

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

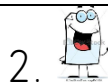
**rupt** (from Latin for broken) **rupture**, **interrupt**, **disruption**, eruption, bankrupt, corrupt, abrupt...

### Strategy – Handwriting





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)

# Week 1

Group	A	B	C
Spelling Rule:	prefixes un (meaning not) and dis (meaning apart or away)	suffixes ify (meaning to become) and en (meaning to become or increase)	Words containing prefix tele- (meaning far or or at a distance) and trans- (meaning across, beyond or changing)
Example words			

1	unkind	beautify	television
2	unhappy	purify	teleport
3	unclean	glorify	telescopic
4	disown	shorten	transportation
5	disappear	deaden	transmission
6	dislike	lengthen	translate

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

1.

2.

3.

4.

5.

6.

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, <b>not</b> on a set list of words.

	Spelling Test
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	

12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

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)

## Week 2

Group	A	B	C
Spelling Rule:	Prefixes mis- (meaning mistaken or wrong) and difference between to, too and two	Prefixes Mis- (meaning mistaken or wrong) Ex (meaning out of or without)	Prefixes mini- (meaning small) and micro- (meaning tiny)
Example words			
1	mistake	misplace	minibus
2	misplace	mistake	miniscule
3	mischief	misread	miniature
4	too	exhibit	microphone
5	two	export	microwave

6	to	explore	microscope
---	----	---------	------------

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

1.

2.

3.

4.

5.

6.

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.

# Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.







11.

12.

13.

14.

15.	
16.	
17.	
18.	
19.	
20.	

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)

## Week 3

Group	A	B	C
Spelling Rule:	Homophones – words that sound the same but have different spellings and meanings	Adding suffixes to nouns –tion (meaning action – changing a noun to a verb) and -ity (meaning to have a quality or be in a condition)	words containing prefixes denoting number such as tri (meaning 3) and quad (meaning 4)
Example words			
1	pear	caution	tripod
2	pair	education	triangular
3	see	creation	triple
4	sea	curiosity	quadrilateral
5	hear	creativity	quad-bike
6	here	responsibility	quadruple

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

1.
----

2.

3.

4.

5.

6.

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.

# Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.







15.

16.

17.

18.

19.	
20.	

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)

## Week 4

Group	A	B	C
Spelling Rule:	Homophones – words that sound the same but have different spellings and meanings	Words with silent letters (letters that are not pronounced when the word is said aloud)	Words containing prefix aqua- (meaning linked to water) and multi- (meaning many)
Example words			
1	are	know	aquamarine
2	our	write	aquarium
3	wear	knit	aquaplane
4	where	sign	multicultural
5	hear	knight	multiply
6	here	Wednesday	multimillionaire

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

1.
2.
3.
4.
5.
6.

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.

# Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.







16.

17.

18.

19.

20.

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)

# Week 5

Group	A	B	C
Spelling Rule:	<u>Contractions</u> are short words made by putting two words together. Letters are omitted in the contraction and replaced by an apostrophe. The apostrophe shows where the letters would be if the words were written in full. E.g. do not -> don't	Words with the same letter string but different pronunciations	Words containing prefix audi- (meaning to hear or linked to sound) and anti- (meaning against or opposite)
Example words			
1	don't	mood	audience
2	we'll	book	audiobook
3	we're	height	audiologist
4	they've	neighbour	antifreeze
5	can't	enough	antisocial
6	shouldn't	cough	antiseptic

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

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

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.

# Spelling Test

1.

2.

3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

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

# Week 6

Group	A	B	C
Spelling Rule:	Prefix de- (meaning remove or separate) and re- (meaning over again)	Irregular plurals – when words end in f or fe, drop the f and replace it with ves	Irregular plurals – when words end in f or fe, drop the f and replace it with ves
Example words			
1	replay	wife	wife
2	reread	wives	wives
3	reapply	leaf	leaf
4	deactivate	leaves	leaves
5	devalue	thief	thief
6	decide	thieves	thieves

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

1.

2.

3.

4.

5.

6.

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.

# Spelling Test







1.

2.

3.

4.

5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

<p>1.  Study the word and practise spelling it out loud.</p>	<p>2.  Use a piece of paper to cover your word.</p>
<p>3.  Write the word you covered.</p>	<p>4.  Check to see if you spell your word correctly.</p>
<p>5.  Learn the rule</p>	<p>6.  Apply the rule (remember that there may be exceptions to this rule)</p>
<p>Spellings that follow the rule.</p>	<p><b>Week 7</b></p>

Group	A	B	C
Spelling Rule:	<p>Words ending in <u>-le</u></p> <p>With a single consonant before the ending, words make a long vowel sound (the vowel sounds like its letter).</p> <p>With a double consonant before the ending, words make a short vowel sound (the vowel sounds like it's phonic sound).</p>	Homophones – words that sound the same but are spelt differently	<p>Contractions are short words made by putting two words together. Letters are omitted in the contraction and replaced by an apostrophe. The apostrophe shows where the letters would be if the words were written in full.</p> <p>E.g. do not -&gt; don't</p>
Example words			
1	little	pear	hadn't
2	middle	pair	haven't
3	settle	see	won't
4	title	sea	you're
5	purple	hear	they're
6	cradle	here	you'll

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

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

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.

# Spelling Test

1.

2.

3.

4.







5.

6.

7.

8.

9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

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.	<b>Week 8</b>

Group	A	B	C
Spelling Rule:	Words ending in <u>de</u> , <u>ible</u> , <u>ple</u> With a single consonant before the ending, words make a long vowel sound (the vowel sounds like its letter).	Letter string <u>igh</u> – to make an 'i' sound	<u>Contractions</u> are short words made by putting two words together. Letters are omitted in the contraction and replaced by an apostrophe. The

	With a double consonant before the ending, words make a short vowel sound (the vowel sounds like it's phonic sound).		apostrophe shows where the letters would be if the words were written in full. E.g. she is -> she's
Example words			
1	incredible	sigh	who's
2	horrible	high	who'll
3	terrible	fright	mightn't
4	example	delight	mustn't
5	icicle	flight	would've
6	circle	bright	could've

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

1.

2.

3.

4.

5.

6.

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.

# Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.







9.

10.

11.

12.

13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

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.	<h1>Week 9</h1>

Group	A	B	C
Spelling Rule:	suffixes -ly (to change an adjective to an adverb) and ful (to change a noun to an adjective)	Contractions are short words made by putting two words together. Letters are omitted in the contraction and replaced by an apostrophe. The apostrophe shows where the letters would be if the words were written in full.	Words containing prefixes mis- (meaning wrongly), ex- (meaning out of or not) and re- (meaning again)
Example words			
1	joyful	we'll	misread
2	careful	we're	misfortune

3	playful	they've	export
4	helpful	couldn't	explode
5	lovely	won't	realise
6	luckily	can't	replay

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

1.

2.

3.

4.

5.

6.

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.

# Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.







13.

14.

15.

16.

17.	
18.	
19.	
20.	

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.	<h1>Week 10</h1>

Group	A	B	C
Spelling Rule:	Verbs that do not add -ed to the end when changing them to the past tense	Adverbs – adding -ly to the root word to change it from an adjective to an adverb	Words containing prefixes mis- (meaning wrongly), ex- (meaning out of or not) and re- (meaning again)
Example words			
1	ran	bravely	mischief
2	swam	slowly	mischievous
3	cried	kindly	exaggerate
4	chose	gracefully	examine
5	drank	cunningly	readmit
6	thought	anxiously	reappear

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

1.
2.

3.

4.

5.

6.

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.

# Spelling Test

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.







16.

17.

18.

19.

20.

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.	<h1>Week 11</h1>

Group	A	B	C
Spelling Rule:	Adding er and est If the word ends in a consonant, just add er or est If the word ends in a vowel or a y, drop the last letter and add ier or iest	words containing prefix auto- (meaning self), circ- (meaning around) and bi- (meaning two)	words containing prefix auto- (meaning self), circ- (meaning around) and bi- (meaning two)
Example words			
1	smaller	autobiography	autobiography
2	smallest	automatic	automatic
3	greedier	circus	circus
4	greediest	circulate	circulate
5	happier	bisect	bisect
6	happiest	bicycle	bicycle

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

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

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.

# Spelling Test


1.

2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

<p>1.  Study the word and practise spelling it out loud.</p>	<p>2.  Use a piece of paper to cover your word.</p>
<p>3.  Write the word you covered.</p>	<p>4.  Check to see if you spell your word correctly.</p>



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:	Irregular past tense verbs - Verbs that do not add -ed to the end when changing them to the past tense	Suffix -ment (to change a verb to a noun) and -ness (changing an adjective to a noun)	words containing prefix auto- (meaning self), circ- (meaning around) and bi- (meaning two)
Example words			
1	go	improvement	autopsies
2	went	arrangement	automated
3	have	settlement	circled
4	had	shyness	circumstances
5	do	laziness	binoculars
6	did	happiness	bilingual

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

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

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.

# Spelling Test

1.

2.

3.

4.

5.

6.

7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

## 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.

Copy it below to use again another time.

AMAZING ADJECTIVES	POWERFUL VERBS	ASTOUNDING ADVERBS

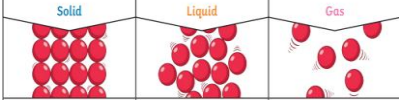
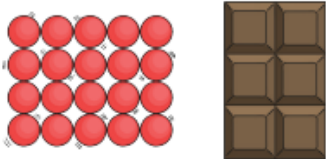

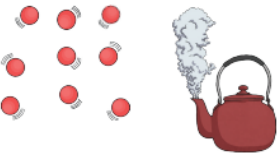
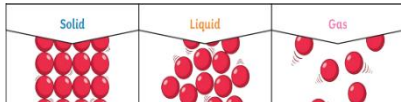





## Word list – years 3 and 4



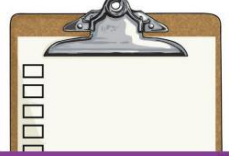



accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
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	


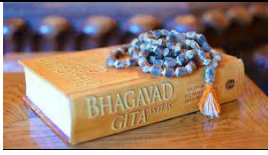


### Topic Vocabulary for the Summer Term

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.



States of matter		Materials can be one of three states: solids, liquids or gases. Some materials can change from one state to another and back again.
Solid		These are materials that keep their shape unless a force is applied to them. They can be hard, soft or even squashy. Solids take up the same amount of space no matter what has happened to them.
Liquid		Liquids take the shape of their container. They can change shape but do not change the amount of space they take up.
Gas		Gases can spread out to completely fill the container or room they are in. They do not have any fixed shape but they do have a mass.
Particles		A particle is a tiny piece of "stuff" or <b>matter</b> , which we cannot see with our eyes. Every single thing on Earth is made up of these particles.
Melt		Melting is when a solid changes to a liquid.





Summer 2 Science – Scientific Enquiry		
Key question		To ask a question that can be answered by an experiment
Hypothesis		An educated guess of the outcome of the experiment.




Variable		A variable is any one of the elements of the experiment which could be changed. They can change the outcome of an experiment.
Fair test		A fair test is a test that controls all but one variable when attempting to answer a scientific question. Only changing one variable allows the person conducting the test to know that no other variable has affected the results of the test
Method		A step by step process to carry out an experiment or investigation.
Results		A record of what happened in the experiment / investigation
Conclusion		A conclusion is when the results of an experiment are described and explained.
<p>Summer 1 Religious Education – What makes me the person I am?</p>		
Canticle		A song, poem or hymn, especially one that is religious in character

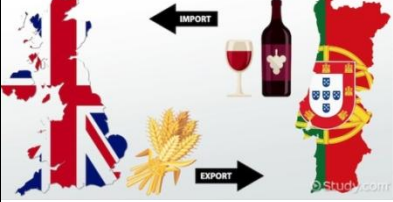



<p>Pandurang Shastri Athavale</p>		<p>Hindu follower and teacher who led a movement in India that sought to end class and caste divisions</p>
<p>Bhagavad Gita</p>		<p>The Gita is 700-verse Hindu scripture in Sanskrit that is part of the Hindu epic Mahabharata. It is a dialogue between diverging attitudes concerning methods toward the attainment of liberation</p>
<p>Saint Sainthood</p>		<p>The word saint was used by the first Christians to refer to themselves; all Christian believers were saints. Gradually, however, the title came to be reserved for Christian men and women who revealed exceptional spiritual qualities in their lives and deaths</p>
<p>Saint Frances (c1181-1226)</p>		<p>Francis was born into a rich merchant family in the Italian town of Assisi. He eventually gave up his wealthy background in order to embrace 'Sister Poverty'. Many men and women followed his lead and so began the Franciscan Order of monks and nuns. Francis had a particular love of nature and is often called the patron saint of ecology. His feast day (a day when some Christians celebrate his life and example) is October 4th.</p>



Summer 2 Religious Education – What happens when someone gets married?









<p>Nikkah</p>		<p>(marriage) is a solemn and sacred social contract between bride and groom. Both parties mutually agree and enter into this contract. Both bride and groom have the liberty to define various terms and conditions of their liking and make them a part of this contract.</p>
<p>Walima</p>		<p>The Walima is a party given for all friends and family. It usually consists of a sumptuous meal, and lots of presents are given, sometimes money. It is also one of the ways of giving thanks to Allah for His favours.</p>





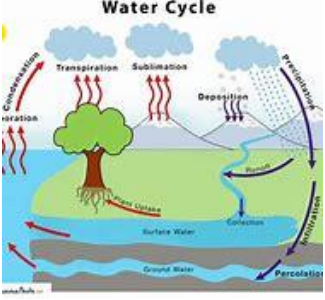
Mahr		Bridal gift also known as dowry by some, given to the bride by the groom. This is a mandatory payment in the form of money or possessions paid by the groom at the time of marriage, which legally becomes the bride's property.
Mangal fera,		The couple will walk around a sacred fire
Shilarohana,		Shilarohana is where the bride climbs over a stone or a rock which symbolises her strength to overcome any hurdles or difficulties in her life.
Aashirvaad		After being declared husband and wife, everyone gives their blessing to the couple for long and happy lives together.

Summer I History- The Kingdom of Benin		
Oba		A king, or chief in the Benin Kingdom
Primary Source	<p>Written      Non-written</p> 	Primary sources provide a first-hand account of an event or time period
Secondary Source	 <p>Radio documentaries      Books      Television documentaries</p>	Secondary sources provide second-hand information and often offer explanations for primary sources.



Trade		Exchanging of goods
Merchant		A person or company that trades (buys and sells) goods.
Empire		An extensive group of countries ruled over by a single monarch or state.
Manilla bracelets		Manillas were a form of commodity money, usually made of bronze or copper, which were used in Benin. It was important in making jewellery, artwork and other crafts.

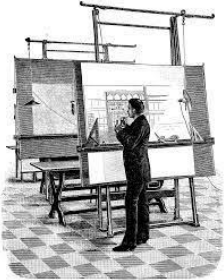







Geography Summer 2 – Rivers		
river		A river is a <b>moving body of water</b> that drains the land.
body of water		A body of water or waterbody is any significant accumulation of water on the surface of Earth or another planet



lake		a large area of water surrounded by land
sea		A sea is a large <a href="#">body of salty water</a> . There are particular seas and the sea. <i>The sea</i> commonly refers to the <a href="#">ocean</a> , the wider body of <a href="#">seawater</a> .
Ocean		a very large expanse of sea, in particular each of the main areas into which the sea is divided geographically
landscape		all the visible features of an area of land, often considered in terms of their aesthetic appeal
Channel		a length of water wider than a strait, joining two larger areas of water, especially two seas.
sediment		matter that settles to the bottom of a liquid; dregs
floodplains		an area of low-lying ground adjacent to a river, formed mainly of river sediments and subject to flooding.
valley		a low area of land between hills or mountains, typically with a river or stream flowing through it

Confluence		Where two or more flowing bodies of water join together to form a single channel.
Tributary		a freshwater stream that feeds into a larger stream, river or other body of water
Delta		a landform shaped like a triangle, created by deposition of sediment that is carried by a river and enters slower-moving water
Mountain		a large natural elevation of the earth's surface rising abruptly from the surrounding level; a large steep hill
Water cycle		the cycle of processes by which water circulates between the earth's oceans, atmosphere, and land, involving precipitation as rain and snow, drainage in streams and rivers, and return to the atmosphere by evaporation and transpiration



Summer 2 Art – William Morris


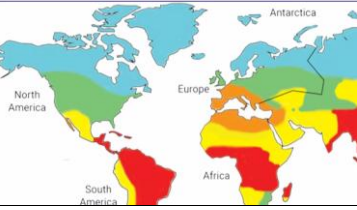

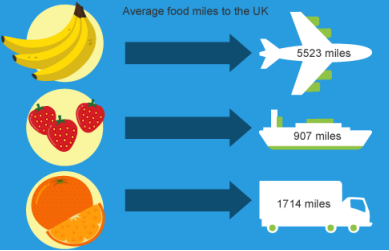
Observation		The action or process of closely observing or monitoring something or someone.
Design		A plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made.



<p>Architect</p>		<p>A person who is qualified to design buildings and to plan and supervise their construction.</p>
<p>Wallpaper</p>		<p>Paper that is pasted in vertical strips over the walls of a room to provide a decorative surface.</p>
<p>Furniture</p>		<p>The movable articles that are used to make a room or building suitable for living or working in, such as tables, chairs, or desks.</p>
<p>Textiles</p>		<p>A type of cloth or woven fabric.</p>
<p>Industrialised</p>		<p><i>An industrialized area or place is one which has a lot of industries.</i></p>
<p>Mass-produced</p>		<p>Manufactured in large quantities by an automated mechanical process.</p>
<p>Smudge</p>		<p>Cause (something) to become messily smeared by rubbing it.</p>
<p>Blend</p>		<p>Mix (a substance) with another substance so that they combine together.</p>








Nature		The wonders of the physical world collectively, including plants, animals, the landscape, and other features and products of the earth, as opposed to humans or human creations
Printing / Printmaking		Printmaking is an artistic process based on the principle of transferring images from a matrix onto another surface, most often paper or fabric.

Summer I DT- Cooking and Nutrition – Fruit tarts

Seasonality		The times of the year when a given type of food is at its best, either in terms of harvest or its flavour.
Import		Bring (goods or services) into a country from abroad for sale.

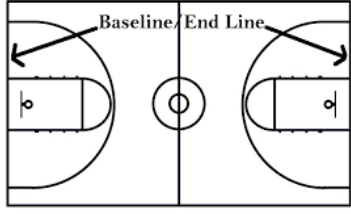



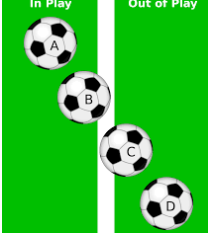
<p><b>Export</b></p>		<p>Send (goods or services) to another country for sale.</p>
<p><b>Climate</b></p>		<p>The weather and temperature that you can expect in those places.</p>
<p><b>Processed</b></p>		<p>A processed food is any food that has been altered in some way during preparation. Food processing can be as basic as freezing, canning, baking or drying. It can also be complicated with complex industrial methods to alter the product.</p>
<p><b>Food Miles</b></p>		<p>The distance between the place where food is grown or made and the place where it is eaten</p>

<p>Summer 1 PE – Adventure activities (problem solving)/athletics (throwing and jumping)</p>		
<p><b>Communication</b></p>		<p>Is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.</p>
<p><b>Tactics</b></p>		<p>Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.</p>

<p>Teamwork</p>		<p>Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.</p>
<p>Non-verbal communication</p>		<p>Is a method of sending messages or signals without speaking. This includes actions such as making eye contact, using hand gestures or changing a body language or posture to communicate.</p>
<p>Speed</p>		<p>Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object.</p>
<p>Distance</p>		<p>The length of space between two points. This might mean how far an athlete has to run or how far an athlete has thrown an object.</p>
<p>Pace</p>		<p>Pace is used to measure an athlete's speed. It is the amount of time it takes an athlete to cover a specific distance. It is important for long distance runners to pace themselves, if they go too fast too early, they will finish the race slower.</p>
<p>Power</p>		<p>Is the intensity and speed that an object is thrown towards or how an athlete uses their body to increase the distance they jump.</p>
<p>Stride pattern</p>		<p>Is the distance covered when an athlete takes a step. An athlete's stride pattern will differ depending on the distance that athlete is running.</p>

Summer 2 PE – Athletics (athletics and running)/ Net/wall games (tennis)

<p>Accuracy</p>		<p>Is the ability to control where we hit the ball on our opponents' side of the court.</p>
-----------------	---	---

<p>Baseline</p>		<p>The baseline runs parallel to the net and defines the back of the court on each side.</p>
<p>Forehand</p>		<p>A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball.</p>
<p>Backhand</p>		<p>A backhand is a shot in which you hit the ball with your arm across your body and the back of your hand facing the ball.</p>
<p>Rally</p>		<p>A rally is a series of returned hits of the ball that ends when either player fails to successfully return the ball.</p>
<p>Out</p>		<p>Is the term used when the ball is returned over the net and does not bounce on the inside of the court.</p>