



Writing outcome: To write Leon's secret diary including conversation.

NC Word List – Years 3 and 4		Developing Vocabulary	
appear	material	impatient	big top
describe	occasion	lantern	lantern
disappear	popular	fidget	braid
famous	regular	twitch	barrel organ
favourite	sentence	swish	carousel
guide	special	lurch	mechanical
heard	although	awkward	handkerchief
heart	through	applause	pantaloon trousers
imagine	various	astonishment	lute
		majestic	

Poetry unit skills:

National curriculum skills for this unit:

Spoken language:

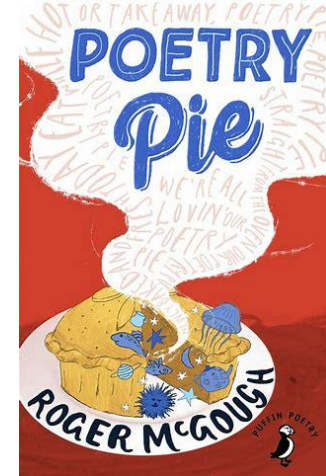
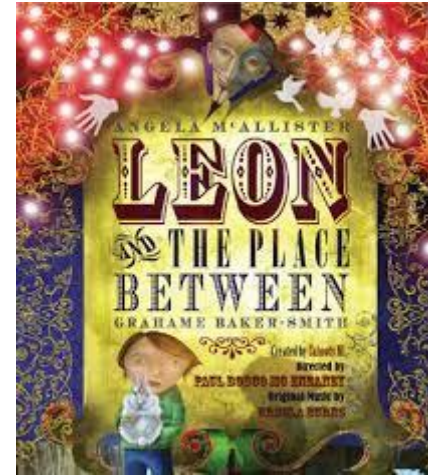
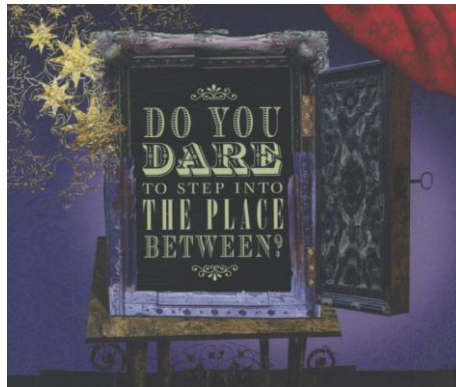
- Gain, maintain and monitor the interest of the listeners
- Select and use appropriate registers for effective communication
- Build vocabulary

Reading comprehension:

- Use dictionaries to check the meaning of words
- Prepare poems and play scripts to read aloud and perform
- Ask questions to improve understanding of a text
- Show understanding through intonation, tone, volume and action
- Recognise different forms of poetry
- Discuss words and phrases that capture the reader's interest and imagination
- Explain meaning of words in context

Writing composition:

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas
- Compose and rehearse sentences orally
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear



Author: Grahame Baker Smith & Angela McAllister

Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> • Develop character and setting • Group related ideas into paragraphs • Use conjunctions to express time, place and cause • Build an increasing range of sentence structures 	<ul style="list-style-type: none"> • Use Standard English forms for verb inflections • Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although • Indicate possession by using the possessive apostrophe with plural nouns • Recognise the difference between plural and possessive 's' • Build a varied and rich vocabulary 	<ul style="list-style-type: none"> • Use small details to describe characters and evoke a response • Use small details for time, place and mood • Use 1st person consistently • Write in consistent past tense • Chronological order • Write an opening paragraph to share thoughts and feelings and to summarise the day • Finish with a personal comment about hopes or concerns for the future



Autumn 2: SOUND

Key Knowledge

Sound is a type of energy. Sounds are created by **vibrations**. The louder the sound, the bigger the **vibration**.

Key Knowledge

Sound can travel through solids, liquids and gases. Sound travels as a **wave**, **vibrating** the **particles** in the medium it is travelling in. Sound cannot travel through a vacuum.

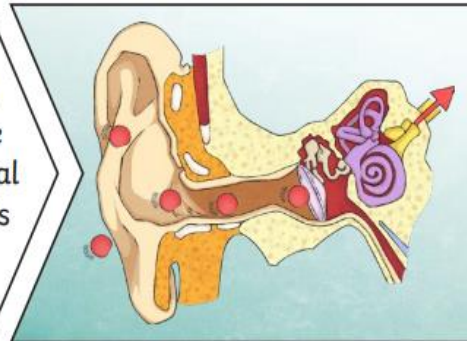
When you hit the drum, the drum skin **vibrates**. This makes the air **particles** closest to the drum start to **vibrate** as well.



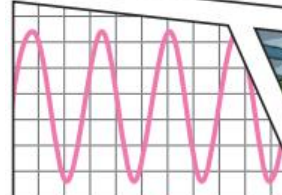
The **vibrations** then pass to the next air **particle**, then the next, then the next. This carries on until the air **particles** closest to your ear **vibrate**, passing the **vibrations** into your **ear**.



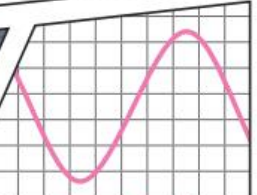
Inside your **ear**, the **vibrations** hit the **eardrum** and are then passed to the middle and then the inner **ear**. They are then changed into electrical signals and sent to your brain. Your brain tells you that you are hearing a sound.



Pitch is a measure of how high or low a sound is. A whistle being blown creates a **high-pitched** sound. A rumble of thunder is an example of a **low-pitched** sound.



Faster **vibrations** = higher **pitch**



Slower **vibrations** = lower **pitch**



Key Vocabulary

ear	An organ used for hearing.
particles	Solids, liquids and gases are made of particles . They are so small we are unable to see them.
distance	A measurement of length between two points.
soundproof	To prevent sound from passing through.
absorb sound	To take in sound energy. Absorbent materials have the effect of muffling sound.
vacuum	A space where there is nothing. There are no particles in a vacuum.
eardrum	A part of the ear which is a thin, tough layer of tissue that is stretched out like a drum skin. It separates the outer ear from the middle and inner ear . Sound waves make the eardrum vibrate .

Interesting facts about ears!



- 1-Your ears never stop hearing, even during sleep. Your brain just chooses to ignore sounds and vibrations.
2. Most living creatures hear with their ears, but not all! Snakes use their jawbones, male mosquitoes use their antennae, and fish 'hear' by responding to changes in pressure.
3. When you hold a seashell up to your ear, the sound you hear is blood running through the veins in your ear.

Chronological Understanding

Children will learn:

- When the Mayan civilisation was.
- To organise key events from the Mayan civilisation on a timeline with their AD/BC dates.



Historical Understanding

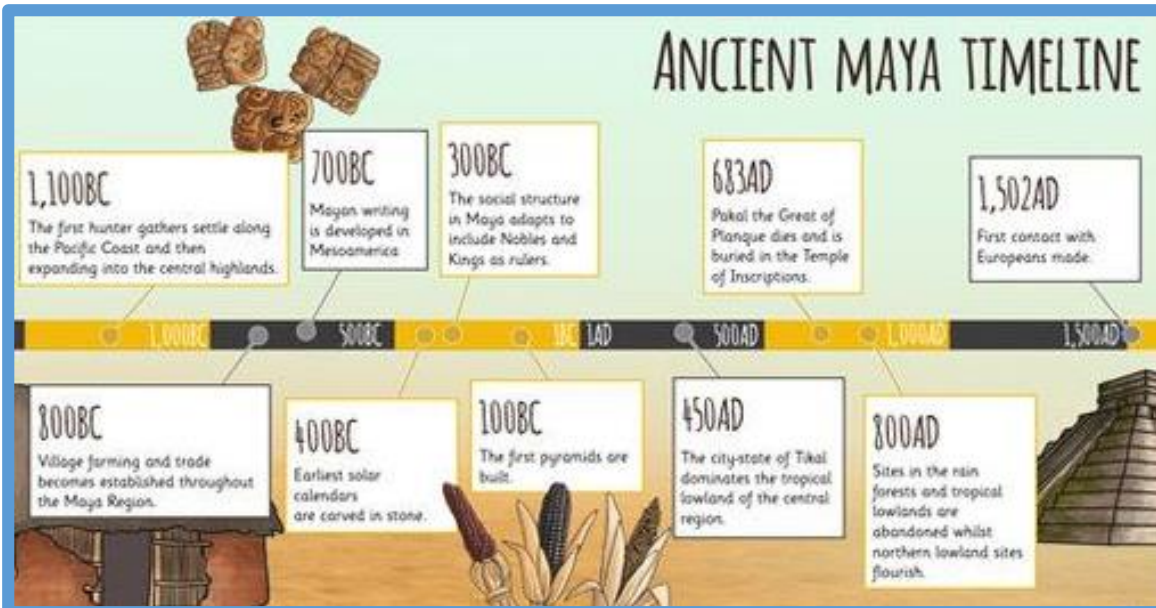
Children will:

- be able to explain how the Mayan ruins were discovered.
- Learn that the Mayans were organised into city states that were controlled by absolute monarchs.
- To explain the roles and status of different types of people in Mayan society.
- Be able to describe Mayan religious beliefs, including the need for blood sacrifices.
- be able to describe the Mayan number and writing systems, and the Mayan calendar

Historical Enquiry


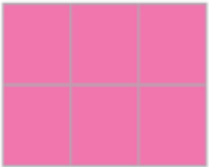
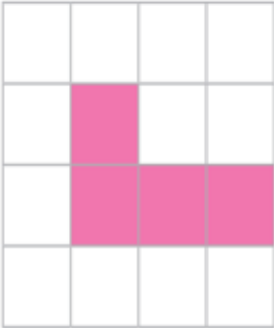

Children will be to:

- Explain how archaeologists use artefacts to learn about the past.
- Explain some of the methods archaeologists use to find out about the past.
- Look at historical places such as Star Carr and will be able to explain it's an important archaeological site.
- Use a variety of sources to answer questions about the past.





Area

Keywords	Measuring Area
area	We can count squares to find the area of a rectilinear shape.
right angle	 Area = 1 square
centimetres	 Area = 6 squares
metres	 Area = 4 squares
squares	
distance	
Rectilinear Figures	
millimetres	A rectilinear figure is a 2D shape whose sides all meet at right angles (90°).
kilometres	

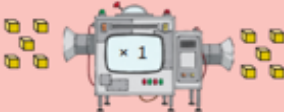
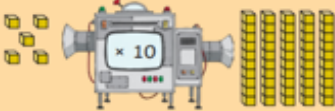
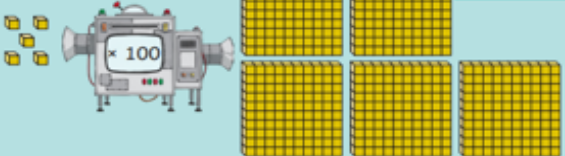
Area is the amount of space inside a closed 2D shape

Multiplication and Division

Key Vocabulary	Multiply Using Formal Written Methods																												
multiply	<table border="1"> <thead> <tr> <th>Th</th> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td></td> <td>5</td> <td>4</td> <td>3</td> </tr> <tr> <td>x</td> <td></td> <td></td> <td>4</td> </tr> <tr> <td></td> <td>1</td> <td>2</td> <td>(4 × 3)</td> </tr> <tr> <td></td> <td>1</td> <td>6</td> <td>0 (4 × 40)</td> </tr> <tr> <td></td> <td>2</td> <td>0</td> <td>0 0 (4 × 500)</td> </tr> <tr> <td></td> <td>2</td> <td>1</td> <td>7 2</td> </tr> </tbody> </table>	Th	H	T	O		5	4	3	x			4		1	2	(4 × 3)		1	6	0 (4 × 40)		2	0	0 0 (4 × 500)		2	1	7 2
Th	H	T	O																										
	5	4	3																										
x			4																										
	1	2	(4 × 3)																										
	1	6	0 (4 × 40)																										
	2	0	0 0 (4 × 500)																										
	2	1	7 2																										
groups of	<table border="1"> <thead> <tr> <th>Th</th> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td></td> <td>5</td> <td>4</td> <td>3</td> </tr> <tr> <td>x</td> <td></td> <td></td> <td>4</td> </tr> <tr> <td></td> <td>2</td> <td>1</td> <td>7 2</td> </tr> <tr> <td></td> <td>1</td> <td>1</td> <td></td> </tr> </tbody> </table>	Th	H	T	O		5	4	3	x			4		2	1	7 2		1	1									
Th	H	T	O																										
	5	4	3																										
x			4																										
	2	1	7 2																										
	1	1																											
lots of	Remember to move any regrouped numbers into the next column. After the next multiplication, add the regrouped number to the answer.																												
times																													
divide																													
share																													
remainder																													
factor																													
multiple																													
product																													

Multiplication and Division Facts												
x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Use Place Value to Multiply and Divide Mentally

	$5 \times 1 = 5$ $5 \div 1 = 5$
	$5 \times 10 = 50$ $50 \div 10 = 5$
	$5 \times 100 = 500$ $500 \div 100 = 5$

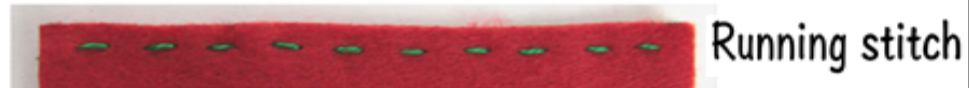
Year 4 Design and Technology – Autumn 2

Seasonal Stockings

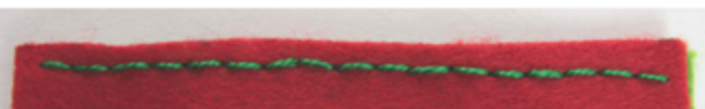
Crucial Knowledge Organiser

Design

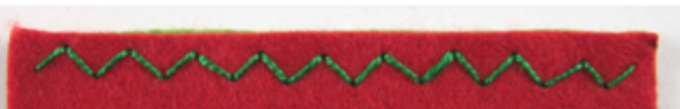
- ◆ I can follow a design to create a Christmas stocking.
- ◆ I can design a Christmas stocking incorporating a range of decorative techniques (*stitching and threading*).
- ◆ I can explain the difference between the function and visual appeal of a product (*function—suited for purpose. Visual—eye catching*).



Back stitch



Zigzag stitch



Evaluate

- ◆ I can evaluate the function and visual appeal of my finished Christmas stocking.
- ◆ I can evaluate the function and visual appeal of a variety of Christmas stockings.

FUNCTION



This relates to how suited it is to its purpose. Size, joins and fabric can affect this.

VISUAL APPEAL



This means how attractive and eye-catching it is! Colour, decoration and fabric can affect this.

Make

- ◆ I can use a template to cut out front and back pattern pieces.
- ◆ I can sew a button, bead, sequin or pipe cleaner onto a piece of fabric.
- ◆ I can embroider shapes and patterns into a piece of fabric.
- ◆ I can use appliqué to add decoration to a piece of fabric.
- ◆ I can use pins to temporarily fasten two pieces of fabric together.
- ◆ I can use running stick, back stitch, overstitch and zigzag stitch to join two pieces of fabric together.
- ◆ I can hide the finishing knot.
- ◆ I can identify a variety of decorative techniques that have been used to decorate Christmas stockings.

Does it meet the design criteria?

