YEAR 3/4/5 Knowledge Organiser Term 2

The Ancient Greeks

Connection to a famous person/place

Wonders of the World



	Key Skills
	Historical Enquiry Can describe and question the origins and purposes of sources using knowledge of periods and civilizations Ask perceptive questions Knows how to find, select and utilise suitable information to formulate and investigate hypotheses.
	Historical Significance Can identify that **significance** reveals something about history or contemporary life
	Chronology Begin to understand historical periods overlap each other and vary in length. Uses more precise chronological vocabulary such as **Ancient, Era, Modern, Turning point, Dark Ages**

Key Words	
Ancient	It means **of,** or **from** a very long time ago
Spartan Warrior	**Spartan warriors** known for their professionalism were the best and most feared soldiers of Greece in the fifth century B.C
Philosophy	**Philosophy** comes from the Greek language. It means "**love of wisdom**." Philosophy is the study of some of the most basic questions about human life.
Democracy	A **democracy** means rule by the people. The name is used for different forms of government, where the people can take part in the decisions that affect the way their community is run.
Significance	The **significance** of something is the importance that it has.

Key Knowledge

A study of **Greek life** and achievements and their influence on the Western World

- **BC** means **Before Christ.**
- Ancient **Greece** saw advances in Technology, Poetry and Art.
- Many **Greeks** were poor and life was hard.
- **Ancient Greek** homes were built around a courtyard or garden.
- The most famous temple in **Greece** is the Parthenon in Athens, dedicated to the goddess Athena.
- **Greece** was made up of lots of smaller states and they often went to war with one another or with foreign enemies

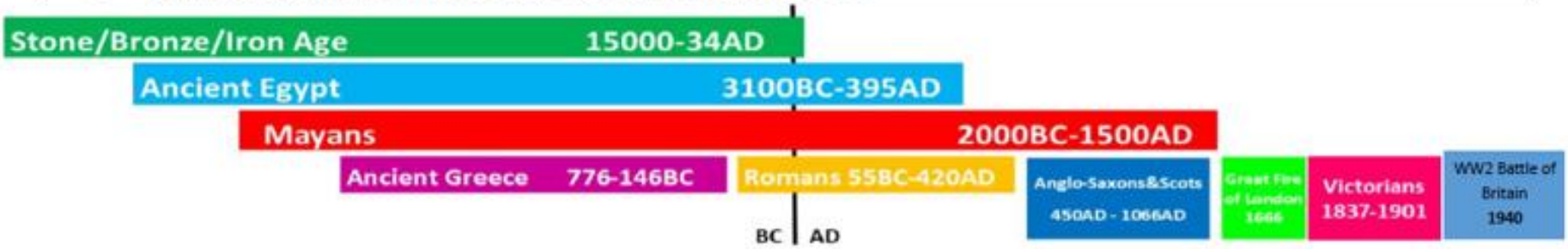


Respect, Believe, Achieve



As a Historian, here's what I will know by the end

1. I will be able to talk about the Greek timeline, pointing out key features/times, including the Spartans.
2. I will investigate and find out if the Minotaur was real.
3. I will understand the legacy of the Ancient Greeks by looking at their influence on today's society.
4. I will have found out about the different Gods and Goddesses in Greek culture and their significance to Greek Life, then and now.
5. I will understand how Democracy worked in Ancient Greece.



French – Space expression

Vocabulary and colours



French – Space expression

Sentence structure and phrases



Knowledge Organiser
Year 4 – Electricity

Careers connected to this unit: electrician, electrical engineer, lighting designer

PHYS

Lesson Sequence


1. Explore electrical appliances and electrical safety


2. Learn about electrical components in a series circuit


3. Investigate electrical circuits


4. Explore conductors and insulators


5. Learn about electrical switches


6. Apply knowledge of conductors and insulators

Key Facts

1. A series circuit contains a power source (cell or battery), wires and a component that requires electricity to work (bulb, bell or buzzer) in a single loop.
2. Electricity flows through the wires from the power source, around the circuit and back to the power source.
3. A switch can be added to the circuit to break or reconnect it.

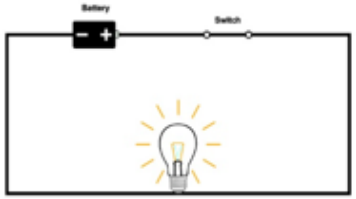
Conductors and Insulators

- Materials that allow electricity to pass through to create a complete circuit are called electrical conductors.
- Materials that do not allow electricity to pass through and do not complete a circuit are called electrical insulators.



Complete and Incomplete circuits

A complete circuit contains a power source, wires, and a component. They are connected in a loop with no breaks so that the electricity can flow from one end of the power source to the other.



The circuits below will not work. They are incomplete circuits.



Electrical Components


cell/battery


wire


bulb/lamp


buzzer


switch

Year 4

Unit 3

Multiplication and Division: Multiplication Tables



- Know and use the effect of multiplying by 0
- Know and use the effect of multiplying by 1
- Know and use the effect of dividing by 1
- Recall and use division facts for the 9 times table
- Recall and use multiplication facts for the 9 times table
- Build the 9x table and count in steps of 9 and multiples of 9 from zero
- Recall and use division facts for the 6 times table
- Recall and use multiplication facts for the 6 times table
- Build the 6x table and count in steps of 6 and multiples of 6 from zero
- Recall and use division facts for the 7 times table
- Recall and use multiplication facts for the 7 times table
- Build the 7x table and count in steps of 7 and multiples of 7 from zero

Year 5

Unit 4

Addition and Subtraction

Add two whole numbers choosing an efficient mental strategy

Subtract two whole numbers choosing an efficient mental strategy

Use column addition for two numbers with more than 4 digits when regrouping is required in multiple columns

Use column subtraction for two numbers with more than 4 digits when regrouping is required in multiple columns

Use column addition for numbers with 3 decimal places when regrouping is required

Use column addition for numbers with 1,2 or 3 decimal places when regrouping is required

Use column subtraction for numbers with 3 decimal places when exchanging is required

Add two decimal numbers choosing an efficient strategy

Subtract two decimal numbers choosing an efficient strategy

Use column subtraction for numbers with 1,2 or 3 decimal places when exchanging is required

Term 2

www.buzzardpublishing.com

This product is licensed for exclusive use by The Purchasing Institution

Knowledge Organiser
Football Year 4

About this Unit

Football is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Bally ballerson!
Early versions of football can be traced back over 3000 years to the Mesoamerican civilisation where the ball they played with was actually a rock! Ancient Chinese civilisations used a round ball made out of feathers or fur, the Aboriginals used balls made of leaves and in Medieval Europe the ball was made out of a pig's bladder. When football as we know it grew in popularity, the ball changed too and nowadays, the ball is made out of leather.

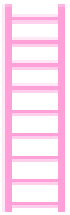
Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	



Can you think of any other invasion games that share these principles?

Ladder Knowledge



Sending & receiving: Cushioning the ball will help you to control it when receiving it.

Dribbling: Using changes of direction and speed when you dribble will help you to maintain possession.

Space: Moving into space will help your team keep possession and score goals.

Attacking: Shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space.

Defending: Mark a player to stop them from being an option. Try to intercept the ball as it is passed.

Movement Skills

- run
- dribble
- pass
- receive
- track

This unit will also help you to develop other important skills.

- **Social** – co-operation, respect, communication
- **Emotional** – determination, honesty, persevere, independence
- **Thinking** – decision making, comprehension, select and apply, use tactics

Rules

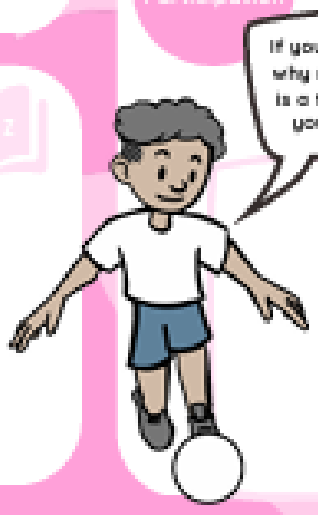
- Physical fouls include pushing, tripping, pulling, overly aggressive play.
- You cannot touch the ball with your hands.
- If either of these rules are broken, a free kick is awarded to the other team. All players must be five big steps away from the person taking the free kick.
- If a ball goes out of play on a side line, a throw in is taken by the team who did not have last contact with the ball.
- A corner is taken if the ball goes out of play on a goal line and is kicked out by the defending team.
- A goal kick is taken if the ball goes out of play on a goal line and is kicked out by the attacking team.

Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals.

Healthy Participation

- Make sure any unused equipment is stored in a safe place.



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Head to our youtube channel to watch the skills videos for this unit. @getset4education836

Key Vocabulary

accelerate: speed up
communicate: share information
control: being able to perform a skill with good technique
cushion: take the power out of an object
decision: select an outcome
delay: to slow an object or player
deny: to prevent an action happening
invasion: a game of two teams who invade each other's space to score goals
opposition: the other team
option: possible choices
pitch: the space used for the game
possession: to have
referee: the person who makes sure the rules are followed
tournament: a competition of more than two teams
track: to move your body to get in line with a ball that is coming towards you

© Copyright Get Set 4 Education Ltd.

Knowledge Organiser
Mindful Movement Year 4

Ladder Knowledge



Balance:

Move with your breath, it will help you to balance.

Flexibility:

Different poses will need you to extend different body parts.

Strength:

People have different levels of strength.

About this Unit

Mindful Movement is a type of exercise that helps our mind and body. In Mindful Movement, we put our body into different positions, called poses. We can link these poses together to create sequences of movement. In this unit you will learn poses and techniques that will help you to connect your mind (what you are thinking and feeling) with your body.

Often poses take inspiration from animals and nature like these...



Do you know the animal that inspired this pose?



Key Vocabulary

breath: moving air in and out of your body
control: being able to perform a skill with good technique
extend: to make longer
flexibility: the ability of muscles and joints to move through a range of motion
gratitude: being thankful
lengthen: to make longer
link: to join together
mindfulness: to bring attention to experiences occurring in the present moment
notice: to pay attention to
pose: a position, usually still
relax: to become calm
stable: to be balanced
strength: the amount of force your body can use
wellbeing: the emotional state of someone

This unit will also help you to develop other important skills.

Movement Skills

- balance
- flexibility
- strength
- co-ordination

Social safety, supporting others, communication, collaboration, respect

Emotional confidence, determination, integrity, focus

Thinking recall, creativity, selecting actions, providing feedback, reflection

Strategies

Use your breath to help you to focus.

When you feel stressed, your heart rate increases and breathing becomes quicker.
Slow, deep breathing can help you feel calm and focused. Try breathing in for four counts and out for four.

Mindfulness

Everyone experiences mindfulness differently. Notice what helps you feel calm and focused.

Healthy Participation

- Bare feet so you don't slip.
- Stretch slowly and breathe deeply, never force a pose.



How will this unit help your body?

balance, co-ordination, flexibility, strength

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab www.getset4education.co.uk



Head to youtube to watch the skills videos for this unit. @getset4education136

© Copyright Get Set 4

Y4 PSHE Jigsaw Knowledge Organiser Celebrating Difference

Puzzle Outcomes

- I understand that everybody's family is different and important to them and appreciate my own family/ people who care for me.
- I understand that differences and conflicts sometimes happen among family members.
- I know how to calm myself down and can use the 'Solve it together' technique.
- I know what it means to be a witness to bullying.
- I know some ways of helping to make someone who is bullied feel better.
- I know that witnesses can make the situation better or worse by what they do.
- I can problem-solve a bullying situation with others.
- I recognise that some words are used in hurtful ways and will try not to use hurtful words.
- I can tell you about a time when my words affected someone's feelings and what the consequences were.
- I can give and receive compliments and know how this feels.

Weekly Celebrations

Week 1: Accept that everyone is different

Week 2: Include others when working and playing.

Week 3: Know how to help when someone is being bullied.

Week 4: Try to solve problems.

Week 5: Use kind words.

Week 6: Know how to give and receive compliments.

Celebrating Difference at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School, we understand that everybody is unique and we should respect and celebrate everyone's differences.

Anti-bullying week: Power for Good



Our Values of the term: Patience and Peace





Key Vocabulary

Family	A family is two or more people who are connected by biology, adoption, marriage, or strong emotional bonds.
Conflict	A serious disagreement or argument.
Solution	The act or process of solving a problem or question.
Bullying	unwanted, aggressive behaviour that involves a real or perceived power imbalance.
Bystander	Someone who happens to be present when something takes place but does not take part in it.
Witness	A person who sees or hears something that happened.
Gay	Sexual or romantic attraction to people of the same sex.
Consequences	something that happens as a result of behaving in a particular way.