Let all that you do be done in love
1 Corinthians 16:14

We love learning and are determined
We are hopeful and confident
We are honest and forgiving
We are loving and respectful
We are friendly and kind
We love our neighbour and show self-control

Our School Rules help us to FLOURISH IN LOVE

Welcome to Acacia Class

Bezalel made the arc of acacia wood
Exodus 37:1

Weekly timetable

	8.45 – 9.00	9.00 – 9.30	9.30 – 10.30	10.30 – 10.45	10.45 – 11.45	11.45 – 12.00	12.00 – 12.45	12.45 – 1.00	1.00 – 1.50	1.50 – 2.40	2.45 – 3.00	3.00 – 3.15
Monday	Soft landing	SPAG	English	Break	Maths	Class Story	Lunch	Register + Meditation (minute of mindfulness)	Science	**Computing** Mrs Taylor	Gospel Worship	Reflection & Prayer
Tuesday	Soft landing	SPAG	English		Maths				RE	**Music** 1.45 – 2.30 Mrs Patterson	Praise and Worship (Singing - CP)	Child-led worship
Wednesday	Soft landing	SPAG	English		Maths				History	French	Class-led Worship	Reflection & Prayer
Thursday	Soft landing	SPAG	English		Maths				RE	**PE** Miss Bush	Virtues Worship	Reflection & Prayer
Friday	Swimming				Maths				TT Tests / PSHE	**DT** Mrs Ellis	Virtues Celebration	Reflection & Prayer

Maths

Addition and Subtraction — Knowledge Organiser

Add and Subtract 1s, 10s, 100s, 1000s

Here is the number 3124

1000 100 10 1 1
1000 1000 10 1 1

Add 2 thousands = 5124
Add 5 hundreds = 5624
Subtract 2 tens = 5604
Add 5 ones = 5609

Here is the number 6708

Thousands	Hundreds	Tens	Ones
6	7	0	8

Add 3 thousands = 9708
Subtract 4 hundreds = 9308
Add 5 tens = 9358
Subtract 7 ones = 9351

Crossing ones, tens or hundreds

5392 + 4 tens = 5432   crossing tens
5126 − 600 = 4526   crossing hundreds

When crossing ones, tens or hundreds, more than one digit will change.

Round to Estimate

1635 + 386 = 2021
Round to the nearest ten
1640 + 390 = 2030
Round to the nearest hundred
1600 + 400 = 2000

Both give a reasonable estimate, but rounding the nearest ten is more accurate.

9362 − 5729 = 3622
Round to the nearest hundred
9400 − 5700 = 3700
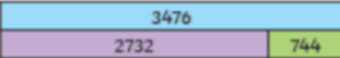Round to the nearest thousand
9000 − 6000 = 3000

Rounding to the nearest hundred is much more accurate in this case.

Checking Strategies

Using Inverse

3476	
2732	744

3476 − 744 = 2732 can be checked using
2732 + 744 = 3476
This part whole shows the inverse calculations using these three numbers.

4237
1549   2688

1549 + 2688 = 4237 | 2688 + 1549 = 4237
4237 − 1549 = 2688 | 4237 − 2688 = 1549

Adding in a different order

420 + 372 + 280 =

Change to

420 + 280 + 372 =

As 420 + 280 = 700

(because 42 + 28 = 70)

420 + 280 + 372 = 700 + 372 = 1072

Multiplication and Division — Knowledge Organiser

Key Vocabulary

- multiply
- groups of
- lots of
- times
- divide
- share
- remainder
- factor
- multiple
- product

Multiplication and Division Facts

×	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

Use Place Value to Multiply and Divide Mentally

$5 \times 1 = 5$
$5 \div 1 = 5$

$5 \times 10 = 50$
$50 \div 10 = 5$

$5 \times 100 = 500$
$500 \div 100 = 5$

Factor pairs and Commutativity

20
1 2 4 5 10 20

$5 \times 4 = 20$
$4 \times 5 = 20$

The factors of 20 are 1, 2, 4, 5, 10 and 20.
The factor pairs are:
1 and 20 | 2 and 10 | 4 and 5
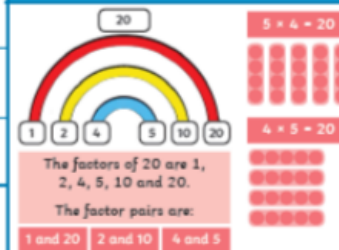
Multiply Using Formal Written Methods

Th	H	T	O	
	5	4	3	
×			4	
	1	2		(4 × 3)
	1	6	0	(4 × 40)
2	0	0	0	(4 × 500)
2	1	7	2	

Th	H	T	O
	5	4	3
×			4
2	1	7	2
	1	1	

Remember to move any regrouped numbers into the next column. After the next multiplication, add the regrouped number to the answer.

English

Poetry
-Free Verse
-Haiku and Cinquains

Classic Poetry 'If'

Grammar Focus
-Subordinating conjunctions
-Co-ordinating conjunctions

RE

Jesus was not a passing visitor, but One who comes to dwell among us, the Word made flesh.

The joyful expectation of Advent, is an encouragement to take steps to recognise the coming of God into the world today, and to believe that in the future this same God will come again in glory.

God has fulfilled the promise he made to Abraham and his descendants. He acted far beyond all expectation – he has sent his own 'beloved Son'.

VISITORS
Year 4

OUR BIG QUESTION

Are visitors always welcome?

REFLECTION

Today a Saviour is born!

In the stillness of the night God enters human history

through the birth of his only Son.

He is our peace and hope.

In him we praise God for his

goodness to us in giving us so great a gift.
Amen.

KEY VOCABULARY

Joys   visitors   Isaiah   Messiah   Advent

Annunciation

The Visitation
Magnificat

SCRIPTURE

Isaiah 11: 1

Isaiah 40: 3-5

Romans 13:9b-13a

Luke 1: 26-31, 38 -58

Luke 2: 1-20

Matthew 2: 1-12, 16-18

Science

Year 3 4 Science Knowledge Organiser—Light

Key Vocabulary

light	A form of energy that travels in a wave from a source.
light source	An object that makes its own light.
dark	Dark is the absence of light.
reflection	The process where light hits the surface of an object and bounces back into our eyes.
reflect	To bounce off.
reflective	A word to describe something which reflects light well.
ray	Waves of light are called light rays. They can also be called beams.
shadow	An area of darkness where light has been blocked.
opaque	Describes objects that do not let any light pass through them.
translucent	Describes objects that let some light through, but scatter the light so we can't see through them properly.
transparent	Describes objects that let light travel through them easily, meaning that you can see through the object.

opaque   translucent   transparent
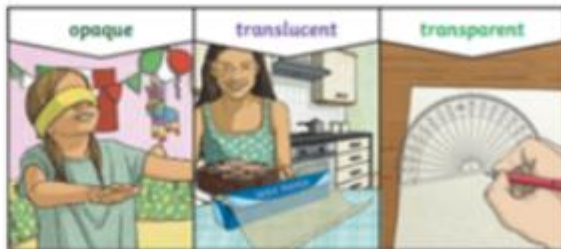
Key Knowledge

We need light to be able to see things. Light travels in a straight line. When light hits an object, it is reflected (bounces off). If the reflected light hits our eyes, we can see the object. Some surfaces and materials reflect light well. Other materials do not reflect light well. Reflective surfaces and materials can be very useful...

hi-vis jacket   cat's eyes

The light is reflected from the object.

Light from the torch hits the object.

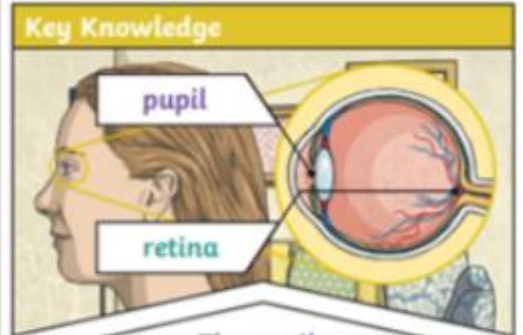The surfaces that reflect light best are smooth, shiny and flat.

A smooth, shiny, flat surface.

A rough and uneven surface.

When the light source is directly above the object, the shadow will be directly underneath.

midday

When a light source is to one side of an object, the shadow will appear on the opposite side. The shadow will also be longer.

sunset

Key Knowledge

pupil

retina

The pupils control the amount of light entering the eyes. If too much light enters, then it can damage the retina. To help protect the eyes, you can wear a hat with a wide brim and sunglasses with a UV rating.

A **shadow** is caused when light is blocked by an **opaque** object. A **shadow** is larger when an object is closer to the light source. This is because it blocks more of the light.

Computing

KNOWLEDGE ORGANISER – Computing – Acacia/Willow – Advent 2 – Further coding with Scratch

BIG QUESTION: How do I code a simple game?

Term	Definition
Code (computer)	A set of instructions written in programming language, to tell a computer what to do.
Code block	A visual representation for a section of code that performs a certain job. They can be snapped together to build a program.
Conditional statement	A rule which states that something cannot happen until certain requirements are met.
Decompose	To break something down into smaller chunks.
Direction	A way in which something moves such as up, down, left, right.
Feature	The individual parts that make up something.
Icon	A small image which represents something or someone.
Orientation	Positioning to a particular place or direction.
Position	The location of where something or someone is.
Program verb	To write code based instructions for a computer to process.
Project (Scratch)	A creation developed within the Scratch program.
Scratch	A coding program, in which you can develop interactive games and animations.
Sprite	Visual objects that can be manipulated through code, for example to move, respond, appear or disappear.
Stage (Scratch)	The background of the Scratch project to suit your game, animation or project.
Tinker	To explore and play with something to discover the key functions.
Variable	This could be a number or text, that can change each time the program is run and often in combination with selection to change the end result of the program.

Examples of Scratch sprites:

Scratch coding blocks and what they do:

Motion
Move your sprite (character), change direction, point towards and position

Sound
Play sounds, add sound effects, change volume and pitch when the sprite performs an action

Looks
Include speech and thought bubbles, change the sprite or background appearance and sizes

Events
Instruct to perform actions when a certain condition is met or at a specified time

Control
Loops to repeat code, if statements for when conditions are met and cloning code

Operators
Maths blocks, such as more than, less than, equal to, and, or and not statements; $(+, -, \times, \div)$

Sensing
Respond to certain actions, such as moving the mouse pointer, questions, timers and dates

Variables
Set a value yourself, such as a score counter

My blocks
Create your own coding blocks! - Give them a name and add instructions

© Scratch

PSHE

Year 4 – Families and relationships

Act of kindness	Doing something nice for someone.
Authority	A person with high status and decision making power.
Bereavement	Mourning or grieving somebody who has died.
Bullying	To cause repeated physical or emotional pain to somebody.
Bystander	Someone who watches something happening without getting involved.
Manners	A way of behaving that shows respect for other people.
Permission	Allowing someone to do something once they have asked first.
Respect	Being thoughtful and polite towards other people.
Stereotype	A view or idea about something, often someone, which is often untrue.

Gender stereotypes can have an impact on how people see themselves and what they think they can do.

Families in different parts of the world have different ways of living.

There are different ways we can help people when someone close to them has died.

Getting help

Talk to an adult you trust either at school or at home.

Contact: Childline
www.childline.org | 0800 1111
Calls DO NOT show on the phone bill

Key facts

Different manners are needed in different situations.

Everyone should be respected, especially people who have a position of authority such as police and teachers.

Police | Teacher | Parents

People have different boundaries and we should respect these.

Your body belongs to you and you have the right to decide what happens to it.

How we behave can have a positive impact on other people, for example saying something kind or helping them.

How we behave can have a negative impact on other people, for example saying nasty things or not letting them join in.

Kapow Primary

PE

Knowledge Organiser
Dance Year 4

Ladder Knowledge

Actions: Some actions are better suited to a certain character, mood or idea than others. Think carefully about the actions you choose to help you show your dance idea.

Dynamics: Some dynamics are better suited to a certain character, mood or idea than others. Think carefully about the dynamics you choose to help you show your dance idea.

Space: Space can be used to express a certain character, mood or idea.

Relationships: Some relationships are better suited to a certain character, mood or idea than others. Think carefully about the relationships you choose to help you show your dance idea.

About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...

This dance is inspired by a spy!
The Spy Set Phrase

CARNIVAL TIME
Samba music has its roots in Brazilian and African music.
Music and dance play a major role in the Rio de Janeiro Carnival.

States of Matter

solid	actions	dynamics	space	relationships
	kick lunge stamp step slide	strongly heavily robotically	same level straight pathways	unison side by side in contact matching
liquid	slide wave twist ripple extend	smoothly fluidly gently gracefully	curved pathways varied directions	some performers in contact canon
gas	spin leap roll jump kick	smoothly gently fluidly	varied directions pathways levels	random timing not in contact spaced

The Twist
- The twist was a dance inspired by rock and roll music.
- It became the first worldwide dance craze in the early 1960s.
- The actions are wild and spontaneous, with swivelling of the hips and toes as the dancer moves up and down.
- Big facial expressions and exaggerated moves.

Movement Skills
- actions
- dynamics
- space
- relationships

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

Social co-operation, communication, inclusion, collaboration

Emotional confidence, empathy, determination

Thinking observe and provide feedback, select and apply skills, creativity, comprehension

Strategies

Being aware of other performers in your group will help you to move in time. You can select from a range of dance techniques to help translate your dance idea such as actions, space, dynamics and relationships.

Healthy Participation

You should be bare foot for dance.

Ensure you always work in your own safe space when working independently

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

How will this unit help your body?

balance, co-ordination, flexibility.

Home Learning

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

Family Fun Dance

How to play:
- Think of the typical gestures and movements some of your family members do all of the time.
- Decide on two or more typical movements for each person.
- Link these into a dance performance and add some music for your dance.
- Perform to your family.
- If you have a brother or sister, you could create the dance with them about your parents.

You could even use your pets for ideas.

Head to our youtube channel to watch the skills videos for this unit. @getset4education36

Key Vocabulary

action: the movement a performer uses e.g. travel, jump, kick
action and reaction: one movement has an effect on another movement e.g. push/pull, up/down, forward/backward
canon: when performers complete the same action one after the other
dynamics: how an action is performed e.g. quickly, slowly, gently
expression: actions or gestures used to share thoughts or feelings
flow: actions that move from one to another easily
formation: where performers are in the space in relation to others
match: to perform the same action as someone else
mirror: reflecting the movements of another person as if they are a reflection
order: the sequence of actions
performance: the complete sequence of actions
phrase: a short sequence of linked movements
relationship: the ways in which dancers interact; the connections between dancers
represent: to stand for something
rhythm: a strong, regular repeated pattern of movement
space: the 'where' of movement such as levels, directions, pathways, shapes
structure: the way in which a dance is ordered or organised
timing: moving to the beat of the music
unison: two or more people performing the same movement at the same time

Geography Knowledge Organiser: Our European Neighbours

Key Question: Are there any similarities between the countries in Europe?

What will I learn?

To be able to locate Europe on a world map and find out about its features

To be able to identify and locate countries in Europe

To be able to identify European countries according to their features.

To be able to identify the major capital cities of Europe

To be able to compare two European capital cities

To find out about the human and physical features of a European country.

Country	Capital	Country	Capital
France	Paris	Norway	Oslo
Spain	Madrid	Sweden	Stockholm
Portugal	Lisbon	Denmark	Copenhagen
Netherlands	Amsterdam	Poland	Warsaw
Luxembourg	Luxembourg City	Russia	Moscow
Belgium	Brussels	Greece	Athens
Switzerland	Bern	Turkey	Ankara
Italy	Rome	Finland	Helsinki
Germany	Berlin	Czech Republic	Prague
Austria	Vienna	Slovakia	Bratislava
Iceland	Reykjavik	Slovenia	Ljubljana
Croatia	Zagreb	Albania	Tirane
Bosnia-Herzegovina	Sarajevo	Fyro Macedonia	Skopje
Montenegro	Podgorica	Serbia	Belgrade
Romania	Bucharest	Bulgaria	Sofia
Belarus	Minsk	Lithuania	Vilnius
Ukraine	Kiev	Latvia	Riga
Georgia	Tbilisi	Cyprus	Nicosia
Malta	Valletta	Moldova	Chisinau
Hungary	Budapest		

Key vocabulary

Continent – the seven areas the world is split into.

Landmass – a large area of land.

Europe – the continent the UK is in.

European Union - the group of European countries that work together.

Brexit – what is was called when Britain left the European union to be independent.

Capital – the main city in a country where their parliament is found.

Landmark – an important building statue etc in a country or area.

Feature - something that is found on the landscape. Can be human made or natural.

Grid reference – the location of a place or object on a map.

Currency – the money used in a country.

Similarity – when things are the same.

Difference – when things are not the same.

French

| French	English
un t-shirt	a t-shirt
un short	shorts
un pantalon	trousers
un chapeau	a hat
un maillot de bain	a swimsuit
une culotte	pants
une chemise	a shirt
une jupe	a skirt
une robe	a dress
une veste	a jacket
des bottes	boots
des baskets	trainers
des chaussettes	socks
des lunettes	glasses

BIG QUESTION: How can we design and create fabric money pouches that combine historical authenticity with modern functionality?

Key Vocabulary

money container	A product for holding and keeping money safe
running stitch	Stitches which go on and out of the fabric in a straight line
backstitch	One stitch length back, then two stich lengths forward on the reverse of the fabric to make a solid line
overstitch	Joins two fabric pieces at the edge by wrapping over the edge
seam	A space at the edge of the fabric which makes sure the stitches are secure and do not fall out
fastening	A way of keeping the container closed

running stitch

backstitch

overstitch

prototype
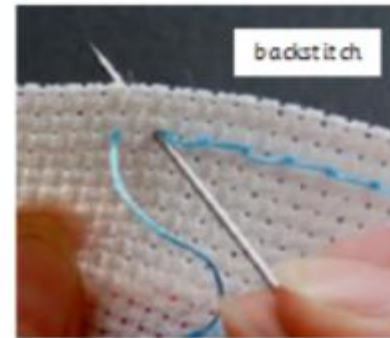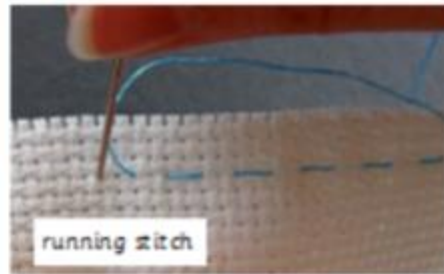
Key Knowledge: The Design Process

research	Explore different types of money container made from different materials and how they have changed over time
design	Think of ideas, draw, label and test them
make	Use a range of equipment to cut, mark and stitch
	Select and use tools suitable for each job safely
	Explain my design choices and steps
	Use simple finishing techniques suitable for the product
evaluate	Record what works well and what can be improves