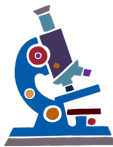




Planning for retention
Key of Knowledge | Year 2



Outlined below is the 'sticky' knowledge for Year 2. We expect children to know and remember the following information, which is derived from our broader curriculum expectations. These concepts are revisited in our regular focused retrieval sessions – as well as through lessons, where prior knowledge is identified, built upon and extended.

Science	Animals including humans.	Living things and their habitats.	Plants	Materials
	- Humans change as they grow – life cycles. - The basic needs of animals are air, food and water. - Exercise has a positive impact on the body. - It is important to eat the right amounts of different types of food. - It is important to have good hygiene.	- Most living things live in habitats to which they are suited. - Different habitats provide the basic needs of different plants and animals. - Plants and animals depend on each other to survive. - There are differences between things which are living, dead and things that have never been alive. - Plants and animals in a habitat can be identified, including those in a microhabitat. - Animals obtain food from plants and other animals and this is described as a food chain.	- Plants need water, light and a suitable temperature to grow and stay healthy. - Seeds and bulbs grow into mature plants in similar/different ways.	- Materials such as wood, metal, plastic, glass, brick, rock, paper and card can be used in a variety of ways. - The shapes of some solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

History	The Great Fire of London	Captain James Cook – Travel and Exploration	Medical Advancements – Mary Seacole and Florence Nightingale
	- The fire started on 2nd September 1666 and it blazed for just under 5 days. - The fire started on Pudding Lane in London when the baker's (Thomas Farriner) oven caught fire. - Most of what we know about the fire comes from details that Pepys wrote in his diary. - The fire spread easily because the houses in London were built out of wood and straw and were very close together. - There was not a fire brigade at this time so people tried to put out the fire with leather buckets filled with water and water squirts.	- Captain James Cook was born in Marton, Middlesbrough in 1728. - Captain James Cook was an explorer who was the first person to map the Eastern Coast of Australia. - Cook travelled to the Pacific Ocean on his ship called the Endeavour and he even travelled through the Antarctic Circle. - He sailed and stepped foot on all 7 continents. - He uncovered lots of important information about the world we live in.	- Florence Nightingale was a British nurse who was born in Italy. - Florence was born in 1820. - She saved the lives of many sick soldiers by improving the hospitals. - Mary Seacole was born a few years before Florence Nightingale in 1805. - Mary was mixed race. In 1854 she went to the Crimean war to join Florence Nightingale's group of nurses but she was refused by the government. - In 1855 she used her own money to build the British hotel that cared for injured soldiers

Geography	Locational Knowledge	Human and physical geography	Place	Fieldwork skills
	- The world's oceans are Atlantic, Pacific, Indian, Southern, Arctic. - The capital cities of the UK are London, Edinburgh, Cardiff, Belfast. - North, East, South, and West can be pointed out on a compass. - The same place can be found on both a globe and in an atlas.	- Physical features of the local area include hills, rivers, and fields. - Places outside Europe can be located using geographical words, such as deserts in Africa or rainforests in South America. - Key features of a place include terms like beach, coast, forest, hill, mountain, ocean, and valley.	- A place in England, such as London, is compared with a small place in a non-European country, such as an African village, considering differences in weather, culture, and daily life. - Some human features of their locality include the types of jobs people do, such as teachers, shopkeepers, and farmers. - Jobs people do might differ between places, such as farmers in rural areas and office workers in cities. - A town or village might need facilities such as schools, shops, parks, and public transport.	- A map is used to show locations and geographical features. - Symbols on a map represent specific features, like buildings, roads, or landmarks. - Diagrams and photographs can be labelled with geographical terms such as mountain, river, or city. - Information about a locality can be gathered from various sources like books, the internet, and maps. - Maps, atlases, and globes can be used to explore both familiar and unfamiliar places. - Compass directions (North, South, East, West) help in determining direction. - Aerial photographs can be used to create basic maps of a locality by identifying key features.

PSHE 	Being me in my world.	Celebrating Differences	Dreams and Goals	Healthy me	Relationships	Changing me
	- Identifying hopes and fears for the year ahead - Understand the rights and responsibilities of class members - Know that it is important to listen to other people - Understand that their own views are valuable - Know about rewards and consequences and that these stem from choices - Know that positive choices impact positively on self-learning and the learning of others.	- Know there are stereotypes about boys and girls. - Know that it is OK not to conform to gender stereotypes. - Know it is good to be yourself - Know that sometimes people get bullied because of difference. - Know the difference between right and wrong and the role that choice has to play in this. - Know that friends can be different and still be friends. - Know where to get help if being bullied. - Know the difference between a one-off incident and bullying.	- Know there are stereotypes about boys and girls. - Know that it is OK not to conform to gender stereotypes - Know it is good to be yourself. - Know that sometimes people get bullied because of difference. - Know the difference between right and wrong and the role that choice has to play in this. - Know that friends can be different and still be friends - Know where to get help if being bullied. - Know the difference between a one-off incident and bullying.	- Know what their body needs to stay healthy. - Know what relaxed means. - Know what makes them feel relaxed / stressed. - Know how medicines work in their bodies. - Know that it is important to use medicines Safely. - Know how to make some healthy snacks. - Know why healthy snacks are good for their Bodies. - Know which foods given their bodies energy.	- Know that everyone's family is different. - Know that families function well when there is trust, respect, care, love and co-operation. - Know that there are lots of forms of physical contact within a family. - Know how to stay stop if someone is hurting them. - Know some reasons why friends have conflicts. - Know that friendships have ups and downs and sometimes change with time. - Know there are good secrets and worry secrets and why it is important to share worry secrets. - Know what trust is.	- Know that life cycles exist in nature. - Know that aging is a natural process including old-age. - Know that some changes are out of an individual's control. - Know how their bodies have changed from when they were a baby and that they will continue to change as they age. - Know the physical differences between male and female bodies. - Know the correct names for private body parts. - Know that private body parts are special and that no one has the right to hurt these. - Know who to ask for help if they are worried or Frightened. - Know there are different types of touch and that some are acceptable and some are unacceptable.

Art and Design (knowledge of art and artists) 	Drawing	Painting	Sculpture
	- A secondary colour is a colour made by mixing of two primary colours and they are orange, green, violet. - Warm and cool colour families exist (with examples). - There are a wide range of line types and directions (zig-zag, straight, curved, wavy, dotted, diagonal, vertical and horizontal lines.	- Colour washes are used to form backgrounds to be painted upon when dry. - A still life picture is of objects that aren't moving in the picture. - A colour can be several tones of the same colour, from light to dark (not expected to mix these independently yet).	- We can create a flat clay slab by using a rolling pin and trimming it. - We join pieces by scoring them and adding 'slip'. - Slip is made by mixing water and clay in a pot.

Design Technology 	Textiles	Mechanisms	Cooking and Nutrition
	- To know that sewing is a method of joining fabric. - To know that different stitches can be used when sewing. - To understand the importance of tying a knot after sewing the final stitch. - To know that a thimble can be used to protect my fingers when sewing.	- To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. - To know that there is always an input and an output in a mechanism. - To know that an input is the energy that is used to start something working. - To know that an output is the movement that happens as a result of the input. - To know that a lever is something that turns on a pivot. - To know that a linkage mechanism is made up of a series of levers	- That 'diet' means the food and drink that a person or animal usually eats. - What makes a balanced diet. - That the five main food groups are: carbohydrates, fruits and vegetables, protein, dairy and oils and spreads. - That I should eat a range of different foods from each food group, and roughly how much of each food group. - That 'ingredients' means the items in a mixture or recipe. - How to cut, grate, snip and spread to prepare foods. - How to review and give a score to evaluate

RE 	Christianity - Talk about the differences of being kind and unkind to others. - Retell the parable of the Good Samaritan/the paralysed man. - Christians teach people to show kindness and forgiveness. - Christians believe that problems in the world are caused by humans. - Jesus showed people how to be kind and love one another. - Say how the Christmas story shows acts of kindness and love. That Christians believe that Jesus was sent by God the Father to save the world. - Talk about the last supper and how Jesus was betrayed. - Know Jesus was crucified and then resurrected on Easter Sunday. - Christians believe that Jesus was sent back to us to teach us new ways to live and to forgive others.	Judaism - The Seder is the traditional Passover meal different parts have different meaning. - Jewish people do what God tells them to do as they believe they will take care of them. - Passover is celebrated to remember how the Israelite people were freed from slavery by Moses. - Jews believe that there is only one God. They believe they have a special agreement with God called a covenant. Jews believe a man called Abraham was the first person to make a covenant with God. - Abraham is asked by God to do certain things and he will in return, take care of him and the other Jews. - God gave the Jewish people 10 commandments to follow. - Mezuzah is a small parchment scroll upon which the Hebrew words of the Shema are handwritten. - Shema is a prayer from the Torah, the Jewish Holy book. - A bar/bat mitzvah is a coming of age ritual in Judaism. It happens to a boy on their 13th birthday and a girl on their 12th birthday. - Jews demonstrate commitment to God by reading The Torah.

Online Safety 	Privacy and Security - I can explain how passwords can be used to protect information, accounts and devices. - I can explain and give examples of what is meant by 'private' and 'keeping things private'. - I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). - I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).	Online Relationships - I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). - I can explain who I should ask before sharing things about myself or others online. - I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.	Health, Welbeing and Lifestyle - I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. - I can say how those rules / guides can help anyone accessing online technologies	Online Bullying - I can explain what bullying is, how people may bully others and how bullying can make someone feel. - I can explain why anyone who experiences bullying is not to blame - I can talk about how anyone experiencing bullying can get help.
	Online Reputation - I can explain how information put online about someone can last for a long time. - I can describe how anyone's online information could be seen by others. - I know who to talk to if something has been put online without consent or if it is incorrect.	Managing Online Information - I can use simple keywords in search engines - I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). - I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). - I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' - I can explain why some information I find online may not be real or true.	Self-image and identity - I can explain how other people may look and act differently online and offline. - I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.	Copyright and Ownership - I can recognise that content on the internet may belong to other people. - I can describe why other people's work belongs to them

Computing 	General Skills - Show me how to take photos and videos effectively. - Show me how to find videos and photos in the photo app. - Show me how to take a screenshot. - Show me how to find and use an app requested by an adult. - Tell me about a photo of work you are proud of or a video of yourself reading your work. - Show me how to find a specific educational app on your device, open it, and complete a simple task.	Publishing (Pages) - Show me how to open a new document, name it, and add text. - Show me how to format text in a document. - Show me how to use templates to create a document. - Tell me how to open a new document in Pages, name it 'Captain Cook,' and type a simple sentence about key facts from your History topic. - Show me how to open a new document in Pages, name it and type a simple sentence about key facts from your topic. - Show me how to format the text and use a template to create a developed poster.	Presentation (Keynote) - Show me how to open a new document, name it, and add text. - Show me how to format text in a document. - Show me how to add images or photos to a document. - Tell me how to open a new presentation in Keynote, name it and add titles and simple sentences to the slides. - Show me how to create a presentation in Keynote.	Filmmaking (iMovie) - Show me how to open a new movie and name it. - Show me how to add still images to a timeline using the photo app. - Show me how to add a voiceover to a movie. - Tell me how to create an iMovie using videos and linking them together. - Show me how to create an iMovie based on your favourite book you've read over the year, using pictures, text, and voiceovers.
	Sound production (Garageband) Show me how to open an instrument choice and 'play' some music.	Coding (Scratch) Show me how to explore an app using blocks to add to the coding system.		

	• Show me how to record your composition. • Show me how to record your voice and add effects. • Show me how to choose variations of instruments to alter sound. • Tell me how to record your own piece using the basic keyboard or guitar to show rhythm and pulse. Show me how to record your own piece using the basic keyboard or guitar to show rhythm and pulse and add voice effects to your composition.	• Show me how to add sprites to a project. • Show me how to add a backdrop to a project. • Tell me how to create a character and add speech bubbles to share how they are feeling. • Show me how to add a background and sprite, then label.		
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PE 	Invasion Games (Football Lacrosse Tag Rugby Handball)	Dance	Striking and Fielding (Rounders and Cricket)	Athletics
	OA	Gymnastics	Net Wall Games Tennis	

Music 	Untuned Percussion	Structure	Musical Notation	Singing	Composition	Improvisation

Retrieval Practise Sessions:

At Handale, we understand that regular retrieval practice embeds learning in to the long term memory – and as such, we aim to regularly retrieve prior learning through fun, low stakes retrieval opportunities.

If a teacher assesses that a concept or word is not well embedded, they must ascertain how this will be improved?

- Embedded in to a curriculum lesson
- Taught there and then – as part of the retrieval session
- Embedded in to the next few sessions to gain repeated exposure of the concept to aid overlearning

Over the year, with regular retrieval practice sessions, as well as revisit opportunities built in to the curriculum, it is hoped that the vast majority of children will have the above knowledge firmly embedded in to their long term memory.