

Author of the term: C.S.Lewis
Power of reading book: Varjak Paw written by F.S. Said
Poetry: Questions and answer poems – Christina Rossetti

French

Key Knowledge & Vocabulary

C'est – It is.

To ask and answer simple questions, such as:

C'est un cochon? Non, ce n'est pas un cochon. C'est un mouton – Is it a pig? No, it's not a pig. It's a sheep.

Ne / n..'pas' makes a sentence negative.

Un cochon – Pig. Un mouton – Sheep. Un furet – A ferret. Un caméléon – A chameleon.

Un papillon – A butterfly.

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

There are two groups of nouns in French – There are masculine words, for examples un a and feminine words ending in e, une.

Computing – Branching Databases

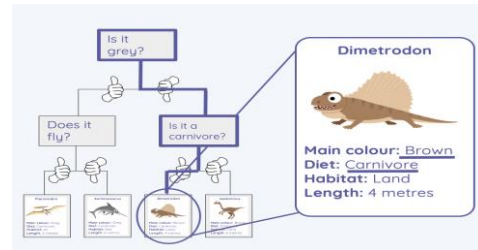
We can create groups of objects separated by one attribute e.g., different types of dinosaurs or minibeasts.

Objects can be arranged in a tree like structure, using yes/no questions.

We can test our branching databases to see if they work by answering the yes/no questions.

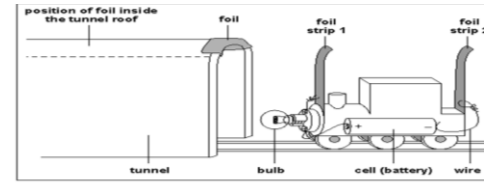
Questions need to be ordered carefully to split objects into similarly sized groups.

Branching database: A way of classifying objects using yes/no questions. They can be used as an identification tool.



Science – Electricity

Why does the light turn on when the train goes into the tunnel?



Key Knowledge:

That many common appliances run on electricity.

A simple electrical circuit includes cells, wires, bulbs, switches and buzzers.

A complete circuit will light up a lamp as the current can travel round the circuit.

A switch opens and closes a circuit and when a switch is open the circuit is open.

Common conductors are copper, iron, steel and aluminium.

Common insulators are plastic, wood, glass and rubber.

Key Vocabulary:

Appliances: a device or piece of equipment designed to perform a specific task

Electrical circuit: an electrical circuit provides a path that carries an electrical current.

Open/closed circuit: In an open or broken circuit, there is a break along the line, and the current stops. In a closed or complete circuit, electric current can flow

Conductor: Conductors are substances that an electric charge can pass through without difficulty

Insulator: does not let electric current flow freely.

Series circuit : A series circuit is a simple pathway that lets electrons flow to one or more resistors. A resistor is anything that uses power from a cell (battery)

Switch: is used to control an electrical circuit, they open or close a circuit.

Current: Current is the flow of an electric charge

Cell: a single unit that converts chemical energy into electrical energy

Battery: more than one cell

Component: different parts which make up electrical circuits.

D.T.-Skyline (with lights)



Design Brief: To design and make a battery operated light which will be controlled by a homemade switch.

Key Knowledge

Thomas Edison known for inventing 'domestic' lightbulbs to go in houses, and the electric power system that allows them to work

A simple electrical circuit includes cells, wires, bulbs, switches and buzzers.

Key Vocabulary

Aesthetic qualities: What people see for the final product.

Functional qualities: How well the product works.

Skyline: the line or shape that is formed when the sky meets the buildings.

Outline : a line or set of lines enclosing or indicating the shape of an object in a sketch or diagram

Structure: a building or other object constructed

Purpose : the reason for which something is done or created.

P.E. Running and jumping (Athletics, races and team games)

Skills Y3:

- To pace myself during a long distance run (at least 1 lap of field)
- To run jump and turn in the air to face a different way
- To pursue/chase a target, following their path exactly
- To stop quickly and carefully when running at speed
- To hop, step then jump and land on 2 feet (triple jump)
- To push myself to triple jump further, using a run up and arms to propel me

To sprint, do a preparation jump (heel, toe, push up), then sprint again

To change direction to avoid others

To improve the high or long jump by using arms and legs to push up

To apply running and jumping skills in a competitive situation (dodgeball, relay races, hurdles or ladder races)

Skills Y4:

- To run over low obstacles, clearing them most of the time
- To sprint correctly, starting off in a bent position, straightening up
- To run for 1.5 laps of the field (approximately 1200m), pacing myself

To run with an object in my hand without dropping it

To pass and receive a relay baton without dropping

To demonstrate 4 changes in speed (walk, jog, run, sprint)

To use heel, toe, push up (preparation jump) to jump high

To use a range (at least 5) different foot patterns in ladders or around cones

To jump sideways over a small obstacle repeatedly for 30 seconds (speed bounce)

To run and jump over higher obstacles (hurdles) and clear them most of the time

Vocabulary

Pursue: to keep up with

Propel: to drive, or cause to move, forward or onward

Baton: a hollow cylinder carried by each member of a relay team and passed to the succeeding runner

History Focus

Ralph Ward Jackson Park, Heritage of Hart and Elwick Village.

How were the railways significant in the industrial revolution?

Key Knowledge

In the 18th and 19th 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.



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.

PSHE – Democracy

RHE How to ask for advice or help for themselves or others, and to keep trying until they are heard.

Always ask a trusted adult for help or advice for ourselves or others.

Never give up if you need help and you are not being heard.



Key Knowledge

A democracy is a government that is voted by the people.

The House of Commons is made of representatives voted in by the people.

Our country is democratic where people have the right to vote.

The current major political parties are the Conservatives, the Liberal democrats and Labour.

The Green Party promotes the environment and sustainability.

Key Vocabulary

Democracy: a government run by people where everyone has a say.

Government: A government is a group of people that have the power to rule in a territory, according to the law.

Elected representative: a person who has been chosen to act or make decisions on behalf of another person or a group of people

Election: is the process of voting to choose someone to be their political leader or representative in government.

British Values- British Values are government initiative introduced to teach KS2 students the values of democracy, the rule of law, individual liberty, and

Music – Listening and Singing

Composer: Chopin

Instrument Family: Bowed and String.

Key Knowledge

We can recognise different instruments in a piece of music. Y3 – 2 instruments and Y4 – 3 or more.

We can sing expressively with awareness and control at the expressive elements: timbre, tempo, and dynamics.

We can internalise sounds by 'singing in our heads.'

Different genres of music make us feel different emotions and we can explain why we feel this way.

Key Vocabulary

Tempo: The speed at which music is performed.

Dynamics: The loudness or softness at which musicians play a section or a piece of music.

Crescendo: a gradual increase in the loudness of music

Decrescendo: a gradual decrease in volume.