

Year 3/4

Knowledge

Organiser



Summer Term 2

Summer Term 2



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 - Monday

3.4BH—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



Geography: Local Area Study
Design Technology: Light Up Signs
RE: Identity and Belonging
Music: Blackbird
PSHE: A World without Judgement
Science: Working Scientifically
PE: Athletics



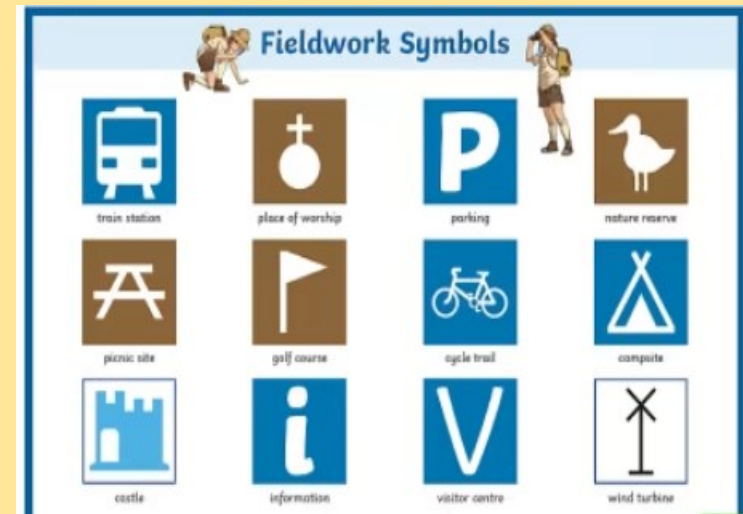
Geography Intent—Local Area Study

What are PHYSICAL and HUMAN features of landscapes?

Physical features of landscapes are all the things that are found naturally, like mountains, rivers, forests and cliffs.



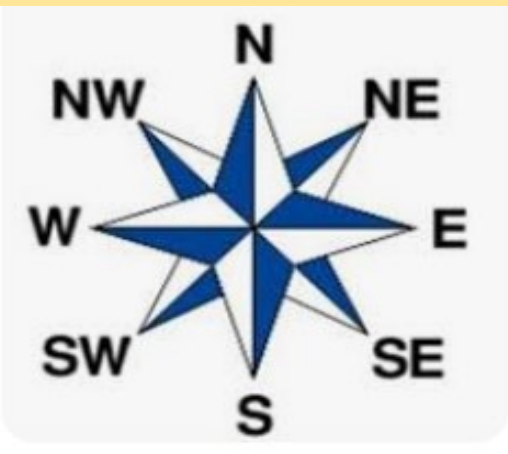
Human features of landscapes are all the things that humans have made, like buildings, bridges, factories and roads.



What region of the UK do you live in?



Which county do you live in?





Design and Technology Intent– Light up Signs



To give information.

To attract attention.

To give directions.

To advertise.

Did you

LEDs are very bright, very long-lasting, incredibly cheap to make, cool, use very little electricity and come in a range of colours.



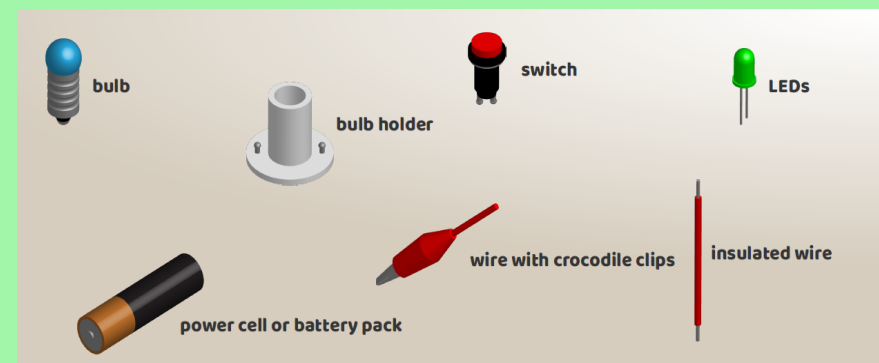
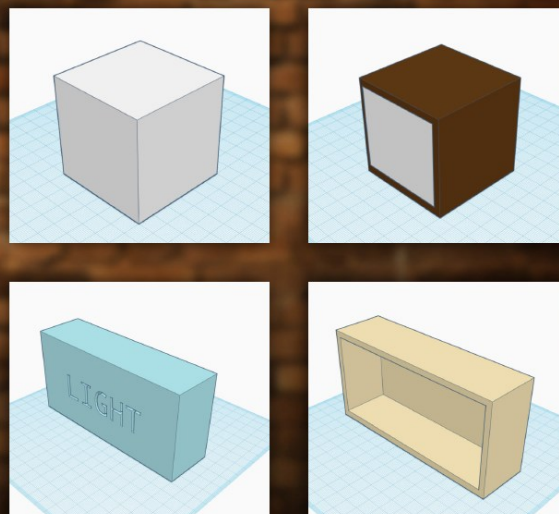
A light box is a three-dimensional box with a light source inside it. It could be cuboid-shaped, or a completely different 3-D shape.

The whole box could be translucent to allow light to glow through it.

One or more sides could be translucent.

One or more sides could be open, so you can see inside it.

One or more sides could have holes to let some light through.



RE Intent— Identity and Belonging

What is diversity?



A diverse population has lots of different people with different qualities, family backgrounds, opinions, ideas, beliefs and religious faiths.

What is Identity?

Your identity is your sense of who you are.



It can change and grow with you as you get older.



Where do I belong?

Having a place where you belong is really important--

--being with people you care about, taking part in community life and living in a familiar environment make people feel safe, content and included.



These are words people might use to describe themselves:

thoughtful caring happy sporty
kind helpful organised funny
friendly How do you see yourself? quiet
imaginative
motivated arty enthusiastic
generous competitive scatter-brained
positive creative complicated clever
loud hard-working calm popular



Music Intent Black Bird



1 – Listen & Appraise: Blackbird (Pop)

Themes: Equality, civil rights.

Instruments/voices you can hear: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong.

Do the words of the song tell a story? Does the music create a story in your imagination? What story?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using 2 notes – C + D.

Bronze: no notes | Silver: C | Gold: C, sometimes D 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 – C, D + E. *Which part did you play?*

Improvise using up to 3 notes – C, D + E.

Bronze: C | Silver: C, and sometimes D | Gold: C, D + E challenge.

Which challenge did you get to?

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

3 – Perform & Share

Decide how you going to perform this song. It tells an important story. 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

Themes: The Beatles, equality and civil rights.

Facts/info: The Beatles helped to reshape Western Pop music in the 1960s and are one of the most successful bands ever. The Beatles had four members: John Lennon, Paul McCartney, George Harrison and Ringo Starr.

In the 1950s and 1960s, slavery had been abolished in America, but racism was still rife and life wasn't equal for African Americans. The civil rights movement – led by Martin Luther King Jr. – challenged this. There was a huge struggle for equality. Lots of dreadful things were going on and people were dying. After reading about this, Paul wrote the song Blackbird about a black woman, in support of the Black Power Movement

Listen to 5 other songs by The Beatles

- Yellow Submarine
- Hey Jude
- Can't Buy Me
- Yesterday
- Let It Be

Vocabulary: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo

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?



Art Intent

Barbara Hepworth—Sculpture

Barbara Hepworth



Barbara Hepworth was a famous English artist. She is best known for her sculptures.



Early Life

Barbara was born in 1903 in Wakefield, England. She trained to be a sculptor at the Leeds School of Art. She met the artist Henry Moore while she was there.

They became friends and shared ideas. Their style became known as modernism. This means it was a new and experimental style. Her techniques were different from what was used before.



"Pierced Form" by yigruzelti is licensed under FAIR USE.

Inspiration and Sculpture

Barbara spent some time travelling around Europe. She met many famous artists developing the **abstract** style. She wanted to combine this style with her sculpture. Barbara used large pieces of wood, stone and bronze to carve abstract shapes **inspired** by nature. She moved to St Ives in Cornwall. Many of her sculptures are **inspired** by this coastline.



Legacy

She sculpted many famous pieces, including 'Pierced Form' in 1932. She also produced pencil drawings and oil paintings. Barbara died in 1975. Many of her sculptures can still be seen in galleries in Wakefield and St Ives.



Glossary

abstract:

A modern art style which does not represent images from everyday life.

inspired:

To be given ideas for something.



PE Intent Athletics



Knowledge Organiser Athletics Year 3

About this Unit

Athletics is the name for a group of physical events that test running, jumping and throwing. In this unit you will use different styles of running, jumping and throwing to try to achieve your best possible time, distance or height. You will need to persevere to achieve your personal best.



Official Athletic Events

Running
Sprinting
 100m, 200m, 400m
Hurdles
 Relay
Middle Distance
 800m, 1500m
Long Distance
 5,000, 10,000
Steeplechase

Jumping
Long jump
 Jump for distance
Triple jump
 Jump for distance
High jump
 Jump for height
Pole vault
 Jump for height

Throwing
Discus
 Fling throw
Shot
 Push throw
Hammer
 Fling throw
Javelin
 Pull throw

Have you seen any of these events before?



Key Vocabulary



- accuracy:** how close the object is to the given target
- baton:** equipment used in a relay event
- control:** being able to perform a skill with good technique
- event:** the name of different athletic activities
- further:** a greater distance
- personal best:** a target outcome of an individual
- power:** speed and strength combined
- relay:** a team of runners take turns to move the baton from start to finish
- speed:** how fast you are travelling
- strength:** the amount of force your body can use
- technique:** the action used correctly

Ladder Knowledge



Running:
 Leaning slightly forwards helps to increase speed. Leaning your body in the opposite direction to travel helps to slow down.

Jumping:
 If you jump and land quickly it will help you to jump further.

Throwing:
 The speed of the movement helps to create power. So, moving from slow to fast will help you to throw further.

Movement Skills

- sprint
- jump for distance
- push throw
- pull throw

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

Social collaboration, work safely

Emotional determination, perseverance

Thinking observe and provide feedback, comprehension, explore technique

Rules

JUMPING EVENTS

- Performers must take off before the line.
- Jumps are measured from the take-off line to the body part closest to the take-off line that touches the ground.

THROWING EVENTS

- Throws must be taken from behind a throw line.
- Throws are measured from the throw line to where the object first lands.

Healthy Participation



In throwing activities ensure you:
 • wait for instruction and check the area is clear before throwing.
 • there is adequate space between throwers.

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina, strength

Home Learning

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

It's all About the Pace



What you need: socks and a stopwatch or clock

How to play:

- Mark a track around your home using socks.
- How many times can you run around your track in 50 seconds?
- Can you double the distance if you work for 1 minute? How did that make you feel?
- Can you run your track without stopping for 6 minutes? Pace yourself to maintain a consistent speed.
- How many laps did you complete?

Notice what happens to the distance you complete when the time increases.



www.getset4education.co.uk

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

@getset4education136



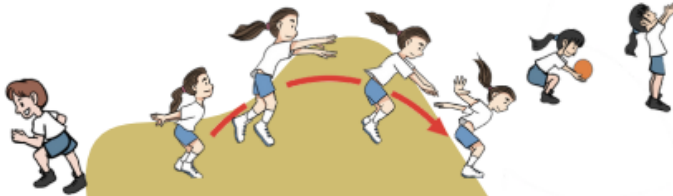
PE Intent Athletics



Knowledge Organiser Athletics Year 4

About this Unit

In this unit you will be set challenges for distance and time that involve using different styles of running, jumping and throwing. You will try to achieve your greatest possible speed, distance or accuracy and learn how to persevere to achieve your personal best. You will learn how to improve by identifying areas of strength as well as areas to develop. You will also be given opportunities to lead when officiating as well as observe and provide feedback to others.



Official Athletic Events

Running

- Sprinting
100m, 200m, 400m
- Hurdles
- Relay
- Middle Distance
800m, 1500m
- Long Distance
5,000, 10,000
- Steeplechase

Jumping

- Long Jump
Jump for distance
- Triple Jump
Jump for distance
- High Jump
Jump for height
- Pole Vault
Jump for height

Throwing

- Discus
- Fling throw
- Shot
- Push throw
- Hammer
- Fling throw
- Javelin
- Pull throw

Have you seen any of these events before?



Key Vocabulary

- accuracy:** how close the object is to the given target
- distance:** how far or how high
- heave:** throwing with power from low to high
- launch:** the point where an object is let go
- measure:** to mark a distance
- official:** referees who judge events
- officiate:** to be in charge of the rules
- pace:** how fast you are running
- power:** speed and strength combined
- record:** to make note of
- speed:** how fast you are travelling
- stamina:** the ability to move for sustained periods of time
- stride:** the length of the step
- technique:** the action used correctly
- transfer of weight:** movement of body weight from one place to another



Ladder Knowledge



Running:
Pace yourself when running further or for a long period of time. A high knee drive, pumping your arms and running on the balls of your feet will give you power to run faster.

Jumping:
Transferring weight will help you to jump further. Swing your arms forwards and push your hips forward to help you to transfer weight.

Throwing:
Transferring weight will help you to throw further. Move the weight from your back leg to your front leg to help you to throw further.

Movement Skills

- pace
- sprint
- jump for distance
- throw for distance

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

Social collaboration, leadership

Emotional perseverance, determination, honesty

Thinking reflection, observing and providing feedback, exploring ideas, comprehension

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- Can you run your track without stopping for 6 minutes? Pace yourself to maintain a consistent speed.
- How many laps did you complete?

Notice what happens to the distance you complete when the time increases.



www.getset4education.co.uk

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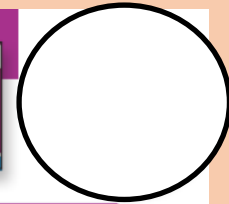
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PSHE Intent— Breaking Down Barriers

1decision PSHE Knowledge Organiser

Module: A World Without Judgement

Topic: Baseline Assessment and Breaking Down Barriers



Key Facts

- Other people's families, either in school or in the wider world, sometimes look different from your family, but you should respect those differences and know that other children's families are also characterised by love and care
- 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
- It is important to have manners and be courteous
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

I will learn the following new words/phrases:

Judgement	<i>The ability to judge, make a decision, or form an opinion of someone or something.</i>
Equality	<i>All members of a society, group, or family have equal status, rights, and responsibilities.</i>
Diversity	<i>An understanding that people are unique and can exist together in a group.</i>
Cohesion	<i>Everyone fits together well and works as a whole.</i>
Barrier	<i>A circumstance or obstacle that keeps people or things apart or prevents communication or progress.</i>
Attributes	<i>A quality or feature of a person or thing.</i>
Similarities	<i>A similar feature or aspect.</i>
Differences	<i>A point or way in which people or things are not the same.</i>
Disability	<i>A physical or mental condition that limits a person's movements, senses, or activities.</i>
Polite	<i>Having or showing behaviour that is respectful and considerate of other people.</i>
Courteous	<i>Polite, respectful, or considerate in manner.</i>
Respectful	<i>Feeling or showing respect.</i>

Ask me a question!

- What kind of judgements or opinions might prevent the community from working together?
- How can we respect ourselves and others?

By the end of these topics, I should:

- recognise positive attributes in others
- explain why being different is okay
- recognise your own strengths and goals, and understand that these may be different from those around you
- identify some of the ways we can overcome barriers and promote equality



Science Intent— Working Scientifically

