

# Year 3 & 4 English Knowledge Organiser

## Writing

**Handwriting must ALWAYS use the correct formation, should be cursive and correctly spaced.**

### Writing a Recount

Introduction giving overview  
Past tense  
Written in time order  
Use time connectives  
First or third person  
Organised into paragraphs  
Include interesting and relevant detail

### Vocabulary to include:

Firstly  
Later  
Meanwhile  
Next  
Then  
Finally  
Eventually  
Afterwards

### Information Writing

- Clear title
- Opening paragraph gives overview of topic
- Subheadings or paragraphs are used
- Subheadings can be in the form of a question
- Think about: Who...? What...? Where...? Why...? When...? How...?
- Information is clear and comes from different sources
- May include pictures and diagrams which are labelled or annotated
- Can include: fact boxes; time lines and bullet points

### The Tower of London



The first part of the Tower of London was built by William the Conqueror in 1078 but what we now call the Tower is actually a collection of several different buildings.

The Tower of London has been used for many things since it was first built. Hundreds of years ago it was most famous as a prison where some prisoners were even tortured or killed! Now it is just as famous as the home of the crown jewels which have been kept there since the year 1303.



This was traitor's gate. Many prisoners of the tower were brought there by boat.

#### Locked up!

The most famous people to be locked up in the Tower of London were Queen Elizabeth I and Guy Fawkes.

#### Did you know?

The full name of the Tower of London is actually Her Majesty's Royal Palace and Fortress.

#### Ghosts!

Many people say that the Tower is the most haunted building in England. The most famous ghost is said to be Anne Boleyn. She was married to King Henry VIII but in 1536 he had her head chopped off!

### Narrative Writing

Your story should be written using the following format:

- Introduction** -should include detailed description of setting or characters
  - Build-up** -build in some suspense towards the dilemma
  - Problem / Dilemma** -include detail of actions / dialogue
  - Resolution** - should link with the problem
  - Ending** - clear ending should link back to the start
- It should also include:
- Exciting and varied vocabulary
  - Accurate punctuation and spelling
  - Characters included and described
  - Setting included and described
  - Events and actions are described
  - Dialogue is used
  - Story is written using paragraphs

### Writing a Letter

#### An Informal Letter

- Informal letters use familiar, chatty style
- Sender's address is written at the top right corner
- Date is added at the start
- The letter starts with Dear...
- The letter ends with an informal signature

#### Useful Vocabulary and Phrases

thank you, dear, sense, mention, don't forget, after, though, best wishes, love from, see you soon, talk soon, I can't wait, I hope, please, because, my favourite, although, thought, answer

#### A Formal letter is different:

- Formal letters use standard English
- The address of the person you are writing to is put at the start of the letter
- The letter ends with yours sincerely or yours faithfully

#### Uses of Formal Letters

Formal letters could be written: to persuade, to complain, to give information or to apply for a job.

### Writing a Diary

- Use the past tense
- Use first person pronouns (I, we, my)
- Use an informal chatty style as though speaking to someone
- Describe writer's feelings and thoughts
- Include opinions and facts
- Use time conjunctions
- Use inverted commas for speech
- Organise into paragraphs

# Year 3 & 4 English Knowledge Organiser

**A SENTENCE must make sense. Sentences of varying length using different starters can be used to create interesting writing**

### Subordinate Clauses

Subordinate clauses are used to add more information to sentences

Subordinate Clause      Main Clause

Although I was scared, I crept inside

The boy, who was ten, jumped.

**Short sentences can have real impact:**

Then it happened.  
Everything failed.  
Just like that.  
Oh no!

**Fronted Adverbials** are words or phrases that can be used to start a sentence:

- Later that day...
- In the morning...
- Yesterday...
- Without warning...
- Two minutes later...
- Suddenly...
- Before long...
- In a flash...
- In the distance...
- A moment later...
- Silently
- Totally confused

**Prepositions** describe location, place and time:

- underneath
- above
- around
- because of
- next to
- before
- below
- every
- this
- between
- during
- alongside
- in
- over

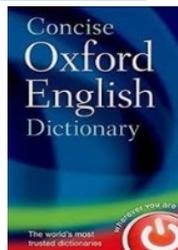
**Conjunctions** link words and phrases together:

- when
- before
- while
- so
- because
- since
- where
- later
- unless
- until
- once
- although
- despite
- therefore

### Homophones

- accept/except
- affect/effect
- ball/bawl
- berry/bury
- brake/break
- fair/fare
- grate/great
- groan/grown
- here/hear
- heel/heal/he'll

Can you use a dictionary to find out meanings and spellings of words and a thesaurus to find synonyms?



## Spelling Grammar and Punctuation

**Accurate PUNCTUATION is vital**

This is Amy's car.      Robert's shoes are dirty.      The cats' whiskers are long.      The children's toys are in the box.

Apostrophes are used when letters are missing.

I am - I'm	does not - doesn't	do not - don't
you are - you're	could have - could've	he will - he'll
they will - they'll	who is - who's	she will - she'll

### Inverted Commas

Inverted commas (speech marks) go around the speaker's words only. Use them in stories to show when a character is speaking.

**"Why didn't anyone tell me I had my underpants on the outside?" asked Flashman.**

**Simile:** a comparison of two unlike things using "like" or "as."

My pillow was like a cloud when I laid my head down.



**Metaphor:** a comparison of two unlike things not using "like" or "as."

The paintbrush was a magic wand in his hand.



### Colons

**Colons can be used to introduce a list.**

**You will need: a towel, swimming costume, arm bands and a swimming hat.**

### Present Perfect

- I have walked
- You have walked
- He/she/it has walked
- We have walked
- You have walked
- They have walked

### Some GRAMMAR rules to remember

**A + consonant = a caterpillar**

**An + vowel (aeiou) = an elephant**

### Pronouns - (replace nouns)

I	Me	My	Mine
You	You	Your	Yours
He	Him	His	His
She	Her	Her	Hers
It	It	Its	Its
We	Us	Our	Ours
You	You	Your	Yours
They	Them	Their	Theirs

### Tricky SPELLINGS to learn.

### Prefixes

<b>dis-</b> opposite of	<b>re-</b> again	<b>un-</b> not
<b>mis-</b> opposite	<b>in-</b> not or in	<b>co-</b> together
<b>super-</b> better quality	<b>anti-</b> against or opposite	<b>auto-</b> self or same
<b>de-</b> reduce or remove	<b>over-</b> too much	

A prefix is added to the beginning of a word to make a new word.

### Suffixes

<b>-ful</b> full of	<b>-less</b> without	<b>-ment</b> action
<b>-ness</b> a state or quality	<b>-ly</b> in a certain manner	<b>-ation</b> an action or process
<b>-ous</b> full of	<b>-ate</b> to create a verb	<b>-ise</b> to create a verb
	<b>-ify</b> to create a verb	

A suffix is added to the end of a word to make a new word.

accident(ally)	certain	experiment	important	ordinary	reign
actual(ly)	circle	extreme	interest	particular	remember
address	complete	famous	island	peculiar	sentence
answer	consider	favourite	knowledge	perhaps	separate
appear	continue	February	learn	popular	special
arrive	decide	forward(s)	length	position	straight
believe	describe	fruit	library	possess(ion)	strange
bicycle	different	grammar	material	possible	strength
breath	difficult	group	medicine	potatoes	suppose
breathe	disappear	guard	mention	pressure	surprise
build	early	guide	minute	probably	therefore
busy	earth	heard	natural	promise	though
business	eight	heart	naughty	purpose	thought
calendar	eighth	height	notice	quarter	through
caught	enough	history	occasion(ally)	question	various
centre	exercise	imagine	often	recent	weight
century	experience	increase	opposite	regular	woman/women

**Book Challenge** – read these books before you move into year 4 and keep a log of what you have read.

### A Poem to Learn

Please Mrs Butler by Allan Ahlberg

Please Mrs Butler  
This boy Derek Drew  
Keeps copying my work, Miss.  
What shall I do?

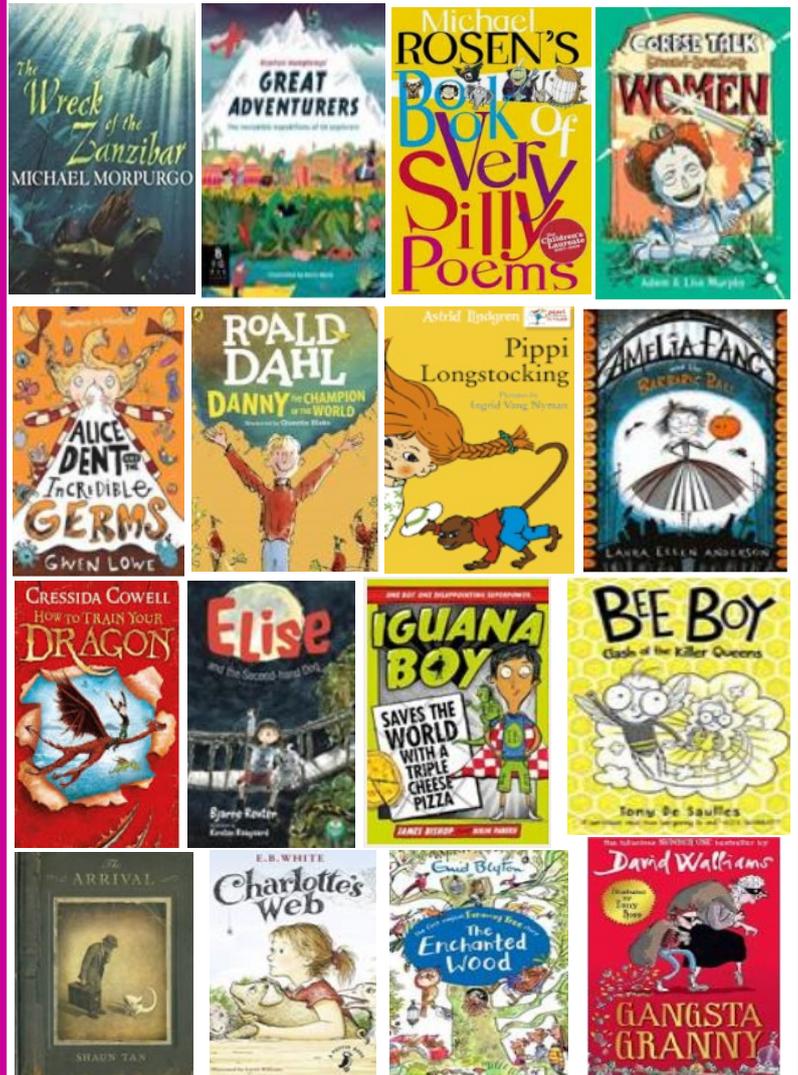
Go and sit in the hall, dear.  
Go and sit in the sink.  
Take your books on the roof, my lamb.  
Do whatever you think.

Please Mrs Butler  
This boy Derek Drew  
Keeps taking my rubber, Miss.  
What shall I do?

Keep it in your hand, dear.  
Hide it up your vest.  
Swallow it if you like, my love.  
Do what you think is best.

Please Mrs Butler  
This boy Derek Drew  
Keeps calling me rude names, miss.  
What shall I do?

Lock yourself in the cupboard, dear.  
Run away to sea.  
Do whatever you can, my flower.  
But *don't ask me*.



#### Limericks

- The whole poem is 5 lines.
- Lines 1,2 and 5 rhyme with each other.
- Lines 3 and 4 rhyme with each other.
- The first, second and last lines have 3 beats to their rhythm.
- The third and fourth lines have 2 beats to their rhythm.
- The first line often ends with a person's name or the name of a place.
- They are usually funny.

#### Haiku

- A Haiku consists of 3 lines.
- The theme focus is often nature.
- A season-related word is included e.g. snow.
- Descriptions relate to the senses – what you can see, hear, smell, taste and touch.
- There are 5 syllables in the first and third lines.
- There are 7 syllables in the second line.

#### Tanka

- A tanka consists of 5 lines and 31 syllables.
- There are 5 syllables in the first and third lines.
- There are 7 syllables in the second, fourth and fifth lines.
- The focus is a funny or interesting incident or story.

#### Acrostic

- The focus is a theme of your choice e.g. reading, ice cream.
- The first letters of each line spell out a word or phrase.
- The first letter of each line is a capital letter.
- The lines do not need to have a rhythm or rhyme.

#### Cinquain

- A cinquain consists of 5 unrhymed lines.
- The first and last lines have just 2 syllables.
- The second line has 4 syllables.
- The third line has 6 syllables.
- The fifth line has 8 syllables.
- Tells a story.
- Includes an action and a feeling.
- Has a conclusion.

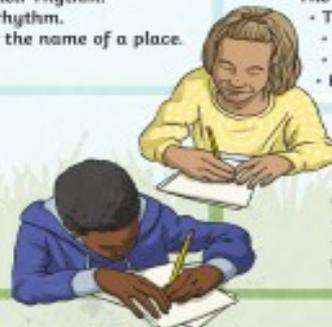
Remember it does not need to rhyme.

#### Sonnet

- A sonnet consists of 14 lines.
- Alternate lines rhyme with one another, apart from the last 2 lines which rhyme with each other.
- Each line has 10 beats.
- The themes are usually about ageing, death, life, love and the seasons of life.

#### Riddle

- A riddle is usually 5 or 6 lines long.
- Use creative descriptions.
- The first few clues should be general and tricky.
- The final clues should make it more obvious what the riddle is about.
- It is usually written in the first person.
- The last line should be "What am I?"



Remember there is no end punctuation or rhyming.

## POEMS

Can you write some of these?

A Poem to Learn

From a Railway Carriage  
By Robert Louis Stevenson

Faster than fairies, faster than witches,  
Bridges and houses, hedges and ditches;  
And charging along like troops in a battle,  
All through the meadows the horses and cattle:  
All of the sights of the hill and the plain  
Fly as thick as driving rain;  
And ever again, in the wink of an eye,  
Painted stations whistle by.

Here is a child who clammers and scrambles,  
All by himself and gathering brambles;  
Here is a tramp who stands and gazes;  
And there is the green for stringing the daisies!  
Here is a cart run away in the road  
Lumping along with man and load;  
And here is a mill and there is a river;  
Each a glimpse and gone for ever!



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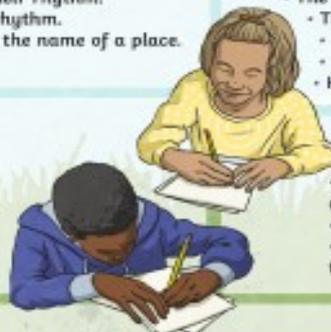
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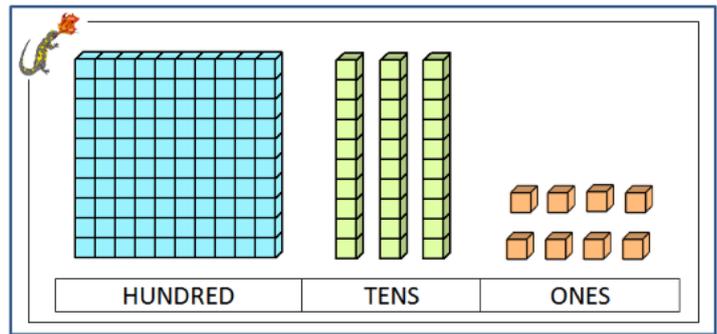


## 3 digit place value

### Year 3 Maths Knowledge Organiser

#### Numbers 100 ~ 1000

10	20	30	40	50	60	70	80	90	100
110	120	130	140	150	160	170	180	190	200
210	220	230	240	250	260	270	280	290	300
310	320	330	340	350	360	370	380	390	400
410	420	430	440	450	460	470	480	490	500
510	520	530	540	550	560	570	580	590	600
610	620	630	640	650	660	670	680	690	700
710	720	730	740	750	760	770	780	790	800
810	820	830	840	850	860	870	880	890	900
910	920	930	940	950	960	970	980	990	1000



1

3

8

#### Multiplication Facts

3 times table	4 times table	8 times table
1x3=3	1x4=4	1x8=8
2x3=6	2x4=8	2x8=16
3x3=9	3x4=12	3x8=24
4x3=12	4x4=16	4x8=32
5x3=15	5x4=20	5x8=40
6x3=18	6x4=24	6x8=48
7x3=21	7x4=28	7x8=56
8x3=24	8x4=32	8x8=64
9x3=27	9x4=36	9x8=72
10x3=30	10x4=40	10x8=80
11x3=33	11x4=44	11x8=88
12x3=36	12x4=48	12x8=94

#### Counting up in 50

50	100	150	200
250	300	350	400
450	500	550	600
650	700	750	800
850	900	950	1000

### Commutative Law

The commutative law means numbers can be added or multiplied in any order without affecting the answer.

For example:  $2 \times 4 \times 5$  is the same as  $5 \times 4 \times 2$

OR When adding  $25 + 30 + 4$ , the commutative law lets you rearrange the 30 and the 4 to get  $25 + 4 + 30$  so that we can add the 25 and 4 first.

Example:

$$\begin{array}{c} \bullet \bullet \bullet \bullet \bullet \bullet \\ 6 \end{array} + \begin{array}{c} \bullet \bullet \bullet \\ 3 \end{array} = \begin{array}{c} \bullet \bullet \bullet \bullet \bullet \bullet \\ 3 \end{array} + \begin{array}{c} \bullet \bullet \bullet \bullet \bullet \bullet \\ 6 \end{array}$$

Subtraction and division are not commutative

Example:

$$\begin{array}{c} \bullet \bullet \bullet \bullet \bullet \bullet \\ 2 \end{array} \times \begin{array}{c} \bullet \bullet \bullet \bullet \bullet \bullet \\ 4 \end{array} = \begin{array}{c} \bullet \bullet \bullet \bullet \bullet \bullet \\ 4 \end{array} \times \begin{array}{c} \bullet \bullet \bullet \bullet \bullet \bullet \\ 2 \end{array}$$

#### Division Facts

Divided by 3	Divided by 4	Divided by 8
3÷3=1	4÷4=1	8÷8=1
6÷3=2	8÷4=2	16÷8=2
9÷3=3	12÷4=3	24÷8=3
12÷3=4	16÷4=4	32÷8=4
15÷3=5	20÷4=5	40÷8=5
18÷3=6	24÷4=6	48÷8=6
21÷3=7	28÷4=7	56÷8=7
24÷3=8	32÷4=8	64÷8=8
27÷3=9	36÷4=9	72÷8=9
30÷3=10	40÷4=10	80÷8=10
33÷3=11	44÷4=11	88÷8=11
36÷3=12	48÷4=12	96÷8=12

### Perimeter

The perimeter is the total distance around the outside of a 2D shape.



You calculate the perimeter of a 2D shape by adding together all the lengths of the shape.

#### Column Addition (no exchange)

Check you answer      Start here

H	T	O
3	5	1
6	3	4
9	8	5

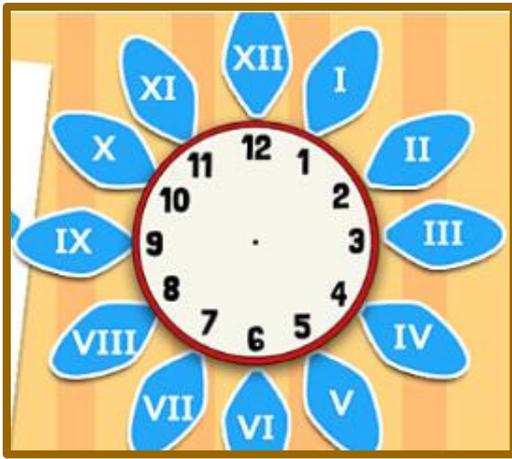
Add the hundreds      Add the ones      Add the tens

#### Column Subtraction (no exchange)

Check you answer      Start here

H	T	O
7	6	3
3	4	1
4	2	2

Subtract the hundreds      Subtract the ones      Subtract the tens

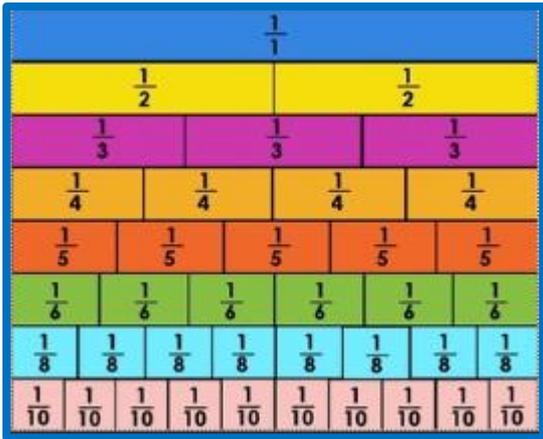


### Time

60 seconds = 1 minute  
 60 minutes = 1 hour  
 24 hours = 1 day  
 7 days = 1 week  
 365 days = 1 year  
 52 weeks = 1 year  
 10 years = 1 decade  
 100 years = 1 century  
 1000 years = 1 millennium

### Days in the Month of....

January	31
February	28/29
March	31
April	30
May	31
June	30
July	31
August	31
September	30
October	31
November	30
December	31



### Measurement conversions

#### Length

1 kilometre = 1000 metres  
 1 metre = 100 centimetres  
 1 centimetre = 10 millimetres

km  
 m  
 cm  
 mm

### Time vocabulary

O'clock
a.m.
p.m.
Morning
Afternoon
Noon
Midnight

### Measurement conversions

#### Weight

1 tonne = 1000 kilograms  
 1 kilogram = 1000 grams  
 1 gram = 1000 milligrams

t  
 kg  
 g  
 mg

### Tally Chart

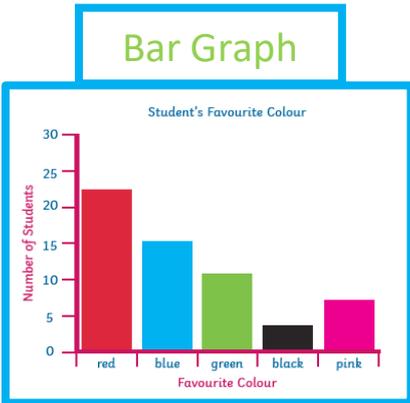
Favourite Animal	Number of Children
Dog	
Cat	
Snake	
Bear	
Horse	
Goose	

### Shapes and Angles

Parallel lines never meet  
 Like train tracks  
 Angles + to 180  
 Angles + to 360  
 A quadrilateral has 4 sides

Angles are measured in degrees  
 acute is less than 90  
 obtuse  
 right angle  
 3 angles + to 180  
 This is a right angled triangle

This is an isosceles triangle  
 These two angles are always equal



### Measurement conversions

#### Capacity

1 litre = 1000 millilitres  
 1 centilitre = 10 millilitres

l  
 cl  
 ml

### Pictogram

Favourite Animal	Number of Children
Dog	
Cat	
Snake	
Bear	
Horse	
Goose	

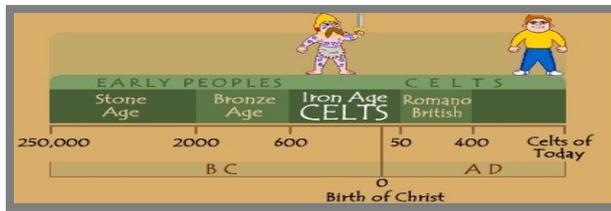
### Numerator

The top number of a fraction

### Denominator

The bottom number of a fraction

Stone Age to Iron Age  
Year 3 Terms 1 and 2



History – Stone Age to Iron Age



Stone Age People...

- dug for flint
- hunted and gathered food
- made tools and weapons
- prepared animal skins to make clothes
- hunted and gathered food
- started fires to cook food and keep warm
- made objects out of clay
- made jewellery
- made thread from plant fibres and dyed it
- Painted – like the paintings we can still see today in caves

Stone Age

Palaeolithic – around 3,000,000 BC

During this long period of time, the earliest hominids (humans or close relatives of humans), Homo habilis, who used simple stone tools, slowly developed into the modern humans we call Homo sapiens. Britain was still connected by land to France and Denmark.

Mesolithic – around 10,000BC

People led largely nomadic lives as hunter-gatherers, constantly on the move in order to survive. It was during this time that Britain became an island.

Neolithic – around 4,500 BC – 2,400BC

This is the time that farming began, pottery was developed and villages were built.

Stone Age People used symbols...



Symbols have been found alongside cave paintings in Europe, used repeatedly in the same clusters in different caves.

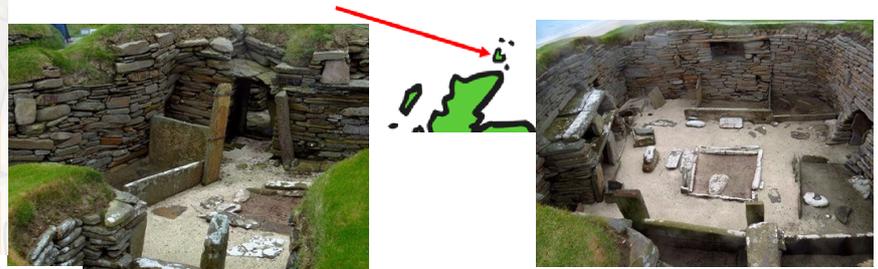
Similar symbols have also been found on jewellery, suggesting that there was possibly a communication system in existence 30,000 years ago.

Stone Age People built houses...

Skara Brae is a remarkably well preserved Stone Age Village built in the Neolithic period, around 3000 BC.

It was discovered in 1850 after a heavy storm stripped away the earth that had previously been covering what we can see today.

Skara Brae can be found on Mainland, the largest of the Orkney Islands.



There was more immigration to Britain during the Bronze Age.

Some of the new arrivals were the 'Bell Beaker people'.

They have been named after the distinctive bell-shaped pottery they made, mainly used for drinking from.

The pottery was decorated with bands that had impressions in them made by a comb or a cord pressed into the clay.

The pots were also used to smelt copper, store food or used as urns.

An intricate item of pottery would be a display of wealth and status.



Bronze Age People made tools from bronze...

Copper is a soft metal, but when it is melted and added to tin the result (bronze) is a much harder and durable material than copper or stone.

It was used for tools, weapons and armour as well as building materials like decorative tiles.



Bronze Age

Iron Age People found iron was better...



The first hillforts were constructed from around 800 BC. These were defended settlements that made use of natural rises in the landscape for defensive advantage. Between 500 and 100 BC, many parts of Britain were dominated by hillforts with settlements providing homes to hundreds of people.

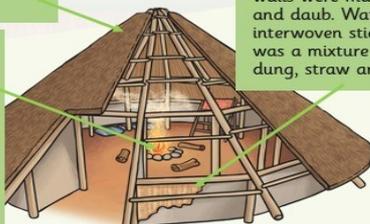
One of the biggest hillforts in Europe was discovered in Maiden Castle in Dorset.



Archaeologists have discovered that roundhouses were typical Iron Age homes. Some were very large and housed many people.

Roundhouses didn't have chimneys, as the smoke dispersed through the thatched roof.

In the centre of the house there would have been a fire used for cooking, and as a source of heat and light. Some roundhouses may have contained ovens for baking bread.



The frame was constructed out of large timbers and the walls were made from wattle and daub. Wattle was interwoven sticks and daub was a mixture of animal dung, straw and clay.

archaeologist	Skara Brae	Prehistoric	artefacts
Neolithic	Stonehenge	iron	copper
bronze	alloy	earthwork	flint
bluestones	sacrifice	druid	tribe
chronological	roundhouses	hillforts	offering

Iron Age



Key Vocabulary:

Bonjour/Salut	Good morning/Good afternoon
Salut	Informal 'hi'
Au revoir	Goodbye until we meet again
A plus tard	See you
Je m'appelle	My name is
Ca va mal	It's bad
Ca va bien	I'm doing well
Comme ci, comme ça	Neither good nor bad

Les salutations

Bonjour !  
/Salut !



Ça va mal.



Au revoir !  
/À plus tard !



Ça va bien.



Je m'appelle...



Comme ça, comme ça.



sound in:

**on** • bonjour

**ou** • bonjour

**oi** • au revoir

**silent letters** • salut

**guttural 'r'** • au revoir

**phonics**

How to say hello and say your name:

**Salut ! Je m'appelle...**  
*Hello! My name is...*

How to ask how somebody is feeling:

**Ça va ?**  
*How are you feeling?*

How to reply, say goodbye and see you later:

**Ça va bien. Au revoir. À plus tard !**  
*I am well. Goodbye. See you later!*

**vocabulary**

Key Learning:

This term children will learn the following:

- To greet people in French
- To say their own name in French
- To ask someone how they are feeling in French
- To learn how to reply with how they are feeling in French
- To say 'goodbye' in French
- To say 'see you later' in French



Key Vocabulary:

Les animaux

Un cheval	A horse
Une souris	A mouse
Un cochon	A pig
Un lion	A lion
Un lapin	A rabbit
Un oiseau	A bird
Un mouton	A sheep
Une vache	A cow
Un singe	A monkey
Un canard	A duck



un cheval



une souris



un cochon



un lion



un lapin



un oiseau



un mouton



une vache



un singe



un canard

phonics

sound in:  
**ch** • cheval 

sound in:  
**ou** • souris   
 • mouton 

sound in:  
**on** • cochon   
 • mouton 

sound in:  
**oi** • oiseau 

&  
**silent letters**  
 There are many last consonant silent letters in French. The final letter 'd' is silent in the word 'canard'.

Vocabulary

10 animals in French



Simple sentences like:

**Je suis un mouton.**



I am a sheep.

grammar

The difference between the 2 determiners for 'a/an' seen in this unit:

**un**      **une**

How and when to use the high-frequency irregular verb 'I am' in French:

**je suis**

I am

Key Learning:

This term children will learn the following:

- Learn 10 animal nouns in French with their correct determiner.
- Attempt spelling animals nouns
- Explore and understand better the role of indefinite article/determiner in French.
- Learn how to use the first person conjugated verb 'je suis' (I am) in French.

# Stone Age—Iron age



## Year 3 Terms 1&2

### Key Vocabulary:

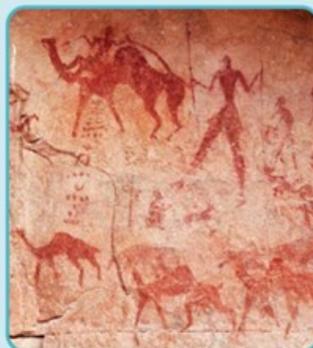
Charcoal	Burnt wood that can be used to draw with
Drawing medium	Different materials used to draw e.g. pencils, charcoal, pastels
Pigment	The colour in a natural object
Prehistoric	A time in the past before humans wrote things down to record history
Proportion	How big a part of something looks compared to the rest of it
Scale up	Enlarge a drawing so the proportions stay the same
Smudging	Blending a soft drawing material on a surface
Stone age	The oldest period in which humans are known to have lived, lasting over 2.5 million years

## Art and Design – painting and mixed media

Prehistoric people painted in dark conditions



People living in the Stone Age drew and painted animals because animals were an important food source



People living in the Stone age made paint and dye using natural objects like berries, burnt wood, plants and animal fats.

The colours used in cave art reflect the pigments that could be found. Green and blue were hard to find and make into paint.

Historians think paint was applied using natural objects like animal hair brushes, or was sprayed on using hollowed out bones.

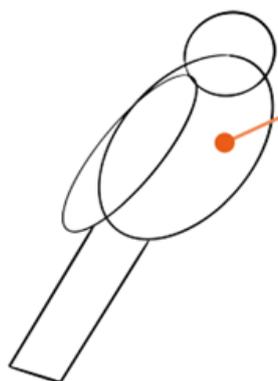
Mix natural paint using a flour and water base with strong pigments like spices mixed in



Some Stone age art contains bold black outlines, patterns and dots



Scaling up drawings



Look for the big shapes



Positive print



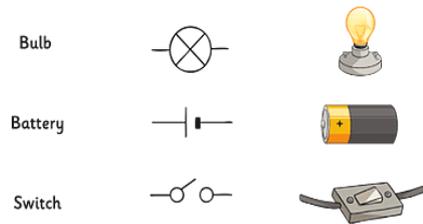
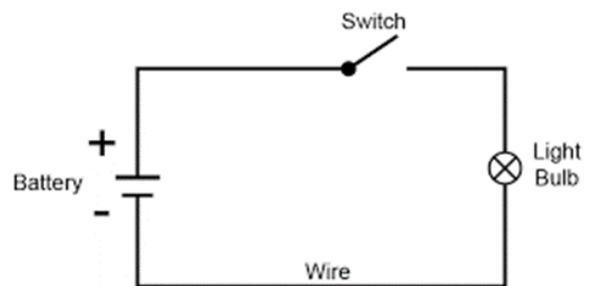
Negative print

Key Vocabulary:

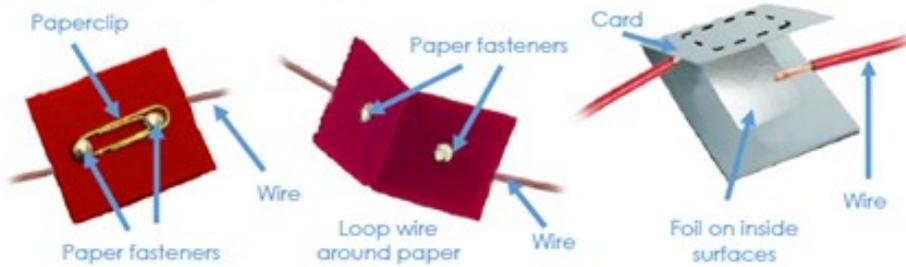
Vocabulary

Electrical circuit	An interconnection of electrical components
Simple circuit	Consists of a current source (battery), conductors (wires) and a load
Component	A part of a larger whole
Push-to-make switch	When two contacts connect the electricity can flow through so a device can switch on
Push-to-break switch	When compressed the electrical connection is broken so a device switches off

Electrical Circuit Components



Handmade switches



Children will practice putting together a simple electrical circuit using a range of electrical components and will learn how to

represent this circuit in the written form. They will make a handmade switch to add to their circuit enabling them to turn the bulb on and off. As a final product, children will design and create an origami lantern with a simple circuit (including switch) placed inside to light it up.





In this unit, I will...

•Know that things will move differently depending on the surface they are on. •Understand that some forces need contact in order to move but magnets do not. •Predict and test whether every day materials are magnetic or not. •Compare and group everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials •Predict whether two magnets will attract or repel each other, depending on which poles are facing

Key learning

**Forces**

Forces can be push or pull.

Push forces:

- Pushing down piano keys
- Pushing a door open
- A bat pushing a ball
- A runner pushing themselves off the ground

Pull forces:

- Pulling on a rope
- Pulling a sledge
- Pulling oars on a boat to make it move
- Pullin open a fridge



We can make things move faster/slower or even stop moving if the force changes.  
Surfaces can also affect how forces act on moving things.

Key vocabulary

Forces	A force is simply a push or a pull in a particular direction. Forces result from an object's interaction with another object.
Magnets	A magnet is a piece of metal that can pull certain types of metal toward itself.
Magnetic force (magnet field)	Magnets produce an area of force around them. called a magnetic field. When objects enter this field they will attract or repel.
Repel	to force (something) to move away or apart.
Attract	to draw something to move closer/ touch.

Key Learning

**Magnets**

All magnets are metal, but not all metals are magnets.

There are different types of magnets:



Magnet poles

Magnets have two ends. We call these the North Pole and South Pole.

When two of the same poles are places close together, they repel each other.

When two different poles are close, they attract each other.

Magnets don't need to touch to attract/repel.

Magnets in everyday life

Magnets are used in a variety of ways in our everyday lives - even in some places where we might not expect them to be!

- Toys, compasses, hospitals, fridge magnets, furniture and household appliances, jewellery, recycling, industrial machinery, computers, trains, etc.

Key Learning : forces and magnets

There are two types of forces: push and pull.  
Forces can be impacted by the surface of which they happen.  
There are different types of magnets.  
Magnets have two ends : North Pole and South Pole.  
When two different poles are close, they attract, when two of the same poles are close, they repel.  
Not all objects are attracted to magnets.  
Magnets are used in everyday objects.

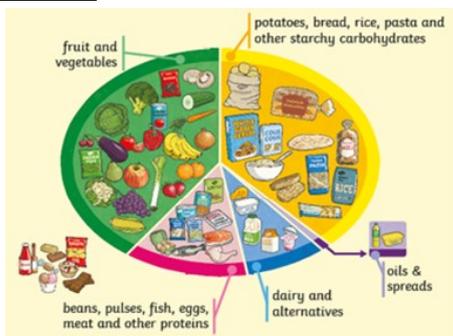


### In this unit, I will...

- Sort foods into the different food groups and understand their purpose.
- Know the 7 major groups of nutrients which help the human body in different ways.
- Understand how to read food labels using the red, yellow, green system.
- Be able to name some of the scientific names for bones that make up part of the human skeleton.
- Understand how the skeleton protects organs and, with muscles, enables movement.
- Know the different types of muscles.

### Key learning

#### Five food groups



#### Nutrients

There are seven major nutrient groups including: carbohydrates, proteins, fats, vitamins, minerals, fibre and water.

It is important for humans to ensure a balanced diet which includes the correct amount of various nutrients

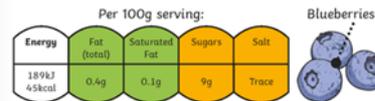
### Key vocabulary

Nutrients	Found in foods and are used by the body to function and maintain health
Balanced diet	A diet consisting of a variety of different foods with an adequate amounts of nutrients for good health.
Saturated fats	Saturated fats are considered 'unhealthy fats' as overeating them can contribute to high cholesterol levels and heart disease risk.
Unsaturated fats	Unsaturated fats are often called 'healthy fats' as they help reduce heart disease and lower cholesterol levels.
Voluntary muscles	A muscle you choose to move, like arms or legs (part of skeleton)
Involuntary muscles	These cant be controlled. Your brain and body tell these muscles what to do.

### Key Learning

#### Food labels

A healthy diet is important for a healthy life. Labels on food that we buy help us to make informed choices about the food we consume. Eating too much salt and too much sugar is bad for human health so food labels show this using a green, yellow, red label on most food items. The more green, the healthier the food.



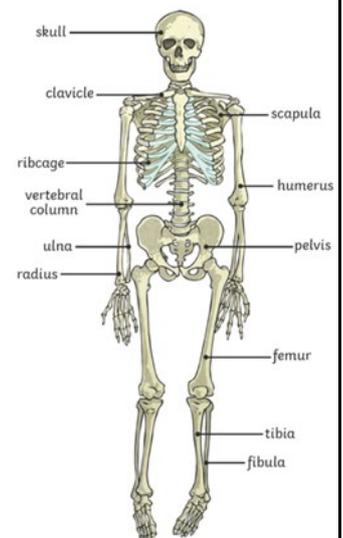
There are two types of fat: Saturated and unsaturated fats. Humans should aim to consume less saturated fats.

#### Human skeleton

- Humans have endoskeletons
- Our skeleton protects our organs
- Bones in the skeleton are pulled by muscles resulting in movement

#### Muscles

There are different types of muscles:  
 Voluntary muscles – skeletal muscles  
 Involuntary muscles – smooth muscles and cardiac muscles



### Key Learning

Understanding that all foods that humans consume belong to a particular food group which helps the human body by providing it with different nutrients. Most food items list nutrients to help humans make good choices to form a balanced diet. All humans have a skeleton within their body which protects the organs inside and, with the support of muscles, enables us to move. There are different types of muscles that we use for different purposes and actions.



**Key Vocabulary:**

Hinduism is the world's third most popular religion, with around 750 million followers. The religion of Hinduism originated in Northern India about 4,000 years ago and is the world's oldest existing religion. Hinduism is practised by more than 80% of India's population.

Hindus believe in one God, a universal soul called **Brahman**. Brahman can take on many forms, including Vishnu, Shiva, Krishna, Rama. Most Hindus pray regularly to one of the gods or goddesses. Each of these forms personifies a different aspect of Brahman.

Brahma is known as the creator. Vishnu is known as the preserver. Krishna is known as the supreme deity and the eighth avatar of Vishnu. Shiva is known as the destroyer. Rama is the seventh avatar of Vishnu and is considered to be one of the most important.

### Sindus Believe ....

Hindus believe that they should pursue knowledge and understanding of the truth.

Truth is the only reality.

There is one truth, but the wise can express this in many ways.

Hindus believe that there are right and wrong ways to behave.

Dharma is a complex idea that includes the right behaviour, following the moral law (and not just what you feel like doing) and taking ones duties seriously.

Dharma is a central part of a Hindu's daily life.

According to this belief, it is necessary to do the right thing at all times.

Hindus believe that all living things have a soul (athma).

They believe that the soul cannot be destroyed.

Instead they believe in reincarnation, which means the soul exists in the body. When a living thing dies, it enters new living thing.

Karma – good and bad actions committed during one's life – affects which living thing the soul will be reborn into. For example, it is possible for a human soul to be reborn as a cat!

Hindus believe that the ultimate goal for all Hindus is Moksha.

Moksha means liberation of the soul from the cycle of death and rebirth.

It occurs when the soul reunites with the god Brahma.

There are several ways this can happen by following the:

- Path of Duty;
- Path of Knowledge;
- Path of Devotion to God.

### Brahman

The Universal Soul

Hindus believe Brahman is a universal soul that can take on many forms. Brahman has three main forms, Brahma, Vishnu and Shiva. They are called the Trimurti.

Krishna is the eighth avatar of Vishnu. He delivered a famous message known as the Baghavat Gita which asks people to act selflessly. Krishna features in several Hindu stories and poems, including 'Lord Krishna the Butter Thief', 'Lord Krishna and Kaliya the Snake' and 'Lord Krishna and Lord Brahma'.

Brahma The Creator, Vishnu The Preserver, Shiva The Destroyer, Krishna - eighth avatar of Vishnu The supreme deity

### Hindus' Rites of Passage

**Birth:** Hindu rituals (sanskars) begin before a child is born. ... Once the child enters the world, Jatakarma is performed to welcome the child into the family, by putting some honey in the child's mouth and whispering the name of God in the child's ear

**Marriage:** A Hindu wedding is Vivaha. The wedding ceremonies are very colourful, and celebrations may extend for several days

**Death:** According to Hindu funeral customs, the body remains at the home until it is cremated, which is usually within 24 hours after death. The ashes are typically scattered at a sacred body of water or at some other place of importance to the deceased.

### The Daily Life of a Hindu

Hindus believe that the cow is sacred. They do not eat beef and in India cows are allowed to roam wherever they want!

Hindus worship daily, in a Mandir or in their own home where they will have a shrine— worship is called Puja. They pray and give offerings to their deity (symbol or image of God). Arti is a ritual part of this worship performed at the end of Puja.

### Pilgrimages and Holy Places

The most famous Hindu pilgrimage is the Kumbh Mela, which takes place at the River Ganges in India. Up to 40 million people come to purify themselves in the water, the biggest gathering of people on Earth.

There are many different places for Hindus to go on pilgrimage. Rivers, mountains and temples linked to different gods and goddesses are all popular places to visit.

Hindus try to do at least one pilgrimage in their lifetime