

Unit Objective:

To say **what you have and do not have in your pencil case** In French

By the end of this unit we will be able to:

- Recall from memory a selection of nouns and indefinite articles for common classroom objects.
- Learn how to use the negative in French.
- Describe what we have and do not have in our pencil case.
- Respond to simple classroom commands.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2.
- Vocabulary from the '**Early learning**' units.
- That **j'ai** means I have and comes from the verb to have **avoir** in French.
- What a noun and article/determiner is in English.
- What a verb is in English.

Skills we will develop:

To work on memory, recall and retention skills using images as well as the written word. To also improve spellings in French by completing a variety of written based activities. Improve oral work by learning to ask questions in French as well as answering but progressing even further by including a negative reply.

Activities we will complete:

Learning 11 classroom objects (noun and article) with a variety of speaking, listening and written tasks (including crosswords, word puzzles and snap cards). Using a fun class 'follow on game' with this new vocabulary. There will be extended, longer writing, reading and listening tasks all working towards the final activity of interviewing others in class using a survey on what they have and do not have in their pencil case. We will also learn to follow some simple classroom commands.

Grammar we will learn & revisit:
Nouns, gender, articles/determiners & use of the negative.

Revisiting that nouns in French have gender and that this affects the choice of article/determiner. Moving from revisiting **j'ai...** ('I have') to learning the negative option **je n'ai pas de/d'...** ('I do not have') in French.

Phonics & pronunciation we will see:

Recommended phonics focus: **I IN IQUE ILLE**

- **I** sound in **lisez, silence, calculatrice, livre & ciseaux**
- **Ille** sound in **taille**
- **Silent letters.** Hearing and seeing that the 'x' and 'z' are silent letters and not pronounced in **ciseaux, écoutez, écrivez** etc.
- **Elision. J'ai.** Dropping of the last letter of a word (in this case the 'e' in **je**) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.







Vocabulary we will learn & revisit:

11 nouns and articles for common classroom objects, 10 simple classroom commands. **J'ai...** ('I have') will be revisited before introducing the negative reply **je n'ai pas de/d'...** ('I don't have'). This is all listed on the Vocabulary Sheet.



Art Knowledge Organiser


Year 4– Drawing

Batik		A technique to create patterns on fabric.
Colour palette		A range of colours grouped together to look nice
Craft		Something creative and useful
Design		A decorative pattern or drawing of what something might look like
Industry		Companies and activities that design and make products, sometimes in a factory.




Glue batik

Step 1



Paint the design onto fabric with PVA glue. Then allow it to dry completely.

Step 2



Use acrylic paints to add colour and patterns. Cover the entire piece of fabric, painting over and around the dry glue. Allow to dry.

Step 3








Wash out the glue. As it dissolves it will feel slimy. Keep going until you can't feel any more glue. Lay your fabric flat to dry.



History Knowledge Organiser

Year 4 Summer 1— Maya Civilisation

<p>Archaeologist</p> 	<p>Someone who studies the buildings, graves, tools and other objects of people who lived in the past.</p>
<p>Civilisation</p> 	<p>A large group of people with a common language, way of life and governance.</p>
<p>Currency</p> 	<p>The type of money that a country uses for buying and selling goods and services.</p>
<p>Mesoamerica</p> 	<p>The historical region that is now Mexico and Central America.</p>
<p>Ritual</p> 	<p>A set of actions or ceremonies performed in a fixed way, sometimes for religious purposes.</p>



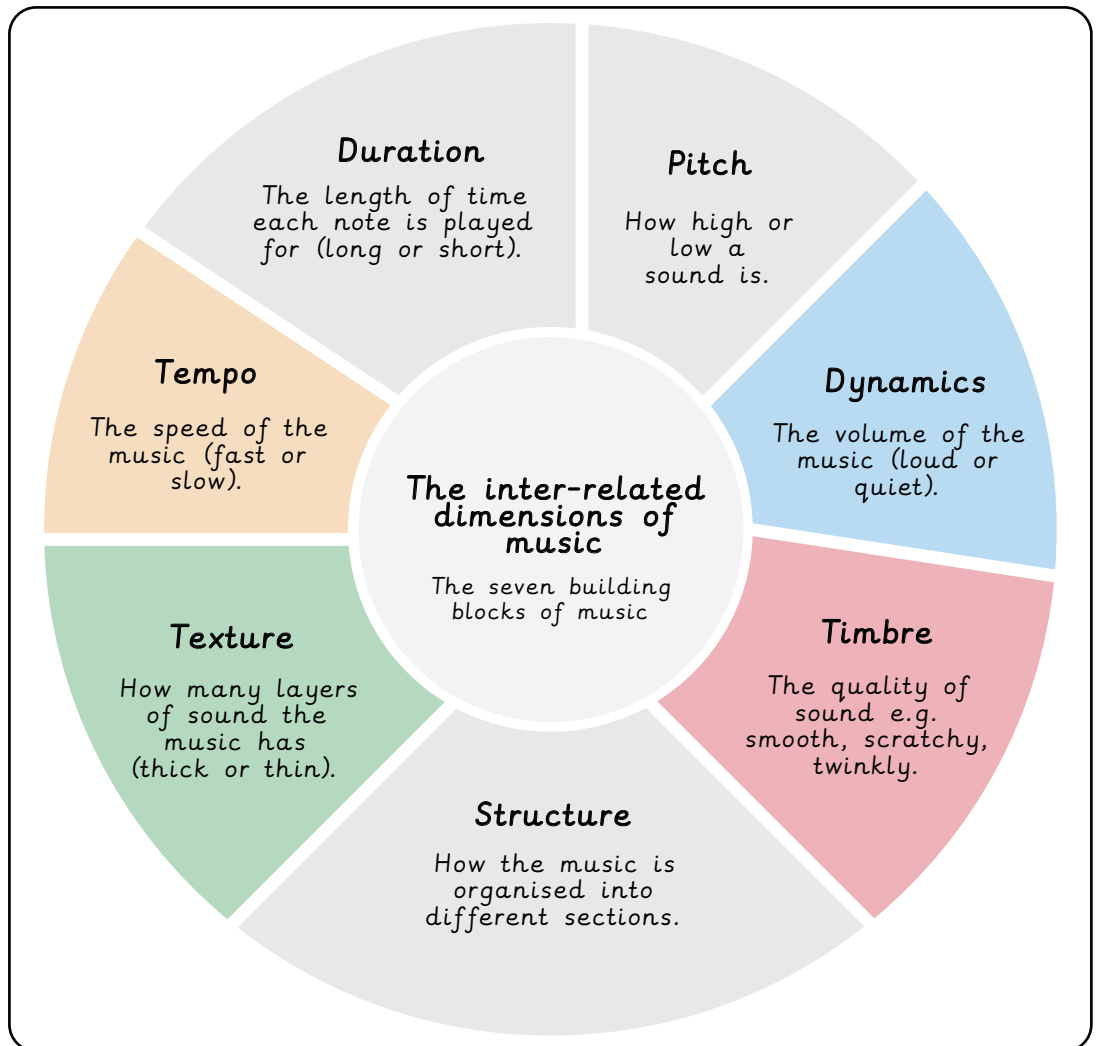
Ancient Maya periods			
<p>Pre-Classic period From 2000 BC to AD 250, the Ancient Maya went from hunter-gatherers (hunting animals and gathering food from nature) to living in cities.</p>	<p>Classic period From AD 250 to AD 900, the Ancient Maya thrived, invented and flourished.</p>	<p>Post-Classic period From AD 900 to 1524, this period saw the development of Chichen Itza, one of the largest and most magnificent Ancient Maya cities.</p>	<p>Contact and Spanish conquest period From 1524 to 1697, the Ancient Maya had more contact with the Europeans and the Spanish took control.</p>

Music - Changes in pitch, tempo and dynamics (Rivers)

Create moods in music by changing dynamics, tempo, timbre, and texture. A river might start quietly and slowly, then grow faster, louder and fuller as it flows towards the sea.



ostinato	A repeating musical pattern.
a cappella	Singing without musical accompaniment.
round	A song sung by two or more groups of people in which one group starts singing then the next group starts to sing the same song shortly after.



Knowledge Organiser



Year 4 - Rights and Respect

Key questions

Making A Difference (Different Ways of Helping Others or the Environment)

Can one person make a difference to the environment?

Do the actions of one person affect lots of people?

Can a bystander have a positive effect on negative behaviour?

How? What is an active bystander?

How can someone be an active bystander?

Media Influence

Is everything in the media true?
Are there always two sides to a story?

Can media reports influence people? How?

Decisions About Spending Money

What choices and decisions do we make about spending money?
How do decisions about money affect groups in the community?

Key vocabulary

anti-social behaviour media
United Nations rights
spending reduce influence
environment public services
income tax negative recycle
essential actions positive
community responsibility reuse
volunteer School Council

I can ...

I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.

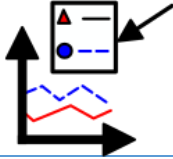
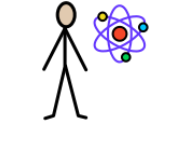

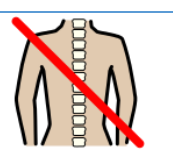
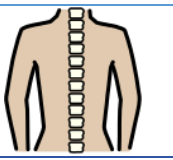

I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.

I can give examples of these decisions and how they might relate to me.

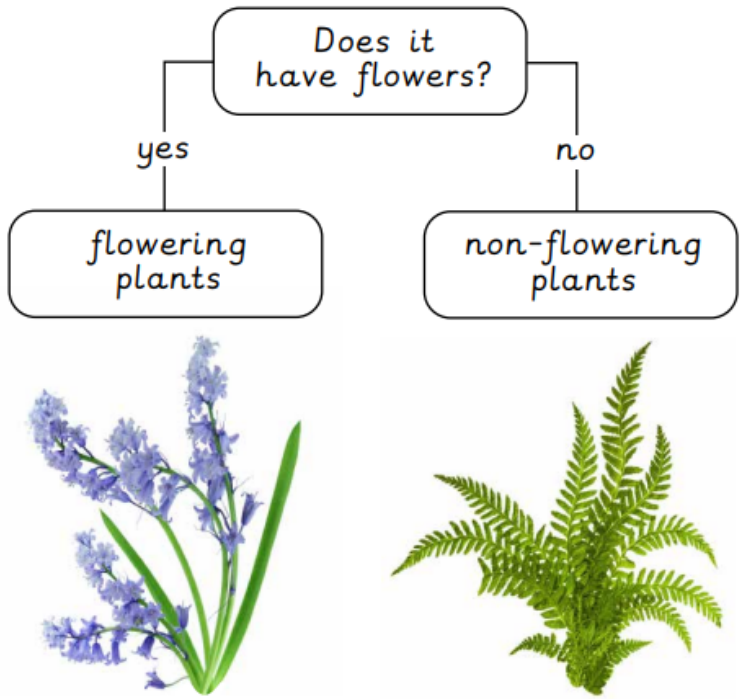


Science Knowledge Organiser

Year 4 Summer 1 Classification and changing habitats

	Classification key	A tool with a series of yes or no questions to sort and identify
	Taxonomist	Scientists who sort, group, identify and name living things
	Habitat	the natural home or environment of an animal, plant, or other organism.
	Invertebrates	Animals without a backbone
	Vertebrates	Animals with a backbone
	Conservatives	Scientist who protect and restore habitats

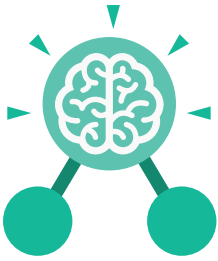
Living things can be sorted and identified with a tool called a **classification key**, which uses a series of yes/no questions:



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graph TD
    Q[Does it have flowers?] -- yes --> A[flowering plants]
    Q -- no --> B[non-flowering plants]
  
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Taxonomists are scientists who sort, group, identify and name living things.

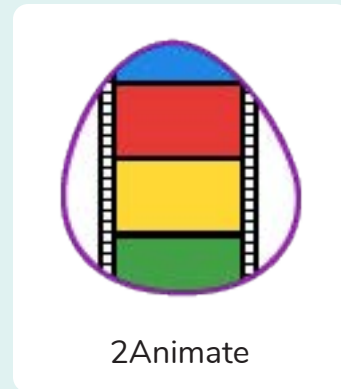


Unit: 4.6 Animation

Key Learning

- To discuss what makes a good animated film or cartoon.
- To learn how animations are created by hand.
- To find out how animation can be created in a similar way using the computer.
- To learn about onion skinning in animation.
- To add backgrounds and sounds to animations.
- To be introduced to 'stop motion' animation.
- To share animation on the class display board and by blogging.

Key Resources



2Animate

Key Vocabulary

Animation

The process of adding movement to still objects.

FPS (Frames Per Second)

The number of frames played per second.

Frame

A single image in an animation.

Onion Skinning

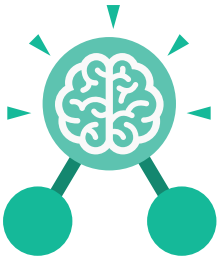
A process where the shadow image of the previous frame is present to help you line up the objects of the animation correctly.

Pause

To temporarily stop the animation.

Stop motion

A technique whereby the camera is repeatedly stopped and started, for example to give animated figures the impression of movement.



Unit: 4.6 Animation

Key Images



Open, close or share animation.



Add or delete a frame from the animation.



Play the animation.



Switch onion skinning on or off.



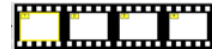
Add a background picture to the animation.



Insert a photograph from a webcam into the animation.



Insert a sound file into the animation.



Number of frames in the animation.

Key Questions

What is an animation?

Animation is the process of giving the illusion of movement to drawings, models, or inanimate objects. Animated motion pictures and television shows are highly popular forms of entertainment.

What is meant by onion skinning?

Onion skinning is a 2D computer graphics term for a technique used in creating animated cartoons and editing movies to see several frames at once.

What is meant by stop motion animation?

Stop motion animation is a filming technique in which objects (such as clay models) are photographed in a series of slightly different positions so that the objects seem to move.