



### Key vocabulary

Classify	To sort things into groups.
Characteristic	A special quality or physical feature that helps identify something.
Environment	The air and land on which people, animals and plants live.
Deforestation	Removal of a forest to use the space for human needs.
Climate change	Long term changes in weather and temperatures which can be due to natural and human made causes.

### Key Learning: Grouping

Living things can be **grouped** using shared or common **characteristics**:



These living things have been grouped into plants and animals.

Scientists often group or classify animals into five groups based in their physical features or characteristics. These groups are:

Mammals	Fur/hair, warm blooded, have live young that are feed with mother's milk.
Reptiles	Hard, scales, cold-blooded, most lay eggs but can also have live young.
Amphibians	Smooth, moist skin. Cold-blooded. They can live in water and on land.
Fish	Scales, lay eggs. Cold-blooded, They use gills to breathe under water.
Birds	Feathers, wings, beaks or bills. Birds lay eggs and most can fly.

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

- Group living things in a variety of ways including using classification keys.
- Know that our environment changes and this can sometimes pose dangers to living things.

### What should I already know?

Living things are suited or adapted to their environment, for example, a polar bear has thick fur to help them survive in the cold and giraffes have long necks so they can reach food in tall trees.

Living things live in habitats. These include the ocean, the rainforest or a pond. I should be able to name some animals and plants that live in these habitats.

Our environment changes with the seasons. Most trees lose their leaves in autumn when it is colder.

### Key Learning: Environmental Changes

Environments can change due to both natural events such as changing seasons, floods, storms and earthquakes and human made reasons such as climate change, pollution and deforestation.

These changes can sometimes pose dangers to living things.

Human made changes can also bring positive impacts to living things with nature reserves, reforestation & captive breeding.

### Key Learning: Classification

We can use classification keys to help us identify living things.

Classification keys use a series of yes or no questions to identify and classify living things.



### Key vocabulary

Producers	a living thing that makes its own energy using the Sun
Consumers	a living thing that eats other living things to gain energy
Predators	an animal that kills and eats other animals for food
Prey	an animal that is hunted and killed by another for food
Food chain	A diagram that shows how living things are related to each other by what they eat

### Key Learning: Producers and consumers

Producers make their own food using energy from the Sun. Producers are always at the bottom of the food chain.



Consumers eat producers or other consumers. They can not make their own energy and must eat meat and/or plants to gain the energy they need.



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

- Construct and interpret a variety of food chains, identifying producers, predators and prey.

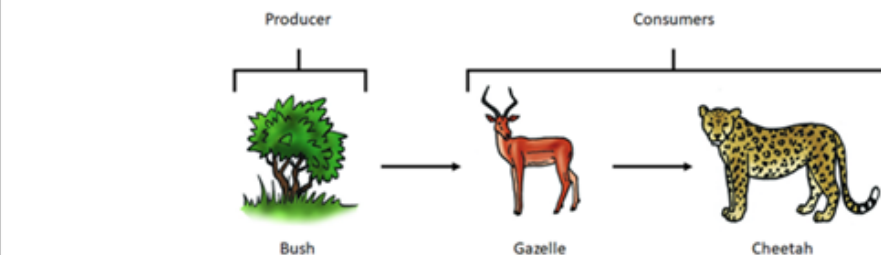
### What should I already know?

- I understand that most living things live in habitats to which they are suited .
- I know that different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each on each other.
- I can name a variety of common animals that are **Carnivores**, **Herbivores** and **Omnivores**.
- I know that Carnivores eat meat, Herbivores eat plants and Omnivores eat both meat and plants.



### Key Learning: Food chains

A food chain shows how living things are related to each other by the food they eat. The arrows in the food chain show the energy is transferred up the food chain.



Predators and prey



batik	A technique to create patterns on fabric.
colour palette	A range of colours grouped together to look nice.
craft	Something creative and useful.
design	A decorative pattern or drawing of what something might look like.
industry	Companies and activities that design and make products, sometimes in a factory.
pattern	A design in which shapes, colours or lines are repeated.
repeat	When the same thing occurs more than once.
theme	Similar ideas that work together as a group.

### Mood board



A collection of images and colours showing a project theme.

### Artists

Ruth Daniels

Senaka Senanayake

William Morris

Megan Carter

### Glue batik

#### Step 1



Paint the design onto fabric with PVA glue. Then allow it to dry completely.

#### Step 2



Use acrylic paints to add colour and patterns. Cover the entire piece of fabric, painting over and around the dry glue. Allow to dry.

#### Step 3



Wash out the glue. As it dissolves it will feel slimy. Keep going until you can't feel any more glue. Lay your fabric flat to dry.





Year 4 Term 4

## Key Vocabulary:

### Vocabulary

Joining techniques

The process of assembling two or more parts together.

Finishing techniques

Adding detail to the surface of a product to achieve a desired appearance.

Fastenings

A device to close or secure something.

Stitching techniques

Different ways of presenting a stitch in a piece of fabric : running stitch, back stitch, blanket stitch, over sew stitch.

Paper pattern

A template made from paper traced onto fabric to be cut out and assembled.

## Different types of textiles



Bonded



Woven



Knitted



Felted

### Cutting out techniques



Ensure template is secured to fabric to allow for accuracy. Double sided tape can be used instead of pins to do this.



Place pattern pieces carefully to avoid wastage.

## Teaching aids – joining techniques



Back stitch



Backwards running stitch



Over sew stitch



Blanket stitch

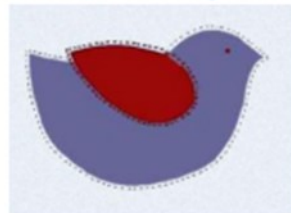


Running stitch

### Decorative Techniques



Embroidery stitches e.g. cross-stitch

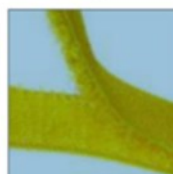


Appliqué by gluing or stitching

### Possible fastenings



Buttons



Velcro

Children will be investigating a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes. Once children have acquired the appropriate vocabulary and skills, they will practice making their own 2D shape pattern from a textile product that they have taken apart. Children will then design and make their own Viking inspired bag using a bespoke made template and a range of joining and finishing techniques.



Viking Bag ↗

### Key Vocabulary

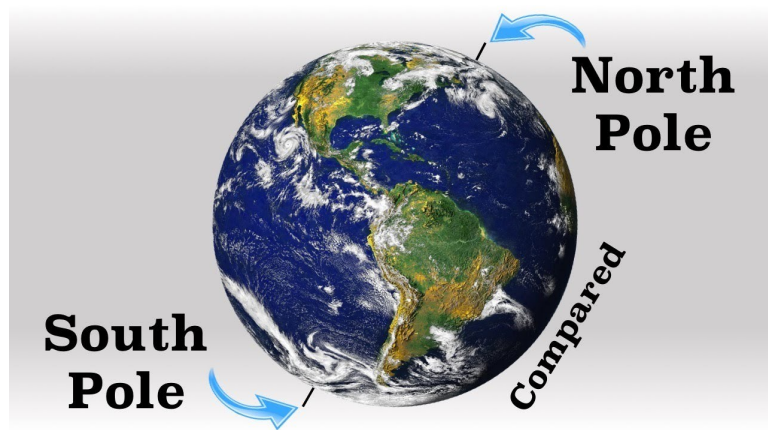
**Polar Regions** Relating to North or South Pole.

**Climate** The long term pattern of weather in particular region.

**Glaciers** A slowly moving mass or river of ice formed by the accumulation and compaction of snow on mountains or near the poles.

**Adaptations** A process by which a species is better suited to their environment.

**Conservation** A careful preservation and protection of something.



The North Pole has not got any land, simply very thick ice floating on the Arctic sea. There are a range of animals that live in the North Pole, including: seals, whales and polar bears.



The South pole is in the Antarctic region in a continent called Antarctica. Animals that live here include penguins, killer whales/orca, elephant seals, etc.



### Greenland

Majority of people live on the coast here as this is where the land is and this is where they can build their houses. The rest of the country is covered by a sheet of ice and glaciers



### Adaptations

Animals living in these regions have a thick coat and a thick layer of fat to keep them warm.

Similarly, humans living/visiting these regions, need to ensure they are dressed appropriately with a thick coat which is often fur lined, gloves, a hat, etc.

### Humans are damaging the Polar Regions

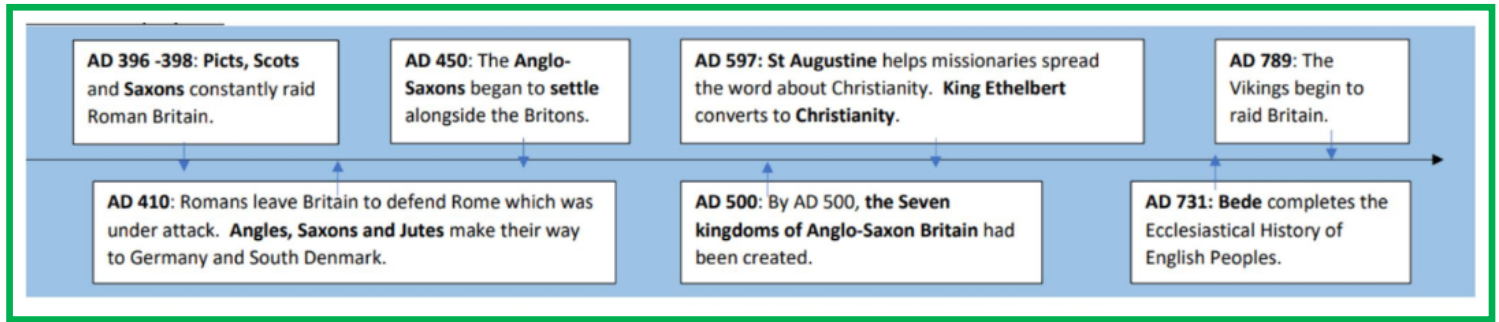


Mining, tourism and fishing are having a negative effect on the Polar Regions.

### Conservation

There are a number of conservation Initiatives in Polar regions to try and preserve the unique ecosystems and biodiversity of the Polar Regions.





### Anglo-Saxons

- Anglo-Saxon age in Britain was AD 410-1066
- The biggest tribes were Angles, Saxons and Jutes
- The tribes were from Germany, Denmark and the Netherlands
- They mainly settled in Northumbria, Mercia, Wessex, Kent and East Anglia



Sutton Hoo



King Alfred the Great



### Subject Specific Vocabulary

archaeologist	People who discover our history by looking at artefacts that have been found.
Anglo-Saxon kingdoms	The Anglo-Saxons formed many regions each with one ruler, known as kingdoms.
shires	Saxon lands were divided into shires, which helped to make up the counties we have today
Shire reeve	The peace officer of a shire, later known as 'sheriff'.
thane	An important Anglo-Saxon person.
legacy	Anglo-Saxons left a legacy which included the language we speak, culture and politics. Many of the shires are our boundaries for counties today.
Wessex	Known today as Dorset, Hampshire, Somerset and Wiltshire.
Witan or witenagemot	A council that helped the Saxon king rule.
wergild	A fine imposed for stealing or killing.
churl	A lower-class Anglo-Saxon but better than a slave.
Mercia	Known today as East Anglia, Essex, Kent and Sussex.

### Anglo-Saxon migration



### Seven Kingdoms of Anglo-Saxon Britain

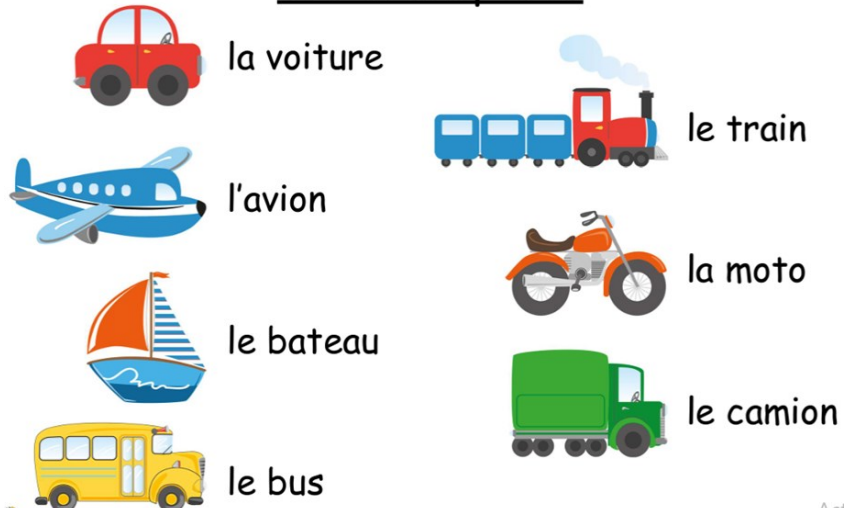




Key Vocabulary:

La voiture	The car
L'avion	The plane
Le bateau	The boat
Le bus	The bus
Le train	The train
La moto	The motorbike
Le camion	The truck

Les transports



sound in:

**on** • avion • camion

**oi** • voiture

**ou** • double

**guttural 'r'** • ronronne

**phonics**

7 modes of transport in French:

A short phrase on each mode of transport.

**L'avion vole.**  
The plane flies.

**vocabulary**

Key Learning:

This term children will learn the following:

- 7 different modes of transport in French along with their determiner



Nouns in French can be masculine or feminine and singular or plural. This means that nouns will have different determiners in French.

**le la l'**

These all correspond to the English singular determiner 'the'.

**les**

Plural determiner 'the'.  
Not seen in this unit.

**grammar**





### Key Vocabulary:

La mere	The mother
Le pere	The father
La grand-mere	The grand-mother
Le grand-pere	The grand-father
Le frere	Brother
La sœurs	Sister
Le tante	The aunt
L'oncle	The uncle

### Ma famille



la mère



le père



le frère



la sœur



la grand-mère



le grand-père



la tante



l'oncle

### phonics

i

sound in:

• fille



in

sound in:

• cinq 5

• cinquante 50

5

50

ille

sound in:

• famille



ique

Sound in:

• unique

&

silent  
letters

There are many last consonant silent letters in French. The final letters 'ts' are silent in the word 'parents'.



### vocabulary

The nouns & determiners for family members.



The words for the possessive 'my' in French.

mon

ma

mes

Numbers 1-70 in French:

10

20

30

40

50

60

70

High frequency verbs:

il/elle s'appelle

he/she is called

il/elle a

he/she has

Key Learning. This term children will learn the following:

- Will learn the nouns and determiners for several family members in French.
- Will learn how to move from using the determiner 'a' with a family member noun to using a possessive adjective 'my' in French. #
- Will learn to answer the question 'As-tu des frères et sœurs?' (Do you have any brothers or sisters?)
- Will learn how to introduce family members, learning to use 'il/elle s'appelle' (he/she is called).
- Describe the age of family members.

### grammar

To fully understand the role of gender and plurality in the choice of possessives.

mon frère

ma sœur

Singular possessive  
'my' for masculine nouns

Singular possessive  
'my' for feminine nouns

mes grands-parents



To move from the 1st person conjugation of high frequency verbs to 3rd person singular.

j'ai

I have

il/elle a

he/she has





Sikhs believe that there is only one God. They only worship and pray to the one God. They believe that different religions are all paths to the same God. All humans are children of the same God.



Everyone is equal in God's eyes everyone should be treated equally.

### Daily Life of a Sikh

Sikhs believe that they should be part of a fellowship, worship, eat and serve together. Sikhs, out a sign of respect and symbolism wear 5 articles of clothing. These are known as the five Ks.

**Kirpan**



**Kachera**



**Kara**



**Kesh**



**Kanga**



### Rites of Passage and Rules

Being baptised is the sign of being spiritual-ly reborn. This is a key ceremony for Sikhs.



Sikhs believe they should follow the four commands:

1. Do not dishonour the creator's intention by cutting your hair
2. Do not harm the body with tobacco or other intoxicants
3. Do not eat sacrificial meat
4. Do not commit adultery

Sikhism began in an area of India called the Punjab. It was begun around the 15th century by a man named **Guru Nanak**.



The word 'guru' means 'teacher'.



Guru Nanak was born at a time when people in India were either Muslim or Hindu, and he saw lots of fighting between the people of these religions. One day, he had a vision that showed him that it wasn't important what religion someone followed, but how they lived their lives. Guru Nanak then travelled around India teaching people his new ideas.

### Gurdwaras

Sikhs worship both in public, at the Gurdwara, and in private, at home. The word Gurdwara means door or gateway to the Guru.

At home, Sikhs have pictures of the Gurus that they would pray to and burn incense sticks while doing so.



There are many things related to a Gurdwara that end with the word 'sahib' – e.g. Nishan Sahib, Manji Sahib. The word 'sahib' is an Arabic word which means 'master'. It is used to signify respect.



### Guru Granth Sahib

This is the Sikh holy book. It is treated like a person. During the day it is placed on the Manji Sahib. In the evening, any Sikhs present at the Gurdwara form a procession to carry the holy book to a special 'bedroom' where it is kept on, sometimes, a real bed or a raised platform.

### Chaur

A fan which is waved over the Guru Granth Sahib as a sign of respect. It is made from yak's hair.



### Rumala

A special cloth that is placed on the Guru Granth Sahib when it is not being read. These are usually made of silk and embroidered. They are sometimes given as a gift to the Gurdwara.



**Sri Harmandir Sahib**, located in India, is also known as The Golden Temple. This is the most famous and important place of worship in the Sikh religion, its doors open from all sides to people of all faiths.



understanding      kind      loving      interested

thoughtful      caring

gentle      funny

honest      truthful

patient      forgiving

sensitive      compassionate

considerate      non-judgemental      a good listener



We all have the right to our own thoughts and beliefs and this is what makes our school, and our world, a special place.

mother

father

baby

parents

daughter

son

stepmother

family

cousins

step father

aunt

niece

uncle

grandmother

sister

brother

grandchildren

grandfather



Doing regular exercise will help us all feel great and keep our bodies strong! Our hearts need to be kept active and pumping. Exercise also burns fat



Try not to eat too many sweets



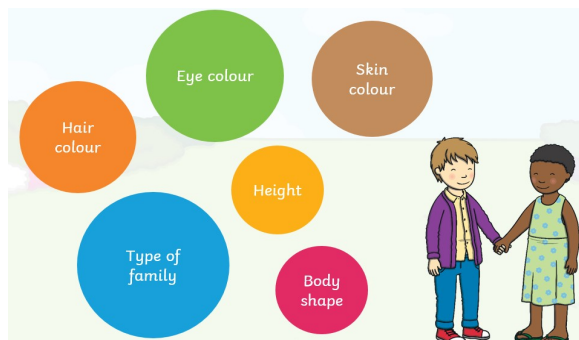
Visit the dentist twice a year

**The nearer the top of the food pyramid the less of that type of food you need.**

**We are all good at different things.**



**We are all different in our appearance or in how we live. We are all special.**



**Good manners  
show respect**





## British Values

- The Rule of Law
- Democracy
- Individual Liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

## Laws

We have a parliament which makes Laws which everyone must abide by. People who break the law may have to pay a fine or go to prison. Examples of actions that are against the law are: dropping litter, anti-social behaviour, vandalism, stealing and trespassing.

### Everyone has rights

- to be treated fairly
- to learn
- to be heard
- to be safe
- to be re-spected no matter what colour skin or belief we have



## Laws, Morals, Choices, Rights and Democracy

Everybody is part of a **commu-nity**. This could be in school, our place of worship or the area where we live. We all have an important part to play and should work together to help each other.



## Living and Growing



## Moving On

Together Everyone Achieves More!



Teamwork is when you work together with other people to do or make something. It is important to all work well together so that all of your strengths can go into what you are doing to do something great!

Listen to and respect the people in your group.	Cooperate together to make things easier.	Offer your own skills and ideas to the team.
Make rules so you all know what to do.	Teamwork!	Communicate your ideas clearly to the group.
Be confident in the work you are doing.	All work together towards a common goal.	Support and help your team members.

