

English

We are reading the text 'Varjak Paw' and we will be writing a setting description. We will also be writing a recount too.

Writing Focus:

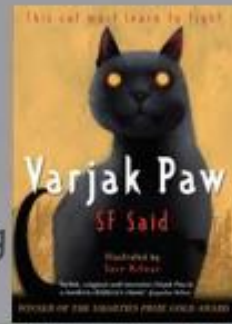
Grammar Focus:

Expanded noun phrases

Fronted adverbials

Using commas to clarify meaning

Subordinate clauses



Values & PHSE We will focus on the values of Unity, Understanding and Co-operation. Jigsaw – Being Me in My World. We will think about how goals for the year and discuss how our own behaviour in class effects other people.



Year 3/4
Term 1 2025

Our World, Our Home

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.

Geography

We will be looking at settlements and our local area. We will be learning about different types of settlements and how they are different from one another. We will also explore how our local area has changed over time and consider the reasons behind those changes. **See Knowledge Organiser for Geography.**

Maths

This term, we will focus on place value. We will focus on numbers to 100 and up to 1000. We will be solving problems using a written method. We will also be focusing on our times tables. **See Knowledge Organiser for Maths.**

Art Telling Stories Through Drawings

We will start off by taking inspiration from film and literature with observational drawings. We will then create our own art, re-interpreting and reinventing by making work in another medium.

PE

We will follow Get set 4 PE and will be learning our gymnastic skills and focussing on fitness. In gymnastics, we will be focussing on balance, rolls, shapes and jumps.

See Knowledge Organiser for PE

Computing

Information Technology – We will be focussing on communication and to think of different ways we can communicate. Online Safety: Self Image and Identity and Privacy and Security.

Science - Space






We will be learning all about space in our Science lessons. We will be able to order the planets in our solar system and explore the different phases of the moon. We will also look into the history of space discovery, focusing on the geocentric (Earth-centred) and heliocentric (Sun-centred) models of the universe. **See the Knowledge Organiser for Science.**

Our World, Our Home

Key Vocabulary

agriculture	The farming of crops or animals.
early settlers	The first people to settle in an area including Romans, Vikings and Anglo-Saxons.
healthcare	Includes doctors, dentists, hospitals etc.
industrial	Businesses that provide products or services.
Retail	Shops selling products to people.
Settlement	A village, town or city where people live.
city	A large human settlement
Town	A built up area smaller than a city and bigger than a village
Village	A group of houses and buildings in a rural area, smaller than a town
residential	Land used for housing.
OS Symbols	Symbols to label features on a map.

Different Types of Settlement

	A remote or isolated home is home that is not near any houses or settlements. These settlements typically have no facilities, and inhabitants must travel a set distance to access facilities.
	A hamlet is a settlement that is smaller than a village or town. A hamlet does not have a central place of worship or central meeting places. Hamlets typically consist of only a handful of houses and little or no facilities.
	A village is a settlement that is larger than a hamlet but smaller than a town. The population of villages generally ranges from a few hundred to a few thousand people. In the UK, hamlets earned the right to be called a village when they had their own church.
	A town is settlement that is larger than a village but smaller than a city. The criteria to distinguish towns and cities varies from place to place. Most towns have a larger number of facilities, e.g. a train/bus station, a secondary school, places of worship and a commercial centre.
	Cities are settlements that are large in size. Generally, cities have over 100,000 people and many cities have millions of people. Cities are local facilities hubs, with area facilities like hospitals and universities.

Maps of Settlements

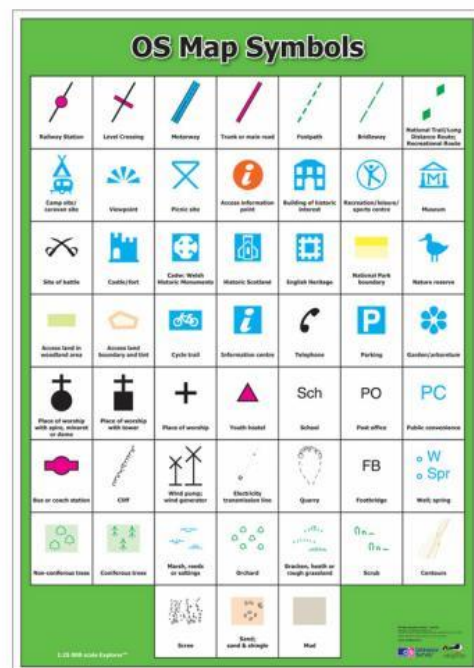


Settlements in the UK

Fact: Settlements can be temporary like a refugee camp.



Mapmakers use colours, symbols, words and letters to help people understand maps. The OS Symbols will help Identify what is in each settlement.



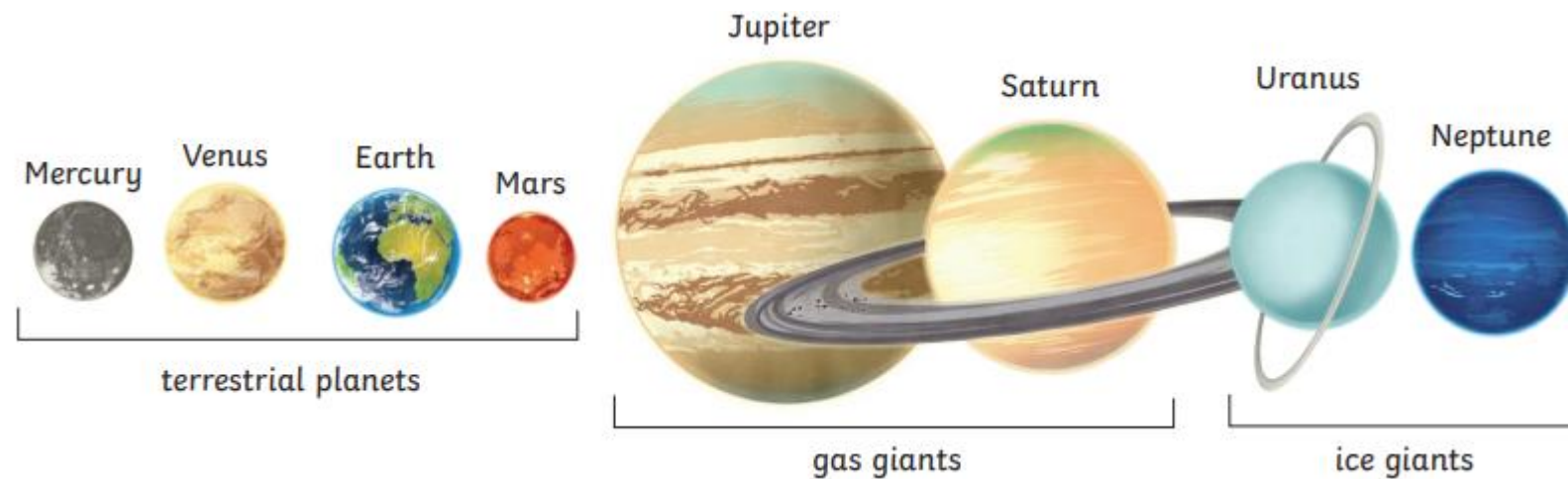
The map above shows the 20 most populous cities in the UK (by the population of its total metropolitan area). London is by far the largest and most populous city in the UK. As of 2023, there are 77 cities in the UK. About 82% of the British population lives in urbanised areas such as large towns and cities. This leaves only 18% of people who live rurally, in isolated homes, hamlets and rural villages. Some parts of the UK (e.g. the southeast of England) have many more settlements and people than others (e.g. northern Scotland).

How is Land Used in Settlements?



Earth and Space

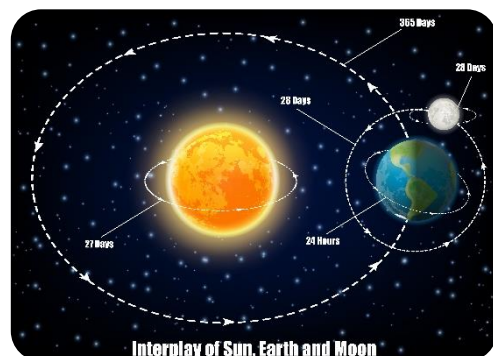
The Eight Planets



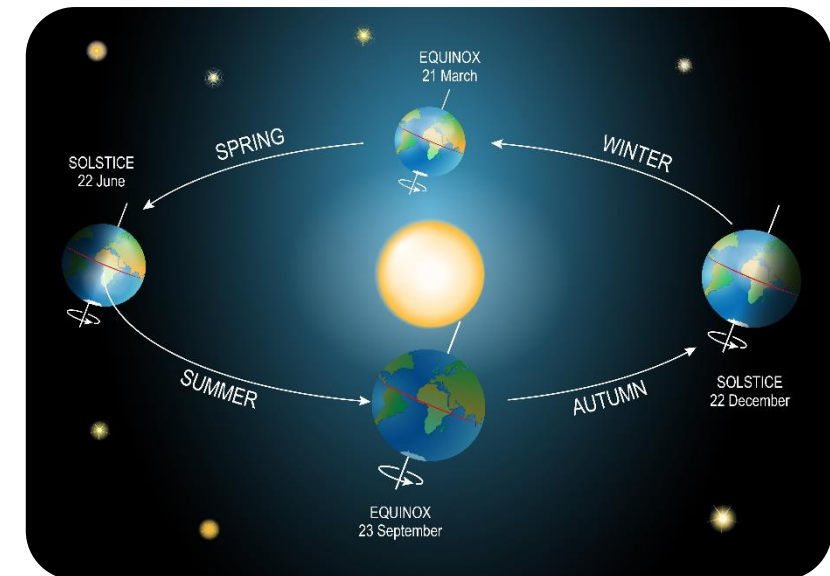
Copernicus developed the heliocentric theory that the Sun was at the centre of the solar system. The planets orbit the Sun in a circular pattern. Some made of rock and metal (the terrestrial planets) and some made of gas and ice (the gas and ice giants).

Earth's Movements

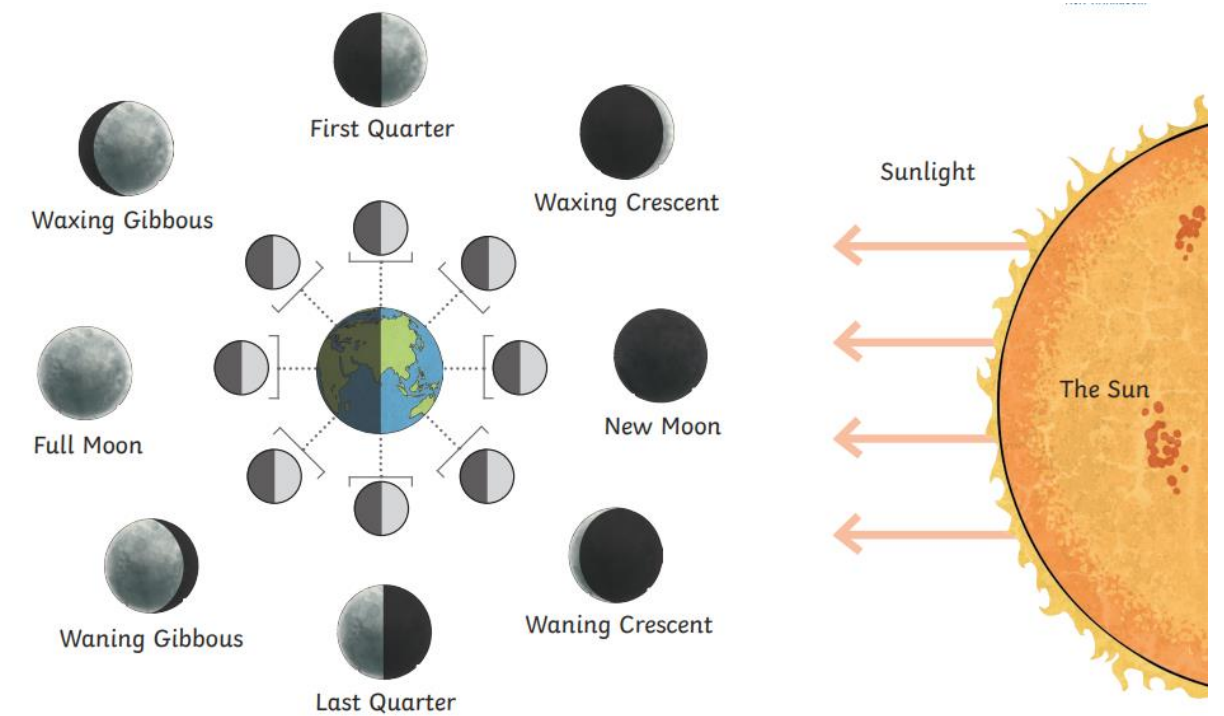
The Earth spins on its axis and completes a full rotation every 24 hours. The Earth is constantly rotating and orbiting the Sun - which takes 365 days. As the Earth rotates, it faces towards and away from the Sun. This creates the day and night cycle.



The Moon's Phases



The Moon orbits Earth in an oval pattern whilst spinning on its axis. The Sun illuminates the Moon. The shadow of the Earth creates the Moon's phases. The Moon orbits round Earth once approximately every 27 days. It takes the same amount of time to rotate on its axis. This means we always see the same side of the Moon.



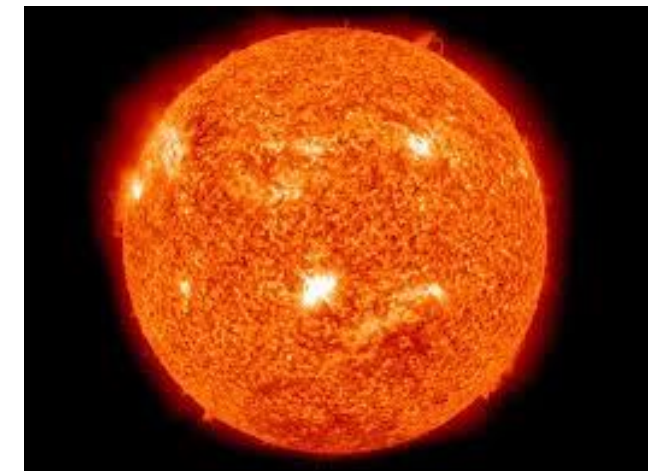
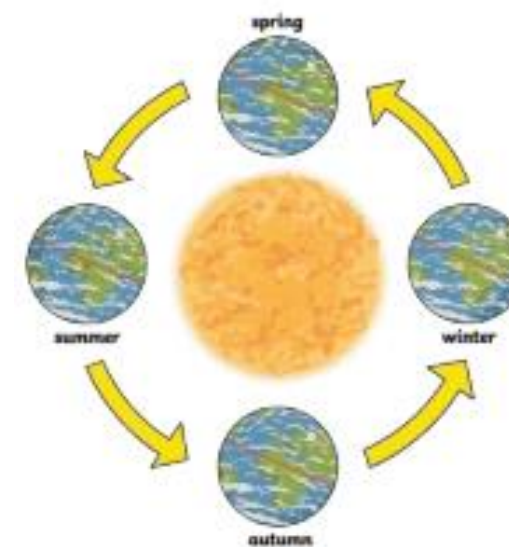
Key Vocabulary

heliocentric	The modern model of the solar system, which places the Sun at the centre.
geocentric	The old solar system model, which thought the Earth was at the centre.
solar system	The name of the Sun and all planets and objects that orbit it.
moon	A body which orbits a planet; also called a natural satellite.
orbit	The path of a celestial object around another, such as Moon around the Earth.
phase	The appearance of a Moon or planet, according to the amount of illumination.
waxing	The name given to Moon phases when the Moon is becoming brighter.
waning	The name given to Moon phases when the Moon is becoming darker.
axis	The (imaginary) line which a planet rotates around and tilts on.
terrestrial planet	The name given to the four inner rocky planets - Mercury, Venus, Earth and Mars.
planet	A planet is a large, spherical celestial body that orbits a star.
gas giants	The name given to the four outer planets - Jupiter, Saturn, Uranus and Neptune.
satellite	A satellite is a natural or human-made object or body that orbits a larger object such as a planet or a star.
celestial body	A celestial body is a natural object outside Earth's atmosphere, such as planets, the Sun and the Moon.

Seasons

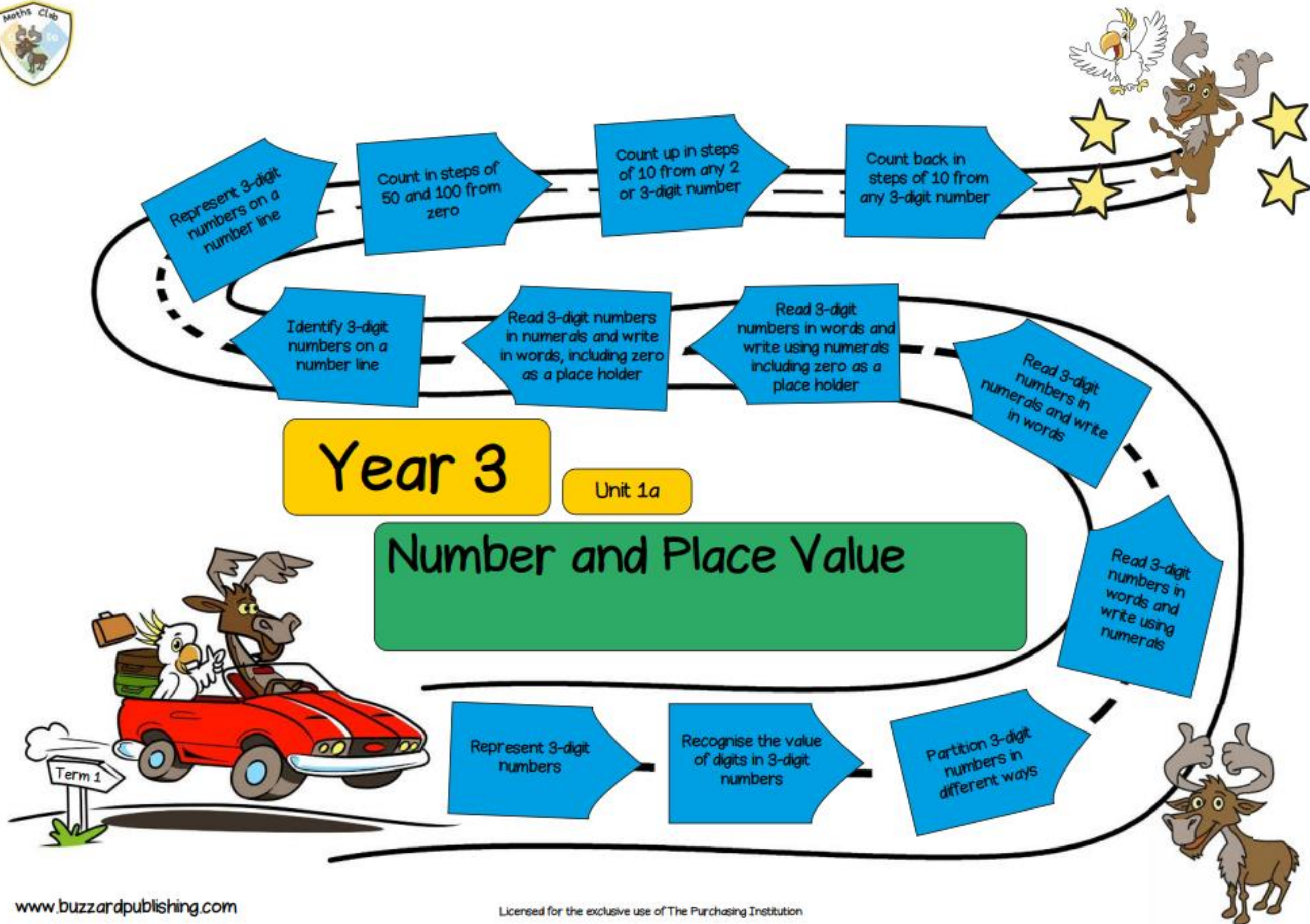
Each year, many places on Earth experience four seasons, each lasting for three months. These are spring, summer, autumn and winter.

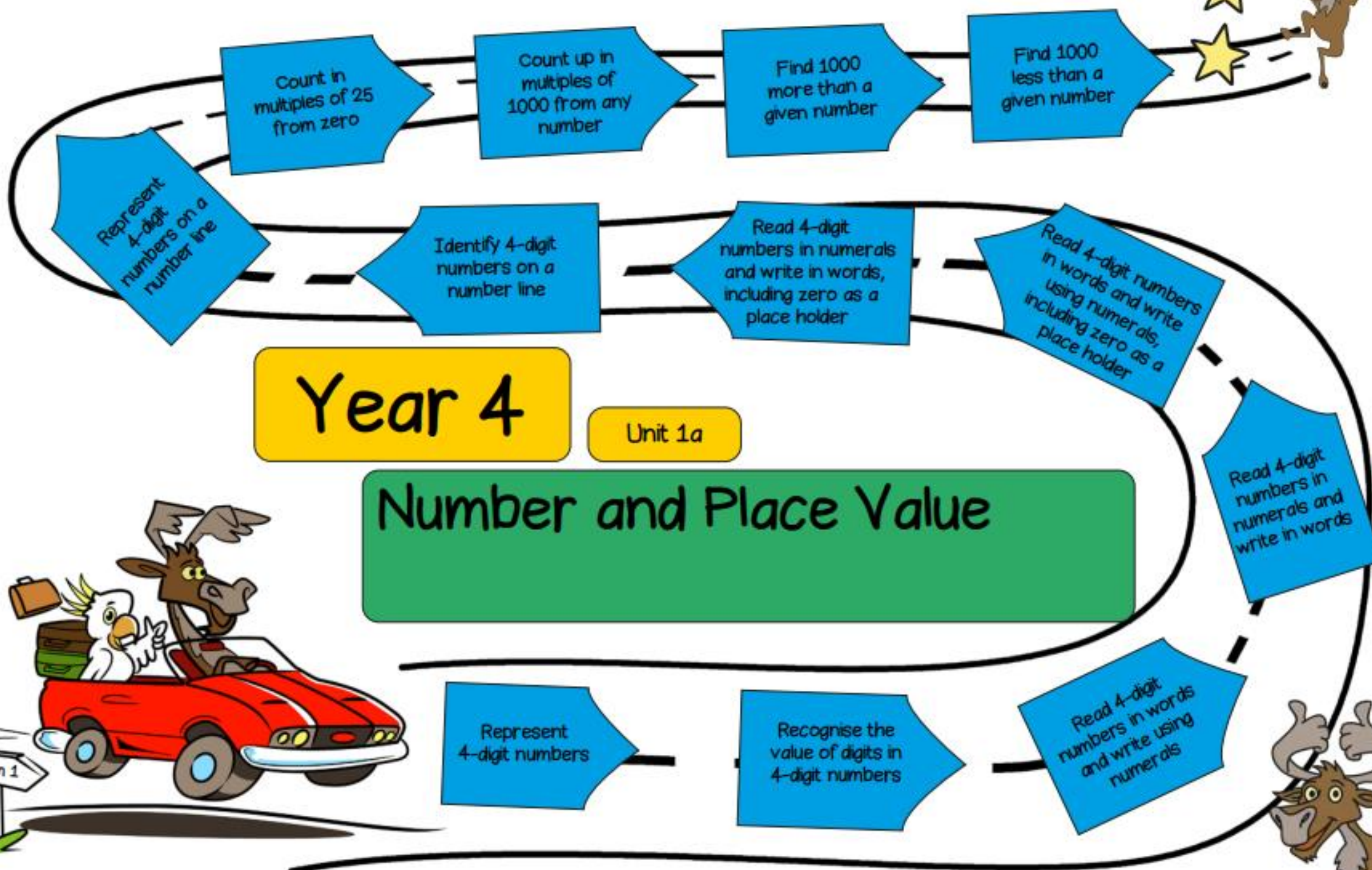
The seasons are due to Earth's tilt as it orbits round the Sun. Earth is tilted at an angle of about 24 degrees. This means that, at different times throughout the year, parts of Earth are either tilted towards or tilted away from the Sun, which changes temperatures and weather conditions.



The Sun

The Sun is a burning ball of gas which appears to move across the sky during the day. However, this movement is actually due to the Earth's orbit around the Sun.





Knowledge Organiser

Fitness Year 3

About this Unit

Being fit means our bodies are strong and healthy. When we're fit, we have more energy to do fun things like play games with friends, run around at the park, or even just go for a walk with family.

Just like when we're learning something new at school, getting fit takes practice too.

We can practice by doing activities that get our hearts pumping and our muscles moving. That could be running, jumping, swimming, riding bikes, or even dancing! The more we do these activities, the stronger and fitter we become.

Getting fit is good for our brains too. When we're active, it helps us focus better in school and makes us feel happier overall.



Key Vocabulary

agility: the ability to change direction quickly

balance: the ability to maintain stability when stationary (static balance) or when moving (dynamic balance)

co-ordination: moving two or more body parts at the same time

control: being able to perform a skill with good technique

muscle: tissue that helps us to move our bodies

progress: to improve

speed: how fast you are travelling

stamina: the ability to move for sustained periods of time

strength: the amount of force your body can use

technique: the action used correctly



Ladder Knowledge



Agility:

Agility helps us with everyday tasks like completing chores faster.

Speed:

Leaning slightly forwards helps to increase speed. Leaning your body in the opposite direction to travel helps to slow down.

Balance:

Balance helps us with everyday tasks like getting dressed.

Strength:

When completing strength activities, they need to be performed slowly and with control to help you to stay safe.

Co-ordination:

Co-ordination helps us with everyday tasks like tying shoelaces.

Stamina:

Stamina helps us in other life activities like playing games.

Movement Skills

- agility
- balance
- co-ordination
- speed
- stamina
- strength

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

Social

collaboration, support

Emotional

concentration, perseverance, determination

Thinking

comprehension, observation

Strategy

Identify your areas of strength and your areas for development. Then, think of everyday activities where you could practice e.g. standing on one foot while brushing your teeth will develop balance and co-ordination.

Healthy Participation



- Focus on your own results without comparing them with others in the class.
- Work within your own capabilities.
- All actions need to be performed with control.

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina, strength

Home Learning

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



Fitness

Balance

Hold a wall balance whilst watching tv.



Co-ordination

Brush your teeth with their non-dominant hand.



Strength

Sit against a wall in a squat for 30 seconds. Slowly progress adding 10 seconds each time.



Speed

Time yourself getting ready for school. Try to improve your time everyday.



Agility

Place two markers (jacks) 5m apart. How many times can you touch each mark in 30 seconds? Can you beat your score?



Stamina

How long can you skip for? Try to increase the time for 1 minute each time.



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



@getset4education136

Knowledge Organiser

Fitness Year 4

About this Unit

Regular physical activity can do so many wonderful things to your overall health and fitness. It helps improve memory, makes you feel happier and gives you more energy. Regular exercise helps to build strong bones, strengthen your muscles and even improves sleep.

Physical fitness includes many different parts such as agility, balance, co-ordination, speed, stamina and strength. These elements are so important in everyday activities such as these examples...

- Agility: if you need to dodge someone in a busy playground.
- Balance: when you put trousers on.
- Co-ordination: when brushing your teeth.
- Speed: when running after a bus.
- Stamina: when playing the whole of lunchtime.
- Strength: when carrying your school bag.



Can you think of any other examples of when these elements of fitness would be useful?

Key Vocabulary

accelerate: speed up
agility: the ability to change direction quickly
balance: the ability to maintain stability when stationary (static balance) or when moving (dynamic balance)
co-ordination: moving two or more body parts at the same time
control: being able to perform a skill with good technique
decelerate: slow down
direction: forwards, backwards, sideways
dynamic: on the move
muscle: tissue that helps us to move our bodies
progress: to improve
react: to respond to quickly
record: to make note of
speed: how fast you are travelling
stamina: the ability to move for sustained periods of time
static: on the spot
strength: the amount of force your body can use
technique: the action used correctly



Ladder Knowledge



Agility:

Keep your elbows bent when changing direction to help you to stay balanced.

Stamina:

You need to pace yourself when running further or for a long period of time.

Balance:

You need to squeeze different muscles to help you to stay balanced in different activities.

Speed:

A high knee drive, pumping your arms and running on the balls of your feet will give you more power.

Co-ordination:

If you begin in a ready position, you can react quicker.

Strength:

Strength comes from different muscles and it can be improved in different ways.

Movement Skills

- agility
- balance
- co-ordination
- speed
- stamina
- strength

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

Social support others, work safely, communication

Emotional perseverance, determination, honesty

Thinking identify areas of strength and areas for development

Strategy

Identify your areas of strength and your areas for development. Then, think of everyday activities where you could practice e.g. standing on one foot while brushing your teeth will develop balance and co-ordination.

Healthy Participation



- Focus on your own results without comparing them with others in the class.
- Work within your own capabilities.
- All actions need to be performed with control.

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina, strength

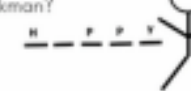
Home Learning

Stickman

What you need: A pen and piece of paper, one player, one person to choose the words.

How to play:

- One person (the word master) chooses a word and draws lines on the paper, one for each letter.
- The player guesses a letter that could be in the word. If they are correct the word master writes the letter on the correct line.
- If the named letter is not in the word the word master draws part of a stickman and the player must complete 10 of one of the below exercises.
star jumps / hops / sit ups / jumping twists / press ups
- Can the player guess the word before the word master draws a complete stickman?
- NB. stickman to include head, body, two arms and two legs



www.getset4education.co.uk

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



@getset4education136



Get Set 4
Education

Knowledge Organiser

Gymnastics Year 3

About this Unit

Gymnastics is made up of a range of movement skills including balances, jumps, rolls and shapes. Gymnastics was one of the first Olympic sports and is still an Olympic sport today. Almost all gymnastic events are performed on special equipment, such as rings or bars. This equipment is called apparatus.



Which of these balances are point balances and which of these are patch balances?

Key Vocabulary

body tension: squeezing muscles to help to be stable when performing actions

contrast: different to one another

control: being able to perform a skill with good technique

direction: forwards, backwards, sideways

extend: to make longer

flow: smooth link

landing position: a stable position used after jumping

match: the same

matching: to perform the same action as someone else

patch: a large body part

point: a small body part

take off: the moment a person begins jump



Ladder Knowledge



Shapes:

Use body tension to make your shapes look better.

Balances:

Make your balances look interesting by using different levels.

Rolls:

Tuck your chin to your chest in a forward roll. Roll onto the top of your shoulders

Jumps:

Change the take off and shape of your jumps to make them look interesting.



Movement Skills

- point and patch balances
- jumps
- straight roll
- barrel roll
- forward roll

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

Social work safely, collaboration, supportive
Emotional perseverance, confidence, independence
Thinking observe and provide feedback, creativity, select and apply skills

Strategy

Use different levels to help make your sequence look interesting.

Healthy Participation



- Remove shoes and socks.
- Ensure the space is clear before using it.
- Only jump from apparatus where you see a mat.

Home Learning

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



Point and Patch

What you need: a soft, flat surface.

How to play:

- Create a sequence using three or four balances, include both point and patch balances.
- Add a start and finish position.
- Show a friend or family member.

Remember to hold the balances for five seconds!



www.getset4education.co.uk

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



How will this unit help your body?

balance,
co-ordination,
flexibility, strength



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



@getset4education136

Knowledge Organiser

Gymnastics Year 4

About this Unit

Gymnastics is made up of a range of movement skills including balance, jumps rolls and shapes. Gymnastics began in ancient Greece as a way to exercise and develop physical strength. Modern gymnastics was developed in Germany in the late 1700s by Frederick Ludwig, who is considered the "Father of Modern Gymnastics".

Enter into a balance when both/all pupils have a clear understanding of their role.



Use a wrist grip for improved stability in any balance where pupils are holding hands.

Do not jump onto or off of another person. Always step down with control.



Ensure you have a base of support beneath you. The safest support points are over joints such as the hips and shoulders.



Key Vocabulary



body tension: squeezing muscles to help to be stable when performing actions

bridge: an inverted action on hands and feet

contrast: different to one another

extend: to make longer

flow: smooth link

fluidly: flow easily

inverted: where hips go above head

landing position: a stable position used after jumping

match: the same

momentum: the direction created by weight and power

perform: to present to an audience

rotation: the circular movement of an object around a central point

sequence: a series of actions

shoulder stand: an inverted action on shoulders

stability: balanced

wrist grip: a safe grip used when performing partner or group balances

Ladder Knowledge



Shapes:

Shapes can be used to improve your sequence. Be sure to show each shape clearly.

Inverted movements:

Inverted movements are actions in which your hips go above your head.

Balances:

Keep yourself and others safe in partner balances by using a wrist grip, only standing where there is a base of support and stepping into and out of the balances slowly.

Rolls:

Keep the shape of your roll using body tension.

Jumps:

Land toes first, look forwards and bend your knees to land with control.

Movement Skills

- individual and partner balances
- rotation jumps
- straight roll
- barrel roll
- forward roll
- straddle roll
- bridge
- shoulder stand

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

Social work safely, determination, collaboration, communication, respect

Emotional confidence, perseverance

Thinking observe and provide feedback, select and apply actions, creativity, evaluate and improve

Strategy

Use different directions to help make your sequence look interesting.

Healthy Participation



- Remove shoes and socks.
- Ensure the space is clear before using it.
- Only jump from apparatus where you see a mat.



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

How will this unit help your body?

balance, co-ordination, flexibility, strength

Home Learning



Transporter

What you need: an empty box, 8 x pairs of rolled up socks, one player, one person to time.

How to play:

- The player begins lying on their back with the box at their head and the socks at their feet.
- They need to transport the rolled up socks, one at a time from their feet to the box behind their head.
- They can only use their feet to transport the socks.

How quickly can you move the socks?



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

@getset4education136

Puzzle Outcomes

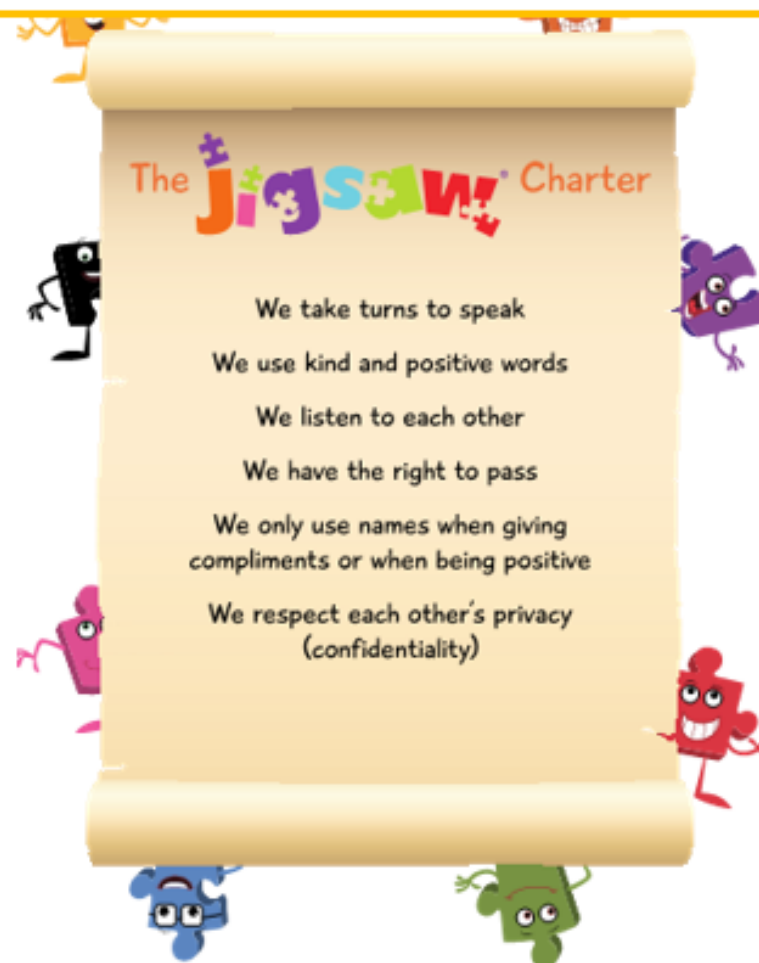
- I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals.
- I value myself and know how to make someone else feel welcome and valued.
- I can face new challenges positively, make responsible choices and ask for help when I need it.
- I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.
- I understand why rules are needed and how they relate to rights and responsibilities.
- I know how to make others feel valued.
- I understand that my actions affect myself and others and I care about other people's feelings.
- I understand that my behaviour brings rewards/consequences.
- I can make responsible choices, take action and work cooperatively in a group.
- I understand my actions affect others and try to see things from their points of view.
- I am choosing to follow the Learning Charter.

Weekly Celebrations

- Week 1- Help others to feel welcome.
- Week 2 – Try to make our school community a better place.
- Week 3 – Think about everyone's right to learn.
- Week 4 – Care about other people's feelings.
- Week 5 – Work well with others.
- Week 6 – Choose to follow the Learning Charter.

Being me in my world at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School we can explain how our choices can have an impact on people in the community and globally.



Our Values of the term:

Understanding, Unity and Co-operation



Key Vocabulary

Achievements	A thing done successfully with effort, skill, or courage.
Welcome	To greet someone in a polite or friendly way.
Rewards	To give something to someone in recognition of their efforts, or achievements.
Cooperation	Working together to the same end.
Charter	A collaboration of standards in which the student and teacher abides while in a classroom.
Community	A group of people living or working together in the same area.
Children's Rights	Children's rights are human rights specifically adapted to the child because they take into account their fragility, specificities and age-appropriate needs.
Consequences	A result or effect, typically one that is unwelcome or unpleasant.

Y4 PSHE Jigsaw Knowledge Organiser Being me in my world

Puzzle Outcomes

- I know my attitudes and actions make a difference to the class team and can contribute to a learning charter.
- I know how good it feels to be included
- in a group and understand how it feels
- to be excluded.
- I try to make people feel welcome and valued.
- I understand who is in my school community, the roles they play and how I fit in.
- I can take on a role in a group and contribute to the overall outcome and understand how groups come together to make decisions.
- I understand how democracy works through the school council/ in this school and how having a voice benefits the school community.
- I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.
- I understand how rewards and consequences motivate people's behaviour.

Weekly Celebrations

Week 1- Help others to feel welcome.

Week 2 – Try to make our school community a better place.

Week 3 – Think about everyone's right to learn.

Week 4 – Care about other people's feelings.

Week 5 – Work well with others.

Week 6 – Choose to follow the Learning Charter.

Being me in my world at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School we can explain how our choices can have an impact on people in the community and globally.



Our Values of the term:

Understanding, Unity and Co-operation



Key Vocabulary

Included	Contained as part of a whole being considered.
Excluded	Deny (someone) access to a place, group, or privilege.
Valued	Considered to be important or beneficial; cherished.
Team	Come together as a team to achieve a common goal.
Charter	A collaboration of standards in which the student and teacher abides while in a classroom.
Community	A group of people living or working together in the same area.
Children's Rights	Children's rights are human rights specifically adapted to the child because they take into account their fragility, specificities and age-appropriate needs.
Democracy	People voice their opinions by voting on important issues and/or by voting a leader/ representative.



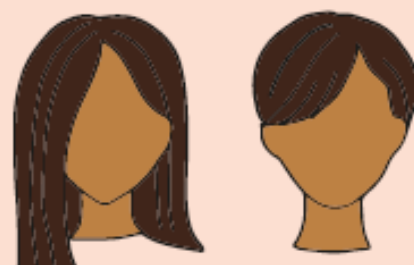
les yeux

eyes



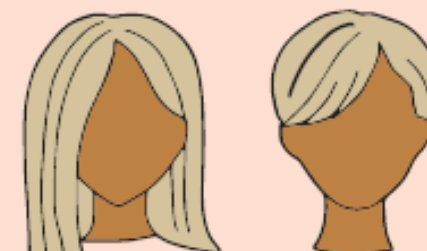
les cheveux

hair



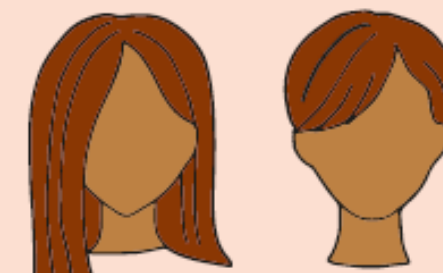
les cheveux
châains

brown hair



les cheveux
blonds

blonde hair



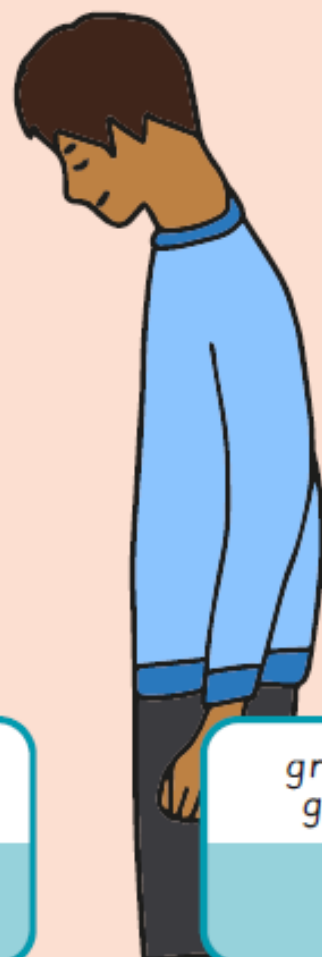
les cheveux
roux

ginger/red
hair



petit (m.) /
petite (f)

small



grand (m.) /
grande (f)

big/tall



fort (m.) /
forte (f)

strong



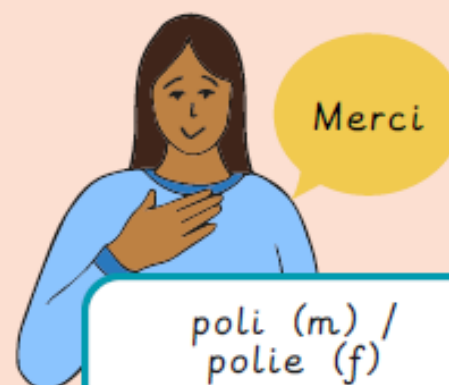
sportif (m.) /
sportive (f)

sporty



travailleur (m.) /
travailleuse (f)

hard-working



poli (m.) /
polie (f)

polite



heureux (m.) /
heureuse (f)

happy



sérieux (m.) /
sérieuse (f)

serious



In French, the word for 'hair' - cheveux - is plural

il a/elle a = he has/she has + noun + adjective

il a les cheveux châtain.

He has brown hair

il a les yeux bleus

He has blue eyes



Il s'appelle Henri et il a les yeux bleus et les cheveux châtain.

He is called Henry and he has blue eyes and brown hair.

Other phrases

il s'appelle

he is called

elle s'appelle

she is called

Adjectives must agree with the gender of the noun that they are describing. This is usually achieved by:

No change for masculine nouns

il est poli

He is polite

Adding an e for feminine nouns

elle est polie

She is polite

However some may have different endings:

il est sérieux

he is serious

elle est sérieuse

she is serious

The Louvre Museum is in Paris and used to be a royal palace.

It is the largest art museum in the world, and is home to the famous portrait, Mona Lisa.

The entrance to the Louvre is a large glass and metal pyramid.

