

## Summer 2 Knowledge Organiser

### Class 3 - Year 3 & 4

#### Knowledge and Skills: The Bigger Picture

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>
<b>Maths</b>	<u>Unit 4 - Column Addition</u> <u>Unit 5 - Column Subtraction</u>	<u>Unit 8 - Review of Fractions (KS1)</u>	<u>Unit 9 - Unit Fractions</u>	<u>Unit 10 - Non-unit Fractions</u>	<u>Unit 11 - Fractions greater than 1</u>	<u>Unit 11 - Fractions greater than 1</u>	<u>Unit 11 - Fractions greater than 1</u>
<b>Reading</b>	<u>Jane's Jungle Journey/ Florence Nightingale</u> 2a - give/explain the meaning of words in context  2b - retrieve and record information/identify key details from fiction and non-fiction  2d - make inferences from the text/explain and justify inferences with evidence from the text	<u>The Centipede Song/The Tummy Beast</u> 2a - give/explain the meaning of words in context  2b - retrieve and record information/identify key details from fiction and non-fiction  2c - summarise main ideas from more than one paragraph	<u>Rocks/Deciduous and Evergreen Trees</u> 2a - give/explain the meaning of words in context  2b - retrieve and record information/identify key details from fiction and non-fiction  2c - summarise main ideas from more than one paragraph	<u>Black Britons/Remarkable Roman Army</u> 2a - give/explain the meaning of words in context  2b - retrieve and record information/identify key details from fiction and non-fiction  2c - summarise main ideas from more than one paragraph	<u>Storyteller of the skies/Storm at Sea</u> 2a - give/explain the meaning of words in context  2b - retrieve and record information/identify key details from fiction and non-fiction  2d - make inferences from the text/explain and justify inferences with evidence from the text	<u>How does the ear work/How do teeth work</u> 2a - give/explain the meaning of words in context  2b - retrieve and record information/identify key details from fiction and non-fiction  2c - summarise main ideas from more than one paragraph	
<b>Writing</b>	<u>Non-Chronological Report</u> Planning a non-chronological report  Writing a non-chronological report  Writing a non-chronological report  Editing a non-chronological report	<u>Twisted Tale - Goldilocks and the 3 Bears</u> What is a Twisted Tale?  Exploring the setting  Characterising Goldilocks  Creating Suspense  Planning the Twisted Tale	<u>Twisted Tale - Goldilocks and the 3 Bears</u> Writing the -build up  Building Character  Entering the Cottage  Developing Suspense  Independent Build-Up Write	<u>Twisted Tale - Goldilocks and the 3 Bears</u> Alternative Endings  Writing the Climax  Writing the Resolution  Independent Extended Write  Editing and Publishing	<u>Personal Letter to New Teacher</u> What makes a good letter?  Introducing Ourselves  Writing about Interests and Hobbies  What Helps Me Learn?  Sharing Achievements	<u>Personal Letter to New Teacher</u> Asking Questions  Looking Forward to September  Sharing Worries and Concerns  Drafting the Complete Letter  Editing, Improving and Publishing	
<b>Science</b> Animals including humans (3)	<u>What is reflected light?</u> To notice that light is reflected from surfaces.  <u>Is the Sun dangerous?</u> To understand the dangers of the light from the sun and forms of protection	<u>How does our skeleton help us?</u> To identify that humans have bones for support, protection, and movement.	<u>Do our bones affect what we do?</u> To set up a simple practical enquiry and communicate results.	<u>What do our muscles do?</u> To identify that humans have muscles for support, protection, and movement.	<u>Do all animals have the same skeleton?</u> To identify that some other animals have bones for support, protection, and movement.	<u>What types of nutrition do we need?</u> To understand that animals, including humans, need the right nutrition.	
<b>Geography</b> Local Study: Doncaster vs Rawcliffe		<u>Where are Rawcliffe and Doncaster?</u> To locate Rawcliffe and Doncaster on a range of maps.	<u>Physical features of Rawcliffe and Doncaster</u> To identify and compare physical geographical features.	<u>Human features of Rawcliffe and Doncaster</u> To identify and compare human geographical features.	<u>Using maps to compare places</u> To use maps and aerial photographs to compare Rawcliffe and Doncaster.	<u>Comparing Rawcliffe and Doncaster</u> To compare and evaluate the similarities and differences between Rawcliffe and Doncaster.	
<b>Religion and World Views</b> Signs and Symbols		<u>What are signs and symbols?</u> To understand what signs and symbols are and why people use them.	<u>Religious symbols and their meanings?</u> To investigate symbols used by different religions and understand their meanings.		<u>Symbols of belonging</u> To understand how symbols help people show belonging to groups.	<u>Why are symbols important?</u> To explain why signs and symbols are important to religious and non-religious groups.	

<b>PSHE</b> Safety & The Changing Body Transition	<u>Share Aware</u> To understand the benefits and risks of sharing material online.	<u>Privacy and Secrecy</u> To develop understanding of privacy and the difference between secrets and surprises.	<u>First Aid: Bites and Stings</u> To understand how to help someone who has been stung or bitten.	<u>Choices and Influences</u> To understand that the choices people can make and those which are made or influenced by others.	<u>First Aid: Emergencies (Year 3 only)</u> To understand the role they can take in an emergency. <u>Introducing puberty (Year 4 only)</u> To recognise the physical differences between children and adults.	<u>Road Safety (Year 3 only)</u> To develop an understanding of safety on or near roads. <u>Growing up (Year 4 only)</u> To recognise that change is part of growing up.	<u>Transition (Year 3 only)</u> To create goals to achieve in Year 4. <u>Transition (Year 4 only)</u> To understand the strategies that people use to cope with change.
<b>Music</b> Samba and Carnival Sounds (Theme: South America)			<u>Introduction to Samba</u> To recognise and identify the main features of samba music	<u>Pulse and Rhythm</u> To understand and play syncopated rhythms	<u>Samba Rhythms</u> To play syncopated rhythms as part of a group.	<u>Composing a break</u> To compose a basic rhythmic break.	<u>Samba performance</u> To perform rhythmic breaks within a samba piece.
<b>Design and Technology</b> Digital World: Mindful Moments Timer		<u>Analysing Timers</u> To evaluate existing products.	<u>Designing for the user</u> To develop design criteria.	<u>Programming the Timer</u> To program and control a product.	<u>Prototypes</u> To develop and communicate ideas.	<u>Brand Identity</u> To develop ideas through computer-aided design.	<u>An Exhibition</u> To consider feedback and evaluate.
<b>PE</b> Athletics Tee-ball	<u>Athletics</u> To develop the sprinting technique and improve your personal best. <u>Tee-ball</u> To understand the basic rules of tee-ball and strike a ball from a tee with control.	<u>Athletics</u> To develop changeover techniques in relay events. <u>Tee-ball</u> To throw and catch accurately when fielding.	<u>Athletics</u> To develop jumping techniques in a range of approaches and take off positions. <u>Tee-ball</u> To stop and return a ball effectively when fielding.	<u>Athletics</u> To develop throwing for distance and accuracy. <u>Tee-ball</u> To strike the ball into space using different directions.	<u>Athletics</u> To develop throwing for distance and pull throw. <u>Tee-ball</u> To apply batting and fielding skills during tee-ball games.	<u>Athletics</u> To develop officiating and performing skills. <u>Tee-ball</u> To demonstrate batting, fielding, and teamwork skills in competitive games.	
<b>Languages</b>	<u>Je voudrais</u> To understand the phrase 'Qu'est-ce que tu voudrais?' and use in appropriate contexts.	<u>The connective 'mais'</u> To create sentences using the language 'j'adore/je deteste...mais je voudrais'.	<u>C'est and the Hare and the Tortoise</u> To learn the high frequency phrase 'c'est' and use in sentences including 'j'adore/je deteste...' and 'mais'.	<u>Aussi</u> To ask questions with 'C'est qui?' and extend sentences with <i>et</i> and <i>aussi</i> .	<u>Numbers 1-15</u> To revise numbers 1-15. To learn how to pronounce the nasal phoneme 'on'.	<u>Days of the week</u> To revise 'j'adore/et toi?' and the days of the week. To learn how to pronounce the 'r' phoneme correctly.	
<b>Computing</b> Further coding with Scratch		<u>Exploring variables and conditions</u> To explore how variables and if statements are used in Scratch by identifying their purpose in a game.	<u>Using conditions and sensors</u> To use conditions and sensors to control what happens in a Scratch game.	<u>Planning a game</u> To create a variable to keep a score.	<u>Programming a game</u> To combine variables, if statements and sensors to program a multiplication game.	<u>Evaluating a game</u> To debug and evaluate a game by identifying and fixing errors.	
<b>Other</b>							