



English

Writing Mat Expected Year 3

Punctuation Power!	
A	Capital letters for the start of sentences, names and places.
.	A full stop at the end of a sentence.
!	Exclamation marks for exclamations or surprise.
?	Question marks for questions.
'	Apostrophes for showing something belongs to someone and to mark missing letters in contracted words, e.g. didn't.
,	Commas to separate items on a list.

Can you squeeze in some co-ordinating conjunctions?	
F	for
A	and
N	nor
B	but
O	or
Y	yet
S	so

Know your Prefixes	
un-	means not
pre-	means before
mis-	means wrong
super-	means above
re-	means again
sub-	means under
inter-	means between
anti-	means against
auto-	means self
im/ir/in/il-	mean not

Which is Witch? Don't Muddle Your Homophones	
there/their/they're	
our/are	
two/too/to	
your/you're	
here/hear	

Fantastic Ways to Show Time, Place and Cause in Your Sentences		
Subordinating Conjunctions		
when	before	because
after	while	
Prepositions		
in	during	because of
over	near	until
above	behind	
Adverbs		
next	soon	then
therefore		

Super Spellings... I need to know most of these:					
accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

Don't forget to organise your writing into **paragraphs**. Each one needs a few sentences linked to the same theme.

Writing Mat Expected Year 4

Spellings... I need to know almost all of these:					
accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

Know your Prefixes	
un-	means not
pre-	means before
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super-	means above
re-	means again
sub-	means under
inter-	means between
anti-	means against
auto-	means self
im/ir/in/il-	mean not

Top Tip: Use pronouns like **he, she, them** or **they** instead of repeating a name or names.

Front it Out!	
Use fronted adverbials with a comma.	
After the storm,	Running for his life,
Behind the clouds,	All of a sudden,
Before lunch,	Waiting anxiously,

Punctuation Power!	
A	Capital letters for the start of sentences, names and places.
.	A full stop at the end of a sentence.
!	Exclamation marks for exclamations or surprise.
?	Question marks for questions.
'	Apostrophes for showing something belongs to someone and to mark missing letters in contracted words, e.g. didn't.
,	Commas to separate items on a list.
“ ”	Inverted commas around speech.

Does it All Agree?	
Check through your work for:	
was/were	is/are
Is your writing in the correct tense?	

Which is Witch? Don't Muddle Your Homophones	
there/their/they're	your/you're
our/are	accept/except
two/too/to	whether/weather

Super Suffixes!		
-ation		
preparation	sensation	
-ous		
courageous	curious	serious
-ly		
gently	angrily	frantically

**Expanded Noun Phrases:
Get Descriptive!**

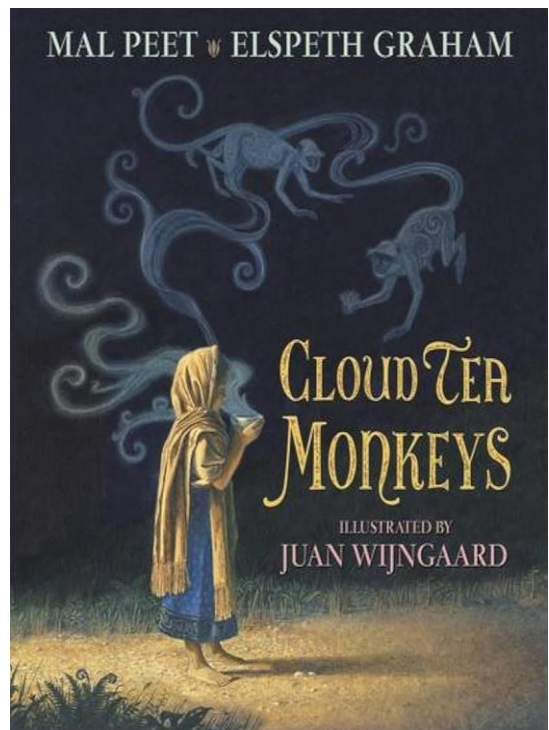
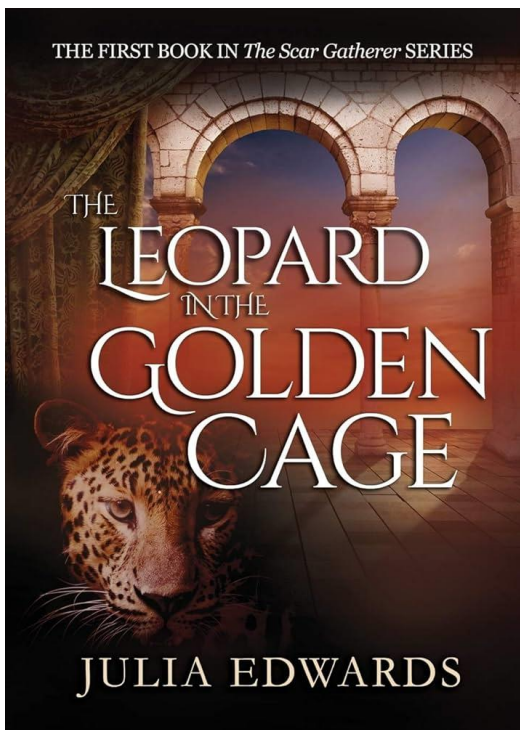
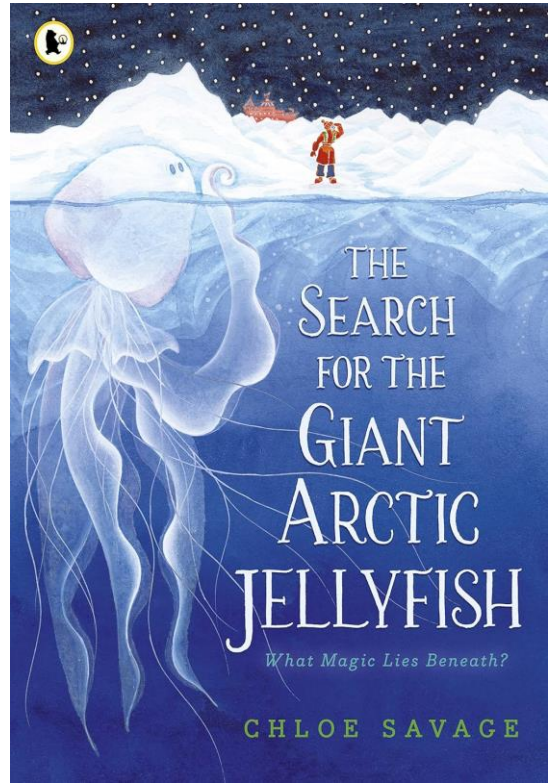
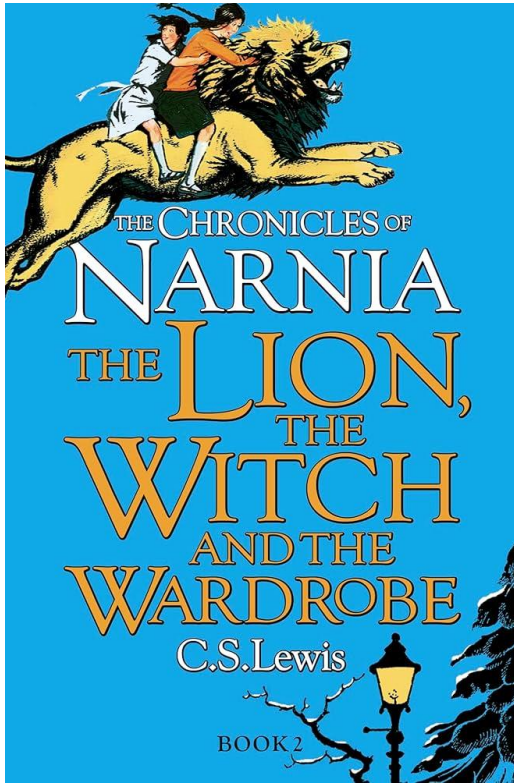
the hideous, fire-breathing dragon with green scales

a magnificent, sparkling necklace with priceless diamonds

Don't forget your paragraphs!



English



Multiplication and Division

Multiplication and Division

Knowledge Organiser

Key Vocabulary

Multiplication and Division Facts (3, 4 and 8 multiplication tables)

- times tables
- multiply by
- divide by
- array
- fact families
- regrouping

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

3 x Tables

$1 \times 3 = 3$	
$2 \times 3 = 6$	
$3 \times 3 = 9$	$3 + 3 = 6$
$4 \times 3 = 12$	$6 + 3 = 9$
$5 \times 3 = 15$	$9 + 3 = 12$
$6 \times 3 = 18$	$12 + 3 = 15$
$7 \times 3 = 21$	$15 + 3 = 18$
$8 \times 3 = 24$	$18 + 3 = 21$
$9 \times 3 = 27$	$21 + 3 = 24$
$10 \times 3 = 30$	$24 + 3 = 27$
$11 \times 3 = 33$	$27 + 3 = 30$
$12 \times 3 = 36$	$30 + 3 = 33$
	$36 + 3 = 39$

4 x Tables

$1 \times 4 = 4$	
$2 \times 4 = 8$	
$3 \times 4 = 12$	$4 + 4 = 8$
$4 \times 4 = 16$	$8 + 4 = 12$
$5 \times 4 = 20$	$12 + 4 = 16$
$6 \times 4 = 24$	$16 + 4 = 20$
$7 \times 4 = 28$	$20 + 4 = 24$
$8 \times 4 = 32$	$24 + 4 = 28$
$9 \times 4 = 36$	$28 + 4 = 32$
$10 \times 4 = 40$	$32 + 4 = 36$
$11 \times 4 = 44$	$36 + 4 = 40$
$12 \times 4 = 48$	$40 + 4 = 44$
	$44 + 4 = 48$

8 x Tables

$1 \times 8 = 8$	
$2 \times 8 = 16$	
$3 \times 8 = 24$	$8 + 8 = 16$
$4 \times 8 = 32$	$16 + 8 = 24$
$5 \times 8 = 40$	$24 + 8 = 32$
$6 \times 8 = 48$	$32 + 8 = 40$
$7 \times 8 = 56$	$40 + 8 = 48$
$8 \times 8 = 64$	$48 + 8 = 56$
$9 \times 8 = 72$	$56 + 8 = 64$
$10 \times 8 = 80$	$64 + 8 = 72$
$11 \times 8 = 88$	$72 + 8 = 80$
$12 \times 8 = 96$	$80 + 8 = 88$
	$88 + 8 = 96$

Write and Calculate Mathematical Statements

$4 \times 8 = 32$ $32 \div 8 = 4$ 	$8 \times 4 = 32$ $32 \div 4 = 8$ 	$5 \times 3 = 15$ $15 \div 3 = 5$ 	$3 \times 5 = 15$ $15 \div 5 = 3$
--	--	--	--

Related Calculations

$3 \times 4 = 12$ 	$4 \times 3 = 12$
$30 \times 4 = 120$ 	$40 \times 3 = 120$

Mental Calculations for Solving Problems

$(2 \times 3) \times 4 = 24$

$(2 \times 4) \times 3 = 24$

$(3 \times 4) \times 2 = 24$

16×3
 10×3 6×3
 $30 + 18 = 48$

Integer Scaling Problems

10 pencils $10 \times 4 = 40$ pencils

75g $75g \times 2 = 150g$

Short Division with Exact Answers

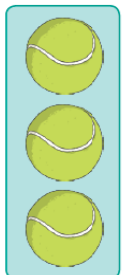
There are 69 tennis balls packed in tubes of 3.

There are 23 tubes altogether.

$69 \div 3 = 23$

69
23
23
23

$3 \overline{) 69}$



Maths

Fractions and Decimals

Fractions		Knowledge Organiser
Key Vocabulary	Recognising Fractions	Comparing Fractions
numerator	$\frac{3}{8}$ <p>Numerator How many equal parts of the whole are needed?</p> <p>Denominator How many equal parts are in the whole?</p>	$\frac{1}{4}$ $<$ $\frac{1}{3}$
denominator		$\frac{4}{5}$ $>$ $\frac{3}{5}$
unit fraction		
non-unit fraction	$\frac{3}{8}$ of the shape is shaded. $\frac{5}{8}$ of the shape is not shaded.	
equivalent	Equivalent Fractions	
halves		
thirds		
quarters		
fifths		
sixths		
eighths		
tenths		

Fractions		Knowledge Organiser
Add and Subtract Fractions	Scales	
$\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$ 	$= \frac{1}{2}$	
$\frac{5}{6} - \frac{2}{6} = \frac{3}{6}$ 	$= \frac{1}{4}$	
Fractions of Amounts	$= \frac{1}{3}$	
$\frac{1}{4}$ of 24 = 6 		
$\frac{1}{3}$ of 72 = 24 		
$\frac{2}{5}$ of 40 = 16 		

How are worldviews shaped and expressed through art and architecture?



Important Substantive Knowledge:

- Icons are of great importance for many Orthodox and some other denominations of Christians and are venerated in a variety of ways.
- The art and architecture of Coventry Cathedral represents three important beliefs for most of those with Christian worldviews: incarnation, salvation and reconciliation.
- Islamic art does not represent God in the same way that Christian artists might do. Only Allah is perfect and can create perfectly, so instead Islamic expressions are represented through calligraphy and geometric patterns.
- Dance is important in many religion and worldviews; some religious examples are Navaratri in Sanatan Dharma and the Sufi dance of the whirling dervish.
- The Coventry Synagogue is a Jewish place of worship that was built by Jewish migrants (watchmakers) in the city during the Victorian era and is being renovated.
- Many people choose to show adherence/belonging to a worldview through symbols, often worn on their body.



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

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

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

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 jacks / press ups
- Can the player guess the word before the word master draws a complete stickman?
- NB: stickmen 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

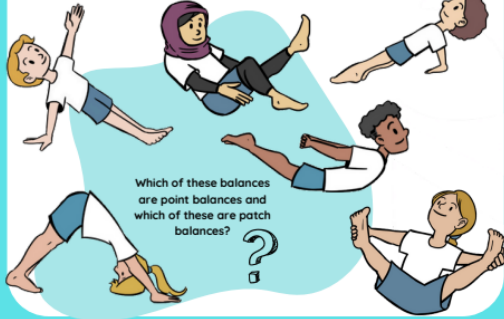


Get Set 4 Education

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.

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

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

Head to our youtube channel to watch the skills videos for this unit. @getset4education136

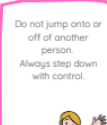
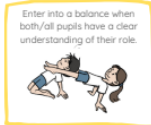


Get Set 4 Education

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 Frederich Ludwlg, who is considered the "Father of Modern Gymnastics."



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



Knowledge Organiser Rugby Year 3

About this Unit

Rugby is a fun game where two teams play against each other. It's called an invasion game because you try to enter the other team's space to score goals.

Rugby started in 1823 at a school called Rugby School. A pupil named William Webb Ellis picked up the ball while playing football and ran towards the other team's goal. This new way of playing became rugby!

If you choose to wear tags on your waist, opponents try to pull these off instead of tackling. It's all about teamwork, running, dodging and passing.

Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

Rugby balls are different because they are shaped like an egg. They became oval by accident because of the rubber tubes used to make them.



Can you think of any other invasion games that share these principles?

Key Vocabulary

attack: the offensive action of trying to score goals or points
communicate: sharing information with others
control: with good technique
defend: try to limit the opposition scoring by marking a space or player to gain possession
dodge: change direction quickly, often used to lose a defender or avoid being caught
opposition: the other team

pitch: the space used for a tag rugby game
receiver: the person catching the ball
tactics: a plan that helps you to attack or defend
teamwork: working with others to achieve
technique: how you apply a skill
tournament: a competition of more than two teams



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

How will this unit help your body?
agility, balance, co-ordination, speed, stamina

Ladder Knowledge



Sending & receiving:
Swing your hands to your target when throwing to help to send the ball accurately.

Space:
Spread out as a team to help you to move the defenders away from each other.

Attacking and defending:
As an attacker you need to maintain possession and score goals. As a defender you need to stop the opposition and gain possession.

Movement Skills

- throw
- catch
- run
- change speed
- change direction

This unit will also help you to develop other important skills.
Social communicate, support, collaboration, respect
Emotional perseverance, self regulation, honesty, determination
Thinking make decisions, comprehension, application of rules and tactics

Rules

- Tagging:**
- Players wear two tags, one on each side.
 - Players cannot push off a defender when they are attempting to go for a tag and cannot spin around, guard or shield tags in any way.
 - Once you have tagged, stand still, hold up the tag and shout 'tag' then give the tag back. The attacker needs to pass then place the tag back on their belt before re-joining the game.

Forward pass:
Forward passes are not allowed, the ball must be passed sideways or backwards.

Offside:
Defending players must try to stay in front of the ball carrier. Onside is in front of the ball carrier, offside is behind the ball carrier.

Tactics

Using simple tactics will help your team to achieve an outcome e.g. we will defend in a line to help us to gain possession of the ball.

Healthy Participation

- Make sure any unused equipment is stored in a safe place.
- Tag rugby is non-contact.

Home Learning

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

Hats

What you need: a paper plate or cup per player

How to play:

- Players place their plate or cup on their head.
- Aim of the game is to knock the oppositions object off their head whilst keeping your own.



Who's the last one left?

www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit. @getset4education136



Knowledge Organiser Rugby Year 4

About this Unit

Rugby is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Rugby was created in 1823 at Rugby School, when William Webb Ellis, one of the pupils there, picked up the ball whilst playing football and began running towards the opposition's goal. In 1871, the first international game was played and rugby is now played all over the world.

Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

Rugby balls are different to most other balls because of their 'egg shape'. The balls were made using rubber tubes which because of their flexibility became oval by accident!



Can you think of any other invasion games that share these principles?

Key Vocabulary

accelerate: speed up
delay: to slow an object or player
dodge: change direction quickly, often used to lose a defender or avoid being caught
forward pass: when the ball is passed in the direction of a team's try line
gain: get possession of the ball
invasion: a game of two teams who invade each other's space to score goals
limit: to reduce
offside: when a tag is made, all defending players must get into an onside position. Onside is in front of the ball carrier, offside is behind the ball carrier.

onside: when the defender is in front of the ball carrier
option: possible choices
pitch: the space used for a tag rugby game
possession: to have
supporting: being an option for the person with the ball
tournament: a competition of more than two teams
track: to move your body to get in line with a ball that is coming towards you
try: the name of a point scored by placing the ball over the try line



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

How will this unit help your body?
agility, balance, co-ordination, speed, stamina

Ladder Knowledge



Sending & receiving:
Cushioning a ball will help you to control it when catching it.

Space:
Moving into space will help your team keep possession and score goals.

Attacking and defending:
As an attacker run to the try line if there is a clear path. Pass when a teammate is free and in good space. As a defender track a player to stop them from being an option. Try to tag the ball carrier.

Movement Skills

- throw
- catch
- run
- change speed
- change direction

This unit will also help you to develop other important skills.
Social support others, inclusion, communication, collaboration, respect
Emotional determination, honesty, independence, perseverance
Thinking decision making, comprehension, select and apply, reflection, identify strengths and areas for development

Rules

- Tagging:**
- Players wear two tags, one on each side.
 - Players cannot push off a defender when they are attempting to go for a tag and cannot spin around, guard or shield tags in any way.
 - Once you have tagged, stand still, shout 'tag', followed by the number tag it is e.g. 'tag two' then give the tag back. The attacker has 3 seconds to pass then must place the tag back on their belt before re-joining the game. If the defending team make three tags in one attacking play, they gain possession. A player cannot be tagged when taking a free pass.

Forward pass:
Forward passes are not allowed, the ball must be passed sideways or backwards.

Offside:
When a tag is made, all defending players must get into an onside position.
Onside is in front of the ball carrier, offside is behind the ball carrier.
Defenders must be three big steps in front of the ball carrier after a tag has been made and are not allowed to intercept or block the pass after a tag is made.



Blue team try line

Tactics

Using tactics will help your team to maintain possession and score or deny space, gain possession and stop goals.

Healthy Participation

- Make sure any unused equipment is stored in a safe place.
- Tag rugby is non-contact.

Home Learning

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

The Rescuer

What you need: a marker e.g. a cushion, an object e.g. a teddy bear and a game.

How to play:

- Place your object in the way.
- One person, the rescuer, begins on the start marker, partner brings three big steps away. Rescuer attempts to reach the object and bring it back to the marker without being tagged by your partner.
- If tagged, the rescuer must go back to the start marker to try again.
- Have three attempts then change roles.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit. @getset4education136



Knowledge Organiser Swimming Year 3 and Year 4

About this Unit



Learning how to swim is very important! It's like having a special superpower that helps you stay safe and have lots of fun in the water.

Let's see why:

- Safe swimmer:** when you know how to swim, you can be a safe swimmer and avoid getting into trouble in the water. It's like wearing a magical shield that keeps you safe from water dangers.
- Water hero:** imagine being a water hero who knows how to help someone if they're in trouble in the water.
- Strong and healthy:** swimming is like a workout for your whole body. It makes your muscles strong, your heart happy, and keeps you fit and healthy.
- Awesome adventures:** when you can swim, you can try so many cool things like snorkelling to see colourful fish, surfing on big waves, or even playing fun water games with your friends.
- Believe in yourself:** learning to swim might seem tricky at first, but when you practice and learn, you'll feel very proud of yourself.

Key Vocabulary



- alternate:** one then the other
- backstroke:** a swimming style performed on the back
- breaststroke:** a swimming style performed on the front
- breathing:** when a swimmer chooses to breathe
- buoyancy:** how able an object is to float in water
- crawl:** a type of stroke
- floating:** the ability to stay on the water's surface
- front crawl:** a stroke used in swimming
- glide:** move across the water with a smooth continuous movement
- H.E.L.P position:** Heat Escape Lessening Posture: a position for floating in cold water when wearing a life jacket and awaiting rescue
- handstand:** an inverted balance in which weight is held on hands
- huddle:** a position for two or more people floating in cold water wearing life jackets and awaiting rescue
- rotation:** the circular movement of an object around a central point
- sculling:** quick movements of the hands to keep the head above the water
- sidestroke:** a stroke where the swimmer lies on their side, helpful as a lifesaving stroke as it uses less energy
- sinking:** travelling lower than the surface
- stroke:** the style of swimming, there are four competitive strokes: butterfly, backstroke, breaststroke, freestyle
- submerge:** to be underwater
- surface:** where the water ends
- surface dive:** to go beneath the water
- survival:** the act of living
- technique:** a plan or strategy
- trading water:** a survival technique used to keep the head above the water
- water safety:** actions to keep people safe around water

Ladder Knowledge



- Strokes:**
- Year 3:** keeping your legs together for crawl helps you to stay straight in the water.
 - Year 4:** keeping your legs together for crawl helps you to stay straight in the water.
- Breathing:**
- Year 3:** turning your head to the side to breathe will allow you to swim with good technique.
 - Year 4:** breathing out with a slow consistent breath enables you to swim for longer before needing another breath.
- Water safety:**
- Year 3:** treading water enables you to keep upright and in the same space.
 - Year 4:** if you fall in the water float.

Movement Skills

- submersion
- float
- glide
- front crawl
- backstroke
- breaststroke
- rotation
- scull
- tread water
- handstands
- surface dives
- H.E.L.P and huddle position

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

- Social:** communication, support and encourage others, keep myself and others safe, collaboration,
- Emotional:** confidence, honesty, determination, independence, perseverance
- Thinking:** comprehension, observe and provide feedback, tactics, select and apply skills

Rules

1. **Stop and think, always swim in a safe place**
When swimming outdoors preferably swim at a lifeguard beach, organised session or a supervised space.
2. **Stay together, always swim with an adult**
When swimming outdoors you must always stay together. NEVER go alone.
3. **Float**
If you fall into the water unexpectedly - float on your back until you can control your breathing. Then, either call for help or swim to safety.
4. **Call 999**
If you see someone in trouble, tell someone or go to the nearest telephone and dial 999.

Healthy Participation



- Always swim with an adult.
- Wait for a qualified lifeguard before entering the water.

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



How will this unit help your body?
balance, co-ordination, flexibility, speed, stamina, strength

Home Learning

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

Dolphin Dash

What you need: a swimming pool with a lifeguard, a supervising adult.

How to play:

- Choose a starting and finishing point in the pool. These can be across the width of the pool or from one end to the other.
- Line up at the starting point. Everyone will be a dolphin for this game!
- Swim using your best dolphin strokes by moving your body in a wave like motion with arms and legs straight.
- Every few strokes, do a little dolphin jump by lifting your upper body slightly out of the water. Pretend you're leaping over waves.
- Playing with others? Who can reach the other side first?
- Playing by yourself? How long does it take you to reach the other side?

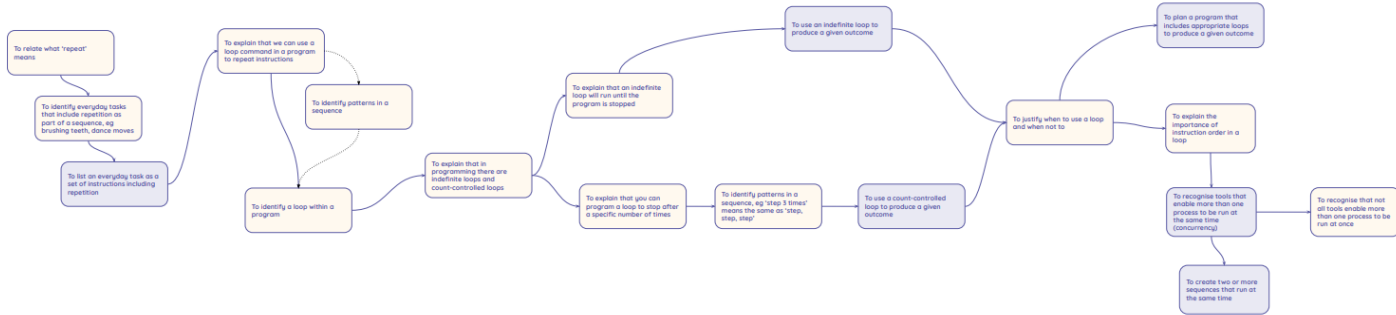


www.getset4education.co.uk



Computing

Programming A – Repetition in shapes



Music

TERM 2 MUSICAL CONTRASTS

Staccato or legato, forte or piano, major or minor - this term is all about **musical contrasts**. Beginning with songs and activities which explore different **instrumental timbres**, the children will **learn how instruments can be grouped and classified** in different ways. They will **listen** to music such as *The Young Person's Guide To The Orchestra* by Benjamin Britten and **identify orchestral families** (i.e. string, woodwind, brass, percussion).

As well as comparing instrumental timbre, they will also **learn to identify changes in tonality** through singing songs such as *The King's Feelings*, as well as developing recognition of **major and minor chords** through **simple listening games**.

Playing together as an ensemble is a key focus for the term. The children will learn to **lead and follow musical instructions** and understand the importance of **keeping an eye on the conductor!** They will **explore contrasts** between **staccato and legato articulation** when singing and playing and learn to **vary dynamics, tempo, timbre** and **pitch** through a **Kandinsky-inspired improvisation!**

The children will end the term by developing their understanding of **musical structure**. With a selection of activities to choose from, they can **create music in AB or rondo form** or **explore motifs** with a game of **Musical Top Trumps!**

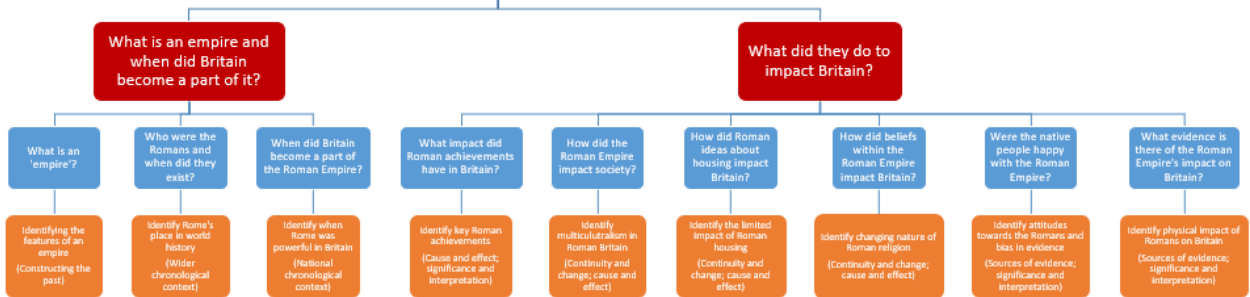


The Roman Empire didn't really have that much impact on Britain, did it?



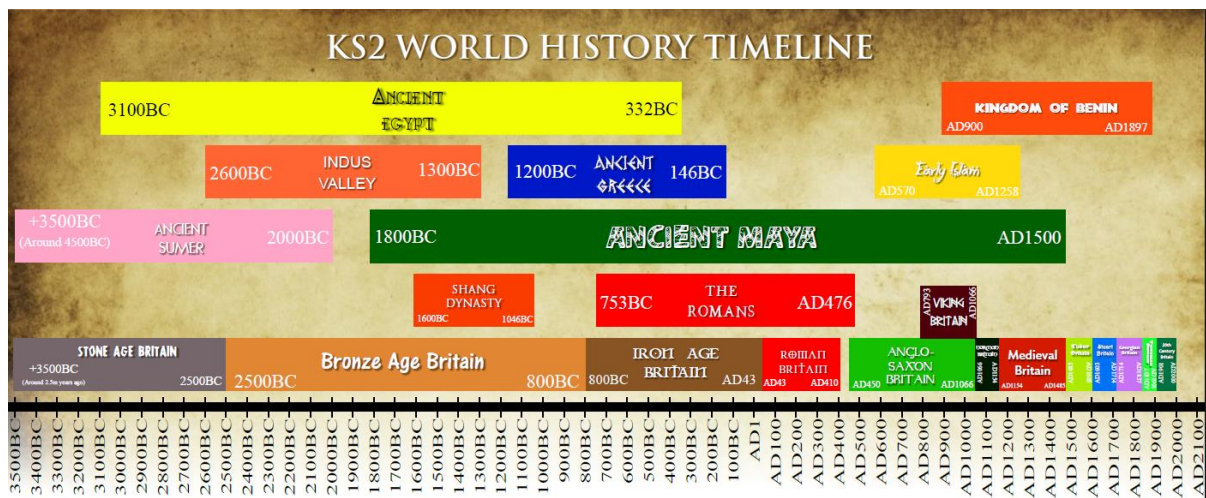
<http://www.history-rocks.com>

The Roman Empire didn't really have that much impact on Britain, did it?



By identifying the features of an empire and how they work, children will better understand the reasons for invasion and the reasons for the Romans leaving, as well as applying this knowledge to future learning. By identifying the Romans in both wider and more national chronological contexts, the children will establish a clear narrative of Roman history in the wider world and in Britain, making links between other civilisations in future learning. Identifying key events will show the rise and fall of Roman power in Britain and the reasons for it.

By asking what impact the Romans had on Britain, the children will understand how the role of the empire brought many new elements to Britain, some with lasting consequences, others with limited effects. By identifying key Roman achievements, the children will see what kinds of changes the Romans brought and how different they were to Iron Age Britain. By identifying the different elements of society, the children will see how the Roman Empire had a huge impact on the different types of people that came to Britain with their various cultural qualities. By identifying the differing styles of housing proposed by the Romans, the children will see this as being one of the more limited impacts of the empire on Britain. By identifying the changing nature of Roman religion, the children will see how the Romans adapted their beliefs to encompass different cultures and how this led to the adoption of Christianity as the main religion, even though it had little impact in Britain. By identifying the views of the local population, the children will understand how the empire affected people differently as well as how primary sources need to be analysed and questioned. By identifying the physical impacts, the children will see the extent to which the Roman Empire affected Britain in a multitude of ways.



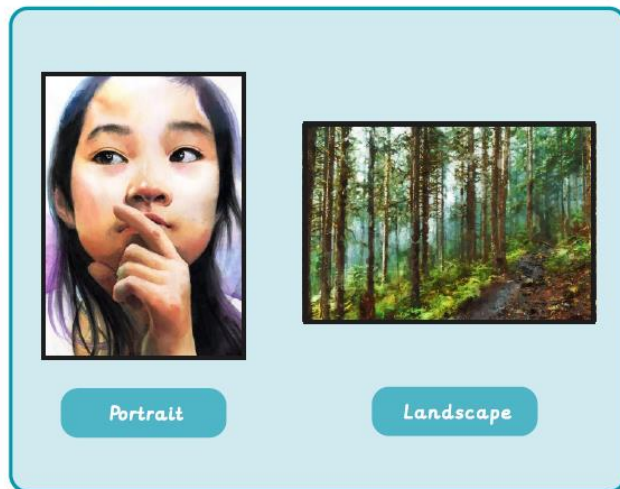
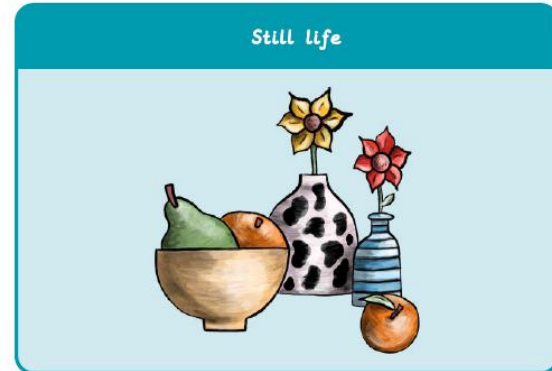
Key Vocabulary

Celts	People living in Britain in tribes , including the Iceni, Brigantes and Catuvellauni.	legion	A large section of the Roman army, made up of around 5000 soldiers.
citizen	A person with all the rights and protections of a nation or land. In the Roman Empire , only citizens were able to vote.	rebellion	An uprising or revolt by people who want to challenge what they believe is unfair treatment by rulers.
conquest	Taking control of a place by force, often with an army.	Roman Empire	The name used for the land that was controlled by the Romans, including large parts of Europe plus parts of North Africa and West Asia.
emperor	The ruler of an empire .	tribe	A group of people who share the same culture and values.
empire	A group of countries controlled by one ruler (emperor or empress) or government.		

Art and design

Mixed Media – Light and dark

Composition	Putting different elements together in a pleasing way
Hue	Describing an exact colour: sky blue, dark green, rose pink
Proportion	How big a part of something looks compared to the rest of it
Shade	Adding black to a colour makes a shade
Shadow	A dark area created when light is blocked
Still life	An artwork showing a collection of things that don't move, e.g. objects rather than people
Tint	Adding white to a colour makes a tint
Tone	The light and dark something is






Colour mixing



Making colours lighter:

+ a lighter colour
+ water
+ white

 +  = 

 +  = 

 + Add water = 

Making colours darker:

+ a darker colour
+ black

 +  = 

 +  = 

 +  = 

Painting techniques



Dabbing



Stippling



Pointillism



Adding texture to paint



Washes

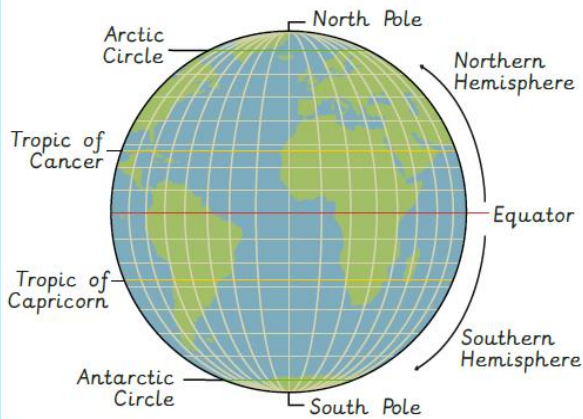


Using different tools

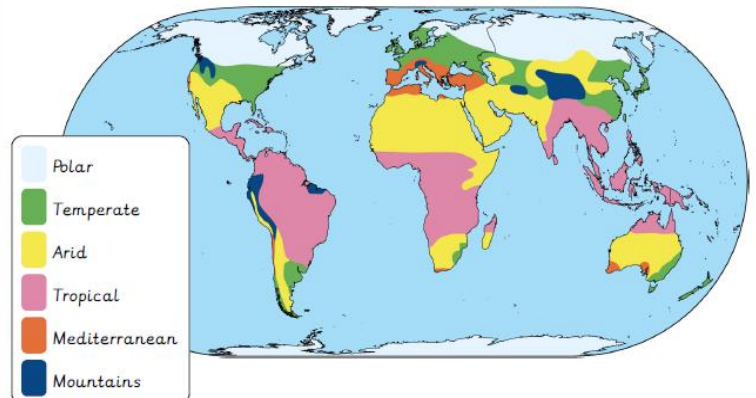
Geography

Who lives in Antarctica?

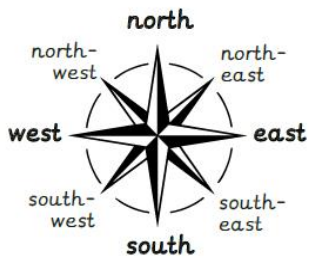
Lines of latitude and longitude



Climate zone map



Compass points

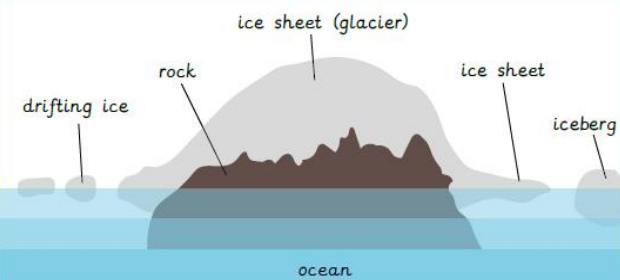


Who lives in Antarctica?



Nobody permanently. However, tourists and researchers do visit.

Who lives in Antarctica?



Antarctica is located at the southern most point on the globe. It experiences extreme blizzards and snowstorms, has many mountain ranges and even an active volcano.

Ernest Shackleton



An explorer who wanted to be the first man to reach the South Pole in Antarctica. He never made it there but is famous for bringing 28 men back to the UK alive after his expedition to Antarctica went wrong and his boat sank.

The Antarctic Treaty



A written agreement signed by many countries so far, promising to keep Antarctica a peaceful place and to protect its environment.

lines of latitude	Invisible horizontal lines mapped on our globe to show how far north or south a place is from the Equator.
lines of longitude	Invisible vertical lines mapped on our globe to show how far east or west a place is from the Prime Meridian.
hemisphere	One half of the Earth.
climate	The long-term weather conditions in a specific region.
climate zone	Areas of the world grouped together that have a similar climate.
compass points	North, east, south, west, north-east, south-east, south-west, north-west
direction	An imaginary line showing the way someone or something is moving.
treaty	A formal, written agreement between two places.
ice shelf	A thin layer of ice extending off a glacier into the sea.
ice sheet	A layer of ice covering the land for a long period of time, also known as a glacier.
drifting ice	Thin, floating pieces of ice not attached to a glacier.
iceberg	Large chunks of floating ice that break off a glacier.

Design Technology

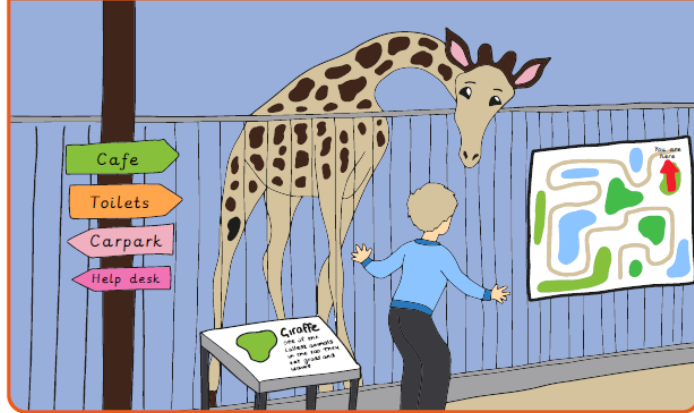
Electrical posters

Year 3 - Electric poster

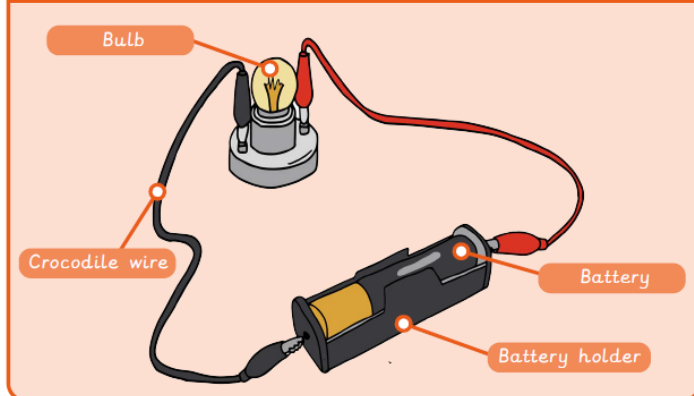
Battery	A cell or connected group of cells which store electrical energy.
Bulb	A component which gives light when electricity passes through it.
Circuit	A collection of components which make an electrical system.
Circuit component	One of several parts of that complete a circuit (e.g. bulb).
Information design	Facts that are displayed in a visually appealing way and are easy to understand.
Initial ideas	A series of sketches to solve a problem or design a product.
Information	Facts that we learn or research about something.
Public	People in our community.
Research	Using different media (e.g. newspapers, books, online searches) to collect information about a subject.
Wire	A thin piece of copper thread which conducts electricity to connect circuit components together.

Key facts

Information design is one area (field) of design. It covers all items and products that are developed to give the public further information.



An electrical system is a group of parts (components) that work to transport electricity around a circuit.



An electrical product is an object that uses an electrical system to make its different parts work.



Science

Where does Electricity come from?

Electrical appliances

Electrical appliances are found all around us.



An electrical circuit is the pathway through which electrical charge flows in an appliance.

For a circuit to work, it must include:

- A power source.
- A complete pathway.
- A device or component, such as a bulb.

Power source: something that transfers electrical energy to make an appliance work.

Mains power



Batteries



- Provides high power for larger appliances.
- Requires access to an electrical socket.
- Appliances are fixed in place.

- Allows an appliance to be portable and used anywhere.
- Allows an appliance to be used where no electrical sockets are available.
- Batteries run out and need replacing.
- Batteries are harmful and must not go to landfill.

A **component** is a part of an electrical circuit.

Symbols are often used to represent the components so they are easy to draw and recognise.

battery/cell



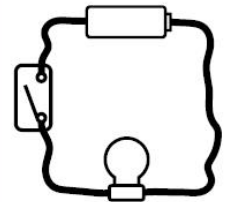
wire



bulb



A **circuit diagram** is a simple line drawing that represents how the components in an appliance join together.



open switch



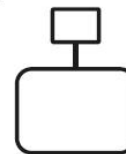
closed switch



buzzer



motor



Electrical conductors are materials that allow electrical charge to flow through quickly.



Metals are good electrical conductors.

Electrical insulators are materials that do not allow electrical charge to flow easily.



Plastics are good electrical insulators.

Electrical safety



- Do not use electrical appliances or switches with wet hands.
- Do not put anything other than a plug in an electrical socket.
- Let an adult know if electrical appliances or wires appear damaged.
- Do not leave electrical wires laying across the floor or on hot surfaces.



PSHCE

Healthy Me

