

English

We are reading the text 'The Three Little Wolves and the Big Bad Pig' and 'There's a Rang-Tan in My Bedroom'

Writing Focus:

- Innovated version of the story
- Non-Chronological report

Grammar Focus:

- Using coordinating and subordinating conjunctions
- Adverbs to express manner
- Commas in a list
- Editing and improving sentences



Values & PHSE

We will focus on the values of Hope and Resilience. Jigsaw - Dreams and Goals. We will focus on setting goals for ourselves and think about how we achieve them. We will think about how we become better learners.

Maths

Multiplication and division
Measurements and reading scales.
See Knowledge Organiser for Maths.

Year 2/3 Autumn Term 3 2025



Colours of the World

Geography

We will revise the countries & capital cities of the UK, including the seas. We will be naming the 5 oceans and continents of the world. We will also learn about maps and what a compass is. We'll then learn to create our own aerial maps.
See Knowledge Organiser for Geography.



PE - We will follow Get set 4 PE and will be learning about ball skills and dance. **See Knowledge Organiser for PE.**

Computing

What is a PowerPoint?
How do we create a presentation?
How do we edit and improve?
E-safety: Online Reputation



Reading

Children are rewarded every 30 reads with a new rainbow reading book mark. We expect children to read at least 4 times a week. This term, children have been given a new reading buddy to help them!

Science

Thinking about properties of materials and why they are suitable for different purposes.

See Knowledge Organiser for Science

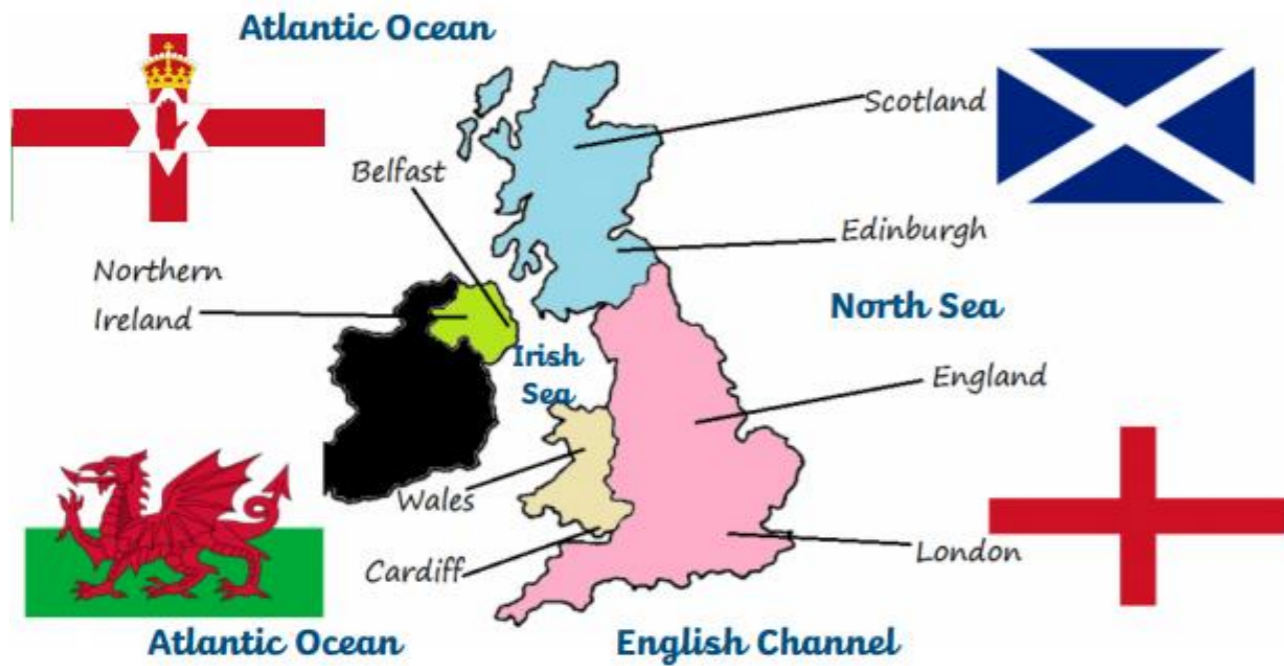
Scientific enquiry - performing simple tests, using observations and ideas to suggest answers to questions.

Art - Access Art - Expressive painting

The aim of this pathway is to enable children to explore expressive use of paint. This includes exploring colour, colour mixing and intention behind mark making.

Knowledge Organiser - Colours of the World

The United Kingdom



The regions of England.



The UK					
Country	Flag	Capital City	Key Landmark	Key Rivers	High Ground
England		London	Stonehenge	Thames	Pennines
Scotland		Edinburgh	Ben Nevis	Tay	Grampian Mountains
Wales		Cardiff	Snowdon	Severn (also flows through England)	Cambrian Mountains
Northern Ireland		Belfast	Giant's Causeway	Bann	Sperrin Mountains

Continents and Oceans



Land Use

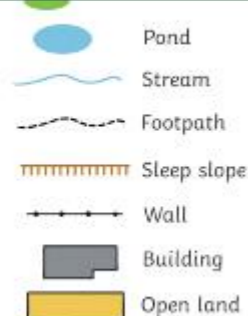
Sketch Map

- Title
- Labels/annotations
- Simple lines
- Enough detail to give a rough idea
- A 'not to scale' note
- A north arrow



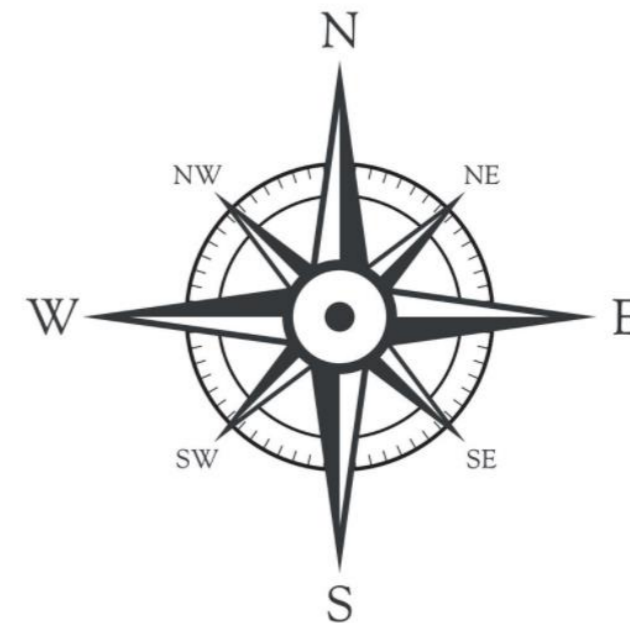
Key

- Maps often use **symbols** to represent things.
- The key explains what the **symbol** shows.



Direction and Map Skills

The four main points of the compass are North, East, South and West. A map gives us information about places. They tell us where places are and help us to identify where things are located. From maps, we are able to identify roads, schools and other places of interest. A map uses symbols to show where the places are. These symbols are explained in a key.



Local Area

It is very important that you are able to give your opinion and say what you think about something. What do you like and what do you not like about the place you live?



Physical and Human Features

Human features are man-made, such as towns, buildings and bridges.

Physical features are naturally occurring. Such as mountains and rivers.



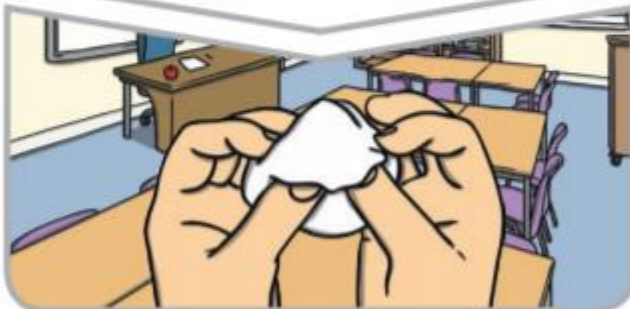
Key Vocabulary

Key Word	Definition
equator	An imaginary line drawn through the middle of the Earth, which splits the planet into the Northern and Southern hemisphere. Countries near the equator are usually warm.
climate	The weather conditions in a place.
continent	A large land mass, there are 7 in all.
country	A land that is controlled by a single government. They can be large or small.
capital city	The capital city is the one from where the government of a country functions. All leaders and officials work in the capital city.
UK	The United Kingdom of Great Britain and Northern Ireland.
landmark	A feature of the landscape or area that is easily recognised.
region	A large area of land that is different from other areas of land.

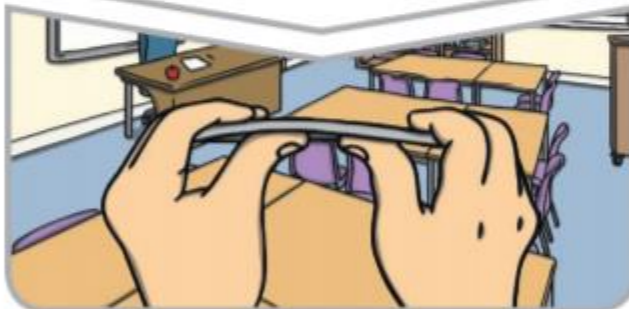
Key Vocabulary

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).

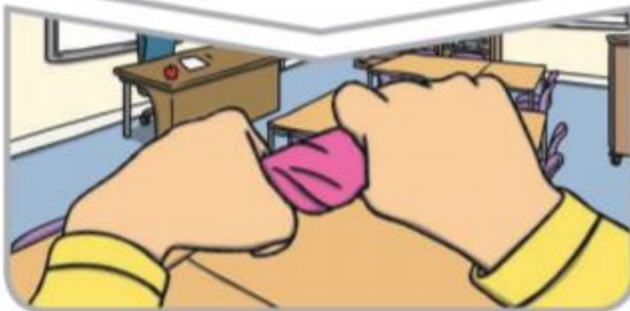
Squash an object by pushing both hands together.



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.

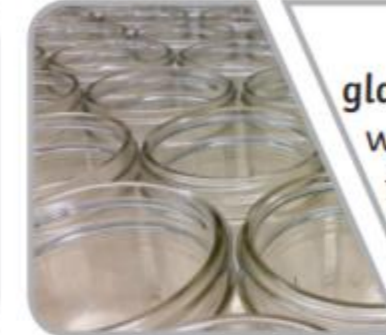


Key Knowledge

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.



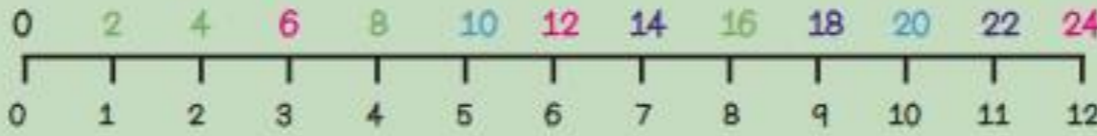
rubber:
hard-wearing, elastic, flexible, strong.

You Can Do all the multiplication facts of 2

0	x 2	= 0	= 2 x 0
1	x 2	= 2	= 2 x 1
2	x 2	= 4	= 2 x 2
3	x 2	= 6	= 2 x 3
4	x 2	= 8	= 2 x 4
5	x 2	= 10	= 2 x 5
6	x 2	= 12	= 2 x 6
7	x 2	= 14	= 2 x 7
8	x 2	= 16	= 2 x 8
9	x 2	= 18	= 2 x 9
10	x 2	= 20	= 2 x 10
11	x 2	= 22	= 2 x 11
12	x 2	= 24	= 2 x 12

Factor, factor, product

- 2, 1, 2 2, 10, 20 2, 3, 6 2, 11, 22
- 2, 2, 4 2, 5, 10 2, 6, 12 2, 9, 18
- 2, 4, 8 2, 12, 24 2, 7, 14
- 2, 8, 16



There is a repeating pattern of 0, 2, 4, 6, 8

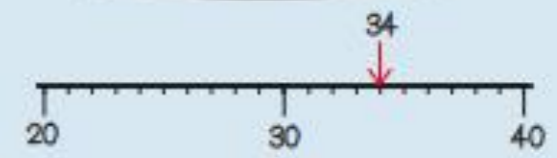
Even numbers are divisible by 2



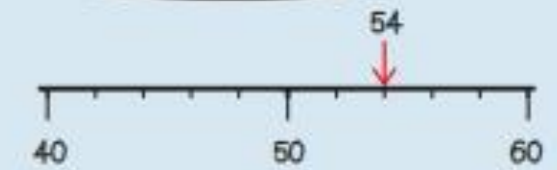
$2 \times 5 = 10$	$5 \times 2 = 10$
$10 = 2 \times 5$	$10 = 5 \times 2$
$10 \div 2 = 5$	$10 \div 5 = 2$
$5 = 10 \div 2$	$2 = 10 \div 5$

If I know... then I also know...

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.

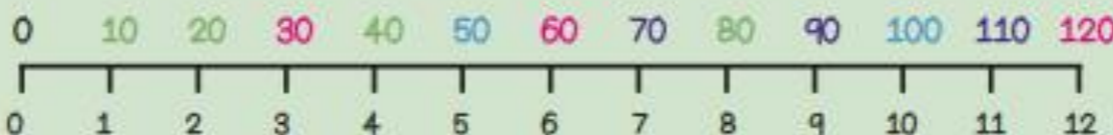


You Can Do all the multiplication facts of 10

0	x 10	= 0	= 10 x 0
1	x 10	= 10	= 10 x 1
2	x 10	= 20	= 10 x 2
3	x 10	= 30	= 10 x 3
4	x 10	= 40	= 10 x 4
5	x 10	= 50	= 10 x 5
6	x 10	= 60	= 10 x 6
7	x 10	= 70	= 10 x 7
8	x 10	= 80	= 10 x 8
9	x 10	= 90	= 10 x 9
10	x 10	= 100	= 10 x 10
11	x 10	= 110	= 10 x 11
12	x 10	= 120	= 10 x 12

multiple factor product odd even

- 10, 1, 10 10, 10, 100 10, 3, 30 10, 11, 110
- 10, 2, 20 10, 5, 50 10, 6, 60 10, 9, 90
- 10, 4, 40 10, 12, 120 10, 7, 70
- 10, 8, 80



Multiples of 10 all have a zero in the ones column.

The products of 10 are even numbers.

Tree A is taller than tree B so tree B is shorter than tree A.

52cm > 25cm
25m < 52m
1m > 1cm

The yellow line is longer than the green line so the green line is shorter than the yellow line.

Year 2 Term 3

You Can Do all the multiplication facts of 5

0	x 5	= 0	= 5 x 0
1	x 5	= 5	= 5 x 1
2	x 5	= 10	= 5 x 2
3	x 5	= 15	= 5 x 3
4	x 5	= 20	= 5 x 4
5	x 5	= 25	= 5 x 5
6	x 5	= 30	= 5 x 6
7	x 5	= 35	= 5 x 7
8	x 5	= 40	= 5 x 8
9	x 5	= 45	= 5 x 9

- 5, 1, 5 5, 10, 50 5, 3, 15 5, 11, 55
- 5, 2, 10 5, 5, 25 5, 6, 30 5, 9, 45
- 5, 4, 20 5, 12, 60 5, 7, 35
- 5, 8, 40



The product of an odd

Y2 PSHE Jigsaw Knowledge Organiser Dreams & Goals

Puzzle Outcomes

- I can choose a realistic goal and think about how to achieve it.
- I can tell you things I have achieved and say how that makes me feel.
- I can persevere even when I find tasks difficult.
- I can tell you some of my strengths as a learner.
- I can recognise who it is easy for me to work with and who it is more difficult for me to work with.
- I can understand how working with other people can help me to learn.
- I can work cooperatively in a group to create an end product and explain some of the ways I cooperated.
- I can work with other people to solve problems and express how it felt to be working as part of this group.
- I know how to share success with other people.
- I know how contributing to the success of a group feels and be able to store those feelings in my internal treasure chest (proud).

Weekly Celebrations

Week 1 - Stay motivated.

Week 2 - Keep trying even when it's difficult.

Week 3 - Work well with a partner or in a group.

Week 4 - Have a positive attitude.

Week 5 - Help others to achieve their goals.

Week 6 - Are working hard to achieve their own goals and dreams.

Dreams & Goals at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, we understand that it is important to set challenging yet realistic goals. We try our hardest to reach our potential.



Our Values of the term:

Quality & Love



Key Vocabulary

Dream	A cherished aspiration, ambition, or ideal.
Goal	The object of a person's ambition or effort; an aim or desired result.
Realistic	Having or showing a sensible and practical idea of what can be achieved or expected.
Achievement	A thing done successfully with effort, skill, or courage.
Success	The accomplishment of an aim or purpose.
Strengths	The things that you are good at.
Challenge	Something that you find difficult.
Persevere	To continue doing something even though it is difficult.
Celebrate	To recognise an important event or occasion by taking part in an activity that makes it special.

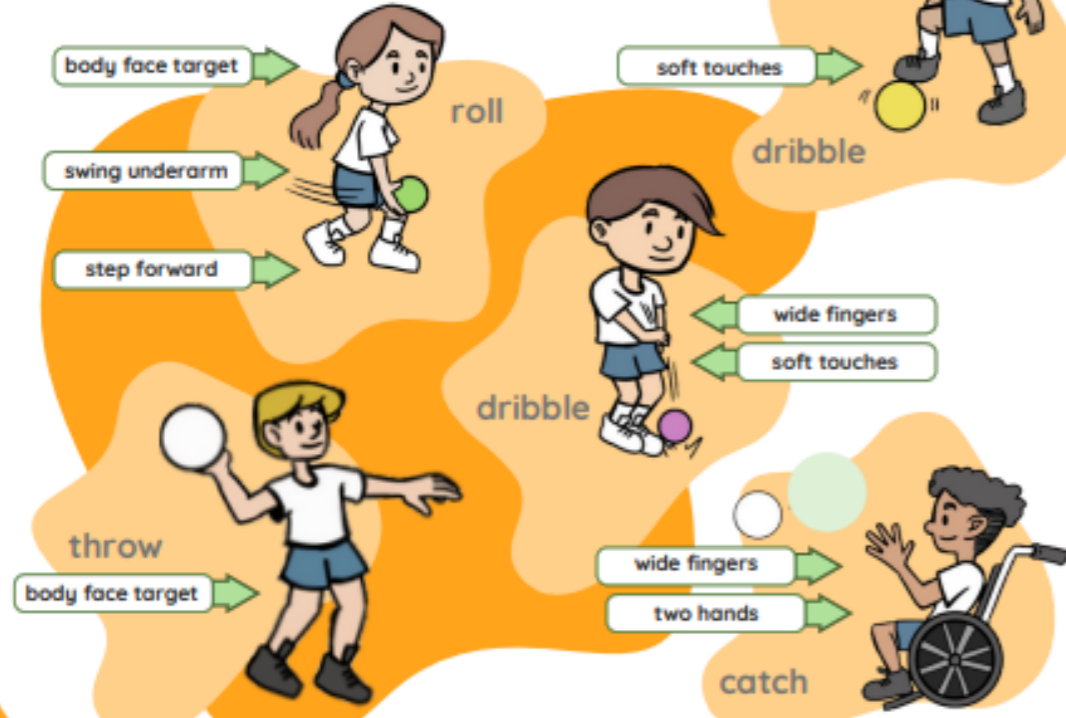


Get Set 4 Education

Knowledge Organiser Ball Skills Y2

About this Unit

Ball skills are important because they can be used in lots of other games. Learning different ball skills also helps your eyes, hands and feet work together. This makes your brain smarter because it has to think about where the ball is and how to make your body do what you want. You can always improve your ball skills with practise.



Ladder Knowledge



Sending:
Step forward with your opposite foot to throwing arm. This will help you to balance.

Catching:
Use wide fingers and pull the ball into your chest to catch securely.

Tracking:
It is easier to move towards a ball to track it than chase it.

Dribbling:
Keep your head up when dribbling to see the space and other players.

Movement Skills

- roll
- track
- dribble with feet
- kick
- throw
- catch
- dribble with hands

This unit will also help you to develop other important skills.

Social inclusion, communication, collaboration, leadership

Emotional independence, honesty, perseverance, determination

Thinking comprehension, select and apply skills, use tactics

Strategies

For all ball skills use these tips:

Track the ball as it comes towards.
Point your hand or foot towards your target when sending the ball.
Cushion the ball as you receive it.

Healthy Participation

- Make sure unused balls are stored in a safe place.
- Make sure you work in a safe space and show an awareness of others as you use the ball.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Key Vocabulary



bounce		
catch	kick	roll
collect	prepare	target
control	receive	touch
dribble	release	underarm



This unit will help you to:

- change direction
- balance
- move different body parts at the same time
- be faster
- move for longer



Sock Boule



What you need: a target object, rolled up socks, 2 or more players

How to play:

- Each player has three pairs of rolled up socks.
- Place the target object seven big steps away from you.
- Take it in turns to throw your socks as close to the target as possible.
- The winner for each round is the person who gets their socks closest to the target, they get one point for winning the round.
- First player to 5 points wins.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136



Get Set 4 Education

Knowledge Organiser

Dance Year 2

Ladder Knowledge



Actions:

Placing actions in a particular order will help you to tell the story of your dance.

Dynamics:

You can change the way you perform actions to show an idea.

Space:

You can use different directions, pathways and levels in your dance.

Relationships:

Use counts of 8. It will help you to stay in time with your partner and the music.

Performance:

Use facial expressions it will help to show the mood of your dance.

About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...

Structuring the Dance

- **Getting nectar** (balance): 8 counts
- **Waggle dance** (movement in the hoop): 8 counts
- **Busy bees** (travel): 8 counts
- **Landing time** (around the hoop): 8 counts

Secret Garden



Movement Skills

- actions
- dynamics
- space
- relationships

This unit will also help you to develop other important skills.

Social
Emotional
Thinking

respect, collaboration, work safely, communication

independence, confidence, perseverance, determination

provide feedback, comprehension, reflection, observation, creativity

Strategies

Keep practicing your dance. It will get better everytime.

Healthy Participation



- You should be bare foot for dance.
- Ensure you always work in your own safe space when working on your own.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Newspaper Dance

What you need: 1 or more players, a sheet of newspaper per player, a music track, someone to press stop.

How to play:

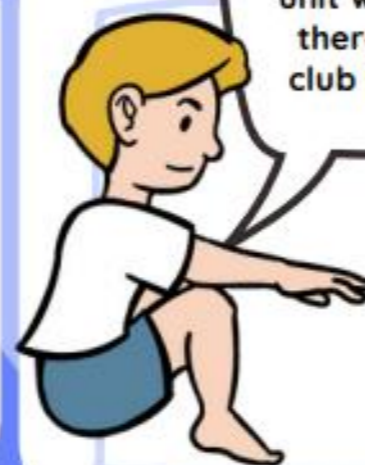
- Each player begins standing on a large piece of newspaper.
- When the music plays move off the newspaper and dance around the space.
- When the music stops stand on the newspaper. Players are not allowed to touch the floor.
- When successful reduce the size of the newspaper by folding it.
- Keep playing until you cannot stand without going out of the boundary.

www.getset4education.co.uk

Key Vocabulary

action	expression	
counts	level	
create	matching	perform
direction	mirroring	speed
dynamics	pathway	timing
		unison

If you enjoy this unit why not see if there is a dance club in your local area.



This unit will help you to:

- balance
- move different body parts at the same time
- be more flexible

Head to our youtube channel to watch the skills videos for this unit.



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