

English

We are reading the text 'The Bear and the Piano' and 'The Wonder.'

We will write an alternative ending to the story and a recount of the boy's journey.



Values & PHSE

We will focus on the values of Tolerance and Trust. Jigsaw - Changing Me. We will learn the various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour. They will explain how they feel about being a boy/girl and getting older and talk about the feelings they have about it.

Year 2/3 Summer Term 6 2025



Maths

Geometry: Position and Direction and Problem Solving.

Securing our knowledge on: Place Value, Addition and Subtraction, Multiplication and Division

See Knowledge Organiser for Maths.



Music

Reflect, rewind, replay consolidating the learning that has occurred during the year.

PE - We will be learning about Striking and fielding and team games.

See Knowledge Organiser for PE.



Reading - Children are rewarded every 20 reads with a new rainbow reading book mark.

We expect children to read at least 4 times a week.

Computing

We will understand that you can use graphing and software to collect, illustrate, organise and classify data through Data Handling.

Online Safety

We will learn how to manage online information and we will explore what Copyright is.

Science Animals including humans

This term, we will think about how animals and humans change over time. We will also think about what we need to grow and be healthy.

See Knowledge Organiser for Science.



Design and Technology

Cooking and nutrition: Balanced diet

Discovering the importance of a balanced diet and creating a tasty, balanced wrap to meet a design brief.



Knowledge Organiser - Terrific Technology

Key Vocabulary

inventor	An inventor makes or discovers a new way of doing something. They might make something new.
scientist	Scientists study the world around us, the people and animals in it as well as studying space. They do this by looking and by doing experiments.
world wide web	An information system on the Internet, which allows documents to be connected to other documents by hypertext links.
Internet	A global computer network providing a variety of information and communication facilities consisting of interconnected networks.
web	The World Wide Web or the Internet.

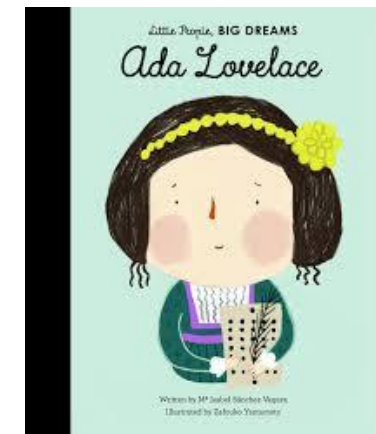
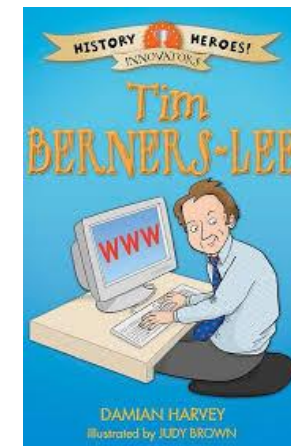
Key People



Ada Lovelace was born in London, 1815 and she was an only child. In 1843, Ada wrote the first step-by-step set of instructions for this machine: The Analytical Engine. This is said to be the first ever computer program. Unfortunately, Ada died at the age of 36.



Tim Berners Lee (1955 - present). An English engineer and computer scientist, best known as the inventor of the World Wide Web. On 6th August 1991, Sir Tim launched the first ever website. It explained what the world wide web was and gave people ideas on how to set up their own websites.



First telephone



Diagrams/maps etc



First Printing Press

42
forty-two
4 tens and 2 ones

10s | 1s

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

number
digit
ones
tens
regroup
exchange

Stop and look.
What do you notice?

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

0 10 20 30 40 50 60 70 80 90 100
zero ten twenty thirty forty fifty sixty seventy eighty ninety one hundred

£5 + £10 = £15

Year 2 -
Revision

35 + 20
Add multiples of ten

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

10s | 1s

37 + 19
Round then adjust

Add 20 then subtract 1

10s | 1s

35 + 23
Partition and recombine

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

addend
sum
plus
total
regroup

35 + 23 = 23 + 35
Addition is commutative

56 - 19
Round then adjust

Subtract 20 then add 1

10s | 1s

55 - 20
Subtract multiples of ten

52 - 47
Find the difference between two numbers

52 - 47 = 5
47 + 5 = 52

Stop and look.
What do you notice?

35 - 12 is not equal to 12 - 35
Subtraction is not commutative

subtract
difference
commutative

multiple
factor
product
odd
even

fraction
equal
parts
third
equivalent

Pentagons are shapes with 5 straight sides

a line of symmetry

Three groups of four
4 + 4 + 4 = 12

4 multiplied by 3
4 x 3 = 12










3 groups of 4
3 x 4 = 12

multiply
equal
share
group
divide

12 ÷ 3 = 4
12 divided equally into 3 groups

12 ÷ 3 = 4
12 divided equally into groups of 3


How many 3s in twelve?

dogs	  
cats	  
mice	
rabbits	 

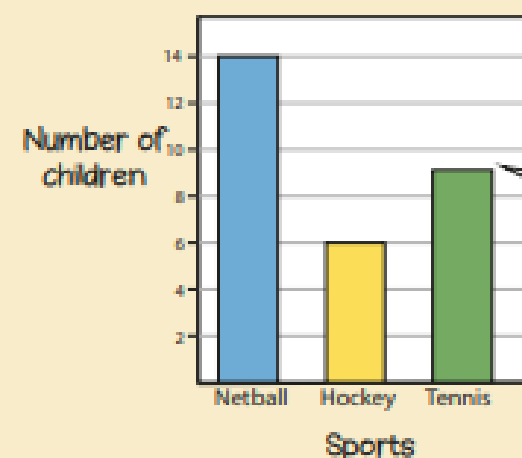
$4 + 4 + 4 = 12$ people own dogs

$4 + 4 + 2 = 10$ people own cats



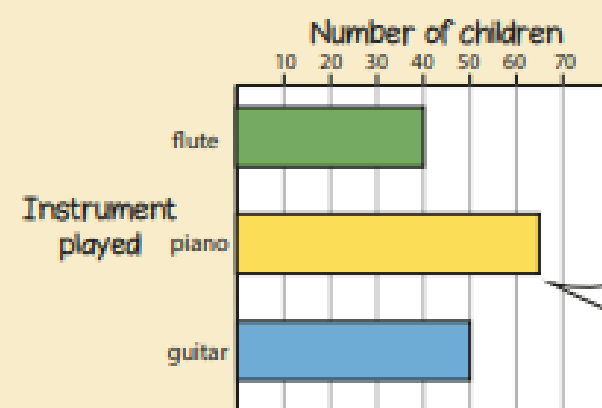
 = 4 people

32 people were asked in total



9 children play tennis

table pictogram symbol represent bar chart

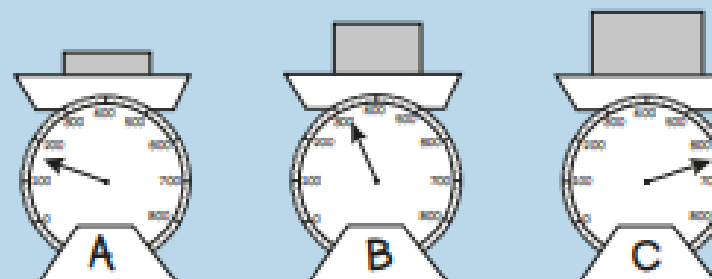
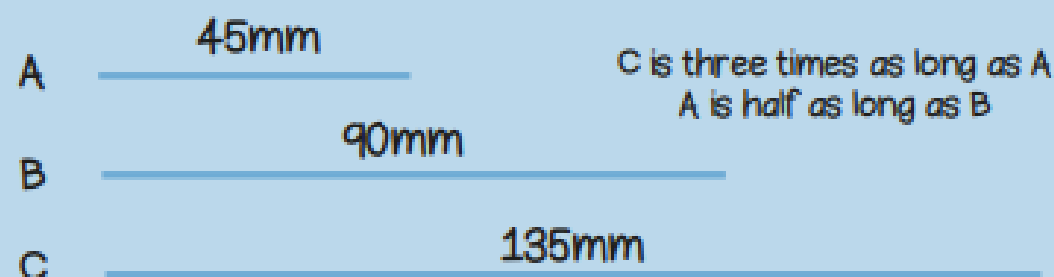


65 children play piano

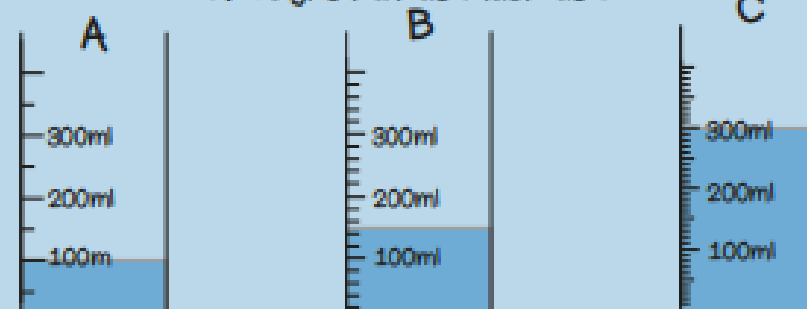
Sport	girls	boys
tennis	5	3
netball	4	7
football	8	6
rugby	6	8

4 girls play netball

$8 - 6 = 2$
2 more boys than girls play rugby



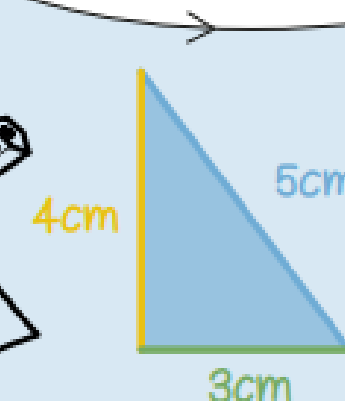
C weighs 4 times as much as A
A weighs half as much as B



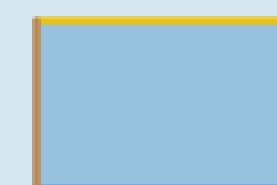
C has three times as much as A
B has half as much as C



The perimeter of a shape is the total distance around the outside of the shape



Perimeter = $4 + 5 + 3$
 $= 12\text{cm}$



Perimeter = $38 + 24 + 38 + 24$
 $= 124\text{mm}$

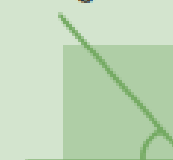
Year 3 Term 6



The angle is the amount of turn



The angle is less than a right angle



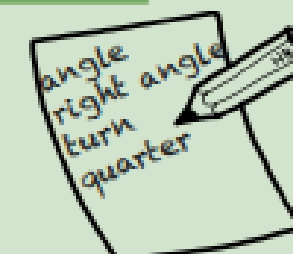
The angle is more than a right angle



This shape has 2 right angles



This shape has 4 angles



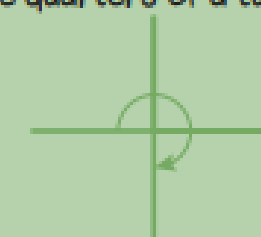
One right angle makes one quarter turn



2 right angles make one half turn



3 right angles make three quarters of a turn





Knowledge Organiser: Animals, including humans 1 - Growth

Careers connected to the human body:
doctor, nurse, massage therapist,
personal trainer, theatre technician



Lesson Sequence



1. Describe the needs
of animals for survival



2. Describe the needs
of humans for survival



3. Explore the
importance of eating
the right food



4. Describe what a
healthy, balanced diet
looks like



5. Investigate the
impact of exercise on
our bodies



6. Investigate hygiene

Pre-cooked Food



Processed Food



Fresh Food



Frozen Food



Tinned Food



Each serving (150g) contains

Energy	Fat	Saturates	Sugars	Salt
1046kJ 250kcal	3.0g LOW	1.3g LOW	34g HIGH	0.9g MED
13%	4%	7%	38%	15%

Daily Needs of a Human

a place to
live

food

water

air

sleep

hygiene



exercise

Food Pyramid



Fats and Oils

Meat and Fish

Milk, Cheese
and Dairy

Fruit and
Vegetables

Bread and
Cereal



Lesson Sequence



1. Learn how to order the stages of the human life cycle



2. Describe the stages of life from adulthood to old age



3. Learn how to match offspring to their parent



4. Explore the life cycle of a chicken



5. Describe the life cycle of a butterfly

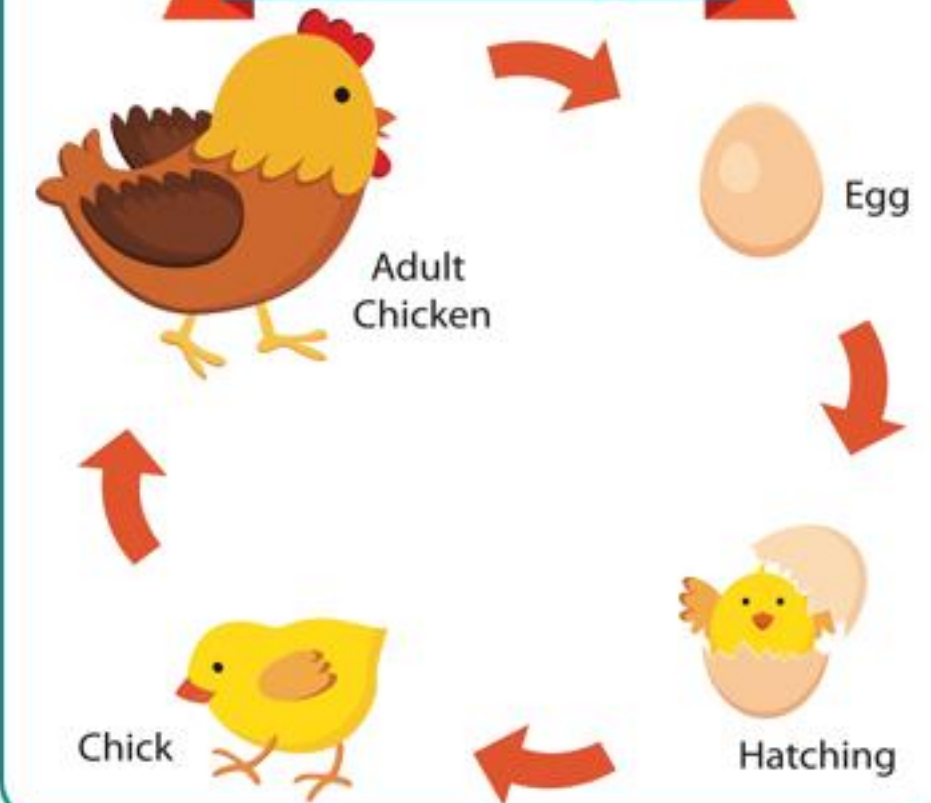


6. Explore the life cycle of a frog

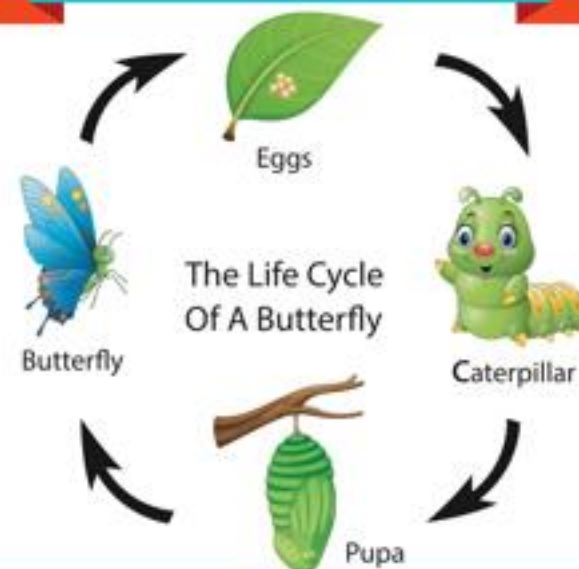
Human Life Cycle



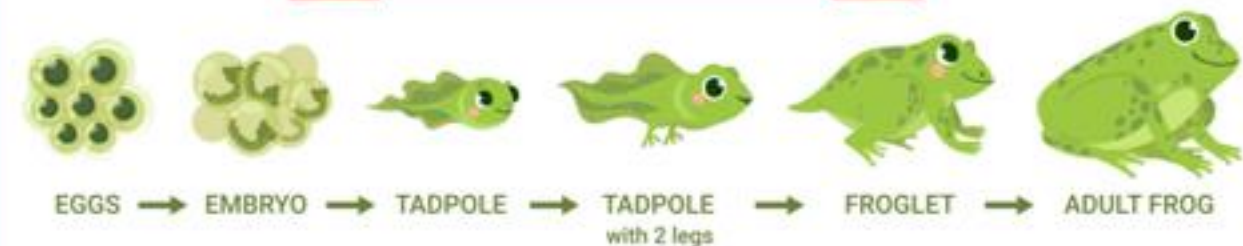
Chicken Life Cycle



Butterfly Life Cycle



Frog Life Cycle



1. Eggs – Female lays eggs which are fertilised by the male.
2. Tadpole – After 2-25 days the tadpole hatches from egg.
3. Jumps – Grows front legs. Uses nutrients in tail as food.
4. Grows fins and hind legs.
5. Adult Frog – Eats insects instead of plants. After 2-4 years it becomes an adult frog and can lay eggs.



Lesson Sequence



1. Explore the 5 key food groups



2. Learn about the nutrition in the food we eat



3. Learn about the different types of skeletons



4. Learn about the human skeleton

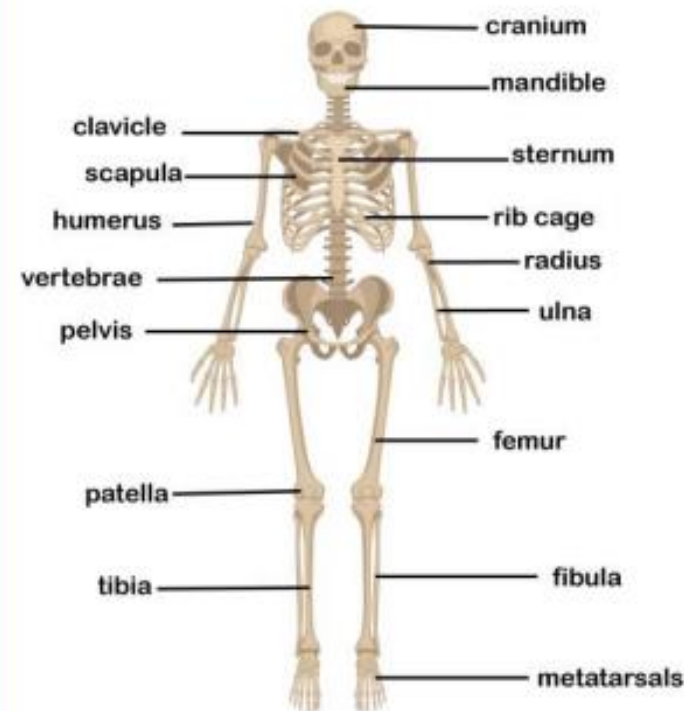


5. Learn about animals and their skeletons



6. Explore the role of muscles

Human Skeleton



Animal Skeletons



5 Food Groups

protein



carbohydrates



fats and oils



vitamins and minerals

Human Muscles





Get Set 4
Education

Knowledge Organiser

Striking and Fielding Year 2

About this Unit

Striking and fielding games are games where there are two teams, one, the batting team, try to score points and the other, the fielding team, try to stop the batting team from scoring. Examples of striking and fielding games include cricket and rounders.

There are different roles on a batting and fielding team:

Batter

- hits the ball
- tries to score points
- is part of the batting team



Backstop/ wicket keeper

- stands behind the batter
- collects the ball if the batter misses or hits behind
- is part of the fielding team



Fielder

- stands in space in the field
- collects the ball the batter has hit
- is part of the fielding team



Bowler

- throws the ball for the batter to hit
- is part of the fielding team



Key Vocabulary

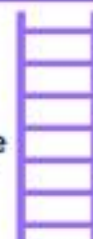


backstop	fielder	runs
batter	fielding	stump
batting	hit	tactics
bowler	out	teammate
collect	rules	track



If you enjoy this unit why not see if there is a club in your local area that plays a striking and fielding game. Examples could be a cricket or rounders club.

Ladder Knowledge



Striking:

the batter is the person who hits the ball and tries to score. Striking the ball quickly will increase the power.

Fielding:

there are different roles on a fielding team such as a fielder, a bowler and a backstop or wicket keeper. Move towards the ball to collect it to limit a batter's points.

Throwing:

stepping with your opposite foot to throwing arm will help you to balance.

Catching:

use wide fingers and pull the ball in to your chest to help you to securely catch.

Movement Skills

- underarm throw
- overarm throw
- catch
- track
- bowl
- bat

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

Social communication, encourage others, collaboration
Emotional honesty, perseverance, determination, acceptance
Thinking use tactics, comprehension, select and apply, decision making

Rules

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

Tactics

Attacking (batting) tactics:

- Try to hit the ball away from the fielders
- Make quick decisions about whether to run

Defending (fielding) tactics:

- Spread out
- Make quick decisions about where to send the ball
- Know that moving towards the ball to collect is easier than running after a ball
- Throwing the ball back is quicker than running with it

Healthy Participation



- Always keep a safe distance between yourself and a batter.
- Handle the bat in the way suggested by the teacher at all times.



This unit will help you to:

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

Home Learning



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

Roller Ball



What you need: two or more players, two objects for markers and a ball or pair of rolled up socks.

How to play:

- Place two markers 5m apart. One player begins standing next to one of the markers. They are the 'roller.' They roll the ball out in any direction and then run to the other marker and back as many times as they can.
- Each time they reach a marker they score one point.
- The other player must retrieve the ball and place it back on the start marker as quickly as possible.
- Four turns then change over.



Who has the highest score?

www.getset4education.co.uk

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



@getset4education136



Get Set 4
Education

Knowledge Organiser Team Building Year 2

About this Unit

Being able to work as a team is an important skill. What does good team work look like?



Respect:

They teach you to be more understanding of others and to share responsibilities between you.



Communication:

Learning to listen to others, giving and following instructions and sharing ideas.

Working together:

Being able to share ideas and work together to come up with a plan.



Problem solving:

You get to learn from others and share ideas to find the best answer to solve a problem.



Key Vocabulary



communicate

plan

include

solve

instructions

successful

map

support



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

Ladder Knowledge



Problem solving:

listening to each other's ideas might give you an idea you hadn't thought of.

Navigational skills:

a map tells us where we are.

Communication:

using encouraging words when speaking to a partner or group will help them to trust you.

Reflection:

talking about what you have done well and what you could improve will help you if you play again.

Movement Skills

- run
- jump
- balance
- co-ordination

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

Social
Emotional
Thinking

support and encourage others, communication, inclusion, trust, kindness
perseverance, confidence, determination, accepting
comprehension, identify strengths and areas for development, problem solving

Rules

Listen carefully to the rules of each game so that you can use them.

Healthy Participation



- Work safely around others and when using equipment.
- When using blindfolds, make sure the area is safe and only move when your partner tells you to.

Home Learning



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

Magic Carpet



What you need: Ten socks, one towel per player, one or more players.

How to play:

- Mark a distance of 5m - 7m and place all of the socks at one end.
- Players begin sitting on their towel at the start line opposite the socks.
- They race to collect one sock at a time and transport it back to the start line. They must not come off their towel.
- Make the carpet move by bringing your heels to your bottom and then straightening your legs as you shuffle forwards.
- Playing by yourself? How quickly can you transport the socks?
- Playing with someone else? Who can transport the most socks?

How else can you make the carpet move?



www.getset4education.co.uk



Get Set 4
Education

Knowledge Organiser Swimming Year 3 and Year 4

About this Unit



Learning how to swim is very important! It's like having a special superpower that helps you stay safe and have lots of fun in the water.

Let's see why:

- Safe swimmer: when you know how to swim, you can be a safe swimmer and avoid getting into trouble in the water. It's like wearing a magical shield that keeps you safe from water dangers.
- Water hero: imagine being a water hero who knows how to help someone if they're in trouble in the water.
- Strong and healthy: swimming is like a workout for your whole body. It makes your muscles strong, your heart happy, and keeps you fit and healthy.
- Awesome adventures: when you can swim, you can try so many cool things like snorkelling to see colourful fish, surfing on big waves, or even playing fun water games with your friends.
- Believe in yourself: learning to swim might seem tricky at first, but when you practice and learn, you'll feel very proud of yourself.

Key Vocabulary



alternate: one then the other

backstroke: a swimming style performed on the back

breaststroke: a swimming style performed on the front

breathing: when a swimmer chooses to breathe

buoyancy: how able an object is to float in water

crawl: a type of stroke

floating: the ability to stay on the water's surface

front crawl: a stroke used in swimming

glide: move across the water with a smooth continuous movement

H.E.L.P position: Heat Escape Lessening Posture: a position for floating in cold water when wearing a life jacket and awaiting rescue

handstand: an inverted balance in which weight is held on hands

huddle: a position for two or more people floating in cold water wearing life jackets and awaiting rescue

rotation: the circular movement of an object around a central point

sculling: quick movements of the hands to keep the head above the water

sidestroke: a stroke where the swimmer lies on their side, helpful as a lifesaving stroke as it uses less energy

sinking: travelling lower than the surface

stroke: the style of swimming, there are four competitive strokes: butterfly, backstroke, breaststroke, freestyle

submerge: to be underwater

surface: where the water ends

surface dive: to go beneath the water

survival: the act of living

tactics: a plan or strategy

technique: the action used correctly

treading water: a survival technique used to keep the head above the water

water safety: actions to keep people safe around water

Ladder Knowledge



Strokes:

Year 3: keeping your legs together for crawl helps you to stay straight in the water.

Year 4: keeping your legs together for crawl helps you to stay straight in the water.

Breathing:

Year 3: turning your head to the side to breathe will allow you to swim with good technique.

Year 4: breathing out with a slow consistent breath enables you to swim for longer before needing another breath.

Water safety:

Year 3: treading water enables you to keep upright and in the same space.

Year 4: if you fall in the water float.

Movement Skills

- submersion
- float
- glide
- front crawl
- backstroke
- breaststroke
- rotation
- scull
- tread water
- handstands
- surface dives
- H.E.L.P and huddle position

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

Social communication, support and encourage others, keep myself and others safe, collaboration,

Emotional confidence, honesty, determination, independence, perseverance

Thinking comprehension, observe and provide feedback, tactics, select and apply skills

Rules

1. Stop and think, always swim in a safe place

When swimming outdoors preferably swim at a lifeguard beach, organised session or a supervised space.

2. Stay together, always swim with an adult

When swimming outdoors you must always stay together. NEVER go alone.

3. Float

If you fall into the water unexpectedly – float on your back until you can control your breathing. Then, either call for help or swim to safety.

4. Call 999

If you see someone in trouble, tell someone or go to the nearest telephone and dial 999.

Healthy Participation



- Always swim with an adult.
- Wait for a qualified lifeguard before entering the water.

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



How will this unit help your body?

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

Home Learning



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

Dolphin Dash



What you need: a swimming pool with a lifeguard, a supervising adult.

How to play:

- Choose a starting and finishing point in the pool. These can be across the width of the pool or from one end to the other.
- Line up at the starting point. Everyone will be a dolphin for this game!
- Swim using your best dolphin strokes by moving your body in a wave like motion with arms and legs straight.
- Every few strokes, do a little dolphin jump by lifting your upper body slightly out of the water. Pretend you're leaping over waves.
- Playing with others? Who can reach the other side first?
- Playing by yourself? How long does it take you to reach the other side?



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Y2 PSHE Jigsaw Knowledge Organiser Changing Me

Puzzle Outcomes

- To recognise cycles of life in nature.
- To understand there are some changes that are outside my control and to recognise how I feel about this.
- To be able to tell you about the natural process of growing from young to old and understand that this is not in my control.
- To identify people I respect who are older than me.
- To recognise how my body has changed since I was a baby and where I am on the continuum from young to old.
- To feel proud about becoming more independent.
- To recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private.
- To tell you what I like/don't like about being a boy/girl.
- To understand there are different types of touch and tell you which ones I like and don't like.
- To be confident to say what I like and don't like and ask for help.
- To identify what I am looking forward to when I move to my next class.
- To start thinking about changes I will make in my next year at school and know how to go about this.

Weekly Celebrations:

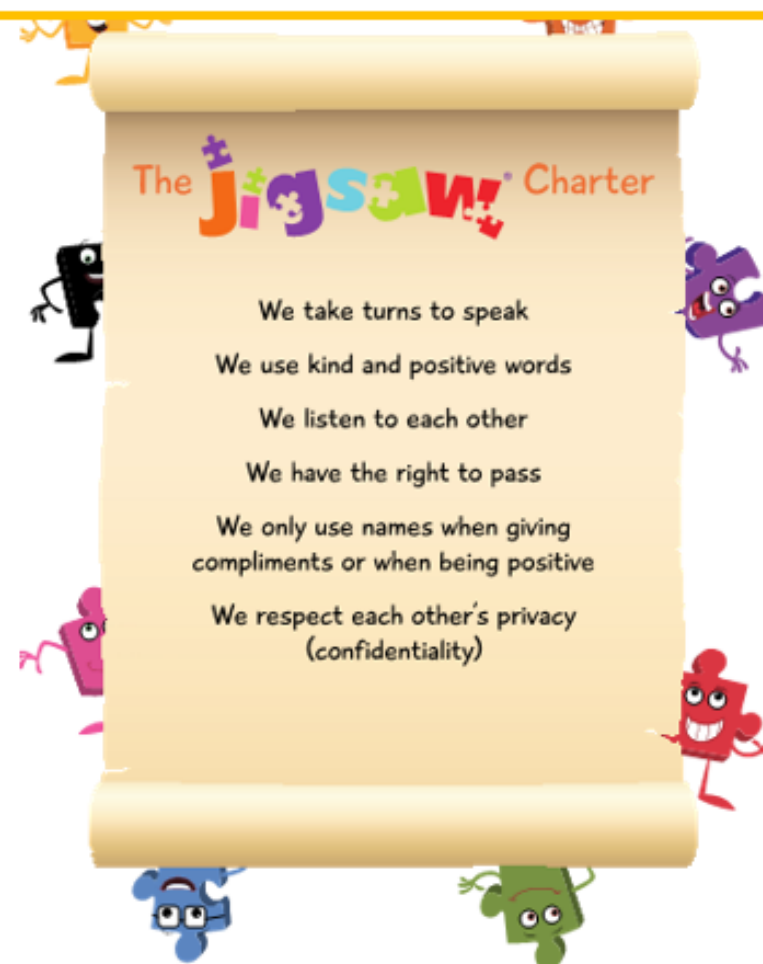
- Week 1- Understand that everyone is unique and special.
- Week 2 – Can express how they feel when change happens.
- Week 3 – Understand and respect the changes that they see in themselves
- Week 4 – Understand and respect the changes that they see in other people.
- Week 5 – Know who to ask for help if they are worried about change.
- Week 6 – Are looking forward to change.

Changing Me at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, we help others to have a positive self-image and self-esteem. We understand that changes can be difficult but we are aware of the changes that happen as we grow up.



Our Values of the term: Happiness and Courage



Key Vocabulary

Baby	A recently born person.
Toddler	A child approximately 12 to 36 months old.
Child	A young person below the age of puberty.
Teenager	Someone who is between 13 and 19 years old.
Adult	A person who is fully grown or developed or above age 18.
Independent	Not having to depend on anyone or anything else.
Vagina	The inside passageway to the cervix and uterus.
Penis	The male sexual organ.
Vulva	The outside parts of the female reproductive system.
Anus	The anus is the opening in the bottom where the waste (poo) comes out.

Puzzle Outcomes

- To understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.
- To express how I feel when I see babies or baby animals.
- To understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow.
- To express how I might feel if I had a new baby in my family.
- To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.
- To identify how boys' and girls' bodies change on the outside during this growing up process.
- To recognise how I feel about these changes happening to me and know how to cope with those feelings.
- To identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up.
- To recognise how I feel about these changes happening to me and how to cope with these feelings.
- To start to recognise stereotypical ideas I might have about parenting and family roles.
- To express how I feel when my ideas are challenged and be willing to change my ideas sometimes.
- To identify what I am looking forward to when I move to my next class.
- To start to think about changes I will make next year and know how to go about this.

Weekly Celebrations

Week 1- Understand that everyone is unique and special.

Week 2 – Can express how they feel when change happens.

Week 3 – Understand and respect the changes that they see in themselves

Week 4 – Understand and respect the changes that they see in other people.

Week 5 – Know who to ask for help if they are worried about change.

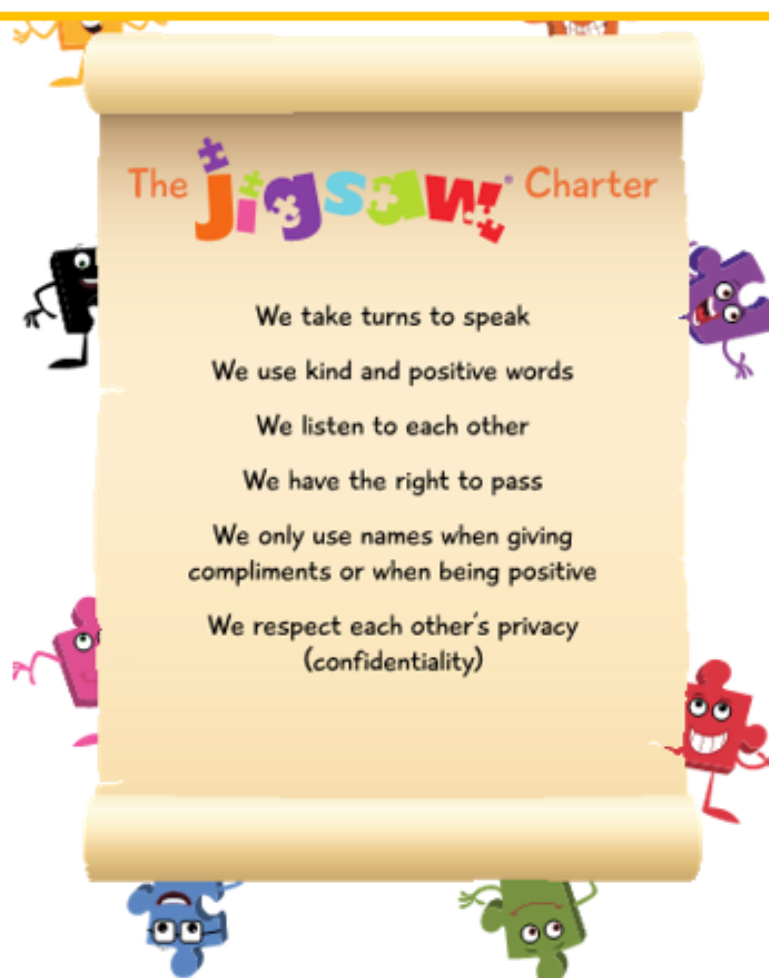
Y3 PSHE Jigsaw Knowledge Organiser Changing Me

Changing Me at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, we know that it is important to learn about our bodies and how they change as we grow up. We recognise that we should value our amazing bodies and feel good about ourselves.



Our Values of the term: Happiness and Courage



Key Vocabulary

Birth	The act of bringing a new baby or baby animal into the world.
Womb	The part inside a woman's body where a baby grows before it is born.
Uterus	The part inside a woman's body where a baby grows before it is born.
Ovaries	The organ in a female animal that produces eggs and certain hormones.
Vagina	The inside passageway to the cervix and uterus.
Puberty	The process of physical changes through which a child's body matures into an adult body capable of sexual reproduction.
Penis	The male sexual organ.
Testicles	The two sex glands between a man's legs that produce sperm.
Sperm	The male reproductive cells.