

Year 3/4

Charlie and the Chocolate Factory

	Mr Willy Wonka is the most extraordinary chocolate maker in the world. And do you know who Charlie is? Charlie Bucket is the hero. The other children in this book are nasty little beasts, called: Augustus Gloop - a great big greedy nincompoop; Veruca Salt - a spoiled brat; Violet Beauregarde - a repulsive little gum-chewer; Mike Teavee - a boy who only watches television. Clutching their Golden Tickets, they arrive at Wonka's chocolate factory. But what mysterious secrets will they discover? Our tour is about to begin. Please don't wander off. Mr Wonka wouldn't like to lose any of you at this stage of the proceedings...	
	<u>Non-Chronological Reports</u> <u>Adventure Stories</u> <u>Persuasion</u> <u>Working Scientifically</u> <u>Magnetism</u> <u>Interpreting Geographical Information</u> <u>Painting</u> <u>Take inspiration from the greats: Pop Art</u> <u>Cadburys World/ Chocolate Making Workshop/ Roald Dahl's House</u> <u>Compass work, mapping, temperature recording</u> <u>Outdoor and Adventurous</u> <u>Charanga: Dragon Song</u> <u>Presentation</u> <u>Blogging</u> <u>Education for a Connected World: Self-Image and Identity</u> <u>Y3: Numbers and Greetings</u> <u>Y4: Parts of the Body/ Zoo Animals</u> <u>Understanding Christianity: What is it like to follow God?</u> <u>Rights, Rules and Responsibilities</u> <u>Cit8 RR34</u> <u>What would I like to be when I am older? (aspirations)</u>	
Text Types		
Science		
Geography		
Art		
Residential/ Trips		
Outdoor Education Ideas		
PE		
Music		
Computing		
Online Safety		
French		
RE		
PSHCE		
Careers and Employability		



Key Features: Non-Chronological Reports

Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement. (Sharks are often seen around the coasts of Britain but they rarely attack people. In 2006, a man was surfing in Cornwall when he was badly bitten but it was the only incident recorded there for twenty years.)

Purpose: To provide detailed information about the way things are or were.		
To help readers/listeners understand what is being described by organising or categorising information.		
Generic structure	Language features	Knowledge for the writer
In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes: - an opening statement, often a general classification (Sparrows are birds); - sometimes followed by a more detailed or	- Often written in the third person and present tense. (They like to build their nests ... It is a cold and dangerous place to live.) - Sometimes written in the past tense, as in a historical report. (Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.) - The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for	- Plan how you will organise the information you want to include, e.g. use paragraph headings, a spidergram or a grid. - Gather information from a wide range of sources and collect it under the headings you've planned. - Consider using a question in the title to interest your reader (Vitamins – why are they so

Key Features: Narratives – Adventure

Specific features and structures of some narrative types

Children write many different types of narrative through Key Stages 1 and 2. Although most types share a common purpose (to tell a story in some way) there is specific knowledge children need in order to write particular narrative text types. While there is often a lot of overlap (for example, between myths and legends) it is helpful to group types of narrative to support planning for range and progression. Each unit of work in the Primary Framework (Fiction, Narrative, plays and scripts) provides suggestions for teaching the writing of specific forms or features of narrative. For example: genre (traditional tales), structure (short stories with flashbacks and extended narrative), content (stories which raise issues and dilemmas), settings (stories with familiar settings, historical settings, imaginary worlds) and style (older literature, significant authors).

Purpose: To entertain.		
Generic structure	Language features	Knowledge for the writer
Typically a recount or retelling of a series of exciting events leading to a high impact resolution. The most common structure is a chronological narrative. Building excitement as the hero faces and overcomes adversity is an important element, so more complex structures such as flashbacks are less common. Archetypal characters are the norm and much of the building tension comes from the reader predicting who or what represents the threat (the villain) and what is likely to go wrong for the hero.	An effective blend of action, dialogue and description develops archetypal characters who the reader will care about, at the same time as moving the plot along at an exciting pace. Description adds to the sense of adventure by heightening the reader's awareness, e.g. a sense of potential danger (The cliffs were high and jagged ...) or dropping clues to encourage involvement through prediction (The captain welcomed them aboard but his eyes were narrow and cruel-looking ...)	Create characters your readers will have a strong opinion about. Make the reader like your hero so they want him/her to succeed. Create a villain that is a good match for the hero, someone the reader definitely doesn't want to win in the end. Don't forget that villains we dislike most often work in subtle ways. They do sneaky, mean things that they might just get away with.
Longer narratives build tension in waves, with one problem after another accelerating the adventure in several sections or chapters, with the high point of tension near the end. The story can take place in any setting where there is the potential for adventure through a danger or	Dialogue is an element of characterisation but is used more to advance the action than to explore a character's feelings or motivation. "What was that noise? Did you hear it too?" Language usually has a cinematic quality, with	Keep the plot moving but vary the pace: - use fast-moving action to create excitement at a high point; - slow things down a little with description or dialogue when you



threat. ICT 'adventure' texts often employ different structures, allowing the user to select different routes through the order of events, sometimes with different resolutions that depend on the choices made by the reader.	powerful, evocative vocabulary and strong, varied verbs for action scenes. (He leaped from his horse, charged into the banquet hall and hurtled himself onto the table where the prince was devouring a chicken.)	want to build tension and create suspense. Can you surprise the reader at the end? Perhaps someone who seemed insignificant saves the day and turns out to be a real hero, or perhaps a character that appeared good and helpful turns out to be two-faced.
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"A good education is the best security for the future. Inspiring a love of learning through the bonds of family, faith and friendship."

Key Features: Persuasion

Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts.

Purpose: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.		
Generic structure	Language features	Knowledge for the writer
- An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea.) - Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) - A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... it's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)	- Written in simple present tense. - Often refers to generic rather than specific participants (Vegetables are good for you. They ...). - Uses logical rather than temporal connectives (This proves that ... So it's clear ... Therefore ...). - Tends to move from general to specific when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.) - Use of rhetorical questions. (Do you want to get left behind in the race to be fashionable? Want to be the most relaxed person in town? So what do you have to do to?)	- Decide on the viewpoint you want to present and carefully select the information that supports it. - Organise the main points to be made in the best order and decide which persuasive information you will add to support each. - Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. - Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. - Try to appear reasonable and use facts rather than emotive comments. - Choose strong, positive words and phrases and avoid sounding negative. - Use short sentences for emphasis. - Use techniques to get the reader on your side: ➤ address them directly (This is just what

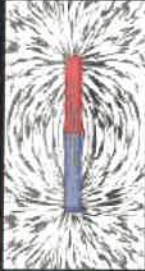
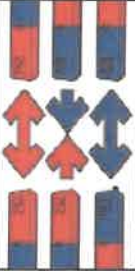
	Text is often combined with other media to emotively enhance an aspect of the argument, e.g. a photo of a sunny, secluded beach, the sound of birds in a forest glade or a picture of a cute puppy.	- you've been waiting for.); - adopt a friendly and informal tone; - use memorable or alliterative slogans (Happy Holidays at Hazel House); - use simple psychology to appeal to the reader's judgement. (Everyone knows that ... Nine out of ten people agree that ... Choosing this will make you happy and contented. You'd be foolish not to sign up.) - Re-read the text as if you have no opinion and decide if you would be persuaded. - Remember that you can use persuasive writing within other text types.
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Science Knowledge Organisers: Magnetism (Year 3/4)



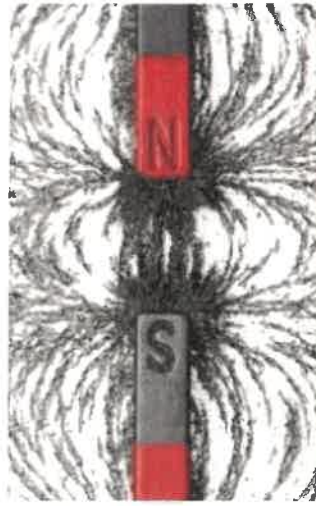
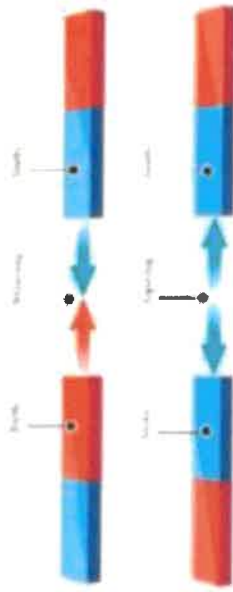
Knowledge Organiser: Magnetism (Year 3 and 4)

Key Knowledge		Key Vocabulary
 A magnetic field is invisible. You can see the magnetic field here though. This is what happens when iron filings are placed on top of a piece of paper with a magnet underneath.	Like poles repel. Opposite poles attract.  The needle in a compass is a magnet. A compass always points north-south on earth.	Magnet An object which produces a magnetic force that pulls certain objects towards it. Magnetic field The area around a magnet where there is a magnetic force which will pull magnetic objects towards the magnet. Poles North and south poles are found at different ends of a magnet. Repel Repulsion is a force that pushes objects away. For example, when a north pole is placed near the north pole of another magnet, the two poles repel (push away from each other). Attract Attraction is a force that pulls objects together. For example, when a north pole is placed near the south pole of another magnet, the two poles attract (pull together). Propel The act of driving or pushing forward.
Magnetic ✓  These objects contain iron, nickel or cobalt. Not all metals are magnetic.	Non-magnetic ✗  These objects do not contain iron, nickel or cobalt.	Key Scientists/ People/ Dates/ etc Michael Faraday FRS (1791–1867) was an English scientist who contributed to the study of electromagnetism and electrochemistry. 



Bar Magnet Horseshoe Magnet Disc Magnet

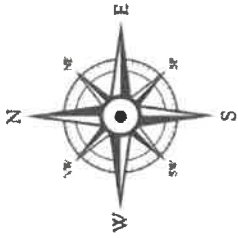
Magnets have north and south poles. These attract each other but two north or two south poles repel each other.



Magnetism

Magnetic		Non-Magnetic	
	screwdriver		sponge
	nail		plastic blocks
	paper clips		wood
	spoon		glass
	needle		brick
	knife		teddy bear
			steel cutting
			
			shell

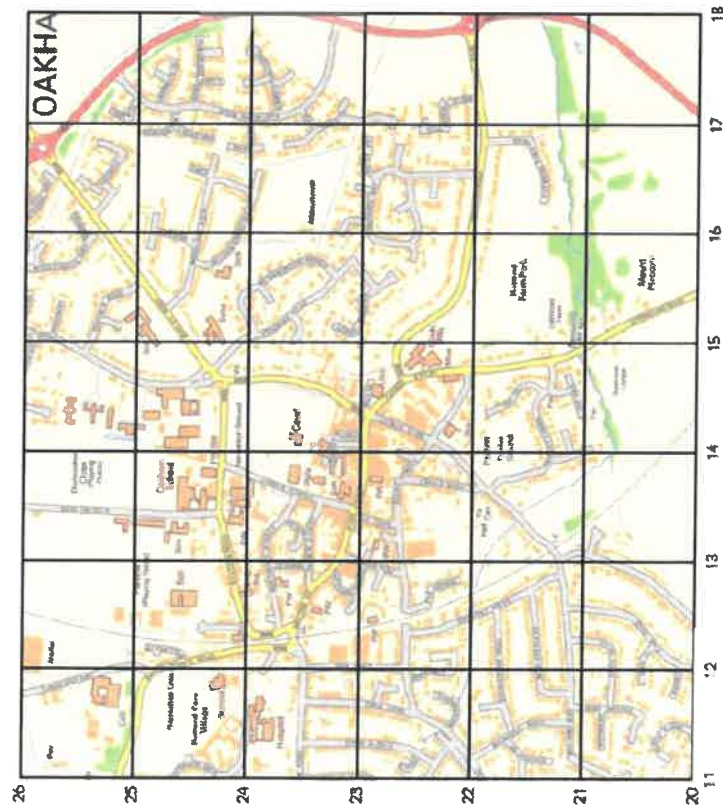
Geography Knowledge Organisers: Interpreting Geographical Information (Year 3/4)

Knowledge Organiser: Interpret Geographical Information Year 3 and 4	
Key Knowledge	Key Vocabulary
Use maps, atlases, globes, digital mapping to locate countries studied.  Locate countries close to the United Kingdom, for example: France, Spain, Belgium and The Netherlands. As well as other key countries in Europe, for example: Greece, Germany and Italy. Locate key countries outside of Europe for example: America, Egypt, Brazil, Australia, China. 	 Atlas A book of maps. Globe Spherical map of the world. United Kingdom England, Scotland, Wales and Northern Ireland Key Symbols used on a map or plan. Ordnance survey A very detailed map of an area of Britain or Ireland. Grid reference A map reference indicating a location in terms of a series of vertical and horizontal grid lines identified by letters and numbers. Use 8 points of a compass and 4 figure grid references. 

Key Knowledge (continued)

To use simple symbols and key on OS maps.

Ordnance Survey is Britain's mapping agency. OS create up to date and accurate maps depicting the landscape's human and physical features.



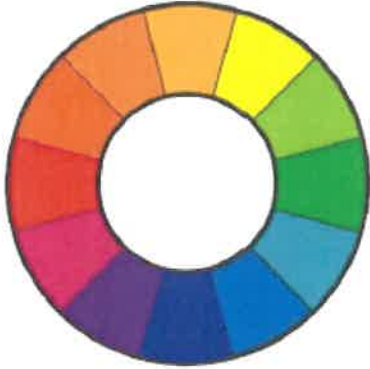
OS Map Symbols									
Railway Station	Level Crossing	Motorway	Track or walk road	Footpath	Inefficiency	Industrial Tank/Large Petroleum Tanks (aboveground)	Museum	Museum	Museum
Camp site	Village	Public area	Access information point	Building of historic interest	Remains/ruins/ruined site	Remains/ruins/ruined site	Remains/ruins/ruined site	Remains/ruins/ruined site	Remains/ruins/ruined site
Sea of islands	Castle/fort	Cultural/heritage monument	Harbour/estuary	Rugby pitch	Rugby pitch	Rugby pitch	Rugby pitch	Rugby pitch	Rugby pitch
Ancient road boundary and fort	Ancient road boundary and fort	Cycle path	Information centre	Telephone	Parking	Parking	Parking	Parking	Parking
Place of worship with tower	Place of worship	Place of worship	Youth hostel	School	Post office	Post office	Post office	Post office	Post office
Place of worship with tower	Place of worship	Place of worship	Marking information line	Quarry	Quarry	Quarry	Quarry	Quarry	Quarry
Place of worship with tower	Place of worship	Place of worship	Marking information line	Quarry	Quarry	Quarry	Quarry	Quarry	Quarry
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Place of worship with tower	Place of worship	Place of worship	Marking information line	Quarry	Quarry	Quarry	Quarry	Quarry	Quarry
Place of worship with tower	Place of worship	Place of worship	Marking information line	Quarry	Quarry	Quarry	Quarry	Quarry	Quarry
Place of worship with tower	Place of worship	Place of worship	Marking information line	Quarry	Quarry	Quarry	Quarry	Quarry	Quarry

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Art and Design Knowledge Organisers: Painting (Year 3/4)

Knowledge Organiser: Painting Y3 and Y4



Primary Colours

Red

Blue

Yellow

Secondary Colours

Orange

Purple

Green



Watercolour paints

Key Vocabulary

Wash	A light see-through layer of colour that provides the background to a painting.
Background	Parts of the picture that are in the distance and behind the main details.
Technique	Ways that materials are used to make different effects such as colours, lines and shapes.
Mood	How a picture makes you feel or how the artist is trying to make you feel.
Watercolour	Paints made by mixing pigments and water. Pigments are the powders that give paint the colour.
Detail	The smaller parts of an object or picture that make it look more realistic or more interesting.
Texture	Describes something feels or how it looks like it might feel if you touch it.

Key Knowledge

Different sizes and shapes of brush will create different effects on shape, texture, pattern and line.

A background wash is a light layer of colour behind the main detail of a picture. Watercolour paints are effective for creating background washes.

Moods can be created by using different colours or combinations of colours and different techniques.

Adding detail onto a painting can make it look more interesting and more realistic.

Different techniques can be combined to make a piece of art work more interesting or change the texture.

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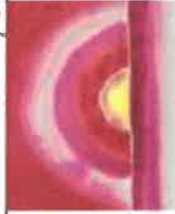
Mood or Atmosphere

Calm, content, peaceful, relaxed, tranquil.
 Cheerful, happy, joyful, romantic.
 Depressed, gloomy, miserable, sad, tearful, unhappy.
 Aggressive, angry, chilling, dark, distressing, frightening, violent.
 Energetic, exciting, stimulating, thought-provoking.
 Boring, dull, lifeless

Brush Effects



Famous artists and paintings

Sea View by J.M.W. Turner	
	
Wing of a Blue Roller by Albrecht Durer	
	
Sunrise by Georgia O'Keeffe	
	
Raumarchitektur by Paul Klee	
	

<https://www.arts.org.uk/ids>

<https://www.nationalgallery.org.uk/>

How to create a watercolour wash

Dip your brush into the water and then into your first colour.



Watercolour Wash Step 1

Sweep your brush from one side of the paper to the other.



Watercolour Wash Step 2

Sweep your brush across the page under your first colour.



Watercolour Wash Step 4

Keep going until the page is covered in colour.



Watercolour Wash Step 5

Dip your brush into the water and choose another colour.



Watercolour Wash Step 3

Here are some examples of different effects that you can create.



Art and Design Knowledge Organisers: Pop Art (Year 3/4)

Knowledge Organiser: Pop Art Y3 and Y4

What is Pop Art?

Pop Art developed in The United Kingdom and The United States of America during the mid to late 1950s.

It includes images from comics, magazines and advertising as well as every day objects.

Pop Art Portraits



They are going to use a photograph to make a Pop Art portrait.



Use bright colours for colour in your photograph, but make sure the details and features are still clear.



Overhead colours work best. It is OK to colour your hair grey!



Use a different combination of colours for each photo to make them look really different.

Key Vocabulary

Pop	Something that is popular.
Bold	Strong and bright.
Outline	A line that goes around the edge of the image and helps it to stand out.
Alternative	Something that is not traditional and is more unusual.
Comic Strip	A sequence of drawings that tell a story.
Portrait	A painting, drawing or photograph of a person.
Image	A still picture.

Key Knowledge

Pop Art became particularly popular when Andy Warhol started to produce his work in this style.

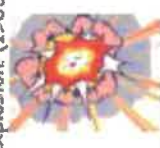
The Pop Art period started about 70 years ago.

Famous Pop Artists include Andy Warhol, Roy Lichtenstein and James Rosenquist.

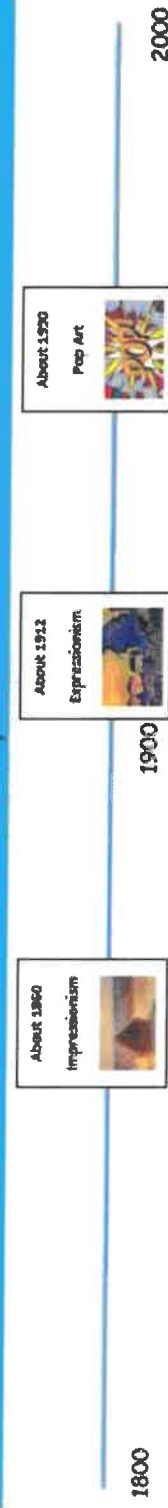
Bright colours, bold outlines and repeated images are commonly used in Pop Art.

Pop Art often shows a sense of humour and is classed as alternative.

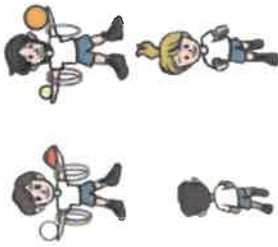
Famous Pop Art Artists and their Work

Andy Warhol 	Campbell's Soup Cans (1962) 	Marilyn (1964) 	Coca Cola 3 (1962) 
Roy Lichtenstein 	Whaam! (1963) 	Explosion! (1965) 	Brushstroke (1965) 
James Rosenquist 	Marilyn (1974) 	World's Fair Mural (1964) 	Dishes (1964) 

Art History Timeline



Physical Education Knowledge Organisers: Outdoor and Adventurous (Year 3/4)

Knowledge Organiser: OAA Year 3/4	
Key Knowledge Team building games are a great tool for helping children learn to work together, listen carefully, communicate clearly and think creatively. They also give children the chance to get to know each other, build trust and develop vital life skills. Why OAA? Children learn to: - Develop map reading skills - Accurately follow and give instructions - Work collaboratively - Develop navigational skills and map reading skills - Plan and implement strategies to solve problems - Understand how to use, follow and create a simple map or diagram Key Skills: Physical - Balance - Running 	Key Vocabulary Orientate To find your location in relation to a map Control Is what the pupils are looking for and are referenced on a map Course The route chosen for the controls which need to be visited in order Symbol A sign, shape or object representative of different features on a map, ie a triangle for a mountain Navigate Plan and direct a course especially using a map or instruments Collaborate Work jointly on a project or activity Grid A network of lines that cross each other to form a series of squares or rectangles Route A way or course taken in getting from a starting point to a destination Map A diagram representation of an area of land or sea showing physical features, cities, roads etc.
Key People/ Dates/ etc  Bear Grylls 7th June 1974— Edward Michael Grylls OBE, better known as Bear Grylls, is a British former SAS serviceman, survival instructor, and honorary lieutenant-colonel, and, outside his military career, an adventurer, writer, television presenter and businessman.	



Key Knowledge (continued)



- Camp site
- Carevan site
- Garden
- Golf course or links
- Information centre, all year / seasonal
- Nature reserve
- Parting, Part and ride, all year / seasonal
- Picnic site
- Selected places of tourist interest
- Telephone, public / motoring organisation
- Viewpoint
- Visitor centre
- Walks / Trails
- Youth hostel



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Music Knowledge Organisers: Dragon Song (Year 3/4)

Knowledge Organiser – The Dragon Song – Year 3, Unit 4

1 – Listen and Appraise: The Dragon Song

Themes: Kindness, respect, friendship, acceptance and happiness.

Instruments/voices you can hear: Keyboard, drums, bass, a female singer.

Do the words of the song tell a story? Does the music create a story in your imagination? What story?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using

up to 3 notes – G + A.

Bronze: no notes | Silver: G, sometimes A |

Gold: G + A challenge.

Which challenge did you get to?

Singing in 2 parts.

Play instrumental parts with the song

by ear and/or from notation using the

easy or medium part. You will be using up

to 3 notes – G, A + B. Which part did you play?

Improvise using up to 3 notes – G, A + B.

Bronze: G | Silver: G + A | Gold: G, A + B challenge.

Which challenge did you get to?

Compose a simple melody using simple rhythms

choosing from the notes G, A + B or D, E, G, A + B.

(Pentatonic scale)

3 – Perform & Share

Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions

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About this Unit

Themes: Traditional Folk tunes from around the world, celebrating our differences and being kind to one another.

Fact/info: This song tells the story of Lesley the Dragon who flies around the world in search of friendship. Think about the issues of kindness, respect, friendship, acceptance and happiness. Use your imaginations to create your own performance of the song.

Listen to 5 folk melodies from around the world:

- Birdsong – Chinese Folk Music
- Valshneve Jawa – A Hindu Song
- A Turkish Traditional Tune
- Altutaki Drum Dance from Polynesia
- Zebaidir Song from Sudan

Vocabulary: Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody

Reflection

This song will help you to think about many things, including the respect we must have for each other and the environment.

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?



Computing Knowledge Organisers: Multimedia (Year 3/4)

Knowledge Organiser: Year 3 and 4 Multimedia

Key Knowledge



You can rotate, resize and invert images.



Click to edit Master title style

You can use the PowerPoint program to present your ideas.



Print screen is a keyboard function that takes a quick "snapshot" of a computer screen, copying it to the clipboard. By pressing the labeled key, then opening a paint or image program, the screenshot can be pasted in as an image file, and from there, it can be saved or printed.

Key Vocabulary

Purpose	The reason something is done or created.
Font	The style of writing.
Paste	Used in conjunction with 'copy' to use the same information again.
Save	Allow your creations to be stored so you can use them again.
Open	Retrieve the work that you have saved.
Edit	To correct, condense or modify your work.
Outcome	To final product or end result.
Audience	The reader—this could be an individual or a group of people.



An app called I Can Animate can be used to create your own animations.

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"The more that you read, the more things you will know. The more that you learn, the more places you'll go." — Dr. Seuss,



"A cord of three strands is not easily broken." Ecclesiastes 4:12
Inspiring a love of learning through the bonds of family, faith and friendship.

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Text can be used in different ways to create different effects.

FONT, **Size**, **bold**, *italics*, underlines, and **colour** can all be used to add effect.

Practice your Home Keys



Home Keys ASDF JKL;

When typing, your fingers should rest on the home keys (the middle row) with your thumbs on the space bar. Typing quickly and accurately is an important skill.

Computing Knowledge Organisers: Online Tools (Year 3/4)

Knowledge Organiser: Computing—Online- Year 3/4	
Key Knowledge Blogging Children will learn to blog and navigate their class blog page. We can use laptops, I-Pads and other devices can be used to add comments to the blog. Internet research The children will learn to type in a URL to find a website. We will add our these to the favourites list. folksworth.cambs.sch.uk/website We will use a search engine to find a range of media, e.g. images, texts. When researching, the children will talk about the reliability of information on the Internet, e.g. the difference between fact and opinion. Emails Using Microsoft Office 365 Outlook, the children will log into their email account, open, create and send emails. They will also learn to attach files, download and save files from an email and email more than one person (reply to all).	Key Vocabulary internet An international computer network connecting other networks and computers blog A website where an individual person, or people representing an organisation, write regularly about recent events or topics that interest them, usually with photos and links to other websites that they find interesting device An object or a piece of equipment that has been designed to do a particular job e.g. Smart phone, I-Pad, Kindle, laptops. search engine A computer program that searches the internet for information, especially by looking for documents containing a particular word or group of words hyperlink A place in an electronic document that is connected to another electronic document or to another part of the same document. website A set of pages on the internet, where a company, an organisation, or an individual person, puts information web address The address where information is located on the internet. Also known as URLs- Universal Resource Locator navigate To look around the web using links Username / Password Special information which allows you to log into a personal account. E-mail A way of sending messages and data to other people by means of computers connected together in a network



French Knowledge Organisers (Year 3/4 and Year 5/6)

FRENCH: YEAR 3/4 KNOWLEDGE ORGANISER

Greetings and Basic Questions/ Answers		Colors and Animals	
Bonjour - Hello Bonsoir - Good evening/ Good night Bonne soirée - Good evening Encore-encore! - Encore me Ça va? - How are you? Ça va bien - I'm doing well Pas mal - Not bad Et toi? - And you? Oui - Yes Non - No	 Comment tu t'appelles? - What's your name? Je m'appelle... - My name is... Où habites-tu? - Where do you live? France - France Quel âge as-tu? - How old are you? J'ai... ans - I am... years old Au revoir - Goodbye Salut - Bye Bonne soirée - Have a nice evening Bonne journée - Have a nice day Si t'as besoin - Please Merci - Thank you	 COULEURS (colors) ANIMAUX (animals)	Colors: rouge - red orange - orange rose - pink marron - brown pourpre - purple gris(e) - grey blanc - white bleu(e) - blue noir(e) - black vert(e) - green violet(te) - violet jaune - yellow Animals: cheval - horse éléphant - elephant hamster - hamster souris - mouse chat - cat chien - dog lapin - rabbit serpent - snake oiseau - bird hérisson - hedgehog abeille - bee escargot - snail

The Alphabet and Days of the Week	
L'ALPHABÈTE (THE ALPHABET) A - ah B - bag C - ca D - day E - eh F - ef G - gay H - ah I - ee J - jee K - kay L - el M - em N - en O - oh P - pay Q - oo R - ar S - es T - tay U - oo V - vay W - double-vay X - ih Y - ee-gh Z - zed	JOURS DE LA SEMAINE (DAYS OF THE WEEK) lundi - Monday mardi - Tuesday mercredi - Wednesday jeudi - Thursday vendredi - Friday samedi - Saturday dimanche - Sunday Mon anniversaire est en... My birthday is in...

Adjectives	
Masculine Petit - Small Grand - Big/Tall Jeune - Young Vieux - Old Gentil - Nice Bon - Good Facile - Easy Intelligent - Intelligent Beau - Handsome Fort - Strong	Feminine Petite - Small Grande - Big/Tall Jeune - Young Vieille - Old Gentille - Nice Bonne - Good Facile - Easy Intelligente - Intelligent Belle - Beautiful Forte - Strong

Adjectives Rules:

- Most French adjectives are placed after the noun (the word that they describe).
- The only adjectives that do not do this are the **BANCS** adjectives (adjectives about beauty, age, number, goodness, or size).
- Spelling of French adjectives can change depending on the number and gender of the noun that they describe.

Number Line

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." — Dr. Seuss,



A card of these animals is not really broken. *Coccolabbe 4.12
 Inspiring a love of learning through the
 bonds of family, faith and friendship.



FRENCH: YEAR 3/4 KNOWLEDGE ORGANISER



Body Parts and Personality

Les cheveux - Hair

La tête - Head

Les yeux - Eyes

L'oreille - Ear

La nez - Nose

Le bouchon - Mouth

Le bras - Arm

La main - Hand

Le ventre - Stomach

La jambe - Leg

Le pied - Foot



Intelligent -

Malin -

Cerveille - Mind

Traître - Sly

Bavarder - Chatty

Calm - Quiet

Méchant - Mean

Fort - Strong

Suspense - Suspense

Branché - Cool

Faible - Weak

Family and shapes

FAMILLE
(family)



grand-père -

grandfather

grand-mère -

grandmother

ami - friend

frère - brother

père - father

fils - son

mari - husband

sœur - sister

mère - mother

filles - daughter

femme - wife

cousin(e) - cousin

LES FORMES
(shapes)



Le pentagone -

pentagon

Le hexagone -

hexagon

Le triangle -

triangle

L'ovale - oval

L'étoile - star

Le cercle - circle

Le carré - square

Le rectangle -

rectangle

Months and seasons

MOIS (MONTHS)

janvier - January

février - February

mars - March

avril - April

mai - May

juin - June

juillet - July

août - August

septembre - September

octobre - October

novembre - November

décembre - December

Saisons (SEASONS)

Le printemps - Spring

l'été - Summer

l'automne - Autumn

l'hiver - Winter



-Mon anniversaire est en... My birthday is in...

-The formal way of writing the date is day, then

date, then month. For example, you would write:

mardi, 18 avril (Tuesday, 18 April).

Verbs and Verb Forms

PARLER
(to speak)



je parle - I speak

tu parles - you speak

il parle - he speaks

elle parle - she

speak

vous parlez - you speak

ils parlent - they speak (m)

elles parlent - they speak (f)

JOUER
(to play)



je joue - I play

tu joues - you play

il joue - he plays

elle joue - she plays

vous jouez - you play

ils jouent - they play (m)

elles jouent - they play (f)

PENSER
(to think)



je pense - I think

tu penses - you think

il pense - he thinks

elle pense - she

thinks

vous pensez - you think

ils pensent - they think (m)

elles pensent - they think (f)

MARCHER
(to walk)



je marche - I walk

tu marches - you walk

il marche - he walks

elle marche - she

walks

vous marchez - you walk

ils marchent - they walk (m)

elles marchent - they walk (f)

AVOIR
(to have)



j'ai - I have

tu as - you have

il a - he has

elle a - she has

vous avez - you have

ils ont - they have (m)

elles ont - they have (f)

ÊTRE
(to be)



je suis - I am

tu es - you are

il est - he is

elle est - she is

vous êtes - you are

ils sont - they are (m)

elles sont - they are (f)

Number Line



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