Year 3/4 Knowledge Organiser

Cycle B

SHAWLANDS PRIMARY SCHOOL

Long Term Year Plan
Year 3 and 4
Cycle B
Odd-Even years

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[7]- 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

Spring Term 1

History: Ancient Greece
Art: Collage/Paper Sculpture/Drawing
Computing: Computational Thinking
French: Do you have any pets?
PSHE: Feelings and Emotions– Jealousy
Science: Living thing and their habitats
PE: Gymnastics

Art Intent—Collage/Paper Sculpture/Drawing

Sculpting- Paper

To manipulate and construct with paper.

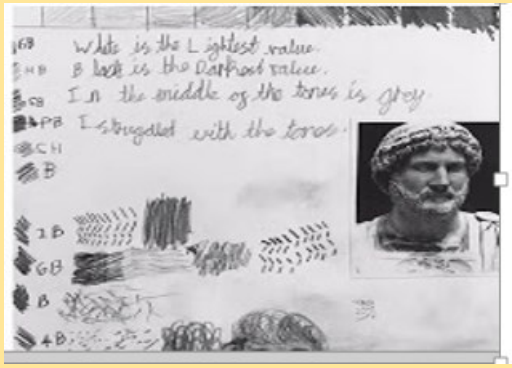
- 3D Paper sculpture
- Collage– to make a statement about plastic pollution.

Drawing- Tone

Knowledge/skills to be embedded:

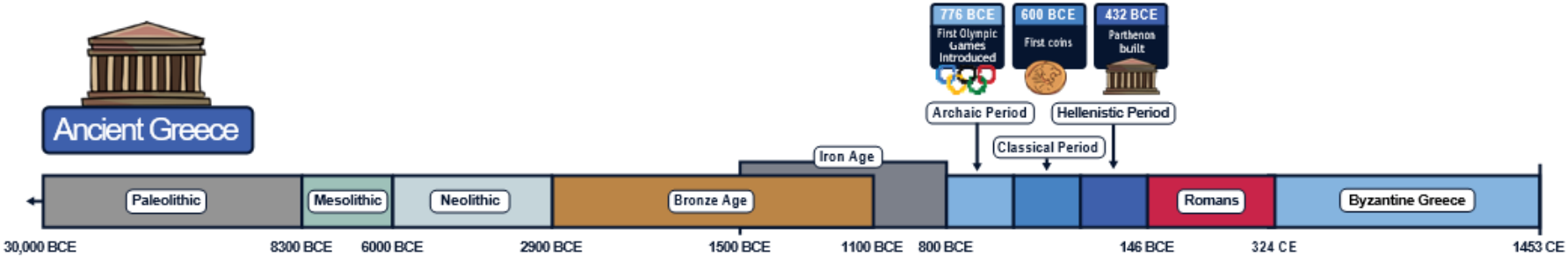
Exploring shading, using different pencil grades to achieve a range of light and dark tones .

The expectation is that they use their knowledge of light/dark tone and use the different sketching techniques to add texture and shade.



History Intent—Ancient Greece

Ancient Greece Knowledge Organiser



How do we know about the Ancient Greeks?

Archaeological studies suggest that people have lived in the Hellenic (Greek) region for hundreds of thousands of years. There is evidence of **Palaeolithic life** found in a cave **near Thessaloniki** – Petralona. Hundreds of thousands of years later, one of the earliest and most advanced civilisations of the time flourished from **3000 BCE – 1450 BCE**, **the Minoans** on the Greek island of Crete. These fascinating people have been considered essential to the **foundation of European civilisations** for centuries. Historians believe that the Minoans were the first advanced European civilisation. They built **huge buildings**, created **beautiful paintings** (frescoes), crafted **impressive tools**, invented **writing systems** and built a vast **trade network**. The Minoans lived on the **isle of Crete**. Across this large island, they built magnificent palaces linked to towns and villages across the island by roads. We know about the Minoans because, in the early 1900s, an archaeologist called **Sir Arthur Evans** discovered the ruins of a large complex on the island of Crete. In c.1450 BCE, the Minoan civilisation came to an end. Archaeologists and historians are unsure about what happened to them, which remains a mystery.

Artist's impression of the early hominid skull discovered in Petralona cave.

History Intent—Ancient Greece

Greek city-states

From the 8th Century BCE, Greek city-states (called poleis) began to form. A city-state is like an **independent country**. It is made up of a city and its surrounding land. It is independent because it creates its own laws and governs itself. The most powerful city-states were **Athens, Sparta, Corinth, Argos and Thebes**. Although the city-states had a similar culture and language, they were not united and fought for dominance over the Hellenic region.

Athenian Soldier

Athens vs Sparta!

Athens was a unique place as it housed a form of **democracy** where citizens could vote for decisions to be made, rather than a king or group of elders making the decision, which was more common at the time. Although there were similarities, Sparta was ruled differently from Athens. It had an **oligarchy** – a group of men ruled and made the laws for the city-state. Sparta believed greatly in war and battle and trained their children from a young age to become warriors. They gave women and girls more rights than other city-states and educated them.

Spartan Soldier

Who ruled Ancient Greece?

Greece wasn't a single country in ancient times like today. It was made up of lots of smaller city-states. These states fought each other and often went to war.

The Battle of Marathon

Under the rule of **Darius I**, in 490 BCE, the **Persian army** outnumbered the Athenians at the Battle of Marathon, yet the A**thenians managed to achieve a dramatic victory**. The Greeks surprised their enemies by running downhill straight at the Persians.

The Peloponnesian War

Sparta and Athens fought a long war, called the Peloponnesian War, from **431 to 404BCE**. Only the threat of invasion by outsiders made the Greeks forget their differences and fight on the same side.

Alexander the Great

Their biggest enemy was the Persians, who tried to conquer Greece a few times, but the Greeks managed to fight them off. Ultimately, the **Greeks**, led by Alexander the Great, **defeated the Persian Empire in the 330s BCE**.

Greek influence on the western world

After thousands of years, our modern society has many things to be thankful to the Ancient Greeks for.

- The Ancient Greeks developed many of the **letters** we use today in reading and writing.
- Athenian **democracy** was a system of government designed to give adult men the right to vote on how the city-state would make rules and laws. Today, **we have a similar democracy** where we vote for politicians to represent us in government.
- The **Olympic Games** originated in Olympia, an ancient Greek city-state.
- The Ancient Greeks introduced the world to the **theatre**. **Comedies** and **tragedies** are still genres of theatre and entertainment that we enjoy today.

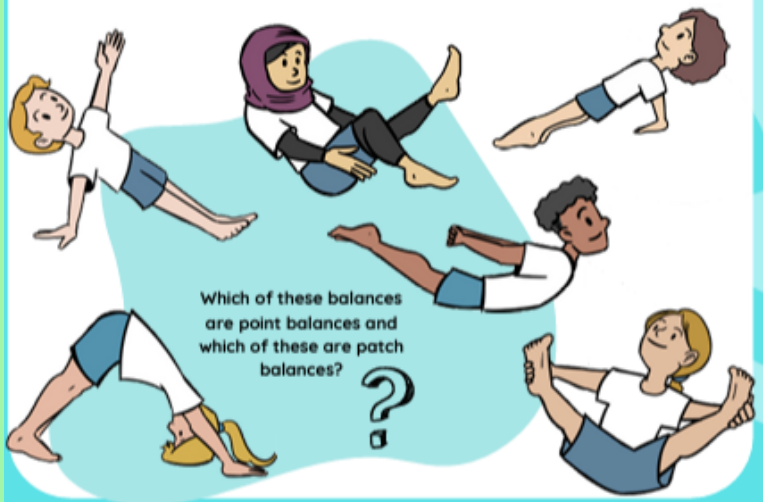
PE Intent—Gymnastics

Knowledge Organiser Gymnastics Year 3

Get Set 4 Education

About this Unit

Gymnastics is made up of a range of movement skills including balances, jumps rolls and shapes. Gymnastics was one of the first Olympic sports and is still an Olympic sport today. Almost all gymnastic events are performed on special equipment, such as rings or bars. This equipment is called apparatus.



Key Vocabulary

body tension: squeezing muscles to help to be stable when performing actions
contrast: different to one another
control: being able to perform a skill with good technique
direction: forwards, backwards, sideways
extend: to make longer
flow: smooth link
landing position: a stable position used after jumping
match: the same
matching: to perform the same action as someone else
patch: a large body part
point: a small body part
take off: the moment a person begins jump

Ladder Knowledge

Shapes: Use body tension to make your shapes look better.

Balances: Make your balances look interesting by using different levels.

Rolls: Tuck your chin to your chest in a forward roll. Roll onto the top of your shoulders

Jumps: Change the take off and shape of your jumps to make them look interesting.

Movement Skills

- point and patch balances
- jumps
- straight roll
- barrel roll
- forward roll

This unit will also help you to develop other important skills.

Social work safely, collaboration, supportive

Emotional perseverance, confidence, independence

Thinking observe and provide feedback, creativity, select and apply skills

Strategy

Use different levels to help make your sequence look interesting.

Healthy Participation

- Remove shoes and socks.
- Ensure the space is clear before using it.
- Only jump from apparatus where you see a mat.

How will this unit help your body?

balance, co-ordination, flexibility, strength

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit. @getset4education136

PE Intent—Gymnastics

Knowledge Organiser Gymnastics Year 4

Get Set 4 Education

About this Unit

Gymnastics is made up of a range of movement skills including balance, jumps rolls and shapes. Gymnastics began in ancient Greece as a way to exercise and develop physical strength. Modern gymnastics was developed in Germany in the late 1700s by Frederich Ludwig, who is considered the "Father of Modern Gymnastics.

Enter into a balance when both/all pupils have a clear understanding of their role.

Use a wrist grip for improved stability in any balance where pupils are holding hands.

Do not jump onto or off of another person. Always step down with control.

Ensure you have a base of support beneath you. The safest support points are over joints such as the hips and shoulders.

Key Vocabulary

body tension: squeezing muscles to help to be stable when performing actions
bridge: an inverted action on hands and feet
contrast: different to one another
extend: to make longer
flow: smooth link
fluidly: flow easily
inverted: where hips go above head
landing position: a stable position used after jumping
match: the same
momentum: the direction created by weight and power
perform: to present to an audience
rotation: the circular movement of an object around a central point
sequence: a series of actions
shoulder stand: an inverted action on shoulders
stability: balanced
wrist grip: a safe grip used when performing partner or group balances

Ladder Knowledge

Shapes: Shapes can be used to improve your sequence. Be sure to show each shape clearly.

Inverted movements: Inverted movements are actions in which your hips go above your head.

Balances: Keep yourself and others safe in partner balances by using a wrist grip, only standing where there is a base of support and stepping into and out of the balances slowly.

Rolls: Keep the shape of your roll using body tension.

Jumps: Land toes first, look forwards and bend your knees to land with control.

Movement Skills

- individual and partner balances
- rotation jumps
- straight roll
- barrel roll
- forward roll
- straddle roll
- bridge
- shoulder stand

This unit will also help you to develop other important skills.

Social work safely, determination, collaboration, communication, respect

Emotional confidence, perseverance

Thinking observe and provide feedback, select and apply actions, creativity, evaluate and improve

Strategy

Use different directions to help make your sequence look interesting.

Healthy Participation

- Remove shoes and socks.
- Ensure the space is clear before using it.
- Only jump from apparatus where you see a mat.

How will this unit help your body?

balance, co-ordination, flexibility, strength

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Transporter

What you need: an empty box, 8 x pairs of rolled up socks, one player, one person to time.

How to play:
- The player begins lying on their back with the box at their head and the socks at their feet.
- They need to transport the rolled up socks, one at a time from their feet to the box behind their head.
- They can only use their feet to transport the socks.

How quickly can you move the socks?

Head to our youtube channel to watch the skills videos for this unit.

@getset4education136

Computing Intent— Computational Thinking

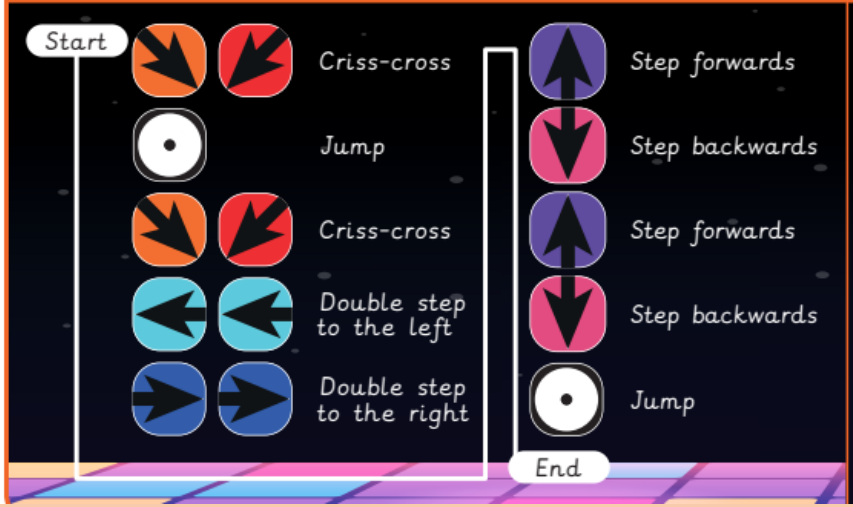
Computational thinking

Abstraction	Identifying the important detail and ignoring irrelevant information.
Algorithm design	Creating a formula or set of instructions to solve the problem.
Code (computer)	A set of instructions written in programming language, to tell a computer what to do.
Code blocks	A visual representation for a section of code that performs a certain job. They can be snapped together to build a program.
Computational thinking	A method of tackling a complex problem, to devise a solution which both computers and humans can understand.
Computer	Electronic machines that accept and process information to produce an output, and then store the results.
Decompose	To break something down into smaller chunks.
Pattern recognition	Identifying similarities and recurrences in data.
Problem	A matter or situation that needs to be resolved.
Sequence	A set order or pattern for something to follow.

Key facts

Data without any identification, order or sequence.

Sequence of dance moves:



Decomposition:

Pattern recognition:

Modern Foreign Languages Intent
As-tu un animal?

LANGUAGE ANGELS Nom: _____ Classe: _____

As-tu un animal ?

phonics

é sound in:
- Cécile

eau sound in:
- oiseau

&

silent letters

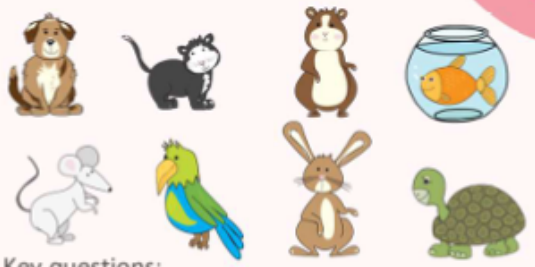
There are many last consonant silent letters in French. The final letter 's' is silent in the word 'souris'. The 't' is silent in the word 'chat'.

elision

Elision is a type of contraction. The last letter of a word is dropped and replaced with an apostrophe. It is attached to the word that follows beginning with a vowel, so je becomes j' as in j'ai.

vocabulary

8 common pets & their determiners.



Key questions:

As-tu un animal ?

Do you have a pet?

A wider range of conjunctions:

mais

but

grammar

To understand the role of gender in the choice of determiners.

un — *Singular determiner 'a' for masculine nouns*

une — *Singular determiner 'a' for feminine nouns*

1st person conjugation of high frequency verbs.

j'ai — *I have*

How to use the negative form in French.

Je n'ai pas de...

I do not have...

What I will learn:

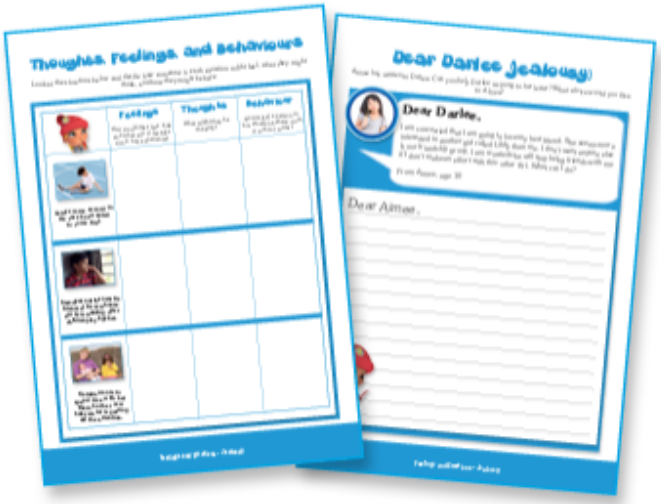
- ☐ Objective 1: I will revise 8 common pet nouns in French with their determiners.
- ☐ Objective 2: I will learn how to say I have a pet in French.
- ☐ Objective 3: I will also learn how to say what my pet is called in French.
- ☐ Objective 4: I will learn how to say what pet I do not have in French.
- ☐ Objective 5: I will learn how to integrate the conjunction 'et' (and) and 'mais' (but) accurately into my work.

Modern Foreign Languages Intent
As-tu un animal?

PSHE Intent— Feelings and emotions—Jealousy

Key Facts

- There is a normal range of emotions *(e.g. happiness, sadness, anger, fear, surprise, nervousness)* and scale of emotions that all humans experience in relation to different experiences and situations
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- Mental wellbeing is a normal part of daily life, in the same way as physical health



I will learn the following new words/phrases:

Feelings	*Emotions, such as love, anger, joy and fear.*
Emotions	*Strong feelings.*
Physical health	*The well-being and overall condition of your body.*
Mental health	*Emotional, psychological, and social well-being.*
Strategies	*A plan of action designed to achieve a long-term or overall aim.*

By the end of these topics, I should:

- recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good
- describe how we can support others who feel lonely, jealous, or upset
- recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people
- demonstrate a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as loneliness and jealousy

Ask me a question!

- Who can help us if we feel worried about ourselves or someone else?
- How can you manage the feeling of jealousy?
- If someone you know is experiencing jealousy, how could you help them?
- Can you name some benefits of having different types of friends?

Science Intent—Living Things and Their Habitats

Life Processes

There are **seven things** that all living things do, we call these **life processes**. All **animals**, including **humans,** do these and **plants** do too! We can remember them with the help of **Mrs Gren!**

Movement

Respiration

Sensitivity

Growth

Reproduction

Excretion

Nutrition

Grouping Animals

We can group animals into ***five different groups*** based on their characteristics.

Fish

Mammal

Reptile

Amphibian

Bird

How else can we group animals?

We can also group animals based on the **types of food** they eat.

Omnivore

Carnivore

Herbivore

We can also **group animals** based on whether they have a **backbone** (spine) or not.

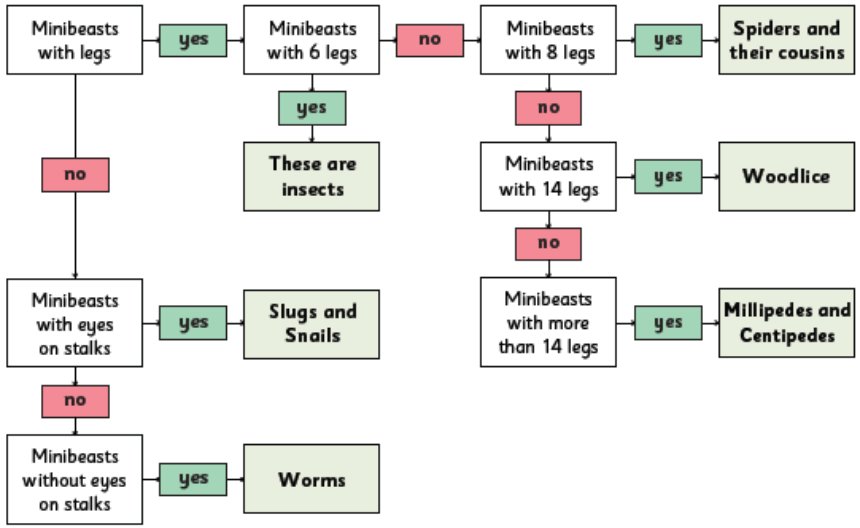
Vertebrates	Invertebrates
dog	slug
cat	snail
human	butterfly
lion	spider
bird	crab
shark	bee
tiger	jellyfish

Science Intent—Living Things and Their Habitats

Classification Keys

Classification keys usually have statements or questions that describe some of the **features** or **characteristics**. You have to answer either **yes** or **no**. Your answer will then take you to another **question** or **statement** OR the **type of living thing**.

This one looks at **amount of legs** the living thing has and the **placement of their eyes**.



Use the **classification key** to identify these minibeasts.

Key Vocabulary

amphibians - an animal that is born in the water but develops lungs and lives on land later in its life

birds - a type of animal that has wings and is born from a hard-shelled egg

carnivore - a living things that just eats meat

characteristic - a feature or quality

classification - to categorise or group something

excretion - to dispose of waste

fish - a type of animal that lives in water and has scales, gills and fins

group - sorting things based on their similarities

growth - to get bigger

herbivore - a living thing that just eats plants

invertebrate - an animal that does not have a backbone

mammals - a type of animal that has hair on its body and usually drinks milk from its mother as a baby

movement - to change position

nutrition - the food we eat

omnivore - a living thing that eats both plants and meat

reproduce - to create more of the same species

reptiles - a type of animal that is cold-blooded and has scaly skin

respiration - taking in gas and giving out another (breathing in humans)

sensitivity - using your senses (see, smell, hear, touch, taste)

vertebrate - an animal with a backbone

PE Intent—Gymnastics

Knowledge Organiser Gymnastics Year 3

Get Set 4 Education

About this Unit

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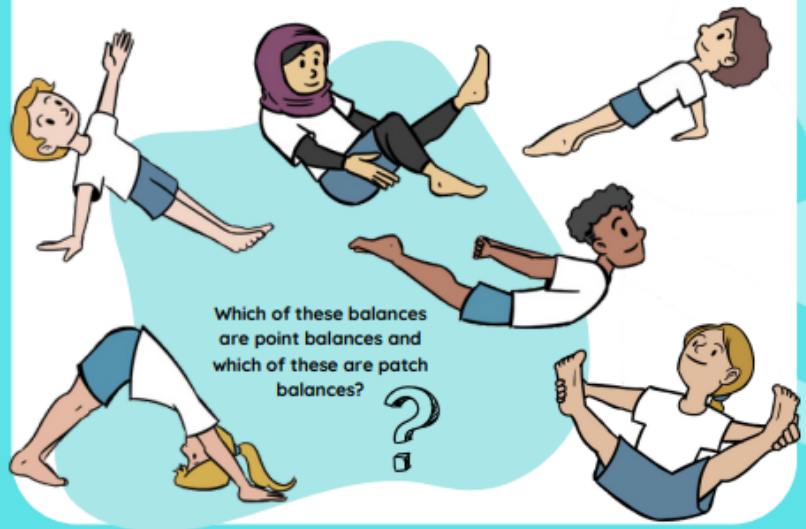

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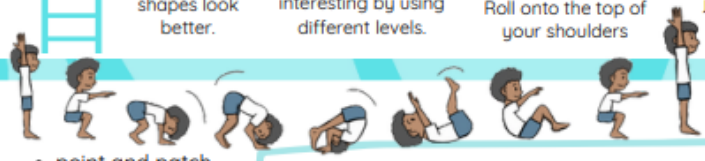

Movement Skills

- point and patch balances
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This unit will also help you to develop other important skills.

Social work safely, collaboration, supportive

Emotional perseverance, confidence, independence

Thinking observe and provide feedback, creativity, select and apply skills

Strategy

Use different levels to help make your sequence look interesting.

Healthy Participation

- Remove shoes and socks.
- Ensure the space is clear before using it.
- Only jump from apparatus where you see a mat.

How will this unit help your body?

balance, co-ordination, flexibility, strength

Home Learning

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PE Intent—Gymnastics

Knowledge Organiser Gymnastics Year 4

Get Set 4 Education

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Enter into a balance when both/all pupils have a clear understanding of their role.

Use a wrist grip for improved stability in any balance where pupils are holding hands.

Do not jump onto or off of another person. Always step down with control.

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Ladder Knowledge

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Inverted movements: Inverted movements are actions in which your hips go above your head.

Balances: Keep yourself and others safe in partner balances by using a wrist grip, only standing where there is a base of support and stepping into and out of the balances slowly.

Rolls: Keep the shape of your roll using body tension.

Jumps: Land toes first, look forwards and bend your knees to land with control.

Movement Skills

- individual and partner balances
- rotation jumps
- straight roll
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- bridge
- shoulder stand

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stability: balanced
wrist grip: a safe grip used when performing partner or group balances

Healthy Participation

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How will this unit help your body?

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Home Learning

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Transporter

What you need: an empty box, 8 x pairs of rolled up socks, one player, one person to time.

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- They can only use their feet to transport the socks.

How quickly can you move the socks?

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