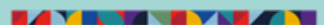


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Summer Term 2

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What are knowledge organisers?

Knowledge organisers are a summary of the key facts and essential knowledge that pupils need about a unit of work or a curriculum subject. They should be no more than one side of A4 with all the information broken down into easily digestible chunks. The single side of A4 is important in order to focus the minds of the teachers creating them so they only include what's absolutely crucial. It is easy for knowledge organisers to become overwhelmingly full of information which then renders them useless. Knowledge organisers can be used for any subject or year group, from the humanities such as history and English to maths and science.

5 benefits of using knowledge organisers

1. A knowledge organiser makes the teacher think hard about what will be taught

If it is not going to be used within a sequence of lessons, then there is no reason for that information to be in the organiser. Going through this thought process makes exactly what learning you expect to occur far clearer, and with this clarity the likelihood that what we teach will stick with pupils increases.

2. Knowledge organisers support children to learn and remember more

, Sharing key information with children will ensure that pupils could come to a lesson already having some understanding of the key vocabulary or key facts needed to be successful for that lesson. Further, Professor Graham Nuthall in his work *Hidden Lives of Learners* hypothesises that those pupils who know more about a topic learn more about a topic. Therefore, there is a chance that pupils could learn more from a lesson when they have some of this information to hand. Pupils' working memory can process the bigger picture rather than getting distracted with the meaning of certain words etc.

3. Knowledge organisers support all learners

For example, those pupils who require more practice on 'shape' could be given a knowledge organiser that details some core knowledge on shape names and properties of that shape including angles. In addition, once these facts and key words have been learnt, it will be far easier for the teacher to teach and demonstrate how to use this information to solve more complex problems and deepen learning.

Assuming the key facts have been learnt, there will also be less of a burden on pupils' working memory, making it more likely they will learn to apply those facts when solving problems.

4. Knowledge organisers create opportunities for spaced retrieval practice

Spaced practice refers to a specific practice concerned with timing - 'when' it's best to learn. Is it better to spend seven hours on a Sunday to practise a skill before a test or to space those seven hours out as one-hour sessions across seven days? Many studies have looked into this, and the evidence is clear: it would be far better to practise for seven one-hour sessions than to practise for seven hours the night before. When we retrieve information, that memory trace becomes stronger and the rate that we forget something decreases. The more we space out our learning, the more time it would take for us to forget something. Knowledge organisers are excellent tools to ensure that some of this spaced practice takes place.

5. Used appropriately, knowledge organisers can increase retention of facts

This comes down to their core purpose. Our working memory can only take in so much information at one time and for our pupils to be successful in a range of subjects they need to have a large store of factual knowledge in their long-term memory.

Our minds have adapted to take this information from our long-term memory into our working memory without sacrificing much space within our working memory, but children need to develop this skill. With a knowledge organiser providing the key information and, providing the pupils use them correctly, these facts can then become part of a pupil's long-term memory.



Summer Term 2023

Dear Parents/Carers,

Welcome back to the beginning of the summer term. This curriculum newsletter will give you an outline of what your child will be covering throughout the term. If you have any artefacts or resources that would help to enhance or support our curriculum, please let us know.



ENGLISH: Within our lessons the children will be developing their writing skills by exploring a range of grammatical features that are specific to a piece of writing using our sentence tool kit. Please remember that it is also extremely important that you listen to your child read **every night** to help them with their confidence in reading aloud in the classroom. Please have discussions with your children about their thoughts about the books they are reading. Remember, you can use the reading questions previously sent home with targets. The children can have access to the library throughout the week and are able to exchange their own books. Remember to write in your child's reading record when you hear them read - they will receive a raffle ticket for the reading basket if they have 5 reads per week. Our first English sequence this term, *The Viking Boy*, by Tony Bradman, will link with our history topic for the children to write a descriptive narrative. Linking our English writing with our topic has been hugely successful and we hope that you will hear all about it from your children.



MATHEMATICS: Our daily maths session will include fluency and developing links with known facts. Our focus this term for year 3 and 4 is properties of shape, geometry, money and time. Please support your child with using an analogue clock and money to consolidate their learning. Year 5 and 6 will be focusing on properties of shape, statistics and algebra. The children will continue to learn and practise their times tables using speed tables and Times Table Rock Stars, so please keep practising at home. Year 4 children will have a statutory times tables test of all times tables up to 12x12 where they will only have 6 seconds to answer each question. Throughout our lessons, we will be expecting the children to demonstrate their understanding in a variety of ways. As well as problem solving, the children will be developing their ability to draw and explain their reasoning about their answers and solutions which the children know as MICE- Manipulatives, Images, Calculations and Explanations. A big focus for the class is reasoning questions for the children to show a deeper understanding of their knowledge by explaining and showing how what they know. We will be starting our day with fluency and guided sessions on reasoning and problem-solving skills.



PSHE: Our PSHE curriculum is based on a scheme called SCARF- Safety, Caring, Achievement, Resilience, Friendship. Our focus this term is 'Being our best' which will give the children lots of opportunity for self-reflection and discussion in a respectful environment and for them to develop their sense of self and ways in which they can strive to be the best they can be. We will encourage the children to be their best in school, at home and in their community.

SCIENCE: In science this term we will be exploring the topic of Raw and Synthetic materials. We will be finding out where and how raw materials are acquired and how we make synthetic materials. We will learn how paper is made and we will be having a go at making our own recycled paper! We will link this to our previous learning about Sustainability.

FRENCH: We will be practising how to order food in a café. The children can use their knowledge organisers to familiarise themselves with the vocabulary and it's always good to practise at home. Year 6 should apply this as much as possible because they will be using this in a real French market when on residential in July!

HUMANITIES: HISTORY AND GEOGRAPHY: Our history topic this half term is the Vikings. We will be learning about the Viking and Anglo-Saxon struggle for the kingdom of England and how England became a unified country. They will explore where the Vikings came from, how they fought for territory and power, and how their fighting ultimately led to the kingdom of England we know today. We will have lots of high-quality texts on the Vikings that the children can explore as well as using *The Viking Boy* as our model text for writing.



RELIGIOUS EDUCATION: Our topic this half term is, *what would Jesus do?* We will be exploring the Christian view of Jesus' values and discuss if we feel that these values are/can be lived by in the twenty first century. We will link these values to other religions to compare different views.

COMPUTING: In computing this half term we will be exploring how websites are used on the internet and distinguishing between fact & fiction.



HOME LEARNING: Your child will receive 5 spellings each week which we will have looked at in school on a Monday- these are all stuck into your child's home learning book. At this point in the year, the children have individualised spellings based on spelling rules that they have not yet secured. They need to practise how to spell these words using the range of techniques we have used in class; they also need to put these words in sentences to show an understanding of their meaning. Times tables will also be a part of the children's homework. Children should practise times tables as much as possible. Children will also have targeted maths homework to complete. It is important that they bring their home learning books into school on **Tuesdays** to allow marking of spellings and times tables with the children. Children are expected to read aloud at home daily. Please record this in your child's reading record with a comment.

KNOWLEDGE ORGANISERS: The children will have these stuck in their homework books to learn, revise and retrieve information from. They are used by the children within the lesson as a reference to the important concepts of the topic.
















If you have any questions or would like to speak to me about the curriculum, please do not hesitate to book an appointment through the office.

Mrs Winter

FRENCH: Years 3 & 4 -Summer Term 1

Knowledge Organiser • Summer 1 • Au café
<https://quizlet.com/brnhhl?x=1gqt&i=426el4>



Bonjour monsieur / madame / mademoiselle Vous désirez ? What would you like ?	Hello sir/mrs / miss	Quel parfum ? What flavour ?
Je voudrais I would like	une glace an ice cream 	au chocolat chocolate au citron lemon à la fraise strawberry à la vanille vanilla
...s'il vous plait please 	un croque monsieur a toasted ham/cheese sandwich un sandwich au jambon/au fromage a ham/cheese sandwich	
	une crêpe a pancake 	et des frites and some chips 
	un hamburger a hamburger 	
	de la pizza some pizza 	
	un hot dog a hot dog 	
	un café a coffee  un thé a tea  un coca a coke 	un jus a juice un chocolat chaud a hot chocolate 
C'est combien ? How much is that? 	C'est 5 euros dix It is 5 euros 10	Voilà. Here you go! Merci. Thank you   8

FRENCH: Years 3 & 4 -Summer Term 1














Knowledge Organiser · L'alphabet · ABC



Comment t'appelles-tu? [what do you call yourself?] **Je m'appelle ...** [I call myself ...]
 Comment ça s'écrit ? [How is that spelt?] **Ça s'écrit ...** [that is spelt ...]

ah 	bay 	say 	day 	euh 	eff 	zjay 
ahsh 	ee 	zjee 	kah 	ehl 	ehm 	ehn 
oh 	pay 	kooo 	air 	ess 	tay 	ooo 
vay 	doobleuhvay 	eeks 	ee-grek 	zehd 	♪ La Chanson de l'Alphabet ♪ French ABC Song ♪ French Alphabet ♪ Les Lettres de l'Alphabet ♪ - YouTube	

FRENCH: Year 5 & 6 -Summer Term 1

Bonjour monsieur / madame / mademoiselle Vous désirez ? What would you like ?	Hello sir/mrs / miss	Quel parfum ? What flavour ?
Je voudrais I would like	une glace an ice cream 	au chocolat with chocolate
	une simple one scoop 	au citron with lemon
	une double two scoops 	à la fraise with strawberry à la vanille with vanilla
...s'il vous plait please 	un croque monsieur a toasted ham/cheese sandwich un sandwich au jambon/au fromage a ham/cheese sandwich	
	une crêpe a pancake 	
	un hamburger a hamburger	et des frites and some chips 
Excusez-moi Excuse me	de la pizza some pizza 	
	un hot dog a hot dog 	
	un café a coffee  un thé a tea  un coca a coke	un jus a juice un chocolat chaud a hot chocolate 
	Oui c'est tout Yes, it is all Non, je voudrais un café No, I'd like a coffee	Voilà. Here you go! Merci. Thank you
	C'est 5 euros dix It is 5 euros 10	Au revoir. Goodbye 

FRENCH: Year 5 & 6 -Summer Term 1

Knowledge Organiser · L'alphabet · A B C



Comment t'appelles-tu? [what do you call yourself?] Je m'appelle ... [I call myself ...]
 Comment ça s'écrit ? [How is that spelt?] Ça s'écrit ... [that is spelt ...]

ah 	bay 	say 	day 	euh 	eff 	zjay 
ahsh 	ee 	zjee 	kah 	ehl 	ehm 	ehn 
oh 	pay 	kooo 	air 	ess 	tay 	ooo 
vay 	doobleuhvay 	eeks 	ee-grek 	zehd 	♪ La Chanson de l'Alphabet ♪ French ABC Song ♪ French Alphabet ♪ Les Lettres de l'Alphabet ♪ - YouTube	

Being a Christian: UKS2 Knowledge mat (U2.4 Y5)

Subject Specific Vocabulary		<div></div> <div></div> <div>Exciting Books</div> <div></div>	
Commandments	God gave these rules to Moses. There are 10 of them. God wants Christians to follow these.	<div></div> <div><h1>Love the Lord your God</h1><p><i>with all your heart and with all your soul and with all your mind and with all your strength,</i></p><p>—:~:~:~ <h1>Love your neighbour as yourself.</h1><p><i>there is no commandment greater than these.</i></p><p>— Mark 12:30-31</p></p></div>	<h2>Sticky Knowledge – Gospel: How do Christians decide how to live?</h2> <div><input type="checkbox"/> Jesus taught his followers many things. <input type="checkbox"/> The two most important are: love God and love your neighbour. <input type="checkbox"/> The Wise and Foolish Builders (Matthew 7:24-27) tells Christians about two men. One built his house on a rock the other on sand. When the bad weather came the house on the sand was washed away. Jesus told this story so that his followers could understand that when they build their life they need good foundations and they are believing in God.</div>
Gospel	Mean 'good news'. There are 4 gospels written by Matthew, Mark, Luke and John.		
Prayer	A way of asking God for help.		
Christian Aid	A Christian charity that people can donate to. The charity offers help and support when disasters happen		
Parables	Stories that Jesus told people that had a special message in them.		
Sermon on the Mount	This is a collection of teachings from Jesus where he tells people how they should live.		

SCIENCE: Summer Term 1

Knowledge Organiser • Raw and Synthetic Materials •

Vocabulary

Material	A material is any substance that has a name.
Raw materials	A material that is found in nature and that have not been changed by humans.
Synthetic materials	A material that has been made by a human.

Raw Materials

Some raw materials come from under the ground:

Example	Where can it be used for?
Coal and Oil	Used as fuel for vehicles
Sand and Clay	To make ornaments or for building
Copper and Iron	Used to make hard objects

Some raw materials come from living things:

Living thing	Example	What is it used for?
Plants	Rubber	Tyres, balloons, shoe soles
	Wood	Hard objects and as fuel
	Cotton	For clothes, towels and sheets
Animals	Wool	To make cloth
	Leather	For clothing, footwear and bags
	Silk	To make clothing and decorations

Synthetic materials

are often made from raw materials.

Example	Made from	What is it used for?
Plastic	Oil	Strong objects of any shape
Paper	Wood	For writing or packaging
Glass	Sand	Strong, see-through objects
Brick	Clay	To make buildings

How to make synthetic materials – examples

To make glass:

1. Sand can be mixed with some other materials.
2. The mixture is heated until it gets very hot and becomes a liquid.
3. The liquid glass is pushed or knocked into the right shape.
4. The liquid cools down to become solid glass

To make paper:

1. Trees are cut down and stripped of their bark
2. The trees are chopped up into wood chips
3. Wood chips are boiled with water to make a paste
4. The paste is squeezed and flattened to remove water
5. The flattened paste is dried and cut to make paper

Recycling – the process of collecting and reusing materials to make new synthetic materials

It is important to recycle for 3 reasons:

1. Raw materials will eventually run out
2. Collecting raw materials can destroy natural habitats
3. Throwing away materials fills up landfill sites

Living sustainably - to live in a way that means humans will have enough materials to live in the future

Ways that we can live sustainably:

1. Recycle as many materials as we can
2. Only throw away biodegradable materials
3. Use less fossil fuels by
 - using less electricity
 - use cars, buses, trains and planes less
 - get food that is grown near where you live

History: Summer Term 1

Vocabulary

Vikings	People from Scandinavia (Norway, Sweden and Denmark). They were also referred to as 'Norsemen' (men of the North) or 'Danes'.
Danelaw	The Land which King Alfred agreed to give to the Vikings. Here they followed their own laws - not the Anglo-Saxon ones. The most important city in the Danelaw was York (or Jorvik as the Vikings knew it).
Raid	A surprise attack with the aim of stealing things. Vikings would raid homes and even monasteries to steal as much as they could. However, not all Vikings were raiders.
Danegeld	Money paid to Vikings to try and stop them invading and raiding. The Saxons gave them silver to leave.
Longship	Long, narrow boats which the Vikings used for raiding. They could travel up rivers as well as across the sea and were ideal for a quick getaway.
Pagan	During the Viking times, people who believed in multiple gods.
Monotheist	Someone who believes in only one <u>god</u> .
Polytheist	Someone who believes in multiple gods.
Saga	A story or myth, especially about early Viking voyages.
Valhalla	A great hall where dead heroes feasted with the gods.
Asgard	A sky world - where the gods live.

Norse Gods

Odin	Chief god
Thor	God of thunder, fertility, the <u>sky</u> and law
Loki	God of mischief and chaos
Freya	Goddess of love, beauty, <u>fertility</u> and war
Frey	God of fertility (Freya's brother)

Timeline

789 CE	First Scandinavian raids
793 CE	Viking attack on Lindisfarne
865 CE	Great Heathen Army invades (a large Viking army)
878 CE	Battle of Edington - King Alfred defeats Guthrum. Guthrum is then baptised.
927 CE	Athelstan unites the English kingdoms
985 CE	Bjarni Herjolfsson discovers America by accident
991 CE	Battle of Maldon leads to the first Danegeld. Payments had previously been made but they were not Danegelds.
1013 CE	King Sven Forkbeard of Sweden lands and becomes King of England
1016 CE	King Cnut becomes King of England
1066 CE	Edward the Confessor dies, leading to <u>several</u> contenders claiming the throne. Harold Godwinson, a Saxon becomes King, defeats the Viking Harald Hadrada, but is then killed by William the Conqueror at the Battle of Hastings. The Saxon and Vikings ages end, and the era of Norman rule in Britain begins.

Important People

King Alfred	King of Wessex from 871 to 889, defended Wessex from the Viking conquest. Labelled himself The King of the English.
Guthrum	King of the Vikings in Danelaw at the time of the treaty with the Saxons.
Athelstan	First King to unite all of the English kingdoms, 927.
King Aethelred II the Unready	Became King at 7 years old. He introduced an official agreement known as Danegeld with the Vikings.
King Cnut	King of England, Denmark and Norway. He ruled England from 1016 to 1035.
Bjarni Herjolfsson	Norse explorer who sighted The Americas in 985.
Leif Erikson	Icelandic explorer who was the first European to set foot in North America.
William the Conqueror	First Norman King of England. This victory marks the end of the Viking age. He invaded England from Normandy* *This area was called Normandy because it was originally a stronghold of the Vikings (Norse Men). So the Normans were <u>actually Vikings!</u>

PSHE: Summer Term 1

Key Word	Meaning	Key Word	Meaning
Wellbeing	The condition of being healthy What, happy and comfortable.	Reliable	Capable of being trusted or relied on.
Aspirations	A goal, aim or ambition.	Accurate	Free of mistakes or error.
Perseverance	Continuance in a course of action, task, or belief.	Emergency	A serious situation or sudden crisis that calls for fast action.
Dilemma	A situation that requires a choice between two actions, neither of which will be a good solution.	Accident	Reasons or causes that are not planned by anyone.
Influence	The power or invisible action of a thing or person that causes some kind of effect on another.	Unresponsive	To not be acting or speaking in answer.

Wellbeing

- There are five ways to wellbeing.
- **Connect with other people** – good relationships are important for your mental wellbeing.
- **Be physically active** – being active is not only great for your physical health and fitness. Evidence also shows it can also improve your mental wellbeing.
- **Learn new skills** – research shows that learning new skills can also improve your mental wellbeing.
- **Give to others** – research suggests that acts of giving and kindness can help improve your mental wellbeing.
- **Pay attention to the present moment** – some people call this 'mindfulness'.



First Aid

- The Red Cross helps people in the UK and around the world in lots of different ways.
- One of these ways is teaching people first aid skills and spreading kindness.
- When helping someone, it is important to keep calm and assess your surroundings.
- If needed, the emergency service number is 999.



Aspirations

- Aspirations are good to have, they give you something to work towards.
- It is important to set yourself goals and think about the steps needed in order to achieve these.
- Difficulties are part of success; you will need to overcome them in order to succeed.
- Resilience, perseverance and determination are important skills that you will need as things can get hard sometimes.
- When setting goals, it is important to think about achievable small steps in order to reach your goal.

#IAmFantastic

Thinking Positive

- You cannot always choose what happens, but you can choose how to react.
- Mistakes are proof we are trying and help us to learn.
- Perseverance, effort and practise are the keys to success.
- Thinking positive thoughts can make you a happier, more confident person.
- There is always an opportunity to learn something new.
- Concentrating on breathing can help us relax.
- Smiling and laughing can actually improve your mood.
- It is OK to feel sad, angry or anxious – they are normal feelings – but we can learn how to cope with them more effectively.
- Making others happy can improve our own levels of happiness.
- We can listen to our negative thoughts and acknowledge them, then swap them for positive thoughts.



FRENCH: 3 & 4 Summer Term 2

Knowledge Organiser · Les numéros · 1 2 3

un		six		onze	
deux		sept		douze	
trois		huit		treize	
quatre		neuf		quatorze	
cinq		dix		quinze	

Quel âge as-tu? What is your age? J'ai...ans
 Quelle est la date de **ton anniversaire**? When's your birthday? Mon anniversaire c'est le..
 C'est combien? How much is it? C'est ... euros

FRENCH: 3 & 4 Summer Term 2

Knowledge Organiser • Curriculum B • Culture



Armistice Day - 11th November
World War One lasted 4 years (1914-1918). The war ended at exactly 11 o'clock in the morning of Sunday 11th November after both sides agreed to stop fighting. This **truce** was called the **Armistice**. Many millions of soldiers died. In France, they remember the soldiers who died on 11th November. The symbol of **remembrance** in France is the bleuet (cornflower). Blue is one of the colours of the French flag, and was also the colour of many soldiers' uniforms in the First World War.



VE Day - 8th May

Victory in Europe Day is a **patriotic** holiday, usually celebrated with church services, **ceremonies** and military parades. It marks the end of World War 2 and Germany's unconditional **surrender** after 6 years of war. The French President lays a wreath at the tomb of the Unknown Soldier at the foot of the Arc de Triomphe at the top of the Champs Elysée.

FRENCH: Year 5 & 6 -Summer Term 2

Knowledge Organiser · Les numéros · 1 2 3					
un 	six 	onze 	seize 	vingt et un 	vingt-six 
deux 	sept 	douze 	dix-sept 	vingt-deux 	vingt-sept 
trois 	huit 	treize 	dix-huit 	vingt-trois 	vingt-huit 
quatre 	neuf 	quatorze 	dix-neuf 	vingt-quatre 	vingt-neuf 
cinq 	dix 	quinze 	vingt 	vingt-cinq 	trente 
<p>Quel âge as-tu? What is your age? J'ai...ans</p> <p>Quelle est la date de ton anniversaire? When's your birthday? Mon anniversaire c'est le..</p> <p>C'est combien? How much is it? C'est ... euros</p>					
				trente et un 	

FRENCH: Year 5 & 6 -Summer Term 2

Knowledge Organiser · Curriculum B · Grammar

Nouns	Articles	Adjectives	Prepositions	Verbs	Negatives
All nouns have a gender in French. They are either masculine or feminine . It does not mean that the object is feminine or masculine but the word is!	Definite Articles (the) are always used after an opinion verb: e.g. j'adore le chocolat le / la / les	Most adjectives come after the noun e.g. J'ai un chat blanc but adjectives describing size or beauty come before e.g j'ai un grand chat	You use a preposition à la / au / aux when the dish is flavoured with an ingredient. e.g. une tarte aux pommes = an apple pie	In French we usually change the verb ending, when we talk about other people. e.g. Je suis = I am Tu es = You are Il est = He is Elle est = She is	To make a verb negative in French you use 'ne ... pas'. The <u>verb</u> goes in the middle. e.g. I don't have Je n' <u>ai</u> pas I don't like Je n' <u>aime</u> pas I don't eat je ne <u>mange</u> pas He doesn't eat Il ne <u>mange</u> pas
We need to learn the gender as that will help with the articles and the adjectives we use. To make a noun plural , we usually add an ' S ' e.g. deux chats.	Indefinite articles (a/an/some) are used when you are generalising. Often in English we leave these out. e.g. I eat toast for breakfast Un/une/des/du/ de la	Adjectives must agree with the gender of the noun they are describing. You would normally add an ' e ' to the adjective, when it is describing something feminine. e.g. un serpent vert / une tortue verte	There are two ways of saying 'you' in French. Tu manges = You eat (when speaking to a friend or close family member). Vous mangez = You eat (when speaking to more than one person or to be polite to someone you don't know.		

Religious Education: Summer Term 2

Being a Humanist: UKS2 Knowledge Mat (U2.10 Y5)



Subject Specific Vocabulary	
Humanism	A philosophy or way of thinking about the world. It is a set of ethics or ideas about how people should live and act.
Humanist	A person who follows the principles of Humanism.
Beliefs	A state of mind in which trust/confidence is placed in some one or some thing.
Atheism	Absence of/having no belief.
Morals	Standards of behaviour: knowing what is right and wrong.
Values	Beliefs of a person in which they have an emotional investment, for example: honesty.

Sticky Knowledge- What matters most to Humanists and Christians?

☐ Humanist are one group of non-religious people.

☐ Most humanists would agree with the ideas below:

- There are no supernatural beings.
- The material universe is the only thing that exists.
- **Science** provides the only reliable source of knowledge about this universe.
- We only live this life - there is no after-life, and no such thing as reincarnation.
- Human beings can live ethical and fulfilling lives without religious beliefs.
- Human beings derive their moral code from the lessons of history, personal experience, and thought.



SCIENCE: Summer Term 2

Knowledge Organiser • Diet & lifestyle

Vocabulary

Seven nutrients	Carbohydrates, protein, fat, minerals, vitamins, fibre, water
Healthy diet	Balance of seven nutrients
Nutritional deficiency	Not enough of a nutrient in your diet
Circulatory system	The heart, the blood, the blood vessels
Drug	Chemical that has an effect on the body
Medicine	A drug used to treat illness
Addictive	You feel you <u>can not</u> stop using something
Symptoms	How an illness makes you feel
Alcohol	An addictive drug in beer in wine
Nicotine	An addictive drug in cigarettes

Medicine Use

Painkillers	Help symptoms of illness
Antibiotics	Kill bacteria
Anesthetics	Temporary loss of sensations

Nutrient Food found in

Carbohydrates	Release energy for your body to use
Protein	Used for growth and repair
Fat	Protect organs, store energy and keep you warm
Minerals	Small amounts keep you healthy
Vitamins	Small amounts keep you healthy
Fibre	Keeps food moving through your gut
Water	Essential for body processes and systems

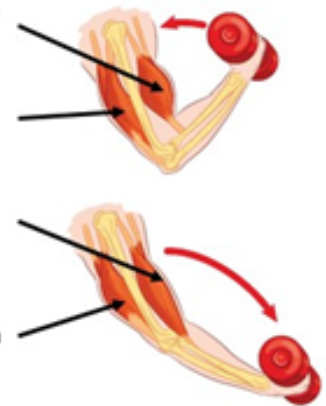
Antagonistic muscle pair

Muscle contracts – pulls on bone

Other muscle relaxes

Muscle relaxes

Other muscle contracts – pulls on bone



Effects of drugs



Smoking → cough → Lung disease



Alcohol → Calm, sleepy → Liver disease

PSHE: Summer Term 2

Key Word	Meaning	Key Word	Meaning
Peer pressure	Influence from members of someone's friendship group	Vagina	The opening of the reproductive part of the girl's body
Puberty	A period during which adolescents reach maturity and become capable of reproduction	Penis	An external male reproductive organ
Confidential	Intended to be kept a secret	Womb	A muscular organ of the female reproductive system, located between the bladder and the rectum
Sanitary Pad	An absorbent pad worn by women to absorb menstrual blood	Period/Menstruation	A flow of blood and other material from the lining of the uterus, occurring when an egg has not been fertilised
Ovaries	A female reproductive organ in which eggs are produced	Tampon	A compressed pad of cotton wool that can be inserted into the body in the vaginal passage to catch the period blood before it leaves the body in order to protect clothes
Testicles	Sacks found below the penis that produce sperm	Hormones	A chemical substance in the body that give messages to different parts of the body to start changing/developing during puberty

Healthy Relationships

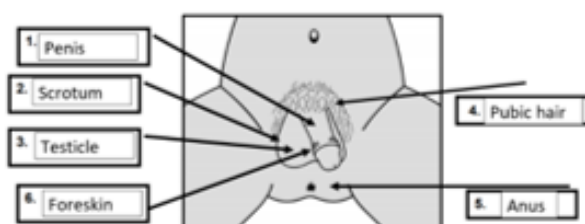
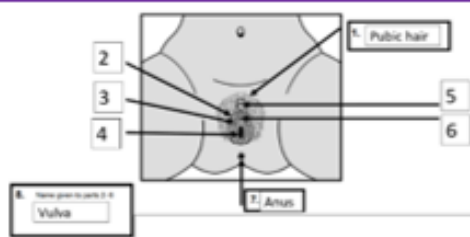
- Always remember your body belongs to you and you can choose what happens with your body
- Some parts of our body are private. That means no one should be allowed to see or touch them without permission
- We respect others by allowing them to keep their body parts private
- Some forms of touch are appropriate like hugs, tickling and kisses but it is important to know the difference between what is appropriate and what is inappropriate
- You have the right to say 'no' to unwanted touch
- Secrets are not the same as surprises. If a secret upsets you, you should tell an adult you trust
- If you ever feel uncomfortable or unsure about something, even with an adult you know well, you should tell an adult you trust

Keeping Safe Online

- There are consequences for sharing photographs online. They could be shared by others, including with people we do not know.
- Sometimes because 'everyone is doing it' we feel we have to join in too
- If someone is putting pressure on you to do something you do not want to do, whether it is face-to-face or online, you should talk to an adult you trust

Puberty

- During puberty, you may need to use deodorant, shower gel, spot cream/facial wash, period products or razors
- The female body changes in these ways: breasts develop, hips widen, height increases, periods begin, body hair grows around the genitalia and under arms
- The male body changes in this way: height increases, chest and shoulders grow bigger, body hair grows on face, under arms and around genitalia, penis and testes grow in size, semen begins to be produced



Geography: Summer Term 2

Natural Resources | Year 4 | Summer 2

10 Important Natural Resources		
Natural Resource	What is it?	What is it usually used for?
Phosphorite	Rock	Fertiliser
Uranium	Metal	Nuclear energy
Cobalt	Metal	Electronic devices
Cobalt	Metal	Making engines
Coal, oil and natural gas	Fossil fuels	Energy
Soil	Biomass	Agriculture (farming)
Iron (Fe)	Metal	To make stainless steel (for example in knives and forks)
Air	Mixture of gases	Breathing and photosynthesis
Water	Liquid	Sustaining life of the planet
Timber	Biomass	Building homes and burning for fuel

Coal



Oil



Gas



Iron



Copper



Oil Consumption by capita



Source: BP Statistical Review of World Energy (2014)

The world's resources are not evenly used around the world. This map shows how much oil is used per person.

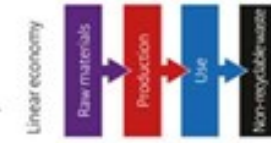
The world's natural resources are not evenly spread out.

This map shows where gold is mined and produced.



Keywords	
Natural resources	Materials that exist in the natural environment that are useful to humans. Most natural resources are unevenly distributed and exhaustible.
Exhaustible / non-renewable	A material that is exhaustible will run out and not last forever. It is <u>good</u> renewable.
Consumption	The action of using a resource.
Abundance	A large quantity of a material.
Scarcity	A short supply of a material.
Fossil fuels	Coal, oil and gas. These are formed from the remains of plants and animals, that are changed into fossil fuels by millions of years of heat and pressure. They are non-renewable, exhaustible sources of <u>energy</u> .
Renewable	A material that will keep being generated, such as fish and forests. (Renewable resources can become exhaustible without careful management.)
Lucrative	Making lots of money.
Extraction	The removal of something, such as a natural resource.
Mining	The process of taking a natural resource out of the ground. It usually refers to the extraction of metals, <u>stones</u> and coal.

The Linear Economy: "take, make, use, throw-away".



The Circular Economy: "take, make, use, re-use, re-make, take-less".

