

Year 4 Knowledge Organisers  
Spring 1  
2025

# Art



## Year 4: Exploring Pattern

### 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:

**Pattern** – the particular way something is done or repeated.

**Sensory** – connected with the physical senses of touch, smell, taste, hearing and sight.

**Exploratory** – done in order to discover something more about something.

**Rhythm** – a strong pattern or flow of art work.

**Purpose** – why something is done or why it exists.

**Decorative** – made to look attractive

**Aesthetic** – a work of art that is visually pleasing

**Tessellated** – a pattern created from small pieces fitted together.

**Surface Pattern** – the pattern created upon the surface of an object

**Composition** – a piece of art that has been created.

**Juxtaposition** – putting things that are not similar next to each other.

**Collage** – the art of making a picture in which various objects and materials are stuck onto a larger surface.

**Origami** – the art of making objects for decoration by folding sheets of paper into shapes.

**Articulate** – to express thoughts and feelings easily and clearly.

**Crit** – a formal discussion where art is presented to peers and teachers for feedback

## 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 be able to relax into making a sensory drawing using a pencil, making marks on the page without having a predefined outcome

To have explored the work of an artist who creates artwork inspired by pattern.

To have thought about where we use pattern in our life to make our worlds brighter.

To work in my sketchbooks to explore how I can make drawings inspired by “rules

To generate lots of different types of patterns.

To make a tessellated design and think about colour and shape, exploring positive and negative shapes

# Science



## Hanslope Primary School Science Knowledge Organiser

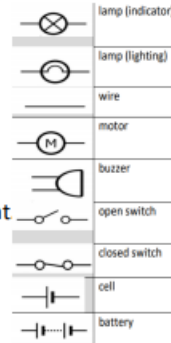
### Year Four - Electricity

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

- Magnets and Forces (Year 3)

#### What key vocabulary will I learn:

- **Electricity** – A form of energy. The flow of an electric current through a material, e.g. from a power source through wires to an appliance
- **Appliance** - A piece of equipment or a device designed to perform a particular job, such as a washing machine or mobile phone.
- **Device** - an object that has been invented for a particular purpose
- **Mains** - where the supply of water, electricity, or gas enters a building
- **Plug** - A device with 2 or 3 prongs on the end of an electrical cord.
- **Electrical circuit** - A complete route around which an electric current can flow.
- **Circuit** - A complete route which an electric current can flow around.
- **Cell**- one battery
- **Battery** -portable electrical power storage cell
- **Component** - One part of an electrical circuit.
- **Wire**- thin metal that electricity can pass through
- **Bulb** - A glass ball that lights up inside using electricity.
- **Switch**- component that completes or breaks an electrical circuit
- **Buzzer**- An electrical device that makes a buzzing sound.
- **Motor**- A device that changes electrical energy into movement
- **Conductor** - material that lets electricity pass through it easily
- **Insulator** - material that prevents electricity passing through it



#### National Curriculum Links:

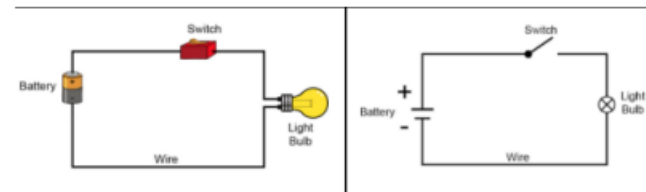
- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors

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

Electricity (Year 6)

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

- I can name appliances that run on electricity and know which need mains electricity, battery power or either.
- I can make a simple series electrical circuit and name the basic parts of cells, wires, bulbs, switches and buzzers
- I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- I can use a simple switch in a circuit that opens and close



# Computing



## Hanslope Primary School Computing Knowledge Organiser

### Year 4: Programming - 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.
- **Logo** – an educational programming language,
- **Turtle** - an imaginary pen that is given drawing commands, such as go forward and turn right.
- **Command** - A directive to a computer program to perform a specific task.
- **Code** - Program instructions.
- **Curser** – a visible and moving pointer
- **Algorithm** – a procedure used for solving a problem
- **Pattern** - similarities or characteristics that some of the problems share.
- **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:

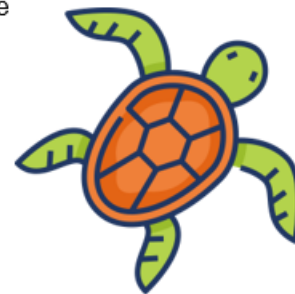
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

#### 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 identify that accuracy in programming is important
- To create a program in a text-based language
- To explain what 'repeat' means
- To modify a count-controlled loop to produce a given outcome
- To decompose a task into small steps
- To create a program that uses count-controlled loops to produce a given outcome



# French



## Hanslope Primary School MFL Knowledge Organiser

Year Four – Niveau blanc – Module 3

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

I previously learnt how to say sentences such as dans le jardin, il y a un escargot. I will add an adjective to the animal to say what colour it is, remembering that an adjective goes after the noun in French.

### 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 create longer, more detailed sentences in both French and Spanish. I will use the vocabulary associated with animals and colours to describe my likes and dislikes.

### What key vocabulary will I learn:

| Que vois-tu ? | What can you see? |
|---------------|-------------------|
| je vois       | I can see         |
| blanc         | white             |
| gris          | grey              |
| noir          | black             |
| orange        | orange            |
| rose          | pink              |



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

I will be able to:

- Describe what animals I can see in my garden.
- Name five further colours and use them in sentences.
- Use the indefinite articles, un and une.
- Explain what a cognate is and identify some French-English cognates.
- Recognise the grapheme oi in French and pronounce it like a w.

I will be able to use a speaking frame to form accurate sounding sentences.

I will be able to use a writing frame to create sentences with accurate spelling, syntax and punctuation.

I will be able to sing along to simple, familiar songs such as J'aime la galette.

I will have listened to the story Dans le cou de l'école and recite the rhyme Le Jardin.

# Geography



## Hanslope Primary School Geography Knowledge Organiser

**Year 4: Why are rainforests important to us?**

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

**Y2 unit - Why is our world wonderful?**

**What key vocabulary will I learn:**

- **Global warming** – when our earth's temperature rises because of greenhouse gases.
- **Mining** – the process of digging up valuable minerals from the earth's crust.
- **Logging** – the cutting down of trees for their wood.
- **Deforestation** – the cutting down of trees for their wood.
- **Emergent layer** – the top layer of the rainforest with the tallest trees that get lots of sunlight, rain and wind.
- **Canopy layer** – the layer of overlapping branches and leaves below the top of the rainforest that gets sunlight, rain and wind.
- **Understorey layer** – the warm and damp layer above the forest floor that gets little light.
- **Forest floor** – the ground layer of the rainforest where it is dark, wet and hot.

**How have plants adapted in the Amazon rainforest?**



**National Curriculum Links:**

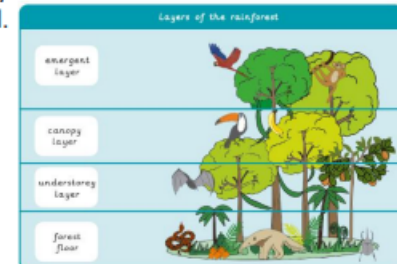
- Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

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

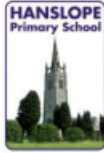
- **Y5 unit** – Why do oceans matter?

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

- To describe and give examples of a biome and find the location and some features of the Amazon rainforest.
- To describe the characteristics of each layer of a tropical rainforest.
- To understand the lives of indigenous peoples living in the Amazon rainforest.
- To describe why tropical rainforests are important and understand the threats to the Amazon.
- To understand how local woodland is used using a variety of data collection methods.
- To analyse and present findings on how local woodland is used.



# Music



## Hanslope Primary School Music Knowledge Organiser

Year 4: Samba and carnival sounds and instruments (Theme: South America)

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

- This links to previous learning: Haiku, Music and Performance

### What key vocabulary will I learn?

- Syncopation: A type of musical rhythm in which the strong notes are not on the beat.
- Off-beat: The beats in between the ones you would normally clap on.
- Break: A four or eight beat rhythm which is usually played once or twice.



### 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 when using body and tuned percussion.

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

- Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.
- Clap on the off-beat (the and of each beat) and be able to play a syncopated rhythm.
- Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).
- Play their break in time with the rest of their group and play in the correct place in the piece.
- Play in time and with confidence; accurately playing their break.



## Hanslope Primary School PSHE Knowledge Organiser – Year 4


### Spring 1: Safety and the changing body.

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

In Year 3, children focused on:

- Show an understanding that they must consider their own safety before helping others in an emergency situation.
- Understand how to help someone who has been bitten or stung.
- Write an email with instructions written using positive language.
- Create a decision tree showing how to deal with unkind online behaviour and cyberbullying.
- Send an email that describes some of the best ways to avoid being tricked by fake emails.
- Understand when we should take medicines that can help us feel better when we are unwell.

#### What key vocabulary will I learn:

|                  |   |
|------------------|---|
| Age restriction  | Something that is restricted from access until a user turns a particular age.             |
| <b>Asthma</b>    |   |
|                  | A common lung condition that causes breathing problems.                                   |
|                  | If someone is having an asthma attack, keep them calm and help them to use their inhaler. |
|                  |        |
| Law              | Rules enforced by the government that define what we can and cannot do.                   |
| Tobacco          | A plant grown for its leaves which contains a highly addictive drug called 'nicotine'.    |
| Breasts          | Enlarged soft parts of a female's chest which produce milk for a baby.                    |
| Genitals         | The external sex organs. This word is used for both males and females.                    |
| Hygiene          | Keeping clean.  |
| Penis            | The male external sex organ.  |
| Puberty          | The physical and emotional changes a child goes through to become an adult.               |
| Testicles/testes | Produce sperm and male sex hormones.  |

#### National Curriculum Links:

In Year 4 children will learn about:

Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma.

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

In Year 5, children will learn about:

Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.

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

- Understand the reasons for legal age restrictions.
- Understand how quickly information can spread on the internet and some of the risks associated with that.
- Assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack.
- Understand the difference between private and public, and secrets and surprises.
- Understand how search engines work and whether information is useful.
- Understand the changes they have already gone through and aware of some changes to come.
- Understand that they will change physically as they develop into adults.
- Understand some of the risks of smoking and some of the benefits of being a non-smoker.





## Hanslope Primary School Religious Education Knowledge Organiser

**Year Four-** Is a holy journey necessary for believers?

### National Curriculum Links:

- To explore the holy journeys made by believers; the reasons and impact for such journeys.

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

Year 2 – How should we spend the weekend?

Year 1 – Do we need shared special places?

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

Year 5 – Does God communicate with humans?

Year 5 – Are you inspired?

### What key vocabulary will I learn:

**Hindu-** follow of Hinduism.

**Christianity-**the religion based on the person and teachings of Jesus Christ, or its beliefs and practices.

**Pilgrimage-**a journey, especially a long one, made to a sacred place as an act of religious devotion.

**Worship-**the feeling or expression of adoration for a deity.

**Deity-**a god or goddess

**Sacred-** connected with God or a god, dedicated to a religious purpose.

**Holy-**dedicated to God or a religious purpose.

**Miracle-**an extraordinary and welcome event that is not explicable by natural or scientific laws and is therefore attributed to a divine being.

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

\*The difference between a pilgrimage and a holiday

\*A range of pilgrimages for Christians and Hindus

\*Why people choose to participate in a pilgrimage

\*The impact a pilgrimage may have on a participant

# PE



Hanslope Primary School

Spring 1

## PE Knowledge Organiser

**Year 4: cognitive skills, gymnastics**

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

- Build upon social skills from last term and apply them
- Build upon gymnastics skills from last year

### 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 and learn how to evaluate and recognise their own success.

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

- Will allow to understand creative skills
- Preparation for Y5 gymnastics

### What key vocabulary will I learn:

- Improvement
- Angle
- Fluidly
- Attacking
- Defending
- Complete
- Increasing
- In combination
- Collaborative
- Exchange
- Navigate
- Core muscles
- Repeatable
- Coordination
- Active balance

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

#### Cognitive skills:

- I can begin to order instructions, movements and skills.  
I can explain why someone is working or performing well.
- I can explain what I'm doing well.
- I can explain what I am doing well and I have begun to identify areas for improvement.
- I can understand ways (criteria) to judge performance.
- I can use awareness of space/others to make good decisions.

#### Gymnastics:

- I can perform an accurate preparation phase.
- I can create a clear shape during flight.
- I can land quietly and in balance.
- I can perform accurate footwork patterns and take-off.
- I can move with good posture.
- I can move smoothly and fluently