Enquiry Organiser Autumn 1, Cycle 2
Year Two 2025

Art and Design (painting)

Knowledge
I know…

- Vincent Van Gogh was a Dutch artist.
- He is not alive now.
- He was born in 1853 (Victorian times) and died in 1890.
- He painted portraits and landscapes.
- He used watercolours.
- Some of his famous paintings are his portrait, The Sunflowers and Starry Night.
- He painted in a style called post-impressionism.
- He used bright colours and bold brushstrokes.
- He chopped off his ear.

Skills
I can…

- Mix a range of secondary colours.
- Add white (tinting) to vary the tone of a colour using powder paint.
- Add black (shading) to vary the tone of a colour using powder paint.
- Use paint to print.
- Combine drawing with painting.
- Talk about how Van Gogh's paintings (portrait, The Sunflowers and Starry Night) are similar and different,
- Make links between my work and the work of Van Gogh.
- Clean my brush between changing colours (water – wipe – plate – paint)

Links back to
I remember…

- Painting Van Gogh's "The Sunflowers" onto a canvas.
- The primary colours are red, blue and yellow.
- Making some secondary colours – orange, green and purple.
- Making colours darker by adding black (shading).
- Making colours lighter by adding white (tinting)
- Vincent Van Gogh is an artist.
- Picasso is an artist who changed his style.
- He began with realistic drawings (e.g. Picasso when he was 18 and 25).

Vocabulary:

Impressionism: a style of painting using dabs of paint and colour, with visible brush strokes.
Landscape: a painting showing a view of natural scenery, like the countryside.
Portrait: a painting of a person.
Post-Impressionism: the work of some famous artists including van Gogh, who used bright colours and symbols to show emotions and feelings in their artwork.
Watercolour: a type of paint which is used with water to give transparent colour.
Tinting: making a colour lighter by adding white.
Shading: making a colour darker by adding black.
Tone: the lightness or darkness of a colour.
Secondary colour: a colour created by mixing two primary colours.

Images:



Computing (understanding technology & online safety)

Knowledge
I know…

- It is important to be safe when using the internet, laptops and iPads.
- To use kiddle when searching online.
- To search sensibly and **not** to deliberately look for or send anything unpleasant online.
- Who can help me if something happens online without my consent.
- That some IT can be used in more than one way
- Some uses of IT.
- Some rules for safe use of IT.
- How to use some IT for different activities.

Skills
I can…

- identify examples of computers and that they are part of information technology (IT).
- describe some uses of computers.
- sort school IT by what it is used for.
- identify and find examples of IT.
- sort IT by where it is found.
- talk about uses of IT.
- demonstrate how IT devices work together.
- say why we use IT.
- talk about different rules for using IT and say how they can help keep me safe.
- identify the choices that are made when using IT
- explain the need to use IT in different ways
- explain how other people may look and act differently online and offline.

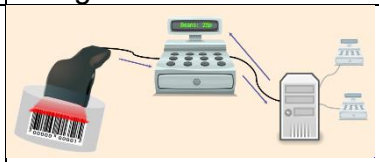
Links back to
I remember…

- My teacher using kiddle to search online to find information.
- Programming Beebots to move around a map.
- An algorithm is a precise instruction.
- Digital art is a type of art made using technology.
- Constructing a pictogram and/or block diagram using 2graph **as a class**.

Vocabulary:

Kiddle: an online search engine for children.
Barcode: a machine-readable code in the form of numbers and a pattern of parallel lines of varying widths, printed on and identifying a product.
Computer: A programmable machine that accepts and processes inputs and produces outputs (input, process, output; IPO)
Information Technology (IT): The study, use, and development of **computer systems** for storing, processing, retrieving, and sending information. A computer or something that works with a computer.
Keyboard: allows us to enter text into a iPad, computer.
Scanner/Scan: an optical scanner that can read printed barcodes and send the data they contain to computer

Images:




Progress is **knowing more** (knowledge), **remembering more** (links back to), **being able to do more** (skills)

Enquiry Organiser Autumn 1, Cycle 2
Year Two 2025

Geography (local community)

Knowledge
I know...

- Huntingdon is a town where I live.
- Huntingdon has the River Great Ouse going through it.
- Huntingdon has houses and shops.
- The difference between a human and physical feature.
- The key features of a map – a title, a key, a compass rose.
- Simple compass directions (North, South, East, West).

Skills
I can...

- I can use vocabulary to talk about the key physical and human features of my local area, including: river, soil, vegetation, town, village, house and shop.
- Make observations about where things are and why things happen
- Use simple compass directions (North, South, East and West), to describe the location of features and routes on a maps (link to 2go).
- Use aerial photographs and plan perspectives to recognise basic human and physical features.
- Devise a simple map and use and construct basic symbols in a key.
- Begin to compare different types of maps.

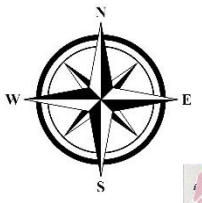
Links back to
I remember...

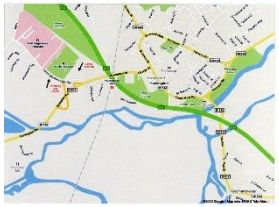
- Walking to the park (year 1)
- There are different features in our local environment.
- Maps show where places are.

Vocabulary:

Soil: the upper layer of earth in which plants grow
Vegetation: a group of plants.
Village: a group of houses smaller than a town.
House: a building where people live.
Shop: a building where things are sold.
Compass: an instrument with a pointer which shows the directions of North.
Human feature: something built by humans
Map: a diagram to show where places are located and features of places.
Town: a built up area
Physical feature: features that are naturally created.
River: a large, natural stream of water flowing into a sea, a lake or another river.

Images:





Science (plants)

Knowledge
I know...

- The names of some of the plants in our school grounds (inc. flowers and trees).
- A plant is a living thing that moves, respires, grows, reproduces etc.
- Plants need water, light and a suitable temperature to grow and stay healthy.
- Seeds and bulbs grow into plants.
- Tables and tally charts can be used to present data clearly.
- How to ask a question and what makes a good question.

Skills
I can...

- Observe and describe how seeds and bulbs grow into mature plants.
- Set up a test.
- Plant a seed and/or bulb.
- Create a scientific drawing of a plant and label it.
- Describe what plants need to grow and stay healthy.
- Observe some of the plants in our school grounds (inc. flowers and trees).
- Record results in a table using tally.
- Observe changes over time.
- Raise my own questions using scientific language.
- Suggest answers to questions using scientific language.

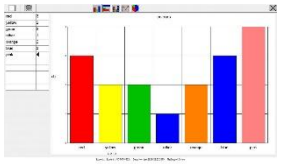
Links back to
I remember...

- A plant is made up of a root, stem/trunk, leaves and flowers.
- A tree is a plant.
- Labelling the parts of plants.
- Planting a sunflower.

Vocabulary:

Bulb: a plant bud that begins to grow underground.
Seed: the small parts produced by plants from which new plants grow.
Observe: to look closely
Plant: a living thing which include flowers, trees and vegetables.
Pictogram: a chart that uses pictures to represent data.
Predict: make a guess about what might happen.
Block diagram: a simple **chart** which displays units of data with **blocks**.
Data: a collection of information.

Images:



Progress is **knowing more** (knowledge), **remembering more** (links back to), **being able to do more** (skills)