

Year 3/4

Knowledge

Organiser



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



Summer Term 1

History: Coal Mining

Art: Landscapes

Computing: Online safety and Data Handling

French: In Class

PSHE: The Working World

Science: Electricity

PE: Rounders

Coal Mining in South Yorkshire

Coal mining was a major industry in South Yorkshire in the 19th and 20th centuries, with the South Yorkshire **coalfield** covering most of the county.

Coal

Coal is a hard, black rock formed deep underground. It can be burned as a fossil fuel to produce electricity.

Coal Mining

Coal mining is the process of removing coal from underground. Miners work at a colliery which has a mine (or pit), with buildings and equipment needed to do their job.



Methods of coal extraction have changed over the years. At first, people tunnelled, dug and removed coal by hand to place in carts. Nowadays, heavy machinery or explosives are used to release the coal before it is carried away by shuttle cars or conveyor belts.

History

Coal mining in South Yorkshire has a long history. Some evidence suggests coal was mined during the Roman era. However, during the Industrial Revolution coal mining rapidly increased. Coal was in high demand to supply the steam engines of the textile mills, factories and railways. Newly built canals made transporting it quicker and easier.

By the mid-19th century, there were around 80 collieries in South Yorkshire and mining had become the major source of work for many communities. In the 20th century, coal production was at its peak with over 100,000 miners.

Following the First World War, coal mining began to decline. Competition from other countries and different fuel sources meant that there was less demand for Yorkshire coal. In 1947, coal mines were removed from private ownership and **nationalised**. The National Coal Board began to close some mines where coal reserves had decreased.



History Intent—Coal Mining

History

For many South Yorkshire towns and villages, mining gave communities their identity. It was often assumed that after leaving school, sons would follow in their fathers' and grandfathers' footsteps to work 'down the pit'. Mines often had their own social clubs. Many also had their own colliery band.

Some of these brass bands are still active today.

By the 1970s, miners' pay had reduced and many were unhappy. **Strikes** were common.



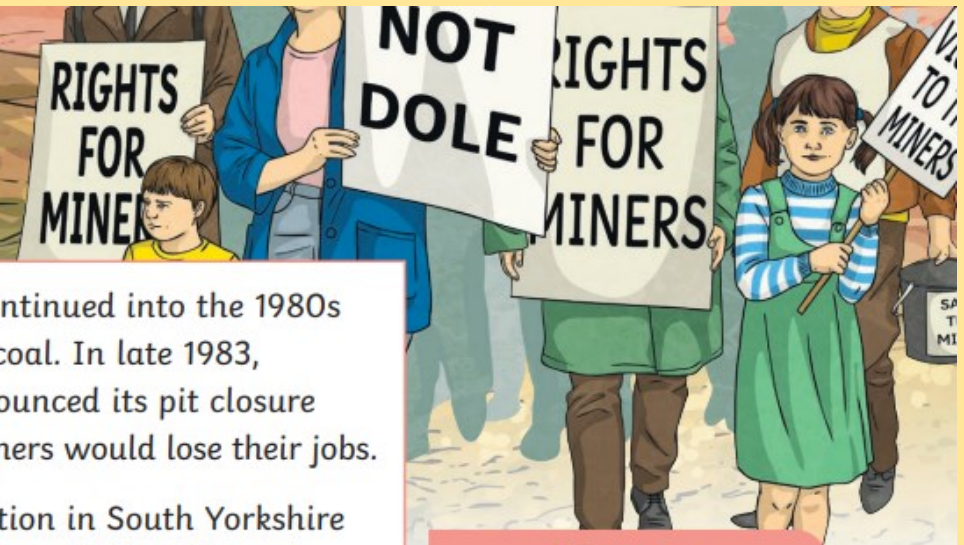
The Miners' Strike

The decline of coal mining continued into the 1980s as Britain imported cheaper coal. In late 1983, the National Coal Board announced its pit closure programme. Thousands of miners would lose their jobs.

On 5th March 1984, strike action in South Yorkshire began. A week later, Arthur Scargill (President of the National Union of Mineworkers) stated that this would be a national strike. The government ruled that the strike was illegal. Conflict between miners and the government continued. Police managed protestors on **picket lines**. On 18th June, a clash between miners and police occurred at Orgreave, near Rotherham.

The strike ended on 3rd March 1985. Many miners could not afford to remain at home and returned to work. With reduced coal sales and the increased use of gas and oil for energy, many more coal mines closed.

In December 2015, Kellingley Colliery in North Yorkshire became the last pit to close.



Glossary

coalfield: A large area with a lot of coal underground.

nationalised: When an industry becomes owned by the government.

picket lines: A line or group of protestors outside a place of work.

strikes: When people refuse to work because they disagree with their pay or working conditions.



Art Intent— Landscapes

David Hockney

David Hockney is one of the most famous painters of the 20th century. He contributed to the pop art movement of the 1960s. He is one of Britain's most influential artists.

Early Life and Education

David was born in Bradford, England in 1937. From an early age, he showed a love of books, film and art. He enjoyed visits to the cinema with his father and his artistic talent was encouraged by his parents.

David attended the Bradford School of Art from 1953-1957. In 1959, he began studying at the Royal College of Art in London. He was a successful student and won several awards.



Moving to the United States

David moved to Los Angeles, California, in 1966. While living there, he was inspired by the luxury and beauty of the many swimming pools, which were such a contrast to his early life in a Yorkshire town. He made careful studies of the patterns created by light on the water. This led to David producing a series of vibrant acrylic paintings of swimming pools. 'A Bigger Splash' (1967) is one of his most famous pieces.

Photography and Digital Art

David moved onto photography and created a new technique of collaging photos. He called this style 'joiners'. Initially, he used Polaroid pictures and then used other forms of technology including laser faxed images and photocopies.

David began experimenting with art programs and apps downloaded onto tablets and computers. Many of his computer and iPad art pieces are exhibited around the world.

Fascinating Facts

David has written a book about the history of art for children.

In 2023, David was commissioned by pop star Harry Styles to paint his portrait.

Georgia O'Keeffe

1887 - 1986



Georgia Totto O'Keeffe was born on 15th November 1887 in Wisconsin, USA. She was one of seven children, and her mother encouraged Georgia's interest in art. The landscape in Wisconsin was very important to Georgia, which became evident in her later work. She studied at the Art Institute of Chicago and had her first gallery show in 1916.

Georgia began experimenting with painting close up views of flowers. She used oil paints in vibrant, bold colours. Painting the flowers at such a close range makes the viewer see the object in a completely different way.

In 1929, O'Keeffe visited New Mexico and was amazed at the landscape; the incredible rock formations, the unusual light, the bones of animals dried out by the sun and the Navajo culture.

Computing Intent— Data Handling

Investigating weather

Algorithm	A sequence of instructions which, when followed, solve a problem.
Automated machine	Works without the need for human interaction, after being programmed to carry out a specific job.
Calculate	To use mathematics to discover, prove or solve something.
Climate	The weather conditions you would normally expect in a location.
Device	Equipment created for a certain purpose or job.
Forecast	To predict what might happen or occur as the result of something in the future (for example, weather forecasts).
Log data	A record of information that has been collected by a person or a computer, while monitoring something.
Predict	To make an educated guess, as to what might happen or occur as the result of something in the future.
Record	To log information in the present (for example data during a science experiment), to look back on it in the future.
Sensor	A tool or device that is designed to monitor, detect and respond to changes for a specific purpose, such as a smoke alarm, which will ring if smoke is detected in the air.
Source	Where something comes from, for example milk is a source of calcium.
Spreadsheet	A file where you can input, sort and analyse data across a series of cells.
Temperature	How hot or cold something is.
Weather	The current condition of the atmosphere around the world, such as the temperature, rain, wind, clouds and sunshine.

Key facts

A weather station uses a system of sensors to monitor the atmosphere:



Weather satellites collect and send data back down to Earth, after monitoring the atmosphere from space.



When filming remember to:

Don't film into the light e.g by a window



Don't stand too close or too far away



Make sure your surroundings are quiet



Let the presenter know when to start by saying, "3,2,1 action!"



Keep the presenter in the middle of the screen - no chopped off heads!

Computing Intent— Online Safety

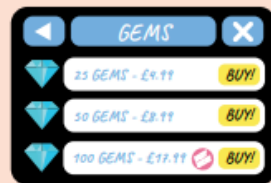
Year 4 - Online safety

ad	Short for advertisement, companies pay to have their website at the top of the list of search engine results.
belief	Something we accept to exist or be true, usually without proof.
bot	A computer program, sometimes referred to as a chatbot, that can act like a living thing (e.g. speaking to Alexa).
fact	Something that can be proven to be true by evidence.
in-app purchases	Extra content or services that are advertised and can be bought when using an app.
influencer	A person who recommends products or services on social media.
opinion	A view or judgement about something.
respectful	Being considerate and polite to others, such as treating people kindly and with good manners.
snippets	A short summary.

Companies use lots of techniques to try and encourage you to buy online.



special offers



extra lives/objects



pay to stop advertisements

Key facts

search results

adverts

snippets

All search engines work slightly differently. It is important to understand how the results are found and displayed.

We should behave safely and respectfully both on and offline.



Technology can be both a positive and negative distraction. If technology is making you feel sad, angry or you are spending too much time on it, then try to find something else to do that does not involve screentime.



Modern Foreign Languages Intent In Class



En classe

i

sound in:

- livre
- calculatrice
- & • ciseaux



phonics

silent letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'des'. The 'x' is also silent in the word 'ciseaux'.

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. Je becomes j' as in j'ai. Ne becomes n' as in n'ai.

The nouns and determiners for 12 common classroom objects.



The words for the possessive 'my' in French.

mon

ma

mes

Language to describe what I have/do have not in my pencil case.

Dans ma trousse j'ai un stylo.



In my pencil case I have a pen.

Dans ma trousse je n'ai pas de stylo.



In my pencil case I do not have a pen.

vocabulary

To fully understand the role of gender and plurality in the choice of possessive adjectives in French.

mon stylo



Singular possessive 'my' for masculine nouns.

ma règle



Singular possessive 'my' for feminine nouns.

mes ciseaux



The negative structure 'je n'ai pas de'...

J'ai une gomme.



I have a rubber.

Je n'ai pas de gomme.



I do not have a rubber.

grammar

What I will learn:

- Objective 1: I will learn the nouns and determiners for 6 classroom objects in French.
- Objective 2: I will learn 6 more nouns and their determiners for classroom objects in French.
- Objective 3: I will learn how to answer the question 'Qu'est-ce qu'il y a dans ta trousse ?' (What do have in your pencil case?)
- Objective 4: I will learn how to move from an indefinite determiner (a) to a possessive adjective (my) in French.
- Objective 5: I will learn the negative response and use all my new knowledge to say what I have/do not have in my pencil case.

PSHE Intent— The Working World

1decision PSHE Knowledge Organiser

Module: The Working World

Topic: Baseline Assessment and Chores at Home



Years
4-6

Key Facts

- For a healthy family life, it is important to care for, protect, and spend time with each other
- There are benefits to physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness

By the end of these topics, I should:

- identify ways in which we can help those who look after us
- explain the positive impact of our actions
- describe the ways in which we can contribute to our home, school, and community
- identify the skills we may need in our future job roles

I will learn the following new words/phrases:

Income tax	<i>An employee will pay a percentage of their wages to the government.</i>
VAT	<i>An amount added to items purchased.</i>
Contribution	<i>Something you give or do that helps achieve an end result.</i>
HM Revenue and Customs	<i>The UK's tax, payments and customs authority.</i>
Society	<i>A group of people living as a community.</i>
Chore	<i>Everyday work around a house or farm.</i>
Independence	<i>Not influenced or controlled by others.</i>
Self-motivation	<i>Able and willing to work without being told what to do.</i>
Apprenticeship	<i>An arrangement in which someone learns an art, trade, or job under another.</i>
Volunteer	<i>A person who does something, especially helping other people, willingly and without being forced or paid to do.</i>
Stereotype	<i>A set idea that people have about what something or someone is like.</i>

Ask me a question!

- How can we support society, our community, and our family/friends?
- What chores could you be responsible for at home?
- Can you name any skills that may be required for a future job role?

Electricity Knowledge Organiser

Electrical Appliances

Lots of **appliances** around our house use **electricity** to work.



Most big appliances in our house have to be **plugged in**. These are powered by **mains power**. Some smaller appliances can be powered by **batteries**. Some appliances have batteries that need to be **charged** by mains power.

Battery Power

Battery powered appliances are **portable** which means you can use it anywhere without it having to be plugged into **a plug socket**. There are different types of battery for different appliances.



Mains Power

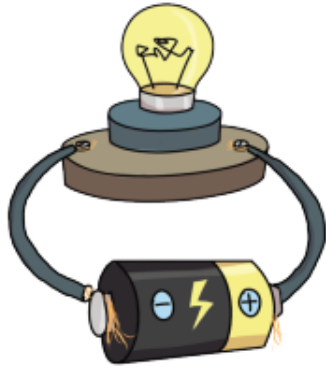
Mains power is produced mainly in a **gas, coal or nuclear power station**. **Wind turbines, solar panels and hydroelectric dams** are also used to produce mains power but are not used as often.



The electricity then travels from the **power stations** to our **houses** through **overhead wires and pylons**. We use the electricity in our house by plugging the appliance into **a plug socket**. Finally, the electricity enters the appliance's **electrical circuit** through the wires.



Simple Circuit



The **circuit** has to be complete to allow the **electricity** to travel all the way around it.

Insulators

fabric
plastic
paper
string
wood

Conductors

tin foil
tin can
steel spoon
penny

Switches

When we put a **switch** in an electrical circuit and turn it to the on position, it completes the circuit and allows electricity to **flow** around the circuit. When we turn the switch to the **off position**, this creates a break in the circuit meaning the electricity **cannot flow** anymore and the appliance will not work.



paddle switch



push button switch



pull switch

Key Vocabulary

appliance – a device or piece of equipment that has been made to perform a specific task

battery – a small item used to power small appliances

circuit – a route through which electricity flows

components – the parts of a circuit

conductor – allows electricity to flow through it

electrical – something that uses electricity to work

insulator – doesn't allow electricity to flow through it

mains power – electricity provided by power stations

portable – can be easily carried around

pylon – a tower used for keeping electrical wires above the ground



Knowledge Organiser Rounders Year 3 and Year 4

About this Unit

Rounders is a striking and fielding game. The game has one fielding team and one batting team. Both teams will play one round, called an 'innings', as fielders and once as batters. Batters hit a small ball with a bat that has a rounded end. They score by running around the four bases on the field.

Striking and Fielding Games Key Principles

attacking	defending
score points	limit points
placement of an object	deny space
avoid getting out	get opponents out



Can you think of any other striking and fielding games that share these principles?



Key Vocabulary

- accuracy:** how close the object is to the given target
- batter:** a player on the batting team
- compete:** take part in a contest
- cushion:** take the power out of an object
- decision:** select an outcome
- limit:** to reduce
- no ball:** a bowled ball deemed to be outside of the rules
- pressure:** to add challenge
- retrieve:** to collect
- short barrier:** creating a barrier with hands in front of feet to stop a ball travelling at slow speed
- strike:** to hit
- stumped out:** when a fielder touches the ball to get the batter out
- tactics:** a plan or strategy
- technique:** the action used correctly
- tournament:** a competition of more than two teams
- two-handed pickup:** fielding technique where a fielder can scoop the ball with two hands
- umpire:** a person who makes sure the rules are followed



Ladder Knowledge



Striking:

- Year 3:** striking to space away from fielders will help you to score.
- Year 4:** using the centre of the bat will provide the most control and accuracy.

Fielding:

- Year 3:** look at where a batter is before deciding what to do. Communicate with teammates before throwing to them.
- Year 4:** it is easier to field a ball that is coming towards you than away, so set up accordingly.

Throwing:

- Year 3:** overarm throwing is used for long distances and underarm throwing for shorter distances.
- Year 4:** being balanced before throwing will help to improve the accuracy of the throw.

Catching:

- Year 3:** move your feet to the ball.
- Year 4:** track the ball as it is thrown to catch more consistently.

Movement Skills

- underarm and overarm throw
- catch
- bowl
- track a ball
- field and retrieve a ball
- bat

Social Emotional Thinking

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

- Social:** collaboration, communication, co-operate, support and encourage others
- Emotional:** honesty, fair play, confidence, determination
- Thinking:** comprehension, select and apply skills, tactics, make decisions

Rules

OUTS

A player will be called out if they are:

- Caught out: fielders catches a batted ball
- Run out: their teammate runs to the same post as them
- Stumped out: fielder stumps the post that the batter is running to
- They run inside the bases

Tactics

Tactics will help your team to achieve an outcome e.g. when fielding spread out to make so that you have a better chance of catching a batter out or stopping them from scoring.

Healthy Participation



- Backstops must stand 2m behind the batter.
- Batters must take their bat with them when they run.
- Always keep a safe distance between yourself and a batter.

Home Learning



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

Kick Rounders



What you need: four markers, one ball two players.

How to play:

- Mark out a square with the four markers.
- One player (the kicker) begins at one of the markers.
- The other player (the fielder) rolls the ball to the kicker who kicks the ball as far as they can.
- The kicker then runs around the outside of all four markers scoring one point every time they return to their start marker.
- The fielder must retrieve the ball and place it on the start marker to stop the kicker running.
- Three turns then change over.



www.getset4education.co.uk

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



How will this unit help your body?

agility, balance, co-ordination, speed.



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



@getset4education136