

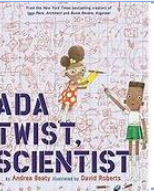
Year 2 Knowledge Organiser: Magnificent Machines

Cross-curricular subject links: Design and Technology, English, Science
Reading text - The Dragon Machine - Helen Ward

Curriculum Driver: Awesome Memories, Discovery, Happiness

Trips/Enrichment: STEM Week

GARP/GASP: Ada Twist Scientist by Andrea Beaty - Women of all ages and backgrounds can be engineers and scientists



Subject/Conceptual knowledge/skills:

Art - Generating ideas, making, knowledge and understanding and evaluating

Artist - Andy Warhol

Skill - Printing

LEAPS:

- I can use drawings to record ideas and experiences.
- I can deliberately choose to use particular techniques for a given purpose.
- I can talk about the materials, techniques and processes I have used, using appropriate vocabulary.
- I can look at creative work, express clear preferences and give some reasons for these.
- I can make comparisons between different pieces of art, saying what is different and what is the same.

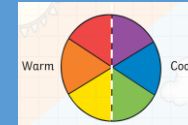
Core Knowledge:

Printing involves putting paint/ink onto a material or object and pressing it down onto a surface to create an image that is a copy

Pop Art was a popular style of Art in America and the UK throughout the 1960s and 1970s. This style involved printing in different ways.

Key features of Pop Art are:

- Repeating patterns
- Use of everyday objects
- Bright colours



Andy Warhol was an American artist and film maker who lived from 1928-1987. Andy Warhol had a strong interest in Pop Art.



Andy Warhol

Vocabulary

Words	Meaning
technique	A way of carrying out a particular task
replicate	Make an exact copy
pattern	A repeated decorative design
texture	The feel or appearance of a surface
printing	An image made by moving a material from one surface to another.
Pop Art	Art based on popular culture, often using bold colours and repetitive images.

Books/associated reading:

How to Make Your Own Prints at Home -

<https://youtu.be/6IE7GQxDNVQ>

What is Pop Art? -

<https://youtu.be/DhEyoDCTSDQ>



Scan the QR Code to find out more about Pop Art.

Key Visuals:



Flowers – Andy Warhol 1964



\$ (9) [II.286] – Andy Warhol 1982



Marilyn Monroe (Marilyn) [FS II.22-31] – Andy Warhol 1967



Campbell's Soup Can (Tomato) – Andy Warhol 1968

Subject/Conceptual knowledge/skills:

Science - Everyday Materials
Working scientifically, properties of materials

LEAPS:

I can identify and compare which everyday material can be used for a particular use. I can investigate how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. I can identify and discuss the uses of different everyday materials. I know that materials can be more than one thing. I know that the same objects can be made from different materials.

Core Knowledge

- There are many different types of everyday materials which have different properties.
- Different properties of materials make them appropriate for different purposes.
- The shape of some materials can be changed by:



stretching



twisting



bending

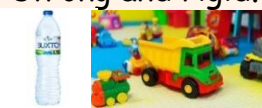


squashing

- Objects can be made of more than one material.



For example: The car's windscreen is made of glass because it is transparent. The body of the car is made from metal because it is strong and rigid.



plastic



wood



metal



paper



glass

Key Vocabulary

opaque, transparent, translucent, reflective, flexible, rigid, waterproof, recyclable, material, natural, man-made, purpose

Subject/Conceptual knowledge/skills:

RE - Christianity - Easter Story
Salvation, belief, God

The Big Question

How important is it to Christians that Jesus came back to life after crucifixion?

LEAPS:

I can say what I believe happens to you when you die.
I can describe how I remember people close to me.
I can recall what Christians believe happened on Easter Sunday
I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion

Core Knowledge

Christians believe that Jesus was put to death on a cross. They remember this event on Good Friday. They believe that after he died, he was put into a tomb with a stone rolled across the doorway. On Easter Sunday, visitors to the tomb found it empty. Mary then saw Jesus in the gardens surrounding the tomb, demonstrating to her that he had risen from the dead. The disciples (Jesus' friends) wrote about these events. Christians believe that this shows that God as Jesus, could overcome even death.

Key Vocabulary

salvation, rescuer, resurrection, Good Friday, Easter Sunday, cross, crucifixion, heaven

Subject/Conceptual knowledge/skills:

PSHE - SCARF
Rights and responsibilities
British Value - Individual liberty

LEAPS

I can describe strategies for getting on with others.
I can explain strategies for dealing with impulsive behaviour.
I can identify people who keep me safe.
I know how to ask for help.
I know I have a responsibility for helping to look after the environment.
I know that money can be saved for a use at a future time.
I know that money can be spent on items which are essential or non-essential.

Core Knowledge

Impulsive behaviour is when you act without thinking. You can use strategies to help control impulsive behaviour.



The environment is the surroundings that a person, animal or plant lives in.

Money can be saved or spent on:

- Essential items = items you need
- Non-essential items = items you do not need

Key Vocabulary

strategy, behaviour, impulsive, help, responsibility, environment, money, save, spend, essential, non-essential

Subject/Conceptual knowledge/skills:

Gymnastics and Net/Wall Games
Tennis - Skills/ Control

LEAPS:

Gymnastics:

I can climb onto and jump off the equipment safely.
I can jump in a variety of ways and land with increasing control and balance (including straight jump, tuck jump, half turn jump and cat spring)
I can perform a half jump with good control.
I can perform a 360 with good control.
I can link a series of movements together including rolls, balances, movements and jumps, to create a sequence.

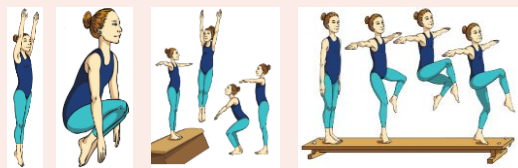
Tennis:

I understand spatial awareness.
I can point and look at my target.
I can show correct technique sending a ball.
I can retrieve a ball with accuracy.
I can control my body when retrieving a ball.
I can show control and accuracy when throwing and catching.
I can begin to show control consistently
I can demonstrate power when throwing.
I can demonstrate how to hold a tennis racket
I can demonstrate hand/eye co-ordination when making contact with the tennis ball

Core Knowledge

Gymnastics:

Types of jumps



straight tuck half turn cat spring

A 360 turn/jump is a full turn.
A sequence/routine is a series of movements joined together.

Sending and receiving the ball:



Over arm

Under arm



Catching

Key Vocabulary

equipment, jump, control, balance, straight, tuck, movement, sequence, spatial awareness, target, technique, roll, send, throw, retrieve, catch, strike, tennis racket

Subject/Conceptual knowledge/skills

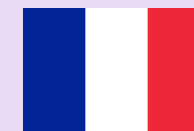
French - speaking, listening and reading

LEAPS:

I can speak aloud familiar words or short phrases in chorus.
I can listen and respond to familiar spoken words and phrases.
I understand the sounds of individual letters and groups of letters.
I am able to read aloud familiar words or short phrases in chorus.

Core Knowledge & Key Vocabulary

red - rouge
orange - orange
yellow - jaune
green - vert
blue - bleu
purple - violet
pink - rose
brown - marron
grey - gris
black - noir
white - blanc



Subject/Conceptual knowledge/skills: Computing
iProgram (algorithms and sequencing)

LEAPS:

I can understand that an algorithm is a process that consists of a series of steps to achieve a goal.
I know that algorithms can describe everyday activities and can be followed by humans and computers.
I know that algorithms are made up of steps.
I know that steps can be repeated.
I know that computers need more precise instructions than humans do.

Core Knowledge

An algorithm is a set of instructions. These instructions tell a computer what to do. The instructions must be sequenced in the correct order for the algorithm to work.



Key Vocabulary

algorithm, instructions, sequence, input, output, order, repeat, undo, copy

Subject/Conceptual knowledge/skills:

History - Knowledge and understanding of events, people and change in the past, Historical interpretations

LEAPS:

I can use information to describe differences between then and now.
I can identify details from the past using books, pictures, eye-witness accounts, photos, artefacts, buildings, visits and the internet.

Core Knowledge

We can learn about the past by looking at different sources, including texts and pictures. Cars and the materials they are made from have changed over time.



Then (1885)

Now

Key Vocabulary

past, chronology, source, materials, picture