Anglo-Saxons and Scots

A History Topic

English

Quality Text: Beowulf (Michael Morpurgo)

Fiction Outcome: Narrative poem

Grammar to focus on:

Expanded noun phrases
Appropriate choice of pronoun or noun
Fronted adverbials
Apostrophes for plural possession

Non-Fiction Outcome: Persuasive speech

Grammar to focus on:

Standard English
Degrees of possibility using adverbs and modal verbs
Relative clauses
Linking ideas across paragraphs using adverbials of time

Maths
Decimals
Recognise that hundredths arise from dividing a number (or object) into one hundred equal parts and dividing tenths by ten
Read and represent a number with 2 decimal places digit numbers; efficient methods
Count up in hundredths
Count down in hundredths
Divide a one-digit number by 100
Divide a two-digit number by 10 efficient methods
Divide a two-digit number by 100
Compare numbers with 1 dp Compare numbers with 2dp
Order numbers with the same number of decimal places
Round numbers with 1dp to nearest whole number efficient methods
Convert from pence to pounds
Convert from pounds to pence

Fractions calculating
Add fractions with the same denominator within and beyond one whole
Subtract fractions with the same denominator within and beyond one whole
Calculate a unit fraction of an amount when the answer is a whole number
Calculate a non-unit fraction of an amount when the answer is a whole number
Identify equivalent fractions using diagrams
Find families of equivalent fractions
Know and use the decimal equivalents to 1/4, 1/2, 3/4

History
Anglo Saxons & Scots
This Anglo-Saxons and Scots unit will teach children about the invasions of the Scots and Anglo-Saxons in the 5th century. They will find out where the invading troops came from and where in Britain they managed to settle and then they will go on to investigate how life in Britain changed as a result. The children will have the opportunity to learn how the Anglo-Saxons influenced the English language, with an emphasis on the origins of some English place names, and they will also examine and analyse artefacts from the period and draw their own conclusions about what they can teach us about life in Anglo-Saxon Britain. In addition to this they will also learn what life was like in a typical Anglo-Saxon village, what jobs people did and what the houses were like. They will also explore the Pagan beliefs of the early Anglo-Saxons and learn about the many gods they worshipped. Finally they will investigate how and why the Anglo-Saxons were largely converted to Christianity by the early 7th century.

Geography

Learning about our local Anglo Saxon town of Cricklade and the River Thames.

Music
Charanga Unit:
How Does Music Teach Us about Our Community?

Computing

Digital Exploration
Hardware investigators
Effective searching
E-safety:
Online relationships

Science

States of Matter
This 'States of Matter' unit is about the differences between solids, liquids and gases, classifying objects and identifying their properties. The children will work scientifically and collaboratively to investigate the weight of a gas. Furthermore, they will have chance to find the ideal temperature to melt chocolate. They will explore in-depth how water changes state, exploring melting, freezing, condensing as well as a particular focus on evaporation. Finally, they will learn about the stages of the water cycle, creating mini water worlds and an interactive water wheel to represent the different stages.

PSHE
Relationships
Making friends and how to deal with friendship issues, helping others to feel part of a group, how to help themselves and others when feeling upset and showing respect and knowing what makes a good relationship.

Values

Honesty & Caring

RE

Buddhism The children will talk about how Buddhists try to lead a good life according to the Buddha's teachings. They reflect on how this may impact on their own lives if they chose to follow

PE
Athletics
I can demonstrate the difference in sprinting and jogging techniques.
I can explain what happens in my body when I warm up.
I can identify when I was successful and what I need to do to improve.
I can jump for distance and height with balance and control.
I can throw with some accuracy and power to a target area.
I show determination to improve my personal best.
I support and encourage others to work to their best.

Tennis
I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
I can communicate with my teammates to apply simple tactics.
I can explain what happens to my body when I exercise and how this helps to make me healthy.
I can provide feedback using key terminology and understand what I need to do to improve.
I can return to the ready position to defend my own court.
I can sometimes play a continuous game.
I can use a range of basic racket skills.
I share ideas and work with others to manage our game.

French
French Food– Miam miam!
Ordering food and drink in a French café
Managing money in French
French shops
French food
Le menu

DT
Textiles - Fastenings
This topic sees the children designing and creating a book sleeve; exploring a variety of fastenings and selecting the most appropriate one for their design. Pupils have greater creative freedom at every stage of the project

Art
Printing: Anglo Saxon motifs
Sculpture: Layering cardboard to make an Anglo Saxon cross.

Anglo Saxons & Scots

Pick and Mix Homework

As always, if you have any ideas which aren't on the sheet, please feel free to do those instead. We look forward to seeing your creations!

Make an Anglo-Saxon coin.	Draw and colour in a picture of an Anglo-Saxon boat.	Write a story about a day in the life of an Anglo-Saxon child	Research Anglo-Saxon toys and draw a labelled diagram of one.
Design and create an Anglo-Saxon brooch.	Create your own Anglo-Saxon place name and explain why you chose it.	Make a model of an Anglo-Saxon house.	Find out about what the Anglo-Saxons ate and create a recipe book, include 3 recipes.
Dye a piece of material or wood in the way in which the Anglo-Saxons would have done.	Draw an aerial map of an Anglo-Saxon settlement	Draw and Anglo-Saxon family, include the correct style of clothing and accessories.	The Museum of Cricklade is due to re-open to the public this April. It might be fun to visit and find out all about our local Anglo Saxon town.

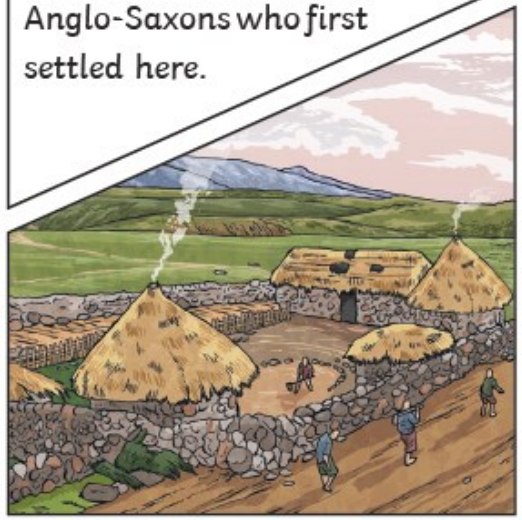
Key Vocabulary	
Angles	Tribes from modern day Denmark.
Christianity	A religion based on the teachings of Jesus.
missionary	A person from a religion sent to spread the faith.
Pagan	A religion that involves worshipping many gods and goddesses.
Picts	Tribes originally from Scotland who were 'foul' and had a 'lust for blood'.
Romans	The Romans invaded and settled in Britain for over 400 years, starting with their first successful raid in 54 BC.
Saxons	German – Dutch tribes who settled in Britain from around 450 AD.
Scots	People from Ireland, who, like the Picts, were fierce and powerful fighters.

By around 410 AD, the last of the Romans had returned home and left Britain vulnerable to invasions. Irish Scots invaded Scotland. The Picts and Scots were a constant threat to Britain especially without the Romans for support.

The Picts and Scots were powerful fighters so the British king asked his two brothers to come over from modern day Denmark to help keep the Picts and Scots out. Hengest and Horsa were happy to help and successfully avoided any invasions.

Hengest and Horsa brought over more warriors and began to settle in Britain, pushing the British out. Other tribes also invaded Britain including the Angles and Saxons, known as the Anglo-Saxons. In about 600 AD, many of the British people were taken as slaves or were forced to escape.

Many areas, towns and villages in Britain are named after the Anglo-Saxons who first settled here.



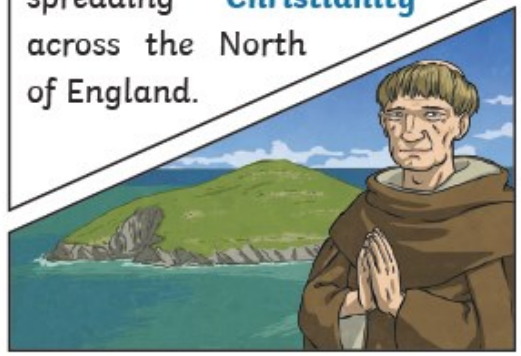
The early Ango-Saxons were **Pagans**. They would worship gods during festivals and make sacrifices of objects and animals. They were also very superstitious and believed in good and bad omens, lucky charms, spells and magic. They would perform many rituals that they believed would protect them in this life and the next.

In 597 AD, a **Roman** monk was sent to tell the Anglo-Saxons about **Christianity**.

The King of Kent was the first to be converted and was baptised along with 10,000 of his subjects

Over the next 100 years, the rest of Britain converted to **Christianity** too.

Oswald gave Aiden the island of Lindisfarne where he built a monastery. This Holy Island was very influential, and the monks here were successful at spreading **Christianity** across the North of England.



Many Irish people were also teaching the religion and **missionaries** were sent to Scotland and England to encourage even more people to follow the religion.

One Irish monk, Columba, was successful in introducing **Christianity** to Scotland. He founded a very important abbey on the Island of Iona, just off the west coast of Scotland.

Other influential monks included Aiden, who was sent from Iona to Northumbria to help King Oswald to spread the word about **Christianity**.

CRICKLADE

Cricklade is a small historic 9th century Saxon town, lying just outside the Cotswolds 'Area of Outstanding Natural Beauty', and is the only Wiltshire town situated on the banks of the River Thames. Just to the east of the town is Ermine Way, near to the busy A419. The road was built by the Romans to form the causeway across the flood plain linking Silchester to Gloucester

History

Cricklade was founded in the 9th century by the Anglo-Saxons, at the point where the Roman road Ermin Way crossed the River Thames. It was the home of a royal mint from 979 to 1100; there are some Cricklade coins in the town museum. The Domesday book records Cricklade as the meeting place of Cricklade hundred in 1086.

North Meadow Nature Reserve

This National Nature Reserve is a lowland hay Meadow renowned for Snakeshead fritillaries and other wild flowers. The nearby Cotswold Water Park has 140 fresh water lakes, a natural haven for wildlife and a great place for bird watching.

Swindon & Cricklade Railway

A collection of heritage steam and diesel locomotives and preserved rolling stock run by volunteers. There are passenger rides on certain Sundays and Bank Holidays, which run along 4km of the former Midland and South Western Junction Railway, from Cricklade to Swindon.

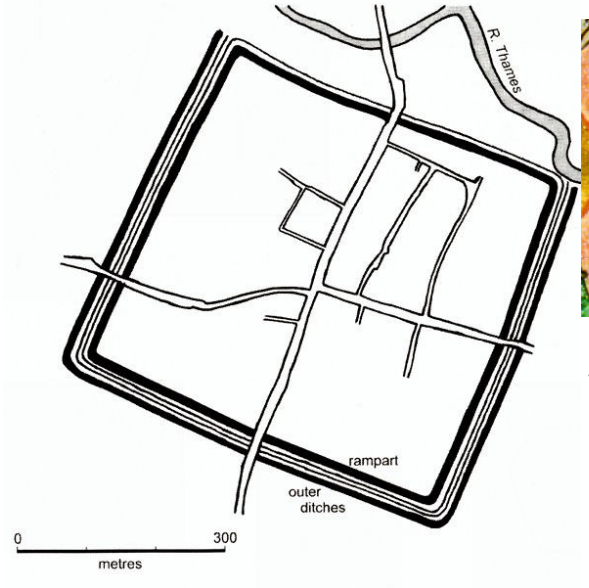
The museum at Blunsdon station covers the the history of the GWR and the M&SWJR. On display is an interesting collection of railwayana including guards' lamps, station clocks and signage.

Population	4,227 (in 2011)
OS grid reference	SU101936
Civil parish	• Cricklade
Unitary authority	• Wiltshire
Ceremonial county	• Wiltshire
Region	• South West
Country	England
Sovereign state	United Kingdom
Post town	SWINDON
Postcode district	SN6 6
Dialling code	01793
Police	Wiltshire
Fire	Wiltshire
Ambulance	Great Western
EU Parliament	South West England
UK Parliament	• North Wiltshire

Anglo Saxon Cricklade

The 25th burh to be cited in the Burghal Hidage

Kingdom of Wessex



King of Wessex: Edgar, who reigned from 959 to 975, depicted in the New Minster Charter

The River Thames is a large river in England.

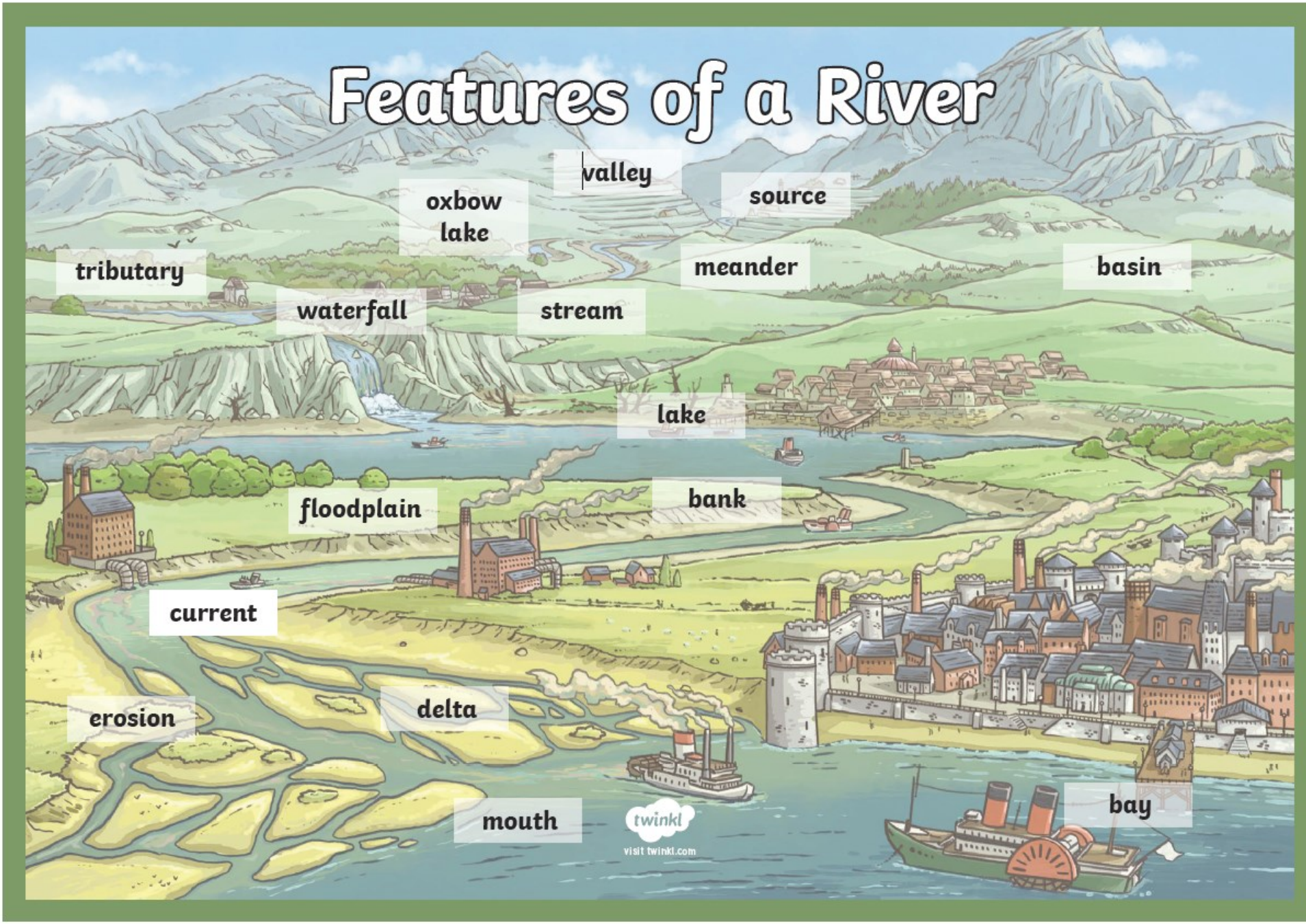
It passes many different places, such as the Cotswolds (including Cricklade), Oxford (where it is known as 'River Isis'), Reading, Maidenhead, Eton and Windsor.

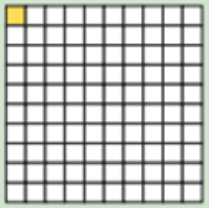
There are conflicting views about where the official source of the River Thames is located, with several different places listed as the source.

Some people believe that the main source is located at Thames Head in Cirencester, Gloucester; others believe that it begins at Seven Springs, 15 miles north of Thames Head.

Length:	346km
Source:	Gloucestershire
Mouth:	Thames Estuary
Flows to:	North Sea
Passes through:	Oxford, Reading, Maidenhead and Windsor
Uses:	rowing, sailing, swimming, fishing, transportation

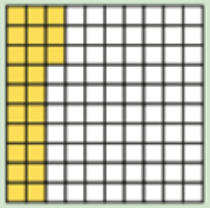
The River Thames at North Meadow, Cricklade


Features of a River
valley
oxbow lake
source
tributary
meander
basin
waterfall
stream
lake
floodplain
bank
current
erosion
delta
mouth
bay
twinkl
visit twinkl.com

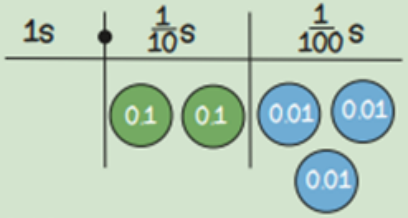


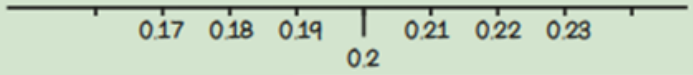
one hundredth
one out of 100 equal parts
one divided by one hundred

$\frac{1}{100} = 0.01$

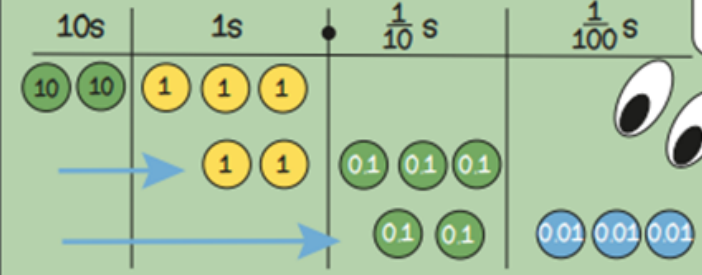


$\frac{23}{100} = 0.23$



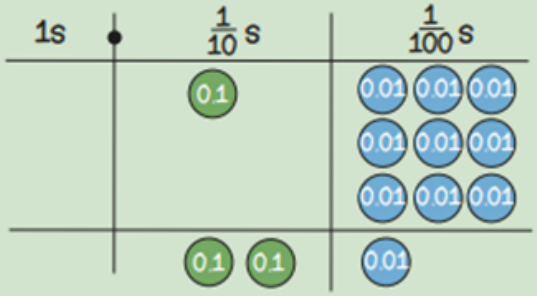


Year 4 Term 5

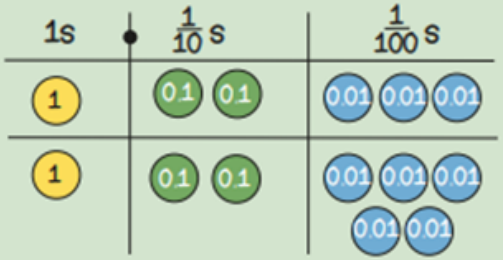


$23 \div 10 = 2.3$
move digits 1 place right

$23 \div 100 = 0.23$
move digits 2 places right

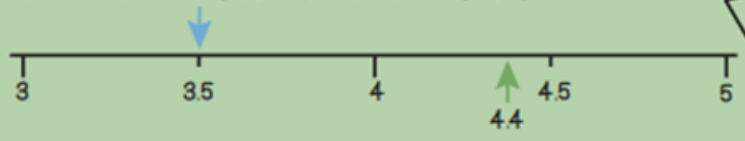


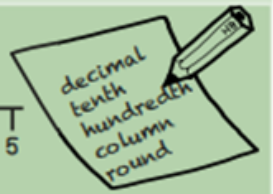
0.21 > 0.19



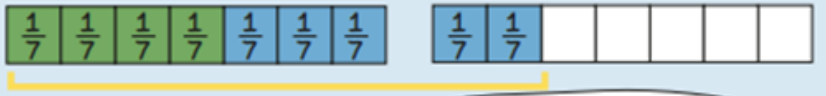
1.23 < 1.25

3.5 rounded to the nearest whole number is 4





4.4 rounded to the nearest whole number is 4

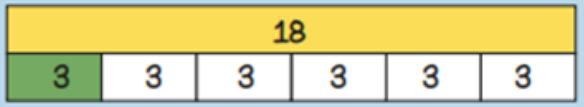


$\frac{4}{7} + \frac{5}{7} = \frac{9}{7}$

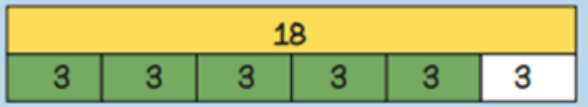
When adding fractions with the same denominators the denominator stays the same, just add the numerators.

$\frac{13}{9} - \frac{7}{9} = \frac{6}{9}$

When subtracting fractions with the same denominators the denominator stays the same, just subtract the numerators.

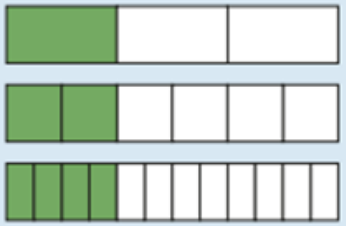


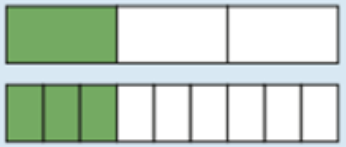
$\frac{1}{6}$ of 18 = 3

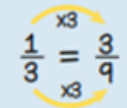


5 x 3 = 15

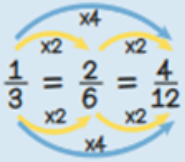
$\frac{5}{6}$ of 18 = 5 x 3 = 15







$\frac{1}{3} = \frac{3}{9}$



$\frac{1}{3} = \frac{2}{6} = \frac{4}{12}$

Use the same multiplier on the numerator and denominator.

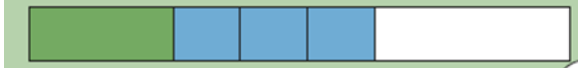
Year 5 Term 5

$\frac{9}{7} = 1\frac{2}{7}$

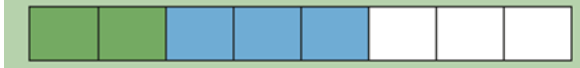
One and two sevenths is the whole
One is a part
Two sevenths is a part

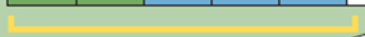
$\frac{1}{4} + \frac{3}{8} =$

I can't describe the sum!.



$\frac{1}{4} = \frac{2}{8}$ Find a common denominator.

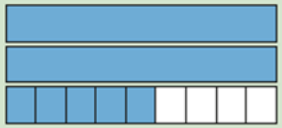




$\frac{2}{8} + \frac{3}{8} = \frac{5}{8}$

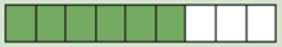
I can add fractions with the same denominator.

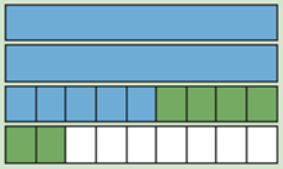
$2\frac{5}{9} + \frac{2}{3} =$



Add the fractions by finding a common denominator.

$\frac{2}{3} = \frac{6}{9}$





$2\frac{5}{9} + \frac{6}{9} = 2\frac{11}{9}$

$= 3\frac{2}{9}$

$\frac{3}{5} - \frac{3}{10} =$

How can I subtract $\frac{3}{10}$?

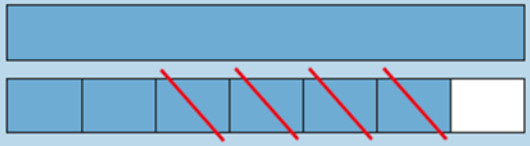
$\frac{3}{5} = \frac{6}{10}$ Find a common denominator.

$\frac{6}{10} - \frac{3}{10} = \frac{3}{10}$

I can subtract fractions with the same denominator.

$1\frac{6}{7} - \frac{4}{7} =$

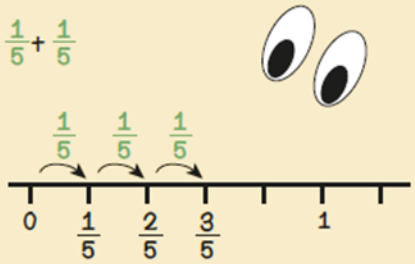
I can subtract fractions with the same denominator.



$1\frac{6}{7} - \frac{4}{7} = 1\frac{2}{7}$

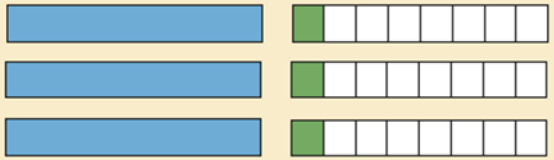
$\frac{1}{5} \times 3 = \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

$= \frac{3}{5}$



$1\frac{1}{8} \times 3 =$

1×3 + $\frac{1}{8} \times 3$

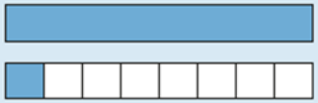


$3 + \frac{3}{8}$

$1\frac{1}{8} \times 3 = 3\frac{3}{8}$

$1\frac{1}{8} - \frac{3}{4} =$

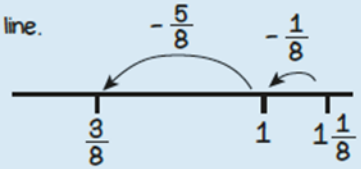
How can I subtract $\frac{3}{4}$?



$\frac{3}{4} = \frac{6}{8}$ Find a common denominator.

$1\frac{1}{8} - \frac{6}{8} = \frac{3}{8}$

Or on a number line.



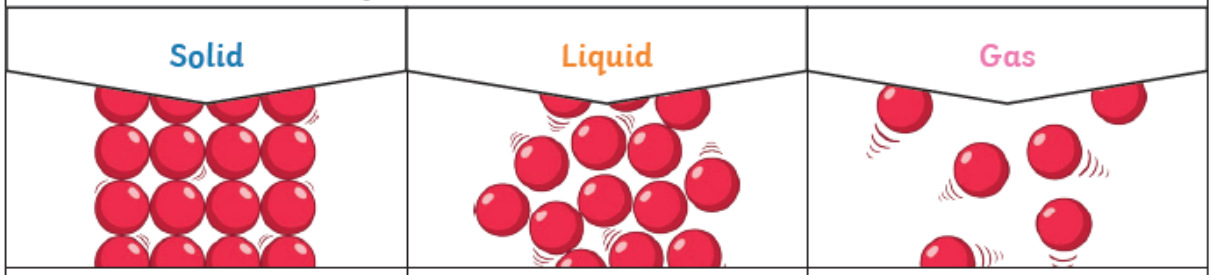
Key Vocabulary

states of matter	Materials can be one of three states: **solids**, **liquids** or **gases**. Some materials can change from one state to another and back again.
solids	These are materials that keep their shape unless a force is applied to them. They can be hard, soft or even squashy. **Solids** take up the same amount of space no matter what has happened to them.
liquids	**Liquids** 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.
gases	**Gases** 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.
water vapour	This is water that takes the form of a **gas**. When water is boiled, it **evaporates** into a **water vapour**.

To look at all the planning resources linked to the States of Matter unit, click here.

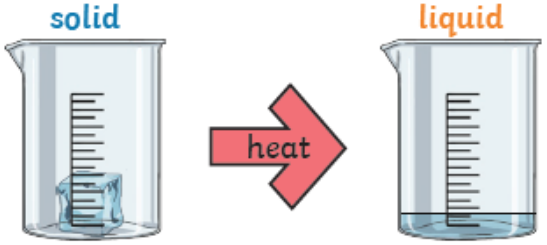
Key Knowledge

There are three states of matter.

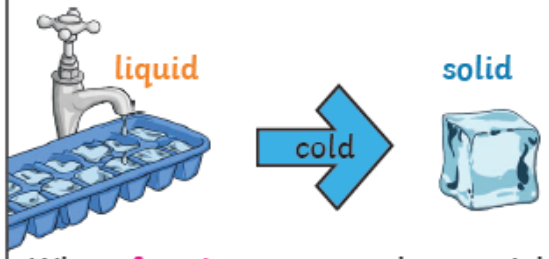


Solid	Liquid	Gas
Particles in a **solid** are close together and cannot move. They can only vibrate.	Particles in a **liquid** are close together but can move around each other easily.	Particles in a **gas** are spread out and can move around very quickly in all directions.

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.



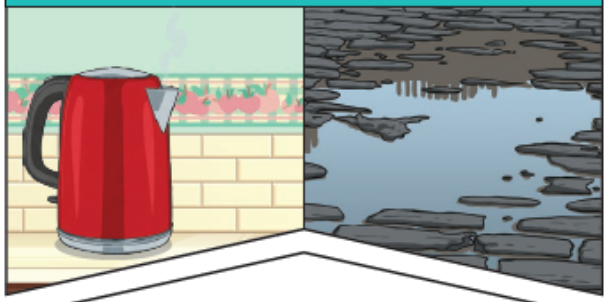
If a **solid** is heated to its **melting** point, it **melts** and changes to a **liquid**. This is because the particles start to move faster and faster until they are able to move over and around each other.



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.

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

Evaporation



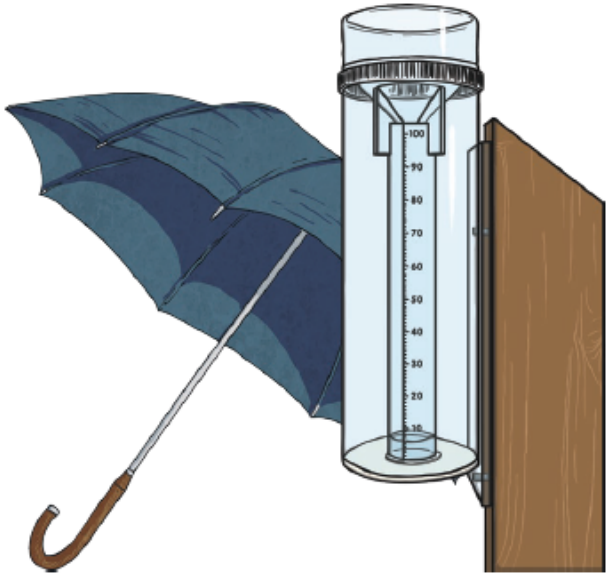
Evaporation occurs when water turns into water vapour. This happens very quickly when the water is hot, like in a kettle, but it can also happen slowly, like a puddle evaporating in the warm air.

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.

Condensation and evaporation occur within the water cycle.

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).



Textiles - Fastenings

Aesthetic	How an object or product looks.
Assemble	To put parts together.
Book sleeve	A protective cover for a book to keep it from getting damaged.
Design criteria	To help designers focus their ideas and test the success of them.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Fabric	A natural or man-made woven or knitted material that is made from plant fibres, animal fur or synthetic material.
Fastening	Something that holds two pieces of material together securely or shuts something, such as buttons, zips and press-studs.
Prototype	A simple model that lets you test out your idea, how it will look and work.
Net	A flat 2D shape, that can become a 3D shape once assembled.
Running-stitch	A simple style of sewing in a straight line with no overlapping.
Stencil	A shape that you can draw around.
Target audience	A person or particular group of people at whom a product is aimed.
Target customer	A person or particuar group of people who you expect to buy the product.
Template	A stencil you use to help you draw the same shape more easily on to different materials.

Did you know?

Up to fifty books can be made from the pulp harvested from one tree!

⚠ Be very careful when threading the needle through the fabric, watch your fingers and ask an adult if you're unsure.

Key facts

There are a number of **fastenings** that you can use to bring two pieces of **fabric** together.

Zipper

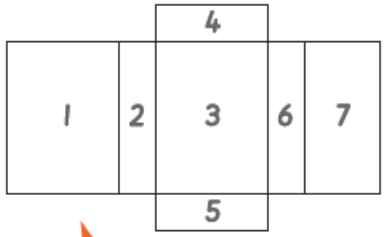
Velcro

Press stud

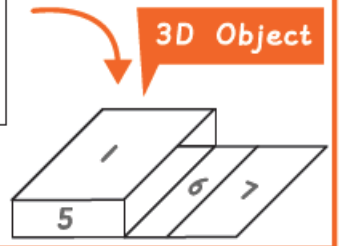
Buckle

Button

Toggle



2D Net



A **2D net** made from card can be created to check the size for the book sleeve, before using **fabric**.
When folded into a **3D shape**, we can test if it needs to be made bigger or smaller.
This **2D net** has seven faces.

Knowledge Organiser: Tennis Y4

Links to the PE National Curriculum

- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

How to win a point

A player wins a point when :

- Opponent hits the ball in the net.
- Opponent hits the ball out of the court area.
- Opponent misses the ball.
- Ball bounces twice.
- Opponent does a double fault (meaning if they serve the ball and it hits the net, doesn't land on their opponent's side, they can have another go. If they miss again it is a double fault.)

Key Vocabulary:

Encourage pupils to use this language in your lessons.

Ready position • **Return** • **Serve** • **Rally**

Control • **Opponent** • **Forehand** • **Backhand**

Key Skills: Physical

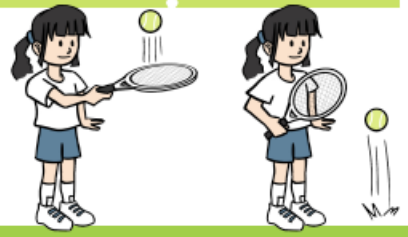
- Underarm throwing
- Catching
- Forehand
- Backhand
- Ready position

Key Skills: S.E.T

- Social: Collaboration
- Social: Respect
- Social: Supporting others
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Decision making
- Thinking: Understanding rules
- Thinking: Selecting and applying skills and tactics

Key principles of net and wall games

Attacking	Defending
Score points	Limit points
Create space	Deny space
Placement of an object	Consistently return an object



Teacher Glossary

Forehand: A stroke where the player hits the ball with their palm facing forward.
Backhand: A stroke where the player hits the ball with a swing that comes across their body.
Ace: A serve that is a winner without the receiving player able to return the ball.
Baseline: The line indicating the back of the court.
Face: The top part of the racket that has the strings and is meant to hit the ball.

Knowledge Organiser: Athletics Y4

Links to the PE National Curriculum

- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Develop running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Official Athletic Events

Running	Jumping	Throwing
Sprinting 100m, 200m, 400m **Hurdles** **Relay** **Middle distance** 800m, 1500m **Long distance** 5,000, 10,000 **Steeplechase**	**Long jump** Jump for distance **Triple jump** Jump for distance **High jump** Jump for height **Pole vault** Jump for height	**Discus** Fling throw **Shot** Push throw **Hammer** Fling throw **Javelin** Pull throw

Key Vocabulary:

Encourage pupils to use this language in your lessons.

Stamina • Speed • Pace • Technique

Determination • Perseverance • Officiate

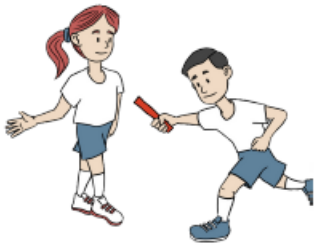
Power • Accuracy • Personal Best • Flight

Key Skills: Physical

- Pacing
- Sprinting technique
- Jumping for distance
- Jumping for height
- Throw, heave, launch for distance

Key Skills: S.E.T

- Social: Working collaboratively
- Social: Working safely
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Observing and providing feedback
- Thinking: Exploring ideas



Teacher Glossary

Stamina: the ability to sustain prolonged physical or mental effort

Changeover: where a baton is passed from one person to another

Jump: take off and land on two feet

Hop: take off on one foot and land on the same foot

Leap: take off on one foot and land on the other

French: Year 4 - Food miam miam

Vocabulary and pictures

la soupe
the soup

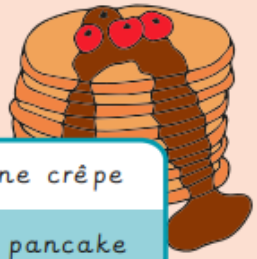
la pizza
the pizza

le hot-dog
the hot-dog

le hamburger
the hamburger

la baguette
the baguette

le croissant
the croissant



une crêpe
a pancake

le fromage
the cheese

un croque-monsieur
a cheese toasty

une limonade
a lemonade

un jus d'orange
an orange juice

un cola
a cola

une entrée
a starter

un plat principal
a main course

une boisson
a drink

French: Year 4 - Food miam miam

Sentence structure and phrases

s'il vous plaît	please
merci	thank you
l'addition s'il vous plaît	bill please

The currency in France is the Euro - the euro symbol is €

French shops

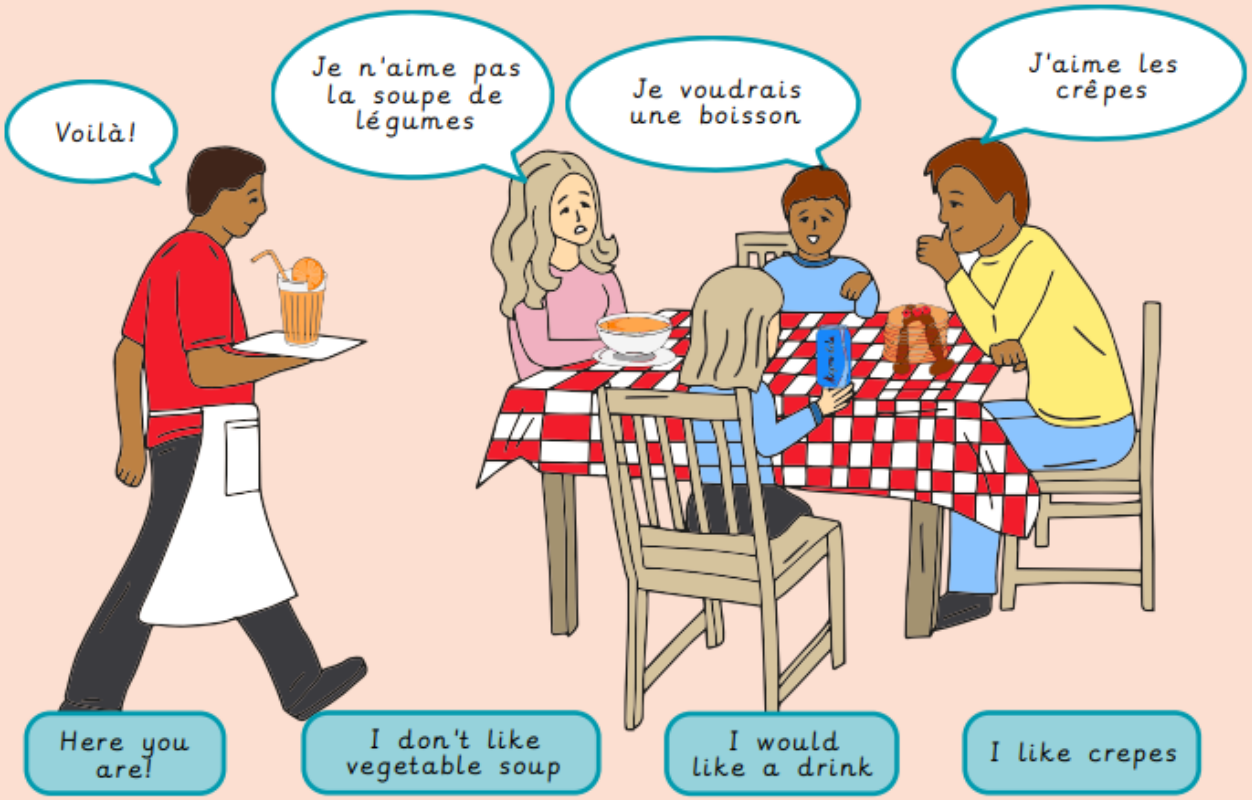
les magasins	the shops
la boulangerie	the bakery
la pâtisserie	the cake shop
la chocolaterie	the chocolate shop
l'épicerie	the grocer's shop
le marché	the market
le supermarché	the supermarket

Cognates:

A cognate is a word that is exactly the same in both French and English. A near cognate is very similar!

Being a good "language detective" and spotting cognates can help us work out the meaning of French words.

Key phrases



Y4 PSHE Jigsaw Knowledge Organiser Relationships

Puzzle Outcomes

- To recognise situations which can cause jealousy in relationships.
- To identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.
- To identify someone I love and express why they are special to me.
- To know how most people feel when they lose someone or something they love.
- To tell you about someone I know that I no longer see
- To understand that we can remember people even if we no longer see them.
- To recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.
- To know how to stand up for myself and how to negotiate and compromise.
- To understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older.
- To understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend.
- To know how to show love and appreciation to the people and animals who are special to me.
- To know that I can love and be loved.

Weekly Celebrations

Week 1- Know how to make friends.

Week 2 – Try to solve friendship problems when they occur.

Week 3 – Help others to feel part of a group.

Week 4 – Show respect in how they treat others.

Week 5 – Know how to how to help themselves and others when they feel upset and hurt.

Week 6 – Know and show what makes a good relationship.

Relationships at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, it is important that we follow our motto, 'Working together, playing together.' We learn how to establish good friendships and relationships with others.

Our Values of the term:

Responsibility & Thoughtfulness

Key Vocabulary

Relationship	The state of being related or connected.
Jealousy	An emotion that generally refers to the thoughts or feelings of insecurity, fear, concern, and envy
Loss	Distress that comes from losing something or someone.
Memories	Remembering experiences.
Memorial	A ceremony or something built in memory of a person, event, or special deed.
Compromise	To settle by agreeing that each side will change or give up some demands.
Boyfriend	A man or boy involved in a romantic relationship.
Girlfriend	A girl or woman involved in a romantic relationship.
Attraction	A feeling of interest in something or someone - a romantic attraction.
Appreciation	To understand and accept the worth of someone or something.

Y5 PSHE Jigsaw Knowledge Organiser Relationships

Puzzle Outcomes

- To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.
- To know how to keep building my own self-esteem.
- To understand that belonging to an online community can have positive and negative consequences.
- To recognise when an online community feels unsafe or uncomfortable.
- To understand there are rights and responsibilities in an online community or social network.
- To recognise when an online community is helpful or unhelpful to me.
- To know there are rights and responsibilities when playing a game online.
- To recognise when an online game is becoming unhelpful or unsafe.
- To recognise when I am spending too much time using devices (screen time).
- To identify things I can do to reduce screen time, so my health isn't affected.
- To explain how to stay safe when using technology to communicate with my friends.
- To recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.

Weekly Celebrations

Week 1- Know how to make friends.

Week 2 – Try to solve friendship problems when they occur.

Week 3 – Help others to feel part of a group.

Week 4 – Show respect in how they treat others.

Week 5 – Know how to how to help themselves and others when they feel upset and hurt.

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Relationships at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, it is important that we follow our motto, 'Working together, playing together.' We learn how to establish good friendships and relationships with others.

Our Values of the term:

Responsibility & Thoughtfulness

Key Vocabulary

Characteristics	A special quality or appearance that makes an individual or a group different from others.
Self-esteem	To feel proud of what you can do, see the good things about yourself and believe in yourself.
Responsibility	Being dependable, making good choices, and taking accountability for your actions.
Age limit	An age under or over which something can or cannot be done.
Social network	A social network allows individuals to exchange messages and share information online.
Online Community	A group of individuals with common interests who interact with one another on the internet.
Rights	Children's rights are the basic things children need in order to live with dignity, develop and reach their potential.
Responsibilities	Being dependable, making good choices, and taking accountability for your actions.

Knowledge Organiser - Unit 4 Year 4

Musical Spotlight: Creating Simple Melodies Together **Name:**

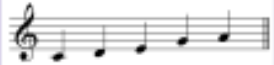
Social Theme: How Does Music Teach Us About Our Community? **Class:**

Understanding Music

Tempo:	Andante — At a walking pace (97 bpm)
Time Signature:	2/4 — there are two crotchet beats in a bar
Key Signature:	G major — there is one sharp in the key signature (♯)
Rhythmic patterns using:	Minims, dotted crotchets, crotchets, quavers and semiquavers

Improvise Together

Time Signature:	4/4
Key Signature:	C major
Notes:	C, D, E, G, A (C pentatonic)



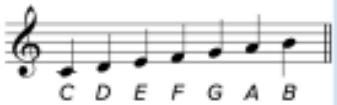
SONG 1

Let Your Spirit Fly

Style: Contemporary R&B

Time Signature: 4/4 — there are four crotchet beats in a bar

Key Signature: C major — there are no flats or sharps in the key signature



Circle the part you played:

Part 1: C, D, E, F, G, A

Part 2: C, D, E, F, G

(Recorder): C, D, G, A, B

Part 3: C, D, E, F, G

(Recorder): G, A

Part 4: C

(Recorder): G, A

Circle the notes you improvised with:

C, D, E, F, G

Circle the notes you composed with:

C, D, E, F, G, A, B

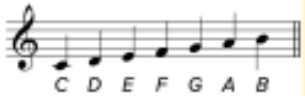
SONG 2

Frère Jacques

Style: Jazz

Time Signature: 4/4 — there are four crotchet beats in a bar

Key Signature: C major — there are no sharps or flats in the key signature



Circle the part you played:

Part 1: C, D, E, F, G, A

Part 2: C, D, E, F, G

(Recorder): C, A, G

Part 3: C, D, E, F, G

(Recorder): C, G

Part 4: C

(Recorder): G

SONG 3

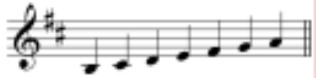
The Other Side Of The Moon

Style: Rock

Time Signature: 4/4 — there are four crotchet beats in a bar

Key Signature: B minor — there are two sharps in the key signature

Then alternating between B major (three sharps) and G♯ minor (five sharps)



Discuss together what this song was about. Write down three words about the song:

Discovery RE Knowledge Organiser

This knowledge organiser is a guide, offering key information to point the teacher in the right direction as to the beliefs underpinning the particular enquiry. The summaries must not be taken as the beliefs of ALL members of the particular religion.

Religion /Worldview: Buddhism	**Enquiry Question: What is the best way for a Buddhist to lead a good life?**	**Age: 8/9**	**Year Group: 4**	**Summer 1**
In this enquiry, the children talk about how Buddhists try to lead a good life according to the Buddha's teachings. They reflect on how this may impact on their own lives if they chose to follow these teachings themselves.				

Core Knowledge (see also background information documents)	**Link to other aspects of belief**	**Personal connection / resonance**
The focus of this enquiry is an in-depth look at the Noble Eightfold Path Noble Eightfold Path • Right Viewpoint – You should look at life in the right way (i.e. being positive) • Right Thought - You should think about others, not just yourself • Right Speech – You should talk to people properly, with respect • Right Action – You should act in a way that does not hurt people e.g. no killing or stealing • Right Living – Your job must help, not harm other people or animals • Right Effort - You should do the best that you can • Right Awareness - You should be sensitive to the needs of others - think about those around you • Right Concentration - You should focus your mind on what needs to be done - especially solving problems - Concentrate by using meditation	The Four Noble Truths • Dukkha (usually translated as suffering) exists – such as sickness and death, and also in things that are pleasing, because the pleasure will end. • Dukkha is caused by craving. This keeps us constantly wanting more and not being satisfied – this creates suffering • Dukkha can be stopped. People do not need to be greedy and selfish and do not need to sufffer • The way to end Dukkha is by following the Noble Eightfold Path The Five precepts • To harm no living thing • To not take what is not given • To not use false speech • To not take intoxicants • To refrain from sexual misconduct	• Do I lead a good life? • Could any of these teachings help me improve as a person? • Which of these teachings would I need help with? • How could I get help to improve?

Key Terms and definitions	**History/Context**	**Impact on believer/daily life**	**Spiral curriculum link**
Dukkha: Suffering	Many Buddhists do not believe in a god, instead they believe in using the Buddha's teachings to help them be in the right frame of mind to think, say and do things that are not going to cause suffering.	Buddhists try to follow the path in significant matters, for example, choosing their job. It must be a job that helps and causes no harm. This is a personal daily struggle for Buddhists in the modern world.	Building on the previous 2 Yr 4 lessons starting with the Buddha's story – exploring how the Eightfold path could help lead to enlightenment.

Home learning ideas/questions:
What could I do at home to be a better person? How could I improve my speech? My actions? My attitude? What impact would this have at home and in life?