

# KEY VOCABULARY

## ≡ Tier 2 multiple meaning or high frequency

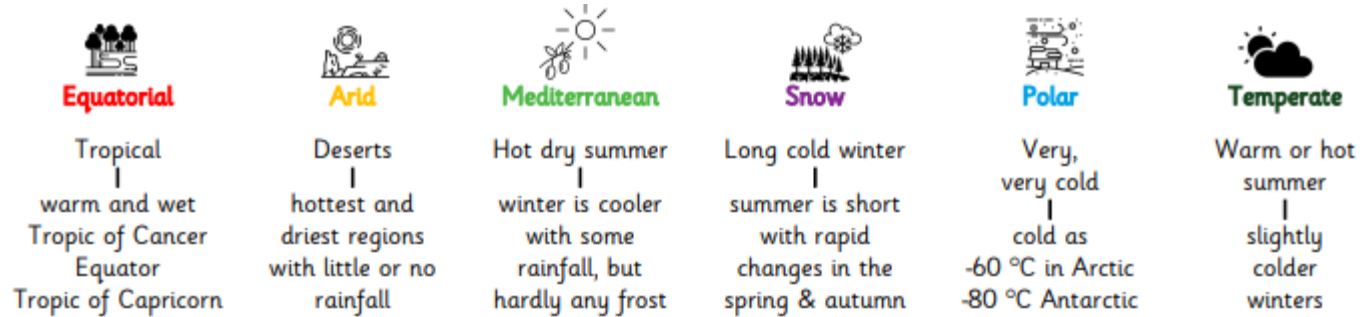
arid	very dry
bountiful	existing in large quantities
locality	an area or neighbourhood
major	main, more important
rapid	happening in a short time
vibrant	bright, full of energy

## ≡ Tier 3 subject specific

biome	large areas with similar climate, landscapes, animals and plants
climate	the general weather conditions over a long period of time
environmental	relating to the surroundings in which animals and plants live
equatorial	relating to the equator
Mediterranean	relating to the sea that separates Europe from Africa
tropic	line of latitude where the sun is directly overhead at midsummer

Year 3 / 4 Summer 2 2025

A Geographical Study of the  
Environmental Regions of Europe,  
Russia, North and South America.



## CURRICULUM ENHANCER

Colchester Roman Trip  
Year 4 Sleepover  
Sports Day

In **music** we will listen to folk and folk/rock styles of music. We will understand triads and play C, F, G major and A minor chords. We will play an instrumental part as part of a whole-class performance.

As a **geographer**, we will be learning to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

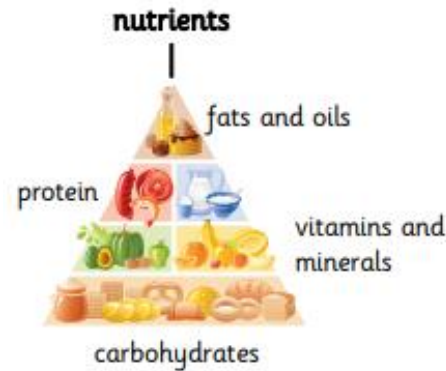
In **computing**, we are learning about programming repetition in games.

## PSHE: Healthy and Safer Lifestyles

In this unit, the main themes are body knowledge, body functions, body awareness and developing respect for their bodies and themselves, personal hygiene and how to prevent the spread of illness.

As **scientists**, we will be revisiting our learning about animals including humans, focusing on food and a balanced diet. This knowledge will help us in DT learning about what a balanced diet is and how to make healthy food with low-cost ingredients.

humans are animals ✓  
we eat plants and other animals



In **PE**, we will be learning about tennis and striking and fielding games.

As **designers**, we will consider what a balanced diet is. We will make three products that are often bought pre-made or highly processed. We will also learn how to make healthy food from low-cost ingredients. We will start to consider how cheap processed foods will affect our diet and health in later life .

## LKS2 How do Sikhs put their beliefs about **equality** into practice?

### Prior learning

Sikhs believe in one God 'Waheguru.'

We are all children of God.

Guru Nanak was the first Guru. The Guru Granth Sahib the last.

Sikhs are encouraged to listen and meditate on its words to know God better.

### What should we know?

Sikhs believe everyone is equal.

That Sikh's believe:

- Guru Nanak taught that God was present in everyone.
- Everybody is equal because God is in each heart.
- All Sikh boys are called Singh, and girls Kaur. These extra names show all are equal and important to God.
- Eating together in the langar helps put equality in practice. No one is more important than anyone else.
- In the Gurdwara, worshipping together reminds Sikhs they are all equal.



The clay is the same but the Cosmic Potter has fashioned vessels of many kinds...

### What should we be able to do?

Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality.

Describe how the names '**kaur**' and '**singh**' show the belief that all Sikhs are equal, valued and united.

Explain and describe the practice of the langar.



### What words should we understand and be able to use?

<b>Singh</b>	Means 'lion' a name for all Sikh boys.	<b>Patka</b>	A Sikh head covering which is worn by many Sikh children in preference to its 'bigger brother' the turban.
<b>Kaur</b>	Means 'princess' a name for all Sikh girls.	<b>Gurdwara</b>	Where Sikhs meet as a community.
<b>Langar</b>	The free kitchen at the Gurdwara where all can eat. All are expected to help serve here.		



In **French**, we will be learning about celebrations.