

# Hobbs Hill Wood Primary School

Knowledge Organiser for  
Year 2 – Summer 1,  
Computing,  
We are zoologists



'Inspiring confident and independent learners'

## Knowledge Organiser for

### Knowledge

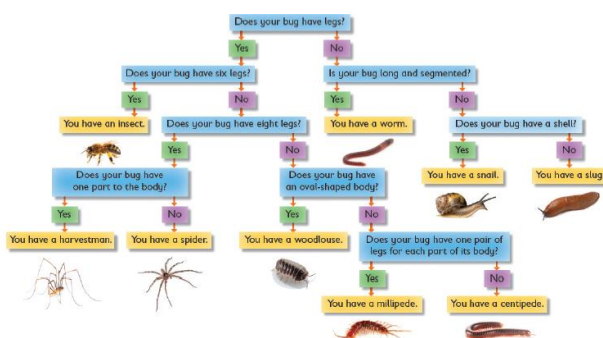
In this unit, pupils go on a bug hunt, recording and identifying the small animals they find. They organise the data they have collected, record it on a spreadsheet and create charts; they add images to a local map.

In:

- Session 1 they are introduced to the objectives of the unit and to how a classification key and branching database can be used to classify invertebrates
- Session 2 they use tick and tally charts to record how many invertebrates they find and they take photographs of some of the bugs they find
- Session 3 they edit and enhance the photos they have taken and add these to a shared document together with captions identifying the bug
- Session 4 they create a chart from the data they collected and make choices about the most appropriate chart to use to display their data
- Session 5 they are introduced to Google Maps; they add location markers for the bugs they found to a custom layer and add further information to these markers
- Session 6 they summarise the information they have collected in a presentation, drawing on their photographs, charts and maps.

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

- take digital photographs of bugs
- review photographs on the camera roll
- add data to a tally chart
- create charts to show the data they collect
- explore Google Maps to find a familiar location
- create a presentation summarising their data.



### Skills

In this unit, pupils will learn to:

- sort and classify a group of items by answering questions
- collect data using tick or tally charts
- take, edit and enhance photographs
- use Google Sheets or Microsoft Excel to produce basic charts
- record information on a digital map
- summarise what they have learned in a presentation.

### Key Vocabulary

**Binary:** a number system that uses two numbers: 0 and 1; binary questions are questions with yes or no answers

**Binary tree:** a way of structuring data where each element has no, one or two child elements: a series of yes/no questions to identify an animal can be represented in this way

**Branching database:** software allowing a series of questions to be created to interactively identify objects

**Classification key:** series of questions (usually of a yes/no type) used to identify an animal or plant

**Data:** structured information gathered for analysis, often, but not always, as numbers

**Database:** a structured collection of data organised so that groups of records can be identified

**Geolocation data:** latitude and longitude (and sometimes altitude) or grid references, which specify the location of something, such as a digital photograph

**Global Position System (GPS):** this system allows a user to determine their exact location using a network of satellites

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

**Tally charts:** used to count data quickly; you record lines in groups of five

## Knowledge Organiser for moving Nature Pictures

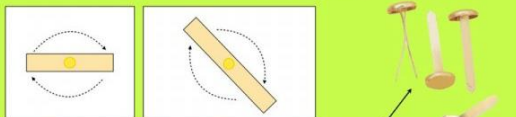
### Knowledge



This seesaw has a lever which both children sit on. The **lever** is attached to the base on a **pivot**. The **pivot** allows the **lever** to move up and down. As one child pushes up, the other child goes down.

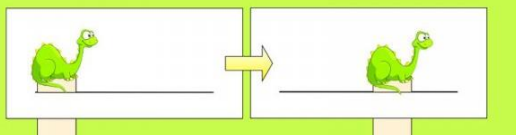


Levers and pivots can be used to make interesting moving pictures. This lever has been made out of card and the pivot has been made by punching a hole in the centre of the lever and inserting a paper fastener. The lever can now move around the pivot.



These are paper fasteners. They have two pins that can flatten out so they can attach two or more pieces of paper together.

Over the next few lessons we will be looking at lots of different ways of creating **moving mechanisms** so that we can make our own moving pictures. Today we will be looking at how to make **sliders**.



Have a look at these pictures. Can you explain how you think sliders work?

### Skills

- Make a working seesaw using a pivot and lever.
- Make a ladybird with moving wings using a pivot and level.
- Make a sliding snail using a moving slider.
- Design a moving nature picture with labels showing how and why we are using levels, pivots and sliders.
- Make a final moving picture that include a pivot, level and slider.

### Key vocabulary

- Join
- Pivot
- Level
- Movement
- Slider

# Hobbs Hill Wood Primary School

Knowledge Organiser for  
Year 2 – Summer 1,  
History,  
Local area study



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## Knowledge Organiser for a Local Area Study

### Knowledge

- To know how our local area has changed over the last 100 years including Hobbs Hill Wood School, Bennetts End and Leverstock Green
- To understand that Hemel Hempstead was part of the new town initiative in 1950s
- To reflect on clues and draw conclusions about the local area from looking at different areas and buildings.
- To know that Bennetts End was designed and built as part of the new town local neighbourhood development.
- To know that some parts of Leverstock Green existed before the new town and it was expanded to become part of the new town local neighbourhood development.



### Skills

- Understand the chronological framework for the local area.
- Ask questions about their local area. How has it changed? What did it look like?
- Identify ages of different buildings – which do they think is the oldest and why?
- Use the local area landmarks eg war memorials, churches, libraries, houses and shops as a source of local history.
- Investigate the people and events that took place in the local area
- Develop a sense of historical curiosity about their local area. Ask questions, choose and use parts of stories and other sources to know and understand key events in the History of the local area.

### Key vocabulary

- Leverstock Green
- Bennetts End
- Northend
- War memorial
- Church/ church yard
- Library
- Sources of history
- New town/ Local neighbourhood



# Hobbs Hill Wood Primary School

Knowledge Organiser for  
Year 2 – Summer 1,  
Music,  
Our Land and Travel



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## Knowledge Organiser for

### Knowledge:

#### Our Land (3 weeks)

Children will learn how to explore timbre and texture to understand how sounds can be descriptive.

They will explore how Matching descriptive sounds to images can have an effect on the listener. Children need to consider which instruments are best to be used to create a certain tone or mood. Through this the children will be identifying ways of producing sounds. They will be listening to and evaluating composition of existing pieces of music in order to “magpie” ideas for their own pieces. It allows them the chance to discuss what works and how a mood can be created through music.

Children will finally be rehearsing and refining to develop a performance.

#### Travel (3 weeks)

Children will be exploring patterns of physical movement in a game song and then responding to a song with movement. They will be using simple musical vocabulary to describe music.

Next they will explore combining a steady beat and rhythms to accompany a song and listening and responding to contemporary orchestral music. After they will play an instrument game to practise steady beat at changing tempi.

Finally, they will be preparing and improving a performance using movement, voice, and Percussion. The children will need to use instruments expressively and will be taught how to understand notation.

### Skills:

#### Our Land (3 weeks)

- Pupils explore timbre, texture, and structure
- Pupils use their voices expressively and creatively by speaking chants
- Pupils learn to play a musical instrument
- Pupils understand and explore how music is created, produced, and communicated

#### Key vocabulary

- Tempo
- Dynamics
- Beat
- Rhythm
- Drone
- Melody
- Duration
- Texture

#### Travel (3 weeks)

- Pupils learn to sing and play a musical instrument
- Pupils explore tempo, timbre, and appropriate musical notations
- Pupils listen to, review, and evaluate music, including the works of the great composers

#### Key Vocabulary

- Beat
- Rhythm
- Accompaniment

# Hobbs Hill Wood Primary School

Knowledge Organiser for  
PSHE, Year Two,  
Summer 1, Relationships



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## Knowledge

In this unit the class learn about different relationships (e.g. family, friends). They discuss and learn about

- identifying the different members of their family, understand their relationship with each of them and know why it is important
- understanding that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not
- identifying some of the things that cause conflict with my friends
- understanding that sometimes it is good to keep a secret and sometimes it is not good to keep a secret
- recognising and appreciating people who can help them in their family, their school and their community
- expressing their appreciation for the people in their special relationships

	<b>Stop</b> Think about how you're feeling. Angry? Upset? Disappointed? Let down? Try to calm these feelings so you can think about what's gone wrong.
	<b>Get Ready</b> Look at each other's point of view. Listen to how the other person sees it. Talk calmly about how you see it. Work out what's gone wrong.
	<b>Mend The Friendship</b> Say sorry if you need to (even if it's hard). Agree how to put it right. Do something fun together. Have a special 'make friends' sign, gesture or phrase (touch little fingers, say "make friends, make friends...").

## Skills

- accept that everyone's family is different and understand that most people value their family
- know which types of physical contact they like and don't like and can talk about this
- can demonstrate how to use the positive problem-solving technique to resolve conflicts with their friends
- know how it feels to be asked to keep a secret they do not want to keep and know who to talk to about this
- understand how it feels to trust someone
- to be comfortable accepting appreciation from others

## Key Vocabulary

Family, Different, Similarities, Special, Relationship, Important, Cooperate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Likes/dislikes, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Surprised, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Positive, Negative, Appreciate



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Knowledge Organiser for  
PSHE, Year Two,  
Summer 1, Relationships



'Inspiring confident and independent learners'



# Hobbs Hill Wood Primary School

Knowledge Organiser for  
Year 2 – Summer 1,  
Science,  
Our Local Environment



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## Knowledge Organiser for

### Knowledge

Explore and compare the differences between things that are living, dead, and things that have never been alive

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

Identify and name a variety of plants and animals in their habitats, including micro-habitats

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

### Living Things

Our environments are full of things that are living, dead and things that have never been alive. In order for something to be classified as alive, there are certain things that it needs to do. Basically, living things are able to move, breathe, grow, reproduce (in humans, babies), get rid of waste and eat. They also need to be able to know when something changes, e.g. gets colder, warmer (sensitivity). These ideas are more difficult to understand with plants, because we cannot see them move, breathe, get rid of waste or make their own food.

### Food Chains

Simple rules for food chains are:

A food chain tells us who eats who. Food chains do this by using arrows. The arrows means 'is eaten by', so (below) the plant is eaten by an animal, which is eaten by another animal.

### Skills

- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

### Key Vocabulary

**Alive:** something move, grows, breathes, reacts and reproduces

**Dead:** was once alive

**Food chain:** a food chain is a way of recording who eats what. It begins with plants (they make their own food), plants are eaten by animals and these animals are the food for other animals

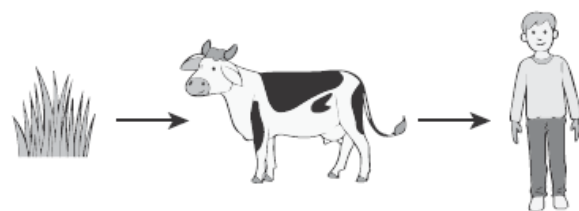
**Habitat:** where an animal or plant lives

**Micro-habitat:** where very small animals live

**Predator:** an animal that preys on other animals

**Prey:** an animal that is eaten by another animal

key words: live/ carnivore, dead/ food chain/ habitat/ herbivore/ micro-habitat/ never alive/ omnivore/ predator/ prey



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