

Year 3 / 4 Knowledge Organisers

Autumn 2021-2022

Mercenfeld Curriculum

This booklet will outline for you the units of work that your child will be covering in our wider curriculum this term.

For each subject, you will find a Knowledge Organiser. These will show you the main elements of learning for your child.

We hope you find these useful to outline your child's learning this half term. The children will be familiar with these too so you will be able to share them together and talk about their learning at school.

More information about our curriculum can be found on the school's website.

Year 3/4 History and Geography – Through the Ages

- Prehistory in Britain started c750,000 BC, when several species of humans arrived from Europe.
- Prehistory is divided into three main periods, the Stone Age, Bronze Age and Iron Age. Each period is named after the main material used to make tools at that time.

	Stone Age		Bronze Age	Iron Age
Palaeolithic	Mesolithic	Neolithic		c800 BC–AD 43
c750,000–c10,000 BC	c10,000–c4000 BC	c4000–c2500 BC	c2500–c800 BC	Duration: 843
Duration: 740,000 years	Duration: 6000 years	Duration: 1500 years	Duration: 1700 years	years

Stone Age	Bronze Age	Iron Age
Tools and weapons – Tools were made from stone, wood and bone. They were used for digging, hunting and chopping.	Tools and weapons – Bronze tools were sharper, stronger and more efficient than stone tools. Bronze tools were owned by the wealthy.	Tools and weapons – Iron tools and weapons were sharp and strong. Everyone could own iron tools and weapons, not just the wealthy.
Everyday life – Stone Age people were hunter-gatherers. They followed and killed animals and gathered seasonal food. They made clothes from animal skins and created cave art.	Everyday life – The Beaker folk brought their knowledge of metalworking and pottery making to Britain. Bronze tools made farming more efficient, so there was more food and the population grew.	Everyday life – Iron tools made farming more efficient and iron weapons were available to everyone. Tribes attacked each other to steal their land, food and possessions. People created art, music and poetry.

Settlements – People lived in temporary shelters or caves in the Palaeolithic. People lived in more permanent settlements in the Neolithic.



Settlements – People lived in permanent settlements, in roundhouses. They used walls and fences to protect their homes.



Settlements – People lived in hillforts surrounded by ditches and fences to stop attacks from enemy tribes. People lived in roundhouses inside the hillfort and farmed the land outside.



Beliefs – People built monuments, including stone circles, henges and earthworks. Historians believe that they used these monuments for gatherings and worship.

Beliefs – People were buried with objects, including Bell Beaker pottery, to use in the afterlife. They threw weapons and objects into rivers as offerings to the gods.

Beliefs – Priests called druids led worship. Humans were sacrificed as offerings to the gods. People threw votive offerings into rivers and lakes.

End of the Stone Age – The Beaker folk arrived from Europe and brought their knowledge of metalworking to Britain.

End of the Bronze Age – People stopped using metal during a time called the Bronze Age collapse.

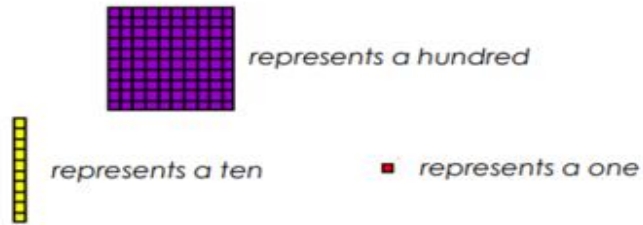
End of the Iron Age – The Romans invaded and conquered Britain in AD 43. They created written records, so this event ended prehistory in Britain.

Year 3/4 Maths – Place Value

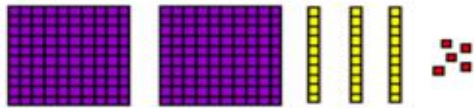
Numbers to 1000 - Base 10

A three-digit number is made up of hundreds, tens and ones.

Base 10 can be used to represent numbers:



This represents the number 235. It is made up of 2 hundreds, 3 tens and 5 ones.



10 and 100 More or Less

To find 10 more or less than a number, you first need to find the digit in the tens place.

H	T	O
6	3	9

Finding 10 more will increase the tens digit by 1. So, in this example, the 3 will become a 4. 10 more than 639 will be 649.

Finding 10 less will decrease the tens digit by 1. So in this example, the 3 will become a 2. 10 less than 639 is 629.

Key Concepts

- Recognising the place value of each digit in a three digit number
- 100s, 10s and 1s
- Read and write numbers up to 1000 in numerals and in words
- Number line to 1000
- Finding 10 and 100 more or less
- Compare and order objects and numbers up to 1000
- Count in 50s

Place Value of Digits

Place value helps us know the value of a digit, depending on its place in the number.

H	T	O
8	2	5

In the number above, the 8 digit is in the hundreds place so it really means 800.

The 2 digit is in the tens place so it really means 20.

The 5 digit is in the ones place so it means 5.

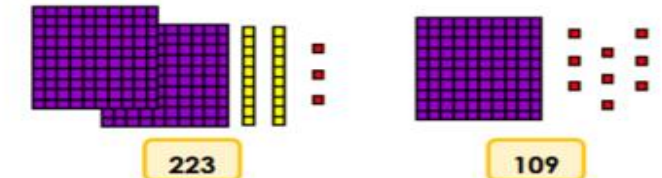
Number Line to 1000

Numbers can be placed on a number line. A number line can start and finish with any number e.g.



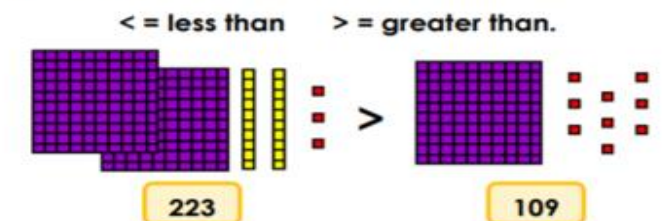
Ordering and Comparing Numbers

When we put numbers in order, we need to compare the value of their digits.



First, look at the hundreds digits in each number. 1 is the smaller hundred digit so 109 is the smaller number.

We can compare numbers and objects using the < and > symbols.



Year 3/4 Maths – Addition and Subtraction



Add 4-digit numbers

No exchange

$$\begin{array}{r} 5162 \\ +3427 \\ \hline 8589 \end{array}$$

Starting with the ones, add each column in turn.

One exchange

$$\begin{array}{r} 5162 \\ +3497 \\ \hline 8659 \\ 1 \end{array}$$

Starting with the ones, add each column in turn. When adding 6 tens + 9 tens = 15 tens = 1 hundred + 5 tens. Place 1 hundred under the hundreds answer and 5 tens in the answer.

Multiple exchanges

$$\begin{array}{r} 5864 \\ +3497 \\ \hline 9361 \\ 111 \end{array}$$

Starting with the ones, add each column in turn. Exchange tens, hundreds and/ or thousands as required.

Subtract 4-digit numbers

No exchange

$$\begin{array}{r} 5789 \\ -3421 \\ \hline 2368 \end{array}$$

Starting with the ones, subtract each column in turn.

One exchange

$$\begin{array}{r} 61 \\ 5749 \\ -3471 \\ \hline 2278 \end{array}$$

Starting with the ones, subtract each column in turn. When subtracting 4 tens - 7 tens, exchange 1 hundred to make: 14 tens - 7 tens = 7 tens

Multiple exchanges

$$\begin{array}{r} 6131 \\ 5742 \\ -3476 \\ \hline 2266 \end{array}$$

Starting with the ones, subtract each column in turn. Exchange tens, hundreds and/ or thousands as required.

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.

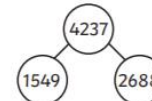
Checking Strategies

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.



$1549 + 2688 = 4237$	$2688 + 1549 = 4237$
$4237 - 1549 = 2688$	$4237 - 2688 = 1549$

Adding in a different order

$420 + 372 + 280 =$

Change to

$420 + 280 + 372 =$

As $420 + 280 = 700$

(because $42 + 28 = 70$)

$420 + 280 + 372 = 700 + 372 = 1072$

Key Vocabulary

Add

Total

Plus

Sum

More

Altogether

Difference

Subtract

Less

Minus

Take away

Mentally, Orally

Column Addition

Column Subtraction

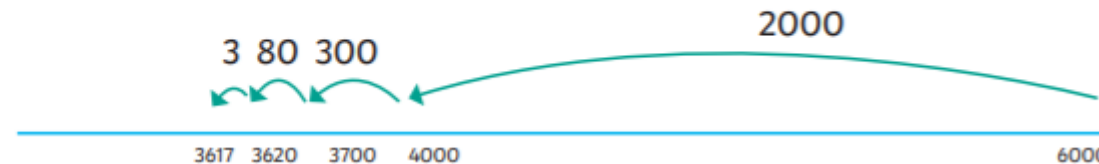
Exchange

Estimate

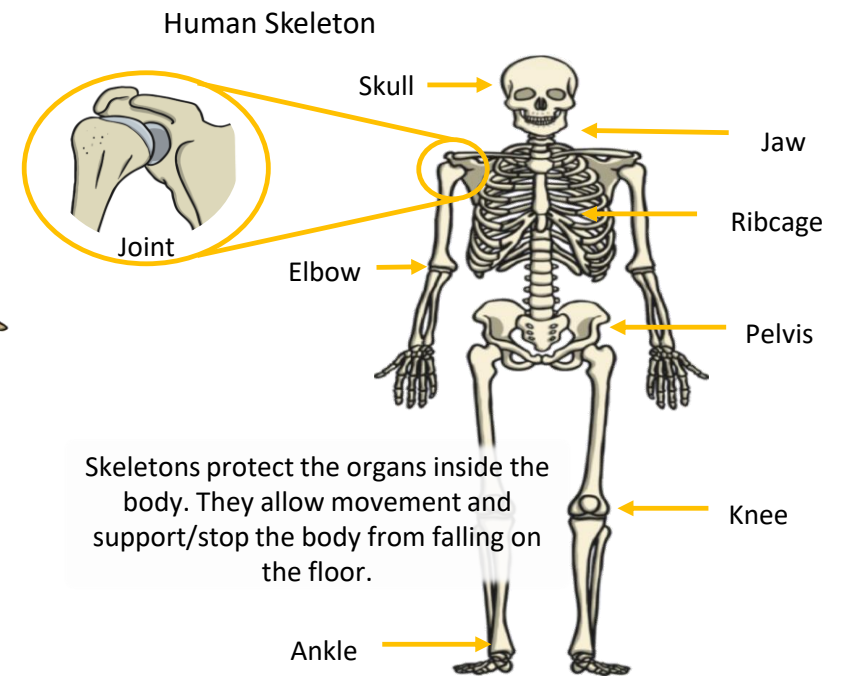
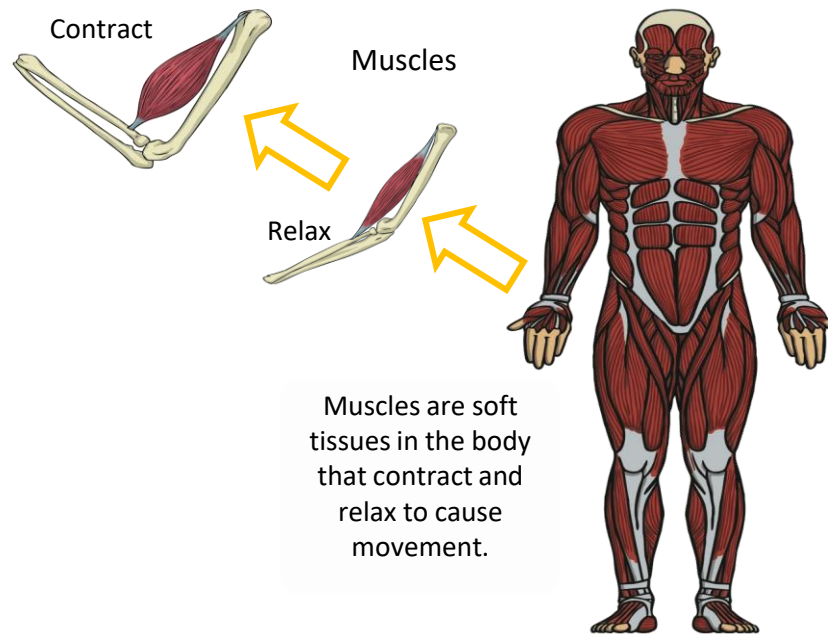
Inverse operation

Efficient subtraction

Calculate $6000 - 3617 = 2383$



Year 3/4 Science – Animals including Humans



M
R
S

N
E
R
G

- Dinosaurs and living things can be grouped in lots of different ways! Can you think of any?
- Fossils are formed when things that have lived are trapped within rock .

Vertebrates have a back bone.



Vertebrates have an **endoskeleton**. Their skeleton is under the skin.
For example: elephants, humans, cats and dogs.

invertebrates do not have a back bone.

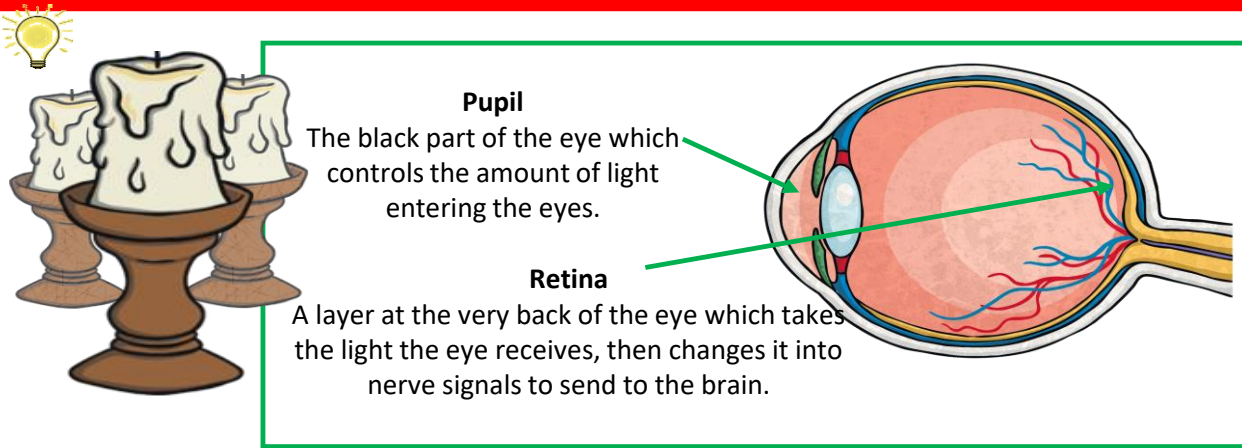


Some **invertebrates** have an **exoskeleton**, an external (outside) skeleton.
For example: crabs, scorpions, lobsters.

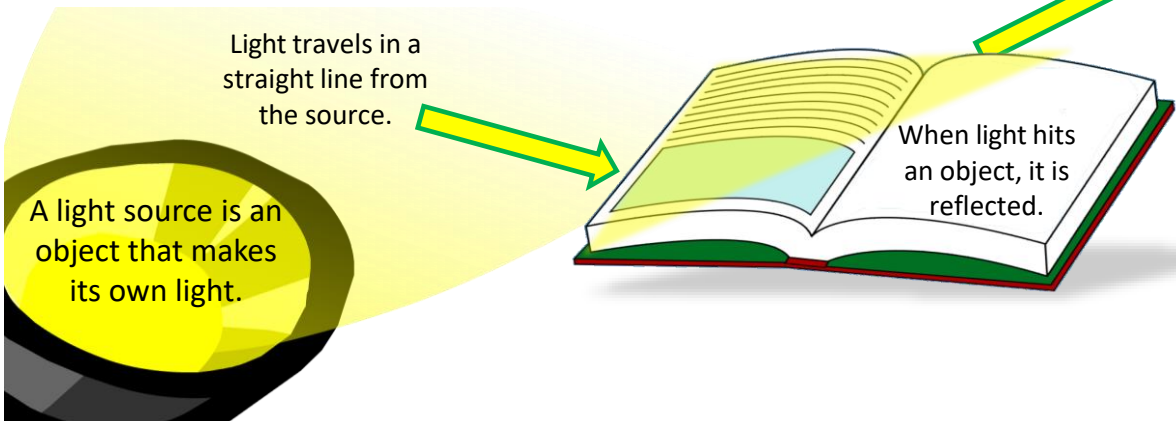


Hydrostatic skeleton is formed by a fluid-filled compartment and pressure.
For example: jellyfish, starfish, earthworms.

Year 3/4 Science – Light and Shadow



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.



Transparent
Lets all the light travel through.

Translucent
Lets some light travel through.

Opaque
Lets no light through.

Light is a form of energy that travels in a wave from a source.

Darkness is the absence of light.



When 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...



Shadows

Created by an opaque object, a shadow is formed. Blocked by an object, a shadow is formed.

Year 3/4 D&T – Through the Ages

Developing sculpture skills

How do we know what dinosaurs looked like?

We know the shape and size of dinosaurs because we have found many fossilised bones, including full skeletons, of different species. Some rare fossils have shown traces of skin, which suggest dinosaurs had scaly skin, similar to that of a crocodile.

Other fossils have been found which contain traces of a pigment (natural colouring) which suggests dinosaurs might have had generally very dark skin, although some other researchers think a reddish brown skin colour might have been possible too.

But...we don't know for sure exactly what skin colour or texture dinosaurs had.

Skills

- Can you select from and use a wider range of tools and equipment to perform practical tasks accurately?
- Have you improved your mastery of art and design techniques, including sculpture with a range of materials?



Knowing about the origins and development of sewing Slides

When people first began to wear clothing, around 60,000 years ago in the Stone Age, they simply wrapped or draped leather or fur around themselves. Later, they began to fasten long, thin strips of leather around their clothing to hold it in place.

Around 47,000 years ago, people began to use sharp, pointed tools called awls. They used them to punch small holes in animal skin. This meant that they could then pull thin strips of leather or animal sinew (the stringy tissue that connects muscles to bones) through them and hold clothes in place more securely.

What types of clothing do you think prehistoric people will have made using needles, and why?

Skills

- understand how key events and individuals in design and technology have helped shape the world.



Creating Stone Age Jewellery

Shells similar to sea snail shells, were found in Blombos Cave in South Africa, and named the 'Blombos beads'. It was estimated that they were 100,000 years old! They all had small, man-made holes in them. This led archaeologists to believe that they had been used as beads. Extra evidence for this idea came from the fact that some of the surfaces were more worn away and flatter than others, suggesting that they had been strung side by side and had rubbed against each other, wearing the surface down.

Skills

- Select from and use a wider range of tools and equipment to perform practical tasks accurately.
- To improve mastery of art and design techniques, including sculpture with a range of materials



Planning & Evaluating

Planning

What design are you going to use? Why?
What materials will you use? Why?
How will you construct your materials? Is this the best way? Why?

Which materials are best for sewing? Why?
Which stitch will be strongest? Why?

Evaluating

-How well does your structure work?
Does it meet its purpose?
-How did you make your shell structure strong and durable? How could you make it more stable?
-Which materials did you use? Why did you make these choices? How does your product protect and contain? How could it do this more effectively?
-How does your product look? How could it look more appealing?



Health and Safety

-Remove any jewellery and tie back long hair. Keep belongings clear.

-Wear an apron where necessary and roll up your sleeves.

-Walk safely and calmly around the classroom/workshop.

Keep your work area and floor area clear – regularly tidy up to avoid accidents.

Follow the teacher's cutting/ machinery instructions carefully.

Make sure that you are wearing the correct equipment for tasks, including safety goggles.


Should you need to move around with sharp objects, hold them appropriately.


Report and clean all spillages & other potential hazards.

Year 3/4 D&T – Cook Well, Eat Well

Preparing and Cooking Processes	
<p>Preparing Processes</p> <p><u>Preparing processes are the different ways that we get food ready to be eaten.</u></p> <ul style="list-style-type: none"> -Slicing: cutting food using a knife. -Mixing: to blend ingredients together, using a spoon, blender, or whisk. -Weighing/measuring: to get the right amount of an ingredient, using scales, table/teaspoons -Grating: To peel a layer off something (like carrots or cheese) using a peeler or grater. -Serving: making food look nice on the plate. 	<p>Cooking Processes</p> <p><u>Cooking processes are the different ways that we heat food before it is eaten.</u></p> <ul style="list-style-type: none"> -Baking: to cook food in a heated oven. -Boiling: to cook food in boiling hot water. You can tell it is boiling (100°C) when it bubbles. -Frying: to cook food in a pan of heated oil. -Grilling: to cook food by putting it under a hot grill (like a radiator in a cooker).



A Healthy and Varied Diet	
<p>Food Groups</p> <p><u>You should now know how much to eat of each food group</u></p> <ul style="list-style-type: none"> -Fruit and vegetables – Eat lots! About 5 portions per day. -Carbohydrates – Eat lots! Include in every meal. -Proteins – You should eat about 2-3 portions per day. -Dairy – You should eat about 2-3 portions per day. -Fats and Sugars – Only eat occasionally and in small amounts. 	

A Varied Diet	
<p><u>-In order to stay healthy, it is important that we eat a balanced diet of foods from each of the five food groups. Too much of any one food group is not healthy for us.</u></p> <ul style="list-style-type: none"> -You should know that within each group, <u>some foods have different benefits</u> (e.g. fish has less fat than red meat). -You should be able to design your own plate - think about foods that go well together, and promote a balanced diet. 	

Where Food Comes From
<p>Grown, Raised, Caught</p> <p><u>You should know that food source is the place where a food comes from, and that food comes from plants and animals.</u></p> <p><u>You should also know that in order for us to get food, we need to grow it, raise it, or catch it.</u></p> <ul style="list-style-type: none"> • In order for us to get pork, we need to raise pigs. Pork is the meat that we get from pigs. • In order for us to get eggs, we need to raise chickens. Eggs are laid by female chickens. • In order for us to get cucumbers, we need to grow a cucumber plant. Cucumbers grow on the vines of cucumber plants. • In order for us to get tuna, we need to catch the tuna-fish. Tuna is the fish that we get from the tuna-fish.



Making Bread
<p><u>-You should know how some foods are made from ingredients.</u></p> <ol style="list-style-type: none"> 1. Grain is a food that is grown. It is ground into flour (using large stones). 2. The flour is mixed with water and a product called yeast, to create dough. 3. This is covered and left for 1 hour – this is called proving. In this time, the yeast makes the dough rise. 4. The dough is then shaped and put into the oven, where it bakes into bread.



Food from Around the World	
<p>You should already know that some of our food is <u>produced locally</u>, whilst some may come from <u>elsewhere in the world</u>. Sometimes, foods can be easily made in lots of different countries. However, sometimes the conditions in a country make it perfect for producing certain foods.</p> <p>When we trade in foods from another country it is called importing. When we trade out foods to another country it is called exporting.</p>	<p>Many places have their own traditional dishes.</p> <p>-In the UK, traditional dishes include fish and chips and the Sunday roast.</p> <p>-In Mexico, traditional dishes include burritos, tacos, fajitas & guacamole.</p> <p>What other traditional dishes do you know?</p>



Health and Safety							
-Remove any jewellery and tie back long hair. Ideally, wear a hair net.	-Wear an apron and roll up your sleeves. Tie your apron securely.	-Wash your hands with hot water and antibacterial soap, for at least 20 seconds.	Washing your hands should be done before, during and after preparing food.	Use different chopping boards and knives for raw meat & other foods. This stops bacteria spreading.	Use a food thermometer to check that food is cooked through.	Check the dates on food, and check for allergies & diet e.g. vegetarian, vegan.	Make sure that you clean up properly after yourself.



Level 4

- I can persevere with a task and improve my performance through regular practice.
- I cope well and react positively when things become difficult.

Level 3

- I have begun to challenge myself.
- I know where I am with my learning.

Level 2

- I try several times if at first I don't succeed.
- I ask for help when appropriate.

- Perform different footwork patterns including hopscotch, sidestepping, skipping.
- Travel in different directions and at different speeds.
- Perform movements with fluency and control.

Gymnastics

- Perform different jumps and leaps including:



Cat leap



Jeté



Hop with leg at 90°



Scissor

- Travel in a range of different ways:



Low bunny hop



Crab walk



Roll



Bear walk

Invasion Games

Skills	
The Basics	Knowing what an invasion game is and what skills I may need to be successful
Masterful Moving	Understand how to dribble and keep control of the ball in different situations
Passing Practice	Know how to pass to my team in order to keep possession of the ball
Defending	To know different ways to stop opponents from scoring goals or points
Attacking	Be as effective as possible in attacking in invasion games to score points/goals.
Gameplay	Apply all of the skills I have learnt into different games



Dodgeball

Skills	
Aiming and Throwing	Know how to throw a ball accurately and powerfully
Sidesteps and swerving	Use sidesteps and swerves to avoid being hit by the ball
Jumping and dodging	Know more ways in which to avoid being hit in dodgeball
Catching and Blocking	Know the technique for catching to get opponents out and how to use the ball to block
Tactical play	Start to use clever tactics to help win a game of dodgeball
Gameplay	Apply all of the skills I have learnt into different games



Year 3/4 PHSCE – Beginning & Belonging

PHSCE – Beginning & Belonging



So that we feel safe & happy in school, we need to show respect, be helpful and use kind words & actions towards others.



To build positive relationships we need to listen to others showing respect for each other and for those from different beliefs and cultures.



When dealing with new situations we ask questions and get advice from our friends and adults.



To make new members of the class feel welcome we need to be friendly, kind and helpful. Ask them to join in with your playground games and make sure they know where things are around the school.



If anyone gets stuck or has a worry, know that they can always talk to an adult in school, their family or friends.

A GOOD Listener is someone who...

LOOKS at the speaker

SITS still

Thinks about what they hear

ASKS questions

PAYS attention

GIVES feedback



does not interrupt the speaker

STAYS focused

Speaks only when it is their turn

STAYS patient

RELATES to the topic

I will understand this vocabulary...

respect

To show positive actions towards other people and objects

problem solving

To be able to find solutions.

positive

Full of hope and confidence, or giving reasons for hope and confidence.

negative

A negative sentence or phrase is one that contains a word such as 'not', 'no', 'never' or 'nothing'.

Year 3/4 Computing – Creating Media

Overview

Desktop Publishing

- Desktop publishing is when we create documents using page layout software.
- We can use desktop publishing to make things like newsletters, brochures, magazines and newspapers.
- Some examples of software that we can use for desktop publishing are Microsoft Publisher, Adobe, Microsoft Word
- When using desktop publishers, we consider how images and text are laid out the page in an eye-catching and appropriate format.



Text Tools

The toolbar is the set of icons and buttons that are at the top of the page in a desktop publisher. You should already know some of these from your earlier study:

These tools can change the text.

B

The B makes the text **Bold**.

I

The I writes the text in *Italics*.

U

The U underlines the text.



Clicking on this icon allows you to change the size of the text. After pressing the icon, you will see a list of numbers. The larger the number selected, the bigger your text will be.



Clicking on this icon allows you to change the font (style) of the text. Most desktop publishers have many styles to choose from.



Clicking on this icon opens the text colour tool. It allows you to change the colour of the text. There are often many colours to choose from.



The undo tool reverses the last thing that you did. If you make a mistake, the undo tool can help you to get it back to how it was.

Layout of A Page

When desktop publishing, we consider how we can lay out a page in the most interesting, eye-catching, and appropriate ways, to suit our purpose and audience.

The title should be large, bold and clear. It is normally the largest text on the page.

Consider which font you will use – different fonts create different ideas and feelings.

What is the main story of the magazine? How can you sum the story up in a few words?

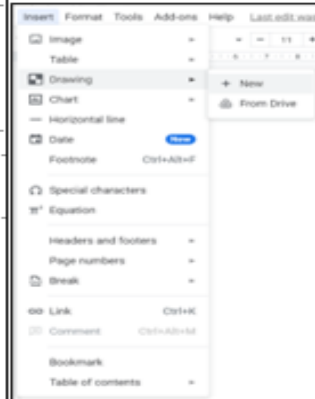


Think about how different colours make us think and feel.

Think about where you will put the date and price of the magazine – this is important information!

Magazines are normally in portrait orientation. Think about how you lay out text and images.

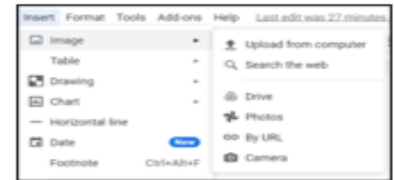
Image and Layout Tools



This tool allows us to put objects, shapes, lines and text boxes on your documents.

The drawing can be coloured, resized and rotated.

This tool lets you insert pictures into your document. You can select pictures already on your computer, or search the internet for pictures.



Year 3/4 Computing – Programming with Scratch

Programming - Scratch

Animation	Bringing concepts to life through 2D or 3D moving pictures or photographs, for example cartoons.
Application	A computer program.
Code	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.
Debug	To remove and repair the error or mistake in computer code.
Decompose	To break something down into smaller chunks.
Interface	The menus, buttons and other functions which makes a computer program or website intuitive to humans.
Loop	A repeated sequence of instructions.
Predict	To make an educated guess, as to what might happen or occur as the result of something in the future.
Program	A series of code that instructs the computer to perform specific tasks.
Remixing code	Altering code that already exists.
Repetition code	To create loops in your program, to make it more efficient.
Review	To look at something in detail and give constructive feedback if it requires improvement.
Sprite	Visual objects that can be moved or perform an action through code, for example: move forwards by one step.
Tinker	To explore and play with something to discover the key functions.

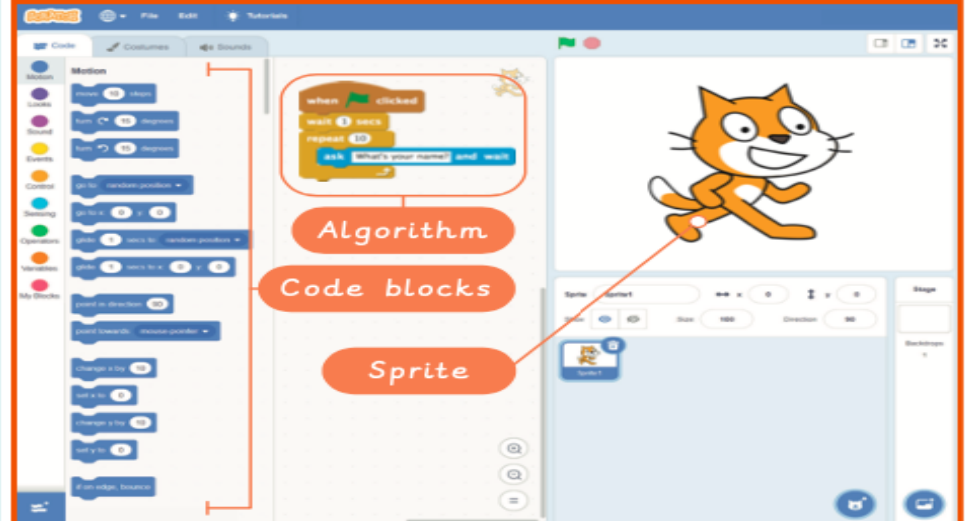
Scratch code blocks colour key:

Motion Sound Control Operators My Blocks
Looks Events Sensing Variables

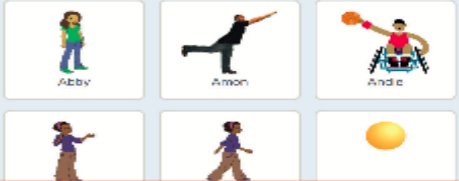
© Scratch

Key facts


Scratch is a coding program, that lets you build interactive games and animations.




Did you know? In Scratch, you can:



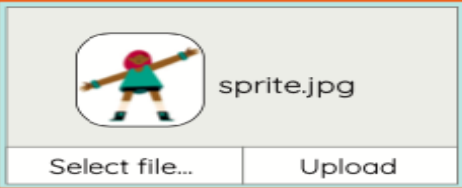
Choose a sprite



Paint your own sprite



Generate a random (surprise!) sprite



Upload a sprite

Year 3/4 French – Getting to know you

Hello

bonne nuit
good night

salut
hi



bonjour
hello

bonsoir
good evening

What's your name?



Je m'appelle...
My name is...



Comment t'appelles-tu?
What's your name?

How are you?



(Comment) ça va?
How are you doing?



Bien
Good/fine



Très bien
Very well



Comme ci, comme ça
Not bad/ok



Ça ne va pas très bien
Not very well



Ça va mal
Bad/not well



Merci
Thank you



Et toi?
And you?

Goodbye

À bientôt
See you soon

À tout à l'heure
See you later



Salut!
Bye! - informal

Au revoir
Goodbye - formal

Numbers 1 – 10

0

zéro

1

un

2

deux

3

trois

4

quatre

5

cinq

6

six

7

sept

8

huit

9

neuf

10

dix



C'est combien?



Ça fait combien?

+

plus

-

moins

=

égale

How old are you?



Bon/Joyeux anniversaire!
Happy birthday!



an(s)
year(s)



Quel âge as-tu?
How old are you?



J'ai ... ans.
I'm ... years old.

Year 3/4 French – All about me

	
asseyez-vous sit down	levez-vous stand up
	
écoutez listen	regardez look
	
regardez-moi look at me	allez-y off you go
	
rangez vos chaises put your chairs under	taisez-vous be quiet
	
venez au tapis come to the carpet	répétez repeat
	Classroom instructions
rangez vos affaires tidy your things	

				
des gants gloves	une écharpe scarf	un manteau coat	un chapeau hat	
				
un imperméable waterproof jacket	des lunettes glasses	une ceinture belt	des bottes boots	
				
une robe dress	une montre watch	un maillot de corps vest	un slip pants	un pull jumper
				
une jupe skirt	un pantalon trousers	un tee-shirt t-shirt	une chemise shirt/blouse	
				
un sweat sweatshirt	des chaussures shoes	un short shorts	des chaussettes socks	

Qu'est-ce que tu portes? - What are you wearing?

Je porte - I'm wearing
et - and

tapez – clap/stamp
croisez – cross/fold

marchez – walk/step
prenez – pick up / take

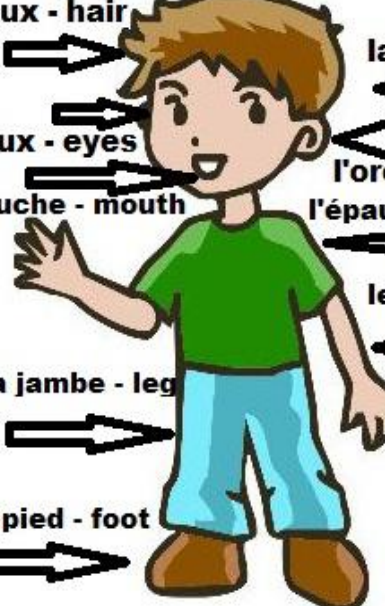
courez - run
sautez - jump

posez – put down
levez - raise

C'est de quelle couleur? - What colour is it?

C'est	It's
noir	jaune
blanc	vert
	gris
	rose
	violet
	marron
	rouge
	bleu
	orange

les cheveux - hair



la tête - head
les yeux - eyes
la bouche - mouth
le pied - foot
l'oreille - ear
l'épaule - shoulder
le bras - arm
la jambe - leg
la main - hand

Mon Corps - My Body

Year 3/4 Religious Education - Christianity

Jesus of Nazareth was the founder of Christianity



Common places of Christian worship include churches, chapels, cathedrals and temples



Some Christians go on pilgrimages



Christians festivals and celebrations include Harvest, Christmas & Easter



The Christian bible is organised into the 'Old' and 'New' testaments.



Vocabulary

Founder	A person who creates something.
Pilgrimage	A journey to a holy place.
Old testament	The name of the first part of the Christian bible completed before Jesus was born.
New testament	The second part of the Christian bible that tells the teachings of Jesus and his followers.

Year 3 / 4 Religious Education – Beginnings and Beliefs

Key vocabulary

Brahma	Hindu god of creation
Vishnu	Hindu god who protects the universe
Brahman	Hindus recognise one God, Brahman.
Ten Commandments	Ten important life rules for Jews given to Moses by God.
Sabbath	The holy day for Jews
Guru	Spiritual teacher
Guru Nanak	The founder of Sikhism
Sargun	The belief that God is everywhere and everything.
nirgun	The belief that God is above and beyond everything.

Hinduism is the oldest of the world's religions. It is now practised all over the world but originated in South East Asia. It is a mix of different beliefs, cultures and traditions dating back over 4000 years.



Hindu Gods and Goddesses

Hindus recognise one God, **Brahman**. The gods of Hinduism are different aspects of **Brahman**.

The main three aspects (**Trimurti**) are:

Vishnu, **Brahma** and Shiva

The three great goddesses (**Tridevi**) are:

Saraswati, Lakshmi and Shakti

Hindus can pray to different gods and goddesses for help with different needs.

Main Beliefs

Sikhs believe that:

- there is only one God;
- God cannot be described as either male nor female;
- God is both **sargun** and **nirgun**;
- God created the world and created people to know the difference between right and wrong;
- images of God are forbidden as is worshipping them;
- all people are equal.



Judaism

Judaism began around 4000 years ago in the Middle East. Jerusalem is a place where many Jews go to on **pilgrimage**.



Main Beliefs

Jews believe in one God. They also try to live by the **Ten Commandments**.

They include using God's name with respect, remembering **the Sabbath**, respecting your parents and not lying or stealing.



Jews believe God gave the **Ten Commandments** to Moses.

Big Question

What does it mean to belong to a faith community?

Prehistoric Pots

Prehistoric pots are pieces of pottery that humans made during the Neolithic, Bronze Age and Iron Age. One of the most famous types of prehistoric pottery is called Bell Beaker pottery, which was made at the beginning of the Bronze Age, c2500 BC. Bell Beaker pots were a completely new, more sophisticated and decorative style of pottery compared to the Neolithic pottery already made in Britain.



Neolithic pottery



Bell Beaker pottery

Bell beaker pottery

Shape and form

The Bell Beaker pots were shaped like an upside-down bell with a flared lip. Archaeologists believe this lip allowed a lid to be tied over the top of the pot.



Pattern

Bell beaker pots were usually elaborately decorated. Repeating patterns of lines, marks and shapes were scored into the clay using a variety of natural objects including fingernails, stones, shells, twigs, combs, rope and cord.



Glossary

archaeologist	A person who studies buildings, graves, tools and other objects of people who lived in the past.
pattern	A regular arrangement of lines, shapes or colours.
pinch pot	A clay pot made by pinching clay between a thumb and fingers.
potter	Someone who makes objects from clay.
score	To make a mark or cut on the surface of something with a pointed tool.

Exploring clay



Rolling coils

Coils are long, round rolls of clay. Coils can be used one on top of another to make a clay pot.



Making slip

Slip is a runny mixture of clay and water. Potters use slip to join two pieces of clay together.



Joining clay

Potters score clay and apply slip to join two pieces of clay together. This method of joining is called the score and slip technique.



Making a pinch pot

A pinch pot is a simple clay pot made by sticking a thumb into a ball of clay and then pinching the clay between the thumb and the fingers.

Year 3/4 Art – Complementary & Contrasting Colours

Contrast and Complement


A colour wheel is a diagram that organises colour hues around a circle. The colour wheel helps us to see the relationships between colours.

Tertiary colours

A tertiary colour is made by mixing equal amounts of a primary colour and a secondary colour. On the colour wheel, they sit between the primary and secondary colours from which they are made.



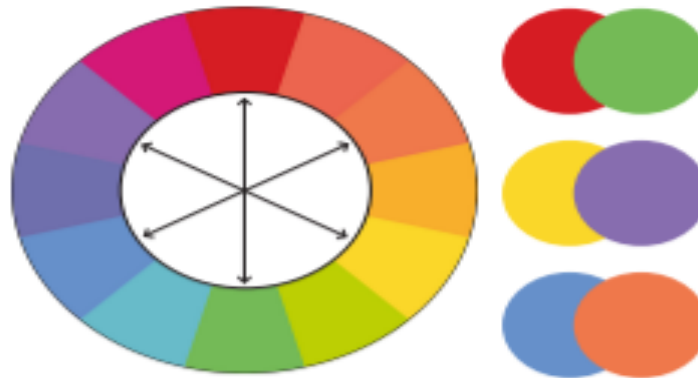
There are six tertiary colours.

-  red-orange, made by mixing red and orange
-  red-purple, made by mixing red and purple
-  blue-purple, made by mixing blue and purple
-  blue-green, made by mixing blue and green
-  yellow-green, made by mixing yellow and green
-  yellow-orange, made by mixing yellow and orange

When we say or write the tertiary colour names, we start with the primary colour first and the secondary colour second.

Complementary colours

Complementary colours are on opposite sides of the colour wheel. When used together in a painting, they give the greatest contrast. They include red and green, yellow and purple and blue and orange.



Analogous colours

Analogous colours sit next to each other on the colour wheel. Using analogous colours together creates a harmonious effect.



Warm and cool colours

The colour wheel can be divided into warm and cool colours. Warm colours can symbolise the sun or fire. Cool colours can symbolise ice, water or sky.



Glossary

analogous	To be similar to something else.
complementary	Something that enhances something else.
harmonious	Working well together.
hue	A version of a colour.
primary colour	A colour that cannot be made by mixing other colours.
secondary colour	A colour that is made by mixing equal amounts of two primary colours.
tertiary colour	A colour that is made by mixing equal amounts of a primary and secondary colour.

Year 3/4 Art – Banksy



Mercenfeld
Primary
School

Biography

- Banksy is a British graffiti-artist and political activist, active since the 1990s.
- Banksy chooses to remain anonymous – he does not let people know his true identity.
- His most famous works include *Balloon Girl* (2002), *Devolved Parliament* (2009) and *Mobile Lovers* (2014).
- Banksy works often appear in high visibility places, such as on buildings or train stations.
- His works are often about war, politics, suffering and society. He uses satire and dark humour to get across his important messages.
- Banksy's work is done using stencilling technique.



-Banksy is thought to be from Bristol, UK, where his first works appeared. Some sources suggest that he was born between 1973 & 1974.

Significant Works

Balloon Girl (2002)



- Balloon Girl* (also called *Girl with Balloon*) first appeared on Waterloo Bridge, London, in 2002.
- It shows a young girl with her hand extended towards a heart shaped balloon, drifting away.
- Banksy has since created several different versions of this design, often to support social messages. It is an example of a stencil mural.

Devolved Parliament (2009)



- Devolved Parliament* is rare for a Banksy work in that it is an oil on canvas painting, rather than a stencilled graffiti artwork.
- The painting replaces British politicians with chimpanzees, debating in the House of Commons.
- It appears to mock the perceived poor behaviour of British politicians in running the country.
- In 2019, it became Banksy's most expensive painting to date, when it sold for £9.9 million.

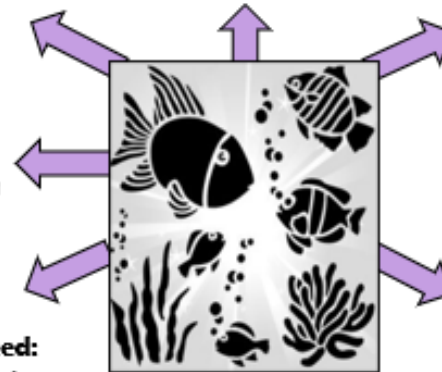
How do I produce artwork like Banksy?

Step 2: Use your paper plate to create your stencil. Draw your shape/s accurately.

Step 3: Carefully cut the stencil shape/s out of the paper plate. Begin by putting your pencil through the plate (with modelling clay behind).

Step 4: Holding the paper plate in place over your cardboard, paint in black through the stencil. Dab with your brush to avoid missing any spots.

Step 1: Paint your cardboard in grey paint, to make it look like a wall (you could add black/white 'splatters' for effect).



Things you'll need:
Cardboard, paint, paper plate, scissors, pencil, modelling clay.

A child's Banksy-inspired stencil painting.

Step 5: Remove the paper plate stencil – you should now have a black silhouette of your shape. Just add white/grey for shading and final details.

Styles and Techniques

Street Art

- Banksy is best known as a street artist.
- Street art is a type of visual art which is made in public locations, for example buildings, bridges and stations.
- Other names for this type of art include 'independent public, post-graffiti, guerilla art.'
- Common forms include spray-paint graffiti and stencil graffiti, for which Banksy is particularly famed.
- Street art is often composed to make a public statement about the society that the artist lives in. Banksy has been particularly outspoken on politics, inequalities, war and social problems within his works.
- Banksy's type of street art is legally considered as vandalism, and the artist can be prosecuted. It is thought that this is why he opted to begin using stencils (for speed, to enable his escape, should he need to!) His stencils are thought to be multilayered and (often) computer generated. Banksy has become so famous that his illegal graffiti is often treasured (and has sold for thousands) by building owners.
- Banksy's street art has also expanded into pop-up art exhibitions, for example the temporary project *'Dismaland.'* This 'haemusement park' was a 'sinister twist on Disneyland'



Key Vocabulary

- Banksy
- Bristol
- Graffiti
- Stencilling
- Spray Paint
- Anonymous
- Exhibition
- Satire
- Social
- Political
- Dark Humour
- Balloon Girl
- Devolved Parliament
- Mobile Lovers

Year 3/4 Music – Ballads

Musical style: Ballads

Ballads are songs which tell a story. They can be in many styles, such as pop and musical theatre and were used in ancient times to carry news and legends across countries.



Vocabulary

Ballad A song which tells a story - similar to a poem.

Compose To create an original piece of music.

Stanza A short section of text, sometimes known as a verse in a song or poem.

Solo Performing alone.

Ensemble A small group of musicians who perform together.

Expression Making your thoughts or feelings known when reading, singing or performing.

Lyrics The words in a song.

Chorus Repeated section of music with the same tune and lyrics.

Nonsense words Words which have no meaning and are often used for filling time in songs - e.g. 'la', 'do', 'ooh'.

Story mountain

Ballads tell a story and usually have a similar structure to stories.



OPENING - Describes the setting, introduces the characters.

BUILD UP - Excitement and tension grows, gives emotion.

CLIMAX - Major dilemma.

RESOLUTION - Characters find a route through their difficulties.

ENDING - Happily ever after.