

**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

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



Autumn Term 2

# Autumn Term 2



**Geography: Climate Zones**  
**Design Technology: Packaging**  
**RE: Islam—Rites of Passage**  
**Music: Mamma Mia**  
**PSHE: Growing and Changing**  
**Science: States of Matter**  
**PE: Tag Rugby**



# Geography Intent—Climate Zones

## What will we be learning?

- How to identify lines of latitude.
- The location of climate zones.
- Comparison of climates.
- The weather patterns in a climate zone.
- How to write a weather forecast.
- The characteristics of climate zones.

## Key knowledge

Climate is the average daily and seasonal weather patterns over a long period of time.

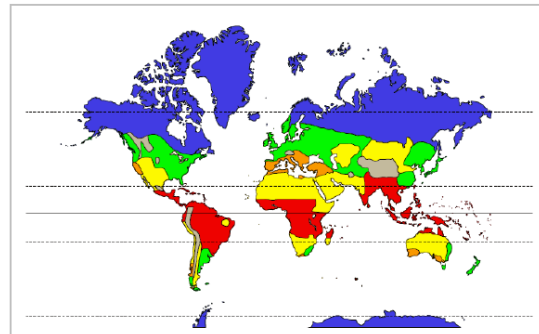
The Equator is an invisible line that runs around the centre of the Earth. The closer you live to the Equator, the hotter it is.

As the Earth is tilted on an axis, the Northern and Southern Hemispheres experience different types of weather at the same time of the year.

## Key facts

The world's climate zones:

**Arid** (hot and dry), **Mediterranean** (dry summers and mild, wet winters), **Temperate** (no extreme weather, with rainfall throughout the year), **Tropical** (high temperatures all year round, with lots of rain), **Polar** (a dry climate with very low temperatures).



Arid



Mediterranean



Temperate



Tropical



Polar



## Glossary

**climate:** *long-term weather patterns*

**climate zone:** *a part of the world where places have a similar climate (i.e. arid, Mediterranean, temperate, tropical, polar)*

**precipitation:** *rain, hail, fog, sleet and snow*

**weather:** *day-to-day temperature, wind, rainfall, etc*

Place names	Geographical terms and processes	Locational terms
Cairo (Egypt) London (UK) Manaus (Brazil) Nuuk (Greenland) Santiago (Chile) Seville (Spain)	axis meteorologist orbit precipitation ( <i>KS1 snow, rain</i> ) temperature weather station	Equator latitude map index Northern Hemisphere North Pole Southern Hemisphere South Pole



# Design and Technology Intent– Packaging



Lesson 1

- Do children understand that packaging serves a variety of purposes?
- Can children deconstruct a packaging box and explain how it was put together?
- Do children understand the need to extend the net to incorporate tabs for joining?



Lesson 2

- Do children understand that 3-D structures can be constructed from nets?
- Can children mark out, cut, score and assemble a 3-D net?
- Can children match different nets to certain product types?



Lesson 3

- Do children understand how graphics are used to create effects?
- Do children understand that the graphics on a product reflect who and what the packaging is designed for?
- Can children match a variety of fonts to an intended purpose?

Lesson 4

- Can children apply what they have learnt about packaging when designing their own packaging box?
- Can children design a product that is suitable for the intended user?
- Can children incorporate appropriate graphics in their design?



Lesson 5

- Can children follow a design to create a packaging box?
- Can children work with care and accuracy?
- Can children identify ways their product could be improved as they are making their packaging box?

Lesson 6

- Can children evaluate their own product fairly?
- Can children comment on the work of others and say what they think and feel about them?
- Can children suggest ways in which they could improve their product if they were to make it again?

# RE Intent— Islam—Rites of passage.

A pilgrimage is a journey to a sacred place. Pilgrims journey to these places to be closer to God.

Pilgrims leave their homes and families. They walk miles and miles to visit religious places with minimal belongings.

The Hajj is an Islamic Pilgrimage and is one of the Five Pillars of Islam.

Muslims journey to a place called Mecca and should do this once in their life.



Shahada - Allah is the only God  
Salat - praying five times a day  
Zakat - giving money to the poor  
Sawm - fasting for Ramadan  
Hajj - pilgrimage to Mecca

## The naming ceremony

The naming ceremony lasts for seven days and is called Tasmiyah.

The ceremony allows the new baby to be accepted and protected by Allah.

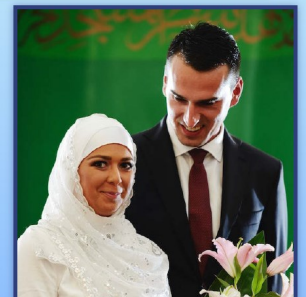
Parents take requests for names from family members and the name has to be given to the baby by the seventh day.



## Islamic marriage ceremony

Marriage is a religious and legal contract between two people. Muslim weddings vary according to the culture of the people involved.

Most marriages are not held in mosques and sometimes men and women remain separate during the ceremonies.







# Music Intent Mamma Mia



## Knowledge Organiser – Mamma Mia – Year 4, Unit 1

### 1 – Listen & Appraise: Mamma Mia (Pop)

**Structure:** Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.

**Instruments/voices you can hear:** Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.

**Find the pulse as you are listening.**

### 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 2 notes – G + A.

Bronze: no notes | Silver: G, sometimes A |

Gold: G + A challenge.

*Which challenge did you get to?*

**Singing** in unison

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. *Which part did you play?*

**Improvise** using up to 3 notes – G, A + B.

Bronze: G | Silver: G, sometimes A | Gold: G, A + B

challenge. *Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)

### 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



### About this Unit

**Theme:** ABBA's music.

**Facts/info:** ABBA was a Swedish pop group formed in 1972.

**Listen to 4 other ABBA songs/pieces:**

- Mamma Mia
- Dancing Queen
- The Winner Takes It All
- Waterloo
- Super Trouper
- Thank You For The Music

**Vocabulary:** Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison

### Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*



# PSHE Intent— Growing and Changing

## Key Facts

- It is not always right to keep secrets if they relate to being safe
- Each person's body belongs to them
- It is important to seek help or advice if a relationship is making you feel unsafe or unhappy
- In school and in wider society, you can expect to be treated with respect by others, and in turn, you should show due respect to others, including those in positions of authority
- It is important to understand how to report concerns or abuse
- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

## Ask me a question!

- What types of relationships are there?
- What can make a relationship healthy or unhealthy?
- What is the difference between secrets and surprises?
- How could you help someone who feels uncomfortable in a relationship?

## I will learn the following new words/phrases:

<b>Nervous</b>	<i>Being fearful, worried, or concerned about someone or an event.</i>
<b>Scared</b>	<i>Feeling fearful or frightened.</i>
<b>Inappropriate</b>	<i>Not right for or suited to the situation or purpose. Not appropriate.</i>
<b>Connection</b>	<i>The act of joining or being joined to something else.</i>
<b>Civil partnership</b>	<i>A civil partnership is a legal relationship which can be registered by two people who aren't related to each other.</i>
<b>Marriage</b>	<i>A formal union and social and legal contract between two individuals that unites their lives legally, economically, and emotionally.</i>

## By the end of these topics, I should:

- identify the different types of relationships we can have and describe how these can change as we grow
- explain how our families support us and how we can support our families
- identify how relationships can be healthy or unhealthy
- explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable

# PSHE Intent— Being Home on Time

## Key Facts

- The characteristics of a friendship include: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- It is important to give and seek permission in relationships with friends, peers, and adults

## I will learn the following new words/phrases:

<b>Punctual</b>	<i>Arriving or doing something at the correct time, not late.</i>
<b>Responsible</b>	<i>To have control or be in charge of something. Capable of being trusted.</i>
<b>Irresponsible</b>	<i>Not thinking enough or not worrying about the possible results of what you do.</i>
<b>Appointment</b>	<i>An arrangement to meet someone at a particular time and place.</i>

## By the end of these topics, I should:

- recognise the importance of behaving in a responsible manner in a range of situations
- describe a range of situations where being on time is important
- explain the importance of having rules in the home
- describe ways that behaviour can be seen to be sensible and responsible

## Ask me a question!

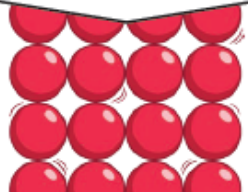
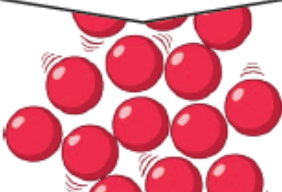

- How can we be responsible at home, at school, and in the community?
- Why do we have rules?
- Why is it important to be on time?



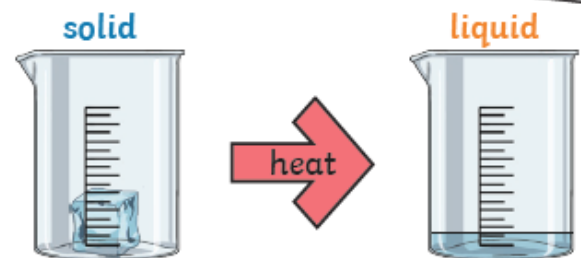


# Science Intent—States of Matter

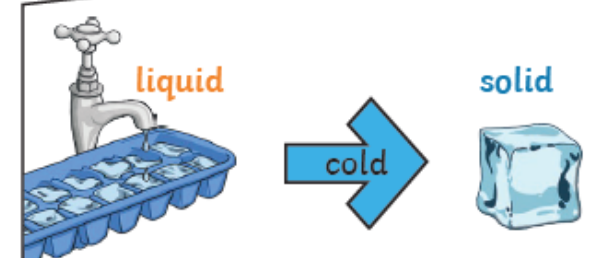
Key Vocabulary	
<b>states of matter</b>	Materials can be one of three states: <b>solids</b> , <b>liquids</b> or <b>gases</b> . Some materials can change from one state to another and back again.
<b>solids</b>	These are materials that keep their shape unless a force is applied to them. They can be hard, soft or even squashy. <b>Solids</b> take up the same amount of space no matter what has happened to them.
<b>liquids</b>	<b>Liquids</b> take the shape of their container. They can change shape but do not change the amount of space they take up. They can flow or be poured.
<b>gases</b>	<b>Gases</b> can spread out to completely fill the container or room they are in. They do not have any fixed shape but they do have a mass.
<b>water vapour</b>	This is water that takes the form of a <b>gas</b> . When water is boiled, it <b>evaporates</b> into a <b>water vapour</b> .

Key Knowledge		
There are three states of matter.		
<b>Solid</b> 	<b>Liquid</b> 	<b>Gas</b> 
Particles in a <b>solid</b> are close together and cannot move. They can only vibrate.	Particles in a <b>liquid</b> are close together but can move around each other easily.	Particles in a <b>gas</b> are spread out and can move around very quickly in all directions.

When water and other **liquids** reach a certain temperature, they change state into a **solid** or a **gas**. The temperatures that these changes happen at are called the boiling, **melting** or **freezing** point.



If a **solid** is heated to its **melting** point, it **melts** and changes to a **liquid**. This is because the particles start to move faster and faster until they are able to move over and around each other.



When **freezing** occurs, the particles in the **liquid** begin to slow down as they get colder and colder. They can then only move gently on the spot, giving them a **solid** structure.

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



# Science Intent— States of Matter

## Key Vocabulary

<b>melt</b>	This is when a <b>solid</b> changes to a <b>liquid</b> .
<b>freeze</b>	<b>Liquid</b> turns to a <b>solid</b> during the <b>freezing</b> process.
<b>evaporate</b>	Turn a <b>liquid</b> into a <b>gas</b> .
<b>condense</b>	Turn a <b>gas</b> into a <b>liquid</b> .
<b>precipitation</b>	<b>Liquid</b> or <b>solid</b> particles that fall from a cloud as rain, sleet, hail or snow.

**Condensation** and **evaporation** occur within the water cycle.



## Evaporation



**Evaporation** occurs when water turns into **water vapour**. This happens very quickly when the water is hot, like in a kettle, but it can also happen slowly, like a puddle **evaporating** in the warm air.

## Condensation



**Condensation** is when **water vapour** is cooled down and turns into water. You can see this when droplets of water form on a window. The **water vapour** in the air cools when it touches the cold surface.

1. Water from lakes, puddles, rivers and seas is **evaporated** by the sun's heat, turning it into **water vapour**.
2. This **water vapour** rises, then cools down to form water droplets in clouds (**condensation**).
3. When the droplets get too heavy, they fall back to the earth as rain, sleet, hail or snow (**precipitation**).

