



## Hanslope Primary School

### Art Knowledge Organiser – Summer 1

#### Year 4: Festival Feasts

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

- To produce creative sculpture, exploring ideas and recording experiences.
- To learn about famous artists and their work.

#### What key vocabulary will I learn:

**Soft Pencil** – a type of pencil that contains a thicker, oilier and darker form of graphite.

**Graphite** – a common mineral, soft carbon, occurring in black to dark-grey with a metallic luster and greasy feel.

**Pastel** – a soft, coloured substance in the form of a small stick used to draw.

**Oil Pastel** – a soft coloured stick which consists of pigment mixed with a binder mixture of non-drying oil and wax.

**Observation** – an act of viewing or noting a fact or occurrence for some special purpose

**Close Study** – to look carefully and make observations

**Blending** – to mix or combine things together or to mix or combine with something else to make a substance

**Texture** – the structure, feel and appearance of something.

#### National Curriculum Links:

To increase confidence in drawing, painting, sculpture and other art, craft and design techniques.

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

- To become proficient in designing and creating sculpture and other art, craft and design techniques.

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

To explore the work of artists who are inspired by food and I can share my responses with the class.

To use my sketchbook to record and reflect how the artist's work makes me feel.

To use my sketchbook to draw food using a variety of media, drawing from still images and from life, exploring how I can use line, shape, and colour to capture the texture and form of the food.

To make a sculpture of food, understanding that by working in 3d my sculpture will be seen from different viewpoints.

To explore and experiment using "Design through Making", and I can discover how I can transform and construct with different materials to make my sculpture.

To see how my own sculpture can form part of a larger artwork, and how we can all find inspiration in each other's' ideas.

To explore drawing on different surfaces such as fabric, understanding how the drawing materials act differently to when they are used on paper.

To present my work as part of a larger artwork, and I can share my response to my own work and also to the work of my peers.



# Hanslope Primary School

## Computing Knowledge Organiser

### Year 4: Creating Media

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

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

#### National Curriculum Links:

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

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

- 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:

**Photography** - the art or practice of taking and processing photographs.

**Editing** - prepare (written material) for publication by correcting, condensing, or otherwise modifying it.

**Software** - the programs and other operating information used by a computer.

**Crop** - to remove or adjust the outside edges of an image (typically a photo) to improve framing or composition, draw a viewer's eye to the subject, or change the size or aspect ratio.

**Rotate/flip** - With an image or image editor, rotate is a feature that lets you turn an image in a clockwise or counterclockwise direction.

**Copy** - refers to the process of duplicating a file or a piece of information and saving it in a different location.

**Brightness** - the perceived intensity of light coming from a screen.

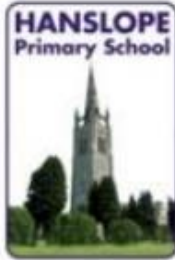
**Contrast** - The ratio of the brightest white to the darkest black on a TV or computer monitor.

**Enlarge** - To make larger in size.

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

- To explain that digital images can be changed.
- To change the composition of an image.
- To describe how images can be changed for different uses.
- To make good choices when selecting different tools.
- To recognise that not all images are real.
- To evaluate how changes can improve an image.





Hanslope Primary School French Knowledge Organiser

Year 4 Summer 1 Niveau Blanc

Question words / Questions and answers				Subject pronouns	
Où est... ?	Where is... ?	Tu aimes... ?	Do you like... ?	il	he / it
il est... / elle est...	it is...	j'aime...	I like...	elle	she / it
Quel est ton animal préféré ?	What is your favourite animal?	je n'aime pas...	I don't like...	<b>Adverbial pronoun</b>	
Mon animal préféré, c'est...	My favourite animal is...	Tu aimes quels animaux ?	Which animals do you like?	en	of them (replaces <i>de+noun phrase</i> )
		Il y a combien de... ?	How many ... are there?	<b>Plural indefinite article</b>	
				des	some, any (or can be omitted in English)

L'île de la Cité	L'île Saint-Louis	la Conciergerie	le Palais de Justice	la Sainte-Chapelle
				



# Hanslope Primary School

## Geography Knowledge Organiser

### Year 4: What are rivers and how are they used?

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

- Human and Physical geography (Yr1)
- UK human and physical features (including Rivers) (Yr1)
- European neighbours – human and physical features of the UK (Yr3)

#### What key vocabulary will I learn:

- The Water cycle- The journey of water on the Earth
- River – a flowing, moving stream of water
- Source- Where a river begins its journey
- Mouth- Where the river enters the sea
- Meander- A winding bend in a river
- Tributary- When one stream meets another and merge together, the smaller stream is known as a tributary.
- Estuary - The last section of the river before the sea
- Erosion - The gradual destruction and removal of rock or soil by the sea, rivers or weather
- Deposition- rocks and sediments eroded from one part of the river is deposited in another part
- Ox bow lake - area created when the meander is so deep that it cuts off a piece of the meander
- Stream - a small body of flowing water.
- Floodplain- an area of flat land along a river that gets covered in water when it floods
- Delta - are often found at the mouth of large rivers
- Hydroelectric power-a type of renewable energy that uses the power of moving water to generate electricity

#### National Curriculum Links:

- describe and understand key aspects of: physical geography, including: rivers, the water cycle  
human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water

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

- Mountains (Yr5)
- North America (Yr6)
- Global trade (Yr6)
- Sustainability (Yr6)

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

- I can locate and name major rivers of the world (incl River Nile longest world river) on a map
- I can locate and name major UK Rivers (incl River Severn the longest UK river, River Thames) on a map
- I can explain and label the key features of a river (source, meander, mouth)
- I can describe the journey of a river –
- I can describe The Water Cycle
- I can explain the three different stages to a river: upper section, middle section and lower section
- I can explain how rivers and the water cycle are linked
- I know rivers erode and change the landscape in four ways (Abrasion, Attrition, Hydraulic action, Corrosion)
- I can explain how human and physical features can impact flooding (e.g. land use, topography of the land)
- I can explain the benefits and uses of rivers across the world (hydroelectric power, trade, tourism)
- I can use fieldwork to observe, record and measure physical features of the environment (Focus: local river study)



# Hanslope Primary School

## Music Knowledge Organiser

**Year 4: Changes in pitch, tempo and dynamics (Theme: Rivers)**

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

This links to their earlier topic on Rock and Roll.

### 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?

- Ostinato – A repeating musical pattern.
- Acapella – Singing without an accompaniment (music)
- Rounds – A song which is sung by two groups of people. One group starts singing, then the other group begins shortly after. The first group finishes first.
- Harmony – Playing or singing more than one pitched note at the same time.
- Cue – A signal (in either the music or from a conductor) which helps the performer know when to begin.



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

This links to knowledge used in Year 5 within Blues and South and West Africa.

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

- Sing in tune and in harmony with others, with developing breath control.
- Explain how a piece of music makes them feel with some use of musical terminology.
- Perform a vocal ostinato in time.
- Listen to other members of their group as they perform.
- Create an ostinato and represent it on paper so that they can remember it.
- Create and perform a piece with a variety of ostinatos.



# Hanslope Primary School

Summer 1

## PE Knowledge Organiser

**Year 4: physical and badminton**

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

- Builds upon physical skills learnt in Y3
- Builds upon basic badminton knowledge learnt in Y3

### What key vocabulary will I learn:

- Perform
- Body tension
- Accelerate
- Feet apart
- Stretched out
- Front support
- Receiving
- Direction
- Position
- Rally
- Hand eye coordination
- Stationary serve
- Stationary
- Possession
- Fluency

### National Curriculum Links:

- Develop and apply control and balance in different ways.
- Learn how to use skills in different ways and to link them to make actions and sequences of movement.
- Enjoy communicating, collaborating and competing with each other.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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

- Builds to Y5 physical skills
- Build upon badminton skills ready to play more games in Y5

### Physical skills:

- I can react and move quickly.
- I can catch the ball consistently.
- I can slow down with control after catching.
- I can maintain balance throughout.
- I can balance and hold the correct position, for example, back straight.
- I can balance with control when changing balance/position.

### Badminton:

- I can accurately serve underarm.
- I can build a rally with a partner.
- I can use at least two different shots in a game situation.
- I can use hand-eye coordination to strike a moving and a stationary ball/ shuttlecock
- I can make the best use of space to pass and receive the ball/ shuttlecock

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



# Hanslope Primary School

## PSHE Knowledge Organiser – Year 4

### Summer 1: Economic Wellbeing

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

In Year 3, children focused on:

- Contemplating budgeting benefits.
- Planning and calculating within a budget.
- Reflecting on future job based on goals.

#### National Curriculum Links:

This strand of PSHE isn't a statutory subject in primary schools. This means that there is no set programme of study from the NC, or learning objectives that pupils have to fulfil. This aspect aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives.

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

In Year 5, children are learning to:

- Discuss money risks and management.
- Implement money safeguarding strategies.

#### What key vocabulary will I learn:

- Bank Account – the place in which your money is stored and tracked. Explain that this tends to be online.
- Bank Statement – a document (physical or online) which tracks your deposits and withdrawals.
- Career – recap of last year – considering this in a similar way to a 'job' but with more permanence
- Career Satisfaction – the importance of loving your job
- Password – links with security and e-safety
- Value for money – what something is worth and the importance of remembering this may be different for others.

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

- To know that getting value for money involves considering the cost, usefulness and quality of items.
- To know that purchases can be influenced by needs, wants, peer pressure, and advertising.



# Hanslope Primary School

## Religious Education Knowledge Organiser

**Year Four- Did Jesus really do miracles?**

### National Curriculum Links:

- To explore at least two miracles of Jesus and evaluate them from the view of a believer and a sceptic  
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

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

- **Year Three-** Does Jesus have authority for everyone? Can made up stories tell the truth?
- **Year Two-** Can stories change people?
- **Year One-** Are some stories more important than others?

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

- **Year Five-** Are you inspired?

### What key vocabulary will I learn:

- **Miracle-** an extraordinary and welcome event that is not explicable by natural or scientific laws and is therefore attributed to God
- **Belief-** an acceptance that something exists or is true
- **Doubt-** to feel uncertain about



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

- The miracles that have been studied and be able to talk about the impact of them on the crowds, the disciples and the teachers of the law and the Pharisees
- How miracles may influence Christians today
- Why some people do not believe

Feeding of the Five Thousand- John 6 v1-14



Healing of the Paralysed Man- Mark 2 v 1-12



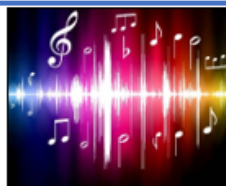




# Hanslope Primary School

## Science Knowledge Organiser

### Year Four - Sound



### National Curriculum Links:

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases.

### What key vocabulary will I learn:

#### **Pitch is the highness or lowness of sounds.**

Pitch is caused by the frequency of vibrations (how many times vibrations go back and forth per second).

The higher the rate of vibrations, the higher the pitch.

Lower pitch sounds have a lower rate of vibrations.

Humans can hear a large range of pitches, high-pitch sounds e.g. a mouse squeak to low-pitch sounds e.g. the rumble of an earthquake.

However, some sounds are too high or low-pitched for us to hear.

#### **Volume is the loudness of a sound.**

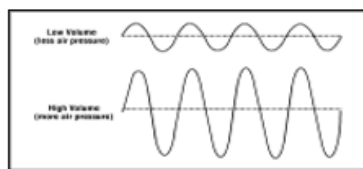
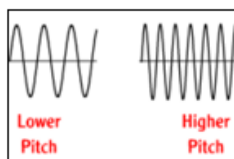
The volume of a sound depends on the amount of energy that the vibrations contain.

Vibrations with lots of energy create large soundwaves.

When these large soundwaves arrive at your ears, they push harder on your eardrums.

This is why when we strike a drum harder (with more energy) it is louder than when we strike it more softly.

-Our ears can detect a wide range of loud and quiet sounds, from rumbling jet engines to leaves rustling.



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

- Sounds are made when objects vibrate (shakes back and forth).
- Vibrations travel from objects in waves to our ears, allowing us to hear sound.
- When a bell is struck, the metal of the bell vibrates. These vibrations create waves in the air (sound waves). When they reach our ears, they make our eardrums vibrate, and we hear the sound of the bell ringing.
- Weak vibrations make a gentle soundwave which do not travel as far as strong vibrations. This is why sounds have different volumes.
- Sounds can be high pitched or low pitched. Tight, short frequency waves make a high-pitched sound, while more loose waves make low-pitched sounds.

