

Dear Parents,

Over the next term we will be following a unit of work on a theme that focuses on 'Scavengers'. During this unit we will be focusing on History, Art and Technology.

Children will be reading, researching, writing, illustrating, working on their own and working in groups. We will be checking to see how well your child has learned through particular activities and asking children to explain their work, perhaps to you. In addition the children will complete a quiz on the key vocabulary and powerful knowledge. You can see in advance what we will be asking the children (quiz) and what they need to know (knowledge organiser), they are attached in this booklet.

We already know the interest you take in your child's work. If you can, please discuss with your child the work they have done as the term progresses and let them teach you. If your child has some work to research, please help them, but without actually doing the work. If you have the chance to further their interest in the ideas of this theme please take it, but your enthusiasm and interest is most important. By the end of the unit, we hope your child has achieved all of the learning targets. We hope they have had an enjoyable time in the classroom. And we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments or questions about your child's learning, please get in touch.

In History we'll be finding out:

How fossils are made and what we can learn from them.

What our earliest ancestors might have looked like

How our ancestors were able to survive

How to use archaeological evidence to find out about a prehistoric hunter

Where our ancestor settkes and how they lived

How we can learn about the past by investigating a Stone Age village

What life was like during the Bronze Age and Iron Ages

In Technology, we'll be finding out:

About the types of foods that the first farmers would have grown

How we can update the dishes that the early settlers may have eaten,

In Art we'll be finding out

How to make our own prehistoric cave paintings

How to make and decorate pottery, based on one of the periods we have studied.



Powerful Knowledge

For our earliest ancestors, every day was a struggle for survival.

The basic needs that we often take for granted were not a given for those early hunter-gatherer tribes. Humans had to constantly adapt and learn new skills in order to survive.

Our ancestors faced many trials. Over thousands and millions of years, we slowly learned new skills and adapted to our changing environment. It is our ability to adapt that has allowed us to survive.

Prehistory (prehistoric) is a term used for the span of time before history was recorded through written means. It comes from the Latin words for 'before' (prae) and history (historia). This period of history includes everything that came before the invention of writing systems and recorded history began therefore it refers not only to the age of dinosaurs but also early human existence.

It is a misconception that humans and dinosaurs co-existed. The dinosaurs became extinct around 65 million years ago. Our earliest known human ancestors were alive around 4 million years ago.

Historians categorise prehistory into three time periods – the Stone Age, the Bronze Age and the Iron Age. As their name implies, these periods are characterised by the tool-making technologies available at the time.



Taddington and Priestcliffe Y3/4 Knowledge organiser Cycle 2 Spring Term 1

Overarching theme

Big Thinking

Inquiry into the structure and function of organizations; societal decision-making; economic activities and their impact on humankind

Explanation of the theme

Humans are special. Unlike other animals, we can adapt and learn new skills in order to survive, which is exactly what our ancestors did in the Stone, Bronze and Iron Ages.

Key Vocabulary

community

site

resources

construction

previous

role

consequences

Curriculum drivers

Enterprise



Possibilities



Inquiry



Community



Key Images



1) Tick the correct column to say if the item is a primary or secondary source of evidence.

Understand how our knowledge of the past is constructed from a range of sources. H2.04

Item	Primary source	Secondary source
Vase		
Cave painting		
Diary		
Fossil		
News report		
Bone fragments		

3) What could this burial pit tell us about how the person lived or what the person's life was like?



Construct informed responses that involve thoughtful selection and organisation of relevant historical information. H2.05, H3.10

a) Can you label the time line placing the Stone Age in the correct place? Can you add any other periods in History on the time line? For Example, Romans, Saxons, Iron Age...

Continue to develop a chronologically secure knowledge and understanding of local, British, and world history. H3.17

2) Order the stages of fossilisation. Put the numbers 1-5 next to each stage. The first one has been done for you.

Describe in simple terms how fossils are formed. See 9.38

Over time the plant or animal will be buried deeper into the earth. The mud, sand or soil will harden to rock.	
A plant or animal dies and becomes buried by mud, sand or soil.	1
Paleontologists who discover the remains, can pour liquid rubber into the hollow to make a fossil cast. This will take on the shape of the animal or plant that was buried there.	
Often, the skeleton will survive. However, in some cases the skeleton is dissolved by minerals in the rock, leaving a hollow where it once was.	
In most cases, the fleshy parts (skin, organs) decay, leaving only the skeleton.	

a) Why do you think Stone Age people painted on walls and in caves. How is this the same or different to how people express themselves now?

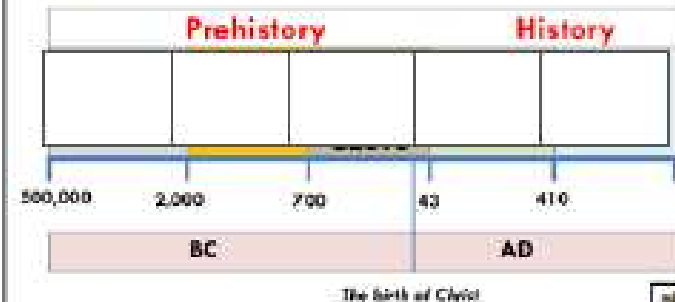
Note connections, contrasts, and trends over time. H2.02

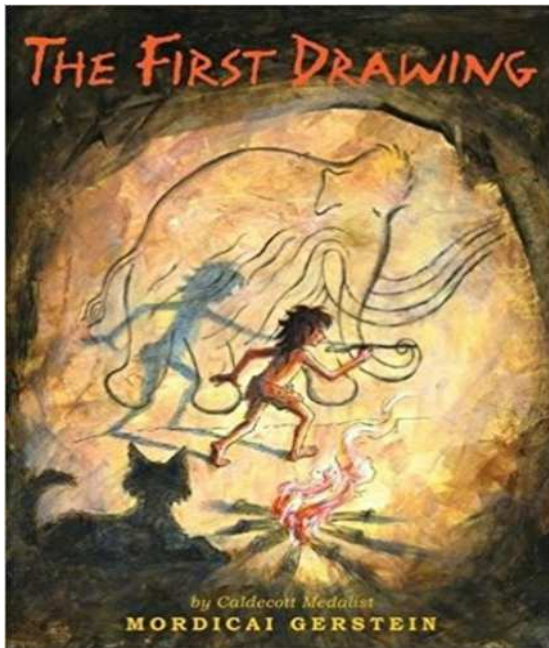
5) Why is the Stone Age called the stone age?

Establish clear narratives within and across the studied historical periods. H2.01, H2.04, H2.05



Prehistory Timeline





Overview

This is a two-week sequence for The First Drawing by Mordicai Gerstein in which children explore the text, including exploration of the Stone Age and cave paintings.

Main Outcomes

Diary entries, exploring the conventions of speech, creating character descriptions and finishing by writing their own historical narratives.

Key sentence type

-Ing, -ed sentence

RULE: The sentence must begin with a subordinate clause which begins with a verb ending in 'ing', followed by the location of the action.

EXAMPLES:

Walking in the bush, she **stopped** at the sight of a crocodile facing her.

Running near the beach, he **halted** as the ground gave way.



Taddington and Priestcliffe

Knowledge organiser

Literacy

Cycle 2 Spring Term 2021

National Curriculum Coverage

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

Reading Comprehension

Develop positive attitudes to reading and understanding of what they read by: - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Discussing words and phrases that capture the reader's interest and imagination Understand what they read, in books they can read independently, by: - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Identifying main ideas drawn from more than one paragraph and summarising these

Vocabulary, Grammar & Punctuation

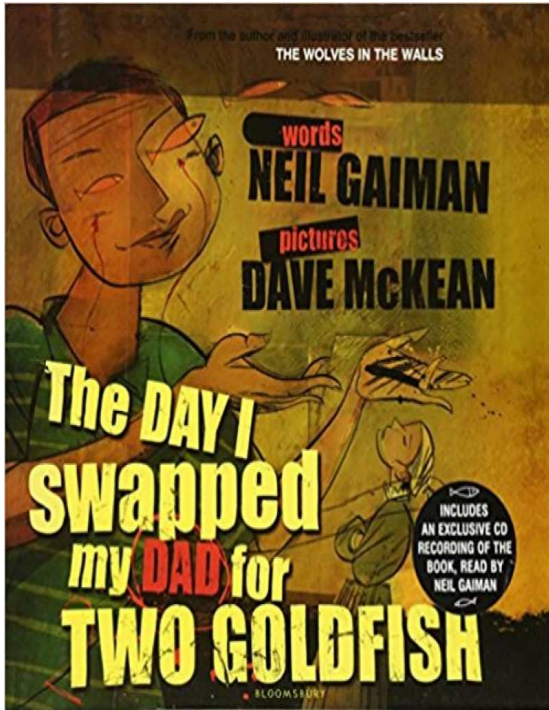
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] - Introduction to paragraphs as a way to group related material - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) - Fronted adverbials [for example, Later that day, I heard the bad news.] - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition - Introduction to inverted commas to punctuate direct speech - Use of inverted commas and other punctuation to indicate direct speech - Use of commas after fronted adverbials

Writing Transcription (Spelling and Handwriting)

Use further prefixes and suffixes and understand how to add them - Spell further homophones

Writing (Composition)

Plan their writing by: - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discussing and recording ideas Draft and write by: - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - Organising paragraphs around a theme - In narratives, creating settings, characters and plot Evaluate and edit by: - Assessing the effectiveness of their own and others' writing and suggesting improvements - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - Proof-reading for spelling and punctuation errors



Overview

This is a two-week plus sequence for The Day I Swapped my Dad for Two Goldfish by Neil Gaiman. Children will get to read and discuss the story, identifying the different characters and their voices by using dramatized reading.

Main Outcomes

Write speech,
Diary entries
Sequel to the book

Key sentence type

2A Sentences

RULE: A 2Ad sentence has two adjectives before the first noun and two adjectives before the second noun.

EXAMPLES:

He was a **tall, awkward** man with an **old, crumpled** jacket.

It was an **overgrown, messy** garden with a **leafless, lifeless** tree.

The **huge, green** tractor ploughed the **wet, muddy** field.



Taddington and Priestcliffe

Knowledge organiser

Literacy Spring Term 2021

National Curriculum Coverage

Word Reading

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading Comprehension

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Predicting what might happen from details stated and implied - Identifying main ideas drawn from more than one paragraph and summarising these - Identifying how language, structure, and presentation contribute to meaning

Vocabulary, Grammar & Punctuation

Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - Using conjunctions, adverbs and prepositions to express time and cause - Using fronted adverbials using commas after fronted adverbials - Indicating possession by using the possessive apostrophe with plural nouns & using and punctuating direct speech

Writing Transcription (Spelling and Handwriting)

-Use further prefixes and suffixes and understand how to add them (English Appendix 1) - Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - Use the first two or three letters of a word to check its spelling in a dictionary

Writing (Composition)

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discussing and recording ideas - In narratives, creating settings, characters and plot - Assessing the effectiveness of their own and others' writing and suggesting improvements - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - Proof-read for spelling and punctuation errors - Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Unit 5 Multiplication and division 2



- In this unit we will ...
- ✂ Compare multiplication and division statements using inequality signs
 - ✂ Use known multiplication facts to solve other multiplication problems
 - ✂ Find multiplication and division fact families
 - ✂ Learn to multiply and divide by partitioning
 - ✂ Solve mixed multiplication and division problems including multi-step problems

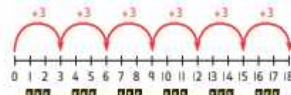
Do you remember what this is called? We will use it to help partition numbers.



We will need some maths words. Do you know what they all mean?

multiplication	division	statement
number sentence	compare	more than
less than (<)	greater than (>)	equal (=)
equally	least	most
share	partition	remainder
		multi-step

We need to use number lines too. These will help us understand multiplication and division.



Taddington and Priestcliffe Knowledge organiser

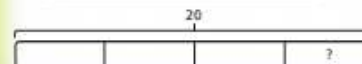
Year 3 Maths Spring Term 1

Unit 9 Fractions 1



- In this unit we will ...
- ✂ Make a whole with unit and non-unit fractions
 - ✂ Explore tenths as fractions
 - ✂ Understand fractions as numbers
 - ✂ Calculate fractions of a set of objects

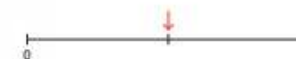
Do you remember what this is called? How many parts has the whole been split into? What is the value of one of the parts?



We will need some maths words. Which words have you used before?

equal	parts	whole	unit fraction
equation	integer	non-unit fraction	
numerator	denominator	represent	share
group	mixed number	whole number	
divide	set of objects	multiply	
	tenth	interval	

We need a number line too! What fraction is the arrow pointing to?



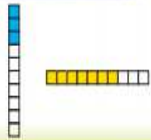
Unit 8 Fractions 1



In this unit we will ...

- Find the links between tenths and hundredths
- Identify equivalent fractions
- Simplify fractions
- Look at fractions that are greater than 1

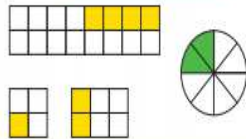
How many tenths are shown here?



We will need some maths words. Which of these have you met before?

tenths hundredths equivalent
simplify numerator denominator
fraction mixed number
improper fraction simplest fraction

Which one of these fractions is not equivalent to the others?



Taddington and Priestcliffe Knowledge organiser

Year 4 Maths Spring Term 1

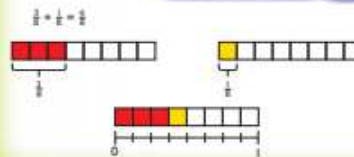
Unit 9 Fractions 2



In this unit we will ...

- Learn to add and subtract fractions with the same denominator
- Learn to subtract a fraction from a whole number
- Understand how to find a fraction of an amount

We will use fraction strips to add and subtract fractions.



We will need some maths words. How many of these do you remember?

numerator denominator add
subtract improper fraction
mixed number fraction of an amount

You need to be able to find a fraction of an amount.

Find $\frac{2}{3}$ of 24
 $24 \div 3 = 8$
 $8 \times 2 = 16$
 $\frac{2}{3}$ of 24 is 16

