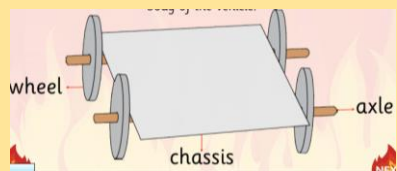


Over Hall Community School Summer 1 Y2 Knowledge Organiser

DT – Wheels and Axles



We will investigate wheels, axles and chassis.

We will discuss what materials will be needed to create and decorate a vehicle.



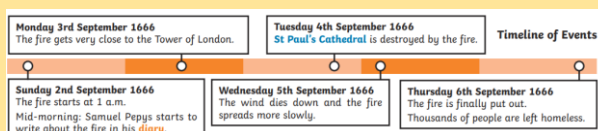
History – The Great Fire of London

Events beyond living memory that are significant nationally or globally.



- Where?
- When?
- How did the fire start?
- Why did it spread?

- Who were the key witnesses?



Science – Use of Everyday Materials

We will continue to develop our knowledge of materials, building upon what we learnt about the suitability of materials in Autumn 2.

- Explore the use of materials for a particular purpose.
- What were houses made from in 1666 compared to now?
- What material is suitable for houses to be made out of?
- Which materials prevent the spread of fires?
- Why did the fire spread so fast?

PE

Hit, Catch, Run – Unit 2

- Work in a variety of ways to score runs in the different hit, catch, run games.
- Work in teams to field.
- Begin to play the role of wicketkeeper or backstop.

Key Vocabulary/Skills	
Increase running pace to score runs and stay 'safe'	Outwit, bowler, strike, respond, stump, stumping, wicketkeeper, backstop, position, role.
Experience the role of the backstop.	
Outwit bowler to kick in different directions.	
Practise the role of wicketkeeper.	
Moving in line to stop the ball.	

Run, Jump, Throw – Unit 1

- Throw and handle a variety of objects.
- Develop power, agility, coordination and balance.
- Negotiate obstacles showing increased control.

Key Vocabulary/Skills	
Awareness of others.	Run, throw, handle, power, quick, burpee, obstacle, control, stamina, static, dynamic, collect.
Creating power.	
Quick feet.	
Choose appropriate throw.	
Static and dynamic balances.	

Computing - Questioning

- To learn about data handling tools that can give more information than pictograms.
- To use yes/no questions to separate information.
 - to construct a binary tree to identify items.
 - To use 2Question to answer questions.
- to use a database to answer more complex search questions.
- To use the Search tool to find information.



No Outsiders – Race



- To be able to work with everyone in my class.

London's Burning!

RE – Christianity

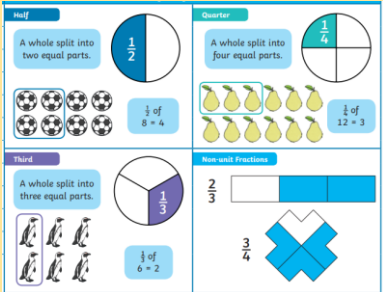
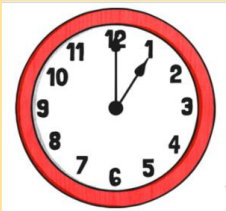
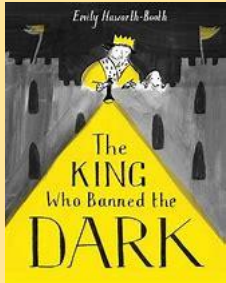
We will be exploring the following question...
Who was Jesus and why is he important to Christians today?

- Explore who the disciples were and why Jesus was a leader.
- Know why Christians believe that Jesus was a healer.
- Understand what the resurrection is and why Jesus' death was part of a bigger plan for Christians.
- Reflect on why Christians follow Jesus.

We will be exploring the following stories from the Bible...



<p>Music</p> <p>Night/ Exploring improvisation</p> <p>How Does Music Shape Our Way of Life?</p>	<p>Feelings and emotions</p> <p>Worry and Anger</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #00a0e3; color: white;">Fidgety</td> <td>To make small, restless movements using your hands or other body parts.</td> </tr> <tr> <td style="background-color: #00a0e3; color: white;">Annoyed</td> <td>Irritated, disturbed, or slightly angry.</td> </tr> <tr> <td style="background-color: #00a0e3; color: white;">Worry</td> <td>To feel anxious or troubled about actual or potential problems.</td> </tr> <tr> <td style="background-color: #00a0e3; color: white;">Anger</td> <td>A strong feeling of annoyance, displeasure, or hostility.</td> </tr> <tr> <td style="background-color: #00a0e3; color: white;">Manage</td> <td>Maintain control over or be in charge of.</td> </tr> <tr> <td style="background-color: #00a0e3; color: white;">Control</td> <td>The power to influence or direct people's behaviour or the course of events.</td> </tr> <tr> <td style="background-color: #00a0e3; color: white;">Trust</td> <td>Firm belief in the reliability, truth, or ability of someone or something.</td> </tr> </table>	Fidgety	To make small, restless movements using your hands or other body parts.	Annoyed	Irritated, disturbed, or slightly angry.	Worry	To feel anxious or troubled about actual or potential problems.	Anger	A strong feeling of annoyance, displeasure, or hostility.	Manage	Maintain control over or be in charge of.	Control	The power to influence or direct people's behaviour or the course of events.	Trust	Firm belief in the reliability, truth, or ability of someone or something.	<p>PSHCE – Relationships</p> <p>Computer Safety</p> <p>Image sharing and Computer Sharing</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #6a3d9a; color: white;">Permission</td> <td>Allowing someone to do something.</td> </tr> <tr> <td style="background-color: #6a3d9a; color: white;">Opinion</td> <td>A view or judgement formed about something, not necessarily based on fact or knowledge.</td> </tr> <tr> <td style="background-color: #6a3d9a; color: white;">Rules</td> <td>An instruction which tells you what you are allowed or are not allowed to do.</td> </tr> <tr> <td style="background-color: #6a3d9a; color: white;">Declaration</td> <td>An important spoken or written agreement.</td> </tr> </table> <p style="text-align: center;">First Aid</p>	Permission	Allowing someone to do something.	Opinion	A view or judgement formed about something, not necessarily based on fact or knowledge.	Rules	An instruction which tells you what you are allowed or are not allowed to do.	Declaration	An important spoken or written agreement.
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<p>Maths</p> <p>We will continue to cover Mass, Capacity and Temperature objectives from Spring Term.</p> <p>Fractions</p> <ul style="list-style-type: none"> - Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity. - Write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. 	<p>SPaG Glossary</p> <p>Adjective: a word that describes a noun. Conjunction: word used to link clauses in a sentence. Noun: a person, place, thing, idea. Possessive apostrophe: a piece of punctuation that shows something belongs to someone e.g. Emily's yellow, spotty pencil case Suffix: a string of letters that go at the end of a root word, changing or adding to its meaning. Verb: a doing or action word. Contraction: the use of an apostrophe to mark where letters are missing e.g. can't. Noun phrase: a word or group of words containing a noun and functioning in a sentence as subject or object Present tense: expressing an action that is currently going on</p> <p>Statement: sentences that express a fact, idea or opinion e.g. it was dark in the woods Question: sentence that we ask or write to gain further information, e.g. what time is it? Command: sentence used when you are telling someone to do something, e.g. fry the onions! Exclamation: forceful statement which adds excitement or emotion, e.g. What a beautiful day! Compound words: two words coming together to make one word, e.g. sunflower Comma: a punctuation mark (,) indicating a pause between parts of a sentence or separating items in a list</p>
<p>Time</p> <ul style="list-style-type: none"> - Compare and sequence intervals of time. - Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. - Know the number of minutes in an hour and the number of hours in a day. 	<p>English</p> <p>The King Who Banned The Dark</p>  <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>A Mistake Narrative</p> <p>Persuasive Letter</p> </div> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Poetry</p> <p>Performance Poetry</p> </div> </div>