

Year 3/4

Knowledge

Organiser



Year 3/4 Curriculum Information

Welcome Year 3 and 4

Useful information

Twitter

Please follow your class Twitter page for regular updates on what is happening during the school day.

4SB - @Yr4MarvMeerkats

3.4BH - @TigersY34

3MF - @wonderfulwiz17

P.E.

For P.E. days , children should come to school in their P.E. kit and not their uniform.

P.E. day

4SB - Tuesday

3.4AM—Wednesday

3MF—Friday

Homework

Spellings and tables will be given out on Fridays to be practised at home and weekly tests will take place on the following Friday. Each half-term, three optional homework projects will be set on the school website for the children to have a go at. They are welcome to bring in any of their project work to share with the class.

Cycle B

Year
3 and 4

	Aut 1 (8 weeks)	Aut 2 (7 weeks)	Spr 1 (5 weeks)	Spr 2 (5 weeks)	Sum 1 (7 weeks)	Sum 2 (7 weeks)
VALUE	Be Happy	Be Caring	Be Safe	Be Aspirational	Be Healthy	Be Forward-thinking
History	Stone Age/Iron Age		Ancient Greece		Coal Mining	
Geography		Climate zones		European region (medium-term plan) - Greece		
Art	Drawing-Stone Age Art –cave drawings in pastel Painting-Stone Age silhouette – Water Colour background- stone henge Painting-Abstract mood- Picasso	1 x Printing/stencils- cards	Collage- plastic ocean Paper sculpture- fish Drawing tone/shade-Greek architecture	1x designer?	David Hockney- landscapes Painting-Water colours Drawing- Pastel	1x Barbara Hepworth – Sculpture
DT		Packaging		British Inventors (two lessons) Storybooks		Light up Signs
Computing	Computer Systems and Networks Networks and the internet – 3 lessons – 1,3 and 5 only Computer Systems and Networks Journey inside a computer – 3 lessons – 1,2 and 5 only		Computer Systems and Networks Collaborative learning – 4 lessons – 1, 3, 4 and 5		Online Safety Online Safety – Year 4 – 4 lessons – 1, 2, 3 and 5 Data Handling Investigating weather – 3 lessons – 1, 3, 4 and 5	
RE		Islamic Rites of Passage		Why is Easter important?		Identity and Belonging
French	Phonics lesson 1&2 (Core vocab) Shapes (Early Language Unit)		Do you have any Pets? (Intermediate language unit)		In Class (Intermediate language unit)	
Music		Mamma Mia		Glockenspiel stage 2		Blackbird
PSHE	Keeping/staying safe – Cycle safety Keeping/staying healthy – Healthy living	Growing and changing – discrete touch Y3 discrete appropriate TouchY4 Being responsible – Coming home on time	Feelings and emotions – Jealousy	Computer safety – Online Bullying	The working world – Chores at home	First Aid? Asthma and Anaphylactic shock (Y4 discrete) A World without Judgement Introduction to Breaking Down Barriers (Y3) Breaking Down Barriers (Y4)
Science	Animals Including Humans	States of Matter	Living Things and their habitats	Sound	Electricity	
Science Investigation 6 investigations	Testing drinks on teeth.	Changing materials by heating- record different temperatures/times for whit/milk/dark chocolate	Evaporation- different temperatures Record living things in environment- Record changes through year	Sound travelling through different materials	Testing circuits- materials for switch	
PE	Games-Invasion Football	Games-Invasion Hockey	Gymnastics & Health, Exercise & Fitness Dance	Bat & ball and Net, Wall, Striking & Fielding Cricket/Rounders	Games-Invasion Basketball	Athletics and O&A



History: Stone Age/Iron Age

Art: Drawing and painting Stone Age art

Computing: Networks and Journey inside a Computer

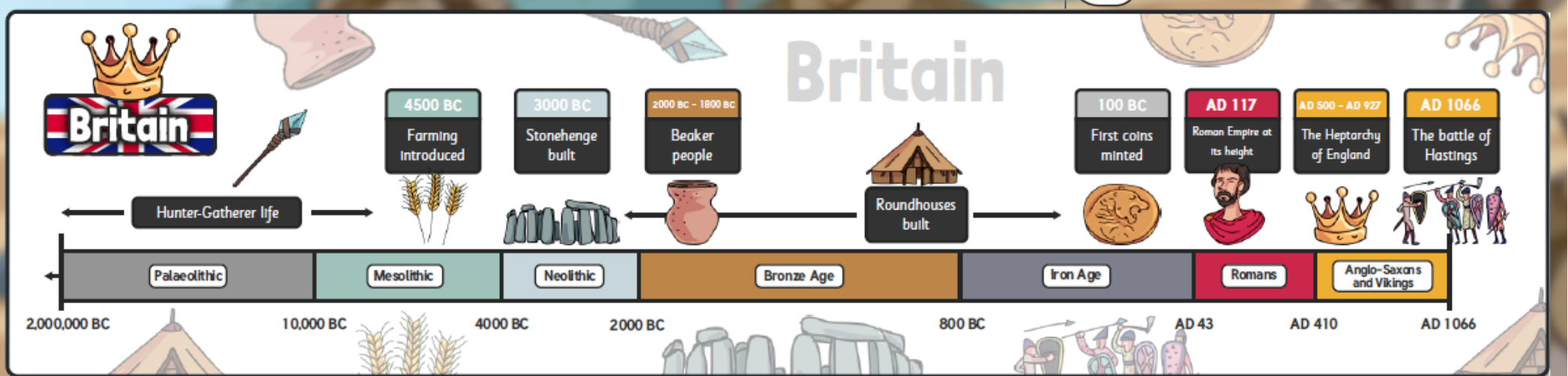
French: Shapes

PSHE: Cycle Safety

Science: Teeth

PE: Football

History Intent—Stone Age/Iron Age



The Stone Age

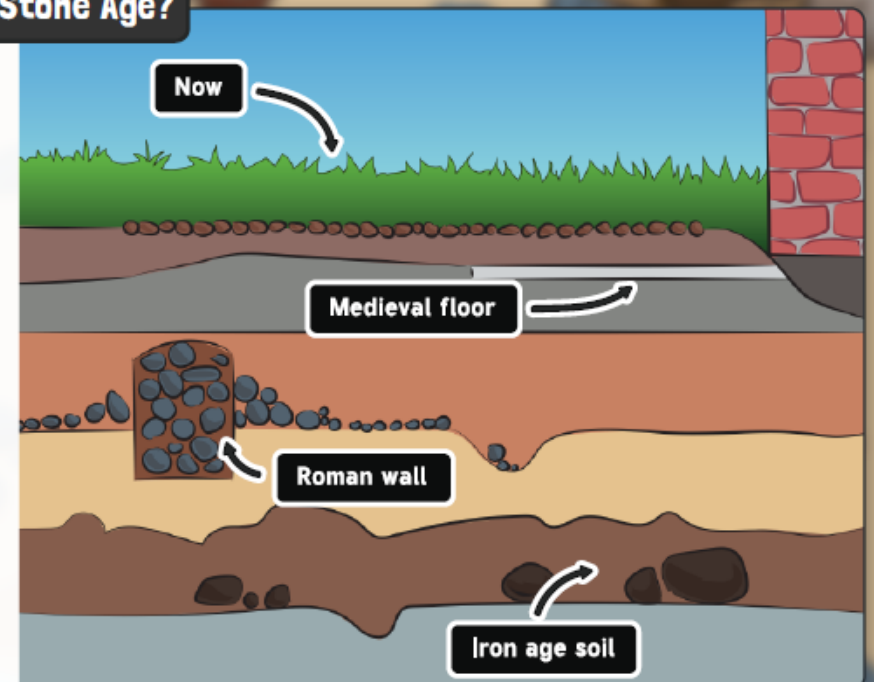
The Stone Age is a period of our history that happened thousands of years ago. It is called the Stone Age because it is the era when early humans started using stone for tools and weapons. They also used stones to light fires.

The Stone Age is divided into three periods; the Palaeolithic (old Stone Age), Mesolithic (middle Stone Age) and the Neolithic (new Stone Age).

Palaeolithic and Mesolithic people were hunter gatherers. They moved frequently following the animals they hunted and gathered fruits and berries when they could.

How do we know about the Stone Age?

There is no written evidence from the Stone Age era. Instead, archaeologists dig to find clues about how people lived before written records existed. Artefacts such as bones, jewellery and pottery have been found deep in the ground and help archaeologist piece together what life was like in different eras. The deeper in the ground that the archaeologist find artefacts, the older it is.



History Intent—Stone Age/Iron Age

During the Stone Age, Britain was very different. It was originally connected to the rest of Europe by a piece of land called Doggerland.

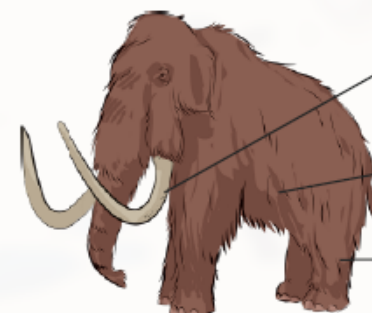
Doggerland eventually disappeared when the sea level rose over thousands of years.

Archaeologists believe that many people lived here during the Stone Age.



Hunter-Gatherers

People living during the Stone Age were hunters. They would hunt animals to eat such as woolly mammoths, reindeers and woolly rhinoceros. However, they did not just hunt animals to eat them. Animals had many different uses. They would use the animal's woolly coat to keep them warm in the winter and they would use animal horns as tools, weapons or even to help clear snow out of their path!



Ivory, bone and sinew to make tools and weapons

Meat to eat and fat to create paints for artwork

Fur to make clothes

The animals would often migrate around the land, not staying in one place. People during this time built temporary homes so that they could move quickly to follow the animals and continue to hunt. The Stone Age people also ate fish that were caught in rivers and lakes, gathered animals eggs, fruits, nuts and plants.



Farming

During the Neolithic Stone Age, people started to settle and not follow animals. They would plant the seeds from the plants they gathered and looked after them so that they would grow. When the plants were fully grown, the people would use their stone and bone tools to cut the plants, so that they could turn it into food and eat it. People also captured smaller animals such as dogs, pigs and sheep. They looked after them so that they would have babies. This meant that they would have bigger groups of animals near their homes that they could milk, skin for hides/fur and kill for meat/bone for food and tools.



Art Intent— Stone Age Art/ Abstract Art

Drawing- Cave Art

Knowledge/skills to be embedded:

That cave art is the oldest form of art- Prehistory.
 Evidence of how Stone Age people lived- relied on hunting.
 Build on awareness of line and shape from KS1 to create their own drawings.
 To experiment with chalk and pastel to create the effect of a cave drawing.

Teaching Steps:

Introduce children to the **Lascaux** cave paintings.



Painting- colour/moods

Knowledge/skills to be embedded:

Understand how artists use warm and cool colour to express mood- eg Picasso
 Fully confident in mixing **primary and secondary colours** using paint.

Picasso's Blue Period



Picasso's Weeping Woman



Multi media- Stonehenge

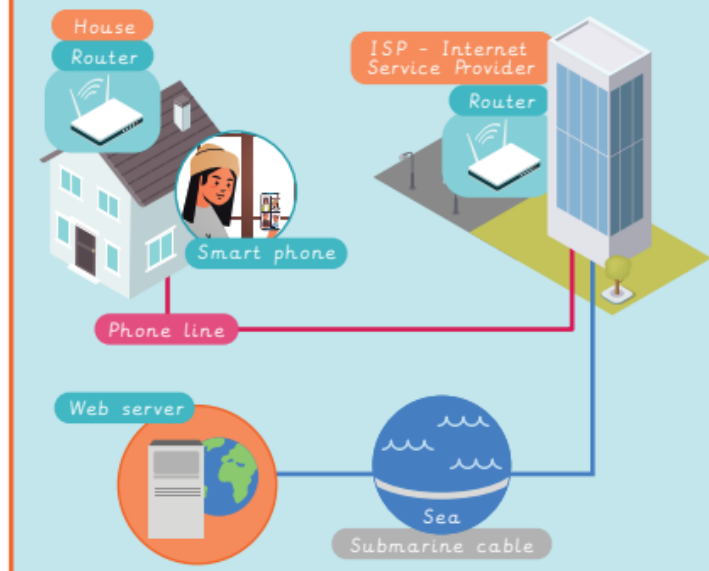
Computing Intent— Networks

Networks and the internet

Device	Equipment created for a certain purpose or job.
DSL	Digital Subscriber Line. An internet connection for rural areas, where wired services are not available. It uses communication satellites to send and receive data and is a slower internet connection than wired connections.
File	An item on a computer that can keep data in various forms such as images, music and documents.
Internet	A worldwide network, enabling tens of millions of computers around the globe to share vast amounts of information, and communicate with other online users across the globe.
Network	When more than one electronic device is connected in a network through the internet or a local connection in order to share files and information.
Network map	A diagram that shows what type of and how many devices are on a network. It also shows how they are connected to each other.
Network switch	A device that deals with the movement of network information.
Router	The main device responsible for providing internet access to a network, and can be connected to through a wired connection or WiFi.
Server	A computer or computer program that provides data and information to other computing devices.
Submarine cables	Cables that run under the sea to allow information to be accessed and (shared around the world or across continents.)
The Cloud	Refers to data and files that are stored and accessed on servers via the internet.
WiFi	When you have, or can connect to a network that is wireless.
Wired	An electronic device is considered 'wired' when it is connected to the network through cables.
Wireless	An electronic device is considered 'wireless' when it is connected to the network through signals.
Wireless access point	A device that enables other electronic items to connect wirelessly to the internet.

Key facts

Network map:



The internet can be used for:

- Communicating (email, video call, voice call etc.)
- File sharing
- Websites
- Uploading and downloading files
- Streaming media (videos, music etc.)
- Playing online games

Computing Intent— Journey Inside a Computer

Journey inside a computer

Algorithm	A sequence of instructions when followed, solve a problem.
Computer	Electronic machine that accepts and processes information to produce an output, and then stores the results.
Computer Program	A series of instructions, that are written for a computer to follow, using inputs and outputs to produce an outcome. Also known as software or applications (apps).
CPU	Central Processing Unit. The brain of a computer that deals with all the data it receives from input and output devices, as well as programs run within the computer.
Data	Information used for a specific purpose or investigation.
Desktop	A tower computer that needs a mouse, keyboard and monitor, that remains in one place.
GPU	Graphics Processing Unit. It is a piece of hardware that is used to help generate 2D and 3D images for programs such as games.
Hard disk drive HDD	An internal or external device that can store information such as files, documents, images and programs.
Instructions	A series of steps that need to be performed in order.
QR code	Quick Response code. Is presented in a similar way to a bar code and when scanned, takes you to a specific website or provide information.
RAM	Random Access Memory. A piece of hardware that allows data to be recalled or stored within a computer.
ROM	Read Only Memory. Information stored within ROM can only be read and not edited.
Tablet device	A handheld computer, that consists of a touchscreen, operating system and a rechargeable battery.
Trackpad	An input device commonly found built into laptops. It is used to move the cursor with the touch of your finger, and some allow for multiple finger gestures.

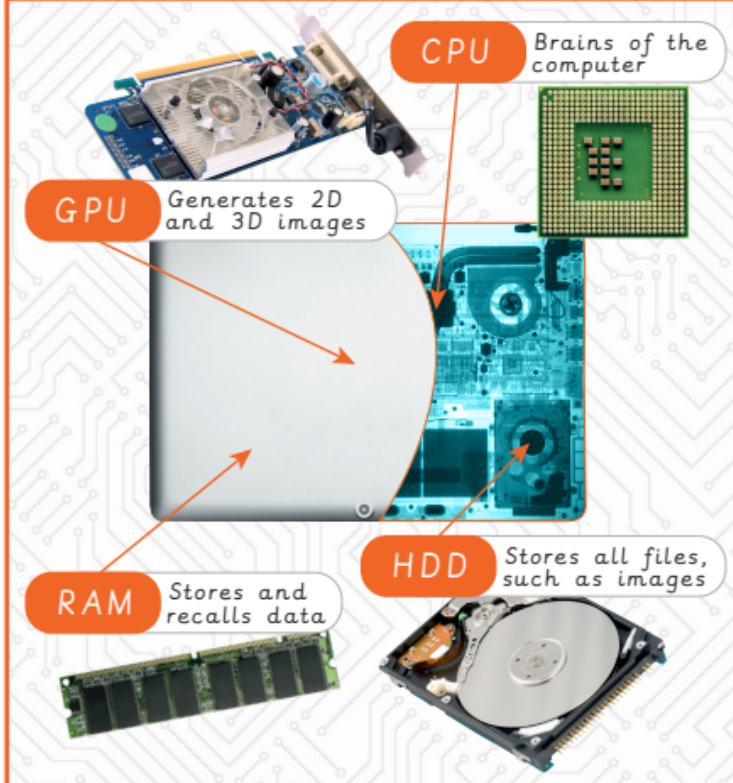


Scan each of these quick response codes, with a QR scanner app or device and see where they go!



Key facts

Computer parts inside of a laptop:



Other portable electronic devices:





Modern Foreign Languages Intent Shapes



Les formes

oi

sound in:
• étoile



phonics

&

guttural
'r'

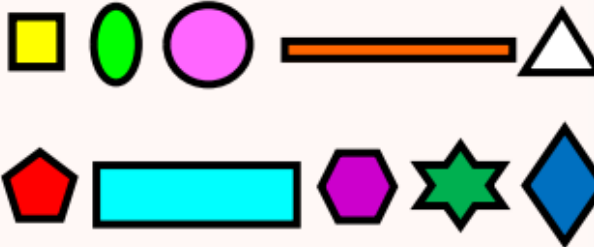
The 'r' sound in French is guttural made from the back of the throat like in the words 'triangle', 'cercles' and 'carrés'.

silent
letters

There are many last consonant silent letters in French. The final letter 's' is silent in the words 'triangles', 'cercles', carrés, ovales, étoiles, rectangles, pentagones, hexagones, losanges and lignes.

10 common shape nouns with their determiners in French.

vocabulary



To consolidate numbers 1-5 in French.

1 2 3 4 5

Nouns in French can be either 'masculine' or 'feminine'. Therefore there are 2 determiners (often referred to as **indefinite articles**) for 'a' in French:

grammar

un

Determiner 'a' for masculine nouns.

une

Determiner 'a' for feminine nouns.

What I will learn:












- Objective 1: I will learn and become familiar with 5 shapes nouns and their determiners in French.
- Objective 2: I will learn and become familiar with 5 more shapes nouns and their determiners in French.
- Objective 3: I will learn more about the 2 determiners for 'a' in French.
- Objective 4: I will revise numbers 1-5 in French and express how many of each shape I can see.
- Objective 5: I will learn how to use my new knowledge on shapes in a variety of creative tasks in French.



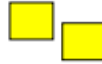
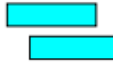








Modern Foreign Languages Intent Shapes Vocabulary



Unit Glossary

	French	English
	un triangle	a triangle
	un carré	a square
	un ovale	an oval
	un cercle	a circle
	un rectangle	a rectangle
	un pentagone	a pentagon
	un hexagone	a hexagon
	un losange	a rhombus
	une ligne	a line
	une étoile	a star
	Dessinez...	Draw...
1	un	one
2	deux	two

	French	English
3	trois	three
4	quatre	four
5	cinq	five
	cercles	circle
	triangles	triangles
	carrés	squares
	rectangles	rectangles
	ovales	ovals
	hexagones	hexagons
	pentagones	pentagons
	losanges	rhombuses/rhombi
	étoiles	stars
	lignes	lines

PSHE Intent— Cycle Safety

Key Facts

- Families are important for children growing up because they can give love, security and stability
- It is important to respond safely and appropriately to people who you do not know very well

By the end of these topics, I should:

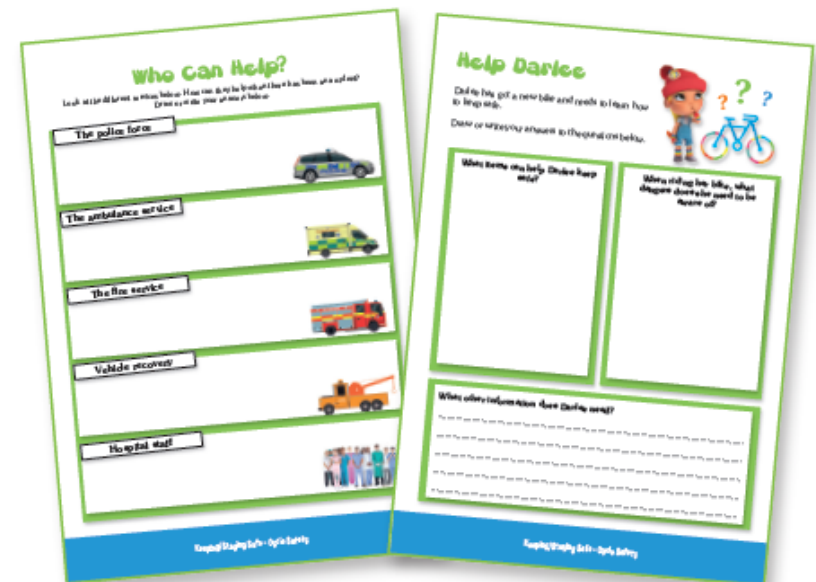
- identify strategies we can use to keep ourselves and others safe
- recognise the impact and possible consequences of an accident or incident
- identify what is a risky choice
- create a set of rules for and identify ways of keeping safe

Ask me a question!

- How can we keep safe at home, at school, and in the community?
- How can we stay safe when riding a bike?

I will learn the following new words/ phrases:

Statement	Something someone says or writes officially.
Opinion	A thought or belief about someone or something. An opinion is not necessarily based on facts.
Fact	Something known or proved to be true.
Strategies	A plan put in place to achieve a goal.
Junction	A point where two or more things are joined.
Cycle safety	The use of road traffic safety practices to reduce risk associated with cycling.



PSHE Intent— Healthy Living

Key Facts

- Mental wellbeing is a normal part of daily life, in the same way as physical health
- It is important to build regular exercise into daily and weekly routine, for example: walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- A lack of sleep can affect weight, mood and ability to learn

I will learn the following new words/phrases:

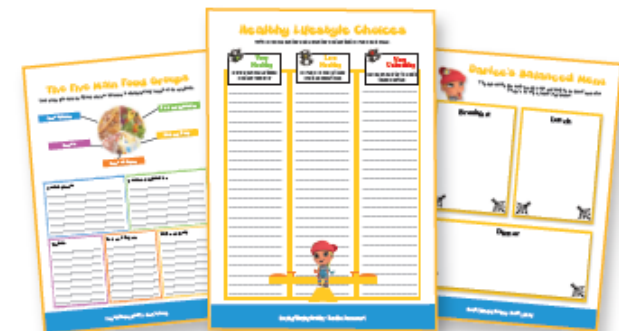
Lifestyle	<i>The way a person or group of people live.</i>
Balanced diet	<i>A diet that includes a variety of different types of food to help you get the nutrients you need.</i>
Blood pressure	<i>Measures how the heart pumps blood around the body.</i>
Saturated fat	<i>A type of fat found in meat and other animal products, such as butter and cheese.</i>
Vital organs	<i>The main organs inside the body, such as the heart, lungs, and brain. It is important to keep these healthy.</i>
Mind map	<i>A diagram, often drawn on paper, to present your ideas.</i>
Food chart	<i>A chart that can be used to see how many servings of each food should be eaten each day.</i>
Carbohydrates	<i>Substances, found in certain kinds of food, that provide you with energy.</i>
Protein	<i>A nutrient which builds, maintains, and replaces the tissues in your body.</i>
Calorie	<i>A unit of energy that can be found in food.</i>

By the end of these topics, I should:

- explain what is meant by a balanced diet and plan a balanced meal
- recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older
- understand nutritional information on packaged food and explain what it means
- describe different ways to maintain a healthy lifestyle

Ask me a question!

- What different types of food do our bodies need to stay healthy and grow?
- How can we stay healthy?
- How can you encourage others to stay healthy?



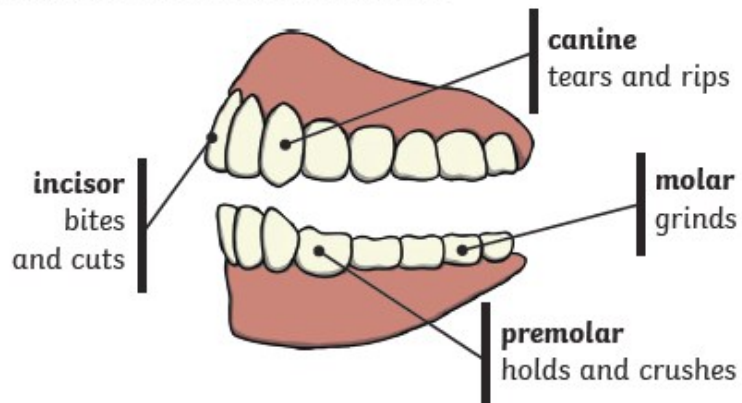


Science Intent—Teeth

Key Vocabulary

digest	Break down food so it can be used by the body.
oesophagus	A muscular tube which moves food from the mouth to the stomach.
stomach	An organ in the digestive system where food is broken down with stomach acid and by being churned around.
small intestine	Part of the intestine where nutrients are absorbed into the body.
large intestine	Part of the intestine where water is absorbed from remaining waste food. Faeces are formed in the large intestine.
rectum	Part of the digestive system where faeces are stored before leaving the body through the anus.

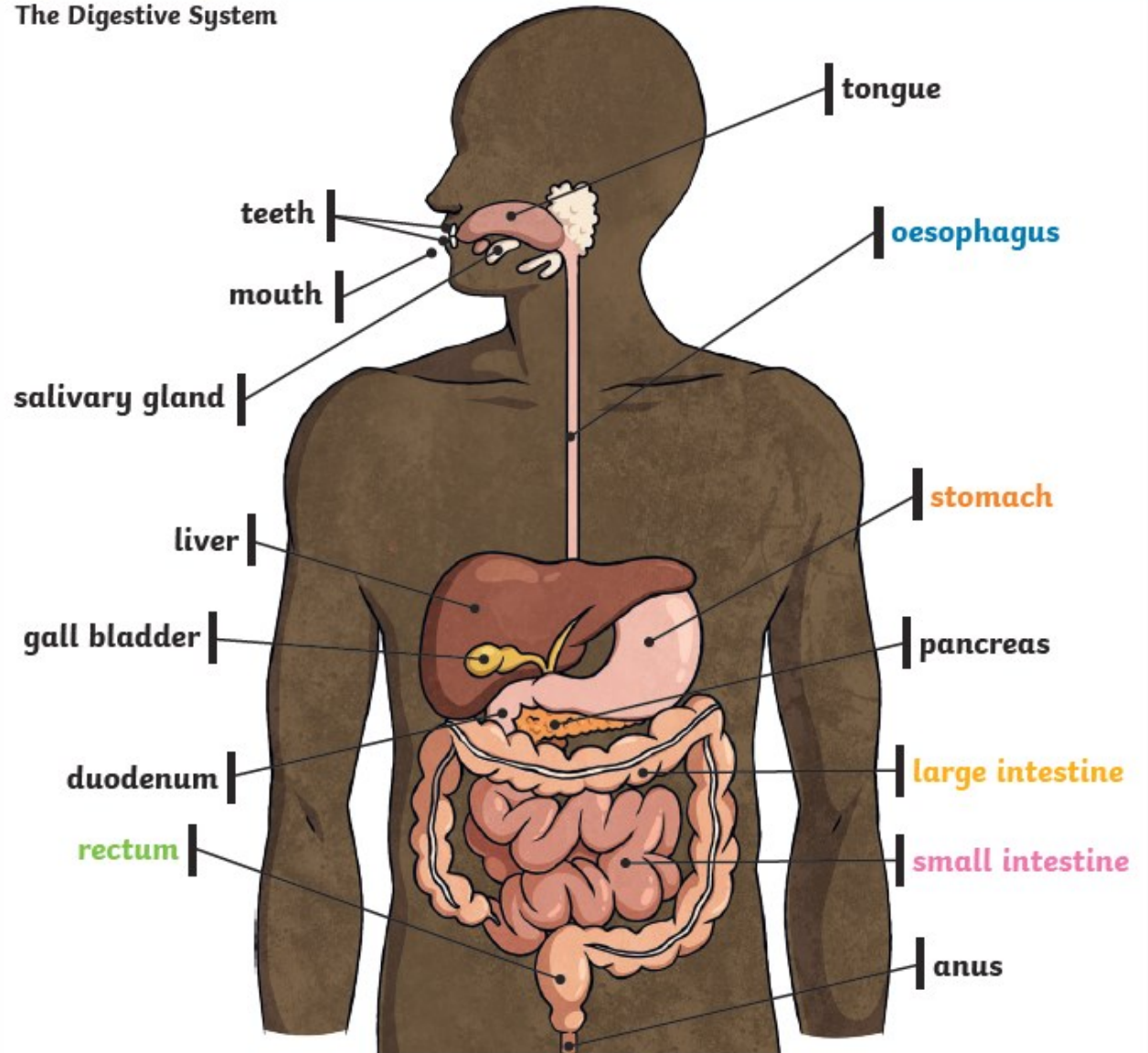
Human Teeth and Their Functions



Some people have wisdom teeth but they have no function now.

Key Knowledge

The Digestive System



To look at all the planning resources linked to the Animals Including Humans unit click [here](#).

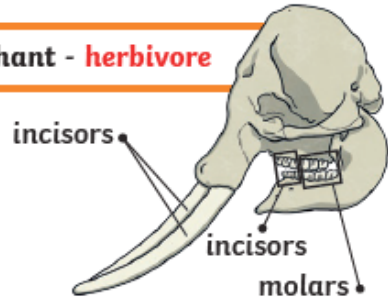


Science Intent—Teeth

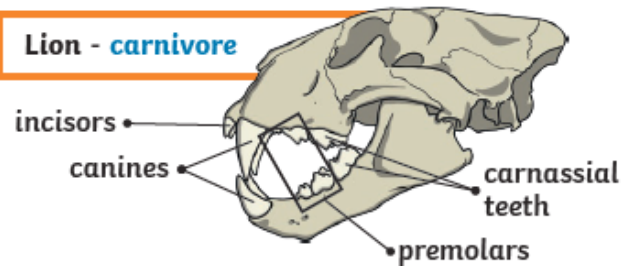
Key Knowledge

The teeth of an animal are designed to eat different foods depending on the diet of the animal. Examples of a **herbivore**, a **carnivore** and an **omnivore** skull:

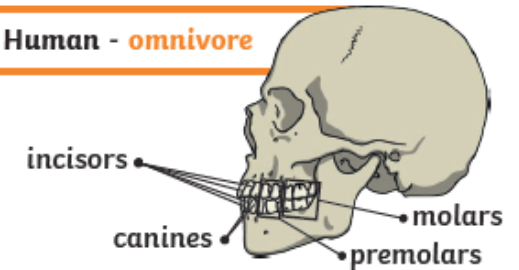
Elephant - herbivore



Lion - carnivore

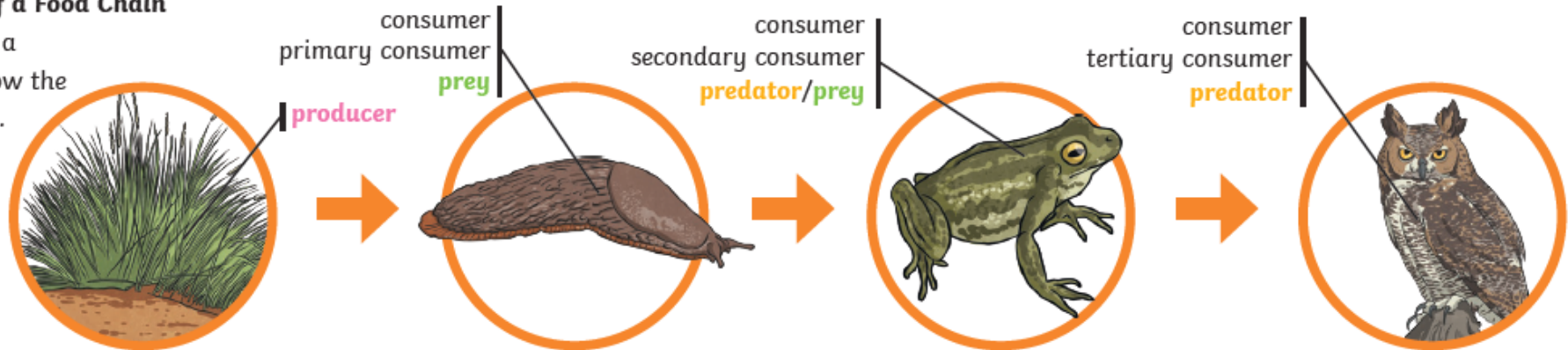


Human - omnivore



An Example of a Food Chain

The arrows in a food chain show the flow of energy.



Key Vocabulary

herbivore	An animal that eats plants.
carnivore	An animal that feeds on other animals.
omnivore	An animal that eats plants and animals.
producer	An organism, such as a plant, that produces its own food.
predator	An animal that hunts and eats other animals.
prey	An animal that gets hunted and eaten by another animal.

To help prevent tooth decay:

- limit sugary food and drink;
- brush teeth at least twice daily using a fluoride toothpaste;
- visit your dentist regularly.

