

English We are reading the Roald Dahl text 'George's Marvellous Medicine' which is our extended text.

Writing Focus:

- Character descriptions
- Crazy poems
- Instructions
- Newspaper report

Grammar Focus:

- Awesome adjectives & adverbs
- Commas in lists

We are also planning a super special ROALD DAHL day near the end of term.



Values & PHSE We will focus on the values of Happiness and Courage.
Jigsaw – Changing Me. We will focus on how we change as people, including how our bodies change.

Year 2/3 Summer Term 2022



Awesome Authors in Time



Maths

This term will be a revision term. We will spend a week on each of the 4 calculations $+$ $-$ \times \div . We will also look at capacity and we will be using our maths skills to solve a range of problems. Year 3 will be learning about perimeter, angles and data handling.

See Knowledge Organiser for Maths

D&T – A Balanced Diet for George

After George created his marvellous medicine, he needed a healthy alternative! We will be thinking about the sugar contents of our foods and then designing and making a healthy wrap!



Computing

We will be focusing on data handling. We will be collecting and organising information using ICT. We will be creating pictograms, bar charts and tables and answering questions based on the data.

Geography – Field Work

We are going to be collecting information from our school and local area and plot our findings on a map! We will learn the correct symbols, keys and compass points!

See Knowledge Organiser for Geography

Science – PLANTS

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

History – Who was Roald Dahl?

We will think about how life was different for Roald Dahl when he was growing up. What sweets did he love? What did he do for fun? How did he get such great ideas?

See Knowledge Organiser for History

Reading

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

Knowledge Organiser - Awesome Authors in Time

Overview

Roald Dahl (1916 - 1990) was a British children's writer, poet and fighter pilot.

His books have sold more than 250 million copies worldwide and is often known as the 'greatest children's story teller of the 20th Century'. Amongst his famous children's stories are Charlie and the Chocolate Factory, George's Marvellous Medicine, Matilda, Fantastic Mr Fox and The BFG.

His books often contain dark and villainous characters but teach the importance of being kind-hearted.

Dahl was born in Wales to Norwegian, immigrant parents and fought in the RAF during World War 2.



Answers to Important Questions and Key Vocabulary

What did Dahl write about?



Most of Dahl's stories feature mean, old characters - the enemies of children. In Dahl's stories, people who are kind, warm-hearted and often win through.

Key Vocabulary

Writer

Fighter Pilot

Norwegian

Was Dahl popular during his life?



Yes, Dahl's books sold many millions of copies around the world when he was still alive. Many have been made into movies in recent years and so they have become even more popular.

Clerk

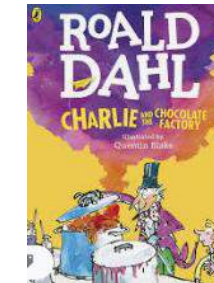
Published

World War 2

Experiences

Metaphors

What are Dahl's most famous stories?



Perhaps Dahl's most famous story is Charlie and the Chocolate Factory. It is the story of a very poor, young boy, Charlie, who wins an opportunity to visit the remarkable factory of the greatest chocolate-maker in the world - Willy Wonka. Fantastic Mr Fox is another of his famous tales. It tells the story of a very clever fox who steals food from three mean, old farmers - Boggis, Bunce and Bean.

Rhyme

Illustrator

Alliteration

Times in His Life

Early Life

Dahl was born on 13th September 1916 in Llanecoff, Cardiff. He was named after Roald Amundsen.

Both his sister and his father died when he was young. His mother chose to stay in the UK so he could go to UK schools.

He went to Repton School, one of the best schools in the UK.

Fighting in World War II

In 1939, Dahl quit his job as a clerk for the Shell Oil company to serve in the RAF during World War II.

At one point, he crash-landed his plane in north Africa, and was left with a fractured skull. He began to write about his experiences.

Children's writing Career

His first children's book was written in 1943, called The Gremlins. He sent a copy to Eleanor Roosevelt, the wife of the American President, who read it to her children.

He drew on experiences of his time as a young trouble-maker, some of the mean people that he had met throughout his life, and his love of sweets and chocolate!

Roald Dahl Timeline





13th September, 1916: Dahl is born in Llanecoff, Wales. 1920: Dahl's sister, Astri, dies of appendicitis aged just 7 years old. 1920: His youngest sister, Asta is born, but his father dies that year. 1930: Dahl goes to Repton public school in Derbyshire. 1939-1945: Dahl fights for the RAF in WWII. He writes short stories about his experiences. 1953: Marries Patricia Neal. 1964: Charlie and the Chocolate Factory is published. 1970: Fantastic Mr Fox published. 1982: The BFG is published. 1990: Matilda is published. 23rd November 1990: Dahl dies in hospital.

Magical Mapping

Key Vocabulary	
sketch map	A simple map with only basic details.
key	Helps us understand map symbols. Also known as a legend.
compass rose	This is printed on a map to show different directions.
map symbol	A picture or a sign on a map that represents something else.
Ordnance Survey	A survey organisation in the UK which prepares very detailed maps of the country.
route	A way of getting from a start point to a finish point.
compass	A tool which shows people which direction they are travelling in and helps them find their way.
climate	The usual weather conditions of an area.

What Is a Map?	
A map is a drawing of an actual place that uses lines and symbols to represent real-life objects. People have used maps for hundreds of years to help them travel from place to place.	

Types of Maps		
There are many different types of maps, such as: Sketch maps Road maps Ordnance Survey maps Climate maps		

Key Features	Compass Directions	Planning a Route
Key features of maps include: a title, a compass rose, symbols, a key and different colours for important things, such as green for forests and blue for rivers.	People use a compass to help them position and use a map accurately. The main points of a compass are north, south, east and west. 	When planning a journey using a map, people think about the quickest or safest route. 
		

Key Vocabulary	
atlas	A collection of maps in one book.
continent	A very large area of land that includes all the islands with it. There are seven continents : Africa, Antarctica, Australasia, Asia, Europe, North America and South America.
ocean	A large area of salt water. There are five oceans : the Arctic, Atlantic, Indian, Pacific and Southern Oceans .
physical feature	A feature that has been formed by nature.
aerial view	A view from above. Also known as a 'bird's-eye' view.
human feature	A feature that has been made or changed by humans, e.g. bridges.

Using an Atlas

An **atlas** shows maps of **continents**, countries, **oceans** and the **physical features** of a place. Its contents page shows a list of all the maps and the page that they can be found on. The index page lists, in alphabetical order, all of the countries, cities and towns that can be found in the **atlas** and shows which page number to look on.

Did you know?

A map maker is called a cartographer.

The oldest maps were made on clay tablets.



Physical Features

Atlases show us the **physical features** of a place. These can include forests, lakes and rivers. On the index page beside the page number, there is sometimes a letter that tells you the kind of feature it is, e.g. m = mountain and r = river.



An Aerial View

Maps are usually drawn from an **aerial view**. We can look at **aerial** photographs to see the main **physical** and **human** features of places. **Aerial** photos are photos taken by aircraft or other flying objects, e.g. drones. A satellite photo is taken from a satellite in space.

More About Maps

Did You Know...?

Maps cannot possibly show everything. They are drawn to scale.

Seas are smaller areas of water than **oceans**. They are found where the land and water meet.



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

42 is less than 52
 $42 < 52$

52 is more than 42
 $52 > 42$

number
digit
ones
tens
regroup
exchange

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

Stop and look.
What do you notice?

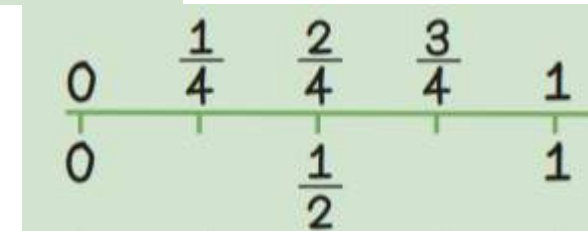
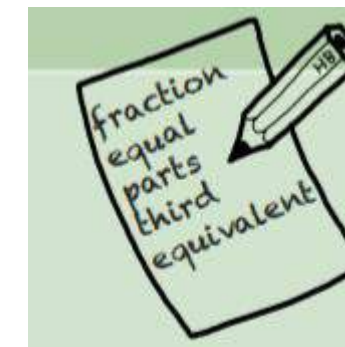
10 less 10 more

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



Year 2 - Revision



35 + 20
Add multiples of ten

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

10s 1s

35 45 55

+10 +10

37 + 19
Round then adjust

Add 20 then subtract 1

37 56 57

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

10s 1s

56 - 19
Round then adjust

Subtract 20 then add 1

56 36 37

10s 1s

55 - 20
Subtract multiples of ten

55 35 45

10s 1s

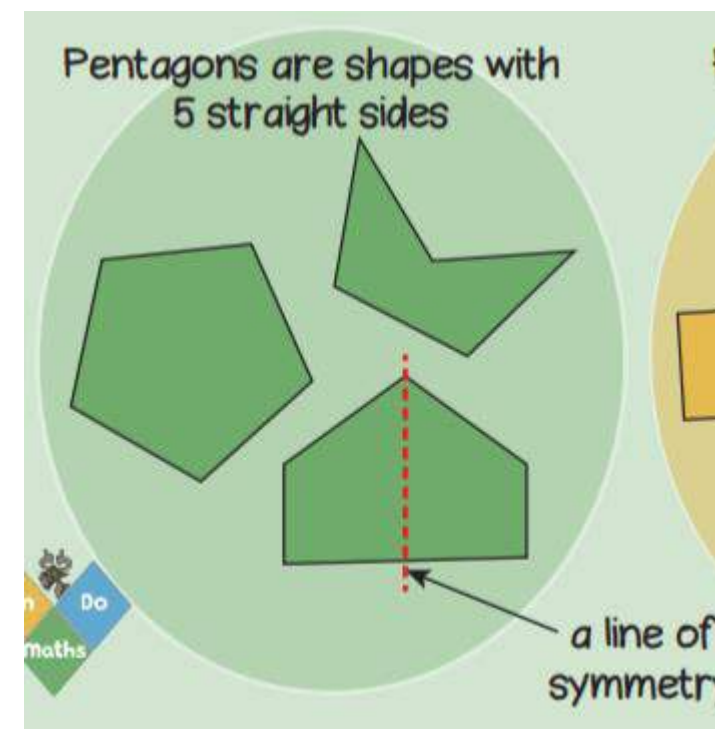
52 - 47
Find the difference between two numbers

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



Three groups of four
 $4 + 4 + 4 = 12$

4 multiplied by 3
 $4 \times 3 = 12$










3 groups of 4
 $3 \times 4 = 12$

multiply equal share group divide

$12 \div 3 = 4$
12 divided equally into 3 groups

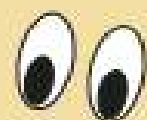
$12 \div 3 = 4$
12 divided equally into groups of 3

How many 3s in twelve?

dogs	  
cats	  
mice	
rabbits	 

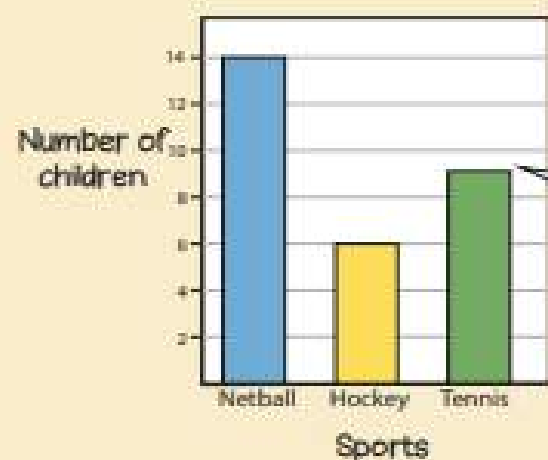
$4 + 4 + 4 = 12$ people own dogs

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



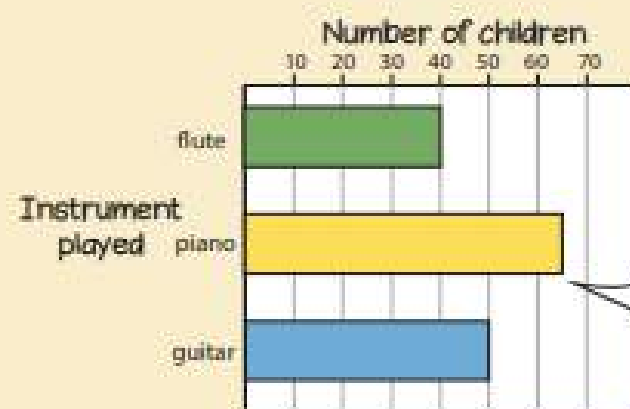
 = 4 people

32 people were asked in total



9 children play tennis

table pictograms symbol represent bar chart



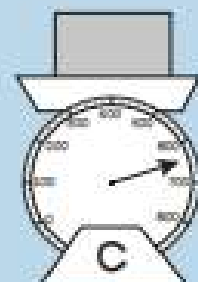
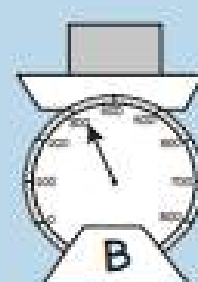
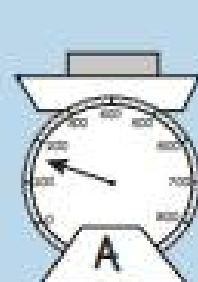
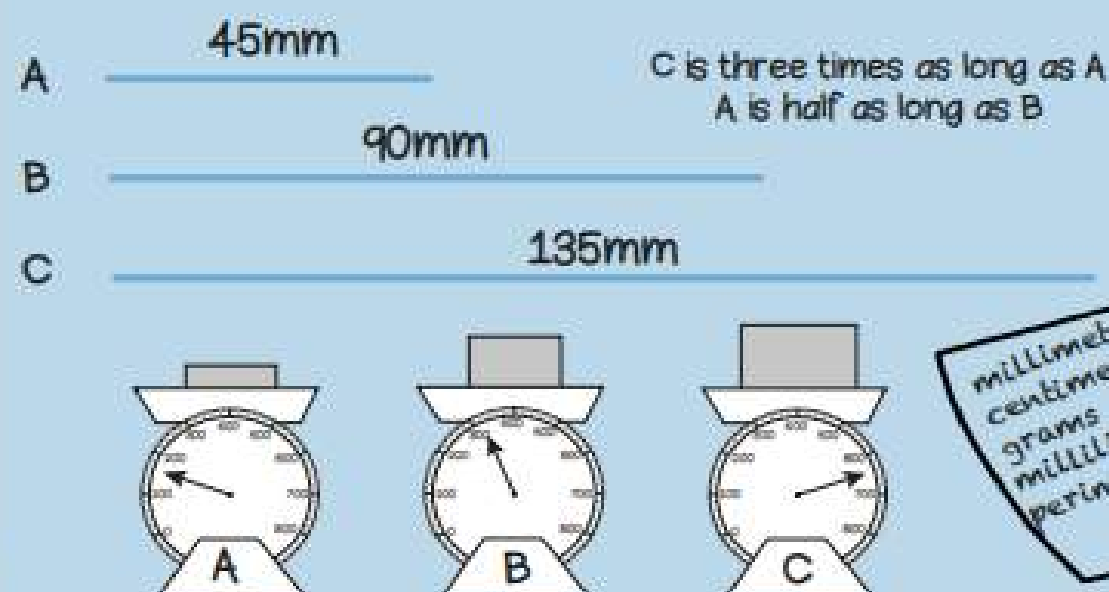
65 children play piano

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

Year 3 Term 6



millimetres
centimetres
grams
millilitres
perimeter



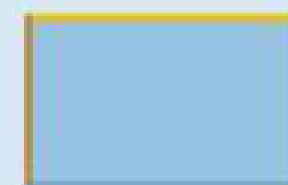
C weighs 4 times as much as A
A weighs half as much as B

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 = $4 + 5 + 3$
= 12cm



Perimeter = $38 + 24 + 38 + 24$
= 124mm

The angle is the amount of turn



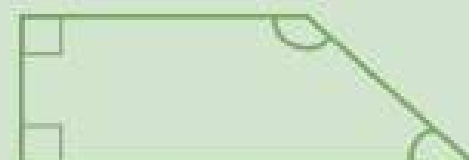
The angle is less than a right angle



The angle is more than a right angle



This shape has 2 right angles



This shape has 4 angles

angle
right angle
turn
quarter

One right angle makes one quarter turn



2 right angles make one half turn



3 right angles make three quarters of a turn

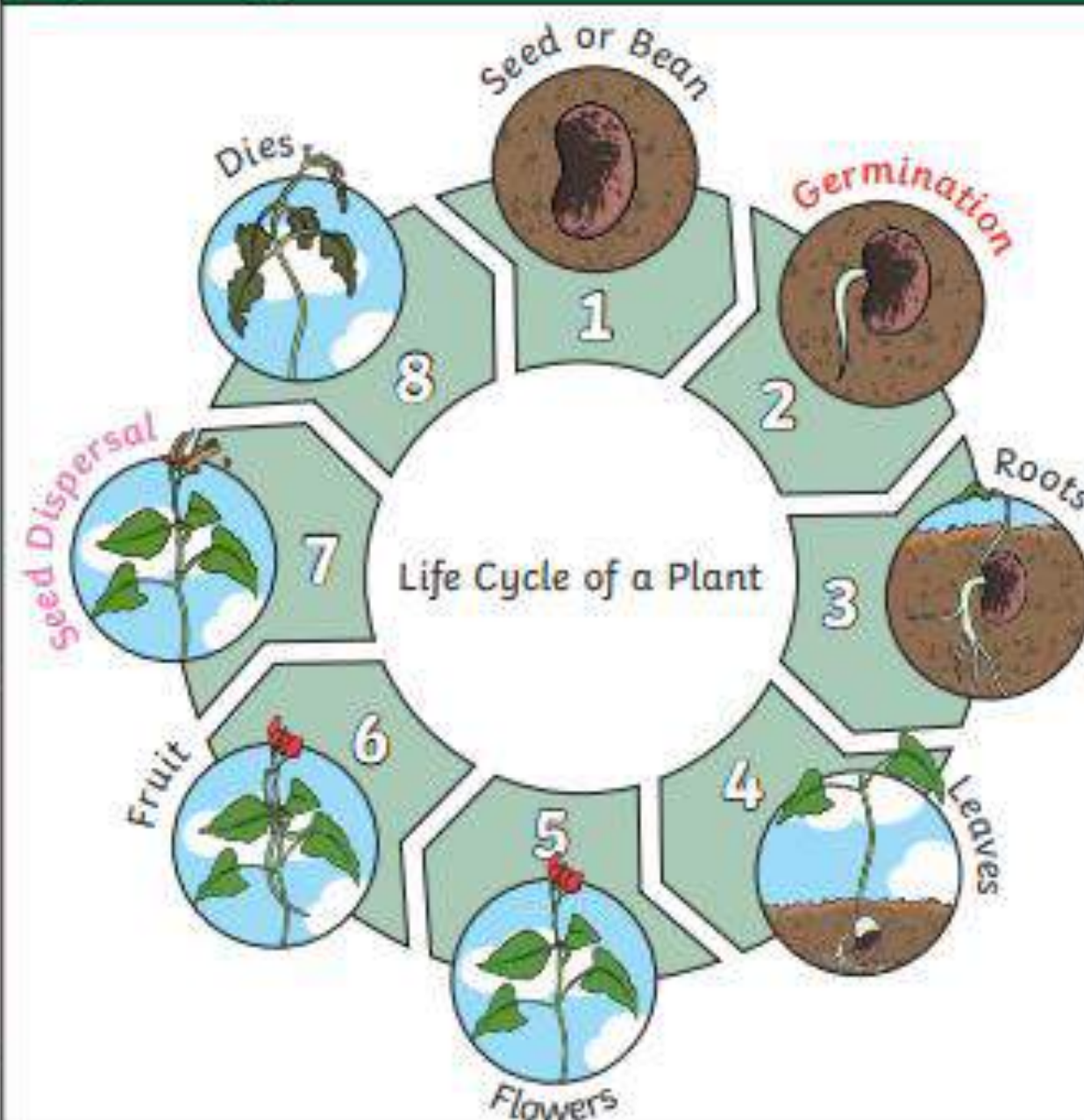


Key Vocabulary

germination	When the conditions are right, the seed soaks up water and swells, and the tiny new plant bursts out of its shell. This is called germination .
sprout	When a plant sprouts , it grows new shoots .
shoot	A shoot grows upwards from the seed or plant to find sunlight .
seed dispersal	Seed dispersal is when the seeds move away from the parent plant. They can be moved by the wind or animals.



Key Knowledge



Key Vocabulary

What do plants need to grow well?

sunlight

All plants need light from the sun to grow well. Some plants need lots of **sunlight**. Some plants only need a little **sunlight**.

water

All plants need **water** to grow. Without **water**, seeds and bulbs will not **germinate**.

temperature

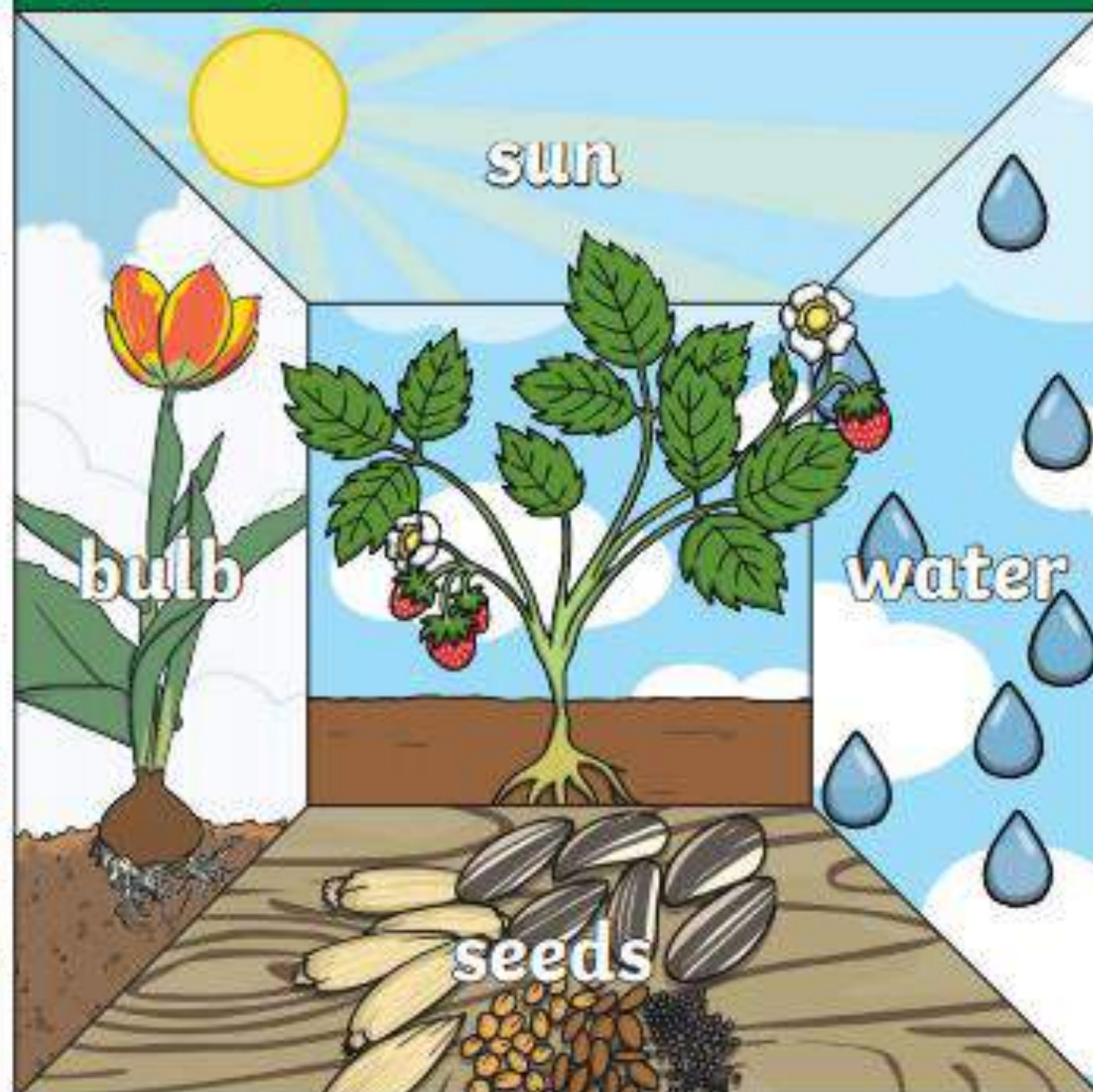
Temperature is how warm or cold something or somewhere is. Some plants like cooler **temperatures** and some like warmer **temperatures**.

nutrition

Food or nourishment. Plants make their own food in their leaves using **sunlight**.

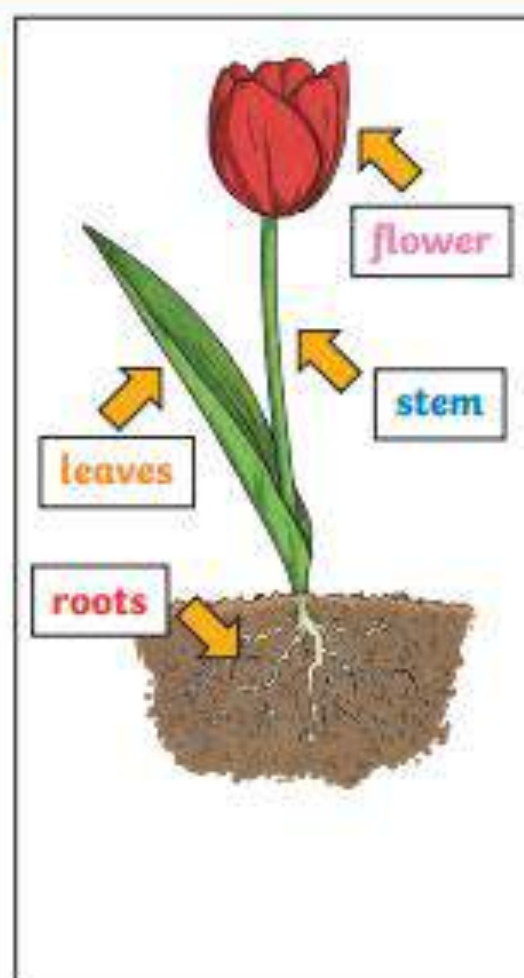


Key Knowledge



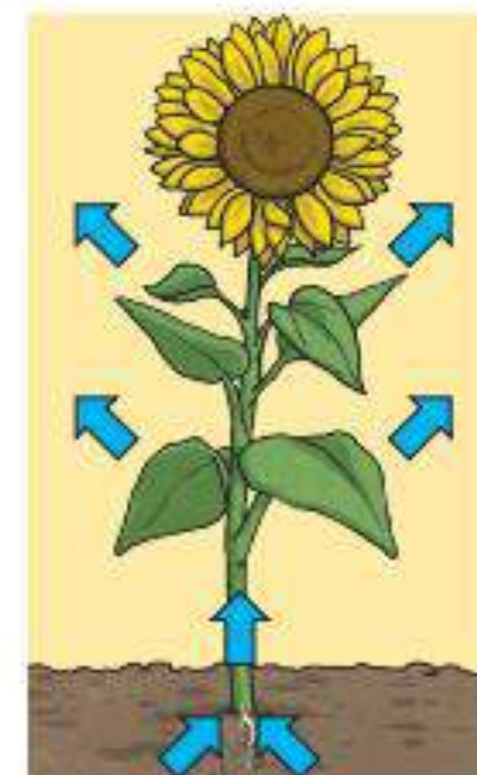
Key Vocabulary

roots	These anchor the plant into the ground and absorb water and nutrients from the soil.
stem	This holds the plant up and carries water and nutrients from the soil to the leaves . A trunk is the stem of a tree.
leaves	These make food for the plant using sunlight and carbon dioxide from the air.
flowers	These make seeds to grow into new plants. Their petals attract pollinators to the plant.
nutrients	These substances are needed by living things to grow and survive. Plants get nutrients from the soil and also make their own food in their leaves .
evaporation	When a liquid turns into a gas.



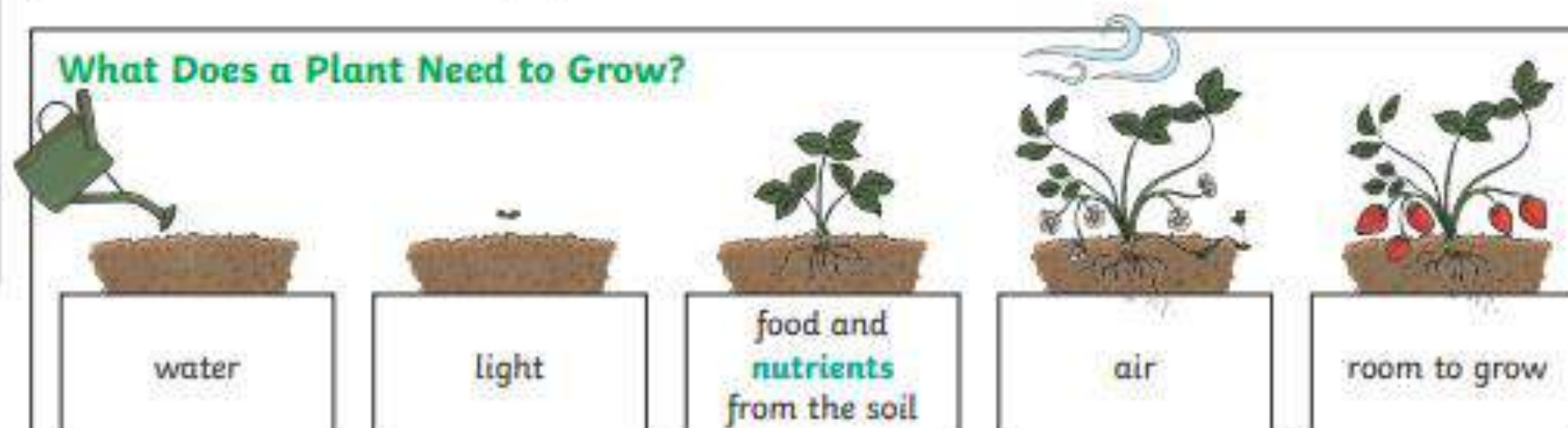
How Water Moves through a Plant

1. The **roots** absorb water from the soil.
2. The **stem** transports water to the **leaves**.
3. Water **evaporates** from the **leaves**.
4. This **evaporation** causes more water to be sucked up the **stem**.



The water is sucked up the **stem** like water being sucked up through a straw.

What Does a Plant Need to Grow?

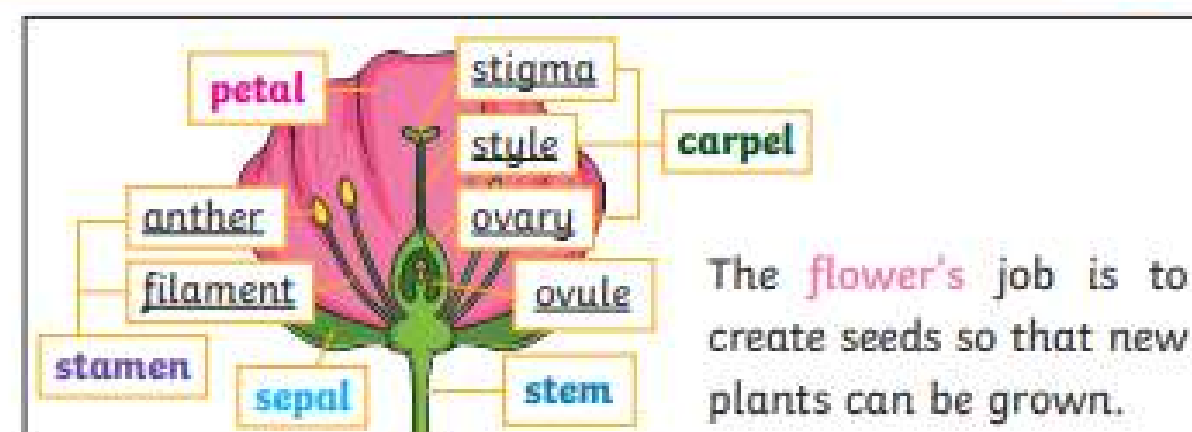


Different plants vary in how much of these things they need. For example, cacti can survive in areas with little water, whereas water lilies need to live in water.

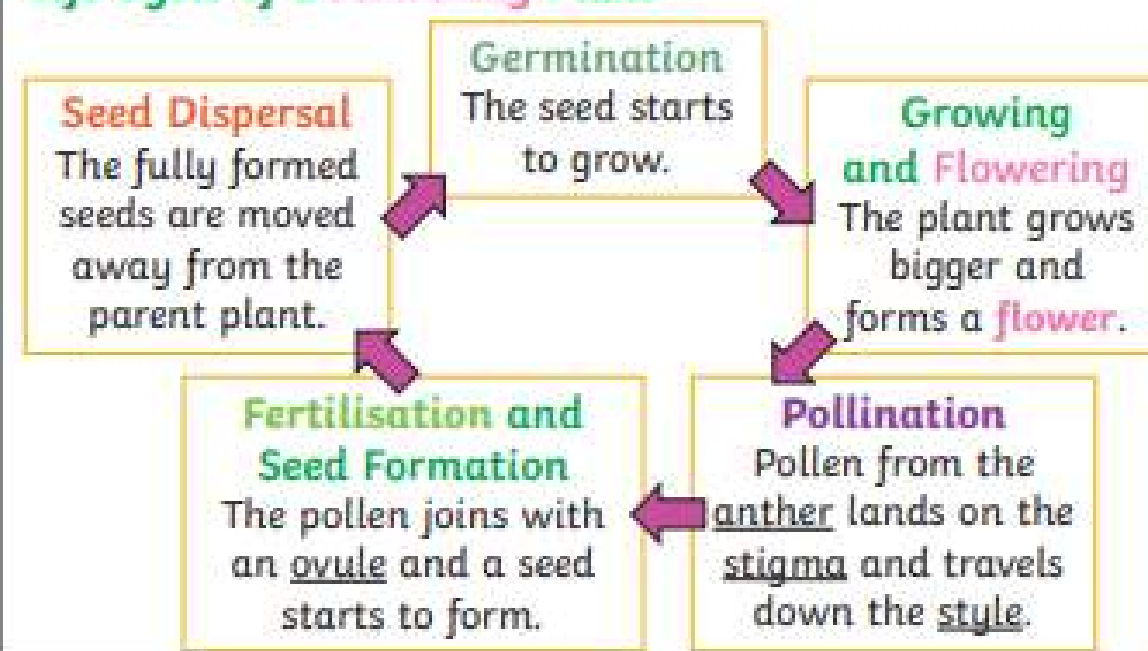
To look at all the planning resources linked to the Plants unit, [click here](#).

Key Vocabulary

fertilisation	When the male and female parts of the flower have mixed in order to make seeds for new plants.
petal	The brightly coloured part of the flower that attracts insects to pollinate the plant.
stamen	The male parts of the flower . The stamen is made up of the anther and the filament. The filament's job is to hold up the anther. The job of the anther is to make the pollen.
carpel (pistil)	The female parts of the flower . Made up of the stigma, style and ovary. The job of the style is to hold up the stigma. The stigma collects the pollen when a pollinator brushes by it. The ovary contains the ovules, which are the part of the flower that gets fertilised and eventually becomes the new seed.
sepal	Leaf-like structures that protect the flower and petals before they open out.
pollination	When pollen (a fine powdery substance produced by a flowering plant) is moved from the male anther of a flower to the female stigma.
pollinator	Animals or insects which carry pollen between plants. Examples include birds, bees and bats.
germination	When a seed starts to grow.
seed dispersal	A method of moving the seeds away from the parent plant so that the seeds have the best chance of survival.

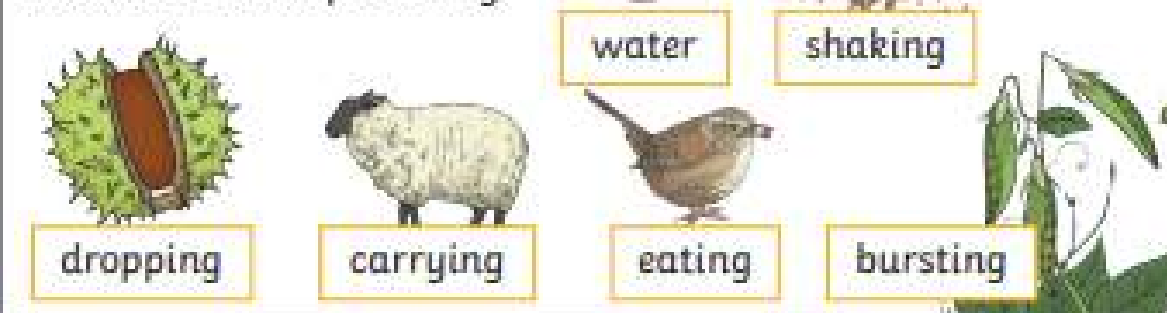


Life Cycle of a Flowering Plant



Seed Dispersal

Seeds can be dispersed by:





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.

Examples of Striking and Fielding Games

Cricket

Baseball

Softball

Rounders

Key Vocabulary:

- throw
- score
- place
- strike
- send
- runs
- track
- catch
- backstop/
wicket
keeper
- batter
- bowler
- fielder

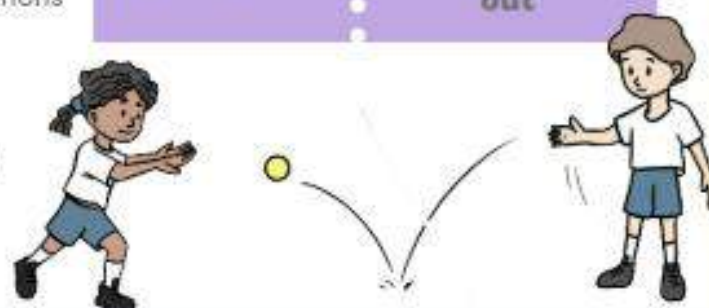
Key Skills: Physical

- Throwing
- Catching
- Tracking a ball
- Striking a ball

Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Emotional: Perseverance
- Emotional: Honesty and fair play
- Emotional: Managing emotions
- Thinking: Using tactics
- Thinking: Selecting and applying skills
- Thinking: Decision making

Key principles of striking and fielding games	
Attacking	Defending
Score points	Limit points
Placement of an object	Deny space
Avoid getting out	Get opponents out



Teacher Glossary

Fielder: A player on the fielding team, especially one other than the bowler or backstop / wicket keeper.

Batter: A player on the batting team.

Runs: The unit of scoring.

Bowler: The player who starts the game by bowling to the batter.

Backstop/wicket keeper: stands behind the batter. Is part of the fielding team.

Track: When fielding, to track is when a player moves their body to get in line with a ball that is coming towards them.

Knowledge Organiser: Team Building Y2

Links to the PE National Curriculum

- Pupils should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Pupils should be taught to participate in team games.

Why team building?

- Team building games are a great tool for helping your pupils learn to work together, listen carefully, communicate clearly and think creatively. They also give your pupils the chance to get to know each other, build trust as a class and develop vital life skills.

Top tips for teaching Team Building:

- Encourage your class to think independently whilst working collaboratively.
- Mix up who the children work with. Working with children whom they have different relationships with allows them to develop a new set of social skills.
- Build on the learning in the lessons by identifying when these positive behaviours are used in different situations throughout the school day.

Key Skills: Physical

- Travelling actions
- Jumping
- Balancing

Key Skills: S.E.T

- Social: Communication
- Social: Listening
- Social: Leading
- Social: Inclusion
- Emotional: Trust
- Emotional: Honesty and fair play
- Emotional: Acceptance
- Thinking: Planning
- Thinking: Decision making
- Thinking: Problem solving



Key Vocabulary:

- | | | |
|-------------|--------------|---------------|
| • solve | • support | • map |
| • direction | • co-operate | • successful |
| • share | • plan | • communicate |

This unit builds into:

OAA

Outdoor Adventurous Activities

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.

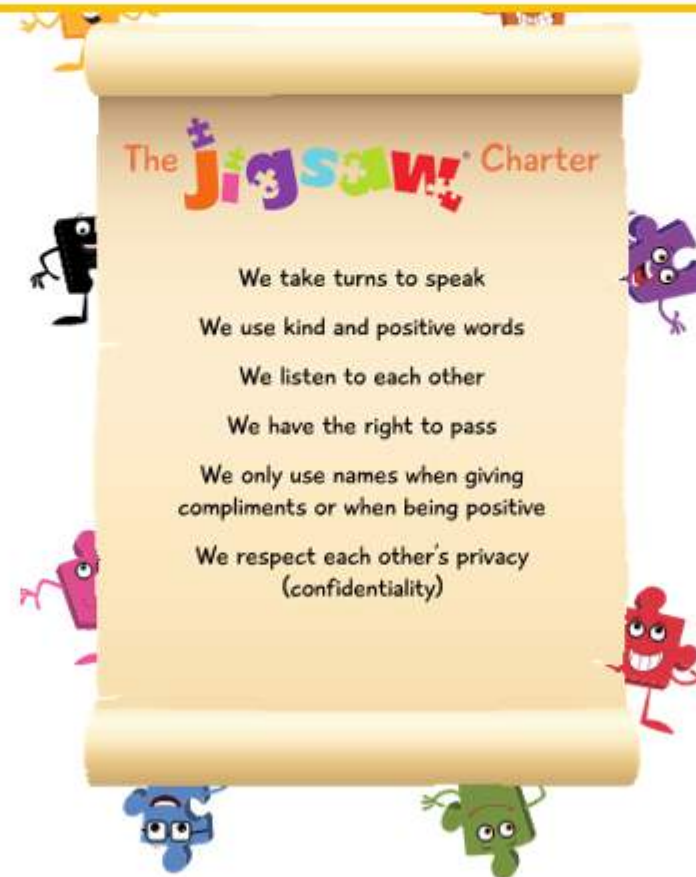
Weekly Celebrations

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 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.