



Girton Glebe Primary School Curriculum Organiser

Year 2/3 (Willow Class) – Spring Term 1 2020

Key Skills

Learn how a river forms on high ground and how it changes as it journeys to the sea,

Be able to use maps, atlases and digital computer mapping to follow the journey of a river and record the place names it passes through.

Locate the world's countries, using maps concentrating on their environmental regions.

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Rivers and Coasts



Key Vocabulary

Source	Stream	Confluence	Tributary
Meander	Mouth	Estuary	Waterfall
Dam	Reservoir	Erosion	Upper/ Middle/ Lower Course

Key Knowledge

A river is a large stream of freshwater.

The beginning of a river is called the head.

The end of the river is known as the mouth.

The bed is the bottom of a river. A riverbed can be made of sand, rocks or mud depending on the river.

A fast flowing river can damage the riverbanks and wash bits of them downstream, making the river wider.



<p>English:</p> <p>In English we will be focusing on “Books by the same illustrators.” They’ll explore adventures into the imagination through the works of Satoshi Kitamura & Hiawyn Oram: <i>Angry Arthur; In The Attic & Millie’s Marvellous Hat</i>. Children will read and discuss stories and illustrations, write their own stories and research an illustrator.</p> <p>We will be focusing on learning all about recounts. The children will read some stories of amazing animals including <i>The Great Serum Race</i> and <i>Saluki Hound of the Bedouin</i> and write their own recount from the perspective of one of the animals.</p> <p>Opportunities for writing will include:</p> <ul style="list-style-type: none"> • Using conjunctions (and, or, but) to join simple sentences. • Using and distinguishing past and present tense. • Using conjunctions (when, if, because) to add subordinate clauses. • Learning how to use and understand the grammar in their writing. • Using more than one clause. • Using perfect form of verbs. • Using conjunctions for time & cause - can link to subordination (using because and when, etc.). • Using the present and past tenses correctly and consistently. • Using present perfect form of verbs. Extend sentences by using range of conjunctions. Use conjunctions to express time. • Learning to read and write independently in all areas of the curriculum. 	<p>Science:</p> <p>This half term we will be focusing on ‘Sound’. Over the next few weeks we will be discovering how we can hear and learning about the different qualities and features of sound.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Identifying how sounds are made, associating some of them with something vibrating. • Recognising that vibrations from sounds travel through a medium to the ear. • Finding patterns between the pitch of a sound and features of the object that produced it. • Finding patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognising that sounds get fainter as the distance from the sound source increases. 	<p>Maths:</p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <p><u>Year 2</u></p> <p>Money–Measurement:</p> <ul style="list-style-type: none"> • Solving simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change <p>Number –Division:</p> <ul style="list-style-type: none"> • Making equal groups-sharing. • Making equal groups- grouping. • Divide by 2, 5 and 10. <p>Statistics:</p> <ul style="list-style-type: none"> • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. <p><u>Year 3</u></p> <p>Money – Measurement:</p> <ul style="list-style-type: none"> • Add and subtract amounts of money to give change, using both £ and p in practical contexts. <p>Number – Division :</p> <ul style="list-style-type: none"> • Divide 2-digits by 1-digit • Solving problems, including missing number problems. <p>Statistics:</p> <ul style="list-style-type: none"> • Interpret and present data using bar charts, pictograms and tables. • Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.
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<p>Computing: This half term we will be learning to type using the BBC Dancemat programme.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Familiarising ourselves with the QWERTY keyboard • Practicing typing without looking at our fingers, in a step by step approach. 		<p>R.E: This half term we will be looking at Judaism: How and why do Jews celebrate Sukkot? This will involve us...</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Becoming aware of the importance of belonging. • Developing respect to learn about Jewish practices. • Understanding why Jews uphold such traditions. • Exploring the story, significance and symbols of the festival of Sukkot • Interpreting the meanings of the rituals and customs of Sukkot.
<p>Art: As artists we will be exploring the life and work of Claude Monet, considering light and colour in Monet's River Thames series work.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. • Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. • Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. 	<p>Music: In music, the children will be learning about a piece of music called 'Moldau' by Smetana, which is about a river.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Listen to a variety of music and speaking, with increasing confidence, about how it makes them feel and what it makes them think about. • Learn about famous composers • Know about different instruments found in an orchestra and know what these sound like • Think about how music can convey different moods and ideas 	<p>PE: In PE the children will be covering dance skills and gymnastics.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • To practice expressive skills such as focus, projection. • To improve mental skills- movement memory, commitment, confidence and also timing and unison. • To develop knowledge and understanding of basic jumping and landing techniques. Passing a ball with control. • To practise and perform a range of one footed and two footed flight activities. • To observe & describe jumping activities. • To link together different jumping actions to perform a short phrase. • To understand warming up & cooling down.

**PSHE:**

In PSHE we will be thinking about 'New Beginnings'. This will involve...

We will cover the following skills:

- Considering what it means to 'belong'.
- Understanding what it is like to be unwelcome.
- Knowing ways to make others feel welcome.
- Considering how others might feel in new situations and how we can help them.

French:

In French the children will be focusing on the unit 'Mon Corps'. The children will learn the body parts. We will also be looking at ways to describe the weather.

During this topic we will cover the following skills:

- Building our vocabulary aurally through discussion and songs. .
- Understanding the main points from a spoken passage in French.
- Asking and answering questions with developing pronunciation.

Class notices

PE: Sessions take place on Monday & Thursday.

PPA: Your child will be taught by Mrs Tate on Wednesday.

Reading Record Books: The Reading Records should be signed by the parents and sent to school daily.