Author of the term: Andy Griffiths

Power of reading book: The Great Kapok Tree by Lynne Cherry

Poetry: Haikus

French
Key Knowledge
Different word classes exist in French, for example nouns, adjectives and pronouns.
The 1st person pronoun I is **je** and the 2nd person pronoun you is **tu**. The formal version of you is **vous**.
Letters in French and make a different sound to English and silent letters are frequent.
There are two groups of nouns in French – There are words for **un** (a - masculine) and **une** (a - feminine).
There are different rules to making nouns plural, but most nouns add an s.
Apostrophes are used for omission.
Key Vocabulary
Je m'appelle means My name is…
Comment t'appelles-tu? Or **Comment tu'tappelles?** – What's your name?
Oui – yes. **Non** – no. **S'il vous plaît**– Please. **Merci** – thank you.
Rouge – red. **Bleu** – blue. **Vert** – green. **Gris** – grey. **Jaune** – yellow. **Un, deux, trois, quatre, cinq, six** – 1,2,3,4,5,6.
Un crayon – a crayon. **un stylo** – a pen. **une règle** – a ruler. **une gomme** – a rubber.

Computing: Algorithms
Using Scratch Online
Key Knowledge

To be able to read Scratch **coding** (a set of instructions that tells the computer what to do.)
To create (more complex- year 4 to add motion blocks) **algorithms**, a sequence of instructions that are followed to complete a task, using a simple code.
To detect (and correct – year 4) errors when there is a problem
Predict if a code is going to be correct before executing the code.

Key Vocabulary
Sprite – A character or object in the game.
Stage – The background of the game.
Script- An ordered list of instructions, like a recipe. Another word for algorithm.
Motion blocks – Making an object move.
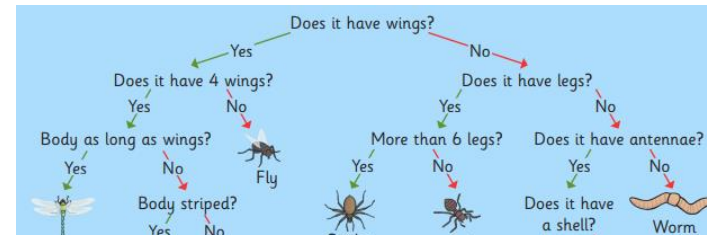
Science
Key Question: What would happen in Yellowstone Park if wolves became extinct?

Key Knowledge and Vocabulary
We use **food chains** to show how energy from the sun is used by animals in a chain from plant through to animals and humans. Food chains show how the energy from the sun which helps the **producer** (a green plant that converts the suns energy into food.) Animals then eat the producer, these are called **consumers**. Then the **predator** eats the animal(s). There can be more than one consumer named Construct and interpret a variety of food chains, identifying producers, predators and prey. animals that eat plants are called **primary consumers** or herbivores. Animals that eat other animals are called **secondary consumers** or carnivores. If a carnivore eats another carnivore, it is called a **tertiary consumer**
A **classification key** is a series of questions that determine an organism's physical characteristics. When you answer one question, it either branches off to another question or identifies the organism.

Art and Design
Key Knowledge
B grade pencils are softer and darker graphite. The higher the grade pencil the softer and darker.
H grade pencils are harder and lighter graphite. The higher the grade pencil the harder and lighter.
Paul Lung – a Hong-Kong based artist that is most well-known for his hyper-**realistic pencil drawings**.

Key Vocabulary
Hyper realist / hyper realism – Drawing, painting or sculpting that looks so realistic it could be a photograph.
Boxing up – The sectioning up of a picture or image to support with drawing.
Texture – Texture is the way something feels to the touch or looks to the eye. Words like **rough, silky, shiny and dull** help writers describe the texture of an

PHSE and RHE Challenging stereotypes

RHE: to know what a stereotype is and how stereotypes can be unfair, negative or destructive
Key Knowledge
Stereotype/stereotypical means a fixed or oversimplified image of an idea or a particular person or thing.
When people stereotype and **assume** things, they have fixed ideas which are often offensive.
We challenge the idea that roles are 'traditionally' thought of as male or female.
We can demonstrate respect for differences and communicate this to others.
It is wrong to tease or bully someone because they are different.
The warning signs to listen for are when people say, "People like them… Those types of people… They are not like… Everyone says…" etc.
Key Vocabulary
Assume - Take something to be true when it might not be.

History

What was the cause and consequence of the Anglo-Saxon invasion and settlement in England?

Key Knowledge
The Romans withdrew from Britain in c. AD 410 from Ireland to North Britain (now Scotland).
The Scots came to England to claim the land and rule their own kingdoms. We still use some of these kingdom names today. Examples include Northumbria, Kent and East Anglia.
Villages consisted of wooden one-roomed houses and a town hall for meetings.
We can locate the villages in Modern England by using the original wording e.g. -ham, -borough, -nev, -port etc.
Sutton Hoo provides rich sources of archaeological evidence, and it changed our understanding of history.
Over 100 years, Anglo Saxons turned to Christianity and new churches and monasteries were built.

Key Vocabulary
Withdrawal – To remove an item or leave a situation.
Invasion – A rush or a disturbance of a large number of people.
Settlement – A place where people establish a community.
Government – People with authority which rule a state or country.
Citizen – A person which lives in a particular place.
Kingdom – A place ruled by a king or queen.
Culture – A way of life for groups of people.

RE
British Values: Respect and Tolerance
Key Knowledge

Sikhs believe that there is only one God and they only worship and pray to this one God. God is both sargun (everywhere and within everything) and nirgun (above and beyond the range of human experience).

Sikhs believe God created the world for people to enjoy, know the difference between right and wrong and all people are equal.

Sikhs, out of a sign of respect, wear the 5 ks – kesh, kanga, kara, kirpan and kachera.

Gurus inspire Sikhs to follow their examples- Story of Guru Nanak.
Key Vocabulary
Sikhism – A major religion which was founded in Punjab in the 15th Century.
Kesh – The uncut hair and beard – out of the respect for the perfection of God's creation.
Kanga – A small wooden comb which Sikhs use twice a day.
Kara – A steel bracelet.
Kirpan – A steel sword.
Kachera – Cotton underwear.

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.

Music - Composing
Composer: Frederic Chopin Instrument Family: Woodwind

Key Knowledge and Vocabulary

Making your own music is called **composition**. People who write music are called **composers**.

To compose a tune using 4-5 notes (Y3) and 8 notes (Y4).