



# Girton Glebe Primary School Curriculum Precis

Y2/3

Willow Class

Summer 1

<p><b>English:</b> This half term we shall be studying and writing our own diary entries. We will then look at performance poetry.</p> <p>Opportunities for writing will include:</p> <ul style="list-style-type: none"> <li>• Writing sentences with different forms: statements and commands.</li> <li>• Learning how to use both familiar and new punctuation correctly – full stops, capital letters, commas for lists.</li> <li>• Writing for different purposes.</li> <li>• Using fronted adverbials and verbs.</li> <li>• Using adjectives to add detail.</li> <li>• Proof reading and editing.</li> <li>• Learning to spell words with contracted forms.</li> <li>• Learning to spell common exception words.</li> <li>• Adding –ing, -ed, -er, -est and –y to words.</li> <li>• Using organisation devices in writing.</li> </ul>	<p><b>Topic Title:</b> <b>The Great Fire of London</b></p> <p><b>Science:</b> As scientists we will be exploring electricity.</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Know sources, dangers and consumers of electricity.</li> <li>• Understand how to make a simple circuit.</li> <li>• Know the effect a switch in a circuit.</li> <li>• Investigate how to change the brightness of a bulb.</li> <li>• Set up simple tests and experiments.</li> <li>• Use straightforward scientific evidence to answer questions.</li> </ul>	<p><b>Maths:</b> This half term we shall be covering measurement involving length, height and perimeter, fractions, properties of shape and position and direction.</p> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Choose and use appropriate standard units to estimate and measure length/height.</li> <li>• Compare and order lengths.</li> <li>• Measure, compare, add and subtract lengths.</li> <li>• Measure the perimeter of simple 2-D shapes</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, and set of objects or quantity.</li> <li>• Write simple fractions and recognise equivalence.</li> <li>• Count up and down in tenths.</li> <li>• Recognise, find and write fractions of a discrete set of objects.</li> <li>• Add and subtract fractions with the same denominator within one whole.</li> <li>• Compare and order fractions unit fractions and fractions with the same denominators.</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the properties of 2-D shapes.</li> <li>• Identify and describe the properties of 3-D shapes.</li> <li>• Identify 2-D shapes on the surface of 3-D shapes.</li> <li>• Compare and sort common 2-D and 3-D shapes and everyday objects.</li> <li>• Order and arrange combinations of mathematical objects in patterns and sequences.</li> <li>• Use mathematical vocabulary to describe position, direction and movement.</li> <li>• Recognise angles as a property of shape or a description of a turn.</li> <li>• Identify right angles and identify whether angles are greater than or less than a right angle.</li> <li>• Identify horizontal and vertical lines.</li> </ul>
<p><b>Computing:</b> In computing we will be learning to use Scratch on the laptops.</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Navigate the scratch environment.</li> <li>• Create a background and a sprite for a game.</li> <li>• Add inputs to control their sprite.</li> </ul>	<p><b>History</b> As historians we will be investigating the great fire of London.</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> <li>• Place the time studied on a timeline.</li> <li>• Sequence event or artefacts.</li> <li>• Use dates related to the passing of time.</li> <li>• Describe memories of key events.</li> <li>• Find out about everyday lives of people.</li> <li>• Identify reasons for and results of people’s actions.</li> <li>• Understand why people may have had to do something.</li> <li>• Distinguish between different sources and evaluate their usefulness.</li> </ul>	<p><b>PSHE:</b> In PSHE we will be covering ‘drug education’ and ‘working together.’</p> <p><b>In drug education, we will consider the following questions:</b></p> <ul style="list-style-type: none"> <li>• What happens when things enter the body?</li> <li>• What are medicines and why do some people use them?</li> <li>• What do I understand about the roles of doctors, nurses and hospitals?</li> <li>• What can I do if I feel poorly?</li> <li>• What are the potentially risky substances at home and at school?</li> <li>• How can I keep same if I come across them?</li> <li>• What is it like to be persuaded?</li> </ul> <p><b>In ‘working together’ we will cover the following questions:</b></p>



		<ul style="list-style-type: none"> <li>• What am I and other people good at?</li> <li>• What new skills would I like to develop?</li> <li>• How can I listen well to others?</li> <li>• How can I work well in a group?</li> <li>• Why is it important to take turns?</li> <li>• How can I negotiate to sort out disagreements?</li> <li>• How are my skills useful in a group?</li> </ul>
<p><b>ART/DT:</b> In DT we will be making a large model of St Paul's cathedral. <b>We will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Know to make drawings with labels when designing.</li> <li>• When planning explain their choice of materials and components including function and aesthetics.</li> </ul> <p>In art we will continue to use sketch books to record media explorations and experimentations as well as planning and collecting source material for future work. <b>We will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Confidently create different effects and textures with paint according to what they need for the task.</li> <li>• In 3D work, join two parts together successfully.</li> </ul>	<p><b>Music:</b> In Music the Year 2 children will be learning about beat rhythm and tempo. I</p> <p><b>In Music Y3 will be:</b></p> <ul style="list-style-type: none"> <li>• Learning to hold a recorder correctly</li> <li>• Read music notes A and B</li> <li>• Recognise quavers and crochets</li> <li>• Play a range of simple songs</li> <li>• Keep time with other musicians</li> </ul>	<p><b>PE:</b> It is outdoor PE this half term so please make sure children come prepared with the correct PE kit. Children also need to bring a change of shoes for the days which they complete the golden mile.</p> <p><b>In athletics we will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and co-ordination.</li> <li>• Improve skills of running, jumping and throwing.</li> <li>• Give reasons for why warming up in athletics is important and athletic activities are good for your health.</li> <li>• Observe and describe a partner's running/throwing/jumping action.</li> </ul>
<p><b>R.E:</b> In RE we will be looking at why Buddha is important to Buddhists. <b>We will cover the following skills:</b></p> <ul style="list-style-type: none"> <li>• Asking relevant questions</li> <li>• Pondering on feelings, relationships and experiences</li> <li>• Consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.</li> <li>• Interpreting religious language</li> <li>• Drawing meaning from artefacts, works of art and symbols.</li> </ul>	<p><b>French (Y3):</b> <b>In French we will be learning:</b></p> <ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Describing characteristics</li> <li>• Describing colour of hair and eyes</li> <li>• Names of body parts</li> </ul>	<p><b>Class notices:</b></p> <ul style="list-style-type: none"> <li>• Please ensure that your child brings in appropriate running footwear so that they can take part in the golden mile which is on Mondays, Wednesdays and Fridays.</li> <li>• PE is on a Monday ad a Friday and will be outdoors so please make sure children have suitable clothing.</li> <li>• Please remember your child needs a named water bottle in school.</li> <li>• Homework is due in on a Tuesday. New spellings will be given out, and tested, on a Friday.</li> </ul>