

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

3.4BH—Monday/Wednesday

3MF—Friday

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		<u>Climate zones</u>		<u>European region (medium-term plan)</u> - 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	<u>Games-Invasion</u> Football	<u>Games-Invasion</u> Hockey	<u>Gymnastics & Health, Exercise & Fitness</u> <u>Dance</u>	<u>Bat & ball and Net, Wall, Striking & Fielding</u> Cricket/Rounders	<u>Games-Invasion</u> Basketball	<u>Athletics and O&A</u>



Autumn Term 2

Spring Term

2



Autumn Term 1

Geography: Greece

Design Technology: Moving Storybooks

RE: Easter

Music: Glockenspiel Stage 2

PSHE: Computer Safety– Online Bullying

Science: Sound

PE: Dance



Geography Intent—Greece

What will we be learning?

- The location of Europe and its countries.
- Why tourists visit the Mediterranean.
- The reasons why people migrate to Greece.
- The features of Greece's varied landscape.
- The main features of Athens.
- To compare daily life in Athens with my own.

Key facts

The countries in the European Union: Austria, Belgium, Bulgaria, , Croatia, Cyprus, Czech Republic (Czechia), Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden.

Key knowledge

Modern-day Greece is a country in the European Union. Its capital city, Athens, is rich in sites of human and historical interest.

Greece, with its warm climate, varied landscape and location on the Mediterranean Sea, is a popular destination for tourists.

It has also become a place that people migrate to from countries such as Syria. There are many reasons that can push and pull people away from their homes to live somewhere else.

Place names	Geographical terms and processes	Locational terms
Athens Belgium European Union Germany Greece Mediterranean Sea	currency migrant retail service industry tourism vegetation belt	easterly northerly southerly westerly

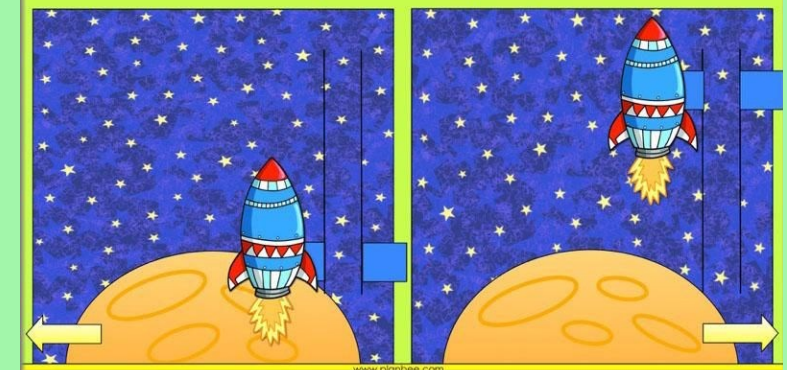
Glossary

border: *A line that separates two countries. You may need a passport to pass from one country to the other.*

European Union: *a group of twenty-seven countries in Europe that co-operate on trade and many other aspects of life.*

DT

Lesson 1	Can children recognise products that contain lever and linkage systems?
	Can children explain why a particular mechanism has been used for a particular purpose?
	Can children use technical vocabulary to describe lever and linkage systems?
Lesson 2	Can children cut and shape materials with some precision to make their mechanisms work?
	Can children join and combine materials and components in a variety of ways?
	Can children mark out and measure accurately?
Lesson 3	Are children aware that different fonts and graphic techniques need to be suited to their purpose?
	Can children experiment to create a range of different fonts and graphic techniques?
	Can children explain which designs they like best/ least and why?
Lesson 4	Can children create a design for a particular purpose?
	Can children choose suitable mechanisms to create moving parts in their storybook?
	Can children choose appropriate fonts and graphic techniques to use in their design?
Lesson 5	Can children follow a design to create a storybook?
	Can children create moving mechanisms that works well?
	Can children create pages that are neat, accurate and creative?
Lesson 6	Can children evaluate other people's finished products fairly and constructively?
	Can children evaluate their own finished product fairly and constructively?
	Can children explain what they would do differently if they were to make their product again?



RE Intent— Islam—Easter Story

Easter

Key Vocabulary

Tier 1	Tier 2	Tier 3
A long time ago Now God Cross Sad Happy Life Death Cave	Celebrate Tradition Symbolises Represents Remember	Christians Jesus Easter Last supper Garden of Gethsemane <u>Judas</u> Disciple Bible Good Friday Easter Sunday

Key Learning

- Every year in March/April, Christians remember Jesus' last week on Earth.
- Easter is the most important event in the Christian calendar.
- Christians believe that Jesus died to save us.
- Jesus' name means 'He saves'.
- Judas was Jesus' friend and disciple, but he betrayed him to the soldiers.
- The story of Jesus' death and resurrection is in the Bible.
- Jesus died on a cross on what we now call Good Friday.
- Jesus came back to life after 3 days later. We call this day Easter Sunday.
- On Easter Sunday, Christians celebrate Jesus coming back to life.
- Easter is a holiday time and it is tradition to spend time with family and friends and show each other love.

Key Themes

The Easter Story



Easter Celebration



Jesus the Saviour





Music Intent

Glockenspiels Stage 2



1 – Musical Activities using glocks

Learn more complex rhythm patterns.

Lorem ipsum

Revise, play and read the notes C, D, E, F + G.

Learn to play these tunes:

- Mardi Gras Groovin'
- Two-Way Radio
- Flea Fly
- Rigadoon
- Mamma Mia

Revisit these tunes from Stage 1:

- Portsmouth
- Strictly D
- Play Your Music
- Drive

Compose using the notes C, D, E, F + G.

2 – Perform & Share

Decide how your class will introduce the performance. Tell your audience how you learnt the music 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: Exploring and developing playing skills using the glockenspiel.

Vocabulary: Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,

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?

About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...

Machines

There are an estimated 10 million factories in the world.

Industrial factories use big machinery to build things such as aeroplanes, cars, computers and electrical goods (like toasters, microwaves and washing machines).

Machines are made up of different parts that make them work and control their movements...

...such as levers, cogs, pistons, pumps and chains.

A trip to...

Dance Actions

LINE DANCING STEPS

Step 1: The Fan counts: 1,2,3,4,5,6,7,8

Step 2: Heel,Toe counts: 1,2,3,4,5,6,7,8

Step 3: Step Kick, Step Touch counts: 1,2,3,4,5,6,7,8

Step 4: Grapevine counts: 1,2,3,4,5,6,7,8

Key Vocabulary

action: the movement a performer uses e.g. travel, jump, kick

canon: when performers complete the same action one after the other

create: to make

dynamics: how an action is performed e.g. quickly, slowly, gently

explore: to try out and discover ideas

expression: actions or gestures used to share thoughts or feelings

extend: to make longer

feedback: information given to make improvements

formation: where performers are in the space in relation to others

interact: to communicate with others

pathway: designs traced in space (on the floor or in the air)

perform: to present to an audience

pose: a position, usually still

timing: moving to the beat of the music

unison: two or more people performing the same movement at the same time

Ladder Knowledge



Actions:
If you share ideas with other people in your group and work collaboratively, you can try ideas before deciding on the best actions for your dance.

Dynamics:
All actions can be performed differently to help to show effect.

Space:
Use space to help your dance to flow.

Relationships:
'Formation' means the same in dance as in other activities such as football, rugby and gymnastics.

Movement Skills

- actions
- dynamics
- space
- relationships

Social
Emotional
Thinking

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

share ideas, respect, collaboration, inclusion, leadership, work safely

confidence, acceptance, sensitivity, perseverance

select and apply actions, creativity, observe and provide feedback

Strategies

Use canon and unison to create different effects in your dance.
Listen carefully to the music you are dancing to. Dancing with an awareness of the music will make your dance look more complete.

Healthy Participation



You should be bare foot for dance.

Ensure you always work in your own safe space when working independently.

If you enjoy this unit why not see if there is a dance club in your local area.



How will this unit help your body?

balance, co-ordination, flexibility.

Home Learning

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

Name Dance

How to play:

- Imagine that your body is a paint brush.
- Move as though your body is writing your name in space.
- Once you have created a movement for each letter, join them all together so that it becomes one dance.
- Add music to your dance and try to move in time to it.

Show your dance to a family member or friend.



www.getset4education.co.uk

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

@getset4education136

PSHE Intent— Online Safety

Key Facts

- The internet is an integral part of life and has many benefits
- The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- It is important to consider the effect of your online actions on others

Ask me a question!

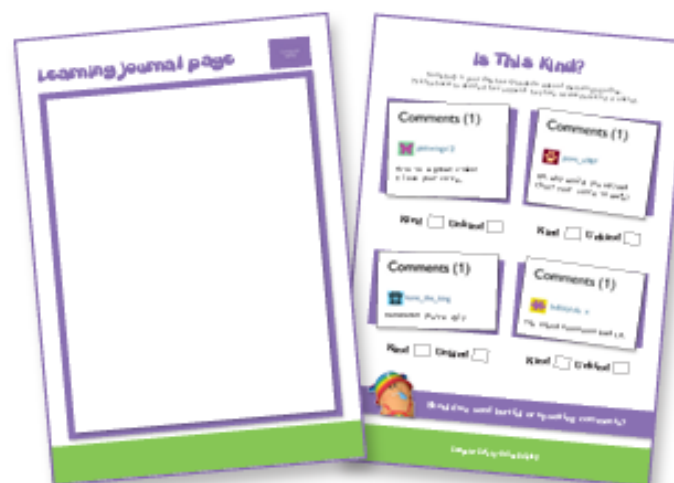
- What are the positives and negatives of being online?
- Who could you talk to if you experience someone being unkind to you?

I will learn the following new words/phrases:

Online	Connected to or controlled by a computer or network.
Positive	Full of hope and confidence.
Negative	Not helpful or constructive.

By the end of these topics, I should:

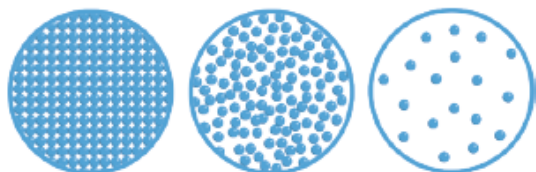
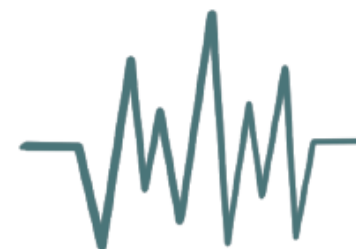
- understand computers, the internet, and rules to keep safe
- understand how your online activity can affect others
- be able to identify the positives and negatives of using technology
- know who and how to ask for help
- be able to recognise kind and unkind comments





Science Intent—States of Matter

Sounds are made when objects vibrate. The **vibration** makes the air around vibrate, and the air vibrations enter your **ear**. You hear the **vibrations** as **sounds**. You cannot always see the vibrations, but if something is making a **sound**, a part of it is vibrating. The **vibrations** travel in all directions and they don't travel in **straight lines**.



solid

liquid

gas

The vibrations caused by the sound can travel through the air (**gas**) but can also travel through **liquids and solids**.

Sounds can be **high** or **low**. We call this the pitch. The pitch of a sound is how high or low the **sound** is. A high sound has a high pitch and a low sound has a low pitch. The pitch of a sound is due to how many times the object **vibrates** each second. The higher the number of vibrations the higher the **pitch**.

We can change the **pitch** of the **sound** we make on different **instruments**.

