

Year 4 Knowledge Organisers
Summer 1
2025

ART



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.

Science



Year Four - Sound



Hanslope Primary School Science Knowledge Organiser

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.

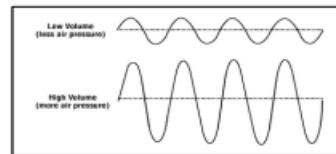
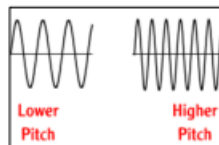
The volume of a sound depends on the amount of energy that the vibrations contain.

Vibrations with lots of energy create large soundwaves.

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

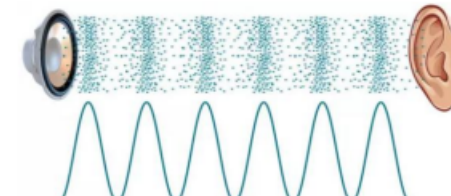
This is why when we strike a drum harder (with more energy) it is louder than when we strike it more softly.

-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.



Computing



Hanslope Primary School Computing Knowledge Organiser

Year 4: Repetition in games

How does this link to my previous learning?

- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.

What key vocabulary will I learn:

- **Programming** - The process or activity of writing computer programs.
- **Scratch** - Scratch is a programming platform for children which was created by the MIT Media Lab in 2007.
- **Command** - A directive to a computer program to perform a specific task.
- **Code** - Program instructions.
- **Events** - These blocks are "starting blocks," meaning they must be placed at the beginning of each new code segment.
- **Motion** - These blocks in Scratch are used to move or turn sprites.
- **Sequence** - A particular order in which related things follow each other.
- **Debugging** - the process of finding and fixing errors or bugs in the source code of any software

National Curriculum Links:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

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 will I know by the end of this unit:

- To develop the use of count-controlled loops in a different programming environment.
- To explain that in programming there are infinite loops and count-controlled loops.
- To develop a design that includes two or more loops which run at the same time.
- To modify an infinite loop in a given program.
- To design a project that includes repetition.
- To create a project that includes repetition.

SCRATCH

French



Hanslope Primary School MFL Knowledge Organiser

Year Four – Niveau blanc – Module 5

How does this link to my previous learning?

I will use the pets I have learnt in French this year to ask and answer questions about my favourite pet and which animals I like or don't like. I will also use numbers and il y a to say how many animals there are.

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?

I will continue to use speaking and writing frames to help me structure sentences and write accurately. I will use these question words (comment, quel and combien) in different contexts.

What key vocabulary will I learn:

Question words / Questions and answers

Où est... ? *Where is... ?*
Il est... / Elle est... *It is*

Quel est ton animal préféré ?
What is your favourite animal?

Mon animal préféré, c'est...
My favourite animal is...

Tu aimes... ? *Do you like... ?*
j'aime... *I like...*
je n'aime pas... *I don't like...*

Question words / Questions and answers

Tu aimes quels animaux ?
Which animals do you like?
Il y a combien de... ?
How many [nouns] are there?

Subject pronouns

il *he / it*
elle *she / it*

Plural indefinite article

des *some, any (or can be omitted in English)*

Negative adverb

ne...pas *not*

Adverbial pronoun

en *of them (replaces de+noun phrase)*

Paris Landmarks

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

What will I know by the end of this unit:

I will be able to:

- Say which animals I like or don't like using J'aime and Je n'aime pas.
- Ask and answer questions using question words such as comment, quel and combien.
- Ask and answer questions about likes and dislikes, and about how many animals there are.

I can use a wide variety of speaking frames to help me to ask and answer questions, and to hold simple conversations.

I can use writing frames to help me create simple written sentences, using several word types with largely accurate spelling and gender agreement.

I can join in singing a song such as La Poule Grise.

Geography



Hanslope Primary School Geography Knowledge Organiser

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

How does this link to my previous learning?

Previous units – what is it like to live by the coast?

Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

What key vocabulary will I learn:

- **Condensation** - water which collects as droplets on a cold surface when humid air is in contact with it.
- **Delta** - an area of low, flat land, sometimes shaped like a triangle, where a river divides into several smaller rivers before flowing into the sea
- **Estuary** - the tidal mouth of a large river, where the tide meets the stream.
- **Evaporation** - the process of turning from liquid into vapour.
- **Floodplain** - an area of low-lying ground adjacent to a river, formed mainly of river sediments and subject to flooding.
- **Irrigation** - the watering of land by artificial means to foster plant growth
- **Meander** – a river that follows a winding course.
- **Oxbow lake** - a curved lake formed from a horseshoe bend in a river where the main stream has cut across the narrow end and no longer flows around the loop of the bend.

National Curriculum Links:

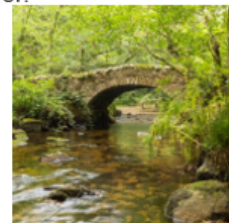
- Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

How does this link to my future learning?

- Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.

What will I know by the end of this unit:

- To describe how the water cycle works.
- To recognise the features and courses of a river.
- To name and locate some of the world's longest rivers.
- To describe how rivers are used.
- To identify and locate human and physical features on a map.
- To collect data on the features of a local river.



Music



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 previous learning in year 4: Rock and roll

What key vocabulary will I learn?

- Ostinato: A repeating musical pattern.
- A capella: Singing without musical accompaniment.
- Round: A song sung by two or more groups of people in which one group starts singing then the next group starts to sing the same song shortly after.
- 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.
- Texture: How many layers of sound the music has (thick or thin).
- Timbre: The quality of sound, e.g. smooth, scratchy, twinkly.

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

How does this link to my future learning?

- This links to future learning in Summer 2: Adapting and Transposing Motifs (Theme: Romans).

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.

PSHE



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



PE



Hanslope Primary School

Summer 1

PE Knowledge Organiser

Year 4: Physical skills and Athletics

How does this link to my previous learning?

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

What key vocabulary will I learn:

- Control
- Technique
- Communication
- Speeds
- Directions
- Relay
- Accuracy
- Competition
- Safety
- Tackle
- Pressure

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 athletics 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

Athletics:

- Confidently demonstrate an improved technique for sprinting
- Perform a relay, focusing on the baton changeover technique
- Learn how to combine a hop, step and jump to perform the standing triple jump
- Begin to measure the distance jumped
- Continue to develop techniques to throw for increased distance

What will I know by the end of this unit: