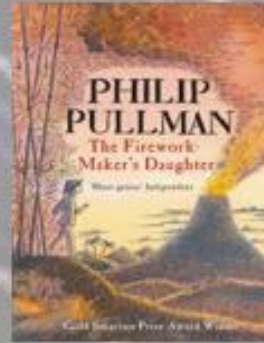


English

We are reading the text 'The Fireworks Maker's Daughter' and we will be writing a character description. We will also be writing a persuasive letter too.

Writing Focus:
Setting description
Grammar Focus:
Expanded noun phrases
Past tense verb



Values & PHSE We will focus on the values of Patience and Peace. Jigsaw –Celebrating Differences. We will explore what makes us unique, learn to respect others' differences and understand how to be kind, inclusive and supportive friends.

Maths

This term, we will focus on multiplication and division. We will focus on times tables. We will recall and build the times tables to ensure we are all confident in them. **See Knowledge Organiser for Maths.**

PE

We will follow Get set 4 PE with a focus on developing our ball skills and exploring yoga to improve balance, strength and flexibility **See Knowledge Organiser for PE**



Year 3/4
Term 2 2025

From Stones to Swords

Reading

Children are rewarded every 20 reads with a new rainbow reading book mark. We expect children to read at least 4 times a week.

Design and Technology

In Design and Technology, we will be learning about mechanical systems. We will explore how pneumatic systems work and use air to create movement. Then, we will design and make our own pneumatic toys!

Computing

Information Technology – We will be focussing on unpacking hardware and software. Online Safety: Online Bullying.

History

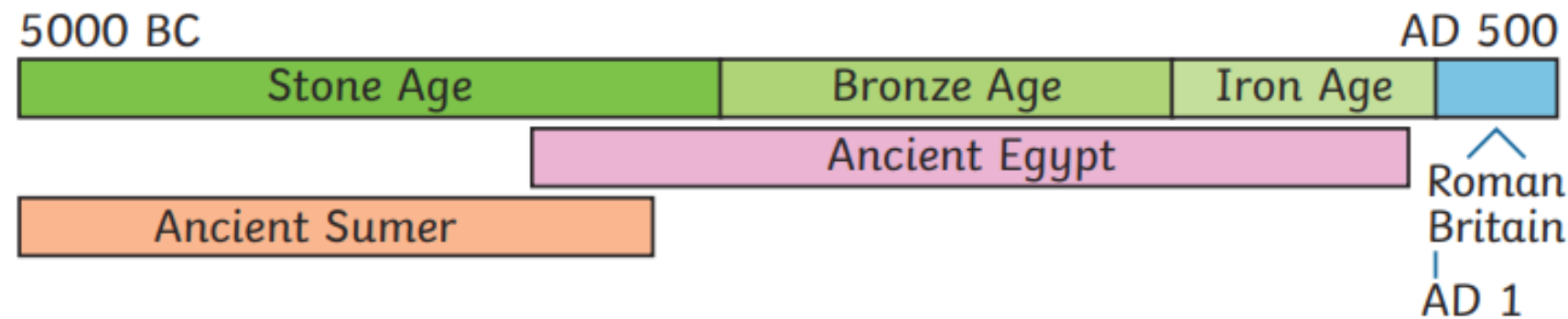
We are learning about the Celts. We will explore where they fit on the timeline of history, what their homes were like — especially their roundhouses — and the different festivals they celebrated. This will help us understand more about their daily life, beliefs, and culture. **See Knowledge Organiser for History.**

Science - Forces

We will be learning about forces. We will carry out experiments to explore how forces like push, pull, friction, and gravity work. This will help us understand how objects move and what affects their motion. **See the Knowledge Organiser for Science.**

From Stones to Swords - Celtic Britain

Timeline



The Iron Age in Britain started around 800 BC. It followed the Bronze Age after iron began to be used for making weapons and tools - it was stronger than bronze and easier to work with. The Iron Age continued in Britain about 800 years until the Romans invaded in AD 43.

Hillforts



The Iron Age people lived in farming communities in hillforts. These hillforts allowed hundreds of people to live together in a village where they could live off the land.



Crops such as barley, oats and wheat were grown. Cows, pigs, goats and sheep were farmed for milk, meat and wool. Deer, wild boar and fish were hunted. Berries, nuts and plants were gathered.



Warriors

Celtic warriors would have usually fought with a long sword or shield and an oval, wooden shield. They often went into battle wearing blue warpaint.

Clothing

Men wore a T-shaped tunic made from wool or linen with trousers and a belt. Women wore floor-length skirts or dresses with a cloak pinned with a brooch.

Woollen clothes would have been dyed with natural colours from berries and plants. Celts often wore jewellery made from bronze, silver, gold and tin. Checked and striped patterns were often worn.

Key Vocabulary

Prehistoric	A time before historical records began.
Celts	The name given to people who lived in Europe during the Iron Age.
Hillfort	A defended settlement built on hilltops.
Wattle and daub	A mixture of animal dung, clay and straw.
Bronze	A type of metal made from copper and tin to make it harder and more durable.
Roundhouse	A circular dwelling.
Invader	Invaders enter a country by force with the intention of conquering it. Invaders may take land.
Settlement	A place which has typically been uninhabited, where people establish community.

Religion

Iron Age Celts believed in over 400 gods or goddesses that they thought lived in rivers, woodlands, lakes and other natural places.

Druids were priests and religious leaders. They carried out religious rituals and were the only people who could communicate with the gods.

During religious festivals and rituals, sacrifices of food, precious objects and even humans were given to the gods in the hope that this would keep them happy.

Druids also had other important roles such as those similar to doctors (using plants for medicine), judges (sorting out disagreements within the tribes) and using nature to predict the future.

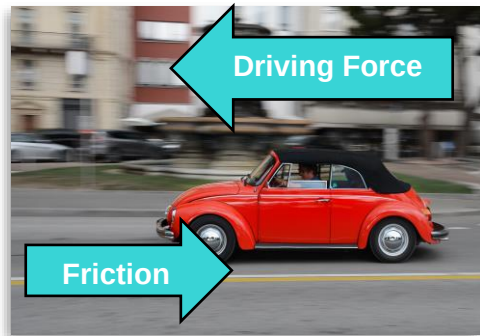
Roundhouses

Roundhouses were typical Iron Age circular houses. Some were very large, often housing lots of people living together. They had a timber frame, wattle and daub walls and a thatched roof. There would be a fire in the centre for cooking, light and warmth. Beds were made from hay or feather mattresses and animal skin or woollen blankets.



Forces

Forces in Action



Mass and Weight

The mass of an item can be measured in grams (g) or kilograms (kg). Weight is how much force is needed to pull an object and is measured in Newtons (N).

Scientists

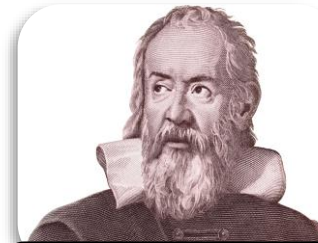
Sir Isaac Newton



Galileo Galilei



Sir Isaac Newton developed his theory of gravity.



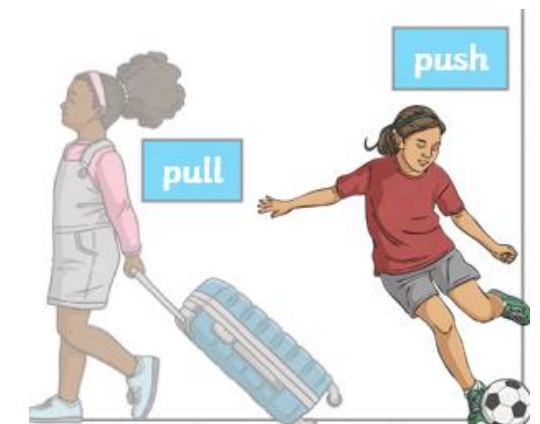
Galileo conducted experiments to test mass.



Newton theorised that a force must pull objects downwards after observing an apple fall from a tree. This sparked curiosity about why objects fall downwards rather than sideways or upwards.

Galileo suggested that, if he were to drop two balls of different masses from the top of the Leaning Tower of Pisa with no air resistance to slow their fall, both balls would hit the ground at the same time.

Forces can be categorised into pushes or pulls.

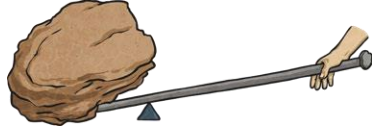
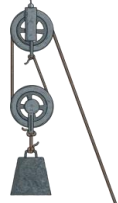


Forces

Key Vocabulary

force	A force is a push or pull that can cause an object to start or stop moving or change its speed, direction or shape.
gravity	Gravity is a pulling force exerted by the Earth (or any object with mass).
newton (N)	The newton (N) is a unit of measurement used to measure force, named after Sir Isaac Newton.
Sir Isaac Newton	An English physicist and mathematician.
Galileo Galilei	An Italian scientist and the first astronomer.
friction	Friction is a contact force that occurs between two touching surfaces that are either trying to move or are already moving across each other.
air resistance	Air resistance is a form of friction that occurs between air and an object moving through it. It can also be referred to as 'drag'.
water resistance	Water resistance is a type of friction that happens when water (or any liquid) pushes against an object moving through it.
streamlined	Streamlined objects have a shape that allows them to move more efficiently through air or water by reducing resistance.
mechanism	A mechanism is the smaller moving parts of a machine.
lever	A lever is a mechanism that uses a small force to move a heavier load by pivoting on a fixed point.
pulley	A pulley is a wheel (or set of wheels) over which a rope is looped, used to lift heavy objects with less effort.
gear	Gears are wheels with teeth that lock together and turn each other to transfer motion.

Mechanisms

Levers 	A lever has three main parts: the pivot point (where the lever rotates); the force applied to one end; and the load (object or resistance) being moved at the other end. The distance between the pivot and where the force is applied affects how easy it is to lift the load.
Pulleys 	A pulley with a single wheel allows you to change the direction of the force applied when lifting. The more wheels added to a pulley system, the less force is needed to lift the load. For example, adding a second wheel halves the amount of force required.
Gears 	When gears are connected, they always rotate in opposite directions, allowing them to change the direction of motion. If the first gear is larger than the second, the second gear will rotate faster, increasing the speed of motion.



Streamlined shapes have a pointed front and a low, curved back to allow them to cut through air or water more efficiently, enabling faster movement.



Forces can be both helpful and unhelpful. For example, **air resistance** helps a plane stay in the air but it also opposes the driving **force**, slowing the plane down.



Add two 3-digit numbers using rounding to the nearest hundred and then compensating

Add two 3 digit numbers by partitioning and recombining (no regrouping)

Add two 2 digit numbers where the sum exceeds 100, choosing an efficient mental strategy

Add 99 to three-digit numbers using rounding to the nearest hundred and then compensating

Add hundreds to three-digit numbers using number facts

Add tens to three-digit numbers using bridging

Year 3

Unit 4

Addition and Subtraction: Mental Methods Addition

Add tens to three-digit numbers using number facts, where the hundreds don't change

Add ones to three-digit numbers by rounding to ten then compensating

Add ones to three-digit numbers using bridging

Add ones to three-digit numbers using number facts where the tens don't change





Recall and use division facts for the 7 times table

Know and use the effect of multiplying by 0

Know and use the effect of multiplying by 1

Know and use the effect of dividing by 1

Recall and use multiplication facts for the 7 times table

Build the 7x table and count in steps of 7 and multiples of 7 from zero

Recall and use division facts for the 9 times table

Recall and use multiplication facts for the 9 times table

Year 4

Unit 3

Multiplication and Division: Multiplication Tables

Build the 9x table and count in steps of 9 and multiples of 9 from zero

Recall and use division facts for the 6 times table

Recall and use multiplication facts for the 6 times table

Build the 6x table and count in steps of 6 and multiples of 6 from zero





Get Set 4
Education

Knowledge Organiser Ball Skills Year 3

About this Unit

You can move a ball in lots of different ways using lots of different parts of your body. In this unit you will learn how tracking helps you to improve all of your ball skills. Tracking is like having a built-in radar for the ball, it helps you predict where the ball is going next, useful whether you are dribbling, catching, or passing to another teammate.



Do you know which of these sports uses each of these movement skills?

Examples of games that use ball skills:

Target Games

Boules
Boccia
New Age Kurling
Dodgeball

Invasion Games

Netball
Football
Tag Rugby
Handball
Basketball

Striking & Fielding Games

Rounders
Cricket
Baseball

Net & Wall Games

Tennis
Volleyball
Badminton

Key Vocabulary



accurate: successful in reaching the intended target
block: to prevent a movement or pathway of an object
opponent: someone not on your team
personal best: a target outcome of an individual
possession: when a team has the ball they are in possession
power: speed and strength combined
receive: to collect or stop a ball that is sent to you
technique: the action used correctly
track: to move your body to get in line with a ball that is coming towards you

Ladder Knowledge



Sending:

Pointing your hand/foot to your target as you release will help you to send a ball accurately.

Catching:

Moving your feet to the ball will make you more successful at catching.

Tracking:

Use a ready position to help you to react to the ball.

Dribbling:

Dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.

Movement Skills

- track
- throw
- catch
- dribble
- kick

This unit will also help you to develop other important skills.

Social

respect, co-operation, communication

Emotional

perseverance, motivation, self-regulation, concentration, independence

Thinking

comprehension, select and apply, feedback, make decisions

Tactics

Being closer to the target may bring you more success.
Moving the ball will make it harder for your opponents to track.
Spreading out will make it harder for your opponents to see the space and score.

Healthy Participation



Make sure unused balls are stored in a safe place to stop them rolling.

Make sure you work in a safe space and show an awareness of others as you send a ball.

If you enjoy this unit why not see if there is a ball game e.g. a football club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Ballers



What you need: 1 ball, 1 wall, 4 markers and 2 players, a timer

How to play:

- **Throwing:** throw the ball against a wall and catch the rebound. How many can you catch in 1 minute?
- **Catching:** Stand opposite a partner. Each successful catch earns a point. How many points can you earn in 1 minute?
- **Dribbling:** Dribble around markers placed in a zigzag pattern. Time how long it takes to complete the course without touching the markers. Can you beat your own time with each attempt?
- **Kicking:** Set up a goal using two markers and practise kicking into the goal from different distances. Take turns to be the goal keeper. How many goals can you score in 1 minute?



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



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Knowledge Organiser

Ball Skills Year 4

About this Unit

Ball skills build hand-eye co-ordination, spatial awareness and balance. You can control a ball using lots of different parts of your body. You may have seen a football player kick and dribble with their feet, or even use their head to header the ball, their hands to save a goal or throw the ball in from a sideline. The ball skills in this unit will help you in lots of activities and sports.



Examples of games that use ball skills:

Target Games

Boules
Boccia
New Age Kurling
Dodgeball

Invasion Games

Netball
Football
Tag Rugby
Handball
Basketball

Striking & Fielding Games

Rounders
Cricket
Baseball

Net & Wall Games

Tennis
Volleyball
Badminton

Do you know which of these sports uses each of these movement skills?

Ladder Knowledge



Sending:

You can use a variety of ways to send the ball and it may depend on the situation e.g. distance, speed, if there is a defender.

Catching:

Adjust your hands to the height of the ball. Little fingers together for a close catch, thumbs together for a high catch.

Tracking:

Tracking a ball is an important skill used in games activities such as rounders, football and tennis.

Dribbling:

Dribbling with soft hands/touches will help you to keep control.

Movement Skills

- track
- throw
- catch
- dribble
- kick

This unit will also help you to develop other important skills.

Social communication, work safely, collaboration

Emotional perseverance, personal challenge, calmness, fairness

Thinking provide feedback, tactics, comprehension, reflection, make decisions

Strategy

Whether you are using your hands or feet, lots of teaching points that help you to use a ball are the same. For example when dribbling a ball with your hands, feet or even bouncing it on a racket, using soft touches will help you to control it.

See if you can think of any other teaching points that are the same even when using different body parts.

Healthy Participation



Make sure unused balls are stored in a safe place to stop them rolling.

Make sure you work in a safe space and show an awareness of others as you send a ball.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Key Vocabulary

accurate: successful in reaching the intended target
block: to prevent a movement or pathway of an object
collect: to pick up
control: being able to perform a skill with good technique
decision: select an outcome
momentum: the direction created by weight and power
opponent: someone not on your team
personal best: a target outcome of an individual
possession: when a team has the ball they are in possession
power: speed and strength combined
pressure: to add challenge
react: to respond to quickly
receive: to collect or stop a ball that is sent to you
select: choose
technique: the action used correctly
track: to move your body to get in line with a ball that is coming towards you



If you enjoy this unit why not see if there is a ball game e.g. a basketball club in your local area.

How will this unit help your body?

agility, balance, co-ordination, speed



Kerby

What you need: 1 ball, two kerbs that are approx. 4m apart, 1 or more players

How to play:

- Players stand opposite each other on the pavement.
- Players take turns to throw to hit the opposite kerb.
- If successful the player can take a jump towards the opposite kerb and throw again.
- If unsuccessful the other player gets a turn.
- When throwing, if the ball bounces back and hits your own kerb or if it bounces back and you catch it, you take two jumps towards the opposite kerb.
- First player to reach the opposite kerb wins.

Play with more people by playing in teams.

www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136



Knowledge Organiser

Yoga Year 3

About this Unit

Yoga helps our bodies and our minds. We use poses (like balances) to create sequences of movement, called a flow. Throughout the unit we will look at three key ways that yoga can help our body: improving our balance, flexibility and strength. We will also be thinking about how yoga can help develop mindfulness. Imagine your mind is like a snow globe. When you shake the globe (like if you feel excited or upset), the snow moves around. Mindfulness is like letting the snow settle down. Try taking a deep breath in and as you breathe out, the snow starts to settle, your mind becomes clear and calm.



Key Vocabulary

base: body parts that support weight
breath: moving air in and out of your body
contact: points of your body that touch the floor
control: being able to perform a skill with good technique
extend: to make longer
flexibility: the ability of muscles and joints to move through a range of motion
flow: a yoga sequence
hinge: movement from a joint e.g. hips
link: to join together
mindfulness: to bring attention to experiences occurring in the present moment
pose: a position, usually still
strength: the amount of force your body can use
stretch: reach
tilt: move to one side



Ladder Knowledge



Balance:

Use the whole of the body part in contact with the floor, it will help you to balance.

Flexibility:

If you move as you breathe out you can stretch a little bit further.

Strength:

You will need to use different body parts and muscles for different poses.

Movement Skills

- balance
- flexibility
- strength
- co-ordination

This unit will also help you to develop other important skills.

Social collaboration, share ideas, work safely, support others

Emotional honesty, confidence, awareness of others, perseverance

Thinking comprehension, select and apply, identify areas of strength and areas for development, reflection

Strategies

Use your breath to help you to focus.

Your breath can be like a superpower for your brain. Your brain loves it when you take big, deep breaths. Imagine your brain is like a busy playground, with lots of thoughts running around. Sometimes, these thoughts can make it hard to pay attention or feel calm.

Here's where your breath swoops in. When you take slow, deep breaths, it's like you're telling your brain to take a break helping your brain relax and focus.

When you're doing your homework, playing a game, or even feeling a bit wiggly, remember to take a few deep breaths. Your brain will thank you!

Healthy Participation



- No shoes or socks to make sure you do not slip.
- Listen to your body, be mindful not to over extend and stop if a pose is uncomfortable.
- Stretch slowly and breathe deeply, never force a pose.

If you enjoy this unit why not see if there is a yoga club in your local area.



How will this unit help your body?

balance, co-ordination, flexibility, strength

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



A pose that...

What you need: a flat space



How to play:

- Practice each of the poses above.
- Using the following statements, choose a pose that:
 - You found the easiest to do
 - You found the most challenging
 - Uses four body parts in contact with the ground
 - Stretched your back
- Decide on an order for the four poses you have selected and perform them as a flow (linking the four poses together).

Remember to move slowly and breathe deeply.

www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



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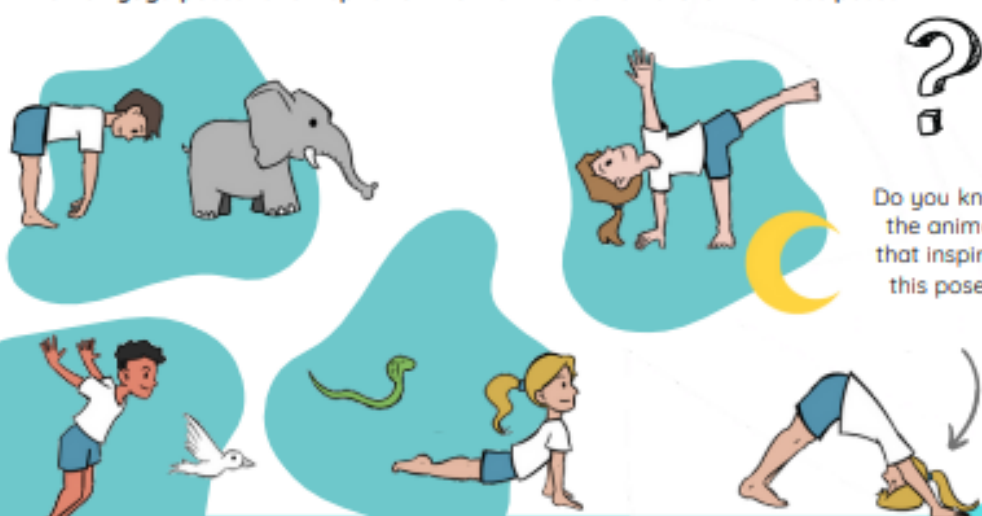
Get Set 4
Education

Knowledge Organiser Yoga Year 4

About this Unit

Yoga is the name for a type of exercise that helps our mind and body. In yoga, we put our body into different positions these are called poses. We can link these poses together to create sequences of movement called a flow. In this unit you will learn yoga poses and techniques that will help you to connect your mind (what you are thinking and feeling) with your body.

Often yoga poses take inspiration from animals and nature like these poses...



Do you know the animal that inspired this pose?

Key Vocabulary

breath: moving air in and out of your body
control: being able to perform a skill with good technique
extend: to make longer
flexibility: the ability of muscles and joints to move through a range of motion
flow: a yoga sequence
gratitude: being thankful
lengthen: to make longer
link: to join together
mindfulness: to bring attention to experiences occurring in the present moment
notice: to pay attention to
pose: a position, usually still
relax: to become calm
stable: to be balanced
strength: the amount of force your body can use
wellbeing: the emotional state of someone



Ladder
Knowledge



Balance:

Move with your breath, it will help you to balance.

Flexibility:

Different poses will need you to extend different body parts.

Strength:

People have different levels of strength.

Movement
Skills

- balance
- flexibility
- strength
- co-ordination

This unit will also help you to develop other important skills.

Social working safely, supporting others, sharing ideas, collaboration, respect
Emotional confidence, determination, integrity, focus
Thinking recall, creativity, selecting actions, providing feedback, reflection

Strategies

Use your breath to help you to focus.

When you experience a stressful event (like an unexpected dinosaur in your classroom), your heart rate increases and your breathing becomes lighter.

Deep breathing helps to get more oxygen into your body and helps you calm down, lower stress, and focus. Counting your breath is a great way to focus your attention. Breathe in for four counts and out for four counts.

Mindfulness is a personal journey.

Mindfulness is a technique which involves noticing what's happening around you in the moment. It can help you to feel happier and calmer.

How you notice the world around you might be different to a friend and that's ok.

Healthy
Participation



- No shoes or socks to make sure you do not slip.
- Listen to your body, be mindful not to over extend and stop if a pose is uncomfortable.
- Stretch slowly and breathe deeply, never force a pose.

If you enjoy this unit why not see if there is a yoga club in your local area.



How will this unit help your body?

balance, co-ordination, flexibility, strength

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Your Flow

What you need: a flat space
 Yoga poses often take inspiration from animals and nature. Use the ones here!



How to play:

- Look around in nature or think of animals that could inspire your poses.
- Create a yoga flow (sequence) by linking 5-6 of poses together.
- You could also use the poses shown above.

Remember to move slowly and breathe deeply.

www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



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Y3 PSHE Jigsaw Knowledge Organiser Celebrating Difference

Puzzle Outcomes

- I understand that everybody's family is different and important to them and appreciate my own family/ people who care for me.
- I understand that differences and conflicts sometimes happen among family members.
- I know how to calm myself down and can use the 'Solve it together' technique.
- I know what it means to be a witness to bullying.
- I know some ways of helping to make someone who is bullied feel better.
- I know that witnesses can make the situation better or worse by what they do.
- I can problem-solve a bullying situation with others.
- I recognise that some words are used in hurtful ways and will try not to use hurtful words.
- I can tell you about a time when my words affected someone's feelings and what the consequences were.
- I can give and receive compliments and know how this feels.

Weekly Celebrations

Week 1: Accept that everyone is different

Week 2: Include others when working and playing.

Week 3: Know how to help when someone is being bullied.

Week 4: Try to solve problems.

Week 5: Use kind words.

Week 6: Know how to give and receive compliments.

Celebrating Difference at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, we understand that everybody is unique and we should respect and celebrate everyone's differences.

Anti-bullying week: One Kind Word



Our Values of the term: Patience and Peace



Key Vocabulary

Family	A family is two or more people who are connected by biology, adoption, marriage, or strong emotional bonds.
Conflict	A serious disagreement or argument.
Solution	The act or process of solving a problem or question.
Bullying	unwanted, aggressive behaviour that involves a real or perceived power imbalance.
Bystander	Someone who happens to be present when something takes place but does not take part in it.
Witness	A person who sees or hears something that happened.
Gay	Sexual or romantic attraction to people of the same sex.
Consequences	something that happens as a result of behaving in a particular way.

Y4 PSHE Jigsaw Knowledge Organiser Celebrating Difference

Puzzle Outcomes

- I understand that, sometimes, we make assumptions based on what people look like and try to accept people for who they are.
- I understand what influences me to make assumptions based on how people look and question why I think what I do about other people.
- I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.
- I know how it might feel to be a witness to and a target of bullying.
- I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.
- I can problem-solve a bullying situation with others.
- I can identify what is special about me and value the ways in which I am unique.
- I can tell you a time when my first impression of someone changed when I got to know them and explain why it is good to accept people for who they are.

Weekly Celebrations

- Week 1: Accept that everyone is different
- Week 2: Include others when working and playing.
- Week 3: Know how to help when someone is being bullied.
- Week 4: Try to solve problems.
- Week 5: Use kind words.
- Week 6: Know how to give and receive compliments.

Celebrating Difference at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, we understand that everybody is unique and we should respect and celebrate everyone's differences.

Anti-bullying week: One Kind Word



Our Values of the term:

Patience and Peace



Key Vocabulary

Assumption	Something that is supposed or believed without questioning.
Judgement	Making a decision carefully, after studying and comparing all evidence that is available.
Difference	The way in which things are not the same.
Bullying	Unwanted, aggressive behaviour that involves a real or perceived power imbalance.
Bystander	Someone who happens to be present when something takes place but does not take part in it.
Witness	A person who sees or otherwise has personal knowledge of something.
Cyber-bullying	The use of digital-communication tools to make another person feel angry, sad, or scared.

French - Clothes: Getting dressed

Vocabulary and pictures



un t-shirt

a t-shirt



un short

shorts



un pantalon

trousers



un chapeau

a hat



un maillot de bain

a swimsuit



une culotte

pants



une chemise

a shirt



une jupe

a skirt



une robe

a dress



une veste

a jacket



des bottes

boots



des baskets

trainers



des chaussettes

socks



des lunettes

glasses

French - Clothes: Getting dressed

Sentence structure and phrases



French nouns are either

masculine

or

feminine

Difference between **un** and **une**.
Both mean 'a' or 'an'.

masculine

feminine

un

une

Un is used for masculine nouns and
une is used for feminine nouns.

Colour adjectives come after the noun and must agree with the gender and number that they are describing. This is usually achieved by:

No change for masculine singular nouns

un pantalon rouge

a pair of red trousers



Adding an s for masculine plural nouns

des t-shirts verts

(some) green t-shirts



Adding an e for feminine singular nouns

une robe bleue

a blue dress



Adding es for feminine plural nouns

des chaussettes vertes

(some) green socks



Different ways to say my:

mon	my (masculine singular)
ma	my (feminine singular)
mes	my (plural)

Other phrases

il porte / elle porte	+ clothing - he is wearing / she is wearing
j'aime	I like 👍
je n'aime pas	I don't like 👎

J'aime **ma** robe

I like my dress



C'est de quelle couleur ?

What colour is it?



C'est **une** robe bleue

It is a blue dress

