

# Hobbs Hill Wood Primary School

Knowledge Organiser for

Art, Year Two,

Summer 2, Peggy's Cove Exploring Colour



'Inspiring confident and independent learners'

## Knowledge

**Summer 2 Project: Peggy's Cove Lighthouse**

**Exploring colour shades, use of watercolour and brush precision**

Children will explore:

- Peggy's Cove lighthouse



Children will create:

- Work with watercolours (exploring mixing and watery effects). Sunrises, sunsets and daytime.

Children will improvise:

- Mixing colours for effect
- Which background to create

Children will present:

- Lighthouse scene (lighthouse on the rocks and sky background)

Children will evaluate:

- Which colours are most/least effective and why
- If watercolours are appropriate or not. What other equipment could they use next time?

## Skills

- The child can accurately draw, paint or sculpt to represent their imagination.
- The child can mix colours and describe how to make them and add water to mix paint of different thicknesses.
- The child can load a brush with the correct amount of paint and choose the correct brush size to make different marks: lines, blobs, dots, dashes.
- The child can 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 2 – Summer 2,  
Computing,  
We are animators



'Inspiring confident and independent learners'

## Knowledge Organiser for

### Knowledge

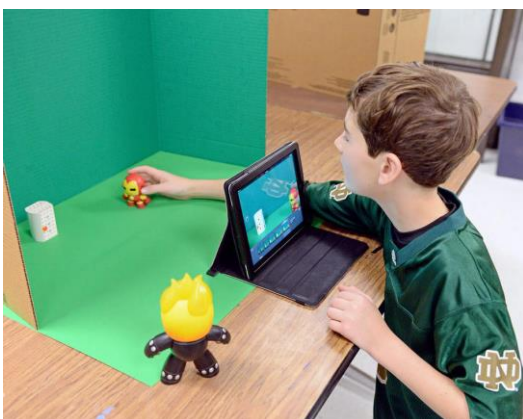
In this unit, pupils work in small groups to plan, film and add audio to a short 'stop-motion' animation.

In:

- Session 1 pupils plan their animations
- Session 2 pupils create original media to use in their animations
- Session 3 pupils start filming their animations
- Session 4 pupils continue to film their animations
- Session 5 pupils add audio to their animations
- Session 6 pupils watch one another's animations and provide feedback.

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

- contribute ideas to a group storyboard
- help make characters, props or backgrounds
- use the iPad/digital camera to capture frames for the animation
- move characters or props between frames
- contribute to the soundtrack
- say what they liked about an animation.



### Skills

In this unit, pupils will learn:

- how animation works
- to use storyboards to plan an animation
- to create their own original characters, props and backgrounds for an animation
- to film, review and edit a stop-motion animation
- to record audio to accompany their animation
- to provide constructively critical feedback to their peers.

Key Vocabulary

**Animation:** motion picture made by creating each frame separately, then playing these back in quick succession to create the illusion of movement

**Flipbook animation:** an animation technique where a stick figure (or similar) is drawn in a sequence of poses on the corner of sheets in a pad of paper, which can then be flipped through to create the illusion of movement

**Frame:** a single photograph of the background, characters and props

**Media assets:** graphics, videos, audio, animations, etc. that go into media

**Onion-skinning:** animation tool in which the previous frame is overlaid on the current camera image to facilitate small adjustments from one frame to the next

**Prop:** inanimate object needed in an animation

**Soundtrack:** audio to accompany a film, including dialogue, sound effects and sometimes backing music

**Stage:** the physical area photographed for each frame in the animation, on which background, characters and props are positioned

**Stop-motion:** approach to animation in which each frame is photographed individually, with these frames then played back in quick succession

**Storyboard:** planning tool in which each scene of an animation is drawn out

# Hobbs Hill Wood Primary School

Knowledge Organiser for  
Year 2 – Summer 2,  
Geography,  
Beside the seaside

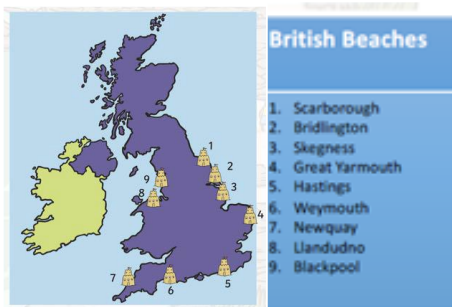


'Inspiring confident and independent learners'

## Knowledge Organiser for

### Knowledge

- Where are seashores in UK?
- The features of the seaside
- Seashores past and present – features that are from the past.
- Let's explore a seaside town – Brighton study
- Safety at the seaside – coastguard, lighthouses



Features of the seaside from the past – promenade, pier, bathing machines, Punch and Judy shows.

To learn about Grace Darling as a significant person from the past.



### Skills

Name and locate and identify seaside towns from the United Kingdom and find them on a map of UK.

Understand geographical similarities and differences through studying the human and physical features of Brighton.

Label human and physical features of the seaside including beaches, cliffs, harbours and shops.

Use world maps, atlases and globes to identify the position of Brighton within the UK.

Use aerial photographs and plans to recognise landmarks. Create a map of Brighton using an aerial photograph with a key.

Look at weather patterns of a seaside town and compare to our local area.

Use simple fieldwork and observational skills in a visit to Brighton to study the key human and physical features of Brighton.

### Key Vocabulary

City: A large town

Coast: The part of the land near the sea

Country: A large controlled by a government

Island: A piece of land surrounded by the sea

Sea: The salt water that covers most of the earth's surface

Bay: A place where the coast bends inwards and sea fills the space

Cliff: A steep rock face close to the edge of the sea

Harbour: A place by the seaside where boats can stay safely in the water

Pier: A structure for people to walk along that is built out into the sea

Dunes: Hills or mounds of sand held together by

# Hobbs Hill Wood Primary School

Knowledge Organiser for  
PSHE, Year Two,  
Summer 2, Changing Me



'Inspiring confident and independent learners'

## Knowledge

In this unit the class learn about how we grow and how we and other animals change as we get older. They discuss and learn about

- recognising cycles of life in nature
- the natural process of growing from young to old and understand that this is not in our control
- recognising how my body has changed since they were a baby and where they are on the continuum from young to old
- understanding there are different types of touch and can tell you which ones they like and don't like
- identifying what they are looking forward to when they are in Year 3



## Skills

- understand there are some changes that are outside their control and can recognise how they feel about this
- identify people they respect who are older than them
- feel proud about becoming more independent
- confident to say what they like and don't like and can ask for help
- can start to think about changes they will make when they are in Year 3 and know how to go about this

## Key Vocabulary

Change, Grow, Life cycle, Control, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Adult, Independent, Timeline, Freedom, Responsibilities, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Change, Looking forward, Excited, Nervous, Anxious, Happy



# Hobbs Hill Wood Primary School

Knowledge Organiser for  
Year 2 – Summer 2,  
RE,

The work of religious leaders within the  
community



'Inspiring confident and independent learners'

## Knowledge Organiser for

### Knowledge

WHO ARE THE IMPORTANT PEOPLE IN THE LIVES OF THE CLASS?

- Family – parents, siblings, grandparents.
- School – teacher, TA, Headteacher

Discuss why these people are important for the children. Point out that with authority goes responsibility. Who else is in authority? Eg. Brownie/Beaver leaders, police,

WHO ARE THE IMPORTANT PEOPLE IN THE LIVES OF RELIGIOUS PEOPLE/GROUPS

- vicar/priest/minister/pastor – Christianity
- rabbi (Judaism)
- granthi (Sikhism)
- priest (Hinduism)

WHY IS IT NECESSARY TO HAVE LEADERS OF RELIGIOUS COMMUNITIES?

- authority community needs
- teaching
- praying
- visiting the sick
- leading services

Children will then discuss why such people are important in the lives of so many people.

### Skills

- Describe some religious people - about authority figures who influence their lives and find out about religious leaders and their work within local faith communities.
- Identify the effects of actions on others - to reflect on how spiritual and moral values relate to their own behaviour

### Key Vocabulary

- Authority
- Responsibility
- Communities



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## Knowledge Organiser for

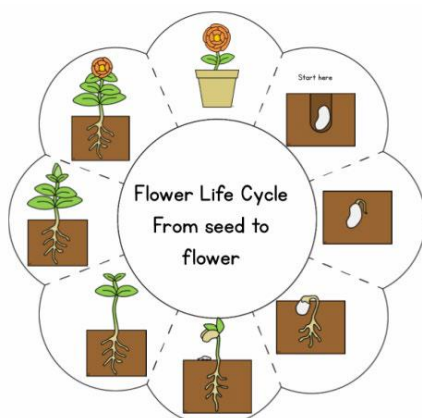
### Knowledge

**Plants are living things and require things to grow:**

- Plants require things such as water, warmth, nutrients from soil, light and air (carbon dioxide) to grow. If they do not have one or more of these things, they may stop growing or not grow healthy.
  - Plants can: move, grow, react to their surroundings (sense), absorb nutrients, reproduce
- When seeds start to grow, this is called germination



- Children are able to describe how the seed grows and use scientific language.
- Children decide what to observe and use standard
- measures, how to record and use data to explain the impact different factors have on plant growth.



### Skills

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

### Key Vocabulary

**Nutrients:** substances that help plants and animals to grow

**Reproduce:** when an animal or plant produces one or more individuals similar to itself

**Germination:** The process by which a seed begins to grow and develop into a plant

**Dispersal:** means to spread or scatter their seeds

**root**  
A plant's roots: sit below the soil and the stem grows above it. The roots of a plant take up water and nutrients from the soil. They also anchor the plant to the ground and keep it steady.

**shoot**  
The whole of a stem together with all the parts that are attached to it such as the leaf or flower

