



# Knowledge Organiser

## Netball Year 3 and Year 4

Year 4  
PE

### About this Unit

Netball 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.

An official netball game is played on a court split into thirds with seven players on each team. Each player is allowed in certain areas of the court and has a different role.

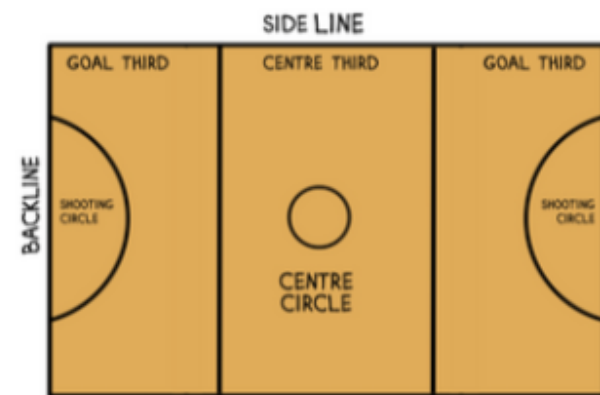
#### The positions:

- GS: Goal Shooter
- GA: Goal Attack
- WA: Wing Attack
- C: Centre
- WD: Wing Defence
- GD: Goal Defence
- GK: Goal Keeper

### Invasion Games Key Principles

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

#### The court:



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



### Key Vocabulary



- accelerate:** speed up
- accurate:** successful in reaching the intended target
- contact:** a rule that states you cannot push or bang another player
- decision:** select an outcome
- delay:** to slow an object or player
- deny:** to prevent an action happening
- direction:** forwards, backwards, sideways
- footwork:** a rule which states you cannot move your landing foot
- intercept:** to gain possession of the ball
- invasion:** a game of two teams who invade each other's space to score goals

- obstruct:** a rule which states that you are not allowed to put your arms up unless you are 1m away
- option:** possible choices
- persevere:** to continue trying
- pivot:** allows you to turn your body to face a new direction
- possession:** to have
- technique:** the action used correctly
- tournament:** a competition of more than two teams
- umpire:** a person who makes sure the rules are followed

### Ladder Knowledge



#### Sending & receiving:

- Year 3:** point your hands to your target when throwing to help to send the ball accurately.
- Year 4:** cushioning a ball will help you to control it when catching it.

#### Space:

- Year 3:** spreading out as a team will help to move the defenders away from each other.
- Year 4:** moving into space will help your team keep possession and score goals.

#### Attacking and defending:

- Year 3:** as an attacker you need to maintain possession and score goals. As a defender you need to stop the opposition and gain possession.

#### Attacking and defending:

- Year 4:** as an attacker shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space. As a defender mark a player to stop them from being an option. Try to intercept the ball as it is passed.

### Movement Skills

- throw
- catch
- change direction
- change speed
- shoot

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

**Social** communication, collaboration, support others

**Emotional** honesty and fair play, persevere, confidence

**Thinking** comprehension, decision making, recognition, identify, observe and provide feedback, select and apply

### Rules

- **Footwork:** first foot to touch the ground when receiving a ball is the landing foot. The landing foot must remain on the ground, the other foot may be moved in any direction, pivoting on the landing foot.
- **Held ball:** a player has 4 seconds to pass or shoot.
- **Contact:** if a player contacts another player.
- **Obstruction:** defenders are allowed one jump to mark the ball and must be 1m from the ball carrier.

**Free pass** is awarded to the non-offending team if the footwork and held ball rules are broken. The offending player is not out of play.

**A penalty pass or shot** (if these rules are broken within the shooting circle) is awarded to the non-offending team if the obstruction or contact rules are broken. The offending player is out of play and stands by the side of the player taking the pass/shot.

### Tactics

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

### Healthy Participation



- Make sure any unused equipment is stored in a safe place.

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

How will this unit help your body?

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

### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)

### Skills School

**What you need:** A ball

#### How to play:

Can you complete the following skills?

- Pass the ball 10 times around your waist in one direction then 10 times in the other direction
- Pass the ball in a figure of eight through your legs. 10 times in one direction, then 10 times in the other direction.
- Pass the ball hand to hand. Can you do this above your head, then to one side of your body, then the other? Can you do this down low by your knees?
- Start with the ball behind your back, throw it over your head and then catch it in front of your body.
- Start with the ball in front of you, throw it over your head and catch it behind you.

#### Top tips:

- Use wide fingers and keep your eyes on the ball.

[www.getset4education.co.uk](http://www.getset4education.co.uk)

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



@getset4education136



# Knowledge Organiser

## Football Year 3 and Year 4

### About this Unit

Football 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.

#### Bally ballerson!

Early versions of football can be traced back over 3000 years to the Mesoamerican civilisation where the ball they played with was actually a rock! Ancient Chinese civilisations used a round ball made out of feathers or fur, the Aboriginals used balls made of leaves and in Medieval Europe the ball was made out of a pig's bladder. When football as we know it grew in popularity, the ball changed too and nowadays, the ball is made out of leather.



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

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



### Ladder Knowledge



#### Sending & receiving:

**Year 3:** point your kicking foot to your target when sending the ball to help to send it accurately.

**Year 4:** cushioning the ball will help you to control it when receiving it.

#### Dribbling:

**Year 3:** dribbling is an attacking skill which helps you to move towards a goal or away from defenders.

**Year 4:** using changes of direction and speed when you dribble will help you to maintain possession.

#### Space:

**Year 3:** spreading out as a team will help to move the defenders away from each other.

**Year 4:** moving into space will help your team keep possession and score goals.

#### Attacking and defending:

**Year 3:** as an attacker you need to maintain possession and score goals. As a defender you need to stop the opposition and gain possession.

#### Attacking and defending:

**Year 4:** as an attacker shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space. As a defender mark a player to stop them from being an option. Try to intercept the ball as it is passed.

### Movement Skills

- dribble
- pass
- receive
- track

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

**Social** co-operation, respect, communication

**Emotional** determination, honesty, persevere, independence

**Thinking** decision making, comprehension, select and apply, use tactics

### Rules

- Physical fouls include pushing, tripping, pulling, overly aggressive play.
- You cannot touch the ball with your hands.
- If either of these rules are broken, a free kick is awarded to the other team. All players must be five big steps away from the person taking the free kick.
- If a ball goes out of play on a side line, a throw in is taken by the team who did not have last contact with the ball.
- A corner is taken if the ball goes out of play on a goal line and is kicked out by the defending team.
- A goal kick is taken if the ball goes out of play on a goal line and is kicked out by the attacking team.

### Tactics

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

### Healthy Participation



- Make sure any unused equipment is stored in a safe place.

### Key Vocabulary



- accelerate:** speed up
- communicate:** share information
- control:** being able to perform a skill with good technique
- cushion:** take the power out of an object
- decision:** select an outcome
- delay:** to slow an object or player
- deny:** to prevent an action happening
- invasion:** a game of two teams who invade each other's space to score goals
- opposition:** the other team
- option:** possible choices
- pitch:** the space used for the game
- possession:** to have
- referee:** the person who makes sure the rules are followed
- 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



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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina



### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)



### Shrink and Move



**What you need:** A ball and three markers e.g. cushions

#### How to play:

- Place two markers 2m apart to create a goal and the third marker 3m away as the starting point.
- Attempt to kick the ball through the goal.
- If successful, **shrink** the goal making it smaller. Repeat, trying to kick the ball through the goal.
- If successful, **shrink** the goal again and repeat.
- When the goal is ball sized, the next challenge is to **move** the start cone back 1m.
- If successful, repeat **moving** the start cone back again.



[www.getset4education.co.uk](http://www.getset4education.co.uk)

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



## Year 4 Music

### Year 4: Rock and Roll

#### Musical style: Rock and Roll

Rock and roll was created in America in the 1950s after the war and was made to depict happiness and a new life. The name comes from the phrase 'rocking and rolling' which was used by mariners to explain the movement of a ship, which influenced the dance steps.



Rock and roll stems from jazz, gospel and blues music and uses the blues structure and chords. It often has a fast tempo with strong vocals, which may use screaming and shouting. Rock and roll formed the basis of our modern day rock music.

#### Vocabulary

##### Bass line

The lowest part of the music, played by a bass or bass guitar in rock and roll.

##### Walking bass

A bass line that moves step by step using pitches that are next to each other.

##### Notation

The way that music is written so that others can play it.

##### In time

Playing or singing at the same speed as the music.

##### Hand jive

A rock and roll dance where you move your hands a lot!



##### In tune

Singing or playing with the correct pitch.

##### Tempo

The speed or pace of the music. It can change throughout a piece of music.

##### Dynamics

The volume of the notes. This often changes throughout a piece of music.

##### Pitch

How high or low a note sounds.

#### Instruments



Electric bass



Drum



Double bass

Electric guitar





Year 4  
Art

### Creating contrast

- Patterns
- Textures
- Light and dark

### Block printing

- Draw your design on the polystyrene block, pressing in with the pencil
- Don't press too hard!
- Apply ink or paint to the block
- Press the block ink-side down to print it

### Henri Matisse

- Painted with bold shapes and colours in the 'Fauvist' style.
- Made paper cut-outs when he could no longer stand up to paint.
- He called his collage style 'Painting with scissors'.



### Artists

- Georges Seurat
- Ed Ruscha
- Fernando Botero
- Alberto Giacometti
- Henry Moore



Collaborate	Work in a group to create a shared artwork
Collage	Cutting, arranging and sticking materials like paper, fabric etc to a background
Composition	Putting different elements together in a pleasing way
Engraving	Lines cut into a hard surface which is covered in ink and printed
Printing technique	Creating prints in different ways e.g. monoprint, block print
Proportion	How big one element of an artwork appears compared to the whole thing
Shading	Drawn marks to illustrate degrees of light and dark
Tone	How light or dark something is
Wax-resist	Using wax to stop another material, like paint, from sticking permanently to a surface

### Mark making with a pencil

Hatching

Cross-hatching

### Mark making with charcoal

- Use the tip of the charcoal for sharp lines
- Blend light and dark areas to create tone.
- Use a rubber to draw light tones.

### Proportion

- Use the relative size and shape of objects to help draw them in proportion.
- Artists use proportion to help make drawings look realistic.
- Artists can exaggerate proportion to draw attention to one aspect of an artwork.

## Ancient Greek City States

**Ancient** Greece was not a country. It was made up of **city states**. There were often battles between these **city states** but sometimes they would join together to defend themselves from a common enemy. Important **city states** of **ancient** Greece included Athens, Corinth and Sparta.



## Alexander the Great's Empire

Independent **city states** existed for most of the **ancient** Greek period. However, towards the end of this period, King Philip II of Macedonia ruled over all of **ancient** Greece. Following his death, his son, Alexander the Great, took over the **empire** along with other lands that he conquered. After Alexander the Great died, the Romans slowly took over parts of the **empire**.

## Enslaved People in Ancient Greece

There were many enslaved people in **ancient** Greece. They made many objects and goods to be sold.

Many **ancient** Greek pots that survive today would have been made by enslaved people.

## Ancient Greek Gods and Goddesses

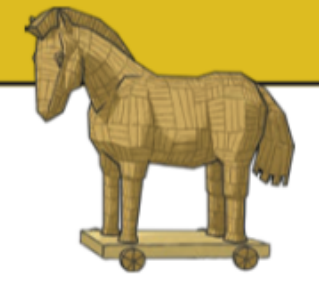
The **ancient** Greeks believed in many different gods and goddesses. Each god/goddess represented a certain aspect of humanity and each was responsible for certain parts of life too.

- Festivals were held to celebrate the gods and goddesses.
- It is believed that the 12 most powerful gods lived on Mount Olympus.
- Zeus was the most powerful of all the gods. He was god of the sky and the king of Mount Olympus.



## Myths

The Trojan War is a very famous **ancient** Greek **myth**.



- Many people believe that it is a **myth** but that there is some historical truth behind it.
- The Trojan War was between the Greek and the Trojan Armies.
- In the story, the Greeks pretended to surrender, leaving a gift of a giant horse for the Trojans. The gift was brought inside the city walls. During the night, Greek soldiers hiding inside the horse let the Greek army inside Troy's walls and the city was destroyed.

## The Spartans and the Athenians

Much of what we see of the Spartans on television and in films is based on **myth** and does not present the Spartans accurately. The Spartans were known for their strong army and ability to fight. In childhood, boys were trained to be warriors. Girls were taught academic subjects and how to fight.

The Athenians were known for their cultural developments and learning. Girls did not go to school but many were taught how to look after the home and family.



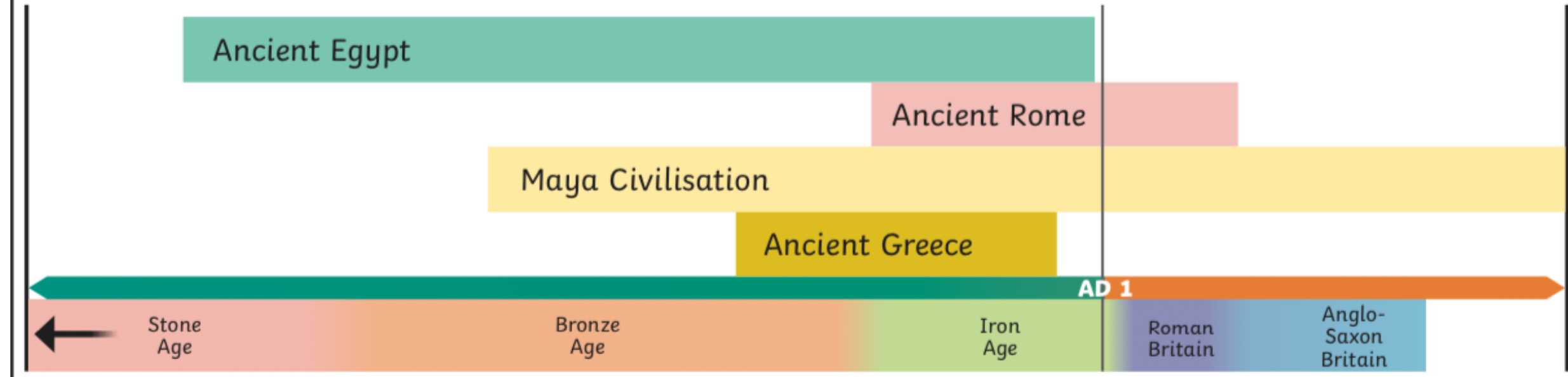
## Democracy

**Ancient** Athens is where **democracy** began in around 508 BC. Listening to the opinions of other people and debating issues was an important part of this system. After debating issues, the **ancient** Athenians would vote. At that time, the only people allowed to take part in **democracy** were adult males who were citizens of Athens. The **legacy** of **democracy** still exists today in many parts of the world.

## Timeline

3500 BC

AD 1500



Key Vocabulary	
<b>ancient</b>	Something from a very long time ago.
<b>civilisation</b>	A human society with well-developed rules and government, often where technology and the arts are considered important.
<b>city states</b>	Small areas that <b>ancient</b> Greece was divided into, each with their own governments, laws and army.
<b>empire</b>	A group of countries or states that are ruled by one ruler or country.
<b>legacies</b>	Things that exist after someone dies or after a <b>civilisation</b> or event ends.
<b>democracy</b>	A system where the citizens of a country or state are involved in the way it is run.
<b>myth</b>	A story from <b>ancient</b> times about something that happened long ago that some people believed to be true.

Historical Skills Vocabulary	
<b>primary source</b>	Information and objects that come from the time being studied.
<b>secondary source</b>	Interpretations of information and objects which are produced after the time being studied.



**The Olympics**

The Olympics were first held in **ancient** Greece in 776 BC. This is one of the **legacies** of **ancient** Greece.

Events included boxing, wrestling, running and chariot racing.

Women were not allowed to compete in the Olympics. This was because **ancient** Greek women were not treated as equals to men and had fewer freedoms.

The idea for the marathon also originates from this time.





Year 4  
RE

Key Vocabulary	
<b>nativity</b>	The story from the Bible about the birth of Jesus.
<b>Nazareth</b>	The city where Mary and Joseph lived.
<b>Pregnant</b>	Expecting a baby.
<b>Bethlehem</b>	The town where Jesus was born, sometimes known as The City of David.
<b>census</b>	A formal count of all the people who live in a particular place. The Roman census required couples to travel to the husband's place of birth.
<b>inn</b>	A house where travellers can stay.
<b>manger</b>	A long trough used to feed horses or cattle.
<b>saviour</b>	Someone who saves others from harm or bad deeds. Christians refer to Jesus Christ as their saviour.
<b>worship</b>	The feeling or act of showing respect, loyalty or love.

### The Angel's Visit

Mary was engaged to be married to Joseph. An angel, called the angel Gabriel, visited Mary at her home in **Nazareth** to tell her that she was going to have a special baby. The angel said that the baby would be God's son and that she should call him Jesus.



Joseph and Mary (who was **pregnant**) had to travel to **Bethlehem** for the **census**. It was a long and tiring journey. When they got there, they found that all of the **inns** were full.

### A Place to Stay

Mary and Joseph were offered a stable to stay in. This is where Mary had her baby. She named him Jesus and he slept in a **manger**.



### The Shepherds

Shepherds watching over their sheep on a hillside near **Bethlehem** were surprised when an angel appeared.



### The Saviour

The angel told them that a special baby had been born and that he would be a **saviour** to the people. Then the sky was filled with angels singing.







<b>astrologer</b>	Someone who studies the position and movement of the stars and interprets these as having an influence on humans. The astrologers in the nativity are also known as the wise men or kings.
<b>Jerusalem</b>	The holy city in Western Asia, where King Herod's Palace was located.
<b>King Herod</b>	The city where King Herod lived.
<b>frankincense</b>	An expensive tree sap that is burned during worship. It was given to show that Jesus was divine (came from God).
<b>myrrh</b>	A type of resin (sticky substance) produced by certain trees. It is often linked to death and was given to show the human suffering that Jesus would experience.

### The Shepherds Visit Jesus

The shepherds went to visit baby Jesus in the stable. When they found him, they knelt down and **worshipped** him. They told Mary and Joseph about the angel's visit and that Jesus would be the **saviour** of the world.

Some **astrologers** noticed a new star in the sky. They knew it meant a great ruler had been born so they decided to follow it.



### King Herod

The wise men visited the palace in **Jerusalem**, as they expected the new ruler to be a royal baby.

**King Herod** was not pleased to hear of a new ruler. He asked the wise men to let him know where they found Jesus.

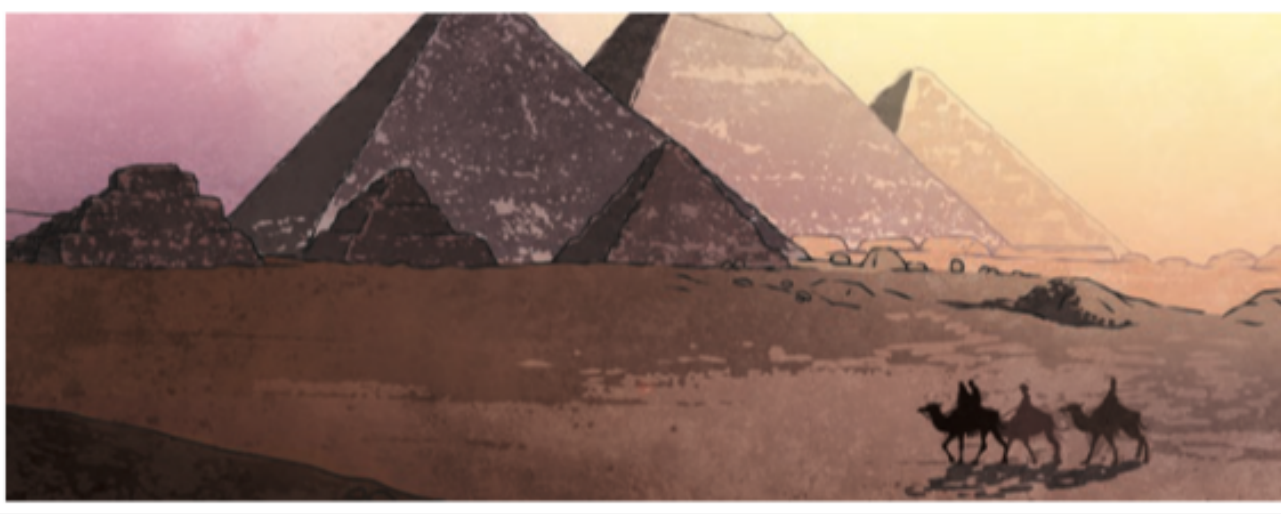
### The Wise Men

The wise men found Jesus in the stable. They **worshipped** him and gave him gifts of gold, **frankincense** and **myrrh**.



### Escape to Egypt

Joseph had a dream in which an angel told him to save Jesus by taking him and Mary to Egypt. They stayed there for many years.



The wise men had a dream telling them not to let **King Herod** know where to find Jesus. **King Herod** gave orders that all baby boys in **Bethlehem** should be killed.

## Key Vocabulary

<b>Christmas</b>	A Christian festival that celebrates the birth of Jesus Christ.
<b>gratitude</b>	The quality of being thankful or showing appreciation.
<b>love</b>	There is more than one type of love. There is philia which is brotherly love and romantic love known as eros. Christians also believe there is familial love (storge) and unconditional love (agape).
<b>sacrifice</b>	An act of offering or giving up something. Jesus sacrificed himself when he was crucified.
<b>secular</b>	Not connected to religion.
<b>tradition</b>	Passing on different ways of thinking, acting or believing.

Jesus' arrival on Earth reminds Christians of the importance of God. It is a reminder that God took human form through Jesus to save humans from their sins.



## Love

Christians celebrate **Christmas** every year and believe that it is a time to show **gratitude**. For Christians, Christmas is an important festival because it celebrates the arrival of their Saviour, Jesus Christ. Christians believe that Jesus died for their sins by sacrificing his life on the cross. On Christmas Day, Christians remember the **sacrifice** that Jesus made and use this time to pray and reflect. This time of year is focused on **love** and practising **traditions** such as giving one another gifts that demonstrate love.



## Christmas Traditions

There are many different words, acts and ideas that are associated with Christmas. These might be acts such as gifting and wrapping presents, decorating Christmas trees or attending church services.

Christians believe that all acts of God associated with Christmas are connected to love.

There are both religious and **secular** Christmas traditions including:

- giving Christmas cards;
- singing carols;
- decorating a tree;
- watching Christmas films;
- eating Christmas dinner.



## Key Vocabulary

### commercialisation

This is when something becomes about financial gain. Some people believe that Christmas has become commercialised as there is a greater emphasis on presents rather than remembering the life of Jesus.

### the Holy Trinity

The word 'trinity' comes from 'tri' which means three. Christians believe in one God. God also took human form on Earth as Jesus and He exists in the form of the Holy Spirit. All three parts of the Holy Trinity are equal and God is all three parts at the same time.

### incarnation

This means 'to come to flesh.' God came to Earth in human form as Jesus.

### vulnerability

The state of needing additional support, care or protection because of age or a disability, or due to a risk of harm.

## Power and Vulnerability

Christians believe that God came to Earth in human form (**incarnation**) as Jesus and suffered as all humans do. Jesus shared the experiences of the people that he met and had the opportunity to help them in special ways. In Christianity, God is all-powerful but when he came to earth, he expressed **vulnerability**.

For Christians, the **Holy Trinity** is important because it demonstrates how God can exist in different forms and that He is always with us.

## The True Meaning of Christmas

For the Christians who do believe in the true meaning of Christmas, their Christmas Day involves showing gratitude to God and remembering the sacrifice of Jesus. On this day, Christians will volunteer, give to charity and help the less fortunate.

Some of the Christmas traditions we have today are secular. For example, secular Christmas cards which have non-religious images and greetings. Religious Christmas cards may have illustrations of the Nativity and other Christian messages and symbols.

Christmas carols are often a part of Christmas. Some carols help remember the life of Jesus, others are more focused on the general Christmas festival.



Every year, Christians celebrate Christmas. However, some people argue that the true meaning of Christmas has now been lost because of **commercialisation** and the increase in secular traditions. Whereas, other people disagree and think the true message of Christmas is still being remembered.



Year 4  
PSHE

# Jigsaw Jaz's Journey

Celebrating Difference

Why do we like to belong?

secret

I will learn about...

- Assumptions that people make and why
- How you could become influenced to make an assumption
- What to do if I think someone is being bullied
- Being a witness to bullying and the impact of this
- How I am special and unique

accept

influence

judgement

I will explore...

- How to try and accept people for who they are
- How it might feel to be a witness to bullying
- How it might feel to be a target of bullying
- My unique physical appearance

appearance

attitude

bystander

character

impression

opinion

witness





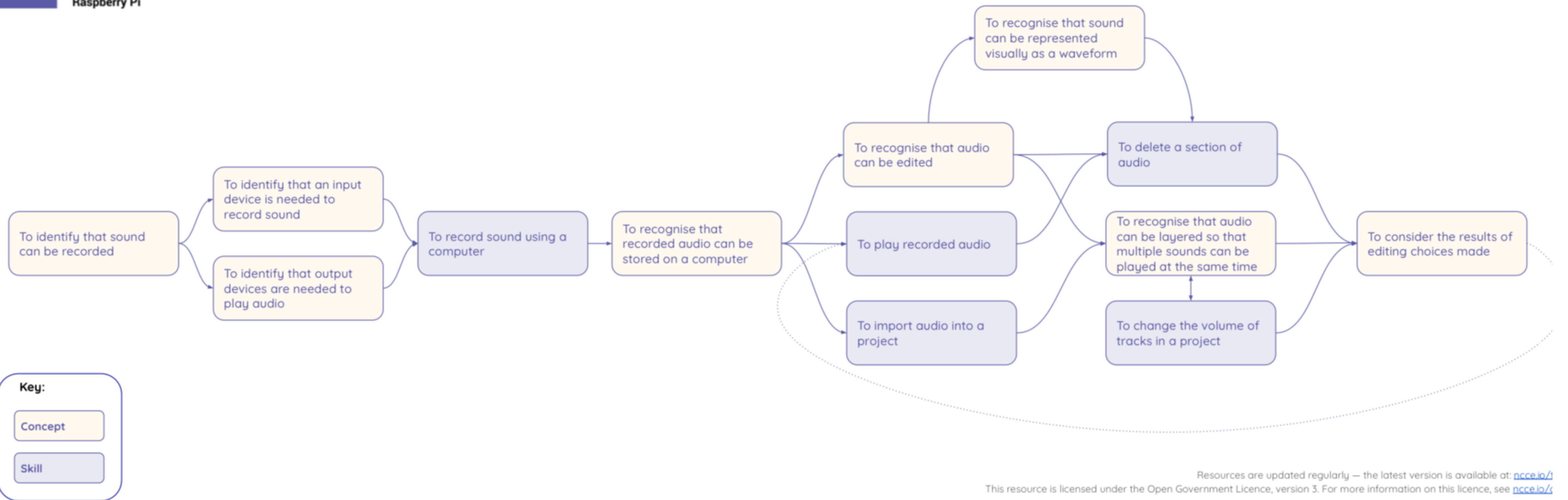
# Year 4 Computing

National  
Centre for  
Computing  
Education



Raspberry Pi

Learning graph  
Year 4 - Creating media - Audio production



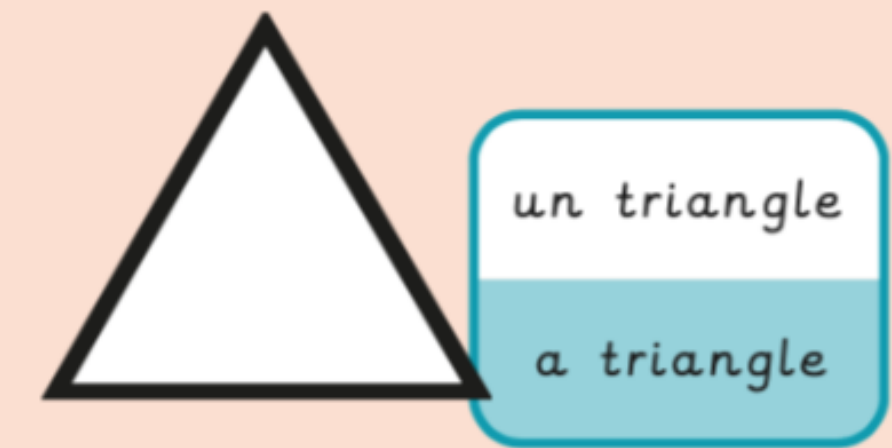
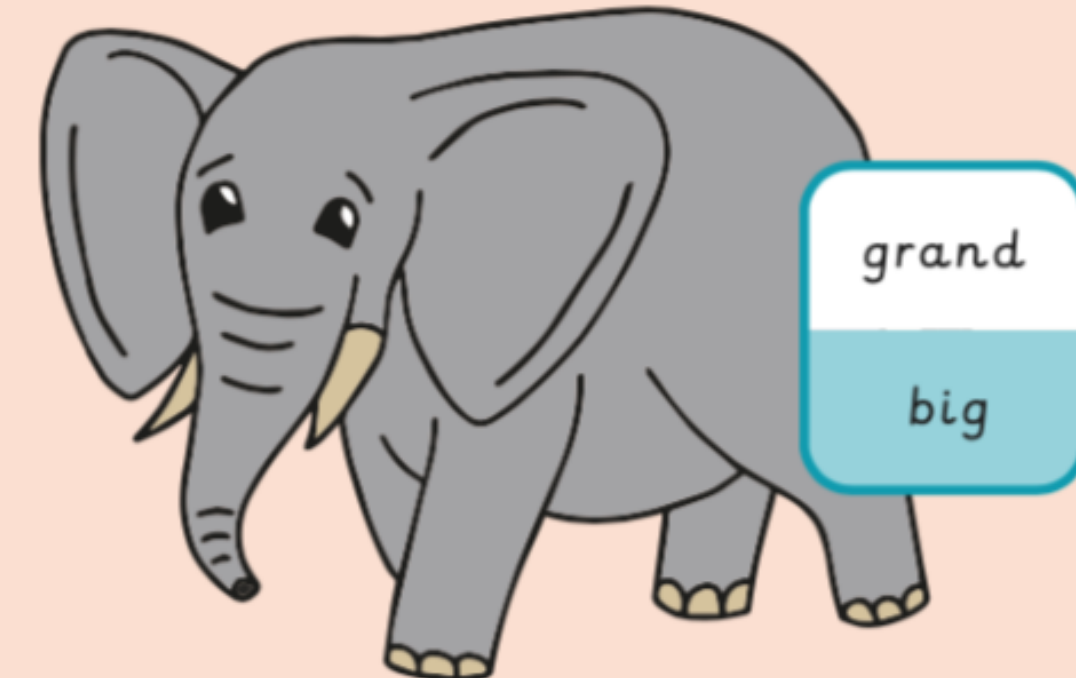
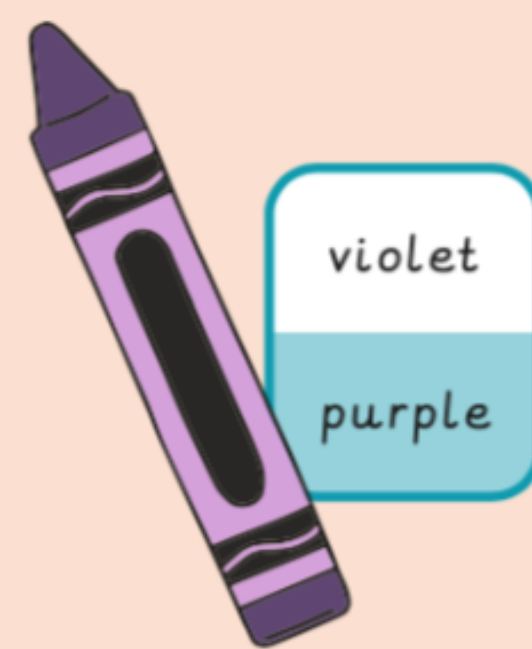
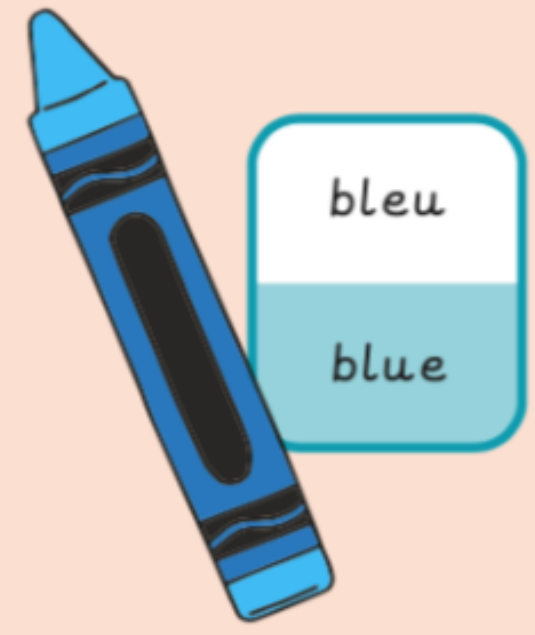


# French adjectives of colour, size and shape

## Vocabulary and pictures



Year 4:  
MFL





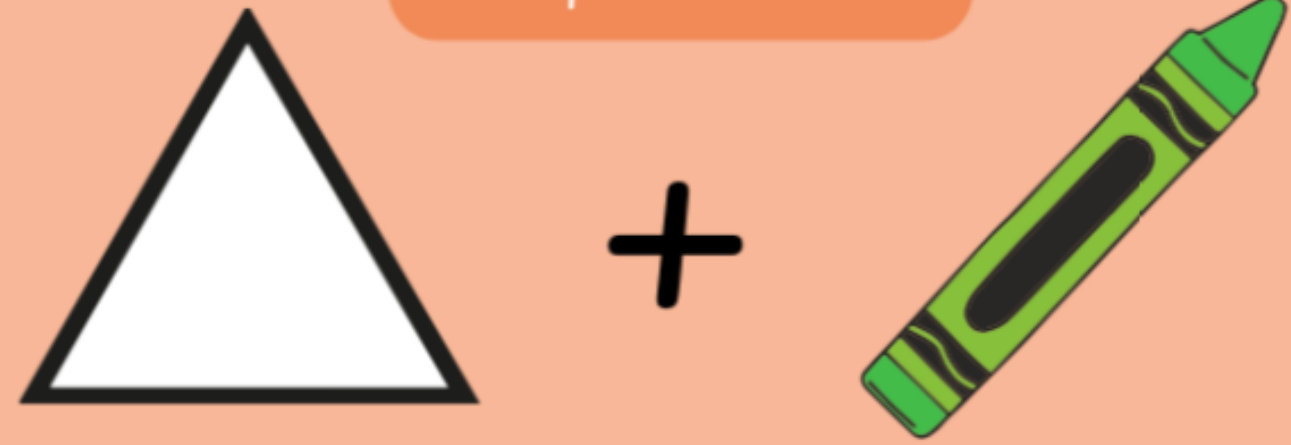
## Sentence structure and phrases



# Year 4: MFL

In French, adjectives of colour come after the noun

Shape + Colour



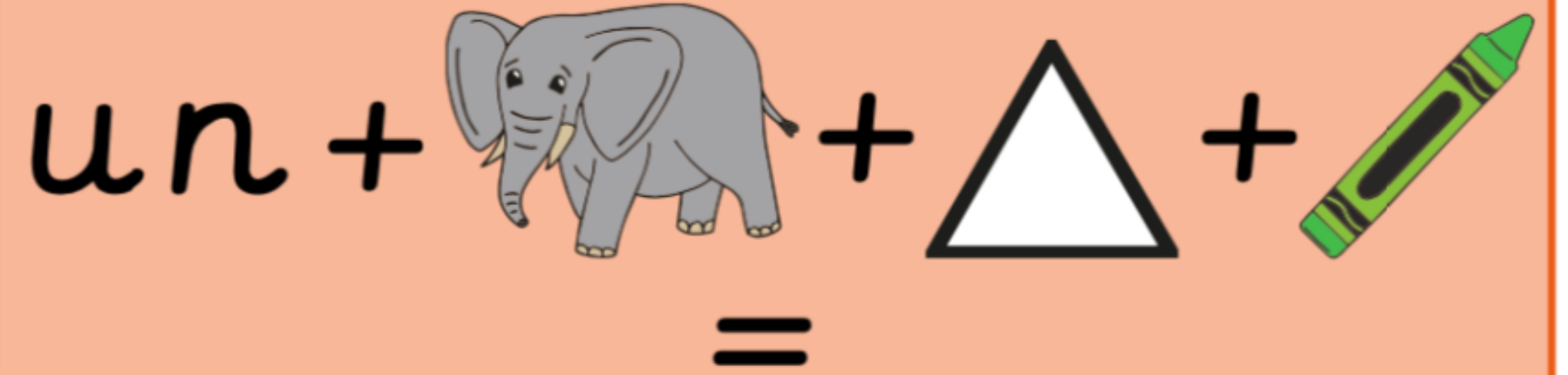
Adjectives of size comes before the noun as in English.

Size + Shape + Colour



Word order to describe a noun

un + **size** + shape + colour



un grand triangle vert.  
a big green triangle

An adjective is a word that describes a noun.

c'est	It is	merci	Thank you
je voudrais	I would like	s'il vous plaît	Please
qu'est ce que c'est ?	What is it?	c'est de quelle couleur ?	What colour is it?

Qu'est ce que c'est ?



What is it?

C'est un grand triangle



It is a big triangle



C'est de quelle couleur ?



What colour is it?

C'est un grand triangle vert



It is a big green triangle





# States of Matter

Year 4

## Year 4: States of Matter

Key Vocabulary	
<b>states of matter</b>	Materials can be one of three states: <b>solids</b> , <b>liquids</b> or <b>gases</b> . Some materials can change from one state to another and back again.
<b>solids</b>	These are materials that keep their shape unless a force is applied to them. They can be hard, soft or even squashy. <b>Solids</b> take up the same amount of space no matter what has happened to them.
<b>liquids</b>	<b>Liquids</b> take the shape of their container. They can change shape but do not change the amount of space they take up. They can flow or be poured.
<b>gases</b>	<b>Gases</b> can spread out to completely fill the container or room they are in. They do not have any fixed shape but they do have a mass.
<b>water vapour</b>	This is water that takes the form of a <b>gas</b> . When water is boiled, it <b>evaporates</b> into a <b>water vapour</b> .

Key Knowledge		
There are three states of matter.		
<b>Solid</b>	<b>Liquid</b>	<b>Gas</b>
Particles in a <b>solid</b> are close together and cannot move. They can only vibrate.	Particles in a <b>liquid</b> are close together but can move around each other easily.	Particles in a <b>gas</b> are spread out and can move around very quickly in all directions.

When water and other **liquids** reach a certain temperature, they change state into a **solid** or a **gas**. The temperatures that these changes happen at are called the boiling, **melting** or **freezing** point.

**solid**

heat →

**liquid**

If a **solid** is heated to its **melting** point, it **melts** and changes to a **liquid**. This is because the particles start to move faster and faster until they are able to move over and around each other.

**liquid**

cold →

**solid**

When **freezing** occurs, the particles in the **liquid** begin to slow down as they get colder and colder. They can then only move gently on the spot, giving them a **solid** structure.

To look at all the planning resources linked to the States of Matter unit, [click here](#).

### ENQUIRY TYPES

**Comparative / fair testing**  
Changing one variable to see its effect on another, whilst keeping all others the same.

**Observation over time**  
Observing changes that occur over a period of time ranging from minutes to months.

**Pattern-seeking**  
Identifying patterns and looking for relationships in enquiries where variables are difficult to control.

**Identifying, grouping and classifying**  
Making observations to name, sort and organise items.



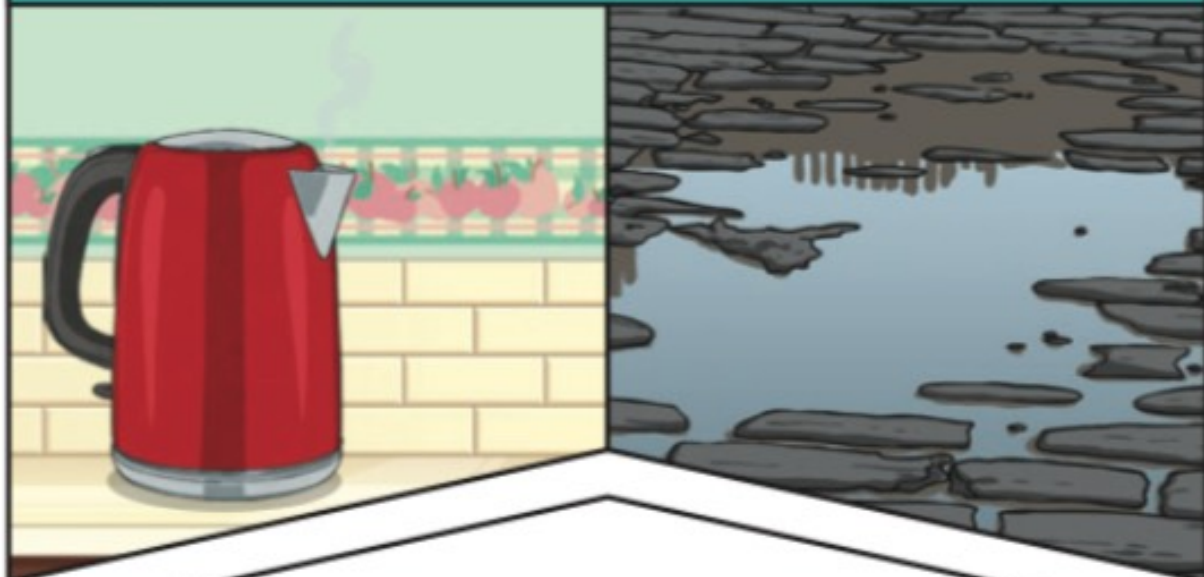


Key Vocabulary	
<b>melt</b>	This is when a <b>solid</b> changes to a <b>liquid</b> .
<b>freeze</b>	<b>Liquid</b> turns to a <b>solid</b> during the <b>freezing</b> process.
<b>evaporate</b>	Turn a <b>liquid</b> into a <b>gas</b> .
<b>condense</b>	Turn a <b>gas</b> into a <b>liquid</b> .
<b>precipitation</b>	<b>Liquid</b> or <b>solid</b> particles that fall from a cloud as rain, sleet, hail or snow.

**Condensation** and **evaporation** occur within the water cycle.




### Evaporation



**Evaporation** occurs when water turns into **water vapour**. This happens very quickly when the water is hot, like in a kettle, but it can also happen slowly, like a puddle **evaporating** in the warm air.

### Condensation



**Condensation** is when **water vapour** is cooled down and turns into water. You can see this when droplets of water form on a window. The **water vapour** in the air cools when it touches the cold surface.

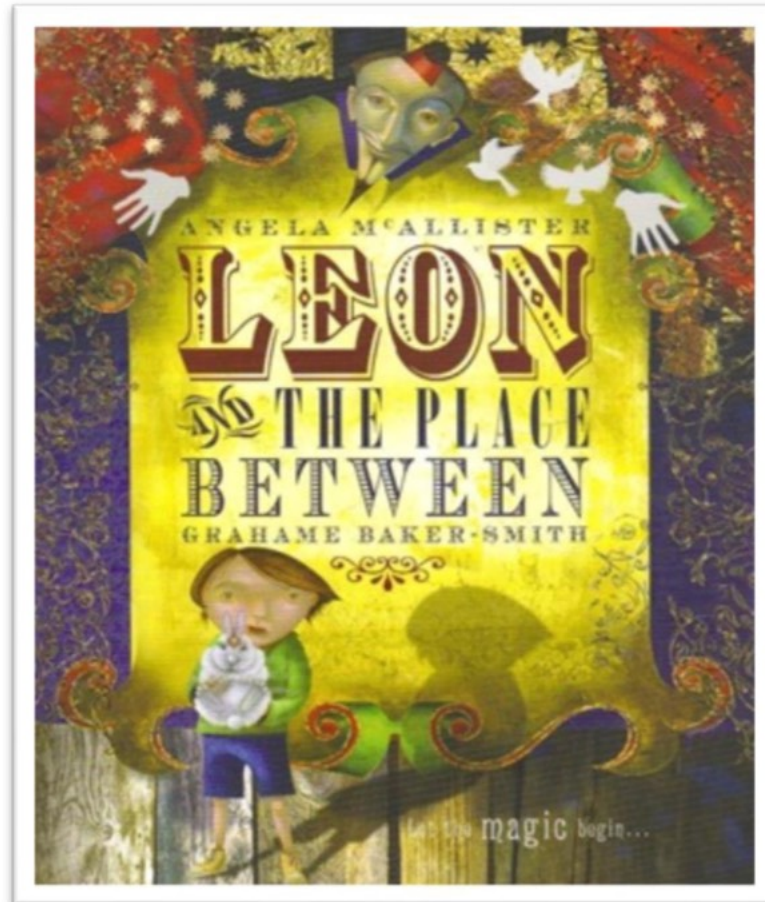
1. Water from lakes, puddles, rivers and seas is **evaporated** by the sun's heat, turning it into **water vapour**.
2. This **water vapour** rises, then cools down to form water droplets in clouds (**condensation**).
3. When the droplets get too heavy, they fall back to the earth as rain, sleet, hail or snow (**precipitation**).





# LEON AND THE PLACE BETWEEN

BY GRAHAME BAKER SMITH & ANGELA MCALLISTER



Year 4  
English

## Outcome: Recount – Diary writing


### Writing outcome:

To write Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy

### Greater depth writing outcome:

To write a diary from a different point of view. Pupils write the diary as above from the point of view of the boy in 'the place between'

NC Word List – Years 3 and 4		Developing Vocabulary	
appear	material	impatient	big top
describe	occasion	lantern	lantern
disappear	popular	fidget	braid
famous	regular	twitch	barrel organ
favourite	sentence	swish	carousel
guide	special	lurch	mechanical
heard	although	awkward	handkerchief
heart	through	applause	pantaloons trousers
imagine	various	astonishment	lute
		majestic	

	Pathways to Write keys	
	Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)
<ul style="list-style-type: none"> <li>Develop character and setting</li> <li>Group related ideas into paragraphs</li> <li>Use conjunctions to express time, place and cause</li> <li>Build an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>Use Standard English forms for verb inflections</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</li> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> <li>Recognise the difference between plural and possessive 's'</li> <li>Build a varied and rich vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Use small details to describe characters and evoke a response</li> <li>Use small details for time, place and mood</li> <li>Use 1st person consistently</li> <li>Write in consistent past tense</li> <li>Chronological order</li> <li>Write an opening paragraph to share thoughts and feelings and to summarise the day</li> <li>Finish with a personal comment about hopes or concerns for the future</li> </ul>

# Unit 4

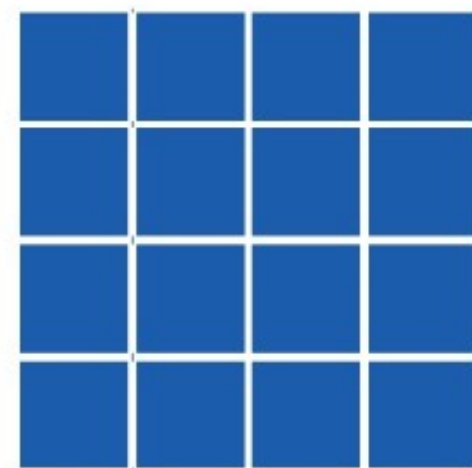
## Measure – area



In this unit we will ...

- ⚡ Learn what 'area' means
- ⚡ Find areas of shapes by counting squares
- ⚡ Draw shapes with different areas
- ⚡ Compare the areas of different shapes

How many small squares fit into this large square?



We will need some maths words. Which of these are new?

space

area

rectangle

square

rectilinear shape

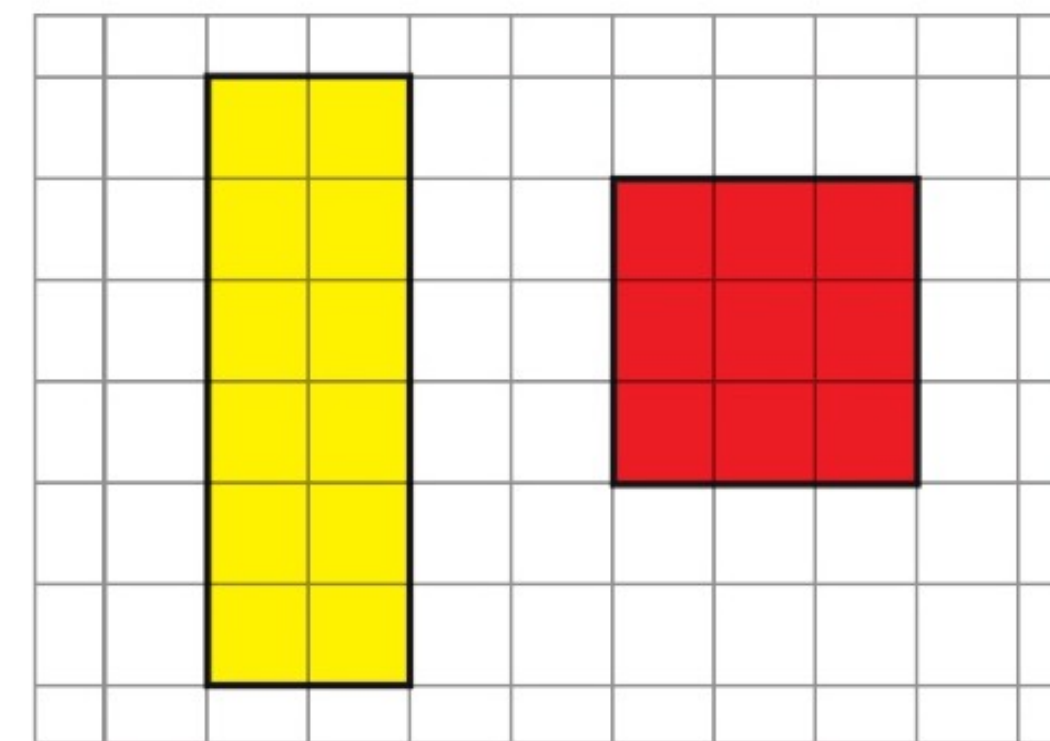
unit

larger

greater

smaller

Which shape do you think is larger? Why?



# Unit 5

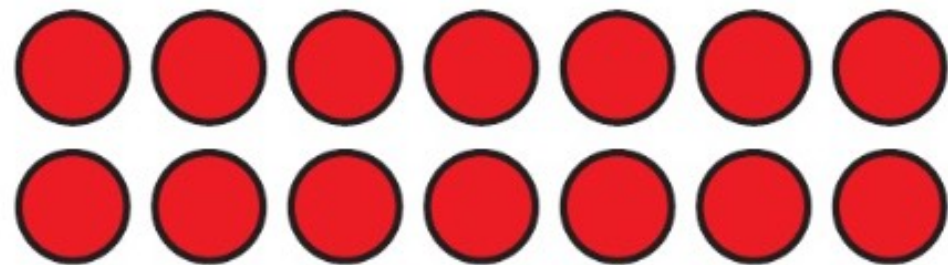
## Multiplication and division 1



In this unit we will ...

- ⚡ Multiply and divide by 0 and 1
- ⚡ Learn all of our times-tables from 1 to 12
- ⚡ Understand related multiplication and division facts
- ⚡ Multiply three numbers

Do you remember what this is called? Use it to find  $2 \times 7$  or  $7 \times 2$ .



We will need some maths words. Are any of these new?

multiply ( $\times$ )

divide ( $\div$ )

multiplication fact

division fact

factor

groups of

times-table

array

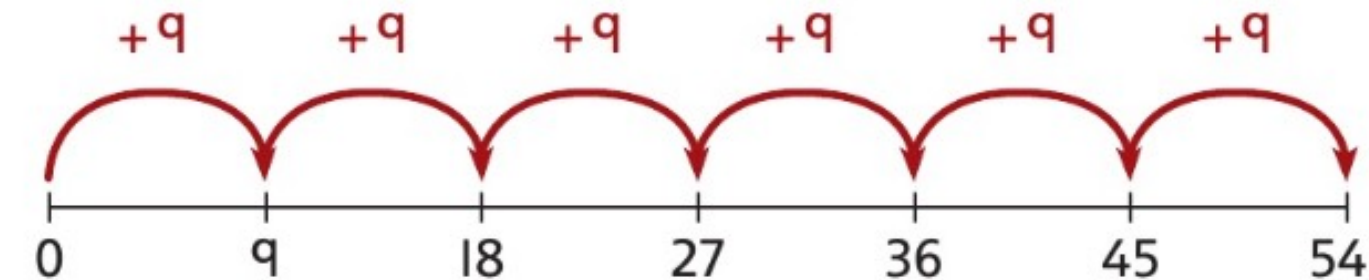
product

fact family

related fact

We need to use the number line too! Use it to support your counting in groups.

$$6 \times 9 = 54$$



# Unit 6

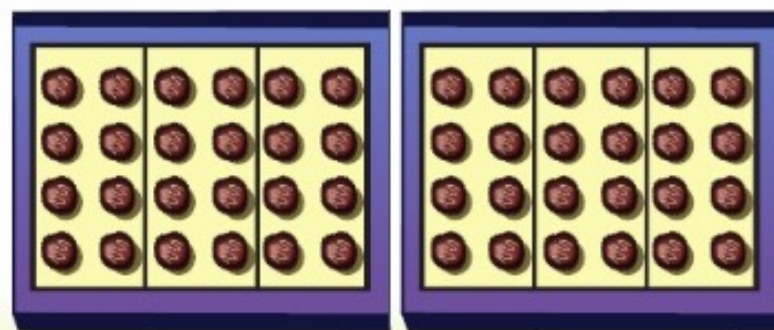
## Multiplication and division 2



In this unit we will...

- ⚡ Learn how to find and use factor pairs
- ⚡ Learn how to multiply a number using the written method
- ⚡ Learn how to multiply and divide numbers in our heads
- ⚡ Find the remainder when a number is divided

We have already learnt the times-tables. Can you use the multiplication facts to work out how many chocolates I have? Is there a quicker way?



We will need some maths words. How many of these have you used before?

multiply

divide

times-tables

remainder

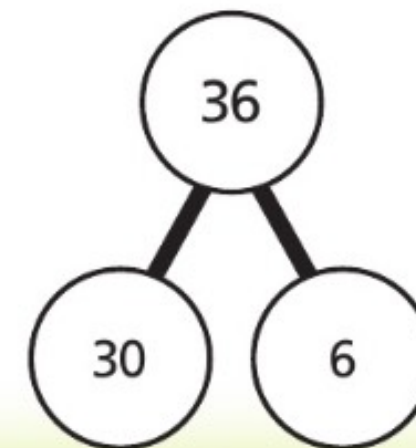
bar model

factor pair

factors

We need to know how to partition a number when we multiply and divide and can use a part-whole model. Is there another way to partition 36?

$$36 = 30 + 6$$



$$36 = 20 + 16$$

