

English

We are reading the text 'The Lighthouse Keeper's Lunch and George's Marvellous Medicine.' Writing Focus:

- Diary writes
- Writing a sequence
- Persuasive letter

Grammar Focus:

- Using noun phrases, conjunctions and complex sentences.
- Editing and improving sentences



Values & PHSE We will focus on the values of Resilience and Respect. Jigsaw – Healthy Me. We will focus the importance of both our physical and our mental health. We will celebrate ourselves and talk about ways to improve our well being.

Maths

This term, we will introduce fractions and learn about whole half, quarter, third and three quarters of both shapes and numbers. We will also be learning to tell the time and use money. In year 3, we will be learning about money and multiplying. See Knowledge Organiser for

PE

We will follow Get set 4 PE and will be learning about target games and invasion skills. See Knowledge Organiser for PE

Reading

Children are rewarded every 20 reads with a new rainbow reading book mark. We expect children to read at least 4 times a week. This term, we will continue to use our reading buddies to encourage reading at home

DT

Mechanisms- moving monsters

Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster.

Computing

Digital Media. We will be retrieving digital content, evaluate and make improvements. Select and use appropriate sound files to fit a given context. Online Safety: Health, well-being and lifestyle.

History –Lydiard Park

What difference did Lydiard Park make to Swindon? We will think about the history of Lydiard Park and the impact it has had on our town. We will also have a trip to visit Lydiard later in the year. See Knowledge Organiser for History.

Science - Materials and their Properties

We will continue to think about materials but will really concentrate on Scientific enquiry – performing simple tests, using observations and ideas to suggest answers to questions. We will think how we can make a difference to the world by using recycled materials. See Knowledge Organiser for Science



Year 2/3
Term 4 2025



Make A Difference



Knowledge Organiser - Make A Difference



Swindon is a large town in the county of Wiltshire, South West England. It is surrounded by countryside, Victorian parks and gardens.

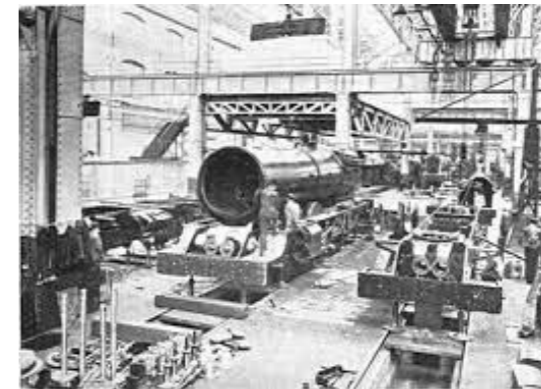


Swindon's population

| Date | Population |
|------|------------------------------------|
| 1740 | 791 |
| 1801 | 1198 |
| 1901 | 45,000 |
| 1912 | 50,751 |
| 2001 | 155,432 |
| 2006 | 186,600 |
| 2021 | 206,101 |
| 2023 | Estimated population to be 251,000 |

It is estimated that this year, in 2023, the current population will be 251,000.

In 1841, Swindon railway was built. This had an impact on the population. When the railway was built, many people moved to Swindon to work on the railway. In 1901, 14,000 people worked on the railway. By 1912, the population in Swindon was 50,751.



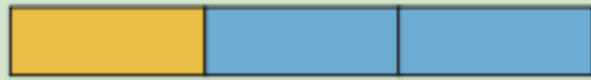
Lydiard House

Lydiard House was home to the St John family for more than 500 years. The houses date back to the medieval period, which developed into a grade two - level hall over time. In the 1740s, John 2nd Viscount St. John and his wife Anne Furnese took over the estate and saw Lydiard House redeveloped into a grand Palladian home. In 1943, the St John family put the estate up for sale after a period of financial difficulties.

Lydiard House was an estate. In the house, you can see their portraits from the Elizabethan times onwards. The St John portrait collection displayed in the State Rooms of Lydiard House is a fascinating record of the people who owned and lived at Lydiard Park.



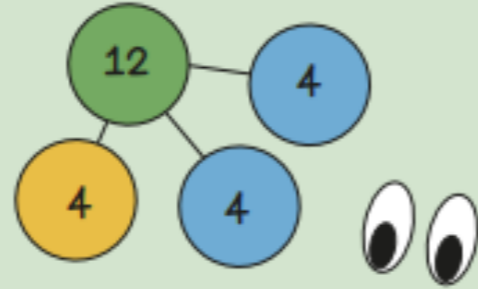
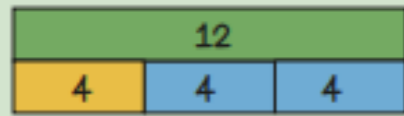
One third is one of three equal parts



$\frac{1}{3}$ of the whole is yellow



Share equally into 3 groups



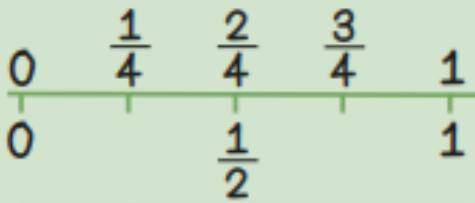
60 minutes = 1 hour

24 hours = 1 day

Year 2 Term 4

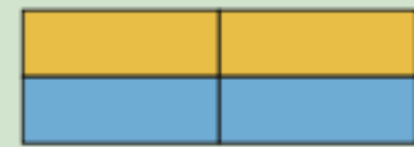


$\frac{3}{4}$ of the whole is yellow
3 of 4 equal parts

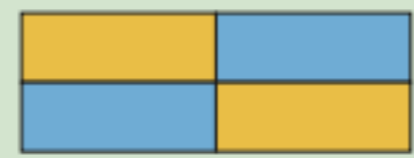


fraction equal parts third equivalent

Two quarters are equivalent to one half



$\frac{2}{4}$ of the whole is yellow
 $\frac{1}{2}$ of the whole is yellow



$£5 + £10 = £15$

Make 38p

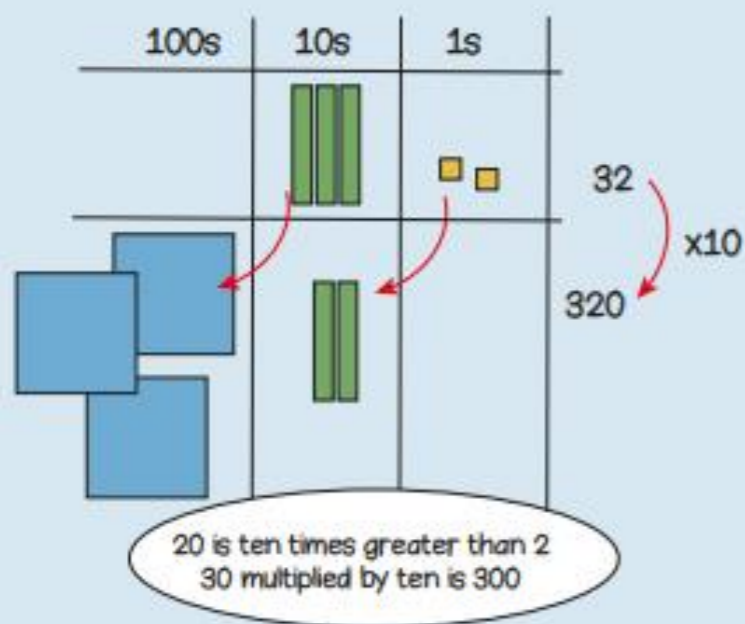
70p in different ways

Spend 38p

12p change from 50p

62p change from £1

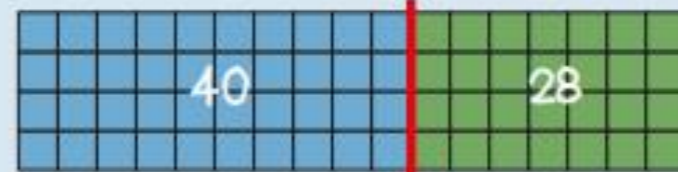
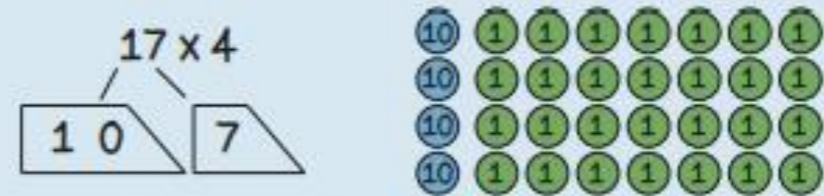




60 x 4 = ?
 If I know 6 x 4 = 24
 then I know 60 x 4 = 240
 because it is ten times greater

6 x 4 = 24
 60 x 4 = 240
 6 x 40 = 240

6 x 10 x 4
 = 24 x 10



| | | |
|---|----|----|
| | 10 | 7 |
| 4 | 40 | 28 |

$$\begin{array}{r} 17 \\ \times 4 \\ \hline 68 \end{array}$$

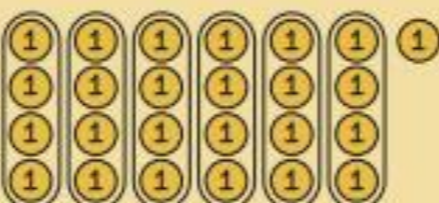
multiplier
 product
 partition
 dividend
 divisor
 remainder



If I know 24 ÷ 4 = 6
 then I know 240 ÷ 4 = 60

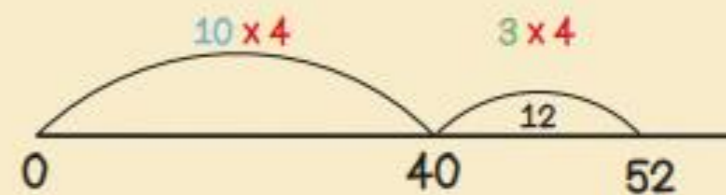


If I know 24 ÷ 4 = 6
 then I know
 25 ÷ 4 = 6 r1



52 ÷ 4
 = 40 ÷ 4 + 12 ÷ 4
 = 10 + 3
 = 13

I know that 40 is 10 groups of 4



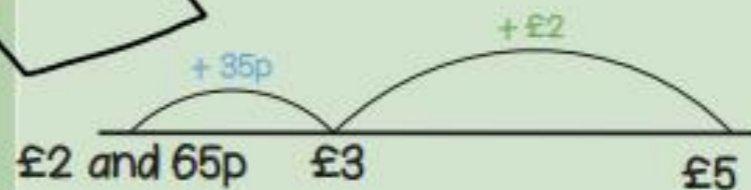
Year 3 Term 4



50 + 20 + 20 + 20 + 10 = 120p
 120p = £1 and 20p

spend
 pounds
 pence
 change

£5 subtract £2 and 65p
 = £2 and 35p



$$\begin{array}{r} 500 \\ - 265 \\ \hline \end{array}$$

Use an efficient method!

I have £5 and spend £2 and 65p
 How much change? £2 and 35p

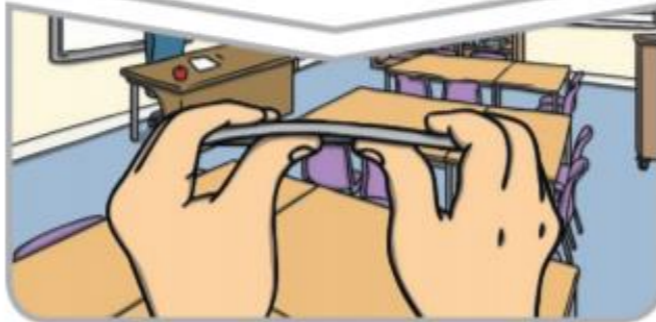
Key Vocabulary

| | |
|--------------------|---|
| materials | Materials are what objects are made from. |
| suitability | Suitability means having the properties which are right for a specific purpose. |
| properties | This is what a material is like and how it behaves (soft, stretchy, waterproof). |

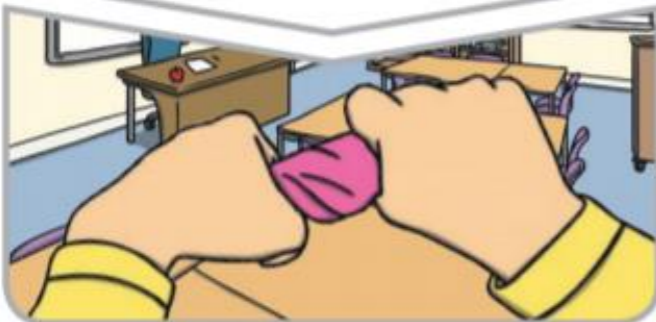
Squash an object by pushing both hands together.



Bend an object by grabbing both ends of the object and bringing the ends inwards together.



Twist an object by turning your hands in opposite directions.



Stretch an object by pulling your hands slowly and gently apart.

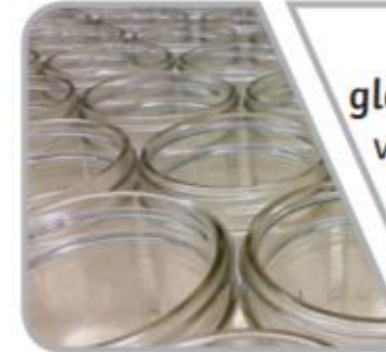


Key Knowledge

Properties of Materials



wood:
hard, stiff, strong, opaque, can be carved into any shape.



glass:
waterproof, transparent, hard, smooth.



plastic:
waterproof, strong, can be made to be flexible or stiff, smooth or rough.



metal:
strong, hard, easy to wash.



paper:
lightweight, flexible.



cardboard:
strong, light, stiff.



fabric:
soft, flexible, hard-wearing, can be stretchy, warm, absorbent.



rubber:
hard-wearing, elastic, flexible, strong.

| Key Knowledge | |
|--------------------------|---|
| John McAdam | John McAdam was a Scottish engineer who experimented with using new materials to build roads, inventing a new process called ' macadamisation '. |
| John Dunlop | John Dunlop was a Scottish inventor who invented the air-filled rubber tyre. It was originally invented in 1887 to use with bicycles, and then became very useful when automobiles were developed. |
| Charles Macintosh | Charles Macintosh was a Scottish inventor and chemist who invented waterproof fabrics in 1818. The Mackintosh raincoat was introduced in 1824. |
| Macadamisation | Macadamisation was the name given to John McAdam's construction process of building roads. The name tarmac means a road made like this using tar. |

People who developed new **materials**:

John McAdam's process was so successful that roads were built in this way right across the world.



John Dunlop originally used rubber to make tyres for his son's tricycle.



Charles Macintosh invented the first waterproof fabric by painting a dissolved rubber solution onto cloth.

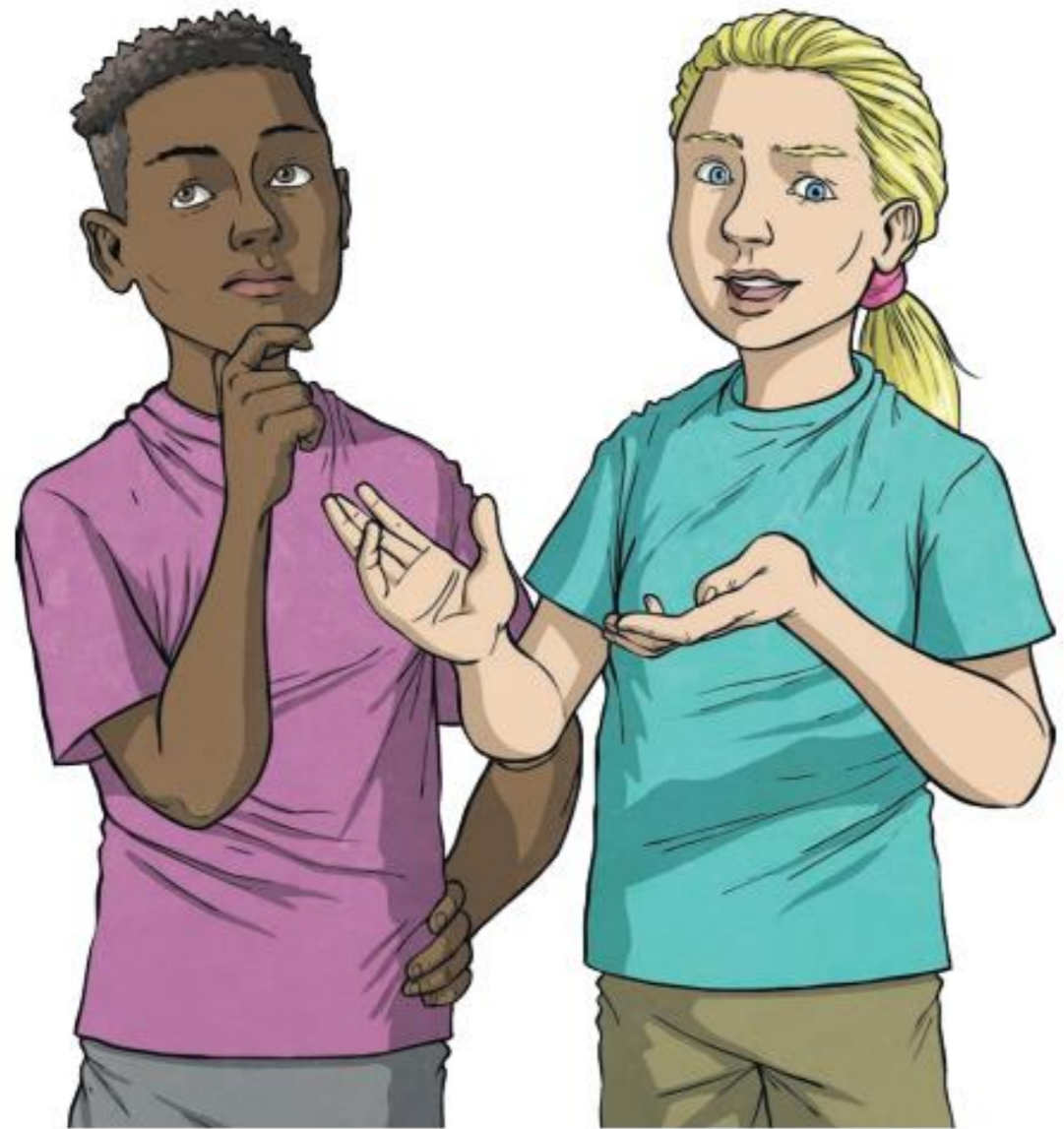


To look at all the planning resources linked to the Uses of Everyday Materials unit, [click here](#).

| Key Vocabulary | |
|-----------------|--|
| forces | Pushes or pulls. |
| friction | A force that acts between two surfaces or objects that are moving, or trying to move, across each other. |
| surface | The top layer of something. |

Key Knowledge

Different **surfaces** create different amounts of **friction**. The amount of **friction** created by an object moving over a **surface** depends on the roughness of the **surface** and the object, and the **force** between them.

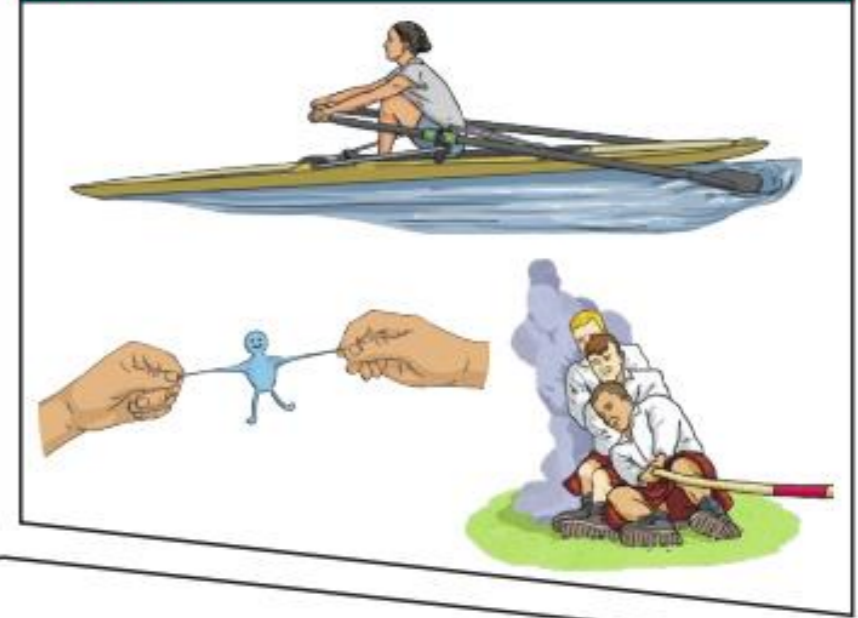


To look at all the planning resources linked to the Forces and Magnets unit, [click here](#).

Pushes

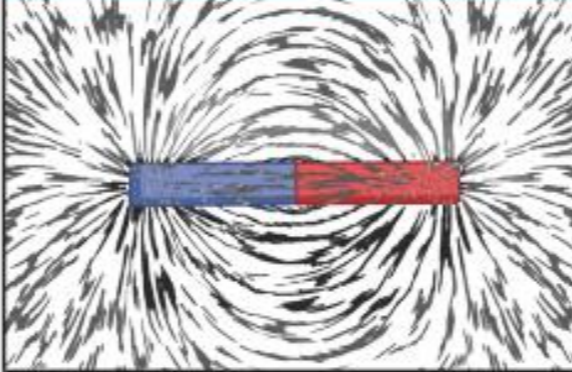

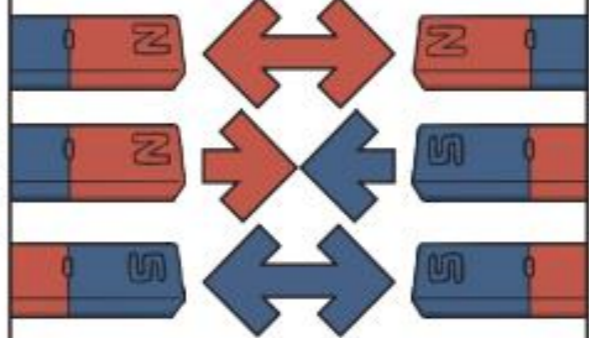


Pulls




Forces will change the motion of an object. They will either make it start to move, speed up, slow it down or even make it stop.

| Key Vocabulary | |
|-----------------------|---|
| magnet | An object which produces a magnetic force that pulls certain objects towards it. |
| magnetic | Objects which are attracted to a magnet are magnetic . Objects containing iron, nickel or cobalt metals are magnetic . |
| magnetic field | The area around a magnet where there is a magnetic force which will pull magnetic objects towards the magnet . |
| poles | North and south poles are found at different ends of a magnet . |
| repel | Repulsion is a force that pushes objects away. For example, when a north pole is placed near the north pole of another magnet , the two poles repel (push away from each other). |
| attract | Attraction is a force that pulls objects together. For example, when a north pole is placed near the south pole of another magnet , the two poles attract (pull together). |


| Key Knowledge | | |
|--|---|--|
|  | Like poles repel . Opposite poles attract . |  |
| A magnetic field is invisible. You can see the magnetic field here though. This is what happens when iron filings are placed on top of a piece of paper with a magnet underneath. |  | The needle in a compass is a magnet . A compass always points north-south on Earth. |

Magnetic ✓



These objects contain iron, nickel or cobalt. Not all metals are **magnetic**.

Non-magnetic ✗



These objects do not contain iron, nickel or cobalt.

Knowledge Organiser: Target Games Year 2



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Key Skills: Physical

- Throwing
- Kicking
- Rolling
- Striking
- Aim
- Hand eye co-ordination



Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Kindness
- Social: Support
- Emotional: Honesty
- Emotional: Perseverance
- Emotional: Independence
- Emotional: Manage emotions
- Thinking: Select and apply
- Thinking: Using tactics
- Thinking: Decision making
- Thinking: Provide feedback
- Thinking: Problem solving

Examples of Target Games

| | | |
|------------------------|------------------|----------------|
| Golf | Boccia | Bowls |
| New Age Kurling | Dodgeball | Archery |

Key Vocabulary:

- *release*
- *accuracy*
- *opposite*
- *strike*
- *target*
- *ahead*
- *select*
- *object*
- *distance*

Teacher Glossary

Release: The point at which you let go of an object.

Target: The object that is being aimed for.

Co-ordination: The ability to move two or more body parts at the same time.

Knowledge Organiser: Invasion Games Year 2



Links to the PE National Curriculum

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) physical activities.
- Participate in team games, developing simple tactics for attacking and defending.

Examples of Invasion Games

Basketball
Netball

Football
Hockey
Lacrosse

Rugby
Handball

Key Skills: Physical

- Throwing
- Catching
- Kicking
- Dribbling with hands
- Dribbling with feet
- Dodging
- Finding space

Key Skills: S.E.T

- Social: Communication
- Social: Respect
- Social: Co-operation
- Social: Kindness
- Emotional: Empathy
- Emotional: Integrity
- Emotional: Independence
- Emotional: Determination
- Emotional: Perseverance

Key principles of invasion games

Attacking • **Defending**

Score goals • **Stop goals**

Create space • **Deny space**

Maintain possession • **Gain possession**

Move the ball towards goal

- Thinking: Creativity
- Thinking: Reflection
- Thinking: Decision making
- Thinking: Comprehension

Key Vocabulary:

Year 2

- possession • send • teammate • chest pass
- received • goal • dodge • bounce pass

Teacher Glossary

Interception: Catching a pass made by an opposing player

Possession: When a team has the ball they are in possession

Marking: When a player defends an opponent

Getting free: When an attacking player moves to lose their defender

Y2 PSHE Jigsaw Knowledge Organiser Healthy Me

Puzzle Outcomes

- To know what I need to keep my body healthy.
- To be motivated to make healthy lifestyle choices.
- To show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.
- To tell you when a feeling is weak and when a feeling is strong.
- To understand how medicines work in my body and how important it is to use them safely.
- To feel positive about caring for my body and keeping it healthy.
- To sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.
- To have a healthy relationship with food and know which foods I enjoy the most.
- To make some healthy snacks and explain why they are good for my body.
- To express how it feels to share healthy food with my friends.
- To decide which foods to eat to give my body energy.
- To have a healthy relationship with food and know which foods are most nutritious for my body.

Weekly Celebrations

- Week 1 - Have made a healthy choice.
- Week 2 - Have eaten a healthy, balanced diet.
- Week 3 - Have been physically active.
- Week 4 - Have tried to keep themselves and others safe.
- Week 5 - Know how to be a good friend and enjoy healthy relationships.
- Week 6 - Know how to keep calm and deal with difficult situations.

Healthy Me at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, it is important that we care for our own health and well-being. We are also aware of the well-being of others in our school and work together to support each other to be healthy and happy.



Our Values of the term:

Humility and Honesty



Key Vocabulary

| | |
|---------------|--|
| Lifestyle | The usual way of life of a person, group, or society. |
| Healthy | Being sound and well - not unwell. |
| Unhealthy | In bad health - unwell. |
| Medicines | Something (as a pill or liquid) used to prevent, cure, or relieve an illness or disease. |
| Safe | Free or secure from harm or danger. |
| Dangerous | Involving possible injury, pain, harm, or loss. |
| Balanced diet | Balanced amounts in proper proportions of carbohydrates, fats, proteins, vitamins, minerals, and water intake. |
| Portion | A serving of a specific amount of food. |
| Energy | The ability to do work. |
| Nutritious | Having a large amount of vitamins, minerals, or other nutrients. |

Y3 PSHE Jigsaw Knowledge Organiser Healthy Me

Puzzle Outcomes

- To understand how exercise affects my body and know why my heart and lungs are such important organs.
- To set myself a fitness challenge.
- To know that the amount of calories, fat and sugar I put into my body will affect my health.
- To know what it feels like to make a healthy choice.
- To tell you my knowledge and attitude towards drugs.
- To identify how I feel towards drugs.
- To identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help.
- To express how being anxious or scared feels.
- To identify when something feels safe or unsafe.
- To take responsibility for keeping myself and others safe.
- To understand how complex my body is and how important it is to take care of it.
- To respect my body and appreciate what it does for me.

Weekly Celebrations

Week 1 - Have made a healthy choice.

Week 2 - Have eaten a healthy, balanced diet.

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Week 4 - Have tried to keep themselves and others safe.

Week 5 - Know how to be a good friend and enjoy healthy relationships.

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Our Values of the term:

Humility and Honesty



Key Vocabulary

| | |
|---------------|--|
| Fitness | Physical condition. |
| Energy | The ability to do work. |
| Calories | A unit of energy. |
| Saturated fat | A type of fat that contains carbon atoms that are fully saturated with hydrogen. |
| Healthy | Being sound and well - not unwell. |
| Drugs | Chemicals or substances that change the way our bodies work. |
| Safe | Free or secure from harm or danger. |
| Advice | An idea or opinion offered as help in making a choice or a decision. |
| Risk | Possibility of loss or injury. |
| Appreciate | To be grateful for or understand and accept the worth of; value. |