

Year 4 Knowledge Organisers  
Autumn 2  
2024



## Hanslope Primary School Design Technology Knowledge Organiser

**Year 4 - Food - healthy and varied diet (including cooking and nutrition requirements for KS2)**

### Overview:

In order to stay healthy, it is important that we eat a balanced diet of foods from each of the five food groups. Too much of any one food group is not healthy for us.

-You should know that within each group, some foods have different benefits (e.g. fish has less fat than red meat).

-You should be able to design your own plate - think about foods that go well together, and promote a balanced diet.

-You should already know that some of our food is produced locally, whilst some may come from elsewhere in the world. Sometimes, foods can be easily made in lots of different countries. However, sometimes the conditions in a country make it perfect for producing certain foods.

-When we trade in foods from another country it is called **importing**. When we trade out foods to another country it is called **exporting**.

### What key vocabulary will I learn?

*Food group, balanced diet, healthy plate, slicing, measuring, grating, serving, boiling, frying, health & safety, produced, import, export.*

Use the principles of a healthy and varied diet to prepare dishes

### National Curriculum Links:

Understand where food comes from.

To know whether food is grown, caught or raised.

In order for us to get eggs, we need to raise chickens. Eggs are laid by female chickens.

In order for us to get tomatoes, we need to grow a tomato plant.

In order for us to have lobster, we have to catch the lobster.



### How does this link to my future learning?

Year 5 - Food celebrating culture and seasonality (including cooking and nutrition requirements for KS2)

### What steps will I follow to create my final product?

- Research where food comes from and the different sources – grown, caught or raised?
- Discuss the different food groups and how we need to balance them.
- Taste the different foods and which ones we like best
  - Prepare the food using different utensils.
  - Cook the food in different forms.



### **Health and Safety**

-Remove any jewelry and tie back long hair.

-Wear an apron and roll up your sleeves.

-Wash your hands with hot water and antibacterial soap.

Washing your hands should be done before, during and after preparing food.

Use different chopping boards and knives for raw meat & other foods.

Check that food is cooked right the way through.

Check the dates on food, and check for allergies of those eating.

Make sure that you clean up properly after yourself.

# Computing



## Hanslope Primary School Computing Knowledge Organiser

### Year 4: Creating Media – Audio Production

#### How does this link to my previous learning?

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

#### National Curriculum Links:

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

#### How does this link to my future learning?

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information

#### What key vocabulary will I learn:

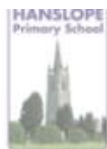
- **Audio** – connected with sound and the recording and broadcasting of sound
- **Input** – A part that carries information to a machine, or a place where it is connected
- **Output** – to be produced from a computer
- **Microphone** – A piece of equipment that you speak into to make your voice louder
- **Speaker** – A piece of electrical equipment for playing recorded sound
- **Podcast** - a radio programme that is stored in a digital form that you can download from the internet and play on a computer or on a mobile phone
- **Waveform** – a current shape of a graph
- **Jingle** – To make a repeated gentle ringing sound
- **Track** – one or several songs or pieces of music on a CD or other musical recordings
- **Presenter** - Someone who introduces a television or radio show

#### What will I know by the end of this unit:

- To identify that sound can be recorded
- To explain that audio recordings can be edited
- To recognise the different parts of creating a podcast project
- To apply audio editing skills independently
- To combine audio to enhance my podcast project
- To evaluate the effective use of audio



# French



## Hanslope Primary School MFL Knowledge Organiser

### Year Four – Niveau blanc – Module 2

#### How does this link to my previous learning?

- In Modules 5 and 6 of Year Three, you learnt how to ask what there is in each capital city and you described the landmarks using the phrase: il y a.

#### National Curriculum Links:

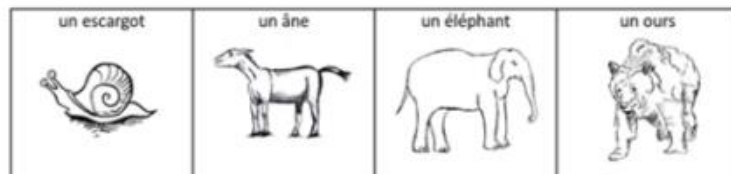
- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

#### How does this link to my future learning?

You will use these animals in sentences about what you like and dislike in the summer term.

#### What key vocabulary will I learn:

Qu'est-ce qu'il y a dans le jardin?	What is there in the garden?
Tout le monde !	everyone
C'est quelle couleur ?	What colour is this?
bleu	blue
rouge	red
vert	green
jaune	yellow



#### What will I know by the end of this unit:

I will be able to:

- describe what animals are in my garden.
- use *qu'est-ce qu'il y a dans le jardin?* and *Dans le jardin, il y a...* when talking about what is in my garden
- name four colours.
- Use *c'est* when identifying a colour.
- Recognise and pronounce with accuracy the names of four additional animals.

I will know that words need to go in a particular order for meaning in French, just like in English.

I will be able to sing along to simple, familiar songs such as *Mon Âne*.

I will have listened to the story *Le petit éléphant et les quatre saisons* in French.

# History



## Hanslope Primary School History Knowledge Organiser

**Year 4: How have children's lives changed?**

**How does this link to my previous learning?**

- This links to previous learning previous years topics such as – how was school different in the past?
- Chronological awareness



**What key vocabulary will I learn?**

- Apprentice
- childhood
- continuity
- class
- deduction
- law
- master
- modern
- poorer
- poverty
- servant
- significance
- wealthier
- working conditions

**National Curriculum Links:**

- To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- To understand the methods of historical enquiry
- To gain historical perspective by placing their growing knowledge into different contexts
- To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day

**How does this link to my future learning?**

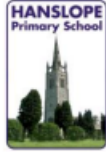
This links to future learning in by being able to compare different civilisations and their lives.

**What will I know by the end of this unit:**

- To make inferences and deductions from primary and secondary sources.
- To explain why children needed to work.
- To identify the jobs Tudor and Victorian children had.
- To describe the working conditions of Tudor and Victorian children.
- To identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.
- To use sources to identify leisure activities and compare them over time.
- To identify diseases past children suffered from and discuss how effective the treatments were.



# Music



## Hanslope Primary School Music Knowledge Organiser

**Year 4: Haiku, music and performance (Theme: Hanami Festival)**

### How does this link to my previous learning?

- This links to previous learning to sing in tune to rock and roll music.

### National Curriculum links:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide-range of high-quality live recorded music drawn from different traditions and from great composers and musician
- Develop an understanding of the history of music

### What key vocabulary will I learn?

- Duration- The length of time each note is played for (long or short).
- Pitch- How high or low a sound is.
- Dynamics- The volume of the music (loud or quiet).
- Timbre- The quality of sound e.g. smooth, scratchy, twinkly.
- Structure- How the music is organised into different sections.
- Texture- How many layers of sound the music has (thick or thin).
- Tempo- The speed of the music (fast or slow).
- Haiku- A Japanese three-line poem which has a strict syllable structure of 5, 7, 5.
- Pizzicato- Staccato sounds played by plucking the strings.

#### Staccato

A musical term to describe short sounds.



#### Glissando

A continuous slide upwards or downwards between notes.



### How does this link to my future learning?

- This links to future learning when using instruments to create samba and carnival sounds.

### What will I know by the end of this unit:

- Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings.
- Recognise, name and describe the effect of the interrelated dimensions of music.
- Select instruments and sounds which match their vocabulary.
- Work as a group to create a piece of music.
- Perform a piece of music as part of a group.



## Hanslope Primary School PSHE Knowledge Organiser – Year 4

### Autumn 2: Health and Wellbeing

#### How does this link to my previous learning?

In Year 3, children focused on:

- Why it is important to look after my teeth.
- Learn stretches that can be used for relaxation.
- Develop the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.
- Explore my own identity through the groups I belong to.
- Identify my strengths and exploring how I use them to help others.
- Be able to break down a problem into smaller parts to overcome it.

#### What key vocabulary will I learn:

Fluoride	A chemical found in toothpaste that helps keep our teeth strong and healthy.
Healthy	Being well, both physically and mentally.
Mental health	Our emotional wellbeing.
Negative emotions	Emotions which make us feel sad or angry.
Positive emotions	Emotions which make us and others around us feel happy.
Relaxation	Doing calming activities such as having a bath or reading a book
Resilience	A willingness to keep trying even when things become very hard.
Skill	The ability to do something well.
Visualise	To create an image of something in the mind.

#### National Curriculum Links:

In LKS2, children need to explore what a healthy, balanced diet consists of. They need to understand that when a problem occurs, these can be overcome. Children need to learn to develop a growth mindset.

#### How does this link to my future learning?

This year, pupils will:

- Develop emotional maturity
- Learning that we experience a range of emotions and are responsible for these
- Appreciating the emotions of others
- Develop a growth mindset
- Identify calming activities and develop independence in dental hygiene.

#### What will I know by the end of this unit:

- To know key facts about dental health.
- To know that visualisation means creating an image in our heads.
- To know that different job roles need different skills and so some roles may suit me more than others.
- To know that it is normal to experience a range of emotions.
- To know that mental health refers to our emotional wellbeing, rather than physical.
- To understand that mistakes can help us to learn
- To know who can help if we are worried about our own or other people's mental health.



## Hanslope Primary School

### Religious Education Knowledge Organiser

**Year Four- Does the Christmas narrative need Mary?**

#### National Curriculum Links:

- To explore the role of Mary in Christian life and in the Christmas story in particular.

#### How does this link to my previous learning?

**Year One-** Is everybody special? Are some stories more important than others?

**Year Two-** Who should you follow? Can stories change people?

**Year Three-** Is light good for celebration? Does Jesus have authority for everyone? Can made up stories tell the truth?

#### How does this link to my future learning?

**Year Five –** Does God communicate with humans?

#### What key vocabulary will I learn:

**God** – Christians believe God is holy and distinct from every other thing.

**Christ** – means 'anointed one' and is another word for Jesus.

**Virgin Mary** – was Jesus' mother.

**Icon** – a sacred image used in religious devotion.

**Nativity** – The story from the Bible about the birth of Jesus.

**Nazareth** – The city where Mary and Joseph lived.

**Bethlehem** – The town where Jesus was born, sometimes known as the City of David.

**Census** – A formal count of all people who live in a particular place.

**Inn** – A house where travellers can stay.

**Manger** – A long trough used to feed horses or cattle.

#### What will I know by the end of this unit:

- Mary is considered to be the mother of Jesus and that God was His father.
- The key events from Luke's gospel that involve Mary and the significance to the Christmas narrative.
- Symbols associated with Mary.
- Denominations vary in their treatment of Mary.



# PE



## Hanslope Primary School Autumn 2

### PE Knowledge Organiser

#### Year 4: Social Skills/ Dance

#### How does this link to my previous learning?

- Builds upon the dance and social skills learnt in Y3

#### National Curriculum Links:

- Develop and apply control and balance in different ways.
- Enjoy communicating, collaborating and competing with each other.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.
- Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Develop an understanding of how to improve in different physical activities and sports

#### How does this link to my future learning?

- Provides the foundational concepts for Y5 performances

#### What key vocabulary will I learn:

- Core strength
- Balls of feet
- Extend
- Sequence
- Repeat
- Absorb impact
- Unison
- Mirroring
- Canon
- Abstract
- Transitioning
- Relaxed
- Partnering
- Choreography
- Combine

#### What will I know by the end of this unit:

##### Social skills:

- I can achieve good take off and height.
- I can land with balance and control.
- I can land softly and quietly.
- I can balance with feet and hands off the floor throughout.
- I can balance with minimum wobble.

##### Dance:

- I can perform clear, strong and varied shapes.
- I can perform with balance and control when holding a shape and when moving between shapes / landing.
- I can perform a variety of smooth, fluent movements when moving between shapes, with no stopping between the moves.
- I can perform a diverse range of circle moves, including jumps and turns.
- I can demonstrate smooth, flowing transitions between moves.