

Year 4 Knowledge Organisers
Autumn 1
2024

Art



Year 4: Storytelling Through Drawing

How does this link to my previous learning?

- To use a range of materials creatively to design and make products
- To learn about famous artists and their work.

What key vocabulary will I learn:

Illustration - a picture or diagram, making something clear
Inspiration - something that makes someone want to do something
Interpretation - to show your own understanding of something
Original Source - the first instance of an object
Respond - to react or give an opinion about something
Graphic Novel - a work of fiction presented in comic strip form
Illustrator - a person who creates images for books, etc.
Quality of Line - the thickness/thinness of a drawn line
Prose - the ordinary language used in speaking or writing
Stage - a single step in a process
Quill - a hard, hollow part of a feather used to draw or write
Water-Soluble - capable of dissolving in water
Composition - the process of composing
Sequencing - combining things in a particular order
Visual Literacy - to recognize ideas conveyed through images
Articulate - to express ideas clearly and effectively

Hanslope Primary School Art Knowledge Organiser

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 improve mastery of art and design techniques including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- To learn about great artists, architects and designers in history.

What will I know by the end of this unit:

To explore the work of artists who tell stories through imagery.
To respond to the work of illustrators and/or graphic novelists, 'reading' the visual images and sharing my thoughts.
To work in a sketchbook to record my ideas and thoughts generated by looking at another artists' work.
To use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose.
To use line, shape and colour, using a variety of materials to test my ideas.
To think about how I might use composition, sequencing, mark making and some text in my drawings.
To create a finished piece which contains sequenced images to describe a narrative.
To share my work with others and discuss, giving feedback.
To photograph my work and think about lighting and focus.

Computing



Hanslope Primary School Computing Knowledge Organiser

Year 4: The Internet

How does this link to my previous learning?

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

National Curriculum Links:

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

How does this link to my future learning?

- Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems

What key vocabulary will I learn:

- **World Wide Web (WWW)** - The World Wide Web is the part of the internet where we visit web pages and websites.
- **Network** - connect different devices to one another, allowing for information sharing.
- **Internet**- The internet is a network of networks, that is used around the world to share information and communicate.
- **Router** - A router is something that finds a route between networks, connecting them
- **Website** – A set of webpages.
- **Webpage** - may contain different features, e.g. a title, links to other pages, images, videos, and text.
- **Browser** - Web browsers like Google Chrome and Internet Explore let us look at different pages on the internet.
- **Domain**- On the Internet, a domain is a space with a specific address
- **Reliable** - consistently good in quality or performance; able to be trusted.

What will I know by the end of this unit:

- To describe how networks physically connect to other networks
- To recognise how networked devices make up the internet
- To outline how websites can be shared via the World Wide Web
- To describe how content can be added and accessed on the World Wide Web
- To recognise how the content of the WWW is created by people
- To evaluate the consequences of unreliable content



French



Hanslope Primary School MFL Knowledge Organiser

Year Four – Niveau blanc – Module 1

How does this link to my previous learning?

- Year Three greetings, introductions and numbers to 12. You used qu'est-ce que c'est? c'est and il y a when you talked about city landmarks.

What key vocabulary will I learn:

Bonjour !	Hello
Au revoir !	Good-bye
monsieur / madame / Nounours / les enfants	(when speaking to a man / to a woman / to Teddy / to children)
Comment tu t'appelles ?	What is your name?
Je m'appelle....	My name is...
Qu'est-ce que c'est?	What's this? / What is it?
C'est un...ou un...?	Is it a ...or a ... ?
C'est un....	It's a...

Écoutez !	Listen!
Regardez !	Look!
Taisez-vous !	Be quiet!
Croisez les bras !	Fold your arms!
Asseyez-vous !	Sit down !
Levez-vous !	Stand up!
Asseyez-vous correctement !	Sit up straight!
Levez le doigt !	Put your hand up!

1	un	7	sept
2	deux	8	huit
3	trois	9	neuf
4	quatre	10	dix
5	cinq	11	onze
6	six	12	douze

un poussin



un lapin



un renard



un canard



un mouton



un poisson



un furet



un perroquet



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 will I know by the end of this unit:

I will be able to:

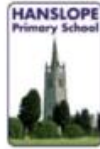
- greet and say goodbye
- use qu'est-ce que c'est? And c'est un.. when talking about what is in my garden
- use numbers 0-12 and respond to familiar classroom instructions
- identify France, Uk and neighbouring countries on a map
- Recognise and pronounce with accuracy the names of 8 animals

I will know that the final consonant in a French word is usually silent (mouton, furet, perroquet)

I will be able to sing along to simple, familiar songs such as il court il court le furet and repeat the rhyme petit pouce.

I will have listened to the story Aujourd'hui, je suis.

Geography



Hanslope Primary School Geography Knowledge Organiser

Year 4: What is the relationship between climate zones and biomes?

How does this link to my previous learning?

- United Kingdom weather patterns (Yr1)
- Hot and cold areas of the world (Yr2)

What key vocabulary will I learn:

- **Equator**- An imaginary circle around the earth which divides the Earth into two equal parts.
- **Tropics of Capricorn**- The region of the Earth's surface that is closest south to the Equator.
- **Tropics of Cancer** - The region of the Earth's surface that is closest north to the Equator .
- **Arctic Circle**- An imaginary circle of latitude that lies 66.5° north of the equator. Everything north of this line is known as the Arctic
- **Antarctic Circle**- An imaginary circle of latitude that lies 66.5° south of the equator. Everything south of this line is known as the Antarctic
- **Latitude**- Invisible lines that run above and below the equator.
- **Longitude**- Invisible lines that run from the North to the South Pole around the Earth.
- **Climate zone**- Sections of the Earth that are divided according to the climate. There are three main climate zones; polar, temperate and tropical.
- **Biome**- A geographical area defined by its climate, plant and animal life and the activities of the people who live there
- **Vegetation belt**- An area where similar types of plant life grow, adapted to the conditions there
- **Flora and fauna**- The plants and animals that normally grow/live in a particular biome
- **Biodiversity**- The variety of animal or plant life in a particular habitat or environment.
- **Ecosystem**- A community of living and non-living things that work together.

National Curriculum Links:

- identify the position and significance of latitude, longitude identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle
- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts,

How does this link to my future learning?

- Rainforests (Yr4)
- Greece (Yr5)
- North America (Yr6)

What will I know by the end of this unit:

- I can locate the equator, north and south hemispheres, arctic and Antarctic circle
- I can locate the worlds climate zones on a map
- I can locate and identify some countries within each of the climate zones
- I can identify and describe the significance of lines of latitude, longitude, equator and tropics in relation to climate and weather
- I can explain the difference between climate and weather
- I can name some of the worlds main climate zones: Temperate, tropical, polar, arid, Mediterranean, mountains
- I can name some of the worlds major biomes (Tropical, Rainforest, Temperate Forest, Desert, Tundra, Taiga (Boreal Forest), Grassland., Savanna)
- I understand that vegetation belts are areas of the planet sharing certain flora due to climatic conditions
- I understand how climate and vegetation are connected within a biome
- I know the ways in which some flora/fauna have adapted to the climatic condition of their biome
- I can name some threats to a particular biome explaining why it is vulnerable
- I can suggest ways in which a vulnerable biome might be protected
- I can give details of the flora and fauna and climate of a particular biome I have researched

Music



Hanslope Primary School Music Knowledge Organiser

Year 4: Rock and Roll

How does this link to my previous learning?

This links to previous learning and tuned and untuned instruments.

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?

- Bass line – The lowest part of the music, played by a bass or bass guitar in rock and roll.
- Walking line – A bass line that moves step by step using pitches that are next to each other.
- Notation – The way that music is written so that others can play it.
 - In time – Playing or singing at the same speed as the music.
- Hand jive – A rock and roll dance where you move your hands a lot.
 - In tune – Singing or playing with the correct pitch.
- Tempo – The speed or pace of music. It can change throughout a piece of music.
- Dynamics – The volume of the notes. This often changes throughout a piece of music.
 - Pitch – How high or low a note sounds.

How does this link to my future learning?

This links to body and tuned percussion later in Year 4.

What will I know by the end of this unit:

To perform the hand jive hand actions in sequence and in time with the music.

To sing in tune and perform their actions in time.

To play the notes on a walking bass in the correct sequence.

To independently play their part with some awareness of the other performers.



Hanslope Primary School PSHE Knowledge Organiser – Year 4

Autumn 1: Families and relationships

How does this link to my previous learning?

In Year 3, children focused on:

- Knowing that our family are here to support us.
- To understand that people can help us in various ways.
- To know that friendships will have their good and bad times and how we overcome these.
- To know that trust is important in a relationship.

What key vocabulary will I learn:

<i>Act of kindness</i>	<i>Doing something nice for someone.</i>
<i>Authority</i>	<i>A person with high status and decision making power.</i>
<i>Bereavement</i>	<i>Mourning or grieving somebody who has died.</i>
<i>Bullying</i>	<i>To cause repeated physical or emotional pain to somebody.</i>
<i>Bystander</i>	<i>Someone who watches something happening without getting involved.</i>
<i>Manners</i>	<i>A way of behaving that shows respect for other people.</i>
<i>Permission</i>	<i>Allowing someone to do something once they have asked first.</i>
<i>Respect</i>	<i>Being thoughtful and polite towards other people.</i>
<i>Stereotype</i>	<i>A view or idea about something, often someone, which is often untrue.</i>

National Curriculum Links:

In LKS2, Children are expected to discuss different families, explore friendships and how their actions can affect others emotionally and discuss bereavement and how we can help people in this difficult time.

How does this link to my future learning?

This year, pupils will:

- Explore their physical and emotional boundaries within friendships.
- They will learn how their actions and behaviours can affect others.
- They will discuss the various different families around the world.

What will I know by the end of this unit:

- Different manners are needed in different situations.
- Everyone should be respected.
- Your body belongs to you and you should be the one to decide what happens to it.
- How we behave can have a positive or negative impact on other people.
- Families in different parts of the world have different ways of living.
- The ways we can help someone when someone they know has died.
- Gender stereotypes have an impact on how people see themselves.



Hanslope Primary School Religious Education Knowledge Organiser

Year Four- Do Murtis help Hindus understand God?

National Curriculum Links:

- To explore how Hindus express their beliefs through images of deities and symbols
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

How does this link to my previous learning?

Year One- Is everybody special?

Year Two- Do religious symbols mean the same to everyone?

Year Three- Do Christians have to take communion?

Is light a good symbol for everyone?

How does this link to my future learning?

Year Four- Does the Christmas narrative need Mary?

Year Six- Can we know what God is like?

What key vocabulary will I learn:

God- a supernatural being that is considered divine or sacred

Deity- gods or goddesses

Brahman- believed by Hindus to be the source of all existence and is present in every thing and every place

Trimurti- means 'three forms'. In the Trimurti, Brahma is the creator, Vishnu is the preserver and Shiva is the destroyer.

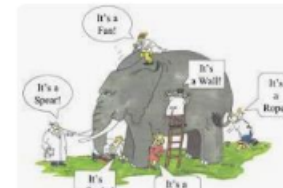
Murtis- a statue of a god or goddess

Avatars- a deity or released soul in bodily form on Earth

What will I know by the end of this unit:

- *Three Hindu deities/murtis and what they reveal about God
- *The correct words to describe four ways in which Hindus use murtis in worship
- *Symbols that Hindus use when they worship at home or in the Mandir
- *Why Hindus choose to worship particular murtis

The Blind Men and the Elephant





Hanslope Primary School Autumn 1

PE Knowledge Organiser

Year 4: Personal skills/Tag Rugby

How does this link to my previous learning?

- Builds upon the multi skills and personal 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 basic concepts for Y5 extended game play

What key vocabulary will I learn:

- Several
- Appropriate
- Opposite
- Hopscotch
- Angle
- Smooth
- Dominant
- Non-standing
- Attack
- Defend
- Dodge
- Face on, side on
- Try
- Scoring zones
- Low body position

What will I know by the end of this unit:

Personal skills:

- I can move with balance and control throughout.
- I can move with fluent, smooth movements.
- I can move well in both directions/on both sides.
- I can balance with minimum wobble (control).
- I can balance and move with smooth, controlled movements.
- I can balance with non-standing foot off the floor

Tag Rugby:

- I can play tag game whilst moving at speed, keeping close to an opponent
- I can move with control in a variety of directions holding the ball in the correct position
- I can pass the ball backwards/sideways with control whilst moving
- I can use speed and space to avoid a defender
- I can beat a defender at speed to score try in an isolated game situation