

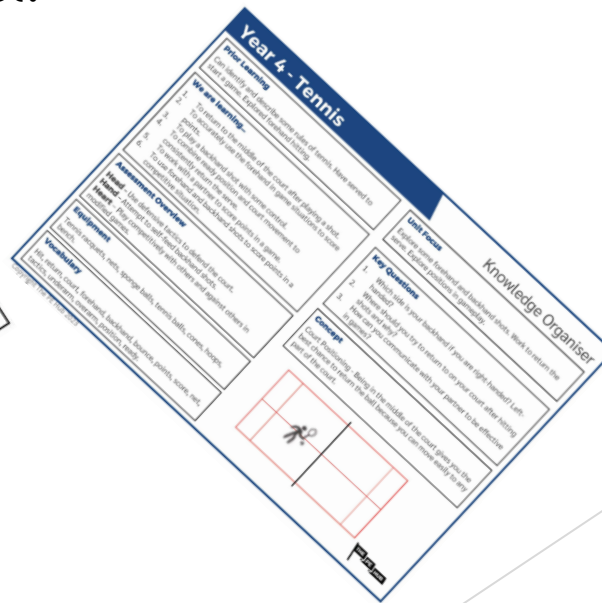
Year 4

Knowledge Organisers



At South Hill, we have created 'Knowledge Organisers' to help pupils and parents to know what the children will be learning in each of our Foundation subjects. These contain essential vocabulary and facts for each topic.

Please see 'Knowledge Organisers' attached for Year 4 for the Summer term, which will also be in pupil's books and on working walls in school.



YEAR 4 SCIENCE – ANIMALS (INCLUDING HUMANS) KNOWLEDGE ORGANISER



What have we learnt in this topic before, what we will learn this year and what we will learn next?

In Year 3, we learnt in our topic: Animals including humans (Food, diet skeletons and muscles)

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement.

In Year 4, we will learn in our topic: Animals, including Humans (Digestion, teeth and food chain)

- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To construct and interpret a variety of food chains, identifying producers, predators and prey.

In Year 5, we will learn in our topic: Animals including humans (Growth, development & puberty)

- To describe the changes as humans develop to old age.

FOOD CHAINS

Food Chains



Eating food gives us the energy we need, without energy we would not be able to stay alive. Every living thing on Earth such as plants, animals and humans need energy. The calories and nutrients we get from our food is very important to our lives and bodies. When an animal eats a plant or an animal eats another animal, they create a food chain. The food chain is the transfer of energy from one species to another:

- The sun - The sun provides energy for all living things
- Producers - Plants are producers. This is because they produce energy for the food chain.
- Consumers - Animals are consumers. This is because they don't produce energy, they just use it up.
- There are two types of consumers. Herbivores eat plants and Carnivores eat other animals.
- Decomposers - Decomposers eat decaying matter (like dead plants and animals). They help put nutrients back into the soil for plants to eat.

HOW TO LOOK AFTER YOUR TEETH

Children aged 7 and over

- Brush at least twice daily for about 2 minutes with fluoride toothpaste.
- Brush last thing at night before bed and at least on 1 other occasion.
- Use fluoride toothpaste containing between 1,350ppm and 1,500ppm of fluoride (check label).
- Spit out after brushing and don't rinse – if you rinse, the fluoride won't work as well.

Children aged 7 and over should be able to brush their own teeth, but it's still a good idea to watch them to make sure they brush properly and for about 2 minutes.



Key Vocabulary

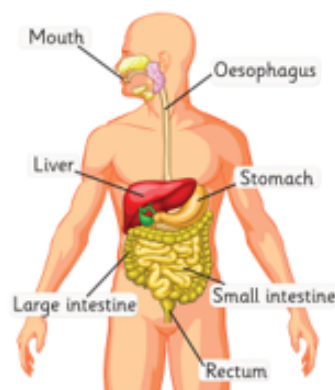
digestion canines incisors pre-Molars liver stomach intestine rectum anus oesophagus omnivore herbivore carnivore producer

THE DIGESTIVE SYSTEM

Food passes through the body with the nutrients being extracted and the waste products excreted, this process is called digestion.

- Saliva is mixed with the food and helps to break it up.
- When food is small enough to be swallowed, it is pushed down the oesophagus by muscles to the stomach.
- The **stomach** is an important organ in the **digestive system**. It produces strong acid. This kills many **harmful microorganisms** that might have been swallowed along with the food.
- It also contains special chemicals called **enzymes**. These are important for breaking down the food so it can be absorbed by the body.
- After it leaves the stomach, the partially-digested food passes into the **intestines** where it begins to be absorbed.
- The food, minus the nutrients, moves to the rectum where muscles turn it into **faeces**. It is stored here until muscles push it out of the **anus**. This is called **excretion**.

The digestive system



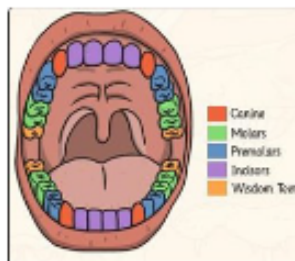
TEETH

Teeth are used for cutting and chewing food.

- They start the **digestive process**.
- Humans look after their teeth by brushing them and ensuring that they do not eat too many foods high in **sugar**.
- Not looking after teeth can lead to an increase in **plaque** and **tooth decay**.

A human has 3 types of teeth:

- Canines** are pointed for **tearing and ripping** meat. These are usually used when eating meat.
- Incisors** are shovel-shaped and used to **bite** lumps and cut food.
- Pre-molars** and **molars** are flat, they **grind and crush** food.
- Wisdom teeth**: the final teeth that an adult may or may not get. They are also called the third molars, but are often removed as an adult jaw and mouth does not usually have enough space for them.



An adult set consists of 32 teeth and a baby set consists of 20 teeth.

YEAR 4 SCIENCE – LIVING THINGS AND THEIR HABITATS

KNOWLEDGE ORGANISER

What have we learnt in this topic before and what we will learn this year?

In Year 2, we learnt in our topic: Living things and their habitats (Living, dead, never alive, habitats)

- explore and compare the differences
- between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

In Year 4, we will learn:
Living things and their habitats (Classification & human effects on the environment)

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.
- Our focus Scientist will be: **Jane Goodall – Study of Chimpanzees.**

In Year 5, we will develop this further and learn about: Living things and their habitats (life cycles and reproduction)

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- Our focus Scientists will be: **David Attenborough and Jane Goodall.**

LIVING THINGS

Living things have 7 things in common...



Movement
Respiration
Sensitivity
Growth
Reproduction
Excretion
Nutrition

FOCUS SCIENTIST – JANE GOODHALL - CHIMPANZEES

Jane Goodall was born in Hampstead, London, in 1934. As a child, Goodall's father gave her a stuffed chimpanzee in honour of a chimp born at London Zoo. She adored the toy, naming it Jubilee, and her love of chimpanzees began. Jane travelled to Tanzania and eventually Jane was sent to study chimps at the Gombe Stream Chimpanzee Reserve.

During these studies, Jane made two very important discoveries. She saw chimpanzees hunting and eating meat, when scientists previously thought they were vegetarian. She also watched chimpanzees using and making tools. Jane also observed the chimps being kind and gentle, while others showed signs of aggression. They expressed human emotions, too, such as sadness, anger and joy, and had ways of hugging and kissing – or even tickling! Jane got to know the distinctive sound of their laughter.

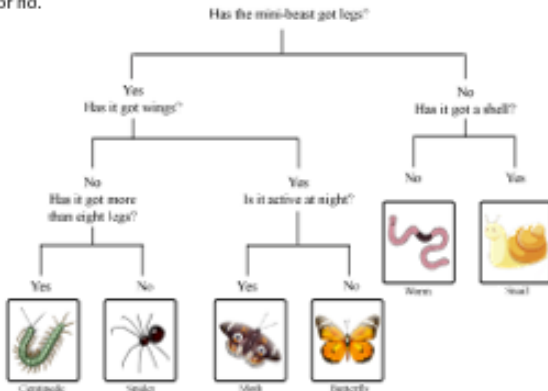
Scientists now know that chimpanzees share nearly 99 per cent of our DNA. Jane was the first person to recognise the intelligence of these wild creatures. Although now in her 80s, she still travels to Tanzania each year to enjoy time with the chimpanzees who have shared so much of her life. Today, she is still an important figure in conservation and animal welfare.



Key Vocabulary

ANIMAL CLASSIFICATION

A classification key is a set of yes or no questions about the characteristics of living things. They are used to group and sort animals and plants.
Answer the questions and follow the lines depending on whether the answer is yes or no.



Vertebrates
Have a backbone

- mammals
- reptiles
- fish
- amphibians
- birds

Invertebrates
Do not have a backbone

- insects
- arachnids
- crustaceans
- molluscs
- annelids

CLASSIFICATION

The billions of different kinds of living things (organisms) on earth have been divided up, by scientists, into groups according to their similarities and differences. This is known as **classifying**. Classifying living things into groups allows scientists to learn more about what makes each species unique.

There are many different classes of animal. Those with backbones are known as the 'class' **vertebrates**. These are then grouped into mammals, birds, fish, reptiles and amphibians.

Invertebrates, animals without backbones, are arachnids, insects, snails and slugs and worms. Humans fall into the **mammal** class as they have hair on their bodies and drink milk when they are babies. Whales, dolphins, bats, cats, dogs and hedgehogs are also mammals. A **habitat** is the non-living environment surrounding a living thing. It provides space, shelter, food and water.

ENVIRONMENT

Environments change all the time, e.g. leaves fall from the trees during Autumn. Sometimes the changes, however, are not expected and have a drastic effect on the living things there, such as:

- Air pollution
- Forest Fires
- Water pollution
- Flooding



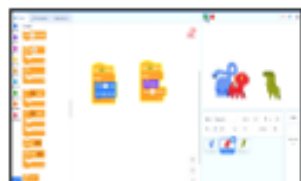
COMPUTING: PROGRAMMING

KNOWLEDGE ORGANISER

Overview

Repetition in Scratch

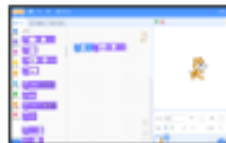
- **Programming** is when we make a set of instructions for computers to follow.
- **Scratch** is a program that we can use in order to code our own stories, animations and games. We can use **repeat and loop operator blocks** in order to make our programs more logical and efficient. These help to run code continuously or for a set number of times.
- We use **algorithms** (a set of instructions to perform a task) to sequence movements, actions and sounds in order to program effective animations.



The Basics of Scratch

- **What is Scratch?** Scratch is a website/ app that lets us code our own stories, games and animations.

- Scratch helps us to learn how to use programming language, whilst also being creative and using problem-solving skills.



There are three main areas in Scratch:

- **The Blocks Palette** (on the left) contain all of the different blocks: puzzle piece commands which control the animation.
- **Code Area** (in the middle) is where the blocks are placed to create a program.
- **Stage with Sprite** (right) is where the output of the program is presented. The sprite is the character.



Attributes: There are three attributes of the sprite which we can change to make our animation: Code, Costumes, Sounds.

-Event Blocks:

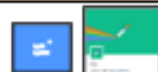
Event blocks are coloured yellow and are used to sense different events that happen e.g., the green flag being clicked.

-Action Blocks: Action blocks include 'Motion' blocks, 'Sound' blocks and 'Looks' blocks. They make the sprite move, make sounds and change appearance.



Loops and Repetition

-Pen Drawing in Scratch: Select the 'add extension' icon in the bottom left corner. Then select 'pen.' This allows you to draw with your sprites.



-The Repeat Block: Select 'code' and then the 'control' blocks (orange). Here you will find the repeat block. It should be placed around the command blocks that you want to repeat. The number of times something is repeated can be typed into the white area.



-Creating Shapes: Selecting 'pen down' (in the 'operators' blocks) can be followed by use of the motion blocks to determine the line that will be drawn (e.g. 'move 10 steps'). Turning a number of degrees changes the direction of the pen. Placing the repeat block around this motion code can allow more complex shapes to be drawn.



-Count-Controlled/Infinite Loops: We can control the number of 'loops' of a command with the number typed into the 'repeat' block. The 'forever' block makes a command continue infinitely (forever).



Event Managing and Efficiency

-We should ensure that programs are coded and labelled in easy-to-understand, user-friendly ways.

-Using the 'events' blocks logically can help to make your programming easy to use. E.g. when 's' key pressed a square is drawn, when 'h' key is pressed a hexagon is drawn.

-Efficiency is about getting the right result in the easiest way possible, wasting little time or effort. Our use of the repeat and loop tools could help to create efficient programs.



Algorithms, Trialling, Debugging

-Designing an **algorithm** (set of instructions for performing a task) will help you to program the sequence that you require.

-Programmers do not put their computer programs straight to work. They **trial** them first to find any errors:

- **Sequence errors:** An instruction in the sequence is wrong or in the wrong place.
- **Keying errors:** Typing in the wrong code.
- **Logical errors:** Mistakes in plan/thinking.
- If your algorithm does not work correctly the first time, remember to **debug** it.



COMPUTING: CREATING MEDIA

KNOWLEDGE ORGANISER

Overview

Audio Editing

- You should already know that audio means sound, including music, sound effects, and podcasts.
- The process of recording and listening to sound requires input devices (e.g. a microphone) and output devices (e.g. a speaker).
- Podcasts are a type of spoken word audio file, that can be downloaded by listeners.
- People can have ownership over audio files, and can have the audio copyrighted, so that it can't be copied without permission.



Using Software

Audacity is one example of an audio editing tool, but many others are available. For example, you can use the voice memo recorder on a tablet.



The sound is shown as a waveform. We should aim for it to peak at around 0.5/-0.5

How to Record a New Track

- 1.Go to the tab 'Tracks' and then 'Add New.'
- 2.Name the new track
- 3.Click in the track's window to select it.
- 4.Press record to begin recording into the new track.



Got to the 'file' tab and 'Save Project' to save your work. You can also delete recordings, but you should only ever delete your own files!



Input and Output Devices

We use input devices to send the audio to the device/ computer. We use output devices to listen to the audio from the device/ computer.

Input Devices



Microphones are input devices that change sound into electrical signals, which can then be recorded or transmitted.



With the help of special cables, musical instruments can be linked to computers, and become input devices.



Some devices are capable of acting as both input and output devices. Examples include headsets, smartphones, and voice assistants (e.g. Google Home and Amazon Echo).

Output Devices



Digital speakers turn the electrical signal into an audio output that can be heard by the listener.



Headphones are worn over the ears of the listener, so that only they can hear the sound output.

Creating Podcasts

Podcasts are a type of spoken word file that can be downloaded by listeners. A user can often choose to download the whole series of podcasts.

Some examples of podcasts are 'Stories Podcast', 'Six Minutes' and 'Brains On! Kids Science Podcast.'

Features of podcasts include:

Sounds: Voices, jingles, background music, sound effects

Information: Presenters' names, name of podcast, introduction, main section, conclusion.



Top Tips for High-Quality Podcasts

- Speak clearly
- Avoid fillers ('um', 'like')
- Avoid coughing/ sneezing
- Take turns to speak
- Avoid background noise
- Don't touch the microphone
- Choose music carefully

Important Vocabulary

Audio

Input

Output

Microphone

Speaker

Podcast

Waveform

Jingle

Track

Presenter

YEAR 4 HISTORY – ANCIENT GREECE

KNOWLEDGE ORGANISER



What knowledge have we learnt before, what we will learn this year and what will come after?

In Year 3, we learnt about the 'Stone age' to the 'Iron age', including how houses changed over time as well as comparing the changes in lifestyle of early civilisations.

In Year 4, we will continue looking at the theme of 'lifestyle' by learning more about what life was like in both Ancient Rome and Ancient Greece including the legacies that both left behind.

In Year 5, we will continue looking at the theme of 'lifestyle' by learning more about what life was like for Anglo-Saxons once they had invaded Britain as well as social classes and lifestyle in 'Ancient Egypt'.

LEGACY OF ANCIENT GREECE

The Ancient Greeks left a lasting legacy behind. Even now, thousands of years later, many ideas, objects and ways of life originate from Ancient Greece.

DEMOCRACY - First civilisation to allow citizens to vote.

OLYMPIC GAMES - The first ever Olympic Games were held in Ancient Greece.

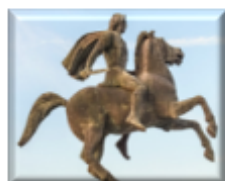
ALPHABET AND LANGUAGE - Many words in our language, as well as grammar rules, come from Ancient Greece.

SCIENCE AND MEDICINE - The Ancient Greeks introduced lots of scientific ideas that shaped the way we think about the world today.

THEATRE - The Greeks were well-known for writing and performing plays.

MATHS - The Ancient Greeks changed the way mathematicians demonstrate proof and they invented ways of calculating angles in shapes.

HISTORICAL FIGURE – ALEXANDER THE GREAT



- One of the most famous historical figures from the time of the Ancient Greek empire is Alexander the Great.
- Took control as king of Macedonia at the age of just 19, when his father died in 336 BC.
- Conquered the rest of the Greek city states and unified them and gained control of the whole of Greece by age 21.
- He had a powerful army and he dealt harshly with any city-states

that made an attempt to rebel against his rule.

- He conquered many places and spread Greek culture across thousands of miles. He even named cities after himself!

Key Vocabulary

Ancient Greece	legacy	originate	democracy	Olympic Games	alphabet & language	Science	Theater		
Alexander the Great	army	conquer	powerful	City-state	culture	Sparta	Athens	education	fight

ANCIENT GREECE TIMELINE

2200BC - 1450BC	The first Minoan civilisation developed on the island of Crete.
1400BC - 1100BC	The Mycenaeans lived on the Greek mainland. They spoke the Greek language and traded goods with nearby countries.
1100BC - 800BC	This period is called the 'Dark Ages' because historians do not have many clues about what happened during that time.
776BC	The first Olympic Games were held as a festival for the Ancient Greek god Zeus.
490BC	The Battle of Marathon is won by fighters from the city-state of Athens who defeat invaders from the Persian Empire.
470BC - 322BC	Three of the most famous philosophers of all time (Socrates, Plato and Aristotle) studied and taught in Ancient Greece.
336BC - 323BC	Alexander the Great becomes king and powerfully expands the Greek empire as far as Egypt and India.
323-146BC	The Hellenistic period is sometime called 'The Age of Science' because Greek scientists, mathematicians and astronomers made great advancements.
146BC	Greece comes under the control of the Roman Empire after the Battle of Corinth.

THE DIFFERENCES BETWEEN SPARTA AND ATHENS FOR GREEK BOYS AND GIRLS



Athens was the largest city-state in Ancient Greece. For a time, it was also the most

powerful.

- Boys in Athens went to school to be educated between the ages of 6 and 20. They would learn to read and write. Girls were not seen to be as important as boys.
- Girls stayed at home instead of going to school.

Sparta was an inland city protected by mountains, making it difficult to invade.

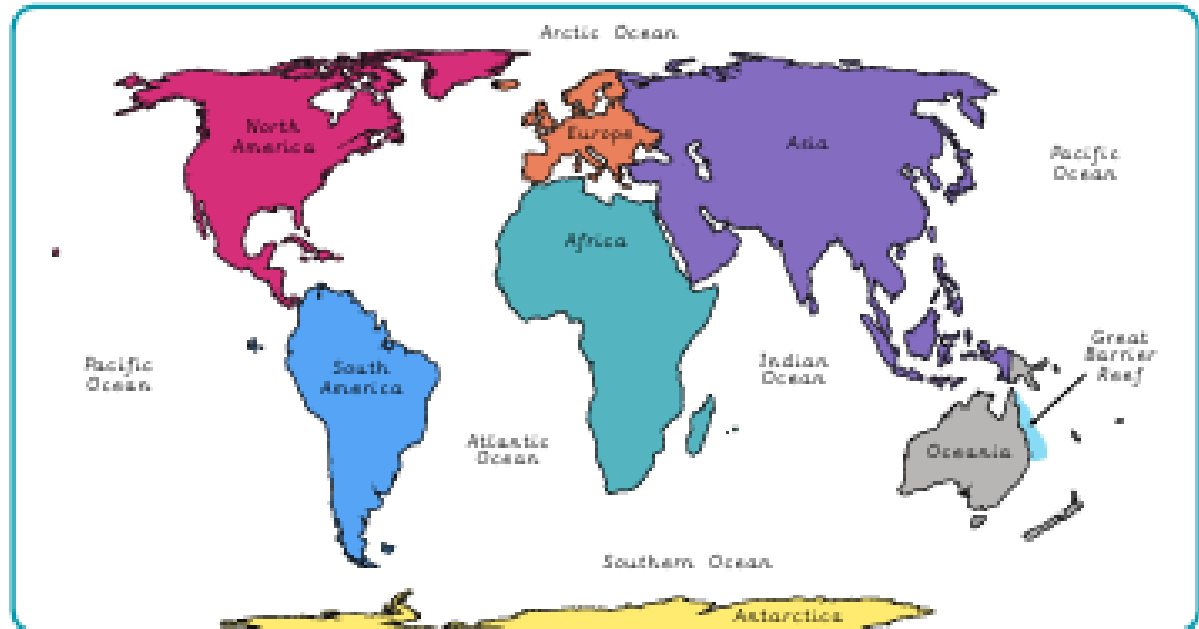
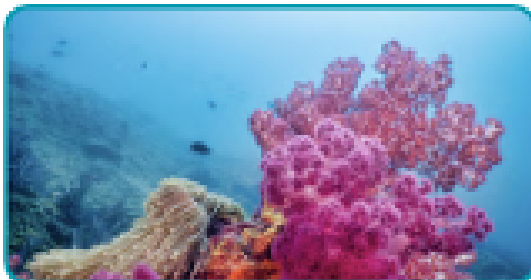


- Boys and girls in Sparta were allowed to go to school. School was about learning fitness and strength so that people could become warriors.
- Boys were taught to fight in harsh and brutal conditions because they would grow to become Spartan warriors.
- Girls were taught combat skills and gymnastics.

Why do oceans matter?

Ways to support a healthy ocean:

- Trying to avoid buying single-use plastics.
- Recycling any plastics where possible.
- Only buy what you need.
- Buying second-hand.
- Re-using or re-purposing items.
- Teaching others about the ocean.
- Only buy the seafood you need.
- Trying to use natural fertilisers in gardens.
- Walking or cycling if you can.



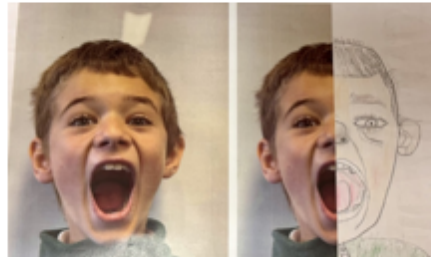
Why are our oceans suffering?



YEAR 4 ART – ALL ABOUT ME

KNOWLEDGE ORGANISER



What have we learnt before in Art and what we will learn next?	DRAWING FACIAL EXPRESSIONS	DRAWING PEOPLE IN MOVEMENT																			
In Year 3, we created self-portraits inspired by the work of Andy Warhol. In Year 4, we will further develop our sketching and drawing skills to show facial expressions. We will begin to create movement in our drawings of body positions and will create a montage all about ourselves. In Year 5, we will extend this to sketching our own self-portraits using grids and designs inspired by the work of Chase Close.	 Start by drawing out a simple head shape template. Now draw a vertical line that separates the face in half and then draw on 4 horizontal lines, following the picture for guidance. When creating facial expressions, concentrate on the movement of the eyes, mouth, nose and eyebrows to create mood.	 When we draw people, we can create 'movement' by studying the posture and position of parts of the body. We can do this in a number of ways. We can start by creating a sketch skeleton to show the position of the head, body, legs, arms etc and then draw over this to fill out the body.																			
SELF PORTRAITS		MONTAGE																			
 A self-portrait is a portrait of an artist created by the artist himself or herself, mainly through the medium of painting, drawing, sculpture or photography. It is important to focus on the position and size of key facial features, such as our eyes and eyebrows, and then sketching these details onto the template. We can then add further details, such as our hair and use pencils or paints to recreate our skin colour.		 We can create a montage of ourselves to show: • What we like/ dislike • Our hobbies and interests • Our personality and character • Our family and friends • Our heritage 																			
Key Vocabulary																					
<table><tr><td>facial expression</td><td>template</td><td>vertical line</td><td>horizontal line</td><td>facial features</td><td>self-portrait</td><td>sketching</td><td>drawing</td></tr><tr><td>movement</td><td>position</td><td>size</td><td>sketch skeleton</td><td>montage</td><td>body</td><td>arms</td><td>legs</td><td>head</td><td>posture</td><td>heritage</td></tr></table>			facial expression	template	vertical line	horizontal line	facial features	self-portrait	sketching	drawing	movement	position	size	sketch skeleton	montage	body	arms	legs	head	posture	heritage
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movement	position	size	sketch skeleton	montage	body	arms	legs	head	posture	heritage											

YEAR 4 DT - MAKING A MODEL STADIUM

KNOWLEDGE ORGANISER



What have we learnt before in DT and what we will learn next?

In Year 3, we revised our knowledge of Freestanding structures. We designed and constructed our own Anglo-Saxon village using different types of joins and learnt how to make holes.

In Year 4, we will learn about Frame structures and we will build a stand to make a 'Panathenaic stadium' using frames, concertinas and triangles to reinforce and strengthen.

In Year 5, we will revise our knowledge of Frame structures and we will build a pneumatic bridge.

THE PANATHENAIC STADIUM

The Panathenaic Stadium (also known as Kallimarmaro) is a multi-purpose stadium in Athens, Greece. It is the only stadium in the world built entirely of marble.

A stadium was built on the site of a simple racecourse by the Athenian statesman Lykourgos in 330 BC, primarily for the Panathenaic Games. It was rebuilt in marble by Herodes Atticus, an Athenian Roman senator and by 144 AD it had a capacity of 50,000 seats.



After the rise of Christianity in the 4th century it was largely abandoned. The stadium was excavated in 1869 and hosted the Zappas Olympics. After being refurbished, it hosted the opening and closing ceremonies of the first modern Olympics in 1896 and was once again used as an Olympic venue in 2004. It is still used for events today!

FRAME STRUCTURES

Structures are things that are built for a purpose, for example to support something or hold something. Frame Structures are rigid support structures that use beams, columns and slabs to hold large forces of gravity and weight.

- Frame structures give shape, and are useful for support & weight bearing.



- Frame structures have joints, which are formed according to the design requirements and materials being used.
- Some examples of man-made objects that use frame structures are houses, skyscrapers, bridges, scaffolding, tables, and roller coasters!
- The system of beams and columns in a frame structure can be further strengthened through the use of other features, e.g. foundations, bracing.

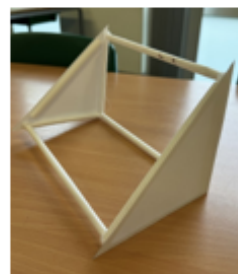


USING TRIANGLES FOR STRENGTH

Triangles are commonly used in construction because they are stable, strong, and rigid. They are the strongest polygon.

Here are some ways triangles are used in construction:

- Trusses are structures that combine horizontal and diagonal beams to form triangles. They are used in many structures, including roofs, bridges, and buildings.
- Bridges often use multiple triangles to apply compression and tension in different places.
- Triangles are often used as internal or external support pieces.



MEASURING, CUTTING AND FOLDING A CONCERTINA

When re-creating a model, we need to measure accurately (to the nearest cm) using a 30cm ruler and pencil.

Drawing stencil lines can help us to mark out measurements and then we can cut out materials to the required width and length and shape from our design.

To create 'stairs', we can fold a piece of flexible card or paper in a concertina fold. This involves folding the material in equal lengths, backwards and forwards to create a fan type shape.



Key Vocabulary

Frame structure	support	rigid	flexible	weight-bearing	joints	strengthen	reinforce	triangle	polygon	model
Internal/external support	measure	cm	stencil lines	width	length	trusses	measure	cut	concertina	stairs



Prior Learning

Adhered to some of the basic rules of cricket. Developed a range of skills to use in isolation and a competitive context. Strike a bowled ball.

Unit Focus

Develop and apply a range of skills in a competitive context. Choose and use a range of simple tactics in isolation and game context. Consolidate existing skills and apply them with consistency.

We are learning...

1. to hit the ball in different directions.
2. to anticipate when to run to score singles.
3. to intercept a moving ball with one hand.
4. to bowl overarm.
5. the pull shot and attempting it in a game.
6. to field a bouncing ball effectively.

Key Questions

1. When would a player attempt a pull shot in a game?
2. Why do we want to bowl overarm? (More powerful, quickest, can vary the ball to make it harder for the batter to hit).
3. Why is it beneficial to only pick the ball up with one hand?

Equipment

Range of balls, range of bats and striking equipment, stumps, button cones, batting cone.

Vocabulary

Zones, directing, conditioned game, intercepting, isolation, pull shot, ground ball, overarm bowling, run singles.

Rules

- Players bat in pairs and will face two overs between them (12 balls).
- 4's and 6's can be scored on the marked boundaries; players must get to the other set of stumps if taking singles.
- Each player on the fielding team will bowl one over, they will do this in tandem with their paired teammate (with whom they will also bat).

Assessment Overview

Head - With increasing consistency, choose where to direct a hit from a bowled ball.

Hand - Track and intercept the ball along the ground, sometimes collecting with 1 hand.

Heart - Show fair play, such as accepting if they were run out or stumped.





Prior Learning

Showed controlled movements in response to instructions. Demonstrated agility and speed. Jumped for height and distance. Thrown with speed and power and applied appropriate force.

Unit Focus

Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws.

We are learning...

1. to challenge ourselves in running, jumping and throwing tasks
2. to accelerate over short distances.
3. to run and jump using one-footed take-off.
4. to use a sling action to throw a discus.
5. to run on a curve and exchange a baton in our team
6. to apply the skills we have developed in a competitive way.

Key Questions

1. How did you improve on your scores?
2. Can you name two throwing techniques?
3. Why should you start moving when you receive the baton?

Equipment

A variety of balls, hoops, bean bags, quoits, throw down markers, foam javelins, balloons, stopwatch, measuring tape, skipping ropes, foam discus, quoits, batons.

Vocabulary

Track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, target, take off, sling, exchange, accuracy.

Rules

- Correct use of a stopwatch.
- Where to receive the baton.
- Measure from the throwing line.

Assessment Overview

Head - Decide on ways to improve, run, jumps and throws and implement changes.

Hand - Throw a variety of objects, demonstrating accuracy.

Heart - Work with others to score and record distance and times accurately.





Jigsaw Knowledge and skills progression: Relationships Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the Relationships Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 8-9	Puzzle overview: Relationships	
	In this Puzzle, children explore feelings such as jealousy, love and loss, and learn how memories can help us stay connected to people we no longer see. They develop strategies for managing difficult emotions and supporting others through change. Across the six lessons, children practise negotiating, compromising and repairing friendships, and reflect on what makes healthy relationships. They consider early ideas about romantic relationships and learn not to feel pressured.	
	Knowledge	Social and emotional skills
	- I can recognise situations which can cause jealousy in relationships - I can identify someone I love and can express why they are special to me - I can tell you about someone I know that I no longer see - I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends - I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older - I know how to show love and appreciation to the people and animals who are special to me	- I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens - I know how most people feel when they lose someone or something they love - I understand that we can remember people even if we no longer see them - I know how to stand up for myself and how to negotiate and compromise - I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend - I can love and be loved
	Vocabulary	
	anger, appreciation, attraction, betrayal, boyfriend, care, close, comfortable, compromise, conflict, critical thinking, emotions, empathy, envy, friendships, girlfriend, jealousy, lonely / loneliness, loss, love, loyalty, manage, memories, memento, negotiate, negative, personal, positive, pressure, problem-solve, reality, relationship, remember, souvenir, special, support, symbol, trust, vulnerable	



Jigsaw Knowledge and skills progression: Changing Me Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the Changing Me Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 8-9	Puzzle overview: Changing Me	
	In this Puzzle, children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted adults, and inner circles in providing care and support. Across the six Pieces, children develop strategies for coping with change, managing worries, and accepting things beyond their control. They practise reflecting on personal goals and positive changes they would like to make.	
	Knowledge	Social and emotional skills
	- I understand that lots of things make up a person's identity and this is what makes them unique - I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this - I know there are many types of family and that often our family members form part of our inner circle - I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty - I know how the circle of change works and can apply it to changes I want to make in my life - I can identify changes that have been and may continue to be outside of my control that I learnt to accept - I can identify what I am looking forward to when I move to a new class	- I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am - I have strategies to help me cope with the physical and emotional changes I will experience during puberty - I know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me - I am confident enough to try to make changes when I think they will benefit me - I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively - I can reflect on the changes I would like to make next year and describe how to go about this
	Vocabulary	
	acceptance, anxious, belonging, care, characteristics, change, choices, circle, control, family, fallopian tube, hobbies, hormone, identity, inner circle, interests, love, looking forward, menstrual cup, menstrual cycle, menstrual pads, menstrual towel, menstruation, ovaries, panty liner, period pants, period products, periods, personality, proud, proportionate, puberty, reliable, seasons, skills, support, tampons, trusted adult, trustworthy, unique, values, vagina, vulva, womb	