

## English

We will start the term writing a character description on a monster we will be designing. We are also reading the texts 'The Pirate Cruncher,' and 'Clean Up.' Writing Focus:

- Descriptions
- Information texts

Grammar Focus:

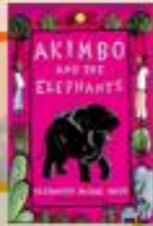
- Commas in lists
- Possessive Apostrophes
- Adverbs
- Subordinate clauses
- Expanded noun phrases



## Art – Colours of Africa

We will be an artist and try to look at the world in different ways.

We are going to explore how we can make art inspired by the sounds we hear.



## Computing

We are learning about online relationships and how to communicate safely. We will also look at multimedia and create presentations for a specific audience.

## Values & PHSE

We will focus on the values of Responsibility and Thoughtfulness.

Jigsaw – Relationships. We will focus on the importance of family, friendship, trust and kindness.



Year 2/3 Summer Term 2025



Amazing Africa

## Geography – Where in the world is Africa?

We will be using atlases to locate where we are in the world and where Africa is. We will learn the difference between countries and continents. We will also be looking at features of Africa and comparing them to the UK. We will then look at African animals & their habitats. **See Knowledge Organiser for Geography**

## Maths

This term, we will continue looking at money and then we will focus on statistics and understanding pictograms and block diagrams. We will look at measuring in litres and millilitres and reading scales. Each week we will keep practising arithmetic and revising previously learnt topics **See Knowledge Organiser for Maths**



## Reading

We expect children to read at least 4 times a week. This term, we will continue to use our reading buddies and rainbow reading to encourage reading at home.

## Science – Plants

This term, we will observe and describe how seeds and bulbs grow into mature plants. We will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. **See Knowledge Organiser for Science.**

# Knowledge Organiser – Amazing Africa

## Continents and Oceans



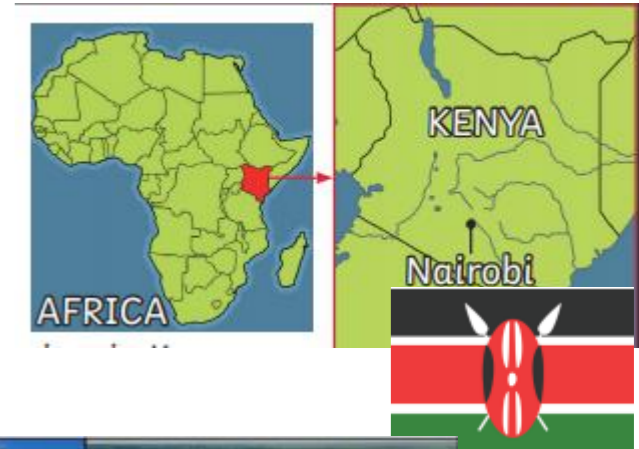
- Africa is the second largest continent in the world. There are 7 continents in the world.
- There are 54 countries in Africa.
- Africa is the hottest continent in the world.
- There are over 1500 different languages spoken in Africa.
- Africa has the world's largest desert – the Sahara.

## Weather and Climate

Kenya lies on the equator.	Climate is hot, sunny and dry for most of the year.
Hot, dry deserts in the north.	Hot and humid in the west.
The highlands are cool.	Mount Kenya is high enough to be covered in snow all year round.

## Where is Kenya?

- Located in east Africa.
- Population of around 44 million.
- The capital city is Nairobi.
- Mombasa, situated on the coast, is one of Kenya's largest cities.
- The Tana river is the longest river in Kenya.
- Mount Kenya is the highest mountain (5200m).
- Kenya's coastline is on the Indian Ocean.
- Swahili and English are the official languages.



## Maasai Tribe

Maasai people traditionally live in mud huts made from mud, sticks, grass and cow dung. Many Maasai are farmers and own large herds of cows, goats and sheep. The Maasai people love music and dance. They often sing and the men perform a special jumping dance.



Traditional mud hut.



Maasai Tribe.

## The Big Five – the largest and most dangerous African animals



Cape Buffalo



African Leopard



White/Black Rhinoceros

### National Parks and Reserves

- There are over 50 **national parks** and **game reserves**.
- They include different types of wildlife and **habitats**, including wetlands, grasslands, forest and **savannah**.
- The Maasai Mara National Reserve is one of the most popular reserves for **tourists** to visit.
- Millions of **tourists** visit the famous reserve to go on safari, explore the landscape and to see the amazing wildlife, including the 'Big Five'.
- Each year visitors come to watch the huge **migration** of wildebeest.
- Some animals in Kenya are **endangered** and are protected within the parks and reserves.

### School Life in Kenya

- Most children in Kenya go to school, but not all of them.
- Some children, especially in **rural** areas, are too busy helping their families by working on the farm, cooking or fetching water.
- At school, some children may be different ages but in the same year group.

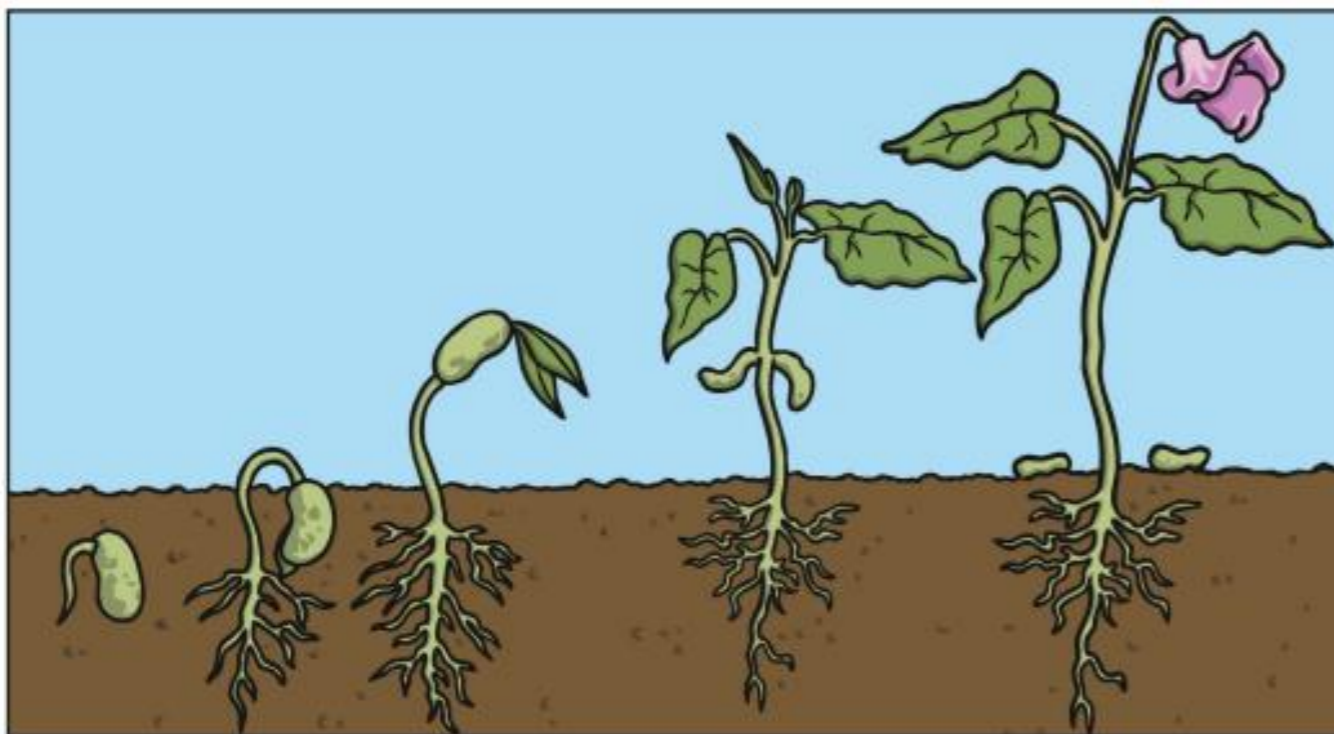
### Key Vocabulary

<b>endangered</b>	A species of animal or plant that is at risk of becoming extinct (no longer existing).
<b>game reserve</b>	A protected area of land where humans are allowed to live and carry out some different activities.
<b>habitat</b>	The natural home of a plant or animal.
<b>migration</b>	When animals move from one area to another, often to find food, water or shelter.
<b>national park</b>	A protected area of land where only tourism and research is allowed. No humans live there.
<b>rural</b>	Areas away from towns or cities, also known as the countryside.
<b>savannah</b>	Tropical grasslands with shrubs and trees but not much rainfall.
<b>tourists</b>	People who travel for fun.

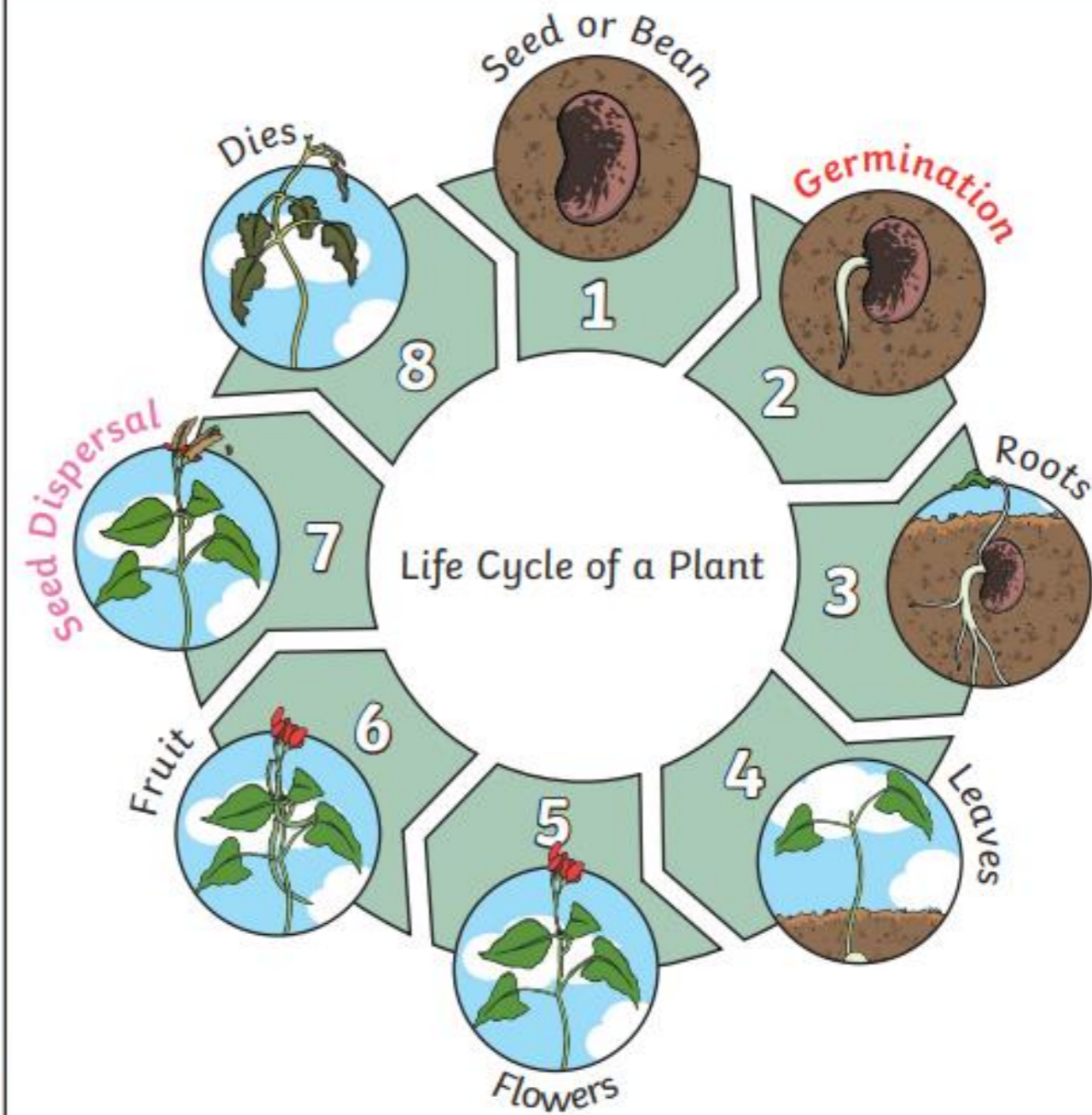
# Plants

## Key Vocabulary

<b>germination</b>	When the conditions are right, the seed soaks up <b>water</b> and swells, and the tiny new plant bursts out of its shell. This is called <b>germination</b> .
<b>shoot</b>	A <b>shoot</b> grows upwards from the seed or plant to find <b>sunlight</b> .
<b>seed dispersal</b>	<b>Seed dispersal</b> is when the seeds move away from the parent plant. They can drop to the ground in the plant's fruit or be moved by the wind or animals.



## Key Knowledge



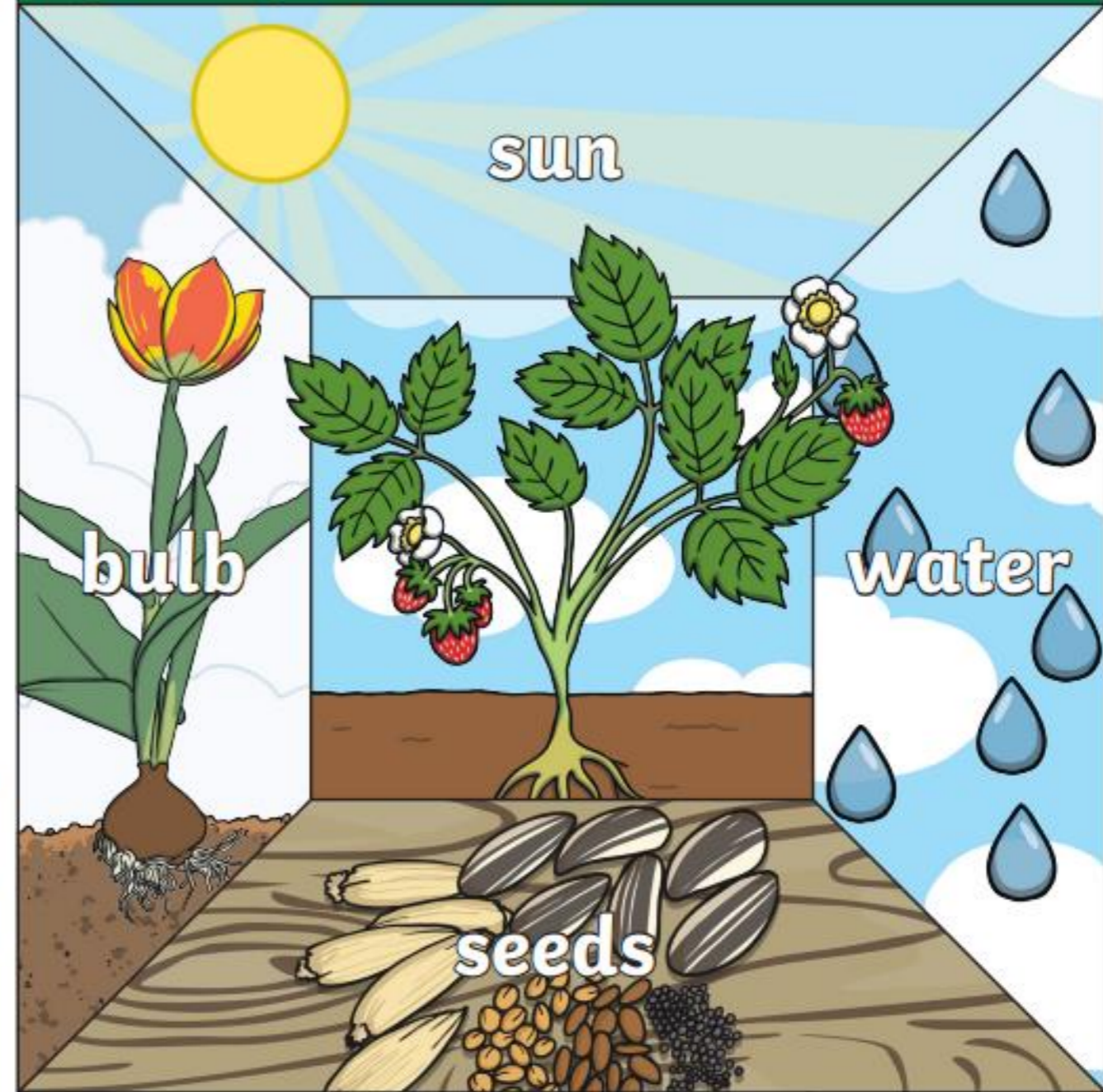
## Key Vocabulary

### What do plants need to grow well?

<b>sunlight</b>	All plants need light from the sun to grow well. Some plants need lots of <b>sunlight</b> . Some plants only need a little <b>sunlight</b> .
<b>water</b>	All plants need <b>water</b> to grow. Without <b>water</b> , seeds and bulbs will not <b>germinate</b> .
<b>temperature</b>	<b>Temperature</b> is how warm or cold something or somewhere is. Some plants like cooler <b>temperatures</b> and some like warmer <b>temperatures</b> .
<b>nutrition</b>	Food or nourishment. Plants make their own food in their leaves using <b>sunlight</b> .



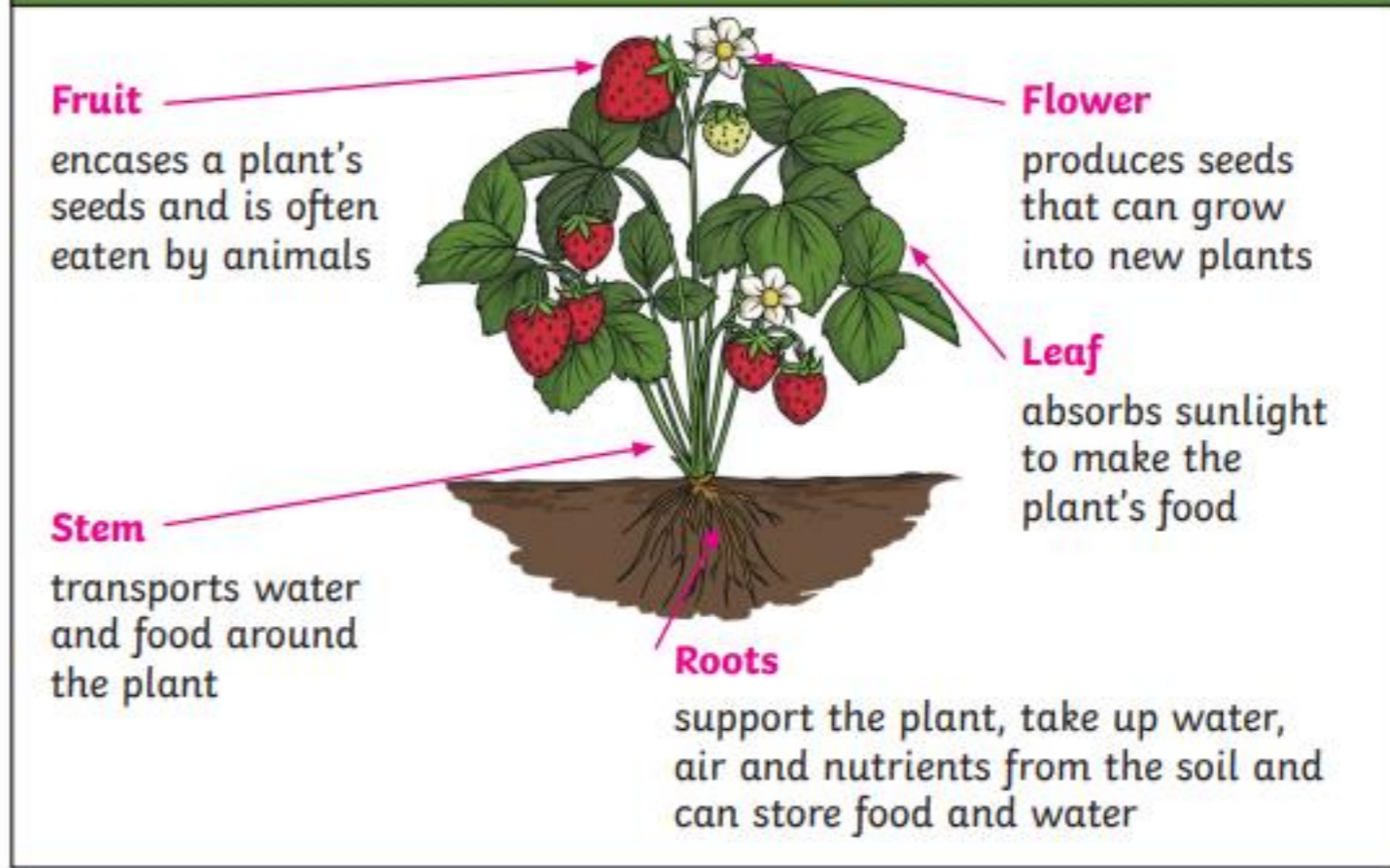
## Key Knowledge



**Key Vocabulary**

<b>fertilisation</b>	<b>Fertilisation</b> is the process whereby part of the pollen combines with an ovule in the <b>flower's</b> ovary, producing a <b>seed</b> that can grow into a new plant.
<b>flower</b>	A <b>flower</b> is the part of a plant that makes <b>seeds</b> , which grow into new plants. Most flowering plants only grow <b>flowers</b> for a short time each year.
<b>germination</b>	<b>Germination</b> is the process by which a <b>seed</b> starts to grow.
<b>leaf</b>	A <b>leaf</b> is the part of a plant that makes food for the plant by absorbing energy from sunlight.
<b>nutrients</b>	<b>Nutrients</b> are substances that are needed by living things to grow and survive. Most plants gather <b>nutrients</b> from the soil using their <b>roots</b> .
<b>pistil</b>	The <b>pistil</b> is the female part of the flower that includes the stigma, style and ovary. The stigma collects pollen. The style connects the stigma to the ovary. The ovary contains ovules, which develop into <b>seeds</b> after they have been <b>fertilised</b> .

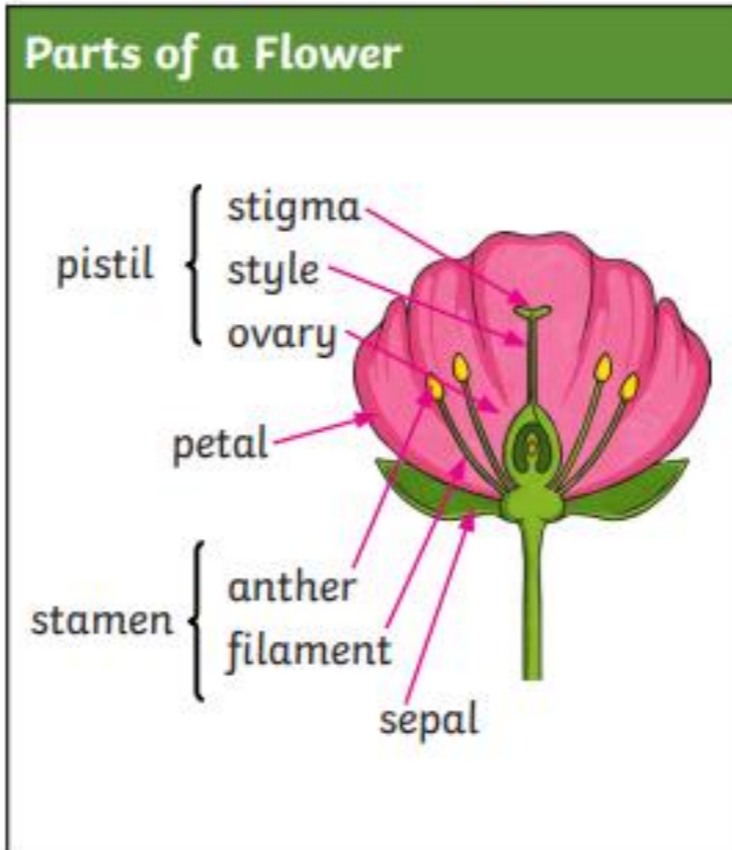
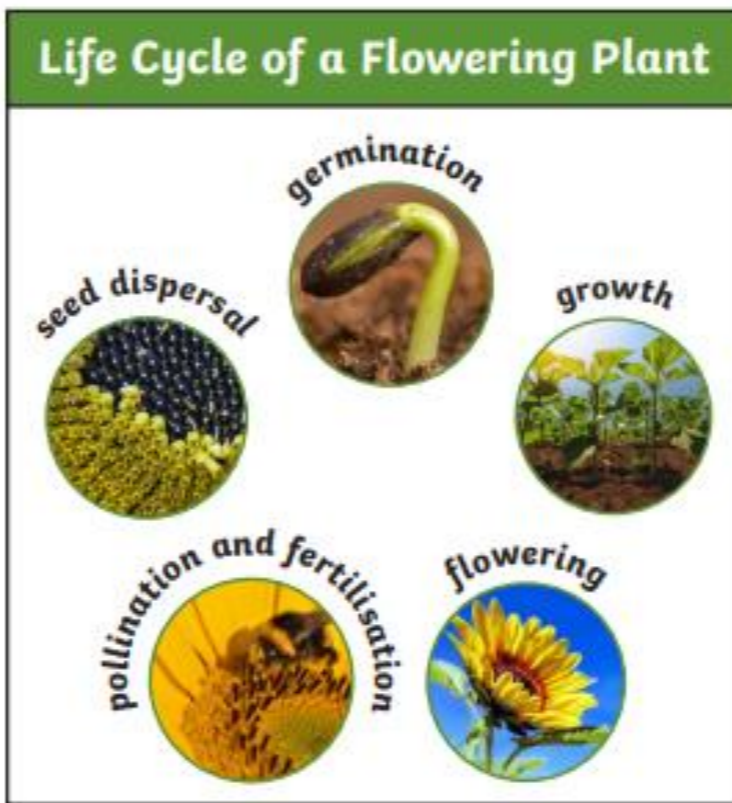
**Parts of a Plant**



**What Does a Plant Need to Grow?**

<b>water</b> 	<b>light</b> 	<b>air</b> 
<b>space</b> 	<b>nutrients</b> 	<b>temperature</b> 

Key Vocabulary	
<b>pollination</b>	<b>Pollination</b> is the process whereby pollen (a fine powdery substance produced by a flowering plant's anther) is moved to a flower's stigma.
<b>pollinator</b>	A <b>pollinator</b> is an animal that carries pollen between <b>flowers</b> . Examples include insects, birds and bats.
<b>roots</b>	<b>Roots</b> are the part of a plant that anchor the plant into the ground and absorb water, air and <b>nutrients</b> .
<b>seed</b>	A <b>seed</b> is a small, <b>fertilised</b> ovule of a plant that, when in the right conditions, can grow into a new plant.
<b>seed dispersal</b>	<b>Seed dispersal</b> is the method of moving <b>seeds</b> away from the parent plant so the <b>seeds</b> have the best chance of survival.
<b>stamen</b>	The <b>stamen</b> is the male part of the flower that includes the anther and the filament. The filament supports the anther. The anther produces pollen.
<b>stem</b>	A <b>stem</b> is the central part of a plant, which supports it and carries water and <b>nutrients</b> around it.



### Seed Dispersal

Plants disperse their seeds in a variety of ways.

wind

water

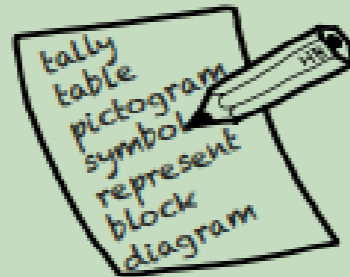
animal (carrying)

animal (eating)

bursting

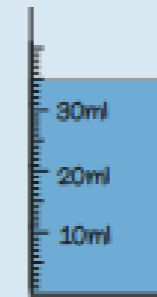
Pet	total
dogs	6
cats	4
mice	5
rabbits	1

6 people own dogs

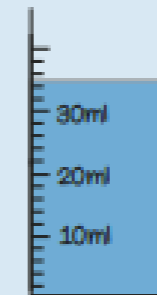


Pet	tally	total
cheese		10
egg		20
ham		15
salad		5

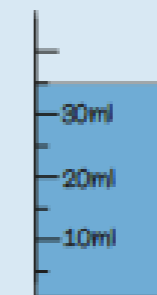
## Year 2 Term 5



If there are 10 steps to increase by 10 then the scale is going up in 1s.



If there are 5 steps to increase by 10 then the scale goes up in 2s.



If there are 2 steps to increase by 10 then the scale goes up in 5s.



The bottle has a greater capacity than the teaspoon

dogs	▲▲▲▲▲▲
cats	▲▲▲▲
mice	▲▲▲▲▲
rabbits	▲

▲ = 1 person

6 people own dogs.

16 people were asked in total.

cheese	●●
egg	●●●●
ham	●●●
salad	●

● = 5 people

15 people like ham the best.

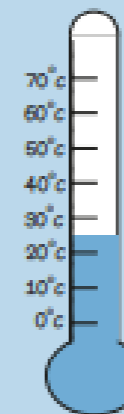
50 people were asked in total.

dogs	■ ■ ■
cats	■ ■
mice	■ ■ ■
rabbits	■

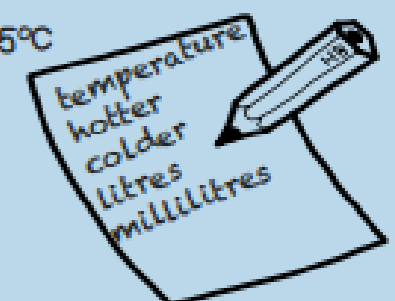
■ = 2 people

cheese	★
egg	★ ★
ham	★ ★
salad	★

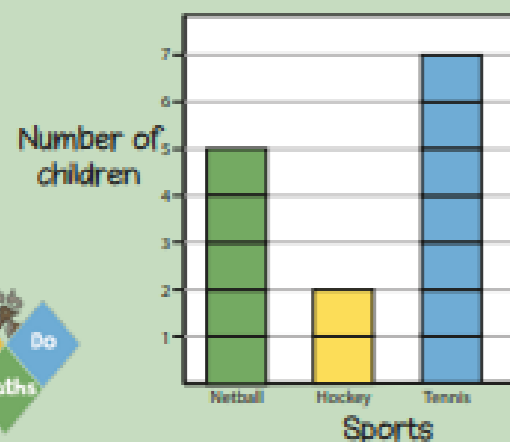
★ = 10 people



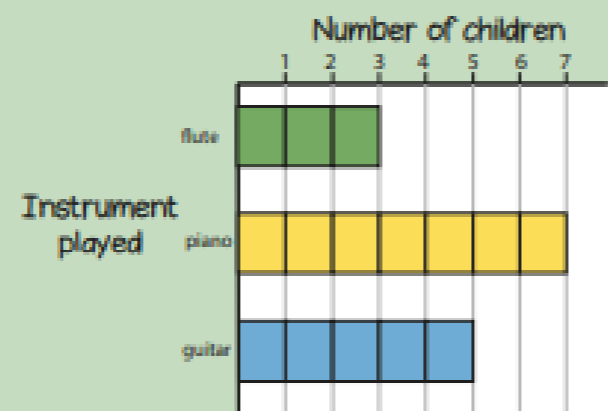
25°C is hotter than 20°C  
SO  
20°C is colder than 25°C



www.candomathsclub.co.uk



7 children play tennis



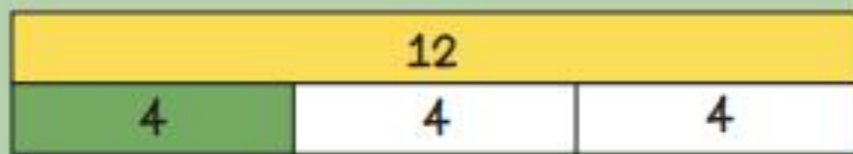
7 children play piano



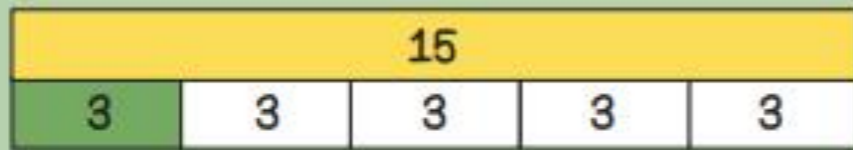
www.buzzardpublishing.com

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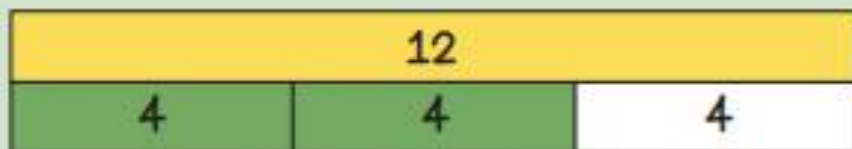




$\frac{1}{3}$  of 12 = 4  
 $12 \div 3 = 4$

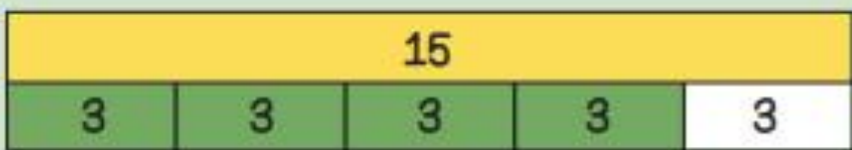


$\frac{1}{5}$  of 15 = 3  
 $15 \div 5 = 3$



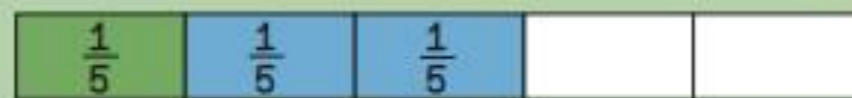
$\frac{1}{3}$  of 12 = 4  
 $\frac{2}{3}$  of 12 =  $2 \times 4 = 8$

$2 \times 4 = 8$



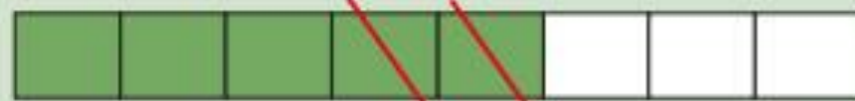
$\frac{1}{5}$  of 15 = 3  
 $\frac{4}{5}$  of 15 =  $4 \times 3 = 12$

$4 \times 3 = 12$



$\frac{1}{5} + \frac{2}{5} = \frac{3}{5}$

When adding fractions with the same denominators the denominator stays the same, just add the numerators



$\frac{5}{8} - \frac{2}{8} = \frac{3}{8}$

When subtracting fractions with the same denominators the denominator stays the same, just subtract the numerators.

## Year 3 Term 5

January - 31 days  
 February - 28 or 29 days  
 March - 31 days  
 April - 30 days  
 May - 31 days  
 June - 30 days

July - 31 days  
 August - 31 days  
 September - 30 days  
 October - 31 days  
 November - 30 days  
 December - 31 days

60 seconds = 1 minute  
 120 seconds = 2 minutes  
 180 seconds = 3 minutes

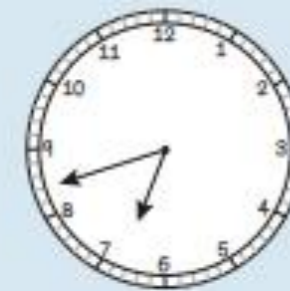
1 Year has 365 days but 1 leap year has 366 days.  
 The extra day is in February, every 4 years.



I = 1	VII = 7
II = 2	VIII = 8
III = 3	IX = 9
IV = 4	X = 10
V = 5	XI = 11
VI = 6	XII = 12



11 minutes past 10  
 in the morning  
 10:11 a.m.



18 minutes to 7  
 in the morning  
 6:42 a.m.

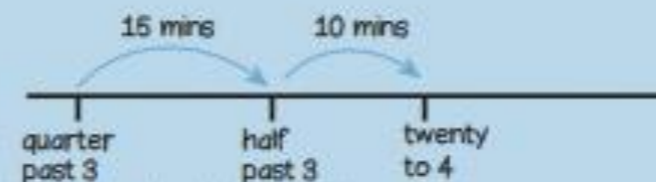


18 minutes past 7  
 in the evening  
 7:18 p.m.



11 minutes to 2  
 in the afternoon  
 1:49 p.m.

From quarter past 3 to twenty to 4  
 is 25 minutes



From 7:30 a.m. to 10:10 a.m.  
 is 2 hours and 40 minutes



# Knowledge Organiser: Athletics Y2



## 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.
- Pupils should be taught to master basic movements including running, jumping, throwing as well as developing balance, agility and co-ordination.

### Key Skills: Physical

- Running at different speeds
- Jumping for distance
- Jumping for height
- Throwing for distance



### Key Skills: S.E.T

- Social: Working safely
- Social: Collaborating with others
- Emotional: Working independently
- Emotional: Determination
- Thinking: Observing and providing feedback
- Thinking: Exploring ideas

## Official Athletic Events

### Running

- Sprinting**  
100m, 200m, 400m
- Hurdles Relay**
- Middle distance**  
800m, 1500m
- Long distance**  
5,000, 10,000
- Steeplechase**

### Jumping

- Long jump**  
Jump for distance
- Triple jump**  
Jump for distance
- High jump**  
Jump for height
- Pole vault**  
Jump for height

### Throwing

- Discus**  
Fling throw
- Shot**  
Push throw
- Hammer**  
Fling throw
- Javelin**  
Pull throw

### Key Vocabulary:

**speed** • **jog** • **sprint** • **pace** • **balance**  
**direction** • **take off** • **landing** • **swing**  
**height** • **distance** • **overarm** • **underarm**

## Teacher Glossary

**Pace:** the speed at which a performer runs

**Agility:** the ability to change direction quickly and easily

**Jump:** take off and land on two feet

**Hop:** take off on one foot and land on the same foot

**Co-ordination:** to move different body parts at the same time

# Knowledge Organiser: Athletics Y3



## Links to the PE National Curriculum

- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Develop running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Key Skills: Physical

- Sprinting
- Running over obstacles
- Jumping for distance
- Jumping for height
- Push throw for distance
- Pull throw for distance



## Key Skills: S.E.T

- Social: Working collaboratively
- Social: Working safely
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Observing and providing feedback



## Official Athletic Events

### Running

**Sprinting**  
100m, 200m, 400m  
**Hurdles**  
**Relay**  
**Middle distance**  
800m, 1500m  
**Long distance**  
5,000, 10,000  
**Steeplechase**

### Jumping

**Long jump**  
Jump for distance  
**Triple jump**  
Jump for distance  
**High jump**  
Jump for height  
**Pole vault**  
Jump for height

### Throwing

**Discus**  
Fling throw  
**Shot**  
Push throw  
**Hammer**  
Fling throw  
**Javelin**  
Pull throw

## Key Vocabulary:

**speed** • **accurately** • **power** • **personal best**  
**determination** • **further** • **faster**  
• **control** • **strength** • **pace**

## Teacher Glossary



**Push throw:** when the performer pushes the item through the air

**Pull throw:** when the performer pulls the item through the air

**Jump:** take off and land on two feet

**Hop:** take off on one foot and land on the same foot

**Leap:** take off on one foot and land on the other

**Changeover:** where a baton is passed from one person to another



Get Set 4  
Education

# Knowledge Organiser: Net and Wall 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.
- 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.
- Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.

## Key Skills: Physical

- Throwing
- Catching
- Hitting a ball
- Racket skills
- Ready position

## Key Skills: S.E.T

- Social: support
- Social: co-operation
- Social: respect
- Social: communication
- Emotional: perseverance
- Emotional: honesty

## Key principles of net and wall games

Attacking	Defending
Score points	Limit points
Create space	Deny space
Placement of an object	Consistently return an object

- Thinking: decision making
- Thinking: reflection
- Thinking: comprehension
- Thinking: selecting and applying

## Examples of Net and Wall Games

Tennis

Badminton

Volleyball

## Key Vocabulary:

### Year 2

- receive
- opponent
- quickly
- trap
- defend
- return
- collect
- against

## Teacher Glossary

**Trap:** To stop or trap a rolled ball on the floor using a tennis racket

**Ready position:** Feet shoulder width apart, knees bent, used to be able to move to the ball quickly

## Links to the PE National Curriculum

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- perform safe self-rescue in different water-based situations.

## Top Tips for Teachers

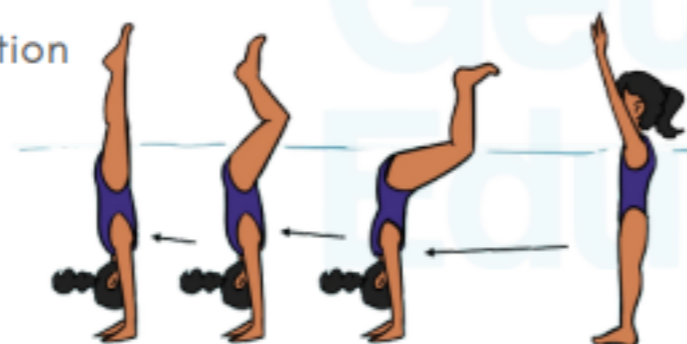
- Use the time you have travelling to and from the pool to discuss water safety. Find resources from Swim England in the resource bank to support this.
- It is recommended that all pupils wear swimming hats. Goggles are recommended for KS2.
- Have a range of buoyancy equipment available for less confident swimmers such as arm discs, swim belts and noodles.
- The Get Set 4 PE swimming plans are written for group sizes of 12. These can be taught for more or less pupils but you will need to be mindful of the equipment required and ratios of adults to pupils.
- The Year 1/2 SOW is written for beginner swimmers, the Y3/4 SOW is written for developing swimmers and the Y5/6 SOW is written for intermediate swimmers.
- When selecting lesson plans to teach, consider the level of your swimmers not necessarily the age.
- Always check the safety and pool guidelines of the facility you use before teaching.

## Key Skills: Physical

- Submersion
- Floating
- Gliding
- Front crawl
- Backstroke
- Breaststroke
- Rotation
- Sculling
- Treading water
- Handstands
- Surface dives
- H.E.L.P and huddle position

## Key Skills: S.E.T

- Social: Communication
- Social: Supporting and encouraging others
- Social: Keeping myself and others safe
- Emotional: Confidence
- Thinking: Comprehension
- Thinking: Planning tactics



## Key Vocabulary:

- |                     |                   |                         |
|---------------------|-------------------|-------------------------|
| • <i>sculling</i>   | • <i>crawl</i>    | • <i>breaststroke</i>   |
| • <i>submersion</i> | • <i>rotation</i> | • <i>backstroke</i>     |
| • <i>buoyancy</i>   | • <i>survival</i> | • <i>alternate</i>      |
| • <i>huddle</i>     | • <i>stroke</i>   | • <i>treading water</i> |

## Teacher Glossary

**Body roll:** When a swimmer rotates their body from side to side.

**Glide:** When a swimmer coasts with a pause in their stroke.

**Stroke:** A style of swimming. There are four competitive strokes: butterfly, backstroke, breaststroke, freestyle.

**Sculling:** Using quick movements of the hands to keep the head above the water. Sculling can be done head first or feet first.

**Treading water:** A survival technique used to keep the head above the water.

## Y2 PSHE Jigsaw Knowledge Organiser Relationships

### Puzzle Outcomes

- To identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.
- To accept that everyone's family is different and understand that most people value their family.
- To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.
- To know which types of physical contact I like and don't like and be able to talk about this.
- To identify some of the things that cause conflict with my friends.
- To use the positive problem-solving technique to resolve conflicts with my friends.
- To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.
- To know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.
- To recognise and appreciate people who can help me in my family, my school and my community.
- To understand how it feels to trust someone.
- To express my appreciation for the people in my special relationships.
- To be comfortable accepting appreciation from others.

### Weekly Celebrations

- Week 1 - Know how to make friends.
- Week 2 - Try to solve friendship problems when they occur.
- Week 3 - Help others to feel part of a group.
- Week 4 - Show respect in how they treat others.
- Week 5 - Know how to help themselves and others when they feel upset and hurt.
- Week 6 - Know and show what makes a good relationship.

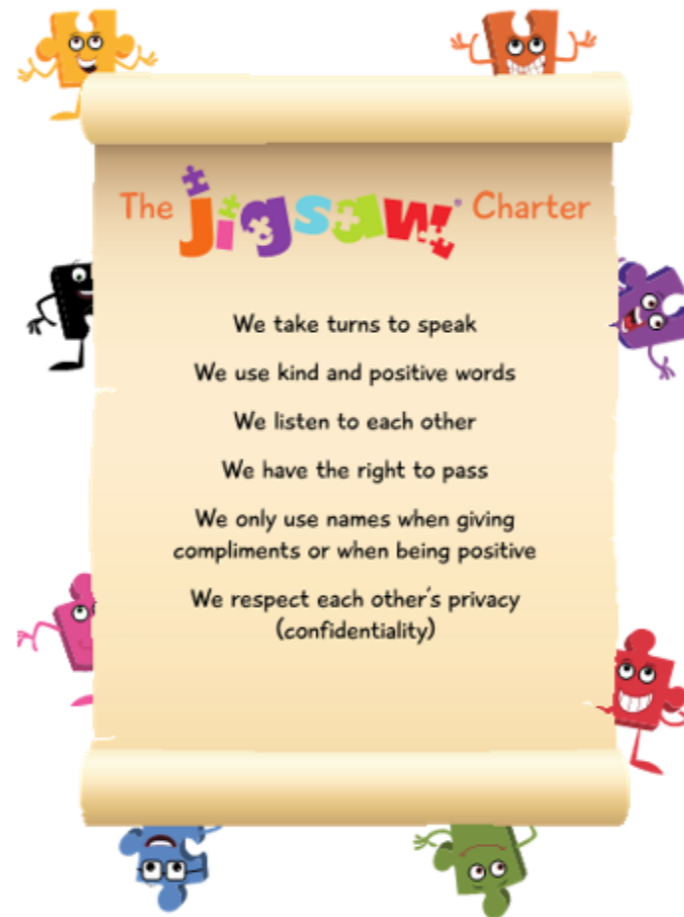
### Relationships at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, it is important that we follow our motto, 'Working together, playing together.' We learn how to establish good friendships and relationships with others.



### Our Values of the terms

### Responsibility & Thoughtfulness



### Key Vocabulary

Family	A family is two or more people who are connected by biology, adoption, marriages, or strong emotional bonds.
Relationship	Being related or connected.
Co-operate	Working together to get something done.
Physical contact	To touch.
Acceptable	Satisfactory or welcome.
Unacceptable	Not pleasing or welcome.
Conflict	A struggle between people or disagreement.
Secret	Something kept or planned to be kept from others' knowledge.
Trust	A person or thing in which confidence is placed.

## Y3 PSHE Jigsaw Knowledge Organiser Relationships

### Puzzle Outcomes

- To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.
- To describe how taking some responsibility in my family makes me feel.
- To identify and put into practice some of the skills of friendship.
- To know how to negotiate in conflict situations to try to find a win-win solution.
- To know and use some strategies for keeping myself safe online.
- To know who to ask for help if I am worried or concerned about anything online.
- To explain how some of the actions and work of people around the world help and influence my life.
- To show an awareness of how this could affect my choices.
- To understand how my needs and rights are shared by children around the world and to identify how our lives may be different.
- To empathise with children whose lives are different to mine and appreciate what I may learn from them.
- To know how to express my appreciation to my friends and family.
- To enjoy being part of a family and friendship groups.

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### Our Values of the term:

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### Key Vocabulary

Stereotype	An assumption about what someone will do or how they will behave.
Role	A part played by a person.
Relationships	Being related or connected.
Friendship	A person that someone likes or knows that can be trusted.
Conflict	A struggle between people - physical or ideas.
Social media	Electronic communication through which people create online communities to share content.
Needs	A need is something you must have to survive, like food, water and a home.
Wants	A want is something that's nice to have, but you can actually live without.
Rights	Children's rights are the basic things children need in order to live with dignity, develop and reach their potential.
Equality	Each individual or group of people is given the same resources or opportunities.