

Spelling Journal

Rush Green Primary School

Name:



Year 4 – Autumn Term

Dear Parents/Carers,

Please work with your child to help them become good spellers.

Use their spelling journal to practise spellings that are set for them each week. Help them learn the spelling rule and apply it and talk about exceptions to each rule. Help your child with the tricky part of words and also discuss how word patterns, endings, etc., can help them remember how to spell certain words. Put each word into a sentence so they can see the word in context. This often makes it easier for a child to remember.

At Rush Green Primary School we have high expectations of learners at all times. Included in this journal is a list of 'Zero Tolerance' words that children are expected to spell correctly at all times in their work. Please practise these words with your child regularly too. Spelling rules and patterns have been taught on a weekly basis and are based on what children may be learning in class during phonic lessons, spelling lessons or words they may need to know for a particular topic. There may be additional spellings sent home should the need arise during the term.

The ability to spell confidently enables an individual to become a more effective and fluent writer. Learning to spell should not be just learning lists of words (although this is a necessary first phase in establishing later automatic use) but a means of applying strategies appropriately, and building on known facts. This spelling journal will help support your child in these aims.

Thank you for your continued support.

Strategy - Roots

"To learn my word I can find the word root. I can see whether the root has been changed when the new letters are added, e.g. for a prefix, suffix, or a tense change", for example



Strategy - Mnemonics

"To learn my word I can make up a sentence to help me remember it, or use sayings to help with tricky letters.

." E.g. could – *o u lucky duck;*

people – *people eat orange peel like elephants.*

because – *big elephants can't always use small exits*

"It's *necessary* to have 1 collar and 2 sleeves."



Strategy – Analogy



“To learn my word I can use words that I already know to help me.”

e.g. **could**, **would**, **should**.

ght- light, bright, tight, might, flight, fight, uptight, lighter, sightseeing...

pl- play, plan, plastic, plenty, plain, plonk...

spr- **spring**, sprung, spritz, sprat, spray, sprinkle...

Good spellers know letter patterns and use them to help recall spellings or guess the spelling. Knowing common letter patterns is a fantastic strategy to help you improve your spelling and to spell well.

Strategy – Word Families

Learn word families that are linked by meaning and pattern. This is a very interesting strategy and can help spelling by helping you love words and taking in interest in them.



ject- (from Latin- throw) re**ject** (throw away!), re**jection**, **projection**, (to throw light on something), **projectile**, **dejection**, **objection**, **adjective** (to throw light on nouns!), **injection**

rupt (from Latin for broken) **rupture**, **interrupt**, **disruption**, **eruption**, **bankrupt**, **corrupt**, **abrupt**...

Strategy – Handwriting



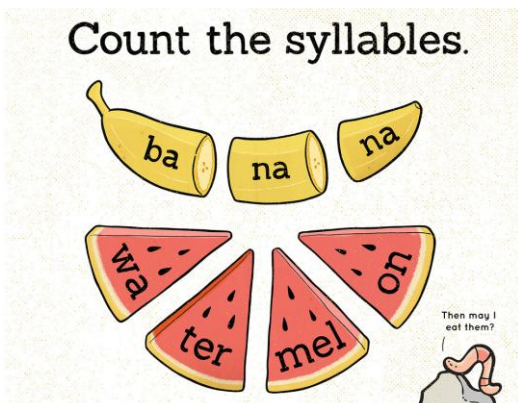
"To learn my word I can remember and practise the direction and movement of my pencil when I am writing it."



Strategy – Syllables and Phonemes



Use syllable breakdown "To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember. Then I can identify the phonemes in each syllable." E.g. Sep-tem-ber.



1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	Week 1

Teacher/Group	Group A	Group B	Group C
Spelling Rule:	To learn high how to read and spell high frequency words correctly.	When a word ends in <i>-able</i> , the main part of the word (i.e. the bit that comes before the <i>-able</i> ending) is usually a complete word in itself. For example: bear and bearable. This is also true when the base word ends in an 'e' that's dropped before the 'able' ending is added. For example: advise – advisable. If the word ends in a consonant it is doubled before adding 'able'. For example: forget – forgettable.	When a word ends in <i>-able</i> , the main part of the word (i.e. the bit that comes before the <i>-able</i> ending) is usually a complete word in itself. For example: bear and bearable. This is also true when the base word ends in an 'e' that's dropped before the 'able' ending is added. For example: advise – advisable. If the word ends in a consonant it is doubled before adding 'able'. For example: forget – forgettable.
Example words			
1	where	bearable	bearable
2	because	readable	readable
3	friends	acceptable	acceptable
4	different	inflatable	inflatable
5	this	forgettable	forgettable
6	after	regrettable	regrettable

Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.

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Explain the spelling rule in your own words:

Write 3 words that are exceptions to the rule;

Explain why these words do not follow the rule:

Include each of your own words in a sentence:

Spelling Test

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1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	Week 2

Teacher/Group	Group A	Group B	Group C
Spelling Rule:	The suffix ly can be used to change adjectives into adverbs. If the adjective ends in a consonant, you usually change the 'y' to 'i' and then add ly. For example happy – happily	The suffix ly can be used to change adjectives into adverbs. If the adjective ends in a consonant, you usually change the 'y' to 'i' and then add ly. For example happy – happily	The suffix ly can be used to change adjectives into adverbs. 1. If the adjective ends in a consonant, you usually change the 'y' to 'i' and then add 'ly'. For example happy – happily 2. If the adjective ends in 'le', remove the 'le', before adding 'ly'. For example unbelievable – unbelievably
Example words			
1	happy	happily	giggly
2	happily	lazily	wriggly
3	lazy	crazily	crazily
4	lazily	sneakily	miserably
5	crazy	busily	terribly
6	crazily	easily	horribly

Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.

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3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	Week 3

Teacher/Group	Group A	Group B	Group C
Spelling Rule:	Homophones are words that have the same pronunciation but different meanings, origins or spelling. For example 'no' and 'know'.		
Example words			
1	for	their/they're/there	to/too/two
2	four	no/know	bare/bear
3	right	one/won	blue/blew
4	write	be/bee	hole/whole
5	through	new/knew	great/grate
6	threw	right/write	heard/herd

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Explain the spelling rule in your own words:

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Explain why these words do not follow the rule:

Include each of your own words in a sentence:

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5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	Week 4

Teacher/Group	Group A	Group B	Group C
Spelling Rule:	<u>Making nouns plural</u> A noun names a person or thing. Words like apple, dog, team and chair are all nouns. One apple is singular. More than one is plural. 1. To make most nouns plural, add 's'. For example dog- dogs.	<u>Making nouns plural</u> A noun names a person or thing. Words like apple, dog, team and chair are all nouns. One apple is singular. More than one is plural. 1. To make most nouns plural, add 's'. For example dog- dogs. 2. If the noun ends in s,ss,x,sh,ch add es. For example bush= bushes.	<u>Making nouns plural</u> A noun names a person or thing. Words like apple, dog, team and chair are all nouns. One apple is singular. More than one is plural. 1. To make most nouns plural, add 's'. For example dog- dogs. 2. If the noun ends in s,ss,x,sh,ch add es. For example bush= bushes 3. If the noun ends in a consonant 'y', change the 'y' to 'i' and add 'es'. For example baby= babies.
Example words			
1	apple	apples	apples
2	apples	chairs	chairs
3	chair	brushes	glasses
4	chairs	glasses	foxes
5	dog	foxes	churches
6	dogs	churches	families

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Include each of your own words in a sentence:

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3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	Week 5

Teacher/Group	Group A	Group B	Group C
Spelling Rule:	<u>Making nouns plural</u> A noun names a person or thing. Words like apple, dog, team and chair are all nouns. One apple is singular. More than one is plural. 1. If the noun ends in s,ss,x,sh,ch or es. For example bush= bushes.	<u>Making nouns plural</u> A noun names a person or thing. Words like apple, dog, team and chair are all nouns. One apple is singular. More than one is plural. 1. If the noun ends in a consonant 'y', change the 'y' to 'i' and add 'es'. For example baby= babies. 2. If the noun ends in 'f' or 'fe', change the 'f' or 'fe' to 'ves'. For example life = lives.	<u>Making nouns plural</u> A noun names a person or thing. Words like apple, dog, team and chair are all nouns. One apple is singular. More than one is plural. 1. If the noun ends in 'f' or 'fe', change the 'f' or 'fe' to 'ves'. For example life = lives. 2. If the noun ends in 'o', add 'es'. For example hero= heroes.
Example words			
1	bush	babies	halves
2	bushes	bodies	lives
3	glass	families	potatoes
4	glasses	halves	tomatoes
5	box	lives	children
6	boxes	knives	men

Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.

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Write 3 words that are exceptions to the rule;

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5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	Week 6

Teacher/Group	Group A	Group B	Group C
Spelling Rule:	To learn to spell high frequency words correctly.	To make most adjectives compare and contrast, add 'er' or 'est'. 1. If an adjective ends in 'e', take off the 'e' and add 'er' or 'est'. For example: rude= ruder- rudest 2. If the adjective ends in a single vowel letter and a single consonant letter, double the consonant and add 'er' or 'est'.	To make most adjectives compare and contrast, add 'er' or 'est'. 3. If an adjective ends in 'e', take off the 'e' and add 'er' or 'est'. For example: rude= ruder- rudest 4. If the adjective ends in a single vowel letter and a single consonant letter, double the consonant and add 'er' or 'est'. For example: hotter and hottest.
Example words			
1	caught	huge	nice
2	were	huger	nicer
3	again	hugest	nicest
4	important	big	hot
5	children	bigger	hotter
6	great	biggest	hottest

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3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	Week 7

Group	A	B	C
Spelling Rule:	To recognise and begin to write words with the focussed split digraphs: a_e e_e i_e o_e	<u>Adding the prefix 'in'</u> The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not' Usually, when you add a prefix, you don't change the spelling of the word.	<u>Adding the prefix 'in' and 'il'</u> The prefix in and il means 'not'. <u>Rules</u> -Usually, when you add a prefix, you don't change the spelling of the word. -When the word begins with an 'l', you use 'il' not 'in'.
Example words			
1	fine	incomplete	illegible
2	made	incorrect	incorrect
3	take	indecent	illegal
4	even	inactive	indefinite
5	theme	indefinite	inconsiderate
6	nine	inability	illiterate

Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.

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Explain the spelling rule in your own words:

Write 3 words that are exceptions to the rule:

Explain why these words do not follow the rule:

Include each of your own words in a sentence:

Remember – you will be tested on your ability to apply the rule, **not** on a set list of words.

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1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	Week 8

Group	A	B	C
Spelling Rule:	<u>Adding 'ing' to verbs (doing words like run).</u> If the root word ends in 'e', drop the e and add ing.	<u>Adding the prefix 'im'.</u> Adding this prefix makes nouns, verbs and adjectives negative (meaning 'not'). We add 'im' to root words beginning with 'm' or 'p'.	<u>Adding the prefix 'im' and 'ir'.</u> Adding these prefixes makes nouns, verbs and adjectives negative (meaning 'not'). <u>Rules</u> -We add 'im' to root words beginning with 'm' or 'p'. - We add 'ir' to root words beginning with 'r'
Example words			
1	game	immobile	immoveable
2	gaming	immoral	irregular
3	come	impatient	impatient
4	coming	immoveable	immoral
5	sprinkle	impossible	irresponsible
6	sprinkling	imperfect	immaculate

Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.

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1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	Week 9

Group	A	B	C
Spelling Rule:	<u>Adding 'ing' to a verb (doing word)</u> When it has a short vowel sound (sounds like the phonic sound), then double the last consonant and then add -ing.	<u>Adding the prefix 're'</u> Adding this prefix means 'again' or 'back'. Usually, when you add a prefix, you don't change the spelling of the word. However, if the root word starts with an 'e' you use a hyphen to separate the prefix and root word.	<u>Adding the prefix 're'</u> Adding this prefix means 'again' or 'back'. Usually, when you add a prefix, you don't change the spelling of the word. However, if the root word starts with an 'e' you use a hyphen to separate the prefix and root word.
Example words			
1	sit	redo	redo
2	sitting	reappear	reappear
3	drop	rearrange	rearrange
4	dropping	rebuild	rebuild
5	drag	retype	retype
6	dragging	re-enter	re-enter

Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.

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Explain the spelling rule in your own words:

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1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	Week 10

Group	A	B	C
Spelling Rule:	Adding 'ing' to a verb (doing word) If the word contains a long vowel sound (the vowel sounds like its letter name), then the word stays the same and you add -ing to the end.	Adding the prefix 'sub' 'sub' meaning under Most prefixes are added to the beginning of root words without any changes in spelling.	Adding the prefix 'sub' 'sub' meaning under Most prefixes are added to the beginning of root words without any changes in spelling.
Example words			
1	play	submerge	submerge
2	playing	subway	subway
3	say	submarine	submarine
4	saying	subordinate	subordinate
5	eat	subscribe	subscribe
6	eating	subconscious	subconscious

Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.

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1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	Week 11

Group	A	B	C
Spelling Rule:	<u>Contractions</u> Contractions are short words made by putting two words together. Letters are omitted in the contraction and replaced by an <u>apostrophe</u> . The apostrophe shows where the letters would be if the words were written in full. E.g. do not -> don't	<u>Adding the prefix 'inter'</u> 'inter' meaning between or among Most prefixes are added to the beginning of root words without any changes in spelling.	<u>Adding the prefix 'inter'</u> 'inter' meaning between or among Most prefixes are added to the beginning of root words without any changes in spelling.
Example words			
1	Did not -> didn't	interact	interact
2	Is not -> isn't	intermingle	intermingle
3	Have not -> haven't	interfaith	interfaith
4	Do not -> don't	intergalactic	intergalactic
5	Will not -> won't	international	international
6	Cannot -> can't	intercity	intercity

Write 6 of your own words, applying the spelling rule you have learnt. Remember, you can use a dictionary to help you.

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Explain the spelling rule in your own words:

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1.  Study the word and practise spelling it out loud.	2.  Use a piece of paper to cover your word.
3.  Write the word you covered.	4.  Check to see if you spell your word correctly.
5.  Learn the rule	6.  Apply the rule (remember that there may be exceptions to this rule)
Spellings that follow the rule.	Week 12

Group	A	B	C
Spelling Rule:	<u>Revise the use of a possessive apostrophe with singular words</u> The possessive of a singular noun is formed by adding 'apostrophe s' (you do this even when the noun ends in an s).	<u>Revise the use of a possessive apostrophe with singular words</u> The possessive of a singular noun is formed by adding 'apostrophe s' (you do this even when the noun ends in an s).	<u>The use of a possessive apostrophe with singular and plural words</u> <u>Rules</u> -If the noun is singular, the possessive is formed by adding apostrophe s (even when the noun ends in an 's'). <i>Example: Dog's</i> -If the noun is plural NOT ENDING IN S, you add apostrophe s. <i>Example: children's</i> -If the noun is plural AND ENDS IN S, you just add the apostrophe. <i>Example: boys'</i>
Example words			
1	James's	James's	boys'
2	cat's	cat's	children's
3	parrot's	parrot's	man's
4	Chris's	Chris's	men's
5	boy's	boy's	ladies'
6		Cyprus's	lady's
Write 6 of your own words, applying the spelling rule you have learnt.			

Remember, you can use a dictionary to help you.

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Spelling Rules

The Rule:	Examples:
The Rule:	Examples:
The Rule:	Examples:

Vibrant Vocabulary

Good writers use the best words for the job! Never use a boring word just because you know how to spell it – **HAVE A GO** at using the best word. If you're not sure how to spell it – **DON'T PANIC!** Put a wiggly line underneath and look it up when you've finished writing.

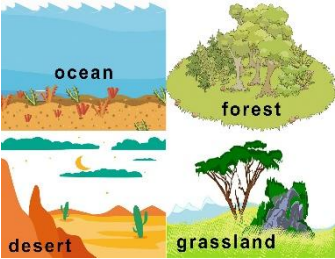
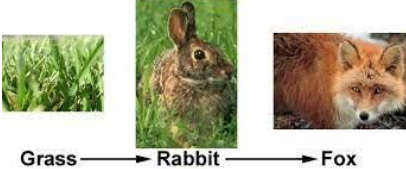
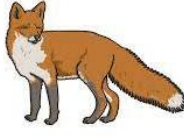
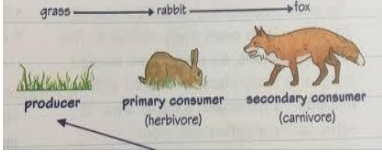
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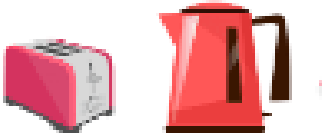
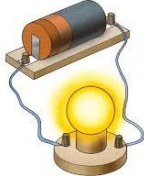
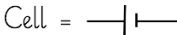
Topic Vocabulary for the Autumn Term

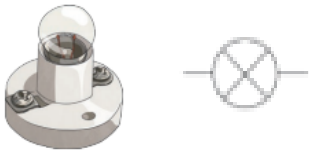
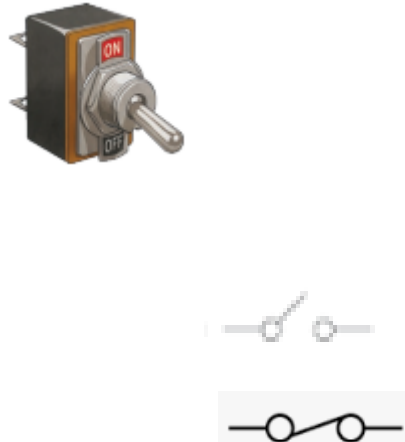
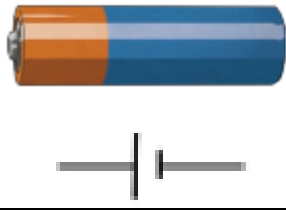
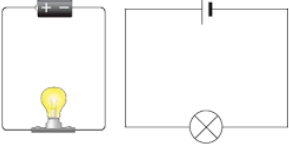
Here is a list of all the topic words you will come across in your lessons, along with a pictorial representation and their definition. You will come across these words over the course of the autumn term.

<u>Autumn 1 Science – Living things and their environment</u>		
Litter		Litter is rubbish such as paper, cans, and bottles left lying in an open or public place.
Environment		An environment is the surroundings or conditions in which a person, animal, or plant lives or operates
Pollution		Pollution is the introduction of harmful materials into the environment. These harmful materials are called pollutants. Pollutants can be natural, such as volcanic ash. They can also be created by human activity, such as litter or fumes produced by factories and cars. Pollutants damage the quality of air, water, and land
Biodiversity		Biodiversity is all the different kinds of life you'll find in one area—the variety of animals and plants. Each of these work together in ecosystems to maintain balance and support life.
Ecosystem		An ecosystem is made up of all of the living and non-living things in an area. For example, an ocean, and a forest are examples of ecosystems.

Habitat		The place a plant or animal lives is called a habitat. Living things get food, water and shelter from their habitat.
Food chain		The food chain describes who eats whom in the wild.
Producer		All food chains start with a producer which is usually a green plant. A producer converts the sun's energy into food.
Prey		A prey is an animal that is hunted by another for food. Prey are hunted by predators. For example, a rabbit is eaten by a fox. The rabbit is the prey.
Predator		A predator is an animal that hunts or preys on other animals for food. For example, a fox hunts a rabbit, chasing it before finally eating it. The fox is the predator.
Consumer		In the food chain of an ecosystem, there are consumers. Consumers are organisms that feed on plants or other animals for energy. Within a food chain, there's a primary consumer, and a secondary consumer.

Autumn 2 Science – Electricity

Electricity		Electricity is an energy. It is the flow of an electric current through a material, e.g. from a power source through wires to an appliance. This energy can be used to power electrical items such as toasters, kettles, cookers, televisions and computer tablets. Electricity can produce light, sound, movement and heat
Appliance		An appliance is a machine or piece of equipment that performs a task.
Mains powered		Mains power is electricity supplied to a building through wires
Battery powered		Battery-powered appliances have a battery to make them work. For example, mobile phones and torches.
Current		An electrical current is a flow of electricity.
Component	Cell =  Bulb =  Switch =  Wires = 	Components are the parts of an electrical circuit. The components must be connected properly to allow electrical current to flow through them. Examples include cell, bulb, wires and a switch

Bulb		In relation to electricity, a bulb is a glass container that converts electricity into light; it has a piece of metal inside that lights up when an electrical current pass through it
Switch		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.
Wires		A wire is used to connect the different components in the circuit together. Wire is made from metal as it is a good conductor of electricity.
Cell		In relation to electricity, a cell is a single unit that produces chemical energy which is converted into electrical power. Two or more cells joined together form a battery.
Circuit		In relation to electricity, a circuit is a closed path around which an electrical current can flow
Electrical conductor		A conductor of electricity is a material that will allow electricity to flow through it. For example, metal.
Electrical insulator		Materials that are electrical insulators do not allow electricity to flow through them. For example, plastic.

Autumn I Religious Education – How and why do Hindus worship in the home and in the Mandir?

Aarti	 A photograph showing a traditional Aarti ceremony setup. It includes a brass candelabrum with five lit candles, a small brass bell, and a white conch shell on a dark surface.	Part of <i>puja</i> when a flame is passed in front of the deity/deities and then worshipper cup their hands over the flame in order to show their devotion. Sometimes, the word <i>aarti</i> is used as a synonym for <i>puja</i> .
Aum	 A large, stylized black Om symbol (ॐ) on a white background.	This sound (sometimes written as 'Om') is said to represent the divine. It is often used in worship and meditation during which it might be chanted. It is usually shown in the form of Sanskrit writing.
Ganesha (Ganesh)	 A photograph of a colorful statue of Lord Ganesha, the elephant-headed deity, seated in a meditative posture against a red background.	The elephant-headed Hindu God of beginnings.
Mandir	 A photograph of a large, ornate Hindu temple (Mandir) with multiple domes and spires, featuring white architecture and red accents.	Hindu temple.
Murti	 A photograph of a statue of Lord Krishna, depicted with blue skin, wearing a yellow dhoti and a crown, holding a flute, and seated on a pedestal.	An image – in the form of a small statue, perhaps – of a Hindu deity such as Krishna (usually blue-skinned and holding or playing a flute), Hanuman (in the form of a monkey) or Ganesha (see above).

Prasad		something material – usually food, but sometimes flowers, water or ash – which has been offered to the deities and which is then received back by worshippers as a symbol of receiving divine blessing.
Puja		‘Worship’, which might consist of a series of symbolic actions and devotional words (including singing)
Puja tray		A metal tray (usually stainless steel) which contains items – such as a small bowl in which ghee (clarified butter) and a wick can be placed to form a lamp) – used during <i>puja</i>

Autumn 2 Religious Education – Why is the Bible special for Christians?

Bible



A collection of 66 books that Christians believe contain the blueprint for how to live well in the world today.

The Old Testament



The Old Testament is called by Jewish people the Torah or Hebrew Bible. It was written in Hebrew language originally. The New Testament was written in Greek language originally. So English Bible are translations from the original text.

The Old Testament is the story of God's relationship with the Jewish people. The New Testament is the story of Jesus' life, death and resurrection followed by accounts of what the early Christians did and taught

Autumn 1 History – Romans

Invalidate / Invasion



(of an armed force) enter (a country or region) so as to subjugate or occupy it:

Empire



An extensive group of states or countries ruled over by a single monarch, an oligarchy, or a sovereign state:

"the Roman Empire"

Soldier



A person who serves in an army.

Emperor



A sovereign ruler of an empire

Romanisation



Bring (a region, people, etc.) under Roman influence or authority:

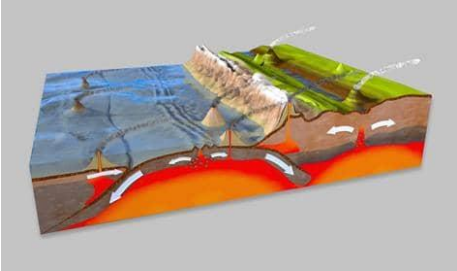
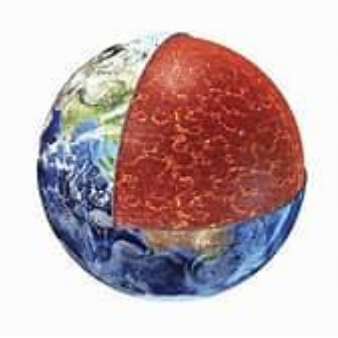
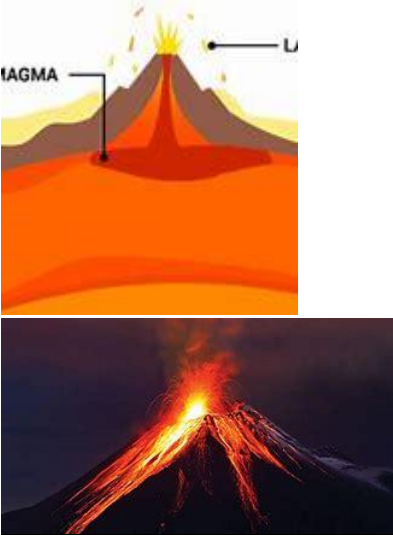
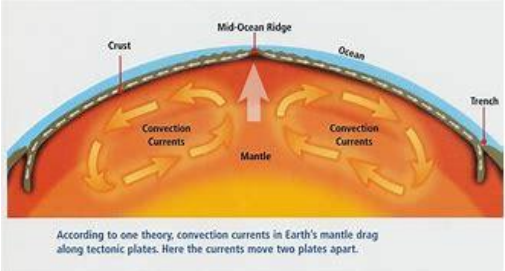
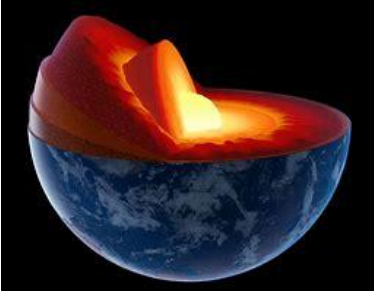
Britannia



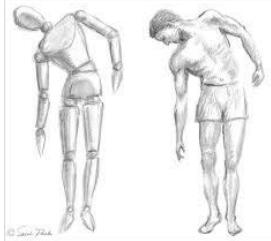
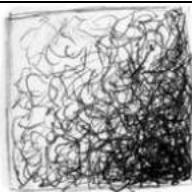
A female personification of Britain.

Resistance		The refusal to accept or comply with something:
Celts		A member of a group of people (such as the Irish or Welsh) who lived in ancient Britain
Boudicca		A queen of the Britons; ruler of the Iceni tribe in eastern England;
Rebellion		An act of resistance to an established government or leader

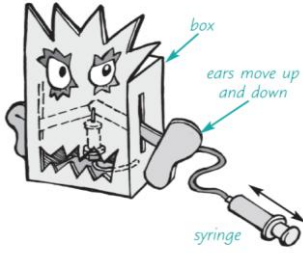
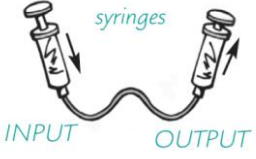
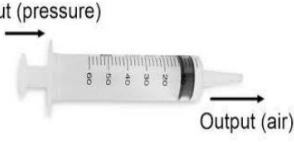
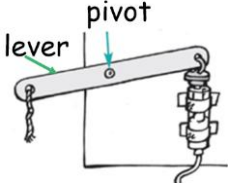
Autumn 2 Geography – Volcanoes and Earthquake

Tectonic plate		A tectonic plate is a massive, irregularly shaped slab of solid rock ,
Earth's crust		The Earth's crust is the Earth's hard outer layer .
Magma		Hot fluid or semi-fluid material below or within the earth's crust
Convection current		A current in a fluid that results from convection:
Mantle		The mantle is just one of Earth's mechanical layers . It is the largest and thickest layer of the geosphere stretching from below the crust to the outer core

Autumn 2 Art - Sculptures

Proportion	 <i>In proportion</i>	 <i>Not in proportion</i>	Proportion is when you consider the size of one part of your drawing or sculpture to another part so that it looks correct.
Human Body		The human body is made of many parts that we will be drawing.	
Hatching		A shading technique using straight lines	
Scumbling		A shading technique using short, random curvy marks (lines).	
Elongate		To stretch something out.	
Sculptures		Art in 3D form.	
Sculptor		A sculptor is someone who creates sculptures.	

Autumn 1 DT – Mechanical Systems

Pneumatic		A system that works using gases (air).
Syringe		A tube with a nozzle and plunger for sucking and blowing air or liquids.
Input and Output		Systems have an input and output
Pressure		The force used on an object or surface.
Compressed		Something that is squashed, such as air in a tube.
Lever		A beam which turns about a point.
Pivot		A point about which a lever turns.

Autumn 1 PE – Dance and Adventure activities

Motif		A series of movements that are repeated.
Flow		This is when a dancer moves from one action to another smoothly and without stopping.
Tactics		Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.
Teamwork		Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way
Strategy		A planned set of actions that are used by a team or individual to achieve a long-term goal. We plan a strategy and then use specific tactics to help us achieve our goal.
Communication		The method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.
Autumn 2 PE – Tag Rugby and Gymnastics (bridges)		
Extension		This is when pupils are pointing (extending) their fingers and toes

		when moving or holding a balance.
Bridge		A bridge is a structure that passes over a road, a river or other obstacle. In this unit we want to recreate the idea of a bridge using our bodies.
Attacker		We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. The aiming of the game for the attackers is to score a try.
Defender		We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring a try.
Forward Pass		The ball can only be passed sideways or backwards. If the ball is passed forwards to a team member this is an illegal pass. This is known as a forward pass.
Offside		Occurs when a tag takes place. All players on the defending team, must step back towards their goal line. A defender must not intercept that first pass, unless they are in front of the attacker who was tagged. If a defender

		behind the tagged attacker incepts the first pass, this is known as offside.
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French

tu aimes...?		Do you like...?
tu as ... ?		do you have?
le fromage		cheese
fantastique		fantastic
la mère		mum
le père		dad
horrible		horrible
bizarre		weird

le poisson		fish
l'oiseau		bird
le chat		cat
le chien		dog

Along with the spelling rules, you will also be given words from this list.

English – Appendix 1: Spelling

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	