

English

We are reading the text 'Little Red and the Very Hungry Lion' and 'Bob the Man on the Moon'

Writing Focus:

- Setting description
- Diary, letter and a recount.



Values & PHSE

We will focus on the values of Understanding, Unity and Co-operation.

Jigsaw – Being Me in My World. We will think about how our own behaviour affects other people and think about how we want to be treated in our class.

Year 2/3 Autumn Term 1 2024 Where Do I Belong?



Science What are Habitats?

We shall label things that are living, dead and never alive. We will then explore what a habitat is, identify plants and animals in a familiar habitat and draw food chains.

See Knowledge Organiser for Science.



PE - We will follow Get set 4 PE and will be learning about fitness and gymnastics. **See Knowledge Organiser for PE.**

Computing

We are digital technicians! We will learn how to save & retrieve data, What is the Internet and the World Wide Web? & most importantly – how to stay safe on them. This is known as E-safety.



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, children will be given a new reading buddy to help them!



Geography – We will be labelling main towns and cities in the UK on a map. We will be naming and locating the seas surrounding the United Kingdom too. During the term, we will be walking the grounds of the school, locating our school on a map and describing places around the local area. We will be using language to describe where the different places are, use a compass and learn the correct symbols and keys.

See Knowledge Organiser for Geography.



Maths

We will focus on numbers to 100 and place value.

We will also practise number facts and – problem solving and the use of mental & written methods.

Finally, we will look at properties of shapes.

Year 3, we will be focusing on place value, shape and dividing by 10.

See Knowledge Organiser for Maths.



Music

This is delivered through Charanga Music Lessons



ART – A study of a leaf

We will have fun with leaf printing & rubbings, we will sketch leaves and create a resist picture with watercolours.

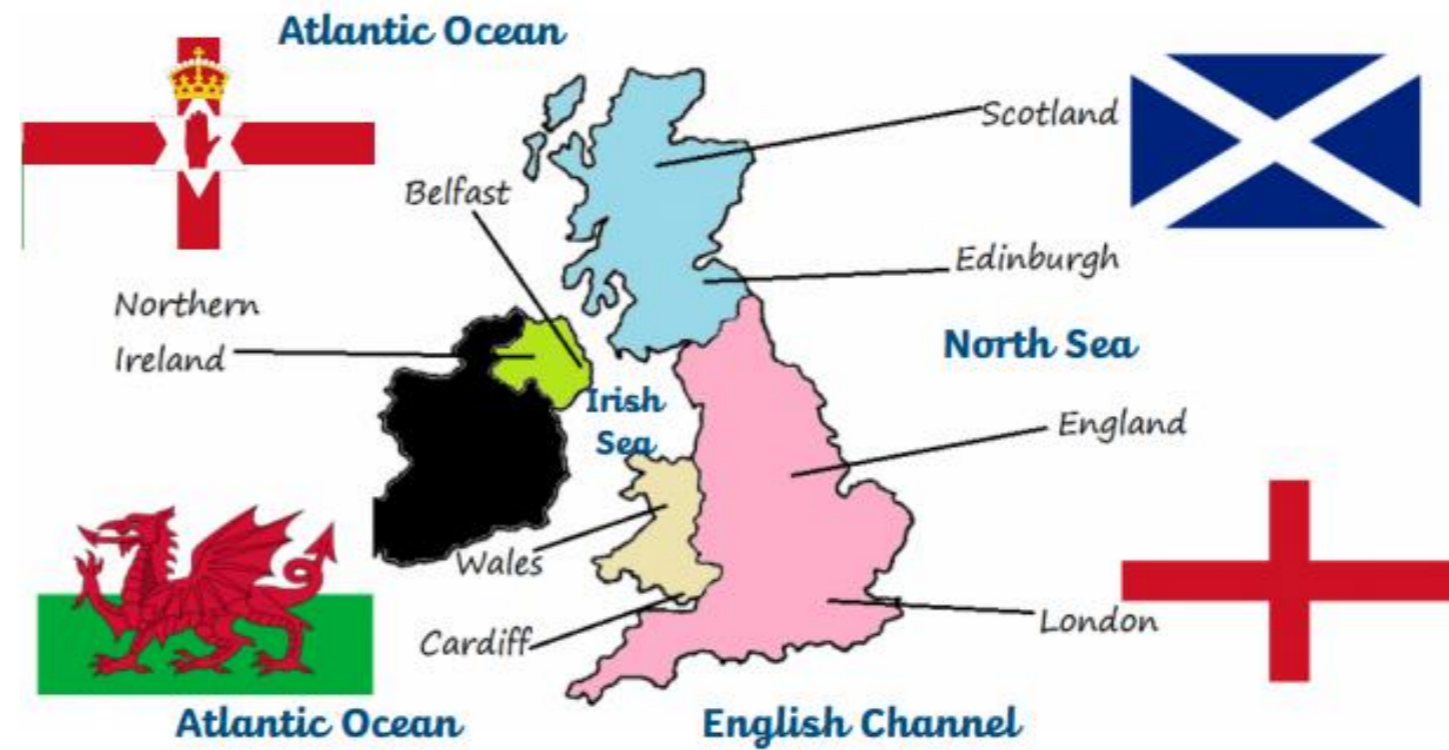
To conclude, we will create a final piece with repeat tile printing.



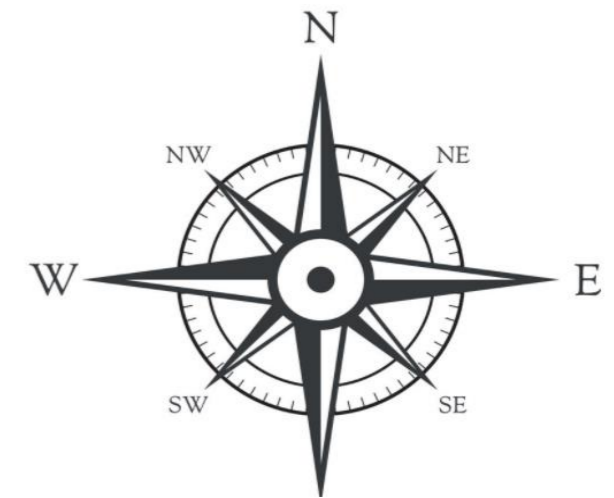
Knowledge Organiser - Where Do I Belong?

The United Kingdom

United Kingdom



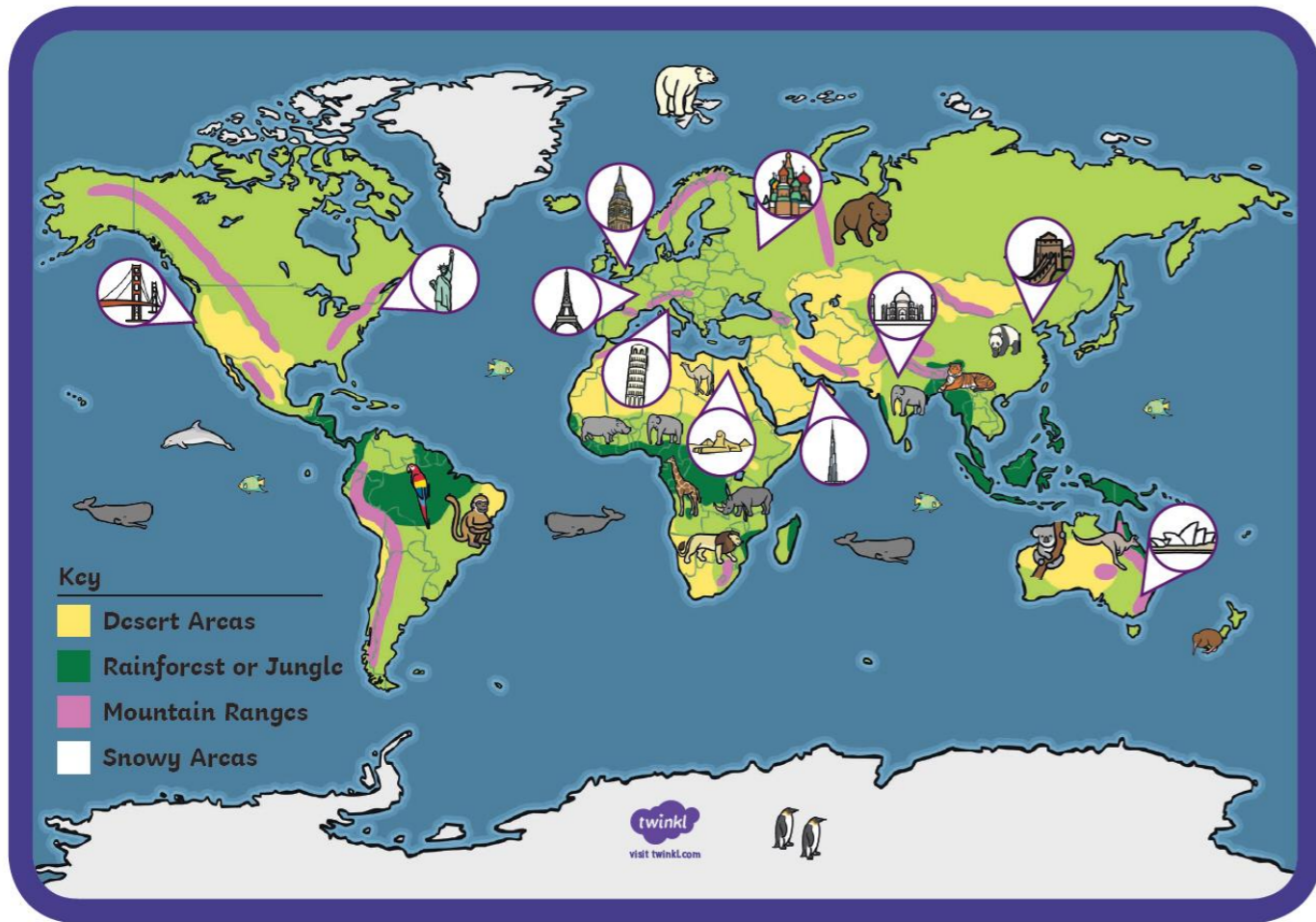
Direction and Map Skills



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.

Landmarks

Landmarks are features or structures around the world that are easily recognised or unique.



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.



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?



Key Word	Definition
local area	The area around where you live.
compass	A tool for finding direction.
locality	A human settlement: city, town or village.
country	Land that is controlled by a single government.
fieldwork	Working outside to collect information.
UK	The United Kingdom of Great Britain and Northern Ireland.
landmark	A feature of the landscape or area that is easily recognised.
route	How you get to somewhere.

Animals and their Habitats

Characteristics of Living Things

There are 7 things that all living things do and we call these **life processes**. All animals, including humans, do these and plants do too! We can remember them with the help of Mrs Gren.

Movement

Respiration

Sensitivity

Growth

Reproduction

Excretion

Nutrition



Living, not living or never alive?



living



dead



never living



Roast chicken is **dead** because it was alive but isn't anymore.



A pig is **living**.



A camera is **not living**.

Grouping Animals

We can group animals depending on what type of food they eat.

Herbivores just eat plants.

A rabbit is a herbivore.



Carnivores just eat meat.

A shark is a carnivore.



Omnivores eat both plants and meat.

A gorilla is an omnivore.



Habitats

A habitat is where a living thing lives. Habitats provide things that living things need for the life processes such as food, water and air.

Examples of micro-habitats:

- flower beds
- trees
- bushes
- under rocks/logs
- ponds
- in the grass

Examples of large habitats:

- desert
- mountains
- polar regions
- jungle
- ocean
- savannah

Examples of habitats:



woodland



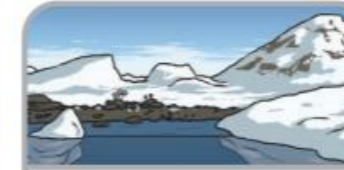
urban



coastal



rainforest



arctic



desert



ocean



river



mountain

Examples of microhabitats:



short grass



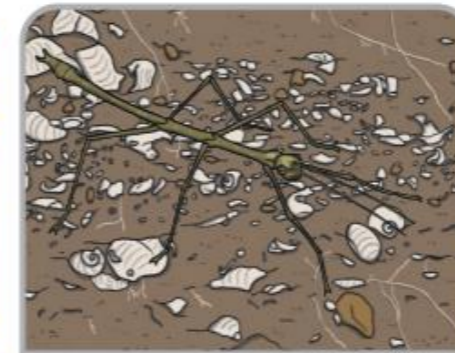
flowers



inside rotting wood



under leaves



in and on soil

Key Vocabulary

habitat	A habitat is the natural place something lives. A habitat provides living things with everything they need to survive such as food, shelter and water.
microhabitat	A microhabitat is a very small habitat in places like under a rock, under leaves or on a branch. Minibeasts live in microhabitats . The microhabitats have everything they need to survive .
depend	Many living things in a habitat depend on each other. This means they need each other for different things.
survive	This means to stay alive.
life processes	These are the things that all living things do. They move, breathe, sense, grow, make babies, get rid of waste and get their energy from food.
living	Things that are living have all the life processes .
dead	Things that are dead were once living . They did have all the life processes but don't now.
never living	Things made out of metal, plastic or rock were never living . They never had the life processes .
food chain	A food chain shows how each animal gets its food. Food chains are one of the ways that living things depend on each other to stay alive.
food sources	This is the place a living thing's food comes from.

Food Chains

Sometimes, scientists use **food chains** to show what different animals eat in a **habitat**.

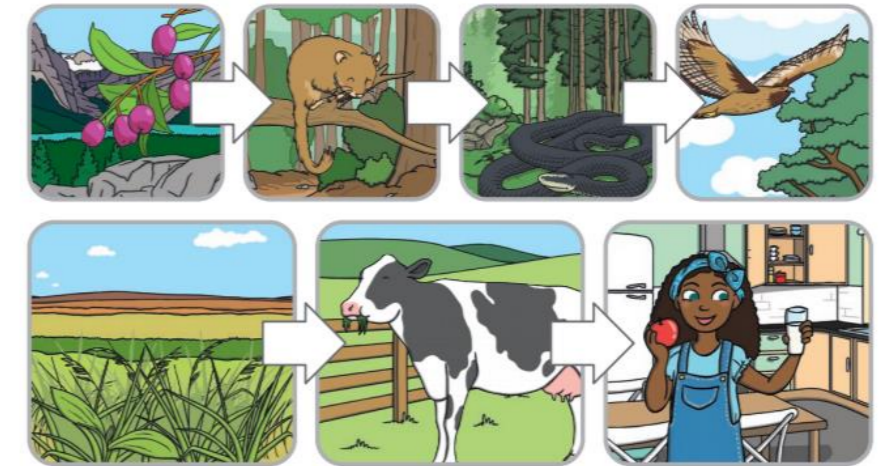
This is a simple food chain:



The arrows mean 'is eaten by'.

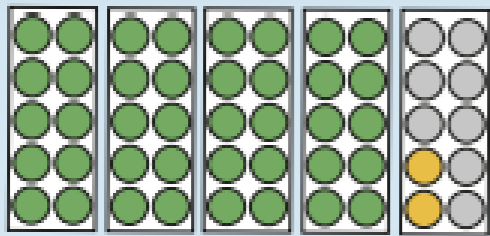
The grass is eaten by the rabbit. The rabbit is eaten by the fox.

Food chains. The arrows mean 'is eaten by'.



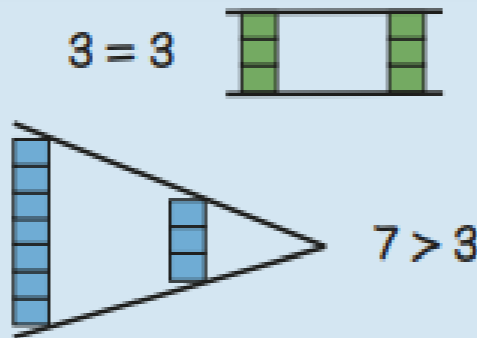
Key Vocabulary

carnivore	An animal that just eats meat
change	When something becomes different
diet	The food that an animal eats
excretion	To dispose of waste
growth	To get bigger
herbivore	An animal that just eats plants
movement	To change position
nutrition	The food we eat
offspring	The babies that an animal produces
omnivore	An animal that eats both plants and meat
respiration	Taking in has and giving out another (breathing, in humans)
sensitivity	Using your senses (see, smell, hear, touch and taste)



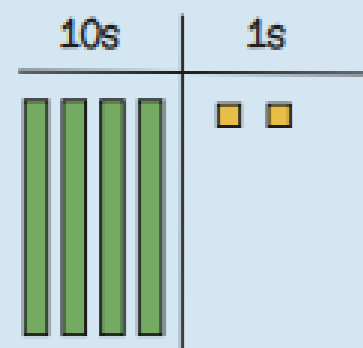
42
forty-two
4 tens and 2 ones

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



52 is more than 42
 $52 > 42$

42 is less than 52
 $42 < 52$

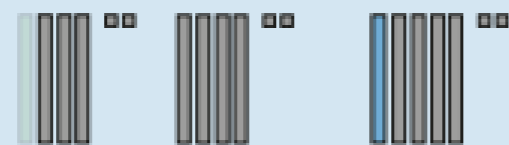


$42 = 40 + 2$
 $42 = 30 + 12$
 $42 = 20 + 22$
 $42 = 10 + 32$

number
digit
less
greater
ones
tens

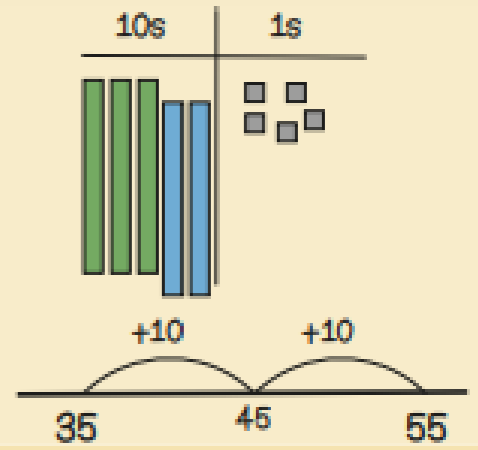
Stop and look.
What do you notice?

10 less than 42 is 32 10 more than 42 is 52



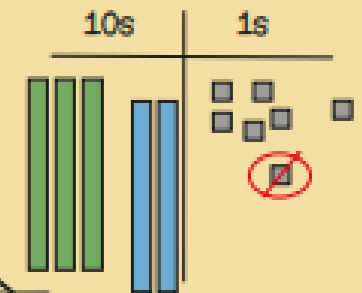
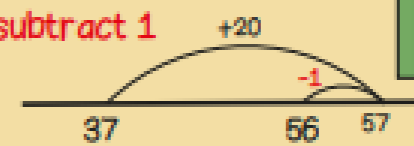
$35 + 20$
Add multiples of ten

If I know $3 + 2$
then I also know...



$37 + 19$
Round then adjust

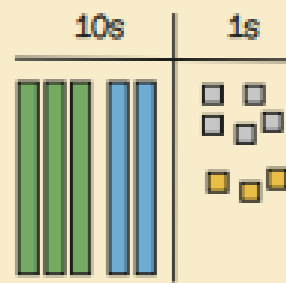
Add 20 then subtract 1



$35 + 23$
Partition and recombine

$35 + 23$
 $30 + 5 + 20 + 3$
 $50 + 8 = 58$

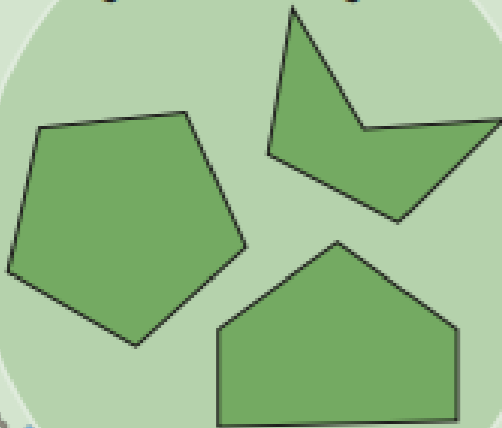
addend
sum
plus
total



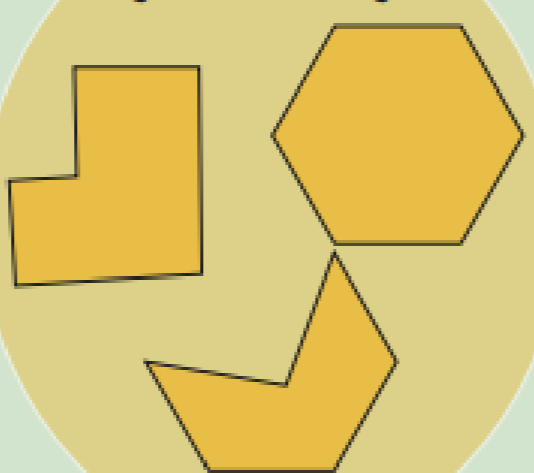
$35 + 23 = 23 + 35$
Addition is commutative

Year 2 Term 1

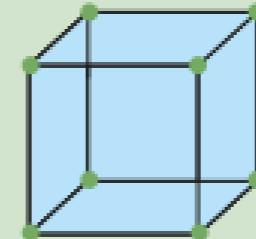
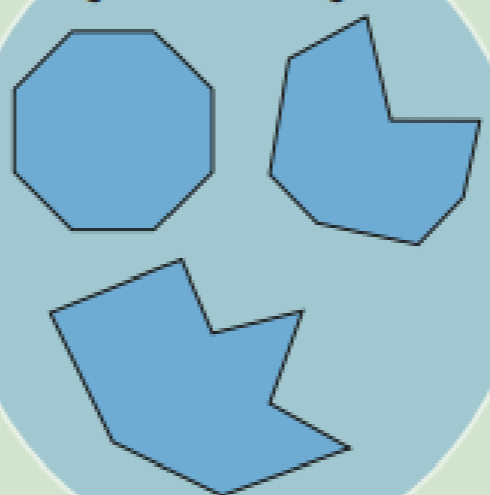
Pentagons - 5 straight sides



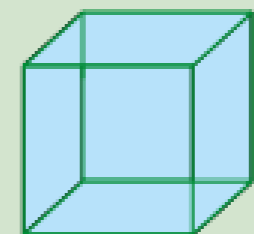
Hexagons - 6 straight sides



Octagons - 8 straight sides



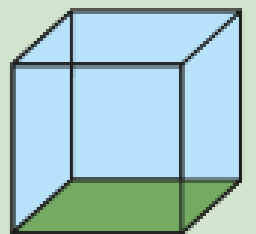
A vertex is the corner of a 3D shape.
This cube has 8 vertices.

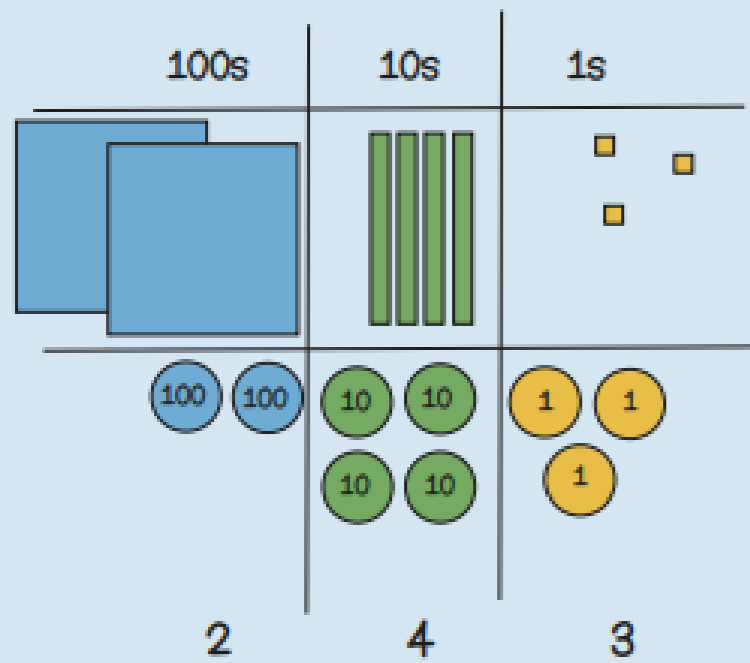


An edge joins 2 vertices.
This cube has 12 edges.

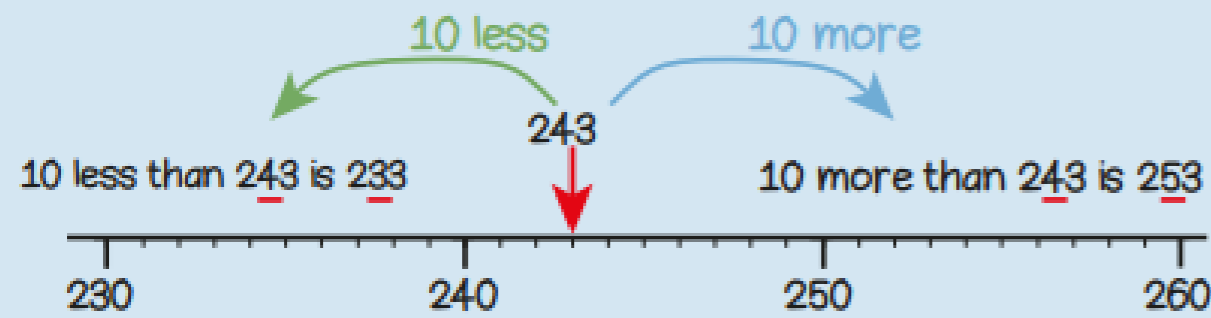
pentagon
hexagon
octagon
vertex
edge
face

The flat surface is a face.
This cube has 6 faces.





two hundred and forty-three
2 hundreds, 4 tens and 3 ones



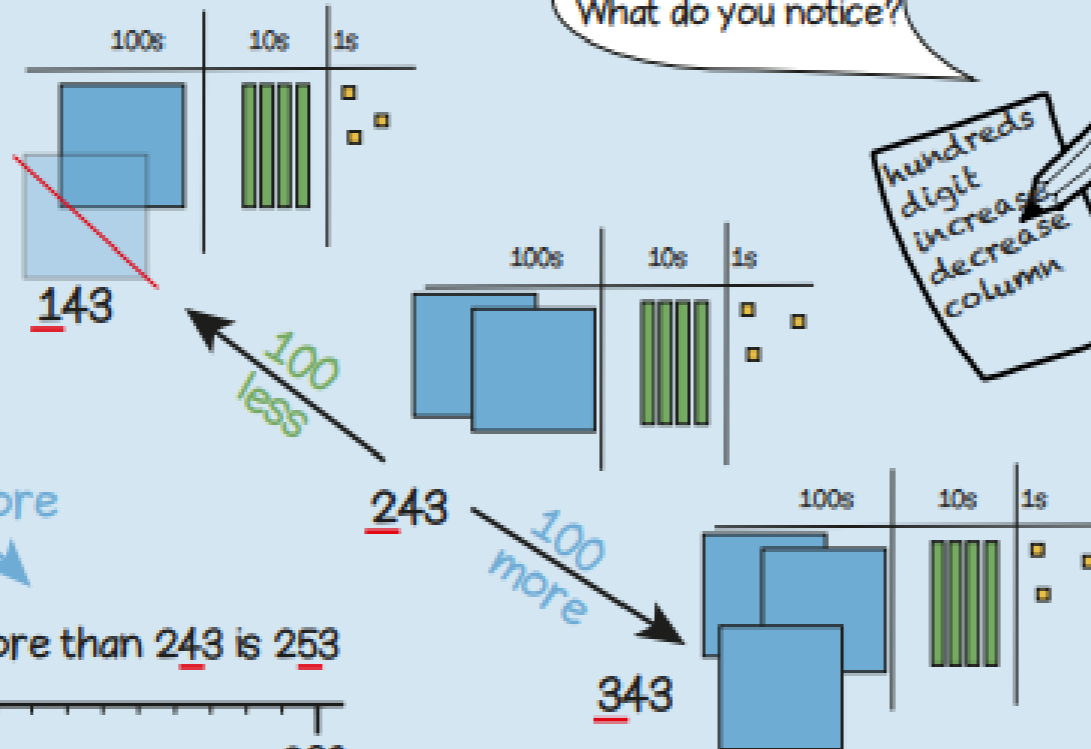
In order from smallest to largest

261, 406, 540

206, 260, 270, 274

Stop and look.
What do you notice?

hundreds digit
increase
decrease
column



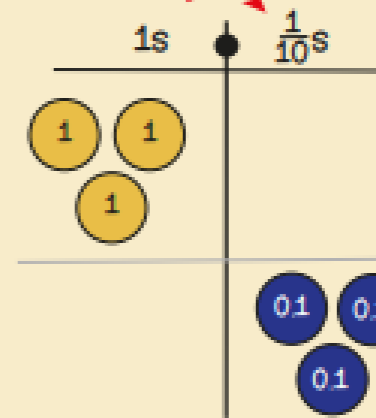
one tenth
one out of ten equal parts
one divided by ten

$$\frac{1}{10}$$

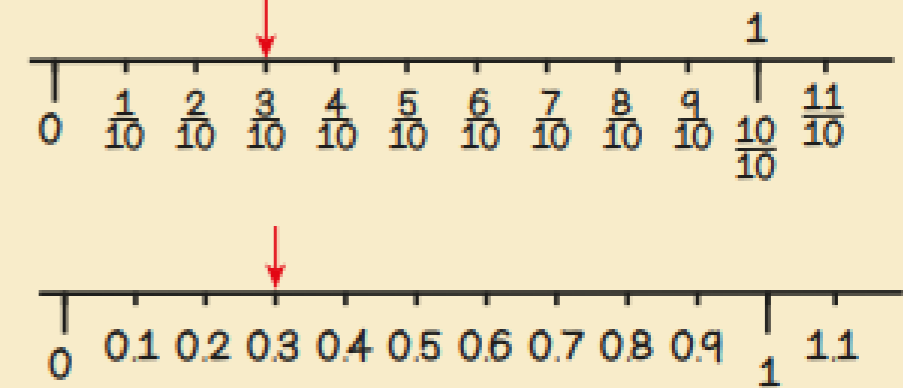
$$0.1$$

digit tenths
decimal point

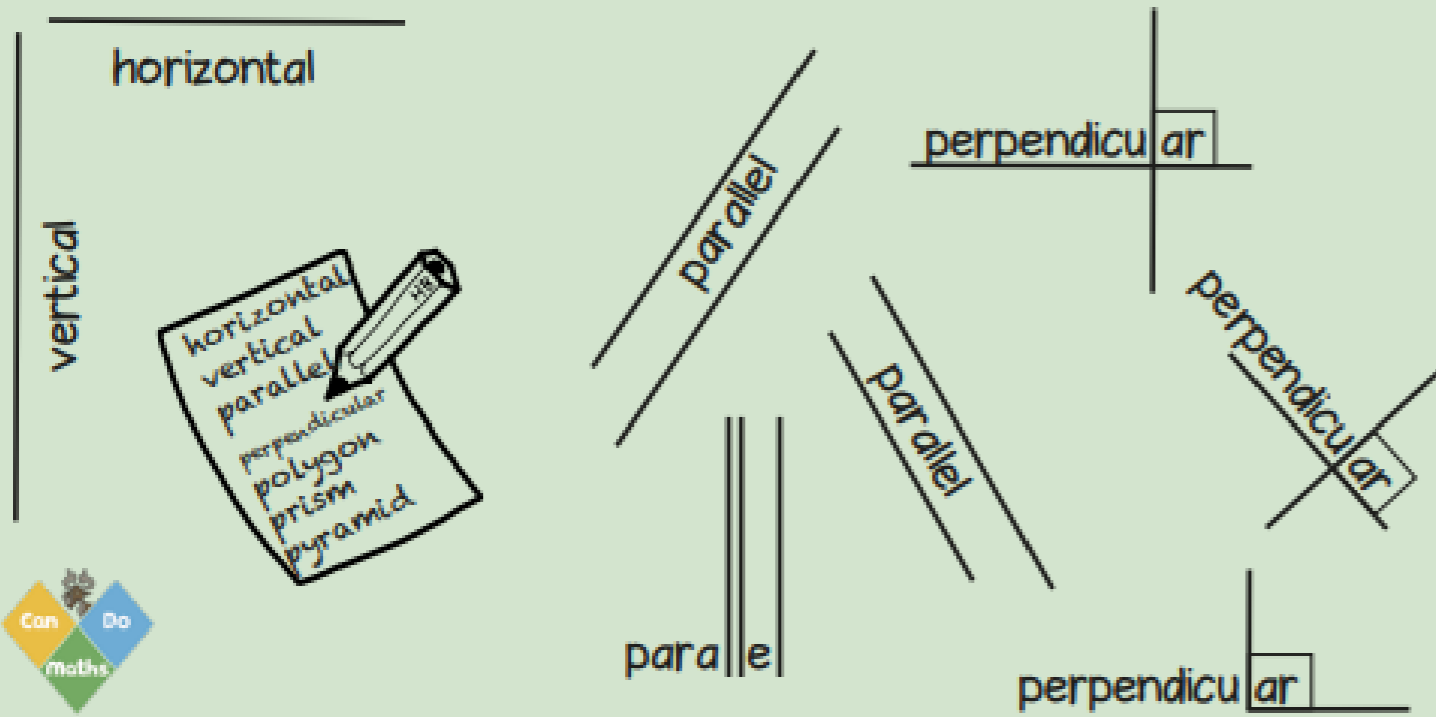
ten times smaller



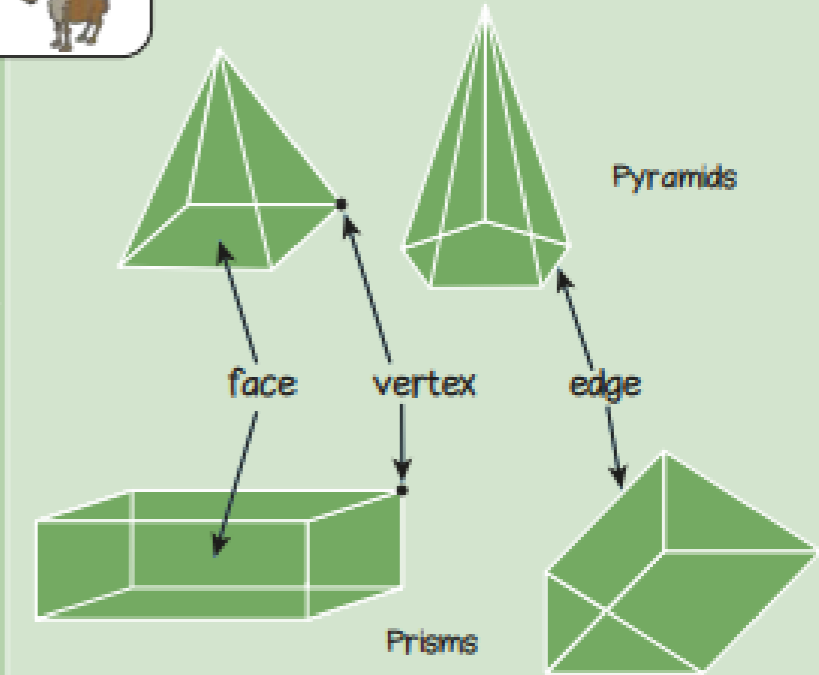
$$3 \div 10 = 0.3$$



Year 3 Term 1



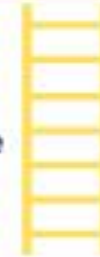
Polygons are shapes with all straight sides





Knowledge Organiser Fitness Year 2

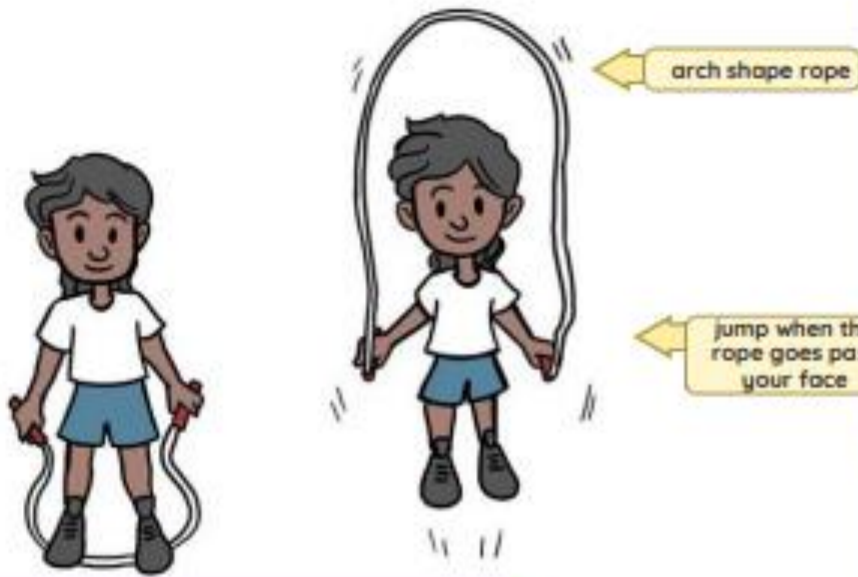
Ladder Knowledge



- Agility:** Using small quick steps will help you to change direction.
- Balance:** You can squeeze your muscles to help you to balance.
- Co-ordination:** Some skills require you to move body parts at different times such as skipping.
- Speed:** Take shorter steps to jog and bigger steps to run.
- Strength:** Strength helps us with everyday tasks such as carrying our school bag.
- Stamina:** You need to run slower if running for a long time.

About this Unit

Being fit means keeping your body strong and full of energy. Just like how we take care of our toys to keep them working well, we need to take care of our bodies too. When we're fit, our bodies can do lots of fun things like running, playing, and exploring.



Movement Skills

- run
- stamina
- skip
- co-ordination
- agility
- strength
- balance

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

- Social** encourage others, communication
- Emotional** perseverance, determination
- Thinking** comprehension, identify strengths and areas for improvement

Strategy

Keep trying lots of different activities outside of school to find something you enjoy.

Healthy Participation



Behave and move in a safe way.

Home Learning

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

Key Vocabulary



- | | | |
|----------|--------|--------|
| bend | jump | steady |
| breath | land | strong |
| exercise | speed | time |
| jog | sprint | tired |



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

This unit will help you to:

- change direction quickly
- balance
- move different body parts at the same time
- be faster
- move for a long time
- be stonger

What's that Word?

What you need: people you live with

How to play:

- As a household choose three words that you are going to be your 'what's that' words for the day. e.g CAN, YOU and TV.
- Choose words that are said quite often in your household to make the game harder!
- Choose appropriate exercises for each member of your household e.g. mum might want to do star jumps, brother might want to do squats etc.
- Every time a 'what's that' word is said, the person who said it must complete 10 of their chosen exercises.
- Don't forget to remind them by saying:

What's that word?

www.getset4education.co.uk

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



@getset4education136



Get Set 4 Education

Knowledge Organiser Fitness Year 3 and Year 4

About this Unit

Regular physical activity can do so many wonderful things to your overall health and fitness. It helps improve memory, makes you feel happier and gives you more energy. Regular exercise helps to build strong bones, strengthen your muscles and even improves sleep.

Physical fitness includes many different parts such as agility, balance, co-ordination, speed, stamina and strength. These elements are so important in everyday activities such as these examples...



- **Agility:** if you need to dodge someone in a busy playground.
- **Balance:** when you put trousers on.
- **Co-ordination:** when brushing your teeth.
- **Speed:** when running after a bus.
- **Stamina:** when playing the whole of lunchtime.
- **Strength:** when carrying your school bag.



Can you think of any other examples of when these elements of fitness would be useful?

Key Vocabulary

- accelerate:** speed up
- agility:** the ability to change direction quickly
- balance:** the ability to maintain stability when stationary (static balance) or when moving (dynamic balance)
- co-ordination:** moving two or more body parts at the same time
- control:** being able to perform a skill with good technique
- decelerate:** slow down
- direction:** forwards, backwards, sideways
- dynamic:** how an action is performed e.g. quickly, slowly, gently
- muscle:** tissue that helps us to move our bodies
- progress:** to improve
- react:** to respond to quickly
- record:** to make note of
- speed:** how fast you are travelling
- stamina:** the ability to move for sustained periods of time
- static:** on the spot
- strength:** the amount of force your body can use
- technique:** the action used correctly



Ladder Knowledge



Agility:	Balance:	Co-ordination:	Speed:	Strength:	Stamina:
Year 3: agility helps us with everyday tasks.	Year 3: balance helps us with everyday tasks.	Year 3: co-ordination helps us with everyday tasks.	Year 3: leaning slightly forwards helps to increase speed. Leaning your body in the opposite direction to travel helps to slow down.	Year 3: when completing strength activities, they need to be performed slowly and with control to help you to stay safe.	Year 3: stamina helps us in other life activities.
Year 4: keep your elbows bent when changing direction to help you to stay balanced.	Year 4: you need to squeeze different muscles to help you to stay balanced in different activities.	Year 4: if you begin in a ready position, you can react quicker.	Year 4: a high knee drive, pumping your arms and running on the balls of your feet will give you more power.	Year 4: strength comes from different muscles and it can be improved in different ways.	Year 4: you need to pace yourself when running further or for a long period of time.

Movement Skills

- agility
- balance
- co-ordination
- speed
- stamina
- strength

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

Social support others, work safely, communication

Emotional perseverance, determination, honesty

Thinking identify areas of strength and areas for development

Strategy

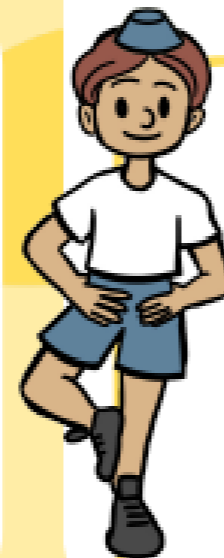
Identify your areas of strength and your areas for development. Then, think of everyday activities where you could practice e.g. standing on one foot while brushing your teeth will develop balance and co-ordination.

Healthy Participation



- Focus on your own results without comparing them with others in the class.
- Work within your own capabilities.
- All actions need to be performed with control.

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina, strength

Home Learning

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

Stickman

What you need: A pen and piece of paper, one player, one person to choose the words.

How to play:

- One person (the word master) chooses a word and draws lines on the paper, one for each letter.
- The player guesses a letter that could be in the word. If they are correct the word master writes the letter on the correct line.
- If the named letter is not in the word the word master draws part of a stickman and the player must complete 10 of one of the below exercises: star jumps / hops / sit ups / jumping twists / press ups
- Can the player guess the word before the word master draws a complete stickman?
- NB. stickman to include head, body, two arms and two legs



www.getset4education.co.uk

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



@getset4education136



Get Set 4 Education

Knowledge Organiser Gymnastics Year 2

Ladder Knowledge



Shapes:
Some shapes link well together.

Balances:
Squeezing your muscles helps you to balance.

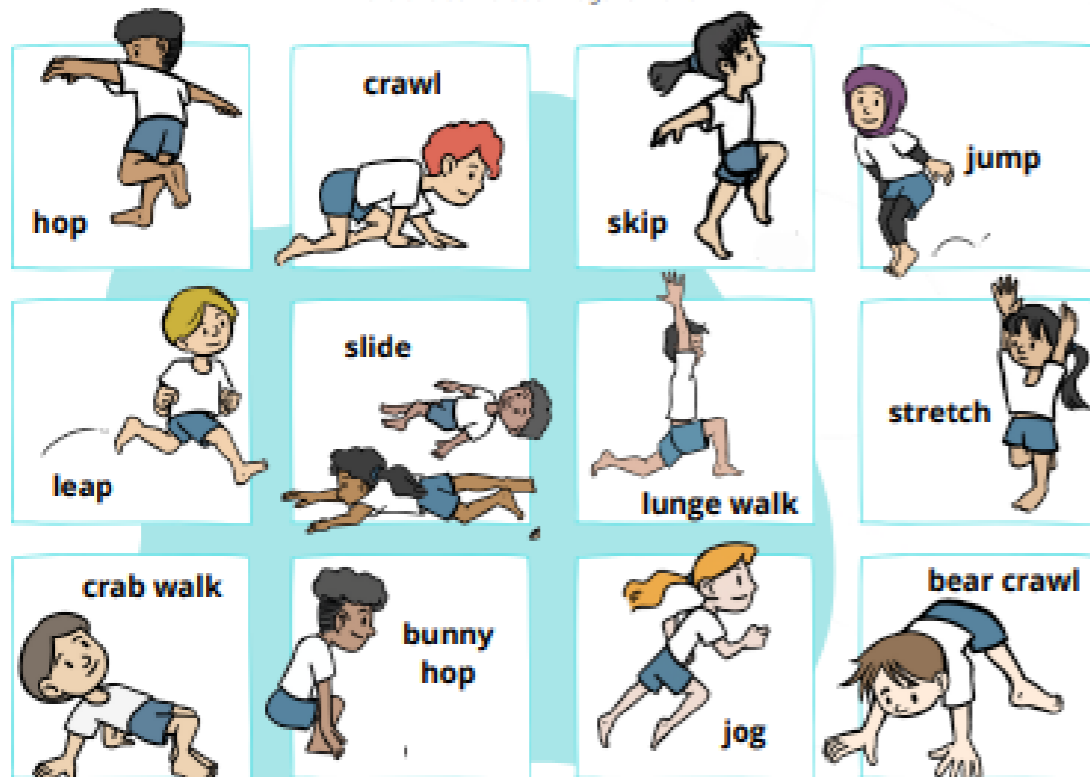
Rolls:
There are different teaching points for different rolls.

Jumps:
Looking forward will help you to land with control.

About this Unit

In gymnastics you learn to move your body in really fun ways. From balancing to rolling and jumping. In gymnastics you can link these actions using travelling actions to create sequences. Sequences are like stories with a beginning, middle and end.

Here are some cool ways to travel.



Movement Skills

- shapes
- balances
- travelling actions
- shape jumps
- barrel roll
- straight roll
- forward roll

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

Social leadership, work safely, respect

Emotional confidence, independence

Thinking select and apply actions, creativity

Strategy

Use shapes that link well together, it will help your sequence to flow.

Healthy Participation



- Remove shoes and socks.
- Make sure the space is clear before using it.

Home Learning

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



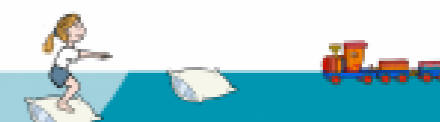
Gymnastics Obstacle Course



What you need: a dressing gown rope, two pillows and toy

How to play:

- Create a gymnastics course by placing out the rope, pillows and toy.
- Balance along the rope, jump and land on each of the pillows then create a balance by creating the same shape as your chosen toy.
- Place the items further apart and link your actions using different travelling actions e.g. crawl, spin, hop, lunge etc.



www.getset4education.co.uk

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



@getset4education136

Key Vocabulary



balance

direction

level

link

pathway

pike

roll

sequence

shape

speed

star

straddle

tuck

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



This unit will help you to:

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

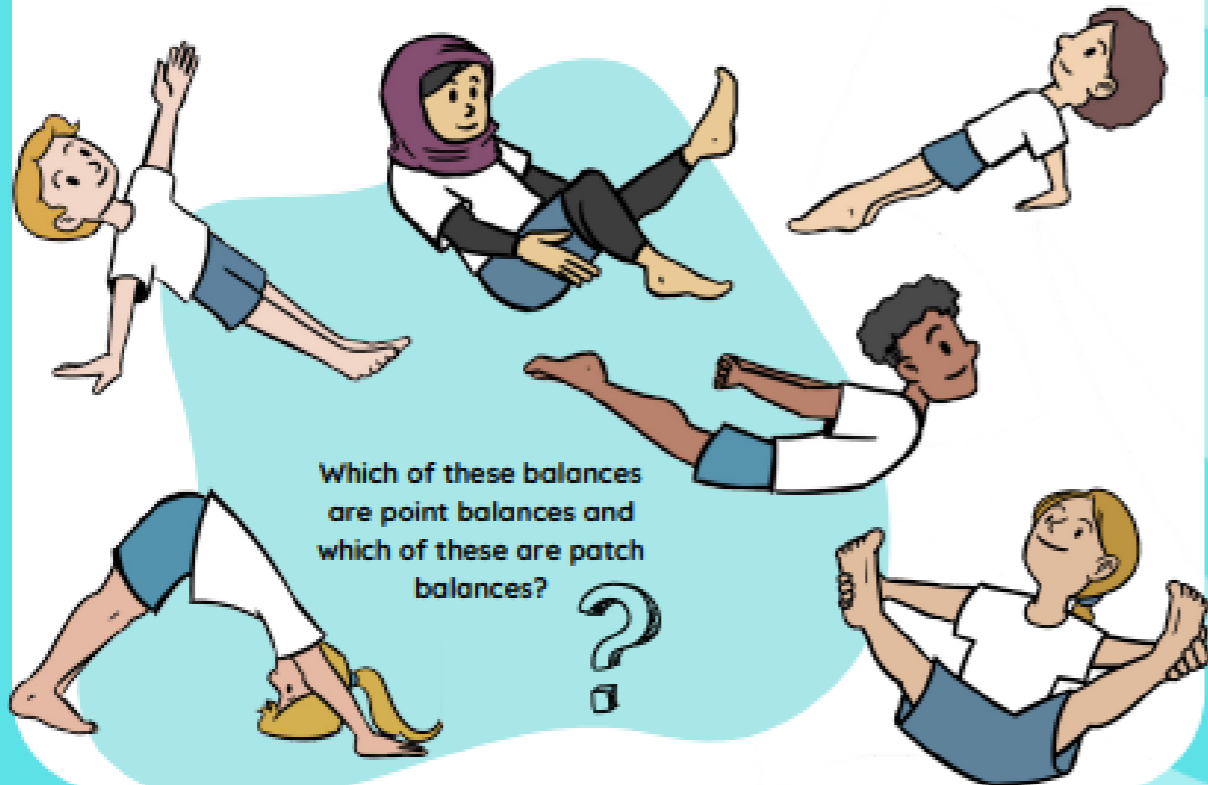


Get Set 4 Education

Knowledge Organiser Gymnastics Year 3

About this Unit

Gymnastics is made up of a range of movement skills including balances, jumps rolls and shapes. Gymnastics was one of the first Olympic sports and is still an Olympic sport today. Almost all gymnastic events are performed on special equipment, such as rings or bars. This equipment is called apparatus.



Which of these balances are point balances and which of these are patch balances?

Key Vocabulary

- body tension:** squeezing muscles to help to be stable when performing actions
- contrast:** different to one another
- control:** being able to perform a skill with good technique
- direction:** forwards, backwards, sideways
- extend:** to make longer
- flow:** smooth link
- landing position:** a stable position used after jumping
- match:** the same
- matching:** to perform the same action as someone else
- patch:** a large body part
- point:** a small body part
- take off:** the moment a person begins jump



Ladder Knowledge



Shapes:

Use body tension to make your shapes look better.

Balances:

Make your balances look interesting by using different levels.

Rolls:

Tuck your chin to your chest in a forward roll. Roll onto the top of your shoulders

Jumps:

Change the take off and shape of your jumps to make them look interesting.



Movement Skills

- point and patch balances
- jumps
- straight roll
- barrel roll
- forward roll

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

Social work safely, collaboration, supportive

Emotional perseverance, confidence, independence

Thinking observe and provide feedback, creativity, select and apply skills

Strategy

Use different levels to help make your sequence look interesting.

Healthy Participation



- Remove shoes and socks.
- Ensure the space is clear before using it.
- Only jump from apparatus where you see a mat.

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



How will this unit help your body?

balance, co-ordination, flexibility, strength

Home Learning



Point and Patch

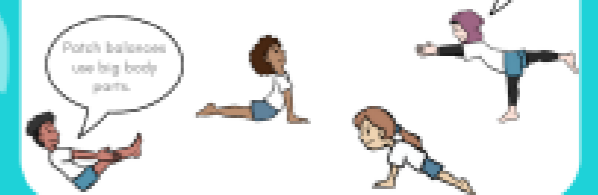


What you need: a soft, flat surface.

How to play:

- Create a sequence using three or four balances, include both point and patch balances.
- Add a start and finish position.
- Show a friend or family member.

Remember to hold the balances for five seconds!



www.getset4education.co.uk

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



@getset4education136

Y2 PSHE Jigsaw Knowledge Organiser Celebrating Difference

Puzzle Outcomes

- I start to understand that sometimes people make assumptions about boys and girls (stereotypes).
- I understand some ways in which boys and girls are similar and feel good about this.
- I understand some ways in which boys and girls are different and accept that this is OK.
- I understand that bullying is sometimes about difference.
- I can tell you how someone who is bullied feels and be kind to children who are bullied.
- I can recognise what is right and wrong and know how to look after myself
- I know when and how to stand up for myself and others if I am being bullied.
- I understand that it is OK to be different from other people and to be friends with them
- I understand that we shouldn't judge people if they are different from us.
- I know how it feels to be a friend and have a friend
- I can tell you some ways I am different from my friends and know these differences make us all special and unique

Weekly Celebrations

- Week 1: Accept that everyone is different
- Week 2: Include others when working and playing.
- Week 3: Know how to help when someone is being bullied.
- Week 4: Try to solve problems.
- Week 5: Use kind words.
- Week 6: Know how to give and receive compliments.

Celebrating Difference at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, we understand that everybody is unique, and we should respect and celebrate everyone's differences.

Anti-bullying week: One Kind Word



Our Values of the term: Patience and Peace



Key Vocabulary

Similarities	Being similar.
Stereotypes	A fixed idea that many people have about a thing or a group that may often be untrue or only partly true.
Assumptions	Something that is supposed or believed without questioning.
Bullying	unwanted, aggressive behaviour that involves a real or perceived power imbalance.
Bully	Someone who hurts someone else. This could be by name calling, hitting, pushing, spreading rumours, threatening or undermining someone.
Diversity	Differences. People may be different in many ways, including race or ethnicity, age, disabilities, language, culture, appearance, or religion.
Unique	Being the only one of its kind.

Y3 PSHE Jigsaw Knowledge Organiser Being me in my world

Puzzle Outcomes

- I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals.
- I value myself and know how to make someone else feel welcome and valued.
- I can face new challenges positively, make responsible choices and ask for help when I need it.
- I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.
- I understand why rules are needed and how they relate to rights and responsibilities.
- I know how to make others feel valued.
- I understand that my actions affect myself and others and I care about other people's feelings.
- I understand that my behaviour brings rewards/consequences.
- I can make responsible choices, take action and work cooperatively in a group.
- I understand my actions affect others and try to see things from their points of view.
- I am choosing to follow the Learning Charter.

Weekly Celebrations

- Week 1- Help others to feel welcome.
- Week 2 – Try to make our school community a better place.
- Week 3 – Think about everyone's right to learn.
- Week 4 – Care about other people's feelings.
- Week 5 – Work well with others.
- Week 6 – Choose to follow the Learning Charter.

Being me in my world at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School we can explain how our choices can have an impact on people in the community and globally.



Our Values of the term:

Understanding, Unity and Co-operation



Key Vocabulary

Achievements	A thing done successfully with effort, skill, or courage.
Welcome	To greet someone in a polite or friendly way.
Rewards	To give something to someone in recognition of their efforts, or achievements.
Cooperation	Working together to the same end.
Charter	A collaboration of standards in which the student and teacher abides while in a classroom.
Community	A group of people living or working together in the same area.
Children's Rights	Children's rights are human rights specifically adapted to the child because they take into account their fragility, specificities and age-appropriate needs.
Consequences	A result or effect, typically one that is unwelcome or unpleasant.