

Prior Learning

Pupils last studied this topic in year 2. They should be able to use that knowledge to answer the following questions:

- Name 2 examples of habitats and what animals might be found there.
- Can you name 2 objects that fit into each of these categories:
 - Never been alive
 - Dead
 - Living
- Give an example of a food chain.

How can environments change?

Natural changes	This could be caused by flooding, fire, earthquakes etc
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Human have an impact on the environment:

Positive impact

This could be:

- setting up a nature reserve
- tree planting
- creating a garden pond.

Negative impact

This could be:

- littering
- deforestation
- air pollution
- plastics in the oceans

Living things and their habitats – Year 4

Significant scientists

Jane Goodall
(Born 1934)



Jane Goodall is an expert on wild chimpanzees. She is known for her ground breaking discoveries about their behaviour. She has shown us the urgent need to protect chimpanzees from extinction.

Seirian Sumner



Dr Seirian Sumner is an evolutionary biologist and behavioural ecologist. She specialises in social evolution and behaviour in insects (bees, wasps and ants).

Environments can change with the seasons:



Arctic tern migrates from the Arctic to Antarctica.

Hedgehogs hibernate in the winter in small, dry, sheltered places, like tree roots.

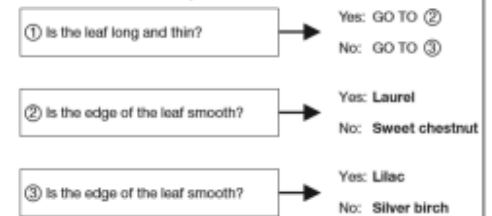


Classification keys

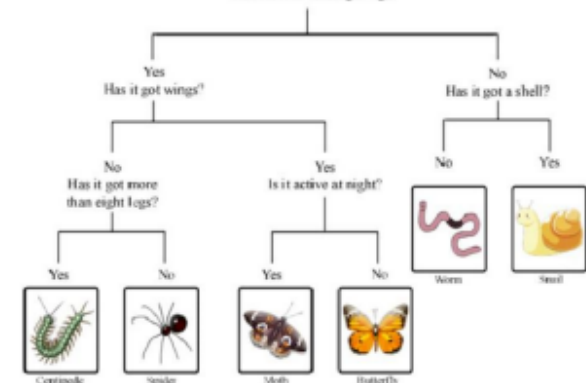
A key to sort leaves



Key to tree leaves:



Has the mini-beast got legs?



Key Vocabulary- Science



classification



environment



habitat



migrate



hibernate



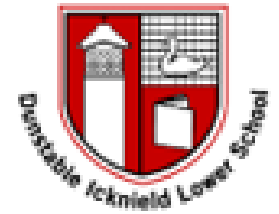
vertebrates



invertebrates

Year 4: PE Knowledge Organiser

Summer 1: Tennis



Prior Learning

Pupils have been taught Tennis in year 3 and will be able to use this knowledge to answer the following questions:

- What does it mean to recover in tennis?
- In tennis what does the word return mean?
- How do you attack and defend whilst playing tennis?

Core learning/skills

Pupils will hit the ball into space on their opponent's side of the court, creating space for the next shot that will win them the point.

Pupils will apply an accurate understanding of where, when, and why we hit the ball into spaces on their opponent's side of the court.

Pupils will develop life skills such as trust and cooperation as they collaborate with others, applying the rules of the game.

Sticky Learning

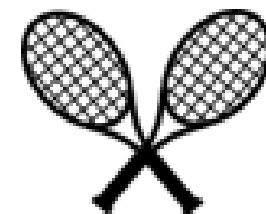
The unit of work will develop pupils' ability to apply the principles of attack vs defence to win a game of tennis.

Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques.

Pupils will continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.

Did you know?

The Williams sisters, Venus and Serena are two professional American tennis players who have dominated the women's game. Between them they have won over 60 grand slam titles and 5 Olympic titles.



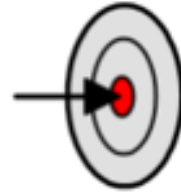
Key Vocabulary- PE



outwit



space



accuracy



power



baseline



forehand



backhand



rally

Year 4: Computing Knowledge Organiser

Summer 1: Photo Editing



Core learning/skills

- How digital images can be changed and edited, be resaved, and reused.
- Consider the impact that editing images can have and evaluate the effectiveness of their choices.

Sticky Learning

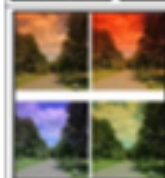
Below are a number of different ways that we can edit photographs.



When we only need a part of a photograph, we can crop the image. We can also enlarge and reduce the parts that we need.



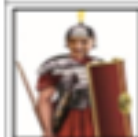
We can make more than one of an image by copying it. We can also rotate and flip images to create different effects.



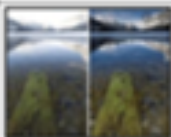
Photograph editing programs often have filters. These can change the colours in a photograph. Different colours can give us different feelings.



When the lighting of the photograph is not quite right, we can change the brightness of the photograph.



We can add and remove parts of a photograph by using cut, copy and paste tools.



We can change the contrast of photographs, making the subjects clearer.

Did you know?

Before you take a photo, you must check the following things:

Has the person given you permission?

Is there anything in the background that is private?

Have you got permission to share the photograph?



Prior Learning

Pupils have had experience with taking photography in year 2 and can use this to answer the following questions:

- What makes an excellent photo?
- How can you edit a photo?
- What devices can you take photos on?
- What do you enjoy taking photo's off?

Key Vocabulary- Computing



photography



editing



software



crop



rotate/flip



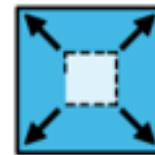
copy



brightness



contrast



enlarge



reduce

Year 4: Art Knowledge Organiser

Summer 2: British Art



Prior Learning

In year 3, we learnt the answers to the following questions:

Can you explain what a sketchbook is?

Can you explain how to mix a certain colour?

What happens when you add white to a colour?

Core learning/skills

Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns, and lines.

Mix colours effectively.

Use watercolour paint to produce washes for backgrounds and then add detail.

Experiment with creating mood with colour.

Sticky Learning

The primary colours are red, yellow and blue.



Primary and
Secondary Colours

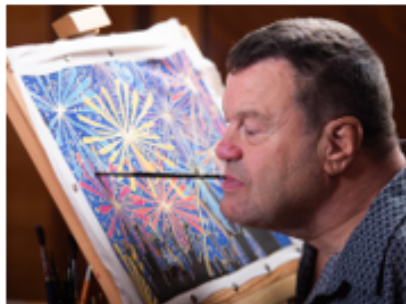
Secondary colours are colour combinations created by the equal mixture of two primary colours.

A tint is a mixture of pure colours to which white is added.

We use sketchbooks, can you explain what they are useful for?

Artists covered in this topic.

Tom Yendell is a British artist who paints with his mouth and foot.



Van Gogh was a Dutch painter who is the most famous artists in History.



Key Vocabulary-Art



Horizon



Representational



Impressionist



Abstract



Idealised



Swirling



Stippled

Year 4: RE Knowledge Organiser



Summer 1: For Christians, what was the impact of Pentecost?

Prior Learning

Pupil have learnt about Christianity earlier in the term and should be able to answer the following questions:

- What is trinity and can you give an example of how Christians show it in their worship?
- Last term, you learnt about Good Friday. Think of 3 key facts that you can tell the rest of the class?
- When Jesus died on Good Friday what do Christians think happened next?

Core learning/skills

- Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth.
- Offer informed suggestions about what the events of Pentecost in Acts 2 might mean.
- Give examples of what Pentecost means to some Christians now.
- Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.

Sticky Learning

Pentecost is celebrated 50 days after Easter and is when Christians remember the gift of the Holy Spirit. The Holy Spirit is the third part of the Trinity - Father, Son and Holy Spirit - which is how Christians understand God, and is the means by which God is active on Earth.



Did you know?

Pentecost means the 50th day in Greek. It is also called Whitsun, Whitsunday, or Whit Sunday in the UK. It is Historically related to the Jewish harvest festival of Shavuot. For many, the Pentecost story makes it the real start of the Christian Church.



Since Pentecost, Christians have been trying to make the world look more like the kingdom of God. The Lord's Prayer gives us clues to what Christians might believe the kingdom of God should be like.

Key Vocabulary-RE



Holy Spirit



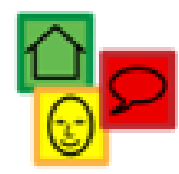
Pentecost



Kingdom



New Testament



symbol



Trinity

Year 4: PSHE Knowledge Organiser

Summer 1: How can our choices make a difference to others and the environment?



Prior Learning

Pupils will be able to use their previous learning to answer the following questions:

- What is a community and why it is important?
- Why is it important to be respectful of diverse communities?
- Can you name an example of how you have showed respect for the environment?

Core learning/skills

How people have a shared responsibility to help protect the world around them

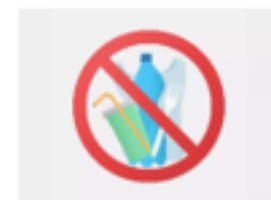
How everyday choices can affect the environment.

How to show care and concern for others (people and animals)

How to carry out personal responsibilities in a caring and compassionate way

Sticky Learning

Topical issues are linked to current news or events. It is things that happening right now. Can you think of any examples of this? It is important that we have the skills and vocabulary to share our thoughts, idea and opinions whilst we discuss these topical issues.



What people choose to buy or spend money on can affect others or the environment. Some examples are fairtrade, single use plastics and giving to charity.



Did you know?

David Attenborough is extremely passionate about climate change. In his latest documentary he quoted "If we can do something about it, then do it. We can do it. We must do it."



Key Vocabulary- PSHE



topical



issues



discussion



compassionate



environment



shared



responsibility

Year 4 Diary Writing – Summer 1



Feature

Includes date	
Written in the 1 st person	
Uses Past tense	
Uses personal tone/informal language	
Includes emotive language	
Uses paragraphs	
Uses rhetorical questions	
Applies different punctuation marks and sentence types	

Similes

Fronted adverbials

Metaphors

Prepositional phrases

Adverbs

Short sentences for effect

Conjunctions

Direct speech

Repetition

Alliteration

Key vocabulary from the vehicle text:

Words:

Harrowing	Essentials	Powerless	anguished
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Phrases:

What to leave behind was harrowing	Choking tightness in my throat	Tears swelled out of my eyes	Today broke me on the inside
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August 16th - I think.

Today we left everything behind - our neighbours, our friends, our home; all of our most treasured possessions.

How do you decide what to pack for the rest of your life? Making a decision about what essentials to take or what to leave behind was harrowing. Should I have taken Zian's and Yana's first toys? Their first pair of shoes? Should I have taken the photo of their first day at school? Every item I put into the cases meant there was less room for memories. With a choking tightness in my throat, I closed the last of our five cases, which only held the essentials.

The children saying goodbye to Cheecha was hard. I'm sure his front paws and ears were wet from their tears. With anguished faces, they asked me who would feed him and look after him. I told them a special person who looks after all the animals will find him a new home in a safer place! I felt powerless to tell them the truth.

As our final sun set, we carried the cases cautiously to the car. Quietly and quickly, we placed them on the roof. Zian had found ropes in the garage and helped fasten them. With each tightening tug, tears swelled out of my eyes. Thankfully the night hid these from the children. I must be strong. We must get through this. I have to believe that things will get better.

Don't know when i'll get the chance to write in here next.
Mahek - No kisses today.



- Understanding of the difference between plural and possessive. Indicating possession using the possessive apostrophe with plural nouns
- Commas after fronted adverbials.
- Inverted commas to indicate direct speech.
- Use of comma after a reporting clause and use of end punctuation within inverted commas
- Cohesion (avoiding repetition, and using appropriate choice of nouns)
- Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.

Punctuation:

Commas ,	Used to separate items in a list, separates a subordinate clause from a main clause at the start of a sentence, follows a fronted adverbial, and marks out a relative clause. Today we left everything behind – our neighbours, our friends, our home; <u>all of</u> our most treasured possessions.
Possessive apostrophes	Used to indicate possession. Also used with plural nouns. The children's <u>Mother</u> had become more and more worried.
Rhetorical questions ?	A question asked to create a dramatic effect or make a point rather than to get an answer. Their first pair of shoes?

Knowledge Organiser

Year 4 Narrative – Summer 1



Features and organisation for your writing:

Feature	Tick
Includes story language throughout the text	
Story has a clear problem and events which are developed throughout	
Characterisation and developments of main characters established	
Language links one paragraph to the next	
Story flows well	
Paragraphs are organised well	

Include language techniques:

Similes	Fronted adverbials
Metaphors	Prepositional phrases
Adverbs	Short sentences for effect
Conjunctions	Direct speech
Personification	Repetition
Alliteration	

Key vocabulary from the vehicle text:

Words:

chaos	burrowed	dusk	makeshift	dehydrated
provisions	ventured	consumed	chaos	sighs
avoid	migrating	escape		

Phrases:

They never go there anymore, nor do they smile	Conflict began	Beyond their control	War took Mahek's husband
Driven at dusk to avoid being caught	Hid under makeshift blankets	tired smile	

Example text:

Mahek lived with her children in a town near to the ocean. Every summer they used to spend many weekends at the beach – laughing and giggling, giggling and laughing. But they never go there anymore, nor do they smile, because last year, their lives changed forever. Fear waited nearby.

The conflict began. Every day, desperate things started happening around them, that were beyond their control. One day, the war took Mahek's husband. All was chaos. Everything was broken. Since that day, everything had become darker and the children's Mother had become more and more worried. Soon, one of her friends fearfully whispered to her that people were trying to escape to another country. Fear burrowed itself within her. She knew what to do.

Taking each of her two children by the hand, she led them unwillingly away from all they had known. They were driven at dusk to avoid being caught. The three figures, dehydrated and desperate, often hid under makeshift blankets. After days, they had to abandon their vehicle and continued on foot. She had no choice other than to press onward. It was time to go unseen, unnoticed. Fear consumed all hope.

With determination, they ventured onwards across more countries. Their provisions were spent, their bodies exhausted. Angry border guards patrolled. Panicking, they took cover, clung together and waited helplessly. Then they heard a voice, "Quick! This way. They're coming." The children followed their Mother. They boarded a cramped and crowded boat with others just like them. This vessel of fear launched forward into the unknown.

They woke from their huddle and saw, in the distance, a welcoming harbour that stretched far and wide. This harbour gave rise to a promise of protection in a different land.

Zian asked his mother eagerly, "Is this the place where we will be safe?" "It is close," she replied, with a reassuring smile.

Fear was drowned by courage.



Sentence accuracy focus:

- Understanding of the difference between plural and possessive. Indicating possession using the possessive apostrophe with plural nouns
- Commas after fronted adverbials.
- Inverted commas to indicate direct speech.
- Use of comma after a reporting clause and use of end punctuation within inverted commas
- Cohesion (avoiding repetition, and using appropriate choice of nouns)
- Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.

Punctuation:

Commas ,	Used to separate items in a list, separates a subordinate clause from a main clause at the start of a sentence, follows a fronted adverbial, and marks out a relative clause. Since that day, everything has become darker.
Inverted commas	Used to punctuate direct speech / indicate a character is talking.
"speech"	Then they heard a voice, "Quick! This way. They're coming."
Possessive apostrophes	Used to indicate possession. Also used with plural nouns. The children's Mother had become more and more worried.

Key Vocabulary- Mrs Kenneford's PE



navigate



teamwork



strategy



tactics



map



route



out of



bounds

Year 4: History Knowledge Organiser



Summer 1 – Early Islamic Civilisation, including Baghdad |

Prior Learning

In Year 3, we learnt the answers to the following questions:

What was 'new' about the 'New Stone Age'?

Which was better, bronze or Iron?

If you were Julius Caesar, would you have invaded Britain in 55BC?

When do you think it was better to live? Stone Age, Bronze Age or Iron Age?

Core learning/skills

1. How different was Baghdad to London around 900AD?
2. What was in the House of Wisdom?
3. Who was Ibn Battuta and how did his Rihla help us?
4. Who was Al-Zahrawi and what could we learn from Muslim medicine?
5. What did early Islamic civilisation leave behind?

Sticky Learning

Baghdad in 900AD was the largest city in the world, with a population of about 1 million.



Ibn Battuta was a medieval Muslim traveler who wrote one of the world's most famous travel logs, the Rihlah.



Did you know?

In 762, the newly-founded city of Baghdad became the capital of the Muslim world. Until 1258, Baghdad was the world centre of culture and learning, with the period being known as the Golden Age of Islam.



Key Vocabulary- History



Legacy



Culture



Empire



Al-Mansur



Heritage



Muslim



Compare



Embrace

