

Year 3 and 4  
Summer 1

Author of the term: Rick Ridman

Power of reading book: Varjak Paw by SF Said

Poetry: What is pink? Christian Rosetti

French

Key Knowledge & Vocabulary

sept, huit, neuf, dix, onze, douze – seven, eight, nine, ten, eleven, twelve.

C'est – It is.

You can ask a simple questions with C'est,,,? using intonation.

Un cochon – a pig Un mouton –a sheep Un furet – a ferret  
Un caméléon – a chameleon Un papillon – a butterfly

These are all masculine nouns.



Computing – Creating Media- Audio production

Key Knowledge:

Input devices are used to record sound, output devices are needed to listen to it.

**Editing** (to make changes) sounds is removing long pauses and mistakes. It improves the quality of recordings.

Importing sound can create 'layers' to recordings.

Audio can be layered with existing voice recordings and exported as an audio file.

Key Vocabulary

**Record** – Sound that is saved.

**Enhance** – To improve the quality.

**Evaluate** – Deciding if something is your best or how it could be improved.

**Copyright** – The legal right of your own work.



Science – Rocks and Soils

Why are there no fossils in igneous rocks?

Key Knowledge:

Geologists study rocks.

Different kinds of rocks can be sorted based on their appearance and simple physical properties. Materials change state such as Igneous rocks which form when molten rock (magma or lava) cools and solidifies.

Sedimentary rocks originate when particles settle out of water or air, or by precipitation of minerals from water. They accumulate in layer.

Metamorphic rocks result when existing rocks are changed by heat, pressure, or reactive fluids, such as hot, mineral-laden water.

Fossils are formed when things that have lived there are trapped within rock.

Soils are made from rocks and organic matter.

Key Vocabulary:

**Properties:** characteristic or trait that you can use to describe the object

**Absorbent:** Absorbents are different types of materials which can soak up liquid

**Fossils:** the remains or traces of plants and animals that live a long time ago

**Sedimentary:** are formed from sediment grains deposited by water, wind or ice

**Igneous:** rocks that have formed by the cooling and hardening of molten lava or magma

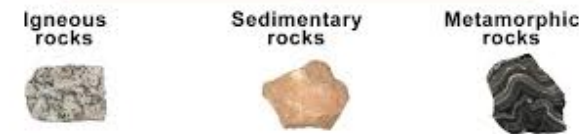
**Metamorphic:** rocks are formed when other rocks are affected by great temperatures and pressures

**Organic matter:** is matter that has come from a recently living organism

**Grains:** a small particle

**Crystals:** special kind of solid material where the molecules fit together in a repeating pattern

**Magma:** molten rock that is found below the earth's surface



Art and Design

Key Knowledge and Vocabulary

Art

Key Knowledge and Vocabulary

**Tint** – A tint is where an artist adds a colour to white to create a lighter version of the colour. An example of a tint is pink. Pink is a tint created by adding white to red.



**Shade** – A shade is where an artist adds black to a colour to darken it down.



**Tone** - the relative lightness or darkness of a colour. If it is warm or cool, bright or dull. Dark tone, mid tone or light tone.

**Andy Warhol** – A leading figure in pop art. Pop Art flourished by the 1960s. Two of his best-known works include *Campbell's Soup Cans* (1962) and *Marilyn* (1962).



PHSE - Relationships (SEAL)

RHE: to know that others families either in school or the **wider world** sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love & care

Key Learning and Vocabulary

Develop a deeper understanding of responsibility within relationships.

Understand the impact of hurting others through words said.

We feel **guilt** (a feeling of worry or unhappiness that you have because you have done something wrong, such as causing harm to another person) when we know we have done wrong.

Celebrating the life of people or animals is important when a loss is experienced.

Making **amends** (something done by a person to make up for the wrong that has happened) is important within relationships.



History- How were the railways significant in the industrial revolution?

Key Knowledge

In the 18<sup>th</sup> and 19<sup>th</sup> centuries, Britain changed from a mainly agricultural society into a society based on large scale manufacturing in mills and factories. This was due to the development of machinery that could do jobs more quickly than humans.

One of the most important inventions was the steam engine. Most factories used coal to power their new steam engines. Coal mines opened across Britain to meet the rising demand.

Huge factories were built and towns expanded. People would migrate to the towns for the reliable work and pay. Houses were built closer to the factories. Better transport links helped boost trade by transporting people and goods quickly and cheaply across the country.

However, the air and waterways became polluted from burning all the coal. The trains were also dangerous, and accidents could happen.

Key vocabulary:

**Century:** One hundred years.

**Industrial Revolution:** A time of major change in the way products were made, from human labour to machines.

**Migrate:** Move to a different area, in this case to find work or better living conditions.

**Locomotives:** A train that provides its power through coal, electricity, steam, diesel etc.

**Railway network:** A system of connected railways.

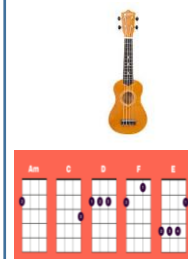
**Nation/national and international:** A large body of people living in a country/involving different countries.

**Development:** A process which creates growth or positive change.

**Significant:** Great or important.

**Civilisation:** An advanced stage in the development of society.

**Revolution-** a period of rapid change.



Music – Ukulele

Key Knowledge/Vocabulary

**Pitch** -how high or low the sound is, **Rhythm** -pattern of sounds of different lengths

**Key notes:** C, D, E, F, G, A, Am, B, Bm, Cm, Em, Fm, Gm

Key Knowledge:

To play the C, D, E, F, G, A, Am, B, BM, CM, EM, FM and GM chords on a ukulele.

To play simple rhythms on the ukulele.



RE: What does it mean to be a Sikh in Britain today?

RHE: The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

Key Knowledge & Vocabulary

The core beliefs of Sikhism are: One God, the message of Guru Nanak, equality and service.

The Mool Mantar is the first hymn composed by Guru Nanak which gives a statement about core Sikh ideas about God.

There are ten gurus – Guru Nanak is one of them. The key events in Guru Nanak's life are: his call and disappearance in the river, his message on his return his setting up of the community at Kartarpur; make links with idea of service, equality and dignity.

The Guru Granth Sahib is the Sikh holy scriptures. It is treated as a living guru. It is placed on a throne under a canopy. It is covered with rumalas (the piece of cloth that covers the scriptures) and the chauri (a decorative fan used to purify the area before reading the scripture) is waved over it. People treat it with respect by handling it carefully, covering their hair and sitting on a lower level to it.

Sikhs demonstrate their faith through the 5Ks.

- They are
- Kesh – uncut hair
- Kara – a steel bracelet
- Kanga – a wooden comb
- Kaccha – cotton underwear
- Kirpan – steel sword

Sikh values are: remembering and serving God; working hard and honestly; sharing with people who are less fortunate; treating people equally; serving other people, no matter who they are.



P.E. Games: Tennis, Football, Cricket and Rounders

Skills Y3:

- To roll a ball around a racket while moving
- To volley a ball on a racket while moving around and avoiding others
- To sustain a rally for more than 10 shots over a net
- To stop and kick a ball following a short run
- To dribble a ball avoiding defenders
- To hold a cricket bat correctly whilst striking the ball
- To balance a cricket ball on the flat side of the cricket bat
- To fulfil a position in a team (e.g. back stop, goalkeeper, striker)
- To explain different ways to be out in cricket or rounders
- To anticipate the path of a ball in a game situation

Skills Y4:

- To perform backhand and forehand volleys while moving around
- To serve the ball over a net
- To make a range of tennis shots to win a point
- To demonstrate awareness of boundaries of the playing area in a game situation
- To stop a rolling ball, dropping my leg to stop it travelling through my legs (cricket/ rounders)
- To bowl an underarm ball with precision
- To strike a ball with a cricket bat using two hands to score runs
- To strike a ball with a rounders bat, standing side on with one hand
- To tackle from the front and side in football, winning the ball
- To head the ball using the correct part of my head (forehead)

Vocabulary

- Volley: a strike or kick of the ball made before it touches the ground.
- Rally: an extended exchange of strokes between players
- Dribble: an act of taking the ball forward with repeated slight touches or bounces.
- Backhand: a stroke played with the back of the hand facing in the direction of the stroke, with the arm across the body
- Serve: hit of the ball to begin play for each point of a game

