

Author of the term: C.S. Lewis

Power of reading book: The boy at the back of the class- Onjali Q. Raúf

Poetry: The Owl and the Pussy Cat- Edward Lear

### Music – Learning More about Musical Styles

#### Key Knowledge/ Vocabulary

Andante: At a walking pace

Time signature 3/4: There are three crotchet beats in a bar

Key signature for this unit: C major

Rhythm patterns using: minims, crotchets and quavers

Melodic patterns using: C, D and E

#### Key Repertoire:

He's Got the Whole World in His Hands – Unknown

Porgy and Bess: Act 1, Summertime - George Gershwin

Why Does Music Make A Difference? - Joanna Mangona and Chris Taylor

The Young Person's Guide To The Orchestra - Benjamin Britten

Panda Extravaganza - Rick Coates

### French

#### Key Knowledge / Vocabulary

brun (brown) orange (orange) violet (purple) rose (pink) noir (black)  
white (blanc)

zero, un, deux, trois, quatre, cinq, six (0-6)

je mets- I put, tu mets- you out

oui- yes, non-no

voice- here is et- and

mets- put

un pantelon- trousers

un tee-shirt -t-shirt

un chapeau - hat

un pull - jumper

une culotte - shorts

#### Grammar

Nouns can be masculine or feminine in French. I can give examples.

Just like in English je and tu (I and you) are pronouns

#### Phonemes/ Graphemes

Silent letters

**a/an/ c** before i /ch/é/e + 2 cons./e

**+ final t/e** in 1 syllable/et/eau/eu/g

**before e/ i/ in/ j/ o/o not at**

**end/oi/on/ou/q/ur/s between**

**vowels/u/un/z**

### British Values- Tolerance and Respect



#### Key Knowledge

We all have our own differences that make us unique  
Treating people fairly and with tolerance shows respect.

Britain is a multicultural society.  
Many faiths and beliefs have shared values and I can give examples of these.

#### Key Vocabulary

**Values:** Things that people think are important in the way they live. We have school values.

**Respect:** acting with thought to how others may think and feel. Making sure that everyone has rights.

**Tolerance:** willingness to accept behaviour and beliefs that are different from your own

**Culture:** the way that people live

**Multicultural:** a society where many different cultures live together

### Computing – Algorithms using Scratch

#### Key Knowledge:

RHE: How to be a discerning consumer of information online, including understanding that information, including that from search engines, is ranked, selected, and targeted

#### Key Knowledge:

Scratch is a programming environment

We can use commands to create an outcome

A program must have a start.

A program carries out a sequence of commands in a set order.

I can make selections on Scratch to change the appearance of my program.

#### Key Vocabulary:

**Stage** – The background of the game.

**Script**- An ordered list of instructions, like a recipe. Another word for algorithm.

**Outcome** – something that happens because of an action or choice

**Motion blocks** – Making an object move.

**Bugs** – Errors in code. They are a normal part of coding.

**Debugging** - The process of finding and correcting errors in a program.

**Sprite** – A character or object in the game

### Science – Nutrition, Skeletons and Muscles

You are going on a six month journey aboard a sailing ship in the 1800s. How might this affect your health?



#### Key Knowledge:

Nutrients are important in our diets. They are essential substances that the body needs

The skeleton supports and protects their body and to help it move.

Muscles are attached to bones by tendons and help us to move.

A balance of food groups is needed for a balanced diet.

The lack of one food group can affect our health.

That each meal should be balanced with vegetables, protein and a carbohydrate (potato, pasta, bread, rice).



#### Key Vocabulary:

**Vitamins & minerals:** necessary for the healthy functioning of our bodies

**food groups:** carbohydrates, fats and sugars, protein, dairy

**muscles:** Allows us to make movements with our bodies.

**Skeleton:** support and protect the body and to help it move

**Scurvy:** a disease (sickness) caused by not eating enough vitamin C

**Rickets:** a disease (sickness) caused by not eating enough vitamin D

**Deficiency:** when we don't have enough of something.

### RE-

#### What is it like to follow God?



#### Key Knowledge

The story of Noah can be found in the book of Genesis  
Both the Creation and Noah stories show that people have responsibilities given by God – part of being the People of God is trying to live by God's commandments.

The story of Noah tells us that God sent the flood to bring good into the world and wipe out evil, and that after the flood he promises to stick with people – even though people often make mistakes; God keeps in forgiving.

A covenant is a promise. God made a covenant with Noah. Christians also make promises to each other in front of God during Christian wedding ceremonies.

Promises were made in the story of Noah which links to promises that Christians make at a wedding ceremony.

#### Key Vocabulary

**Covenant:** promises made to humanity by God

**Commitment:** being dedicated to a cause

### Art and Design: Painting- Water colours and mixing



#### Key knowledge:

#### Sketching:

The basic boxing method can be used to help us to sketch and add detail. There are different grades of sketching pencil. Letters and numbers are used to show how hard/soft the core of the pencil is.

Hard lead pencils will draw a light mark and are good for fine detail and precise drawing.

Softer pencils are easier to smudge and blend.

#### Key Artist: Paul Lung

Paul is a Chinese pencil artist who creates hyper-realism art. Hyper-realism is a style of art in which artists attempt to make their work as believable and true to life as possible.



### P.E. Street Dance

#### Key Knowledge

#### Movements:

Y3- Make movements appropriate to the type of music – kick step out, zip step, top-rock, scoop.

Perform a sequence of moves with control and co-ordination.

Perform a sequence with a clear beginning, middle and end.

Beginning to perform with fluency, linking actions smoothly.

Change tempo in my movements.

Move different parts of my body in time with a steady beat – counts of 4, 8 and 12 (linked to music scores blocks of 4 / 4 times table)

Y4- Move my body to different beats, fast and slow.

Link actions in a routine smoothly and with fluency.

Perform movements in canon (different starting points, domino effect).

Dance at different levels (high and low) and speeds.

#### Performance:

Y3- Show my spatial awareness when I dance (considering others).

Move in unison and in time with my group, meeting and parting.

Y4- Use space effectively when dancing.

Show emotion through movement. Smiling for enjoyment, facial expressions for street 'attitude'.

#### Evaluating:

Y3- Describe exactly what I'm doing using dance vocabulary.

Evaluate a performance, offering areas for improvement.

Y4- Identify specific steps to improve my performance.

#### Key Vocabulary

**Performance** – presenting a for of entertainment to an audience.

**Rhythm** – strong, regular repeated pattern of movement or sound.

**Street Dance** - is a social gathering at which people dance in the streets. A style of dancing to hip-hop and other popular music in the streets.

**Break Dance** – Solo dancing with rapid acrobatic moves where different body parts touch the floor.

**Hip-Hop** – Street dance done to hip-hop music. Originated in the 1970s in the USA.

**Locking** - Is a style of funk and street dance created on the East Coast. It uses fast arm and hand movements with relaxed hips and legs.

**Poppin** – Created in California 1970s, dancer's muscles.

**Tempo** – The speed of beats to the movement.

**Unison** – Two or more dancers performing the same movement at the same time.

