| | Science key knowledge to be transferred | to tong term memory | | Art key knowledge to be transferred t | |
|------------------------------------|---|---|----------------------------------|---|--|
| | As scientists we will learn: | Building on previous knowledge and skills, you | | As designers we will learn: | Building on previous knowledge and skills, you |
| | | will remember. | | A hard pencil will draw a light mark. H pencils are | remember. |
| | | | MAS | ideal for precision drawing. | In Year 2, you learnt that a soft pencil is ideal for sha |
| | | | | tacat for precision arawing. | The real 2, you tourne that a soje period is taken jor sha |
| 11111 | | to Very 2 man learned that a slabe is a 2D man of the | M CONTRACTOR | | |
| | The Earth takes 365 days to orbit the sun which is a | In Year 3, you learnt that a globe is a 3D map of the Earth. | Mary Control | | |
| | uear. | Earth. | Kay Vacabulary | | Home Learning |
| | | | Key Vocabulary observational | drawing what you see | Home Learning You could create a self-portrait using words to descri |
| J. J. J. Jackson | | | drawing | urawing what you see | yourself, or you could sketch from observation – it co |
| | | | collage | a picture that has been made by sticking pieces of | anything in your home! |
| | The Earth rotates giving night and day. As it rotates the | In Year 3, you learnt about shadows which can be | | coloured paper, images or cloth together | |
| | position of shadows change (daytime). | short or long. | | | |
| | | | | Music key knowledge to be transferred | to long term memory |
| | | | | As musicians we will learn about: | Building on previous knowledge and skills, you |
| | | | | | remember. |
| | | In Reception you learnt about the seasonal changes | Majestic march = 120 | Classical music can be played on a single instrument | In Year 3, you listened to an orchestra play and ident |
| | The Earth is tilted on its axis (which gives us seasons). | (winter is cold and summer is warmer). | | or by a whole orchestra. | some of the instruments being played. |
| | | | 3 | or by a whole orchestra. | Some of the histraments being played. |
| | | | Key Vocabulary | | Home Learning |
| | | | Interlude | a passage of music | Listen out for a piece of classical music in an advert. |
| | The moon itself does not generate light; it reflects the | In Year 4, you learnt high visibility jackets help protect people from traffic by reflecting light. You learnt this as | Notation | ways to visually represent music. | about how it makes you feel and why it has been cho Make some notes and share these with your class. |
| 200 M 200 00 | | | | | |
| | sun's light. | part of a road safety assembly. | Composing | creating and developing musical ideas and recording these. | |
| | | | | titese. | |
| <mark>/ocabular</mark> ı system | y 8 planets orbiting The Sun | Home Learning Earth is the third planet from the sun in our solar | | P.E. key knowledge to be transferred | to long term memory |
| system | | system. A year on Earth is 365 days long, it has 1 | | As athletes we will learn about: | Building on previous knowledge and skills, you |
| | the star in the middle of our Solar System | moon and is 150.3 million km away from the sun. | | | remember. |
| :e | To move around an axis or centre. | | | | |
| ı's Axis | An imaginary line the Earth rotates around. | What other facts can you find out about Earth? Produce an amazing fact file to share with your class. You could also create a table of statistics about all 8 planets — organise it in the order of the planets in our solar system | | In a sprint, drive the arms forward and knees high to help you run faster. | In Year 1, you learnt how to run at different speeds of change direction. |
| lite | An object that travels around a planet | | 40 1 | | |
| tial | found in outer space. | | | | |
| | | | | | |
| on | I the tour divisions of a liear | | | | |
| | the four divisions of a year. | solar sustem. | | | |
| | half of the Earth | solar system. | | | |
| | | solar system. | | | La Vera 2 and beautiful at the with a traditional and |
| | half of the Earth | | | How to hold a javelin — it should be held half-way | |
| | half of the Earth Computing key knowledge to be transferr | ed to long term memory | | along with a straight arm to ensure the javelin flies | In Year 3, you learnt aiming high with a javelin shown improve the distance it travels. |
| | half of the Earth | ed to long term memory Building on previous knowledge and skills, you will | | along with a straight arm to ensure the javelin flies further. | improve the distance it travels. |
| | half of the Earth Computing key knowledge to be transferr | ed to long term memory | | along with a straight arm to ensure the javelin flies further. French key knowledge to be transferred | improve the distance it travels. I to long term memory |
| | half of the Earth Computing key knowledge to be transferr | ed to long term memory Building on previous knowledge and skills, you will | | along with a straight arm to ensure the javelin flies further. | improve the distance it travels. I to long term memory Building on previous knowledge and skills, you |
| isphere | Computing key knowledge to be transferr As computer operators we will learn about: | ed to long term memory Building on previous knowledge and skills, you will remember. | | along with a straight arm to ensure the javelin flies further. French key knowledge to be transferred | improve the distance it travels. I to long term memory |
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