

English

We will start the term looking at descriptions about Indian scenes.

We are also reading the text 'Footprints in the Forest' A Chembakolli story.

Writing Focus:

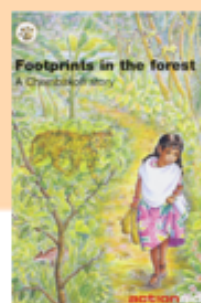
- Descriptions
- Recounts and diaries
- Letters
- Writing our own stories.

Grammar Focus:

- Using noun phrases, conjunctions and complex sentences.
- Sentence forms including exclamations.

Values & PHSE We will focus on the values of Honesty and Caring.

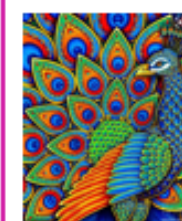
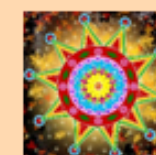
Jigsaw – Relationships. We will focus on the importance of family, friendship, trust and kindness.



Year 2/3 Summer Term 2022



Incredible India



Maths

This term, we will revise all the calculation strategies for $+$ $-$ \times \div . We will be looking at representing data.

We will solve problems by applying our mathematical knowledge. We will also practise counting, representing and using money. Year 3, we will be focusing on time.

See Knowledge Organiser for Maths

Art – Colours of Africa

We will look at the Taj Mahal and the patterns it is covered with.

We shall look at Indian colours, patterns and Rangoli designs.

Then we will create our own peacocks and collage using fabrics to create our own patterns.

Geography – Where in the world is India?

We use be using atlases to locate where we are in the world and where India is. We will learn the oceans of the world and what it means to be near the equator.

We will also be looking at features of life in an Indian village and comparing them to the UK. We are looking forward to tasting some Indian food and comparing it typically British Food.

We will also then create our own maps.

See Knowledge Organiser for Geography

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

Computing

We are learning about online relationships and how to communicate safely. We will also look at music and sound and how to create atmosphere with music software.

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 - India

Key Vocabulary

India

Asia

Indian Ocean

Bay of Bengal

Kangchenjunga

New Delhi

Mumbai

Bangalore

Ganges

Sundarbans

Arabian Sea

Overview

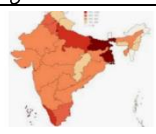
- India is a country in south Asia.
- It shares borders with Pakistan, China, Nepal, Bhutan, Bangladesh and Myanmar.
- India has coastlines on the Indian Ocean (south), the Arabian Sea (south - west) and the Bay Bengal (south - east).
- India also includes several islands in the Indian Ocean.
- With an area of 3,287,263km², India is the 7th largest country in the world.
- About 1.35 billion (1,350 million) people live in India. It is the 2nd most populated country in the world, after China. It is thought that the population of India will soon overtake that of China.



Human Geography

The area that is now India was ruled for several hundred years by powerful local empires. In its more-modern history, it was a part of the British Empire. Throughout the 20th Century, India became an independent nation.

Population



With around 1.35 billion people, India is the 2nd most popular country in the world.

Settlements



The capital city of India is New Delhi. New Delhi is apart of the wider city of Delhi, containing 11 million people. However, it is not the most popular city in India, as Mumbai has around 12.4 million people. The most popular city is Bangalore, with 8.4 million people.

Economic Activity



The Indian Rupee is the national currency of India. India is a land of great disparity, with some of the richest people in the world, but also millions of people living in poverty. India has the world's 5th largest economy.

Resources/Trade



India's biggest exports include petroleum, gems and jewellery, pharmaceutical products, transport equipment, machinery and instruments, ready-made garments, metals, electronics, rubber/glass and products, cotton, yarn and fabrics.

Comparison with the UK

- The UK is in Europe, whilst India is in Asia. The UK and India are both in the northern hemisphere.
- The UK has a temperate climate, whilst India's climate is varied, with many different biomes and climates.
- India is larger than the UK - 3,287,673sq. km compared to 243,610sq. km.
- Far many people live in India than the UK - 1.35 billion people compared to 66 million in the UK.
- Delhi and Mumbai are both more poplar than the largest city in the UK: London.
- The UK is an island country, whilst India is on the Asian continent.



Physical Geography

- India is bordered to the north by the Himalayan mountains - the highest mountain range in the world.
- The highest mountain in India is Kangchenjunga, the third highest mountain in the world at 8,586m. The peak of the mountain lies directly on the border between India and Nepal.
- The Ganges is the longest river that flows through India, at 2,601km.
- The climate of India varies from place-to-place, with
- arid desert
- climates in the west, temperate areas in the north and tropical and sub-tropical regions in the south.



3000 BCE
The Indus Valley civilization is established in northern India and Pakistan.

1700 BCE
Start of the Iron Age in India.

520 BCE
Buddhism is founded by Siddhartha Gautama.

319 CE
Gupta Empire takes control of much of India.

1221 CE
Genghis Khan leads the first invasion of the Mongols.

1693 CE
The Taj Mahal is completed in Agra.

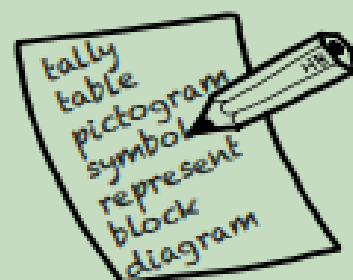
1858 CE
British Indian Empire established.

1930 CE
Mahatma Gandhi leads the Salt March against the British.

1947 CE
India becomes an independent nation. Pakistan is established in the north.

Pet	total
dogs	6
cats	4
mice	5
rabbits	1

6 people own dogs



Pet	tally	total
cheese		10
egg		20
ham		15
salad		5

Year 2 Term 5



dogs	▲▲▲▲▲▲
cats	▲▲▲▲
mice	▲▲▲▲▲
rabbits	▲

▲ = 1 person

6 people own dogs.

16 people were asked in total.

cheese	●●
egg	●●●●
ham	●●●
salad	●

● = 5 people

15 people like ham the best.

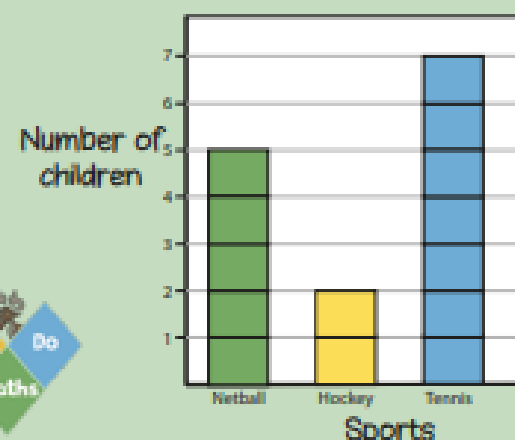
50 people were asked in total.

dogs	■ ■ ■
cats	■ ■
mice	■ ■ ■
rabbits	■

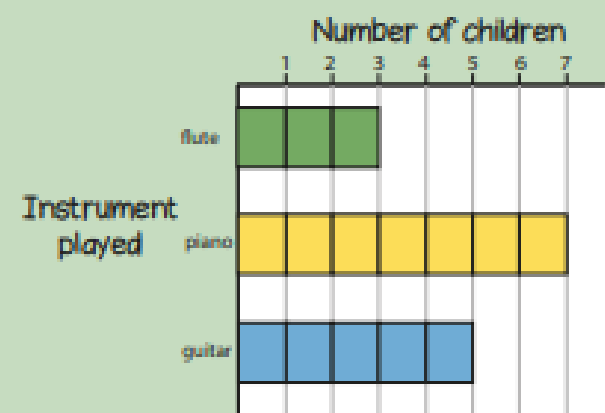
■ = 2 people

cheese	★
egg	★ ★
ham	★ ▶
salad	▶

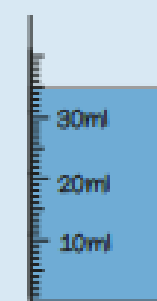
★ = 10 people



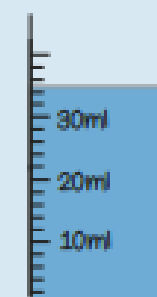
7 children play tennis



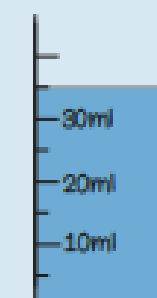
7 children play piano



If there are 10 steps to increase by 10 then the scale is going up in 1s.



If there are 5 steps to increase by 10 then the scale goes up in 2s.



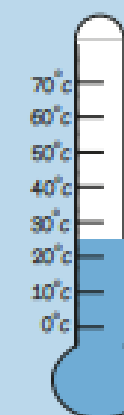
If there are 2 steps to increase by 10 then the scale goes up in 5s.



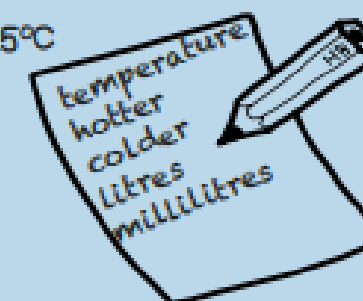
1 litre > 5 millilitres

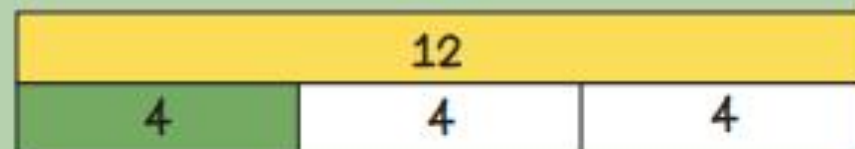


The bottle has a greater capacity than the teaspoon



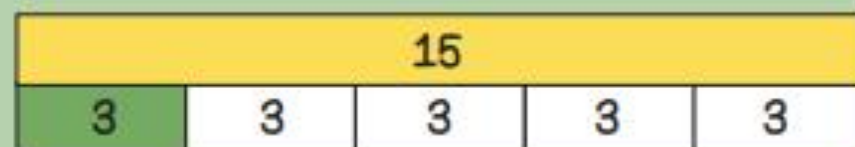
25°C is hotter than 20°C
so
20°C is colder than 25°C





$$\frac{1}{3} \text{ of } 12 = 4$$

$$12 \div 3 = 4$$



$$\frac{1}{5} \text{ of } 15 = 3$$

$$15 \div 5 = 3$$

January - 31 days
February - 28 or 29 days
March - 31 days
April - 30 days
May - 31 days
June - 30 days

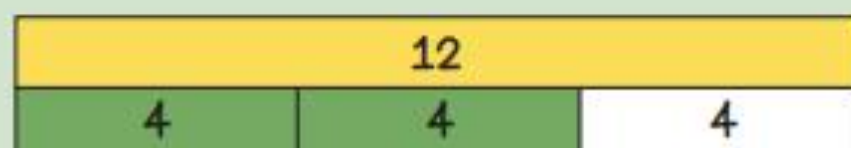
July - 31 days
August - 31 days
September - 30 days
October - 31 days
November - 30 days
December - 31 days

60 seconds = 1 minute
120 seconds = 2 minutes
180 seconds = 3 minutes

1 Year has 365 days but 1 leap year has 366 days.
The extra day is in February, every 4 years.



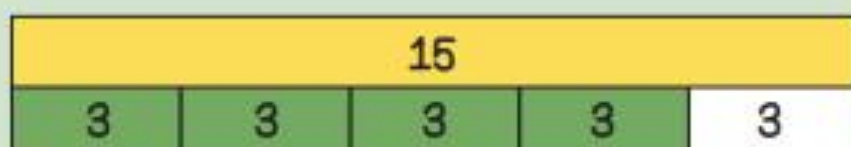
I	= 1	VII	= 7
II	= 2	VIII	= 8
III	= 3	IX	= 9
IV	= 4	X	= 10
V	= 5	XI	= 11
VI	= 6	XII	= 12



$$\frac{1}{3} \text{ of } 12 = 4$$

$$\frac{2}{3} \text{ of } 12 = 2 \times 4 = 8$$

$$2 \times 4 = 8$$

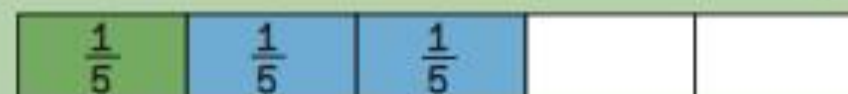


$$\frac{1}{5} \text{ of } 15 = 3$$

$$\frac{4}{5} \text{ of } 15 = 4 \times 3 = 12$$

$$4 \times 3 = 12$$

Year 3 Term 5



$$\frac{1}{5} + \frac{2}{5} = \frac{3}{5}$$

When adding fractions with the same denominators the denominator stays the same, just add the numerators

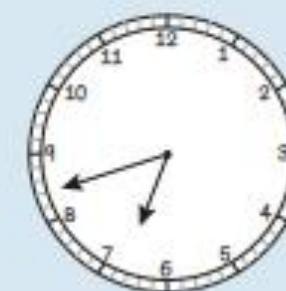


$$\frac{5}{8} - \frac{2}{8} = \frac{3}{8}$$

When subtracting fractions with the same denominators the denominator stays the same, just subtract the numerators.



11 minutes past 10
in the morning
10:11 a.m.



18 minutes to 7
in the morning
6:42 a.m.



18 minutes past 7
in the evening
7:18 p.m.



11 minutes to 2
in the afternoon
1:49 p.m.

From quarter past 3 to twenty to 4
is 25 minutes



From 7:30 a.m. to 10:10 a.m.
is 2 hours and 40 minutes

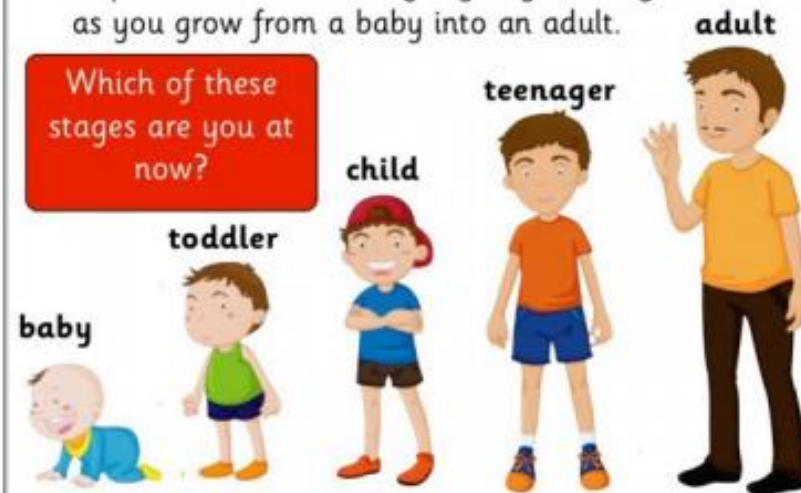


Knowledge Organiser - Animals including Humans

Stages of human life

These pictures show the stages you go through as you grow from a baby into an adult.

Which of these stages are you at now?



Healthy eating



Animals and their offspring



Exercise

There are lots of different types of exercise that we can do. How many of these have you tried?

walking	netball	gymnastics	swimming
rugby	ice skating	skipping	rowing
hockey	skateboarding	hiking	tennis
running	basketball	dancing	athletics
trampolining	football	push-ups	bowling

How does exercise affect our bodies?

When we exercise, our muscles need more energy to make them work harder.

- 1) We breathe faster to get more oxygen into our body.
- 2) Our heart beats faster so that the blood moves around our body quicker.
- 3) We sweat to cool our bodies down.

Key Vocabulary

Exercise	An activity requiring physical effort. People usually exercise to sustain or improve their health and fitness.
Growth	The growth of a person, animal, or plant is its process of increasing in size. For example, humans grow from a baby to an adult.
Survival	Survival is the act of living despite there being difficult circumstances, such as adverse weather or a predator.
Offspring	A person's child or children, or an animal's young.
Hygiene	This is the practice of keeping yourself and your surroundings clean, especially to prevent illness or the spread of diseases

Hygiene

Washing your hands will stop the spread of germs which could make you ill.



Knowledge Organiser: Athletics Y2



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.
- Pupils should be taught to master basic movements including running, jumping, throwing as well as developing balance, agility and co-ordination.

Official Athletic Events

Running

Sprinting
100m, 200m, 400m
Hurdles
Relay
Middle distance
800m, 1500m
Long distance
5,000, 10,000
Steeplechase

Jumping

Long jump
Jump for distance
Triple jump
Jump for distance
High jump
Jump for height
Pole vault
Jump for height

Throwing

Discus
Fling throw
Shot
Push throw
Hammer
Fling throw
Javelin
Pull throw

Key Vocabulary:

speed • **jog** • **sprint** • **pace** • **balance**
direction • **take off** • **landing** • **swing**
height • **distance** • **overarm** • **underarm**

Key Skills: Physical

- Running at different speeds
- Jumping for distance
- Jumping for height
- Throwing for distance

Key Skills: S.E.T

- Social: Working safely
- Social: Collaborating with others
- Emotional: Working independently
- Emotional: Determination
- Thinking: Observing and providing feedback
- Thinking: Exploring ideas

Teacher Glossary

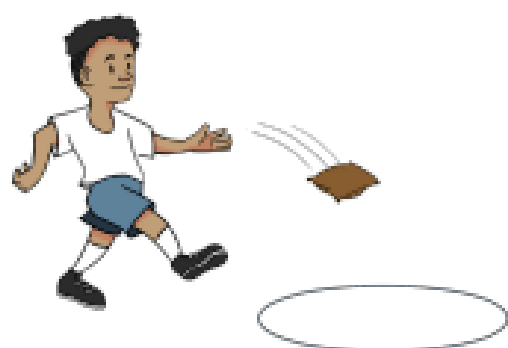
Pace: the speed at which a performer runs

Agility: the ability to change direction quickly and easily

Jump: take off and land on two feet

Hop: take off on one foot and land on the same foot

Co-ordination: to move different body parts at the same time



Knowledge Organiser: Athletics Y3



Links to the PE National Curriculum

- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Develop running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Official Athletic Events

Running

Sprinting

100m, 200m, 400m

Hurdles

Relay

Middle distance

800m, 1500m

Long distance

5,000, 10,000

Steeplechase

Jumping

Long jump

Jump for distance

Triple jump

Jump for distance

High jump

Jump for height

Pole vault

Jump for height

Throwing

Discus

Fling throw

Shot

Push throw

Hammer

Fling throw

Javelin

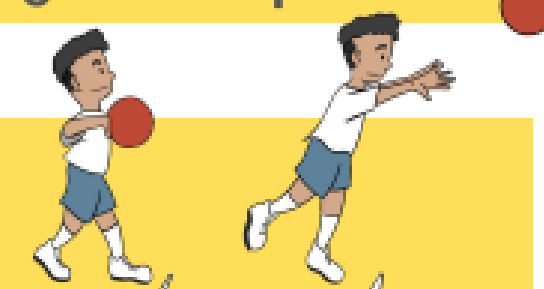
Pull throw

Key Vocabulary:

speed • accurately • power • personal best

determination • further • faster

• control • strength • pace



Key Skills: Physical

- Sprinting
- Running over obstacles
- Jumping for distance
- Jumping for height
- Push throw for distance
- Pull throw for distance



Key Skills: S.E.T

- Social: Working collaboratively
- Social: Working safely
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Observing and providing feedback



Teacher Glossary

Push throw: when the performer pushes the item through the air

Pull throw: when the performer pulls the item through the air

Jump: take off and land on two feet

Hop: take off on one foot and land on the same foot

Leap: take off on one foot and land on the other

Changeover: where a baton is passed from one person to another



Get Set 4 P.E.

Knowledge Organiser: Net and Wall Games Year 2



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.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Pupils should be taught to participate in team games, developing simple tactics for attacking and defending.

Key Skills: Physical

- Throwing
- Catching
- Hitting a ball
- Racket skills
- Ready position

Key Skills: S.E.T

- Social: support
- Social: co-operation
- Social: respect
- Social: communication
- Emotional: perseverance
- Emotional: honesty

Key principles of net and wall games

Attacking	Defending
Score points	Limit points
Create space	Deny space
Placement of an object	Consistently return an object

- Thinking: decision making
- Thinking: reflection
- Thinking: comprehension
- Thinking: selecting and applying

Examples of Net and Wall Games

Tennis

Badminton

Volleyball

Key Vocabulary:

- receive
- opponent
- quickly
- trap
- defend
- return
- collect
- against

Year 2

Teacher Glossary

Trap: To stop or trap a rolled ball on the floor using a tennis racket

Ready position: Feet shoulder width apart, knees bent, used to be able to move to the ball quickly

Knowledge Organiser: Swimming Developers Year 3 and Year 4

Links to the PE National Curriculum

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

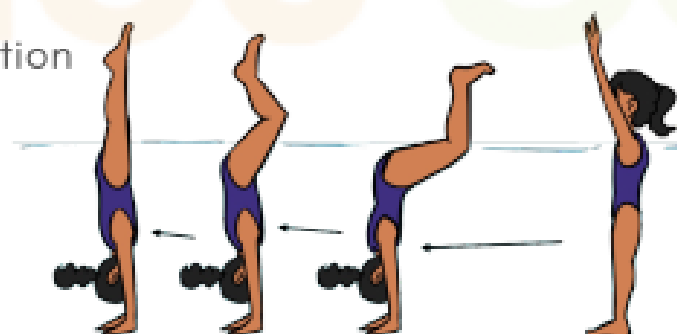
- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- perform safe self-rescue in different water-based situations.

Key Skills: Physical

- Submersion
- Floating
- Gliding
- Front crawl
- Backstroke
- Breaststroke
- Rotation
- Sculling
- Treading water
- Handstands
- Surface dives
- H.E.L.P and huddle position

Key Skills: S.E.T

- Social: Communication
- Social: Supporting and encouraging others
- Social: Keeping myself and others safe
- Emotional: Confidence
- Thinking: Comprehension
- Thinking: Planning tactics



Top Tips for Teachers

- Use the time you have travelling to and from the pool to discuss water safety. Find resources from Swim England in the resource bank to support this.
- It is recommended that all pupils wear swimming hats. Goggles are recommended for KS2.
- Have a range of buoyancy equipment available for less confident swimmers such as arm discs, swim belts and noodles.
- The Get Set 4 PE swimming plans are written for group sizes of 12. These can be taught for more or less pupils but you will need to be mindful of the equipment required and ratios of adults to pupils.
- The Year 1/2 SOW is written for beginner swimmers, the Y3/4 SOW is written for developing swimmers and the Y5/6 SOW is written for intermediate swimmers.
- When selecting lesson plans to teach, consider the level of your swimmers not necessarily the age.
- Always check the safety and pool guidelines of the facility you use before teaching.

Key Vocabulary:

- | | | |
|--------------|------------|------------------|
| • sculling | • crawl | • breaststroke |
| • submersion | • rotation | • backstroke |
| • buoyancy | • survival | • alternate |
| • huddle | • stroke | • treading water |

Teacher Glossary

Body roll: When a swimmer rotates their body from side to side.

Glide: When a swimmer coasts with a pause in their stroke.

Stroke: A style of swimming. There are four competitive strokes: butterfly, backstroke, breaststroke, freestyle.

Sculling: Using quick movements of the hands to keep the head above the water. Sculling can be done head first or feet first.

Treading water: A survival technique used to keep the head above the water.

Y2 PSHE Jigsaw Knowledge Organiser Relationships

Puzzle Outcomes

- To identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.
- To accept that everyone's family is different and understand that most people value their family.
- To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.
- To know which types of physical contact I like and don't like and be able to talk about this.
- To identify some of the things that cause conflict with my friends.
- To use the positive problem-solving technique to resolve conflicts with my friends.
- To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.
- To know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.
- To recognise and appreciate people who can help me in my family, my school and my community.
- To understand how it feels to trust someone.
- To express my appreciation for the people in my special relationships.
- To be comfortable accepting appreciation from others.

Weekly Celebrations

- Week 1- Know how to make friends.
- Week 2 – Try to solve friendship problems when they occur.
- Week 3 – Help others to feel part of a group.
- Week 4 – Show respect in how they treat others.
- Week 5 – Know how to help themselves and others when they feel upset and hurt.
- Week 6 – Know and show what makes a good relationship.

Relationships at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, it is important that we follow our motto, 'Working together, playing together.' We learn how to establish good friendships and relationships with others.



Our Values of the term:

Responsibility & Thoughtfulness



Key Vocabulary

Family	A family is two or more people who are connected by biology, adoption, marriage, or strong emotional bonds.
Relationship	Being related or connected.
Co-operate	Working together to get something done.
Physical contact	To touch.
Acceptable	Satisfactory or welcome.
Unacceptable	Not pleasing or welcome.
Conflict	A struggle between people or disagreement.
Secret	Something kept or planned to be kept from others' knowledge.
Trust	A person or thing in which confidence is placed.

Y3 PSHE Jigsaw Knowledge Organiser Relationships

Puzzle Outcomes

- To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.
- To describe how taking some responsibility in my family makes me feel.
- To identify and put into practice some of the skills of friendship.
- To know how to negotiate in conflict situations to try to find a win-win solution.
- To know and use some strategies for keeping myself safe online.
- To know who to ask for help if I am worried or concerned about anything online.
- To explain how some of the actions and work of people around the world help and influence my life.
- To show an awareness of how this could affect my choices.
- To understand how my needs and rights are shared by children around the world and to identify how our lives may be different.
- To empathise with children whose lives are different to mine and appreciate what I may learn from them.
- To know how to express my appreciation to my friends and family.
- To enjoy being part of a family and friendship groups.

Weekly Celebrations

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Our Values of the term:

Responsibility & Thoughtfulness



Key Vocabulary

Stereotype	An assumption about what someone will do or how they will behave.
Role	A part played by a person.
Relationships	Being related or connected.
Friendship	A person that someone likes or knows that can be trusted.
Conflict	A struggle between people – physical or ideas.
Social media	Electronic communication through which people create online communities to share content.
Needs	A need is something you must have to survive; like food, water and a home.
Wants	A want is something that's nice to have, but you can actually live without.
Rights	Children's rights are the basic things children need in order to live with dignity, develop and reach their potential.
Equality	Each individual or group of people is given the same resources or opportunities.