

Skills and Knowledge Organiser
Honeysuckle Class Year 3 and 4
Spring 1 2024



#respectforall

Respect for self...

We are kind to ourselves and responsible for our own learning.

Respect for others...

We are kind to each other. Our differences make us stronger.

Respect for our world...

We are part of nature.

We will work together to make our world a better place.



Our Harmony Principle: Diversity

We are
nature

Everyone
has value

Alone we are
one drop.
Together we
are an ocean



Respect for **self**



Respect for **others**



Respect for our **world**

Honeysuckle Class

Our enquiry question: Why do our seas and oceans matter so much?



What will dazzle me? A visit from Lyme Bay Fishermen
Great works: Wednesday 7th February - Stay and Investigate

Home Learning

You have the choice to complete one or more of the following:

- Together, watch this video about the 29,000 plastics ducks!
<https://www.youtube.com/watch?v=AvchlWftt80>. Create an information poster about what you have learnt.
- Go on your own beach litter pick! What types of rubbish did you find? Where were they and how much was there?
- What can you make out of your plastic waste at home? Can you create a whole new purpose and function for your plastic waste? Click on this link for some inspiration.
<https://kids.nationalgeographic.com/nature/kids-vs-plastic/article/10-tips-to-reduce-your-plastic-use>
- Watch the original 1995 film 'Jumanji' (rated PG) and discuss what you would do if this happened to you!
- Watch Planet Earth on BBC Iplayer: Here are the episodes linked to our topic.
<https://www.bbc.co.uk/iplayer/episode/b0074t5y/planet-earth-11-ocean-deep>
<https://www.bbc.co.uk/iplayer/episode/m001s09s/planet-earth-iii-series-1-2-ocean>

Or if you would like to research and make something else then please do! This homework is due in on Monday 5th February and can be brought into school or uploaded onto Tapestry.

Literacy Write a finding story.

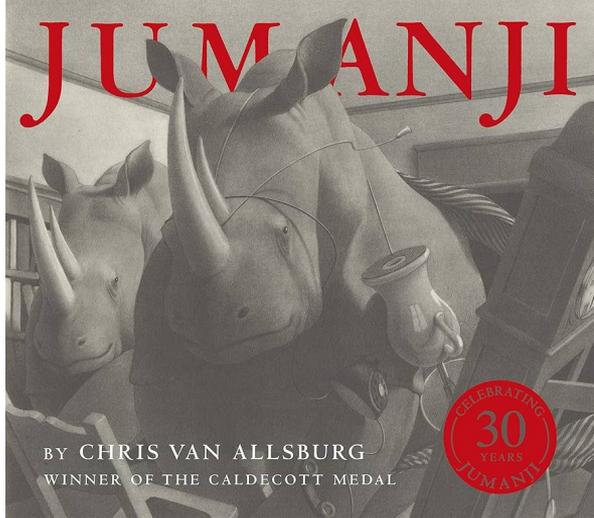
Our Wondrous words

Streaked, resurgence, ferocity, tense, dismay, resurgence, embossed, intricate.

Subject vocabulary

Adjectives, relative clause (which, where, who sentences) dialogue, reporting clause, fronted adverbial, time conjunction, prepositions.

Fiction: We will begin our unit by using drama to act different scenarios that occur from opening a mysterious box! We will then look closely at the the story 'The Game' written by Pie Corbett and innovate it to write our own finding story.



Noun, which/where/who

Noun, which/where/who sentences begin with a noun then a comma followed by *which* or *where* or *who*

noun,
(comma)

tucked in
information

Final part of sentence—
adds detail to the noun

Cakes, which taste fantastic, are not so good for your health.

Mr. Tims, who is my favourite teacher, is leaving the school soon.

Maths - multiplication and division

Vocabulary

Product, factor, multiply, groups of, array, representation, divide, divisor, dividend, quotient, commutative, distributive

Stem Sentences

Commutative law tells us multiplication can be done in any order.

Division is not commutative.

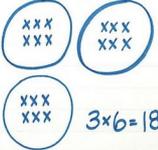
Factors are multiplied to find the **product**.

Year 3

We will investigate the 3, 4 and 8 times tables and the relationship between them. We will explore commutative law. We will learn about division as the inverse of multiplication and as a way to share into equal groups. We will then use our learning to solve word problems.

Year 4

We will investigate 6, 7, 9, 11 and 12 times tables as well as exploring the relationships between all times tables. We will consolidate understanding of commutative law and explore distributive law in multiplication. We will learn about division as the inverse of multiplication and as a way to share into equal groups. We will then use our learning to solve word problems.

<p><u>EQUAL GROUPS</u></p>  <p>$3 \times 6 = 18$</p>	<p><u>ARRAY</u></p>  <p>$3 \times 4 = 12$ $4 \times 3 = 12$</p>
<p><u>SKIP-COUNTING</u></p> <p>5×4 5, 10, 15, 20 4, 8, 12, 16, 20</p>	<p><u>REPEATED ADDITION</u></p> <p>$9 + 9 + 9 \rightarrow 3 \times 9$ $4 + 4 + 4 + 4 + 4$</p>

Home learning

Please continue to focus on practising times tables. Use our two online options - TT Rockstars and Doodle. In TT Rockstars they can challenge each other, earn points for 'shopping' and, like Doodle, it is tailored to help each individual child practise what they need most. As well as accuracy, it helps them to improve their speed.

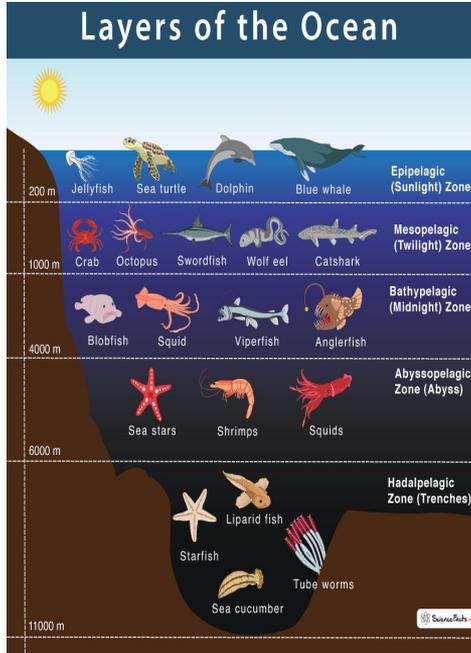
Learning tables by rote frees up working memory to solve problems and make links; vital for good maths progress.

Science – What discoveries have scientists made in the ocean's twilight zone and why are they so important?

Vocabulary Twilight zone, abyss, trench, sunlight zone, midnight zone, evolution, amphibian, mammal, reptile, spine, gills, dorsal fin, descend, carbon dioxide, photosynthesis, silhouette, microscopic

Working scientifically

Ask relevant questions, gather, record & classify data, record findings using scientific language, draw conclusions, make predictions, use evidence.



Skills and Knowledge

Identify features in all 5 zones of the ocean

Recognise and **describe** the significance of the bristlemouth fish
Explain characteristics for mammals, birds, reptiles and amphibians

Describe and **explain** features of adaptation in the twilight zone
Justify choices made about their own 'designer fish'

Understand bioluminescence and **form a judgement** about why it is important to creatures in the twilight zone

Describe and explain what phytoplankton are and **evaluate** the importance of their role in the food chain and in reducing climate change.



Geography- Why does Sylvia Earle have the largest collection of plastic bath ducks in the world?

Questions

What does an oceanographer do?

Who is Moby Duck and what happened to him on January 29th 1992?

What have oceanographers learnt from chasing ducks around the world since 1992?

How can we reduce the amount of single use plastic we consume?

How do geographers estimate how many plastics items there are on a typical beach?



Skills

Describe what an oceanographer is and be able to **identify and locate** the five major oceans and seas and **explain** the difference between the two.

Describe and explain what happened to the cargo of plastics ducks lost in the middle of the pacific ocean and **identify, locate and observe** accurately on world map the places around the world where they have washed up. **Offer reasons and judgements** for the patterns observed.

Evaluate the advantages and disadvantages of plastic as widely used material and **compare and contrast** these with the negative environmental impact they can have.

Carry out a simulated survey of a beach using sampling techniques to estimate the number of microplastics present.

DT: How can we recycle our plastic waste? AND How can we design a machine to collect mineral nodule sustainably?

Vocabulary

Reduce, reuse, recycle, refuse, repurpose, waste, litter, plan, design, edit, improve, change, develop, make, create, fastening, connections.
Cobalt, mineral, sustainability, design, make evaluate, brief, annotated, criteria, engineering.



Skills

Describe what cobalt is and explain why it is so important to people in everyday life

Explain and reflect upon the situation that will likely exist in relation to cobalt supplies in 2028

Prepare a design brief with annotated sketches and notes for a mining machine capable of collecting mineral nodules sustainably that includes an **explanation and justification** of how it will operate and an evaluation of the product against the criteria.



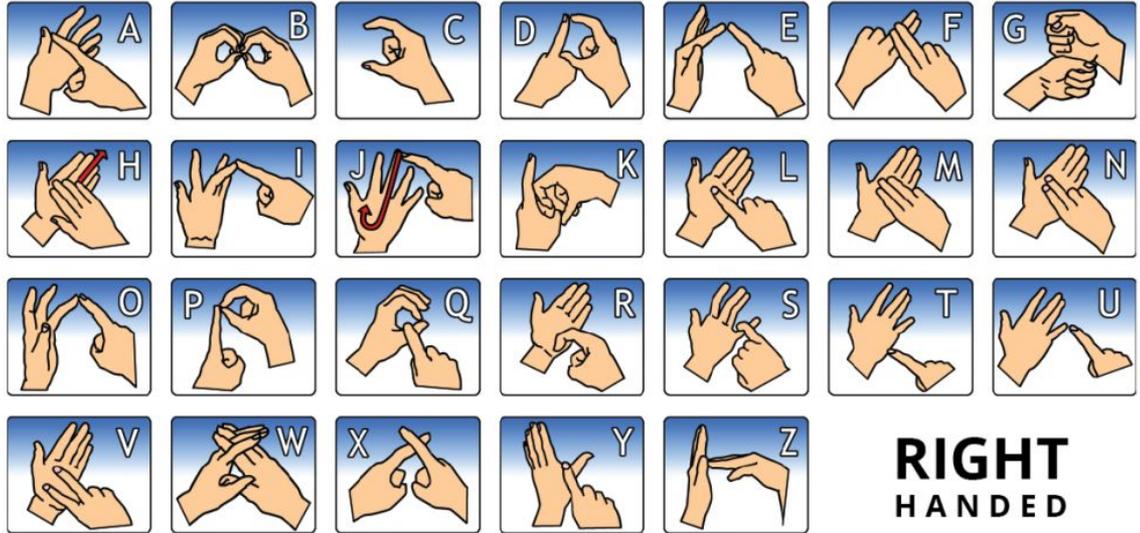
Modern Foreign Languages: BSL - British Sign Language

Skills:

- Handshapes
- Signing space
- Facial expressions
- Signing pace



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PE: Football

Knowledge and Skills:

Year 3:

-Attacking - The team with the ball attempts to score a goal in the opponents net by shooting or heading the ball.

-Defending - a defending a team tries to stop the other team scoring and regain possession of the ball - Once they have the ball they become the attacking team.

-Heading - age 12 and under are not allowed to header the ball in training or practice in England, Scotland and Northern Ireland. However they can header a ball in a game.

Passing - P – Plant (foot) P – Pass (inside foot) P – Point (direction).

Year 4:

-Inside hook- The Inside-Hook turn uses the inside of the foot to turn and then sprint away from the defender.

-Outside hook- Use the outside of the foot to hook the ball back in the direction that you are going to. This turn is good for keeping your body between the ball and your opponent.

-Drag back- A drag back is when you place the bottom of the foot on the ball, rolling it (or icking it) backward, and turning with it.

Vocabulary:

Control, passing, dribble, kick off, stationary, throw in, communication, defending, attacking, body position, inside hook, outside hook, drag back, fairness, intercept, communication, accuracy, technique.

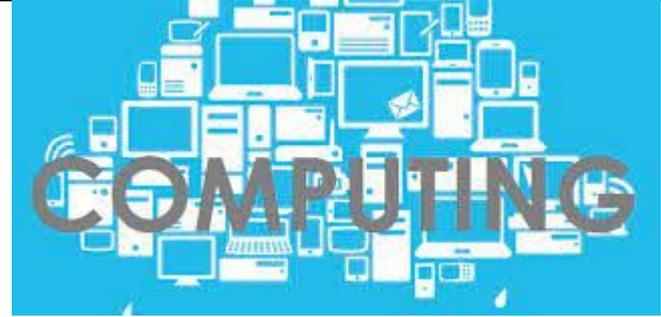


Computing: Word processing

Skills:

- Select single words.
- Cut, copy and paste text.
- Format the font.
- Insert images.
- Copy a screenshot into another application.
- Use a secure password.
- Use keyboard shortcuts.
-

Vocabulary: align, bullet point, edit, format, indent, lower case, screen shot, text box, uppercase, wrap text.



RE: Key Question: Could Jesus really heal people? Were these miracles or is there some other explanation?

Religion: Christianity

Vocabulary:

healing, miracles, explanations, Jesus, Bible, interpretations, Christians.



Knowledge and Skills:

I can remember a story about Jesus healing someone and talk about it.
I can talk about something that puzzles or interests me regarding one of Jesus' healing miracles.

I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus.

I can identify some of the questions people ask about Jesus' healing miracles.

I can explain one Christian viewpoint about one of Jesus' healing miracles.

I can start to say whether I believe Jesus actually healed people or not.

I can explain two different ways Christians might interpret one of Jesus' healing miracles.

I can say whether either of these interpretations make sense to me and give my reasons.

I can show I understand that stories like Jesus' healing miracles can have meaning whether they actually happened or not.

I can begin to talk about how faith might be involved in believing Jesus could perform miracles.

PSHE Scarf: Keeping Safe

Key Questions:

What do we mean by keeping safe?
Who are the people that keep us safe?
How can we keep ourselves safe?
Can you think of an example of a risky situation?
What is it like to feel safe?
How can we keep ourselves safe online?
What do we need to keep our body healthy?

I can:

-I can say what I could do to make a situation less risky or not risky at all.
-I can say why medicines can be helpful or harmful.
-I can tell you a few things about keeping my personal details safe online.
-I can explain why information I see online might not always be true.



Vocabulary: risk, safety, harmful, healthy, medicines, relationships, danger, uncertain.

