

# **Knowledge Organiser**

**Year 4**

**Summer Term 2022**

# Art Y4 Summer Term

## Prior Knowledge:

### Painting:

- Know how to use paint and equipment correctly.
- Know how to predict colour mixing results with increasing accuracy
- Know how to use colour washes to build up thicker layers and paint detail.
- Know how to use a brush to produce marks appropriate for work

### Exploring:

- Know how to create sketch books to record their observations Know how to use them to review and revisit ideas
- Know how to use visual and other information for their work

### Evaluating:

- Know how to comment on differences and similarities in their own work and the work of others
- Know how to adapt and improve their own work

## Vocabulary

colour wheel, tint, consistency, surface pattern, method, approach, palette, perspective, water colour, purpose

## As an Artist I will:

- |                                             |  |
|---------------------------------------------|--|
| • Produce creative work                     |  |
| • Become proficient in drawing and painting |  |
| • Evaluate and analyse                      |  |
| • Know about great artists.                 |  |

## Key Knowledge

### Painting:

- Know how to use paint and equipment correctly and with increasing confidence.
- Know how to use the colour wheel to mix different shades of the same colour.
- Know how to use tints and tones
- Know how to work with different consistencies of paint.
- Know how to use language appropriate to skill.

### Exploring:

- Know how to communicate their own ideas and meanings through a range of materials and processes for a range of purposes
- Know how to identify the different forms art takes

### Evaluating:

- Know how to look at and talk about the work of other artists.
- Know how to comment on ideas, methods and approaches in their own work and the work of others.
- Know how to relate ideas, methods and approaches to context in which a work was created.
- Know how to adapt and improve their own work to realise their own intentions.

# Computing Y4 Summer Term

## Creating Media - Manipulating Digital Images

As a Computing Scientist I will:	
• Understand computer science.	
• Analyse problems and write computer programs to solve them.	
• Evaluate information technology.	
• Will be a responsible, competent and creative user of ICT.	

### Prior Knowledge:

Desktop publishing:

Creating documents by modifying text, images, and page layouts for a specified purpose.

### Key Knowledge

Photo editing:

- Know how to combine two images.
- I know that computer images can be changed and some images are fake.
- I know how to rotate, flip and crop images.
- I know how apply filters and effects to a photograph to change how it looks.
- I know how to draw, add text and borders to a photograph.

### Vocabulary

Media, Manipulate, Digital image, Modify, Layout, Combine, Rotate, Flip, crop

# Computing Y4 Summer Term

## Programming - Repetition in games

### Prior Knowledge:

Events and actions in programs:  
Writing algorithms and programs that use a range of events to trigger sequences of actions.

### Key Knowledge

Repetition in games:

- I know how to create an algorithm show, hide and move blocks.
- I know the difference between infinite loops and count controlled loops.
- I know how to modify loops.
- I know when to choose an infinite loop and when to use a count-controlled loop.

### As a Computing Scientist I will:

- |                                                               |  |
|---------------------------------------------------------------|--|
| • Understand computer science.                                |  |
| • Analyse problems and write computer programs to solve them. |  |
| • Evaluate information technology.                            |  |
| • Will be a responsible, competent and creative user of ICT.  |  |

### Vocabulary

Block based programming  
Count controlled loop  
Infinite loop  
Algorithm

# DT Y4 Summer Term

## Food: Healthy varied diet

### Prior Knowledge:

Know some ways to prepare ingredients safely and hygienically.

- Have some basic knowledge and understanding about healthy eating and The eatwell plate.
- Have used some equipment and utensils and prepared and combined ingredients to make a product.

### Key Knowledge

Know how to use appropriate equipment and utensils to prepare and combine food.

- Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.
- Know and use relevant technical and sensory vocabulary appropriately.

### Vocabulary

name of products, names of equipment, utensils, techniques and ingredients  
texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury  
hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet  
planning, design criteria, purpose, user, annotated sketch, sensory evaluations

### As a Designer I will:

- |                                                                           |  |
|---------------------------------------------------------------------------|--|
| • Develop creative, technical and practical expertise.                    |  |
| • Design and make products for a range of users.                          |  |
| • Evaluate my designs.                                                    |  |
| • Understand and apply the principles of nutrition and learn how to cook. |  |

# Geography Y4 Summer Term

## European Region

### Prior Knowledge:

Using maps; continents and oceans; geographical terms from local and contrasting locality units

### As a Geographer I will be:

• Develop knowledge of globally significant places.	
• Understand key physical and human geographical features of the world.	
Carry out a range of fieldwork	
Interpret information from a range of sources.	

### Key Knowledge

- the location and principal features of the region around Athens, when seen at a range of scales, from the global to the immediately local;
- ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens;
- ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea
- ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places studied;
- about place-specific patterns of continuity and change (including different perspectives on issues in the news, as well as ways in which modern-day Greece compares and contrasts with its past).

### Vocabulary

# History Y4 Summer Term

## Saxons and Scots

### Prior Knowledge:

Romans: why they left Britain 410 AD / CE – what continued and what changed

### As a Historian I will:

Know chronology of topic studied.

Understand significant events.

Understand historical terms.

Understand historical concepts and use them to make connections.

Understand and take part in historical enquiry.

### Key Knowledge

- Know where the Angles, Saxons, Jutes, Frisians came from, and how the term 'Anglo-Saxon' can be misleading.
- Know when and why these people came to Britain and where they settled.
- Explain what the Seven Anglo-Saxon Kingdoms were and where they were.
- Know where the Scots came from, where they settled and why.
- Know how place names can indicate Anglo-Saxon and Scottish settlement, and what life would have been like in an Anglo-Saxon village.
- Know aspects of Anglo-Saxon art and culture and society.
- Know what challenges these early settlers faced and how the arrival of these societies can be interpreted differently.
- Explain some of the religious beliefs and practices of the early Anglo-Saxons, and describe some of the gods they worshipped.
- Learn how the Anglo-Saxons were converted to Christianity and the people who were influential in this, and significant places.
- Begin to understand The Church as a connected, complex organisation linked across Europe that had periods of reform and disagreements through a focus on the Synod of Whitby 664 (convened to set a date for Easter)
- Know that Wareham was a Saxon settlement, and the evidence which can be seen today.

### Vocabulary

AD – CE, BC – BCE , Angles, Saxons, Jutes, Frisians, invasion, invaders, settlers , migration, settlement, Hengist and Horsa, pagan, Christianity, Monk, Abbey, Abbot, Abbess, The Venerable Bede

Augustine, The Church (as a connected, powerful institution), Canterbury, Iona, Lindisfarne, Seven **Kingdoms** (Heptarchy): Northumbria, Mercia, East Anglia, Wessex, Sussex, Essex, Kent  
Sutton Hoo, Offa's Dyke, -ham / -ton, -tun / -wich / -ford / -burh, wattle and daub, thatch, farmer-warrior, illumination, Manuscript, were geld

# MFL Y4 Summer Term

## Mi Clase (My Class)

As a Linguist I will:	
Understand spoken and written language.	
Speak with accurate pronunciation and intonation.	
Write for different audiences.	
Discover and develop and. Appreciateion of. The language studied.	

### Prior Knowledge:

- Know that “tengo” means I have
- Understand that all nouns in Spanish are either masculine or feminine
- Read, write and say the masculine and feminine forms of the indefinite article: “a” (un/una)

### Key Knowledge

- Listen to and recognise the nouns for common classroom objects
- Say and write from memory common classroom objects using the correct gender
- Accurately say and write what I have and don't have in my pencil case
- Learn to use the negative: “I don't have”
- Ask somebody what they have in their pencil case
- Recognise and respond to simple classroom commands

### Vocabulary

un sacapuntas – a pencil sharpener  
 un cuaderno – an exercise book  
 un lápiz - a pencil  
 un bolígrafo - a pen  
 un libro – a reading book  
 una gorra – a rubber  
 una regla – a ruler  
 un estuche – a pencil case  
 una calculadora – a calculator  
 unas tijeras – a pair of scissors  
 una barra de pegamento – a glue stick  
 una cartera – a bookbag  
 Tengo... - I have...  
 No tengo... - I do not have...  
 ¿Qué tienes en tu estuche? - What do you have in your pencil case?  
 En mi estuche tengo.. - In my pencil case I have...  
 En mi estuche no tengo.. - In my pencil case I do not have...  
 ¡Escuchad! - Listen  
 ¡Escribid! - Write  
 ¡Repetid! - Repeat  
 ¡Silencio! - Silence  
 ¡Abrid los libros! - Open the books  
 ¡Cerrad los libros! - Close the books  
 ¡Pensad! - Think  
 ¡Leed! - Read  
 ¡Preguntad! - Ask  
 ¡Levantad la mano! - Raise your hand



# MFL Y4 Summer Term

## Mi Casa (My Home)

### Prior Knowledge:

- Know that “vivo en” means I live in
- Understand that all nouns in Spanish are either masculine or feminine
- Read, write and say the masculine and feminine forms of the indefinite article: “a” (un/una)

### Key Knowledge

- Say and spell the words for flat and house using the correct form of the indefinite article
- Say what rooms there are in your house
- Say what rooms you don't have in your house
- Use the conjunction “y” (and) or “pero” (but) to link two sentences together
- Ask someone to describe their home

### As a Linguist I will:

Understand spoken and written language.

Speak with accurate pronunciation and intonation.

Write for different audiences.

Discover and develop and. Appreciateion of. The language studied.

### Vocabulary

¿Dónde vives? - Where do you live?

Vivo en... - I live in...

una casa – a house

un departamento – a flat

en la ciudad – in town

en el campo – in the countryside

en las montañas - in the mountains

en la costa – by the sea

en un pueblo – in a village

y – and

pero – but

una cocina – a kitchen

un comedor – a dining room

un cuarto de baño - a bathroom

un dormitorio – a bedroom

un lavadero – a utility room

un sótano - a basement

un despacho – an office / a study

un salón - a living room

un garaje – a garage

un jardín - a garden

En mi casa hay... - In my house there is/are

En mi casa no hay... - In my house there isn't / aren't

# Music Y4 Summer Term

## Blackbird

### Reflect, Rewind and Replay

As a Musician I will:	
Perform, listen to and evaluate a range of music.	
Learn to sing, create and compose music and play an instrument.	
Understand how music is created and use appropriate notation.	

#### Prior Knowledge:

##### Performing

- Know how to sing in tune with expression.
- Know how to control the voice when singing with clear diction.
- Know how to play clear notes on an instrument

##### Composing

Know how to use different elements in composition; repeat patterns on a range of instruments and create accompaniments to a melody

- Know how to choose instruments purposefully and combine different sounds to create an intended effect.

##### Listening and appraising

- Know how to use musical vocabulary to describe a piece of music, discussing likes and dislikes.
- Know how to improve work, stating how it has been improved.
- Know how to recognise the work of at least one famous composer showing awareness of when it was written.

#### Key Knowledge

##### Performing

- Know how to perform a simple part including rests.
- Know how to improvise using repeated patterns.
- Know how to maintain a part in a group showing awareness of others.
- Memorise songs and perform with accuracy.

##### Composing

- Know how to use basic rhythmic notation to transcribe ideas.
- Know how to notate a composition using basic notation and use to record performance.
- Explore and compose a short song (lyrics and melody) and perform

##### Listening and appraising

- Know and identify the different purposes of music, using musical vocabulary.
- Develop their understanding of a musical timeline, recognising there are different eras of music and being able to recognise their differences.
- Know how silence can affect the overall effect of a musical piece or idea.

#### Vocabulary

Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, 3 – Perform & Share melody, solo

# PE Y4 Summer Term

## Cricket, Tennis and Athletics

As a Sports person I will:	
Develop competence in a broad range of physical activities.	
Be physically active for sustained periods of time.	
Engage in competitive sports and activities.	
Lead healthy, active lives.	

### Prior Knowledge:

#### Cricket

- Pupils will develop their throwing, catching and batting skills to outwit their opponents and win the game.  
Pupils will demonstrate a growing understanding of the difference between attack and defence (batting and fielding).

#### Athletics

- Pupils will develop their ability to run and jump as fast/far as possible with the correct techniques and throw for distance exploring the most effective technique.

#### Tennis

- Pupils will throw/hit the ball into space on their opponents side of the court. After playing a shot pupils will recover to a ready position, ready to return the ball.

### Vocabulary

#### Cricket

Retrieving , bowling, strike

#### Athletics

Stride pattern, power, pace, distance.

#### Tennis

Baseline, rally

### Key Knowledge

#### Cricket

- Pupils will develop their bowling, throwing, catching, stopping, retrieving and batting skills applying increasing accuracy to outwit their opponents and win the game.
- Pupils will apply an understanding of where, when and why we utilise our fielding skills to stop the batters using their batting skills to outwit the fielders.

#### Athletics

- Pupils will be able to apply the correct technique for sprinting. They will explore pacing and the correct technique for triple jump and javelin

#### Tennis

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

# PHSE/RSE Y4 Summer Term

## Rights and Responsibilities

### Prior Knowledge:

- I know the people who help me in school and the community.
- I know the difference between opinion and fact.
- I know effective methods to help the environment.
- I know how money is earned and factors which affect this.

### Key Knowledge

- know what human rights and their impact on community.
- I know I should recognise influences, facts and opinion in a critical manner.
- I know the impact of a bystander and the difference they can make to a situation.
- I know some terms relating to finance and how society is supported by the income of others.

### Vocabulary

Rules, laws, respect, courtesy, opinions, influence, income, expenditure, national insurance, VAT, public services.

As a Scientist I will be:	
Asking Questions	
Making Observations	
Engaging in Practical Activities	
Recording and Presenting Evidence	
Evaluating and raising questions	
Communicating Findings	

# PHSE/RSE Y4 Summer Term

## Growing and Changing

### Prior Knowledge:

- I know what personal space is and when to allow someone into my space.
- I know I have different types of relationship, with different people, that have different purposes and qualities.
- I know what makes positive and negative relationships.

### Key Knowledge

- I know my emotional reactions may change in different circumstance.
- I know what puberty is and what to expect for both males and females.
- I know I was made by God with the help of my parents.
- I know how conception and life in the womb fits into the life cycle.

### Vocabulary

Reaction, change, hormones, puberty, pubic hair, menstruation, eggs, sperm, period, surprise, uncomfortable,

### As a Scientist I will be:

Asking Questions	
Making Observations	
Engaging in Practical Activities	
Recording and Presenting Evidence	
Evaluating and raising questions	
Communicating Findings	

# Science Y4 Summer

## States of Matter

### Prior Knowledge:

- Distinguish between an object and the material from which it is made. (Y1 - Everyday materials)
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials)
- Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials)
- Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials)
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials)
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)

### Vocabulary

Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle

### As a Scientist I will be:

Develop scientific knowledge conceptual undersa	
Making Observations	
Engaging in Practical Activities	
Recording and Presenting Evidence	
Evaluating and raising questions	
Communicating Findings	

### Key Knowledge

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

# Science Y4 Summer

## Living Things and their Habitat

### Prior Knowledge:

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants)
- Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans)
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans)
- Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)

### Key Knowledge

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.

### Vocabulary

Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate

As a Scientist I will be:	
Develop scientific knowledge conceptual undersa	
Making Observations	
Engaging in Practical Activities	
Recording and Presenting Evidence	
Evaluating and raising questions	
Communicating Findings	