and keeping it healthy
- have a healthy relationship with food and know which foods I enjoy the most
- know which foods are most nutritious for my body
- can express how it feels to share healthy food with my friends

## Key Vocabulary

Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious



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Knowledge Organiser for  
PSHE, Year Two,  
Spring 2, Healthy Me



'Inspiring confident and independent learners'



# Hobbs Hill Wood Primary School

Knowledge Organiser for

Year Two,

RE,

Spring 2

What Christians do when they go to church



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## Knowledge

### Why do Christians go to church?

Discussion of what Christians believe – the belief in God the creator of the World and Jesus as his son.

Look at why Christians and Non-Christians may visit a church:

For example:

- To worship
- To get Married/ Attend a wedding
- Baptism/ Christening
- Admire art work and stained glass windows
- Listen to choir/ perform in a choir

### *What do Christians do when they go to church?*

They go to church when they worship, read the Bible (sometimes this is done at home), receiving teaching, and celebrating festivals.

They also go for the community aspect and social occasions, eg Children's clubs, shared meals, parent and toddlers, pre-school groups.

### *What might we expect a church to be like?*

Children will be shown pictures of a range of churches, old and modern, from books and photographs.

Look at the properties of traditional churches and compare them to more modern examples.



## Skills

- Identify different features of a church and understand that they have religious significance to people within the Christian faith.
- Describe the key aspects of religions and traditions that influence the beliefs and values of others
- Identify and begin to describe the similarities and differences within a religion
- Interpret information about religions from a range of sources

## Key Vocabulary

Bible – Holy book

Church – House of Worship

### *Church features:*

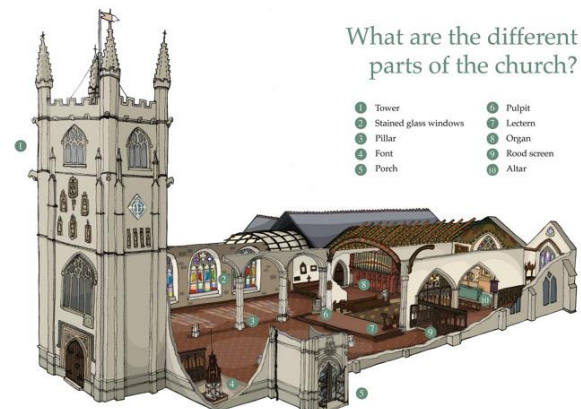
Pulpit – Raised box where the minister talks from

Lectern – stand for the Church Bible

Font – Contains holy water for baptism

Alter – table that holds the items for the service

Aisle – walkway between seats from door to alter.



# Hobbs Hill Wood Primary School

Knowledge Organiser for

Year Two,

RE,

Spring 2

What Christians do when they go to church



'Inspiring confident and independent learners'



# Hobbs Hill Wood Primary School

## Knowledge Organiser for Science, Year Two, Spring 2 Squash, bend, Twist, Squeeze

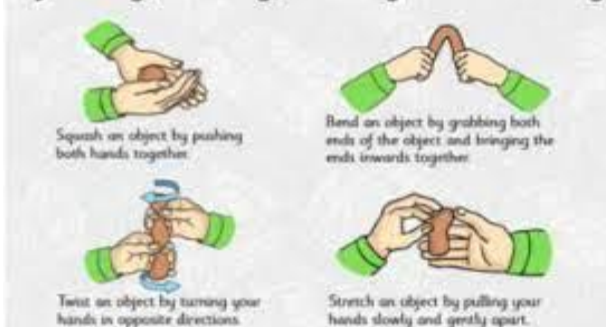


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### Knowledge

- Children can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Children test a range of materials to see which bend, squash, stretch and twist.
- To know which changes are permanent.
- To know how to carry out a fair test, record results and draw conclusions.

### Squashing, Bending, Twisting and Stretching



### Skills

- To be able to use the correct vocabulary when manipulating materials.
- To sort materials based on whether they bend, stretch, squash or twist.
- To be able to test for the stretchiest material.
- To be able to describe the impact on a material after a squash, stretch, bend or a twist.

### Key Vocabulary

*Squash* – to push something together so that it changes shape e.g. becomes flat.

*Stretch* – to pull something and make it longer

*Twist* – to turn something that is still or standing

*Bend* – to force something that is straight into a curve or angle.

*Permanent*

*Non-permanent*

# Hobbs Hill Wood Primary School

Knowledge Organiser for  
Science, Year Two, Spring 2  
Squash, bend, Twist, Squeeze



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