

English

We are reading "Traction Man meets Turbo Dog" and comparing it to the Traction Man story we read at the start of term.

Writing Focus:

- Character Descriptions
- Writing persuasive invitations
- Writing a new adventure for Traction Man.

Grammar Focus:

- Extending our sentences with conjunctions
- Consolidating our knowledge of noun phrases and adverbs.

Values & PHSE

We will focus on the values of Humility and Honesty. Jigsaw – Healthy Me. We will focus on ways to stay healthy physically and emotionally. We will think about healthy eating and medicine safety.



Year 2/3 Term 4 2024
Superheroes

Maths

We will be learning fractions and how to find fractions of shapes and numbers. We will learn measures including time and then we'll focus on money.

Year 3: Multiplication, division and money.

See Knowledge Organiser for Maths.

D&T – Mechanisms

We will practise and learn the skills needed to design and make a moving Ferris wheel (inspired by Brunel's designs!)

We will evaluate our own work and think of ways to improve.



PE - We will follow Get Set 4 PE and will be learning about invasion games and target games.

See Knowledge Organiser for PE.



Reading

Children are rewarded every 20 reads with a new rainbow reading bookmark.

We expect children to read at least 4 times a week. This term, we will have another I love reading evening to inspire our reading more!



Computing

What is data and how do we present it electronically? We will learn how to represent data and answer questions about data. E-safety: Health, well-being and lifestyle

Science – Uses of Everyday Materials

Experiments with different materials. Testing to see which materials are best for different jobs.

What is a hypothesis and a prediction? Carrying out tests and writing them up. Scientific enquiry – performing simple tests, using observations and ideas to suggest answers to questions. **See Knowledge Organiser for Science**

Year 3 will also be looking at forces and magnets.

History Famous Heroes in History and how they have changed our lives.

We learn about Isambard Kingdom Brunel and think about how he has affected our local area.

See Knowledge Organiser for History.

Knowledge Organiser – Superheroes

Who was Isambard Kingdom Brunel and why do we remember him?

Brunel was an inventor, a designer and engineer, who built bridges, tunnels and ships. In Victorian England, he created structures and vehicles, which to others seemed impossible. Chances are, at some time you have travelled through a tunnel or crossed a bridge which Brunel built. Some people have even called him the Greatest Britain ever.



Brunel 1806 – 1859

He was an engineer during the Victorian Era. Thanks to Brunel, we're able to travel up and down the country quickly, as well as cross many rivers.



Clifton Suspension Bridge

The city that still homes many of Brunel's greatest achievements. Brunel designed the Clifton Suspension Bridge, Temple Meads Station and the SS Great Western.



SS Great Britain

When built in 1843, she was the longest passenger ship in the world. She was designed to transport people to America and could travel across the Atlantic in 14 days.



The Great Western Railway

In 1835, Brunel was asked to build a railway that would connect Bristol to London. The first trains ran in 1838. The railway is still in operation today.

Key Vocabulary

Railway – a set of tracks on which a train runs.

Bridge – a structure built over a river, railroad or obstacle that allows people to cross.

Suspension bridge – a bridge that is supported from above by cables.

Engineer – someone who uses scientific knowledge to design, construct and maintain engines, machines or structures.

Station – a regular stopping place of vehicles.

Impact – a strong and powerful effect.

Research – a careful study of something to find out more information.

Significant – having an important consequence.

Evidence – something that gives proof

Historians – an expert on History.

Key Dates

1806 – Isambard Brunel was born.

1831 – Work starts on Clifton suspension Bridge but is abandoned in 1843.

1833 – Brunel appointed Chief Engineer to Great Western Railway and starts surveying route. Begins modernisation of Bristol Docks.

1836 – Work begins on Box Tunnel. Appointed engineer of Great Western Steam Ship company and construction begin.

1838 – SS Great Western sails from Bristol to New York in 15 days.

1852 – Construction of Paddington Station begins.

1858 – SS Great Eastern launched.

Edward Jenner

Edward Jenner (1749 - 1823) was the first doctor to successfully create a vaccine. He created a vaccine using cowpox to immunise people from the much deadlier smallpox disease. His ideas were ridiculed by fellow scientists. Nevertheless, Jenner bravely and successfully completed his tests, and his findings could not be refuted. Thanks to his discovery, smallpox was eventually eradicated.



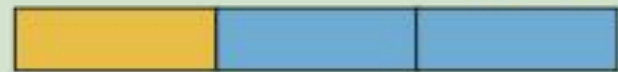
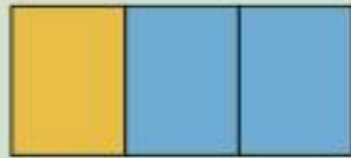
A timeline of the Vaccine

Timeline

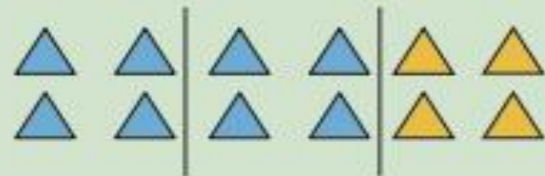
Smallpox and government intervention, 1840-72

- 1803-1807: Government gave Jenner £30,000**
- 1837-40** A smallpox epidemic breaks out. 35,000 people die. *The Lancet*, a medical journal, blames inoculation for the outbreak.
- 1840** The government makes inoculation a crime.
- 1840** The government agrees to provide children with vaccinations at the taxpayer's expense.
- 1852** The government makes smallpox vaccination compulsory.
- 1871** Public Vaccinators* are appointed.
- 1872** The British government begin to enforce the compulsory vaccination.

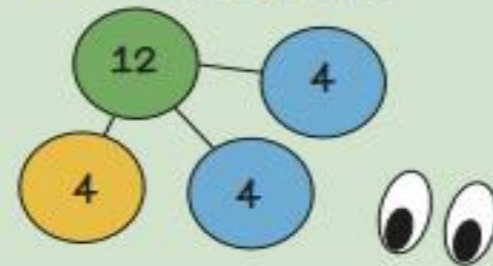
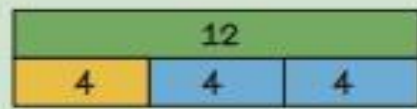
One third is one of three equal parts



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

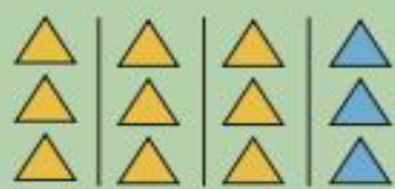
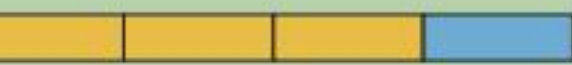
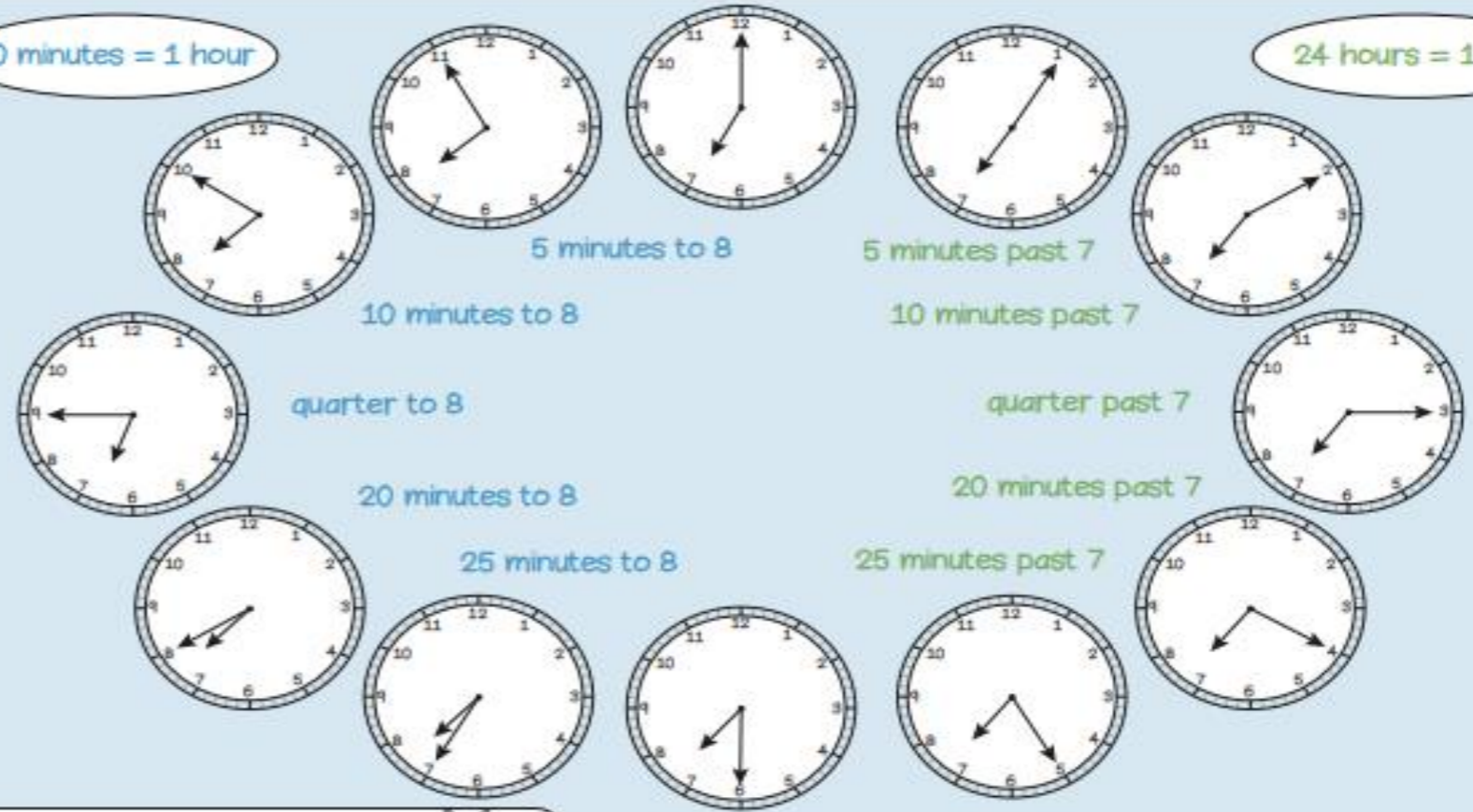


Share equally into 3 groups



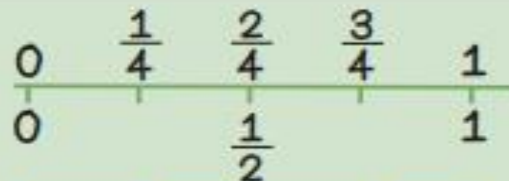
60 minutes = 1 hour

24 hours = 1 day

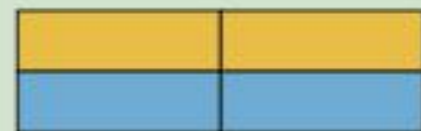


$\frac{3}{4}$ of the whole is yellow

3 of 4 equal parts

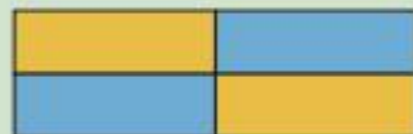


Two quarters are equivalent to one half



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

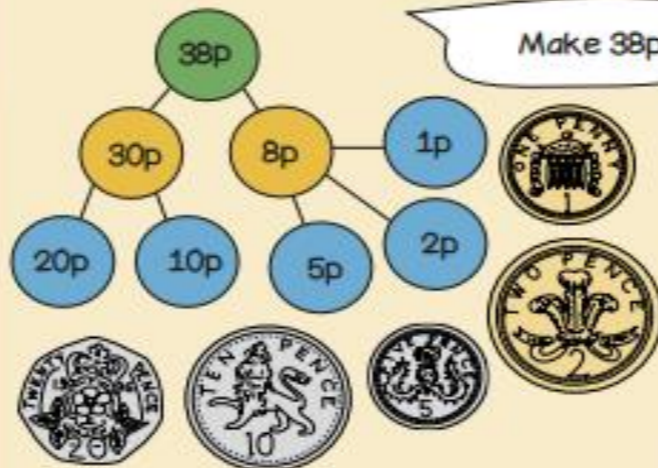
$\frac{1}{2}$ of the whole is yellow



Year 2 Term 4



$£5 + £10 = £15$



Make 38p



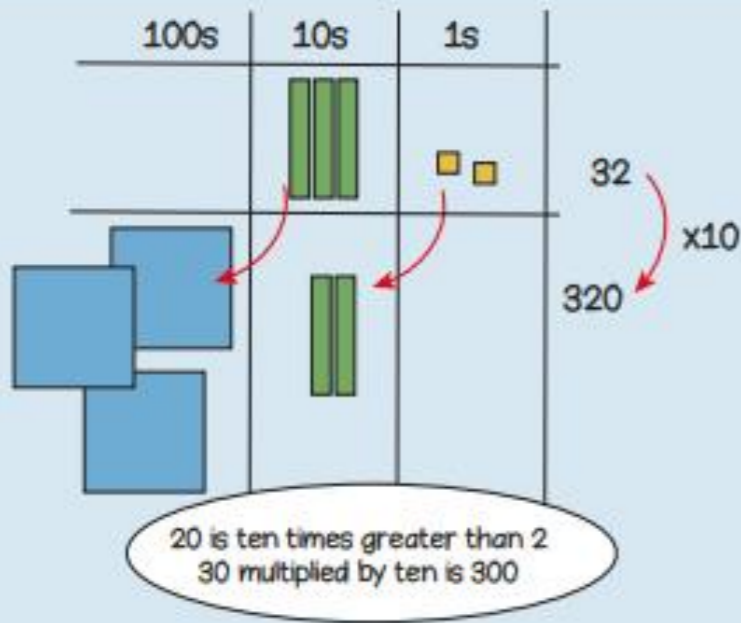
70p in different ways

12p change from 50p

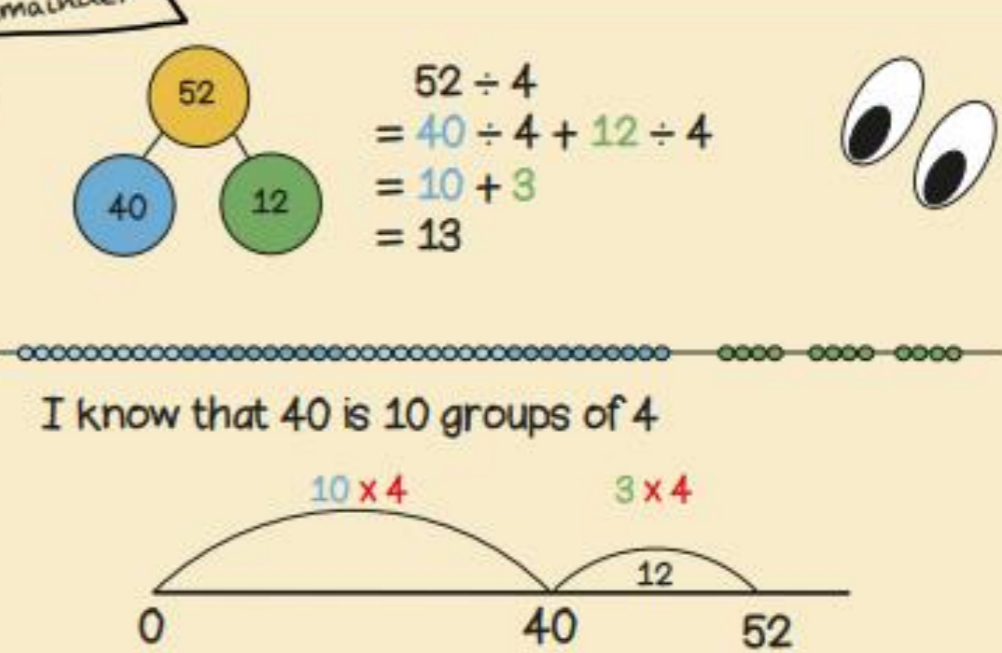
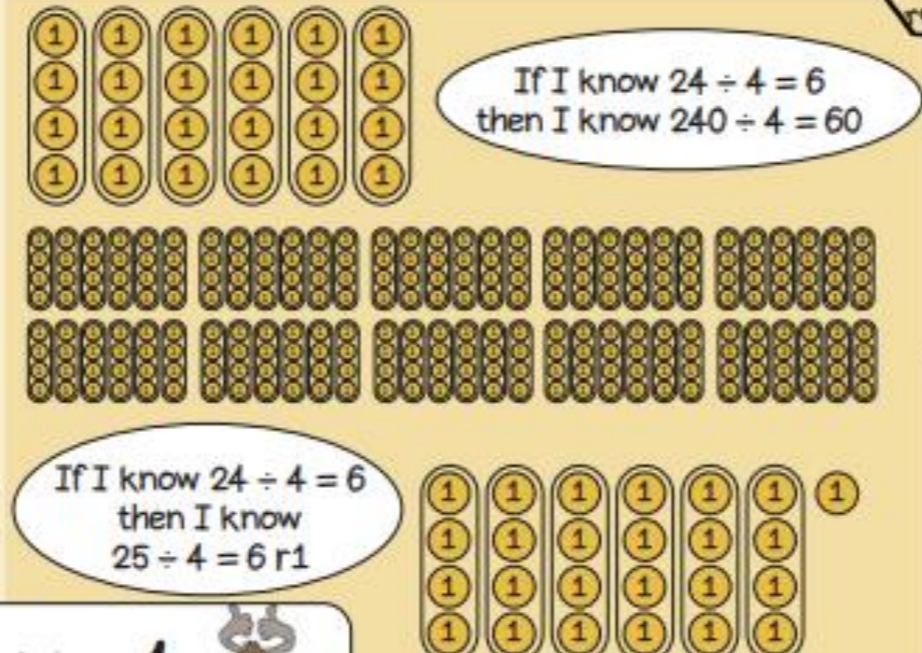
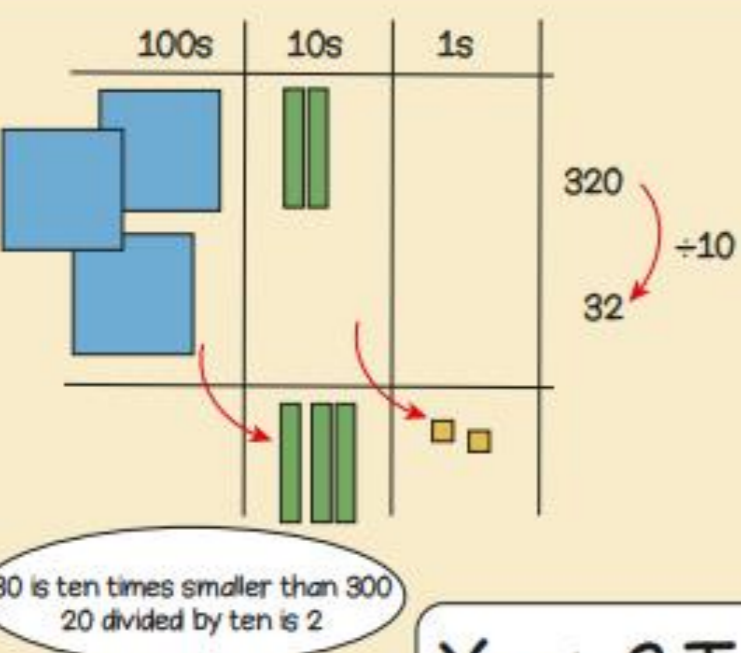
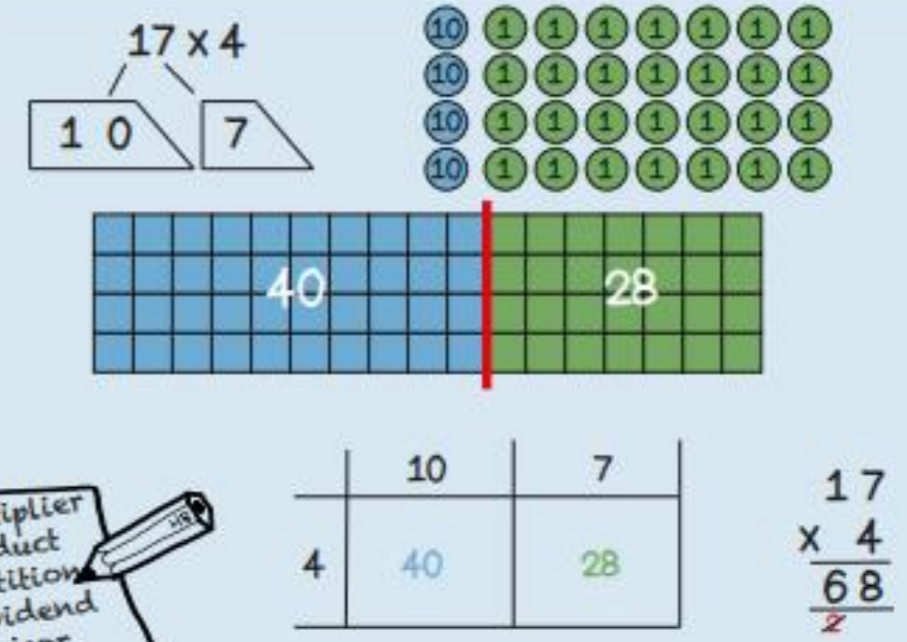
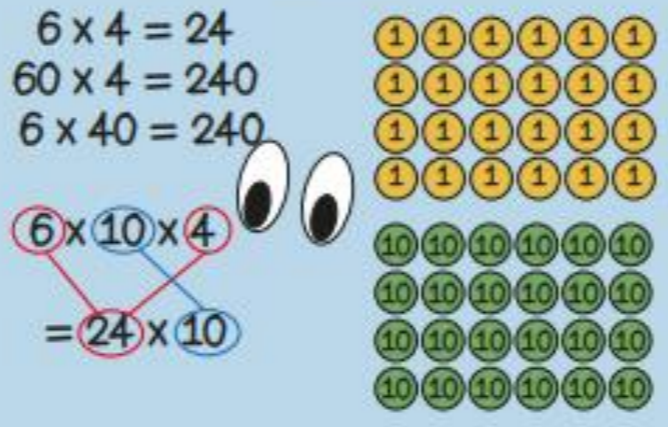
Spend 38p

62p change from £1

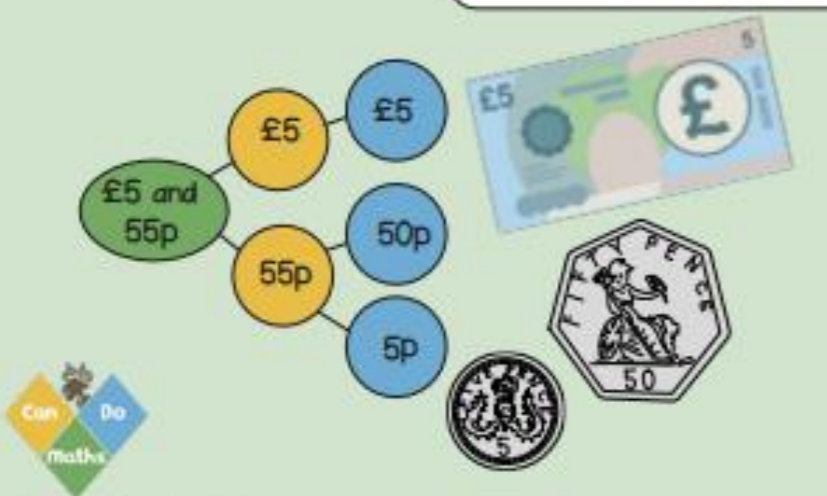




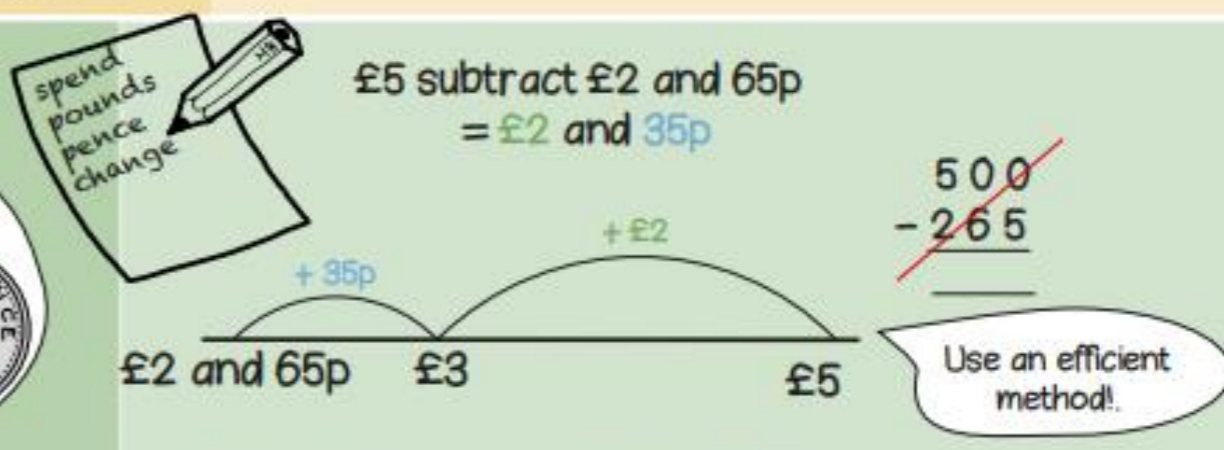
$60 \times 4 = ?$
 If I know $6 \times 4 = 24$
 then I know $60 \times 4 = 240$
 because it is ten times greater



Year 3 Term 4



$50 + 20 + 20 + 20 + 10 = 120\text{p}$
 $120\text{p} = \text{£}1 \text{ and } 20\text{p}$

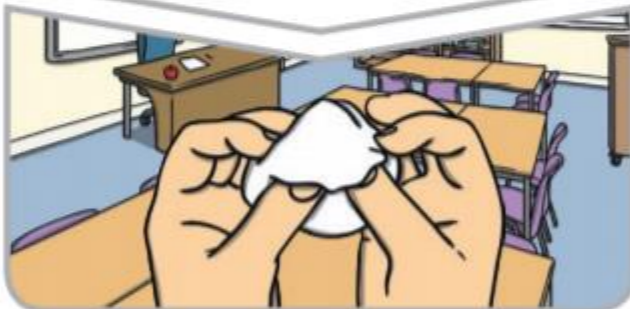


I have $\text{£}5$ and spend $\text{£}2$ and 65p
 How much change? $\text{£}2$ and 35p

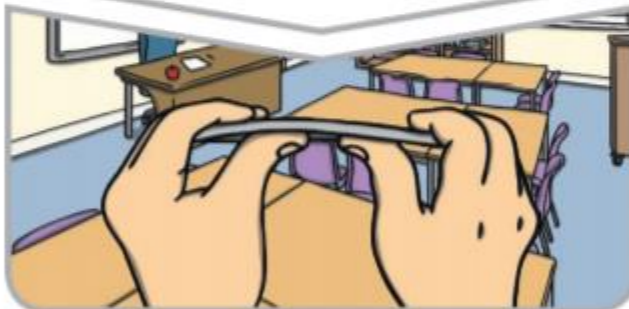
Key Vocabulary

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).

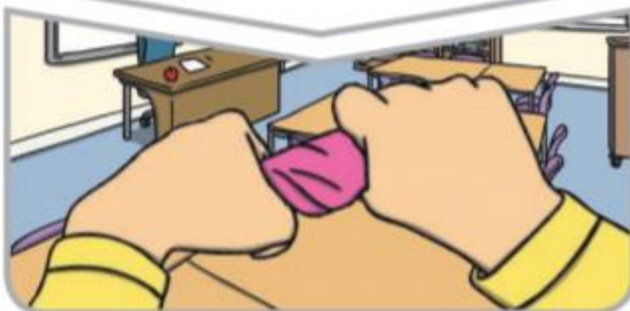
Squash an object by pushing both hands together.



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.

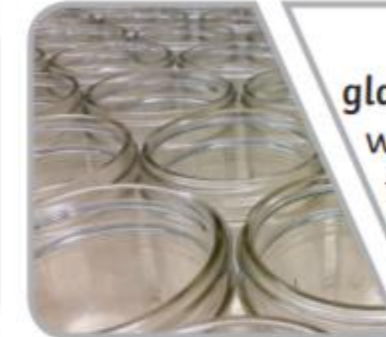


Key Knowledge

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.

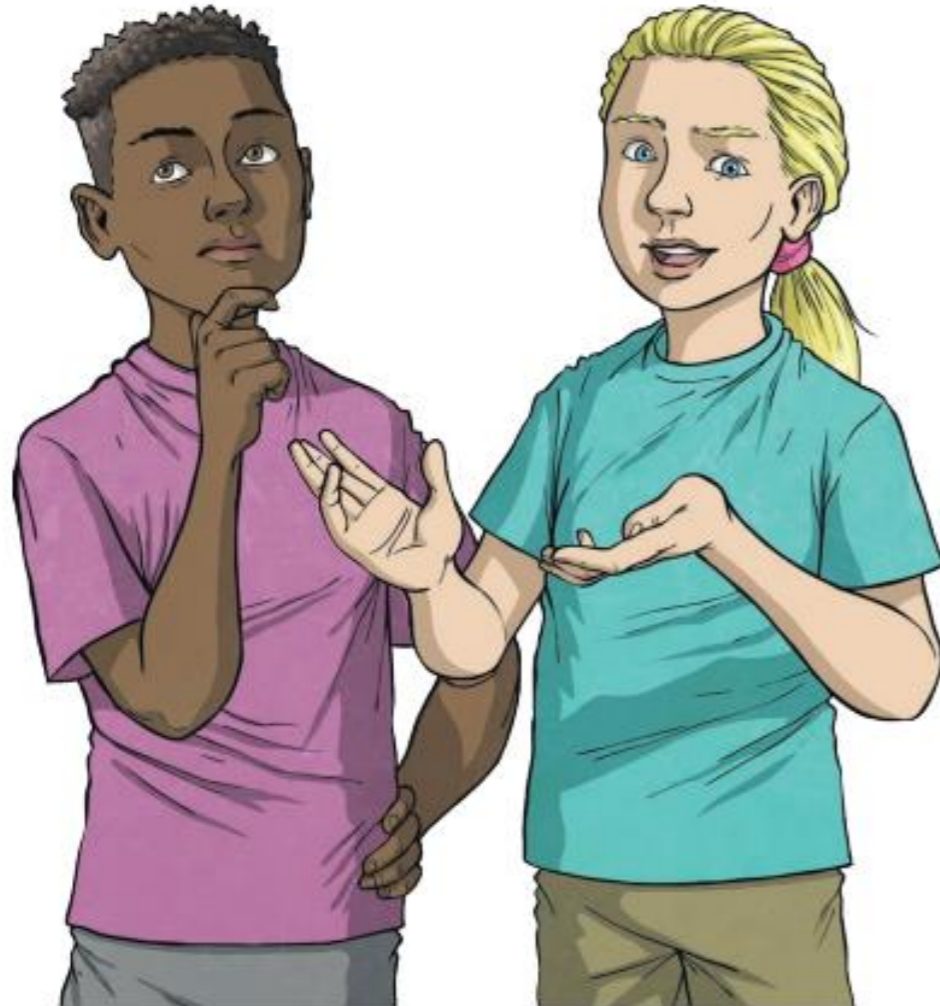
Key Vocabulary	
forces	Pushes or pulls.
friction	A force that acts between two surfaces or objects that are moving, or trying to move, across each other.
surface	The top layer of something.

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.

The driving **force** pushes the bicycle, making it move.

Friction pushes on the bicycle, slowing it down.



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

Pushes

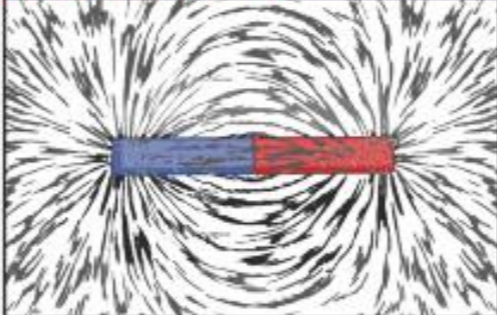

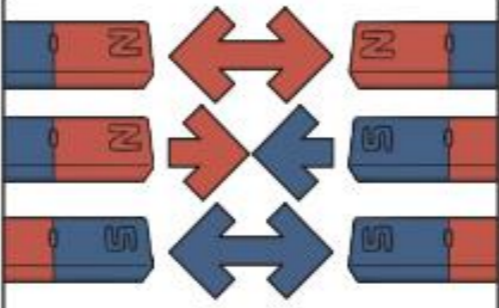


Pulls




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.



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.

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

Examples of Invasion Games

Basketball
Netball

Football
Hockey
Lacrosse

Rugby
Handball

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

Knowledge Organiser Target Games Year 2

About this Unit

Target games are games where players send an object towards a target. It could be while avoiding obstacles, getting closer to a target than an opponent or by hitting a target in the fewest turns. It could also be a moving target.
Examples of target games are dodgeball, golf, curling, boccia, archery, bowling.



overarm throw

- elbow high
- step forward with your opposite foot
- use for distance



roll

- use a straight arm
- step forwards with your opposite foot
- point your hand to your target



underarm throw

- use a straight arm
- step forwards with your opposite foot
- point your hand to your target
- use for accuracy



strike

- swing with straight arms
- feet shoulder width apart
- finish with your club pointing where you want the ball to go

Key Vocabulary



accurate	release
ahead	strike
aim	target
opponent	teammate
overarm	underarm



If you enjoy this unit why not see if there is a club in your local area that plays a target game. Examples could be a dodgeball or golf club.

Ladder Knowledge



Throwing:

stepping with opposite foot to throwing arm will help you to balance. Moving your arm quicker will give you more power.

Striking:

finish with your object/hand pointing at your target.

Movement Skills

- roll
- overarm throw
- underarm throw
- strike
- dodge
- jump

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

Social congratulate, support others, co-operation, kindness

Emotional manage emotions, honesty

Thinking identify areas of strength and areas for development, select and apply, comprehension, decision making

Rules

Know how to score points for each game and follow simple rules.

Tactics

Use and apply simple tactics. They help us to make a plan to complete a challenge.

Healthy Participation



- Make sure unused balls are stored safely.
- If hitting a ball make sure there is a safe space.

Home Learning

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

Bowls

What you need: two players, a marker and three pairs of socks each

How to play:

- Play against another player.
- Place a target marker an agreed distance from a start line.
- Takes turns to roll or throw your sock towards the target marker.
- Whoever lands closest to the target marker wins the round.
- Play first to ten points.



www.getset4education.co.uk



This unit will help you to:

- change direction quickly
- balance
- move different parts of your body at the same time
- be faster

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



@getset4education136

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.

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



The Jigsaw Charter

We take turns to speak

We use kind and positive words

We listen to each other

We have the right to pass

We only use names when giving compliments or when being positive

We respect each other's privacy (confidentiality)

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.

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.