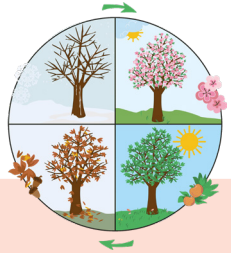
LANGUAGE ANGELS

Language: French | Teaching Type: Early Language | Unit: Les saisons



Unit Objective:
To talk about our favourite season in French.

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

- Name, recognise and remember all four seasons in French.
- Say which is our favourite season in French.
- Say why it is our favourite season in French.
- Start to recognise and use the conjunction **'et'** (and) in our spoken and written responses.

It will help if we already know:

- No previous knowledge is necessary as this is a starter unit designed to be used in the early stages of a language learning journey but it is recommended to teach 'I Am Learning French' before this unit.

Skills we will develop:

Learning to listen to French and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.



Activities we will complete:

Using our knowledge of the four seasons in English to support our new learning and understanding of the seasons in French via many engaging visual listening and speaking tasks. Learning the nouns for the four seasons, followed by a short phrase associated to each one. Reading and written activities on both word and phrase level to support word order and simple sentence structure in French.

Grammar we will learn & revisit:

Nouns & articles/determiners. We will start to notice that in French there is often an article/determiner before a noun when we do not use one in English. For example, spring in French is **'le printemps'.** Staring to notice also that there are more words in French for 'the' than in English!





Phonics & pronunciation we will see:

Recommended phonics focus: **CH OU ON OI**

- **ON** sound in **saison**
- **OU** sound in **poussent**
- **OI** sound in **oiseaux**
- **Silent letters**. We will start to notice that there are lots of silent letters in French. For example, we will see that the letter **'t'** is not pronounced in **'et', 'est'** and the 'd' is not pronounced in **'chaud'.** Starting to notice that final consonants are often silent letters in French.
- **Guttural 'R'.** Becoming more familiar with the French 'r' sound as seen in **hiver**, **printemps**, **car** and **préférée**. Beginning to notice that this sound is made from the back of the mouth, not the front.

Vocabulary we will learn & revisit:

The nouns and determiners/articles for the four seasons in French. Including the language required to say which is our favourite season and why, using the conjunctions **'et'** (and) and **'car'** (because), featured in the Challenge section.
All listed on Vocabulary Sheet.



Words you will learn:

assertive
Speaking up for yourself clearly and politely without being rude or bossy.

compromise
Each person giving up a little of what they want to find a fair solution.

disrespect
Not being thoughtful in the way you think, speak and act.

manners
Everyday polite habits.

self-respect
Treating yourself with care.

Words you may know:

bullying
Unkind behaviour several times on purpose.

loneliness
Feeling that you are on your own, even when others are around.

Respect	Disrespect
kind words	unkind words
calm voice	shouting
listening	interrupting
respecting **boundaries**	ignoring **boundaries**

Good **manners** are everyday ways of showing **respect**. We can show good manners through:

saying please and thank you



waiting your turn



holding the door open for someone



sharing equipment



tidying up shared spaces

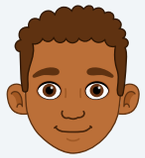


knocking before entering someone's room

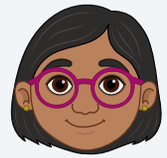


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Positive self-talk is one way of showing **self-respect**. You can practise positive self-talk by saying:



I can do hard things.



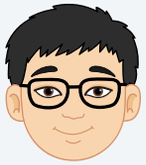
I'm proud I tried and gave it my best.



It's normal to need help.



I've worked really hard on this problem.



Mistakes help me learn.

You can build friendships by:

- being kind and honest
- saying sorry if trust is broken
- finding a fair **compromise**
- respecting **boundaries**
- listening
- including others

Healthy friendships might make you feel:	Unhealthy friendships might make you feel:
valued	left out
supported	worried
included	lonely
safe	unsafe



If a friendship feels unhealthy, talk to a trusted adult.

If you see **bullying** or unfair treatment, you can start telling other people, like a **trusted adult**.



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Term 2 – People of God

What is it like to follow God?

What should I already know and be able to do?

- The Old Testament tells the story of a particular group of people- the children of Israel.
- The People of God worship God and that Old Testament tells stories of his commands.

- Make clear links between Noah and the idea of covenant.
- Make links between the promises in the story of Noah and promises that are made during a wedding ceremony.
- Make links between the story of Noah and how we behave in school and the community.

What will I know and be able to do by the end of this topic?

- The Old Testament tells the story of a particular group of people- the children of Israel- known as the People of God.
- People of God try to live in the way God wants by following his commands.
- That the People of God believe that he promises to stay with them and that the Bible shows how God keeps his promises.

- Develop skills of reading and interpretation of the Old Testament.
- Understand how Christians interpret, handle and use biblical texts.
- Make sense of means of texts for Christians.









Key words:

Genesis- The origin or mode of formation of something.

Old Testament – The Old Testament is the first division of the Christian biblical canon, which is based primarily upon 24 books.

Biblical- Related to or contained in a bible.

Dominated- Having power and influence.

Obedience- Compliance with an order, request, law or submission to another's authority.

Promises- A declaration or assurance one will do something or that a particular thing will happen.

Community- A group of people living in the same place or having a particular characteristic in common.

Church – A building used for public Christian worship.

Faith – Complete trust or confidence in someone or something

Year 4- Term 2 Rise of the Romans

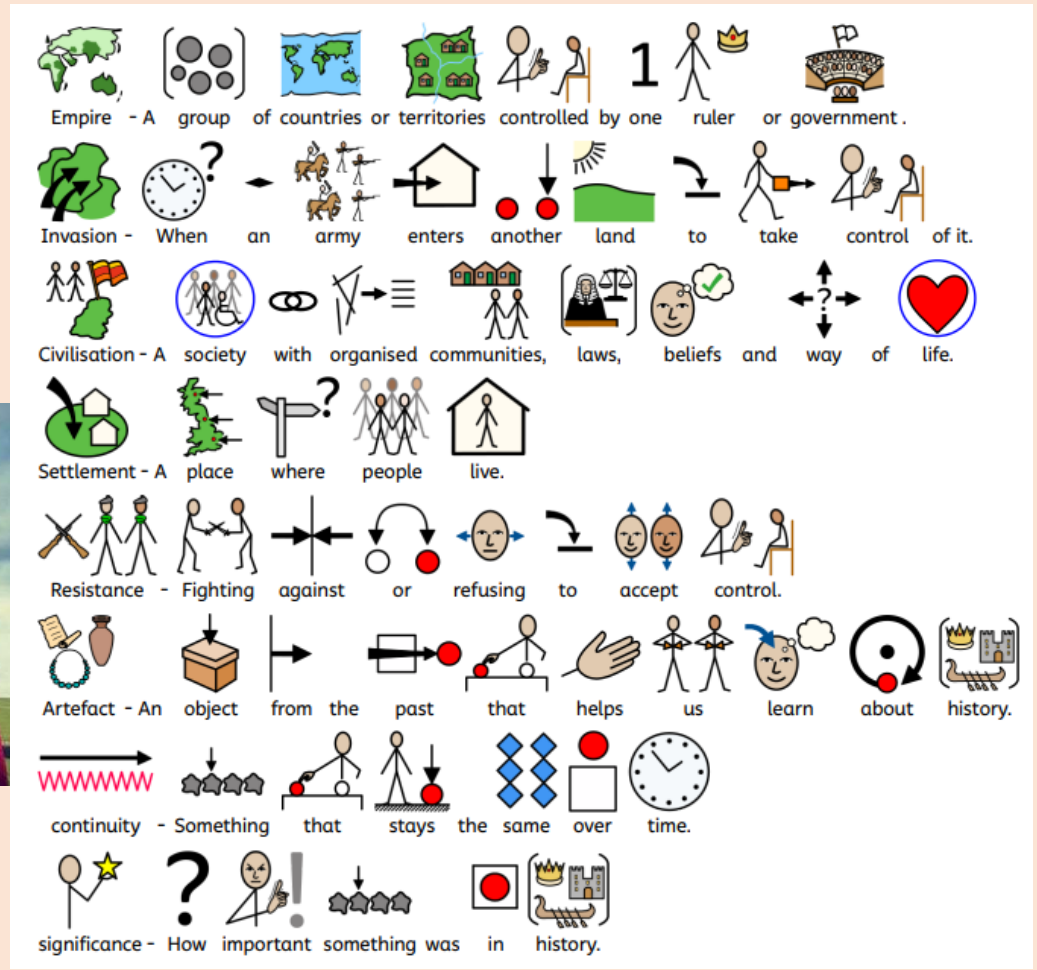
What will I know?

- I can place Roman Britain on a timeline alongside other ancient civilisations.
- I can explain the causes and consequences of the Roman invasion of Britain.
- I can ask historical questions about Roman life and artefacts.
- I can compare historical sources and recognise different perspectives.
- I can use historical vocabulary to explain my ideas in structured paragraphs.



Did the Romans change Britain for the better?





What should I know?

- Italy and Britain are in Europe, Rome is the capital of Italy.
- Historical events can be ordered using timelines and BC/AD dates.
- Ancient civilisations had rulers, settlements and different ways of life.
- Historical sources and artefacts help us understand the past.
- People can have different perspectives on historical events.







Name: .....

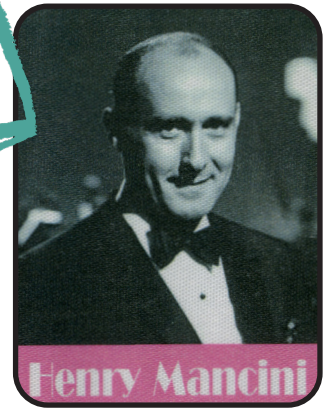
Class: .....

The Pink Panther

Year 4 Term 1

'The Pink Panther theme' was composed by Henry Mancini for the 1963 film *The Pink Panther.*

Meet the composer
A person who writes music.





Words to describe sounds:

tremolo

detached

twinkling

scraping

smooth

glissando

clashing

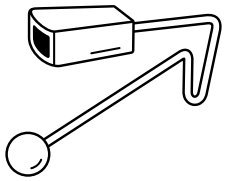
twang

Music has such an important part to play in film and television. It adds to the mood and atmosphere in the scene.

- Tension
- Romance
- Mystery

Instruments for sound effects:

slide whistle



vibraslap



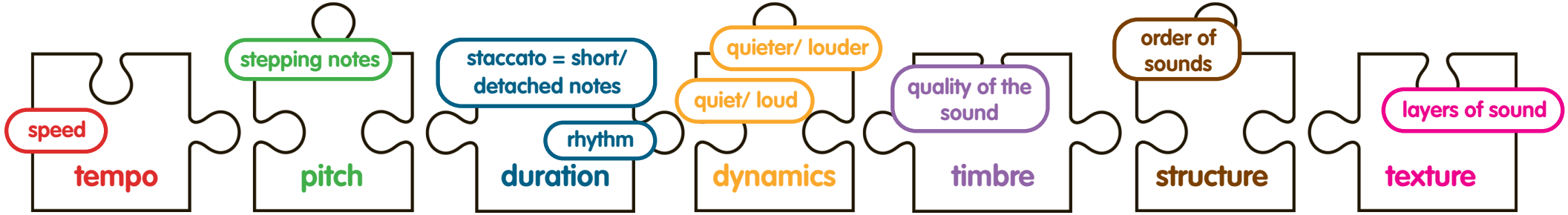


wobble board

washboard



- Henry Mancini was American.
- As well as being a composer he was also a conductor, and played the piano and flute.
- He has won lots of awards for his music, including 20 Grammy's.
- He wrote the song *Moon river* and the *Peter Gunn theme.*



Storyboard title: .....

Storyline:

Instruments/ objects:

Mood/ atmosphere:

I can create atmospheric music for a scene.

Add a comment:

Other composers who like to include sound effects in their music:



A grand, grand overture.

Composer: Malcolm Arnold.

Sound effects: vacuum cleaners, gunshot.



Angels in the architecture.

Composer: Frank Ticheli.

Sound effects: wine glasses, whirly tubes.

Name: .....

Class: .....

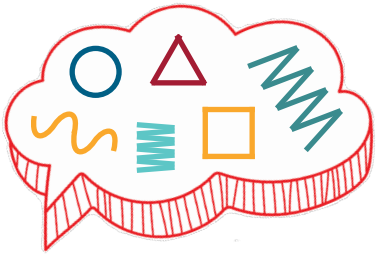
Composing with colour

Year 4 Term 1

Composing inspired by colour.

Synaesthesia

When sounds make you see colours and shapes in your head.



'Suite'
- Short pieces of music played one after the other that follow a theme.

Motif
- A short musical idea.

Quality of sound (timbre).

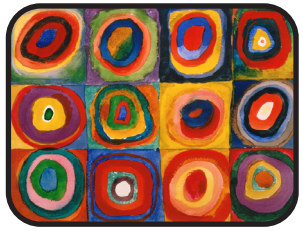
One instrument can make many different sounds. The timbre or colour can be changed by the way the instrument is played.

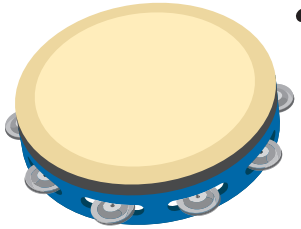


A useful way to write down a composition.

Texture
- How the motifs are combined.

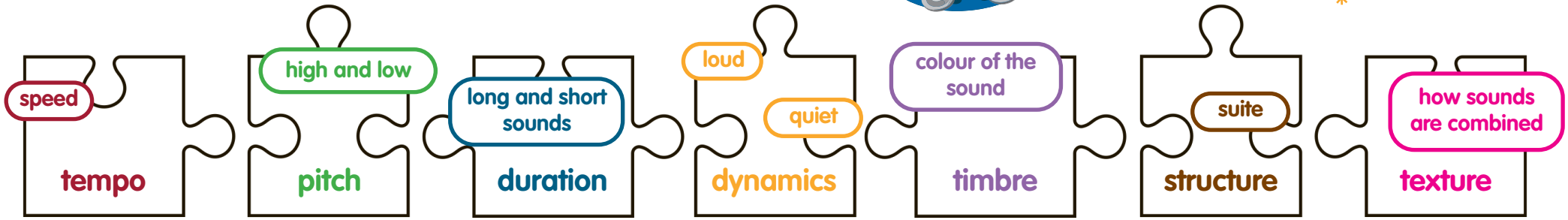
Squares with Concentric Circles - Kandinsky, 1913.





Graphic score
- Pictures or symbols that represent sound:





Mark Rothko



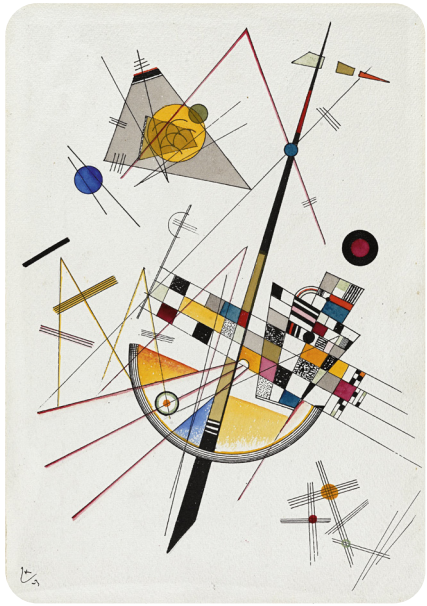


He wanted the viewer to be immersed in colour.

His style of painting was called 'colour field' painting.



Many of his artworks were produced on huge canvases.



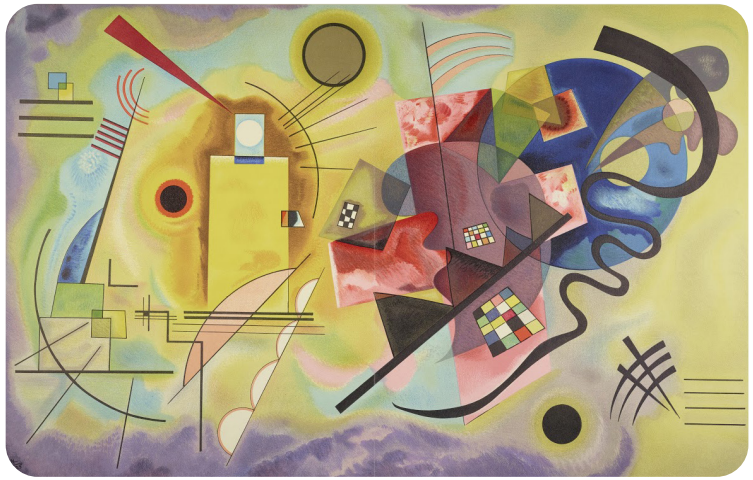
For Kandinsky the sound of a trumpet was yellow.

Circles were 'peaceful'.

Wassily Kandinsky

He had a condition called synaesthesia. When he heard sounds, he saw colours and shapes in his head.





Music ideas inspired by a Rothko painting.

Think about TIMBRE and TEXTURE.

I understand about timbre and texture and can compose sounds inspired by colours and shapes.

Add a comment:

Year 4 Term 2 Science

ELECTRICITY

Key Vocabulary

electricity	The flow of an electric current through a material, e.g. from a power source through wires to an appliance.
appliances	A piece of equipment or a device designed to perform a particular job, such as a washing machine or mobile phone.
battery	A device that stores electrical energy as a chemical. Two or more cells joined together form a battery.
circuit	A pathway that electricity can flow around. It is based around wires and a power supply. Examples of components (parts) you can add in to a circuit are bulbs, switches, buzzers and motors.

Components (Parts) Vocabulary

cell: Normally, we would call this a battery but scientifically, this is a cell. Two or more cells joined together form a battery.



bulb: Lights up in a complete circuit.



buzzer: Makes a noise in a complete circuit.



wires: Used to connect the different components in the circuit together.



motor: Produces movement in a complete circuit.



switch: Used to turn other components in the circuit on or off.



Series Circuit

A circuit where the components are connected in a loop. Electricity flows through each component in a single pathway.



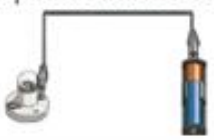
Complete Circuit



Electricity can flow. The components will work.

Incomplete Circuit

There is a break in the circuit that prevents the electricity from flowing. The components will not work.



Switches can be used to open or close a circuit. When off, a switch 'breaks' the circuit to stop the flow of electricity. When on, a switch 'completes' the circuit and allows the electricity to flow.



push button switch



slide switch

Materials can be tested in a circuit to see if they are electrical conductors or electrical insulators.



10p = metal = electrical conductors



test circuit



ruler = plastic = electrical insulators

Key Vocabulary

mains electricity	Electricity supplied through wires to a building.
electrical conductor	A conductor of electricity is a material that will allow electricity to flow through it.
electrical insulator	Materials that are electrical insulators do not allow electricity to flow through them.



Electricity can be extremely dangerous if it is not used safely. It can cause burns, shocks, serious injury and in extreme cases, death.



Some important Electrical safety tips

-Do not put fingers or other objects in a plug
-Never use anything with a cord or a plug around water
-Stay away from power stations and power lines
-Never place drinks near electrical items
-Do not overload a plug socket or extension cord
-Do not use an electrical item if the cord/ wire is broken
-Do not put batteries in your mouth or swallow them

What I will know by the end of the topic:

- How to identify common appliances that run on electricity.
- How to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- How to identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- How to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- How to recognise some common conductors and insulators, and associate metals with being good conductors.

What should I already know?

Electricity is a source of power/ energy that allows something to heat up, light up, move or produce sound.
Electrical power can come from plugging something in or using a battery.
Electricity can be dangerous.
Electrical appliances have switches to turn them on and off.

COMPUTING: CREATING MEDIA- Audio Editing

V4

KNOWLEDGE ORGANISER

Overview



Audio Editing

-You should already know that audio means sound, including music, sound effects, and podcasts.

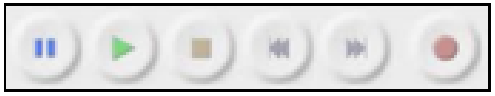
-The process of recording and listening to sound requires input devices (e.g. a microphone) and output devices (e.g. a speaker).

-Podcasts are a type of spoken word audio file, that can be downloaded by listeners.

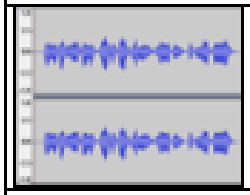
-People can have ownership over audio files, and can have the audio copyrighted, so that it can't be copied without permission.

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.



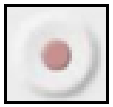
Pause Play Stop Skip to start Skip to end Record



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.

Cot 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	Output Devices
 Microphones are input devices that change sound into electrical signals, which can then be recorded or transmitted.	 Digital speakers turn the electrical signal into an audio output that can be heard by the listener.
 With the help of special cables, musical instruments can be linked to computers, and become input devices.	 Headphones are worn over the ears of the listener, so that only they can hear the sound output.
  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).	

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 Record Playback Input Output Sound Podcast Selection Mixing Time shift Export Sound file

Year 4- Term 2- D&T- Roman Biscuits





Key Vocabulary:

Equipment – The necessary items for a particular purpose.

Ingredients – Any foods needed to be able to make a dish.

Recipe - A set of instructions for preparing a particular dish in a certain way.

Weigh - Find out how heavy is, typically using scales.

Mix - Combine or put together to form 1 substance or mass.

- **What I know already-**
- I know how to wash my hands properly, keep my workspace clean, and use kitchen tools safely.
- I know how to use the bridge and claw grips to chop, slice, peel, grate, and mix ingredients safely.
- I know the main food groups on the Eatwell Guide and why eating a balanced diet with 5-a-day keeps my body healthy.
- I know whether ingredients come from plants (grown) or animals (reared or caught).
- I know how to read and follow a simple step-by-step recipe to assemble a dish.
- I know how to use my senses to describe ingredients and evaluate my finished food to explain how to improve it next time.

- **What I will know-**
- I will be able to follow advanced hygiene rules, including managing raw egg cross-contamination, seed allergen safety, and hot oven awareness.
- I will be able to accurately measure ingredients in grams (g) and milliliters (ml) using scales and measuring tools, and explain how natural ingredients like wheat, olives, and honey are grown and processed.
- I will be able to master dough-making techniques, including whisking to emulsify liquids, folding wet and dry ingredients together, and hand-shaping uniform pieces.
- I will be able to compare ancient and modern diets, explaining how the Romans used natural sweeteners (honey) and fats (olive oil) instead of refined sugar and butter.
- I will be able to design and build a functional 3D packaging box by measuring, cutting, scoring, and folding a 2D net decorated with authentic Roman colors.
- I will be able to evaluate my finished food and packaging, using sensory words to compare the texture and flavor of ancient treats to modern biscuits and explaining how to improve my work.