

Key Facts

- Singular: a - un/une
- Plural: some - des
- To make a word plural we usually change the un/une to des and add an 's'
- We don't add another 's' if the word already ends in an '-s'
- If the word ends in '-eau' then we add an 'x'
- In French the adjective usually comes after the noun eg. Un gant noir.
- If the noun is masculine plural then we add '-s' to the adjective.
- If the noun is feminine plural then we add '-es' to the adjective. Eg. Des chaussette vertes.

Prior Knowledge

couleur	masculine (un)	feminine (une)
	bleu	bleue
	vert	verte
	noir	noire
	rouge	rouge
	jaune	jaune
	rose	rose

un chapeau bleu



a	hat	blue
a	blue	hat

Je m'habille. Year 4
Spring

Key Vocabulary

Definition

un pantalon	a pair of trousers
un chapeau	a hat
un tennis	a trainers
un gant	a glove
une jupe	a skirt
une chemise	a shirt
une chaussure	a shoe
une chaussette	a sock
des	some

Image / diagram

					
bleu bleus	noir noirs	vert verts	rouge	rose	jaune
bleue bleues	noire noires	verte vertes	rouges	roses	jaunes

Important People / Places

Masculine singular	Feminine singular
un gant	une chaussette
Masculine plural	Feminine plural
des gants	des chaussettes

Key Facts

- You were only a Viking if you were actually travelling. Once you settled in a place, you were just Scandinavian.
- Vikings did not have horns on their helmets –there is no evidence of this
- Vikings travelled to Britain from Scandinavia in longboats
- Vikings built their homes to keep in the warmth and dug them into the ground. They were called Longhouses
- The first Vikings arrived in the 790s AD
- There was not enough farmland in Scandinavia for the number of people there, which meant they looked to see where else they could settle
- Anglo Saxons and Vikings lived in Britain at the same time and spent most of the time fighting each other
- Most Vikings were farmers, but other jobs include traders, craftsmen, boat builders and weapon makers
- Vikings were often laid to rest in boats. When important Vikings died, they were placed in a burial ship along with goods, such as weapons, tools, clothing and furniture. Sometimes slaves were even sacrificed and laid in the burial ship too!

Prior Knowledge

- Y3 Stone Age, Bronze Age, Iron Age settlements and life styles
- Children know that settlements were created around the ability to have food / crops / trade and water
- Romans occupied Britain until 410AD
- Romans were replaced by Anglo Saxons who came to Britain in the 4th Century. They were made up of 3 different tribes who invaded Britain and then settled in the southern part of the country

Useful websites:

<https://planbee.com/blogs/news/viking-facts-for-ks2-children-and-teachers>

<https://learningmole.com/vikings-facts-for-kids/>

Vikings Y4

<u>Key Vocabulary</u>	<u>Definition</u>
Asgard	The world the Viking gods lived in.
beserkers	A special group of Viking warriors called beserkers who went into battle without armour and fought in a trance-like fury, howling like wolves and dogs. We get the phrase 'going berserk' from these beserkers.
Chieftain	Ruler of a group or tribe – not as important as the King, but important!
pagan	Belief in lots of different gods
plunder	Stolen goods
runes	Viking alphabet and writing
Scandinavia	Norway, Denmark and Sweden
Valhalla	Heaven to be with the Viking gods
Viking	Means 'pirate raid' in Norse language

Image / diagram



Important People / Places

Odin – ruler of Asgard

Thor – Odin's son

Leif Erikson – Viking who travelled all the way to America – 500 years before Christopher Columbus got there!

Alfred the Great – King of the West Saxons 871AD – 886AD

Lindisfarne - A monastery (religious place for men) on an island in north east England which was raided and most of the monks killed in a brutal attack in 793AD

Prior Knowledge

How to use some tools safely for example, a saw
Glue and sticky tape can be used for joining materials.

Simple mechanisms can be made using wheels and axles.

Technical Knowledge

A cam mechanism is made up of three components: a cam, a slider and a follower. The mechanism causes components to move. Cams can be made from metal, plastic or wood.

A cam mechanism changes the input motion from rotary motion to a linear motion. The axle supports the cam wheel. When the crank handle is turned, the axle and cam turn (rotary motion). The cam follower rests on the cam and follows the outline of the cam wheel, moving up and down as a result (linear motion).

Different shaped cams will cause the follower to move up and down in different ways

What will I be able to do after I make my cam toy?

Design : Draw annotated diagrams to show how a cam can be used to move a rod up and down, labelling key vocabulary. Make a step by step plan of the making process, including the which materials will be used for each step.

Make: Use a junior hacksaw and g-clamps. Measure and cut dowel to the nearest cm. Use sandpaper to sand down rough edges.

Evaluate: Consider the strengths of my product and how it could be improved. Listen to the feedback of others.

Key Vocabulary

Definition

Annotated diagram

A labelled drawing.

Axle

A rod passing through at least one wheel.

Cam

The way a product tastes.

Cam follower

An unusual shaped wheel which converts rotary motion to linear motion.

Linear motion

Movement in a straight line eg up and down or side to side.

Rotary motion

Circular movement around a fixed point.

Mechanism

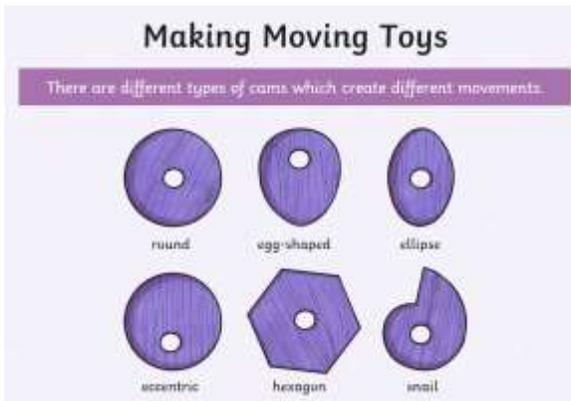
A system of parts working together.

Prototype

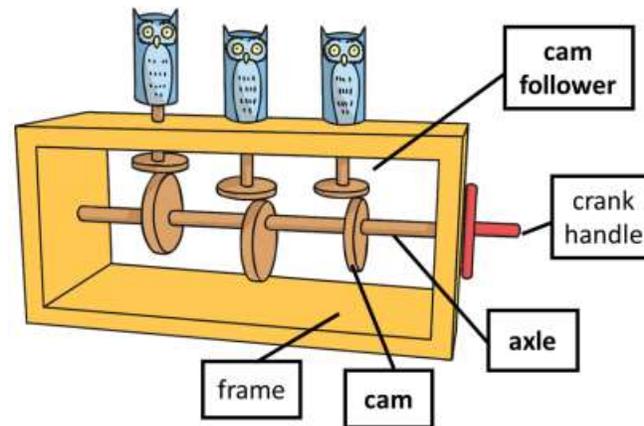
A practise version of your final product.

Moving Toys Year 4

Image / diagram



Annotated diagram of a cam mechanism



Health and Safety

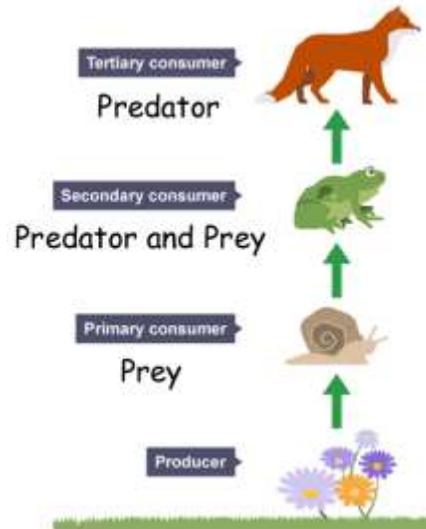
Saw - Measure carefully and mark where you are going to cut. Clamp the wood securely and make sure your fingers are clear of the blade before cutting.



Glue gun - Allow time for the glue to cool before handling your product. Always work with an adult when you are using the glue gun.

Key Facts

- Animals can be grouped according to what they eat (their diet): carnivores, omnivores, herbivores.
- A food chain is a diagram which shows the link between plants and animals in order of what eats/is eaten (consumed) – it shows the flow of energy.
- Each animal and plant in a food chain is affected by the others. E.g. if there are fewer snails in a habitat, there may be more plants, but there would also be less frogs.



Prior Knowledge?

I can identify and name a variety of plants and animals in a habitat.
 I can give examples of animals that are carnivores, omnivores and herbivores.
 I can describe the basic needs of animals (including humans) for survival.
 I can suggest foods that an animal might eat.

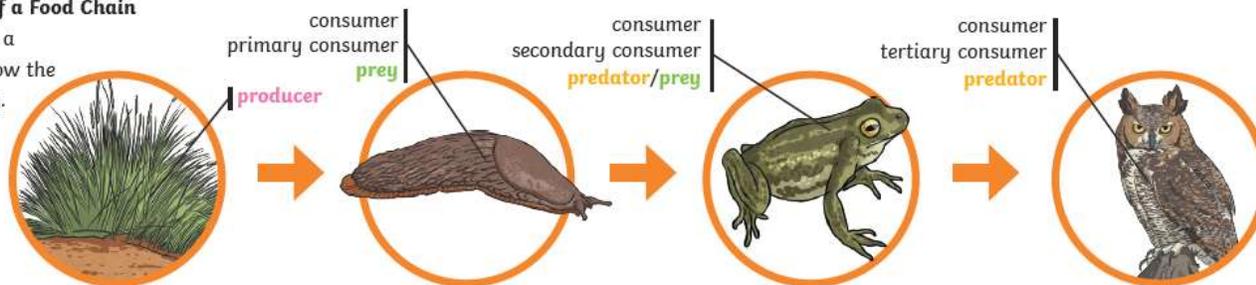
FEEDING and FOOD CHAINS

<u>Key Vocabulary</u>	<u>Definition</u>
habitat	The natural environment in which a plant / animal normally lives.
hibernate	An inactive state, usually in winter, in which the body temperature drops and breathing slows.
diet	What an animal eats.
carnivore	An animals that feeds on other animals.
omnivore	An animals that feeds on both pants and other animals.
herbivore	An animal that feeds on plants.
producer	An organism, such as a plant, that produces its own food.
predator	An animal that hunts and eats other animals.
prey	An animal that is hunted and eaten by another animal.
food chain	A series of living things that are linked in order of the food they eat, from producers to consumers.

Images / diagrams

An Example of a Food Chain

The arrows in a food chain show the flow of energy.



Important People / Places / Events

Charles Elton (1900-1991) introduced the idea of food chains and food webs.

Key Facts

Coasts are where the land meets the ocean. This can take different forms such as beach (sand, shingle, pebble) and cliffs.

Waves are created by the movement of air across the sea. Tides are created by the gravitational pull of the moon.

The sea's waves lead to hydraulic action and erosions of the land. The land is made up of different rocks, some hard some soft, leading to bays and headlands.

Further erosion leads to cracks, caves, arches, stacks and stumps.

Coastal areas attract tourism, and residential areas. Coastal erosion can threaten land use, and so beach protection measures, such as rock armour, groynes, and sea walls, are created.

Prior Knowledge

The United Kingdom is an island so it is surrounded by coast line.

Coasts

Key Vocabulary

Definition

Coast	The area where the land meets the sea.
Beach	A low lying area where the land meets the sea, made up of fine, loose sediment
Cliff	A high altitude area where the land meets the sea, made of hard rock
Erosion	The process where material is removed from the land
Headland	An area of land protruding into the sea.
Hydraulic action	the weight of a wave crashing on a cliff face, pushing the air in cracks and caves, under pressure, to force open the crack/cave

Image / diagram



Important People / Places

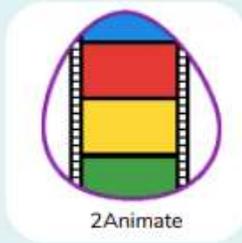




Key Learning

- To understand what animation is.
- To know what onion skinning is and be able to use this technique for 2D computer animations.
- To know how to enhance simple animations using animation software.
- To plan an animation.
- To create a narrative.
- To evaluate animations.

Key Resources



2Animate

Key Vocabulary

Animation

A method that turns still pictures into moving images. This technique can make drawings, computer graphics, or photographs appear to move.

Copy Frame

A feature in animation software where frames can be copied. This can be used to repeat frames at the end of an animation to help make it look smoother.

Sharing Controls

The menu that allows work to be shared with others. For example, sharing to a Display Board.

Sound Effect

A sound other than speech or music.

Animation Software

A computer program that helps users create animations from images created on a computer or from images captured in the real world.

Frame

A single image in an animation.

Stop Motion

A way of making objects or pictures look like they are moving by repeatedly taking photos for each tiny change of movement and then playing the photos back.

Frame Per Second

The number of frames played per second.

Background

An image on the frame that shows behind the animated objects.

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.

Storyboard

A visual planning tool used to map out the sequence of a narrative.



Open, close, save or share animation



Add/delete frames



Play animation



Onion skin off/on



Add/remove sound



Frame reel



Add background



Change animation speed (FPS)



Year 4

Sound Stories

Key Learning

- To understand what makes audiobooks effective and identify the key features that make them engaging.
- To plan and write a script for an engaging audiobook.
- To record clear narration and add sound effects to an audiobook.
- To edit, improve and finalise an audiobook using recording and sound design tools.

Key Resources



Key Vocabulary

Audiobook

A recorded version of a book that is read aloud.

Playback

Listening to a recording to check how it sounds and decide what to change.

Sound Technician

Someone who sets up and controls the equipment for recording or playing sound, making sure everything can be heard clearly.

Background Music

Music that plays softly behind a story, scene, or activity.

Recording

Capturing sounds, voices, or music so they can be played back later.

Timeline

The area in an audio recording and editing tool where you can see and move your audio clips.

Edit

To cut, move, or improve parts of a recording.

Sound Effects

A recorded sound other than speech or music that is added to make something more exciting or realistic.

Editor

A person who checks and improves written work, videos, or sound recordings by fixing mistakes and making it flow smoothly.

Track

A row or layer where a piece of sound (like speech or music) is added when using an audio recording tool.

Final Mix

The complete, polished version of your audio.

Sound Effects Manager

A person who finds or creates sounds to make a project more interesting and realistic.



Add track



Delete track



Import audio file



Play



Stop



Record



Go to start



Go to end



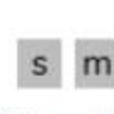
Snip event



Glue event



Sound clip



Solo or mute track



Introduction to Artificial Intelligence (AI)

Key Learning

- To understand what Artificial Intelligence is and some of the tasks it can carry out.
- To learn to communicate effectively with AI tools by writing clear and precise prompts.
- To understand how to be a good digital citizen when using AI.
- To think about how AI might develop in the future.

Key Images



ChatGPT



Claude



Gemini



Perplexity

Key Vocabulary

Artificial Intelligence (AI)

A type of technology that can make predictions, take actions and create content, by learning from data.

Automation

When machines or AI do tasks humans normally do.

Data

Pieces of information (like words, pictures, sounds or numbers) that AI uses as "ingredients" to learn.

Digital Citizenship

Making smart, kind, and safe choices online, including how we behave when using AI.

Future Technology

New inventions or tools that people create to help do things better or more easily.

Generative AI

A kind of AI that makes brand new things (stories, images, etc.).

Human Oversight

Humans being in charge, checking, and making rules for AI.

Innovation

A new idea, improvement, or helpful invention.

Prediction

When AI looks at data, finds patterns and guesses what comes next.

Privacy

Deciding what personal information to share, and who can see it.

Prompt

The instruction given to generative AI (like asking for a story or picture).

Refine

To improve or make something better by making small changes.

Responsible Behaviour

Being respectful, thinking about the impact of our actions, and acting kindly.

Trustworthy / Reliable

Considering whether information (or AI output) is real, true, and fair.