



Hawley Primary School



Years 3&4 – Lights, Camera, Action, summer 2

English: We will read and compare different styles of poems (narrative poems that describe monsters & aliens, cinquains, limericks and acrostic).

We will study rhyme patterns and find figurative language:

Figurative Language Words that mean something different than their literal meaning 	Personification Giving human qualities to a non-human item 
Simile Comparing two things using "like" or "as" 	Onomatopoeia A sound written out as a word 
Alliteration Same letter or sound occurring at the beginning of words 	

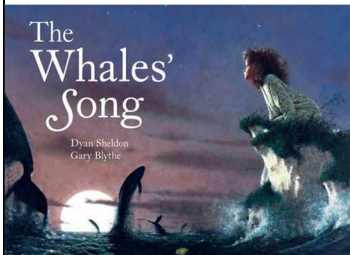
Narrative	Poetry tells a story. Have similar elements to stories such as plot and characters
Haiku	3 lined poem- Line 1- 5 syllables Line 2- 7 syllables Line 3- 5 syllables

Acrostic	The first letter of each line spells out the topic of the poem
Haiku	A Japanese poem that consists of 3 lines and 17 syllables
Cinquain	A 5 lined poem that conveys a certain mood or emotion



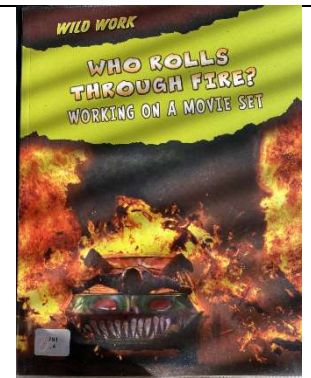
We will read the lyrics and listen to Sandi Thom's 2006 song, "I wish I was a Punk Rocker" to inspire writing verses of our own about our current hopes for what our job might be when we grow up.

Guided Reading: We will continue our study of play scripts and poetry from English lessons. We will identify the features that apply to each genre and answer comprehension questions about overall meaning & specific vocabulary.



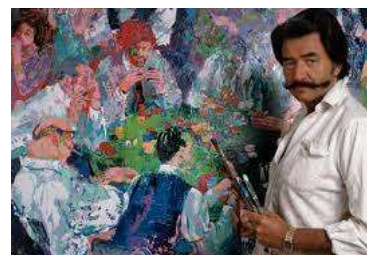
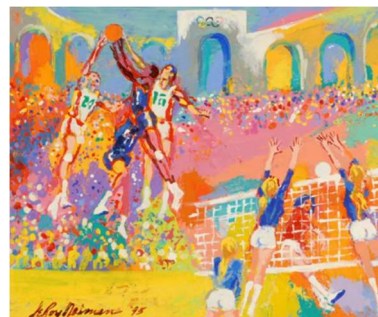
We will answer questions about stunt people after reading the non-fiction book: **"Who Rolls Through Fire? Working on a Movie Set"**.

We will also study the book, "The Whales' Song" by Dyan Sheldon.



Art: **LeRoy Neiman** was named the official artist of the Olympiad in 1972; he held that role through five Olympics. He was an American and known for his brilliantly coloured, expressionist paintings and screen-prints of athletes, musicians, and sporting events. He liked to use **fast-moving strokes** which give the impression of fast-moving action. We will study his paintings and style, then try to replicate it, both with paint and with the computer design programme

Paint, editing photos of ourselves in PE lessons with bright colours.

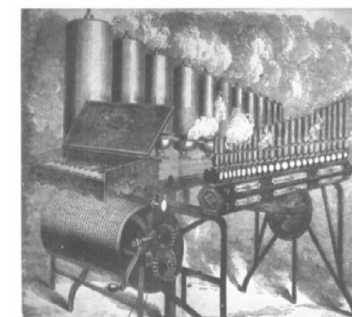


Music: On Circus Day (June 8th), we will listen to music commonly associated with the **circus**, including the instrument the **calliope**: We will sing “Nelly the Elephant”, songs from “The Greatest Showman” and a mash-up of three phrases/songs from the children’s movie “Madagascar 3: Europe’s Most Wanted (circus)”.



We will practise reading **rhythms** and playing them with body parts and instruments.

Finally, we will play **Boomwhackers**, percussion instruments that are lightweight, hollow, colour-coded, plastic tubes, tuned to a musical pitch by length and first produced in 1995.



We will watch the music video to Madonna’s 2007 song, “Hey You” to identify different types of **climate change** and their negative effect on our planet.

PSHE: The first two weeks of this half-term will be **SRE** week (sex and relationships education). We will all learn to understand:

- body language and how we can express our emotions differently
- touch in unhealthy and uncomfortable relationships
- changes in relationships
- the human life cycle
- * to understand appropriate and inappropriate touch
- * different types of families
- * the concept of keeping a secret

For the final two lessons, children in years 3 & 4 will be split and taught separately to understand physical changes during **puberty** and the related emotions and hygiene.

Geography: We will learn about the **distribution of natural resources**, specifically **food**, and related **economic activity: trade links** between the UK and the countries that we **import from** and **export to**. We will compare our lives to those of three children in **El Salvador**, who each attend school in the morning, but help on their family farms every afternoon. We will identify what **geographical** or **natural factors** affect their **harvest** and income.

Trade – Buying and selling goods and services.



Import – Goods or services purchased from one country and brought into the UK.



Export – Goods or services made in the UK and sold to another country.



"Fairtrade is a term for an arrangement designed to help producers in developing countries achieve sustainable and equitable trade relationships, combining the payment of higher prices to exporters with improved social and environmental standards."

In class, we will research online supermarket websites to find Fairtrade products. For home learning, we will be asked to find Fairtrade products IF we visit a shop, and we will also find food in our house made in the UK and imported from abroad.

Computing: We will create a **PowerPoint** slide with text boxes and photos from this academic year, to be printed to come home with our end-of-year report.

After discussing what makes a good animated film or cartoon and making an animation by hand (a flick book), we will use Purple Mash's programme **"2Animate"** to find out how **animation** can be created in a similar way using the computer.

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

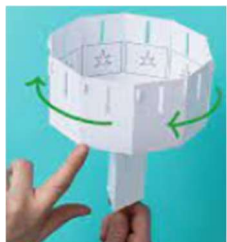
⌚ **Pause:** To temporarily stop the animation.

⌚ **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.

⌚ **Animation:** The process of adding movement to still objects.

⌚ **Frame:** A single image in an animation.

⌚ **FPS (Frame Per Second):** The number of frames played per second.



Design & Technology: We will each make a **zoetrope** - one of several pre-film animation devices that produce the illusion of motion. This is a cylinder with vertical slits down the sides. The inside of the cylinder displays a band with a set of sequenced images. When the cylinder spins, the user can see the pictures, which seem to be moving.

We will learn about the **history of the cinema**, understanding how key events and individuals in design and technology have helped shape the world. *"No one person invented cinema. However, in 1891 the Edison Company successfully demonstrated a prototype of the **Kinetoscope**, which enabled one person at a time to view moving pictures. The first people to present projected moving pictures to a paying audience were the **Lumière brothers** in December 1895 in Paris, France. They used a device of their own making, the **Cinématographe**, which was a camera, a projector and a film printer all in one."*



