



Knowledge Organiser Booklet

Year 4

Autumn 1



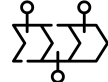




Name		Class	
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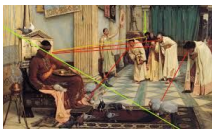

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Use your knowledge organisers to help you remember more.

	Test Yourself!	Only Connect! 	Memory Cards 	Order, Order! 	Phone a Friend! 	Picture it! 
1	Look at and study the definitions of the key vocabulary on your knowledge organiser.	Create a mind map, making connections and links with things that you remember without looking back.	Make your own information cards by writing questions about key vocabulary on one side of the card.	Using a simple line, sort information from your topic into chronological, sequential or hierarchical order.	Ask a friend or family member to have the knowledge organiser or memory cards in their hands.	Read over your knowledge organiser and the key vocabulary, remembering the definition.
2	Cover or hide the information on the knowledge organiser and write down everything that you remember.	Challenge yourself by covering or hiding the knowledge organiser, using what you can recall.	On the other side of the card, write the answer to your questions. You could add pictures to your cards.	Check these with a friend or family member, using data on your knowledge organiser, add more detail.	Get them to test you by asking different questions about the information on your knowledge organiser.	Using the information you remember, draw pictures or diagrams to represent words.
3	Check your notes! Correct your mistakes and add anything that you might have missed out.	Check what you have added to your mind map by using your knowledge organiser to correct any mistakes.	Ask a friend or family member to ask you the questions you created or to ask you new questions.	Challenge yourself by adding information you recall from previous topics which are related.	Write your own sentences using the key vocabulary to replace those on the knowledge organiser.	Showing your diagrams to friends or family, ask them to guess which word you have represented.






This is your Year 4 Art & Design Knowledge Organiser for Autumn 1. Storytelling through Drawing

Art Themes		Tier 2	Key Vocabulary			
line	colour	purpose	illustration	visual narrative	sequencing	composition
A long mark or stroke that could be straight, curved, thick, thin or any direction	The look something has in the light. Colours can be primary, secondary or tertiary.	The reason something is done or created.	A picture, artwork or decoration that often accompanies text e.g. in a book, magazine or poster.	Storytelling through the use of images including drawings.	Arrange in a particular order.	Arrangement of different parts of an artwork – e.g. shapes, sizes, positions.
We can make different lines – thick, thin, long, short, curly, zigzagging etc.	We can use different colours to express different emotions e.g. blue can make us feel calm.	The purpose of our sequence of drawings is to create a visual narrative or story.	We will create illustrations inspired by the poems we read.	We can create a visual narrative through making a series of drawings.	We use sequencing when we arrange different drawings to tell a story.	We will decide how to arrange our compositions in each of our illustrations.
We will use lots of different lines in our drawings.	We will use colour to complete our visual narratives.	The purpose of illustrations is to tell a story through pictures.	Illustrations can bring a story to life using images,	Visual narratives can communicate ideas and stories through pictures.	We will use sequencing in our own visual narratives.	A composition can be very simple or complicated with lots of elements.
						
How this connects with previous learning				How this connects with future learning		
In Year 2, you used expressive lines in your paintings.	In Year 3 you used earthy colours such as browns and oranges when exploring cave art.	In Year 3 you made animated drawings.		In Year 3, you will design your own collages using different shapes and colours.	In Year 4, you will make 3D sculptural forms inspired by food.	In Year 6, you will create your own activism posters expressing a message.

To help you remember and recall key information, you can make your own notes about art & design here.



This is your Year 4 Computing Knowledge Organiser for Autumn 1. The Internet

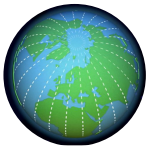




Tier 2 Vocabulary		Key Vocabulary			
network	network switch	router	server	WAP	website
Interconnected computing devices that can exchange data and share resources with each other.	A network switch is networking hardware that connects devices on a computer.	A device that passes information between two computer networks .	A computer that manages the network and stores files.	A networking hardware device that allows other Wi-Fi devices to connect to a wired network .	A group of World Wide Web pages usually containing hyperlinks to each other.
A group of two or more devices or nodes that can communicate.	A device that enables multiple devices on a network to be connected with each other.	Routers send data packets to the right parts of a computer network .	Physical servers require humans to maintain them as they can become overloaded and out of date.	A device, connected to a wired network , that sends and receives wireless signals for/from devices with WiFi connectivity.	The World Wide Web is part of the internet which contains websites and web pages.
A group or system of interconnected people or things.	You will learn all about how the internet connects multiple devices at the same time.	This half-term, you will learn that computers and networks on the internet are a connected by lots of routers .	You will explore how servers are used to manage, maintain and operate networks .	You will learn that you need to have a connection to the internet in order to explore websites .	You will explore a variety of websites and will investigate what they can and cannot do with the content on them.
This half-term, you will explore your school's network and how it is used.					
How this connects with previous learning			How this connects with future learning		
In Year 1, you developed an understanding of technology and the internet and how it can help you.	In Year 2, you explored IT around us and discovered how it helps us in the home, workplace and hospitals.	In Year 3, you learnt all about different digital devices and how you can use the internet on them.	In Year 5, you will develop your understanding of computer systems and how information is transferred between systems and devices.	In Year 6, you will explore how the internet facilitates online communication and collaboration.	In Year 6, you will explore how data is transferred over the internet.

To help you remember and recall key information, you can make your own notes about **computing** here.

This is your Year 4 Geography Knowledge Organiser for Autumn 1. Map It

Tier 2 Vocabulary

Key Vocabulary

data	conclusion	longitude	topography	land use	noise pollution	fieldwork
Facts and statistics gathered together.	The end result of something.	Describes how far east or west a place is.	The physical features of an area of land.	The way in which land is used by people.	Sounds that can harm the people and creatures who hear them.	Fieldwork is the gathering of information about something in a real environment. It is not done in an office or classroom.
In Year 2, you collected data by carrying out a traffic survey.	In Year 2, you used your traffic survey to draw conclusions about which road had the most traffic.	The Prime Meridian has a longitude of 0°.	Natural formations such as hills, mountains, rivers and valleys are all topographical features	In London, land use includes offices, retail and hotels.	The building site was causing noise pollution in the local area.	Fieldwork allows geographers to observe, real-life geographical processes. One of the tools they use are maps.
We will collect data by creating sketch maps of human and physical features and measuring the noise level.	We will use our data to draw conclusions about which part of our local area has the greatest noise pollution .	The longitude of Paris, France is 2° East.	A topographic map includes elevations like mountains and hills.	Agriculture is an example of land use .	There are many causes of noise pollution including local transportation.	Fieldwork can be carried out in a natural environment like a park, river or local community.
I decided I needed to collect more data before I could answer the question,	I shared my conclusions with the team.					

How this connects with previous learning

In Year 2, you devised simple maps of the local area.

In Year 3, you learnt about rivers - a topographical feature.

In Year 3, you learnt that we can use latitude to identify the climate.



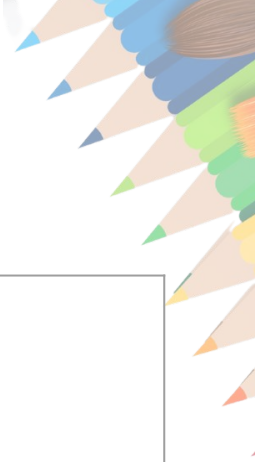
How this connects with future learning

In spring 1, you will learn about mountains, volcanoes and earthquakes - all topographical features.

In summer 1 you will learn about land use in North and South America.

In Year 6, you will apply your knowledge of **longitude** when learning about time zones.






To help you remember and recall key information, you can make your own notes about **geography** here.

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This is your Year 4 PSHE Education Knowledge Organiser for Autumn 1. Being Me

Tier 2 Vocabulary

Key Vocabulary

significant	excluded	value	community	democratic	UN Convention on the Rights of a Child
To be or cause something of importance.	To deny someone access to a place or group.	To consider someone or something to be important or beneficial.	A group of people living in the same place or having a particular characteristic in common.	To demonstrate the belief that all people should be treated equally.	A legally-binding international agreement that sets out the rights of a child.
In Year 2 learnt about how you are significant member of your class and school community.	Being excluded from a group, or activity, can cause many negative emotions.	At school, it is important that all members of the class team feel equal, included and valued .	The school community is made up of both children and adults who play different roles within a school. This includes, headteacher, teachers, teaching assistants, governors, cleaners, site managers and more.	A democratic country has a system of government in which the people have the power to participate in decision-making.	In 1989, The UN Convention on the Rights of a Child (UNCRC) was signed by all of the countries in the United Nations, except for Somalia and the USA.
In this unit you will learnt the significance of the UNCRC and how it helps to protect children's rights.	In the school community it is important that we work together to make sure nobody feels excluded .	You can value your classmates by taking turns to speak, listening to them, using kind and positive words and respecting each others privacy.	Everybody in the school community plays a vital role in children's learning.	Voting is a democratic and fair process and a way of giving everybody a chance to have their	All countries that signed up to the UNCRC agreed that it was important that all children under the age of 18 years of age had rights.
In Year 5 you will discuss the significance of having a voice, and democracy within the school community.					

How this connects with previous learning

In Year 2 you learnt the rights and responsibilities of being a school member and how to make the class a safe and fair place.

In Year 3 you learnt how to set personal goals and face new challenges positively. You learnt why rules are needed and how they link to responsibilities.

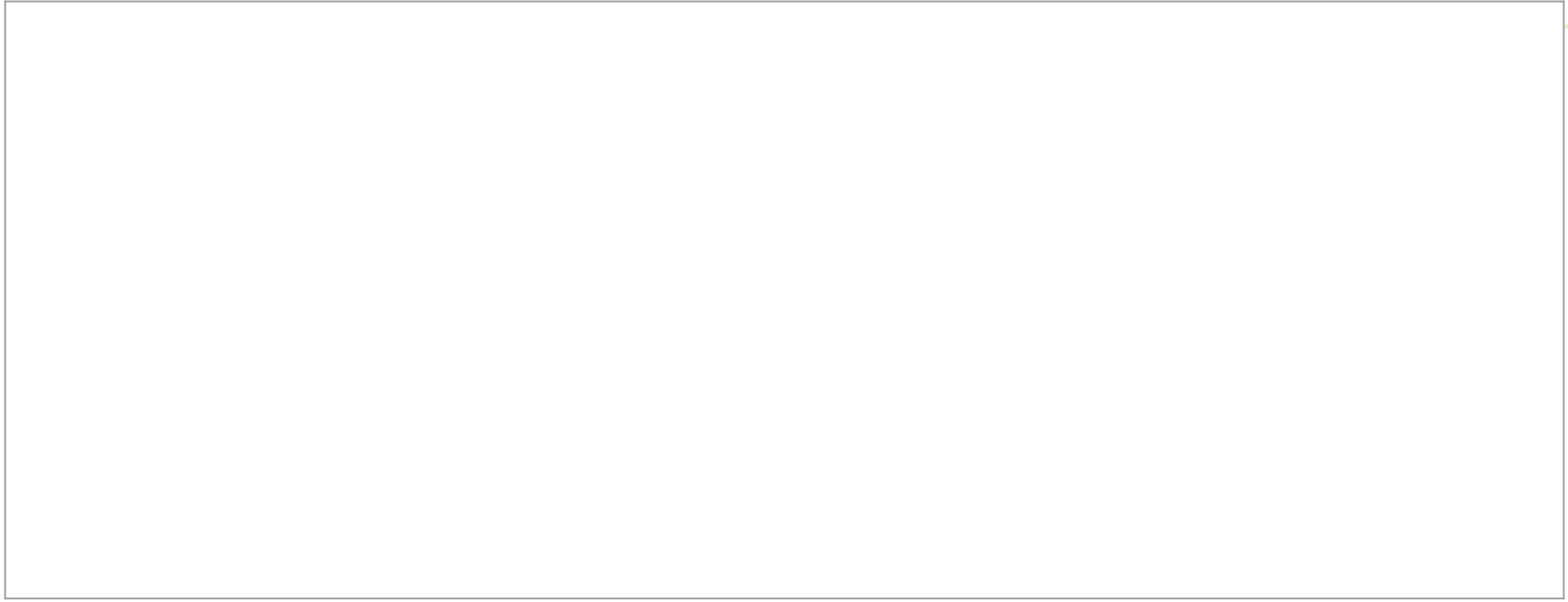
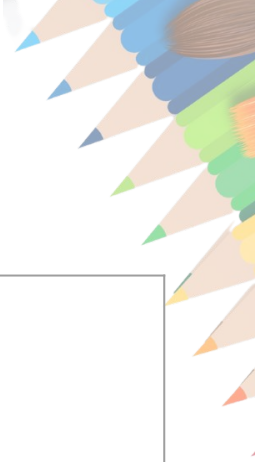


How this connects with future learning

Year 5 you will learnt about the rights and responsibilities as a British citizen. You will understand how democracy and having a voice benefits school community.

In Year 6 you will understand that there are universal rights for children but for many children these are not met. You will understand that actions affect other people locally and globally and understand how an individuals behaviour can impact a group.

To help you remember and recall key information, you can make your own notes about PSHE Education [here](#).

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This is your Year 4 **Physical Education** Knowledge Organiser for Autumn 1. Football


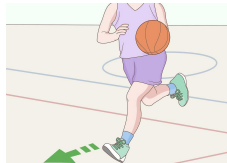

Key Vocabulary

tackle	control	defending	dribble	marking	attacking
To seize and take hold of the ball with the intention of stopping the opponents team from moving forward.	The players ability to handle the ball while dribbling or passing and maintain possession.	Defending refers to the responsibilities of the team that are out of possession of the ball.	To take the ball forwards or passed opponents with slight touches using your feet.	Marking is an organized defensive tactic which aims to prevent a member of the opposing team from taking control of the ball.	To try and advance towards the opposition goal to create a scoring opportunity.
In football the defenders usually tackle the attackers to stop them from scoring.	In football to we show control by receiving a pass and keeping the ball under control while moving or passing it to another player.	In football defending means trying to stop the opposing team from advancing by blocking, intercepting or tackling players with the ball	The attacking player dribbles past the defenders to try and create a shooting opportunity.	In football marking means to closely follow and opponent to prevent them from receiving the ball or taking the ball forwards.	In football the attackers dribble and pass the ball to their teammates to advance and create opportunities to score.
					
How this connects with previous learning		How this connects with future learning			
In year 2 you learned to kick the ball over long and short distances.	In year 3 you learned to show basic control and pass the ball with some accuracy.			In year 5 you will learn to apply attacking and defensive tactics in games.	In year 6 you will choose and use a range of strategies to attack and defend.
				In year 6 you will learn to perform a wider range of more challenging skills.	

To help you remember and recall key information, you can make your own notes about physical education [here](#).

This is your Year 4 **Physical Education** Knowledge Organiser for Autumn 1. Handball

Key Vocabulary

footwork	foul	free throw	double dribble	3 step	link
<p>Footwork refers to the movement and positioning of a players feet. It requires agility and balance to be able to change direction.</p> <p>The players agile footwork allowed them to get away from a defender creating space to take a shot.</p> 	<p>A foul refers to an illegal action made by a player that results in a penalty or disadvantage to their team.</p> <p>The referee blew the whistle and awarded a penalty shot to the opposing team after the player committed a foul.</p> 	<p>A free throw is awarded when the opposition team commits a serious foul or violation.</p> <p>After a foul was called against the defending team, the referee signalled for a free throw.</p> 	<p>A double dribble is when a player is bouncing the ball with one hand, stops and then starts dribbling again.</p> <p>The referee called for a double dribble as the player lost control of the ball, caught it then started to dribble again.</p> 	<p>The 3 step rule refers to the number of steps a player can take whilst in possession of the ball.</p> <p>The player took 3 steps towards the goal and took a powerful shot.</p> 	<p>Players link up to by positioning themselves strategically to create passing option and provide support.</p> <p>The player had good awareness of their player to be able to link play between teammates, resulting in a good passing sequence.</p> 
How this connects with previous learning			How this connects with future learning		
In year 2 you learnt basic attacking and defending skills.	In year 3 you learnt how to pass, intercept and the basic rules of handball.		In year 5 you will learn specific handball skills in game situations,	In year 5 you will learn to use a wide range of handball rules consistently.	In year 6 you will learn to work as a team to improve tactics and develop defensive skills.

To help you remember and recall key information, you can make your own notes about physical education [here](#).

This is your Year 4 Religious Education Knowledge Organiser for Autumn 1. Christianity in Britain

Tier 2 Vocabulary classifying

Key Vocabulary

To divide things into groups.

In Year 3 you learnt how to **classify** different religions in terms of beliefs about God.

In Year 5 you will learn how to **classify** different religions in terms of the special celebrations and festivals that members of the faith community take part in.

In this unit we will be able to **classify** the different stories of the bible into stories from the old and new testament.

worship

Christians **worship** as a way of communicating with God.

Different types of Christians worship in different ways and singing is an important part of many Church services.

Christians believe that singing helps them communicate with God. It enables them to express many emotions including thanks, joy and sorrow. Many churches have choirs who lead the congregation in song.

Holy Communion

Holy Communion, (also called the Lord's Supper or The Eucharist) is a ritual practiced in most denominations of Christianity.

Holy Communion is a re-enactment of the Last Supper, the final meal that Jesus Christ shared with his disciples before his arrest, and crucifixion.

Through this celebration, Christians remember Christ's sacrifice of himself on the cross, by partaking in the Body of Christ, the bread; and the Blood of Christ, the wine.



The Last Supper

The Last Supper, also called the Lord's Supper in the New Testament, is the final meal shared by Jesus and his disciples in an upper room in Jerusalem.

The Last Supper was held on the evening of preparation for the Jewish Passover. It was a gathering for Christ and His twelve disciples one last time before His arrest and crucifixion by the Roman army.

The Last Supper appears in the New Testament Bible writing of Matthew, Mark, Luke and John



bible

The Bible is the holy book of Christianity. It was written by lots of different people over a long period of time.

The Bible is divided into two main sections. These are called the Old Testament and the New Testament.

In lots of churches, the Bible is kept at the front of the church on a special table called the altar.



testaments

The Christian Bible is described: Made up of 66 books in two '**Testaments**.'

The Old Testament talks about how the earth was created by God and was all written before Jesus arrived on earth. It is the same as the Jewish Bible,

The New Testament was written after Jesus lived on Earth and introduces us to him, his birth, life and how he died to save humans on earth from their sins



How this connects with previous learning

In **Year 2** you learnt about sacred books across different religions. You know some religious stories from the bible and how they are important.

In **Year 3** you learnt about the importance of Christian prayer and what people believe.



How this connects with future learning

In **Year 5** you will learn more about stories from the bible and make connections between stories of temptation and why people can find it hard to make good choices.

In **Year 6** you will apply your ideas of Christian worship and belief using scriptures. You will look at the challenges of being a Christian in Britain today.

To help you remember and recall key information, you can make your own notes about religious education [here](#).

This is your Year 4 Science Knowledge Organiser for Autumn 1. States of Matter

Scientific Enquiry



identifying & classifying



Identifying means knowing what something is and naming it. **Classifying** means grouping things together if they have something in common. We will name and classify materials, explaining why they are **solids**, **liquids** or **gases**.



comparative & fair testing



Comparative testing means testing objects in order to rank them. **Fair tests** observe or measure the impact of changing one variable when all others are kept the same. We will explore how to melt ice more quickly and changing the rate of **evaporation**.

researching



We will **research** using **secondary sources** to find out about the **water cycle**.

Working Scientifically

Asking scientific questions

Planning an enquiry

Observing closely

Taking measurements

Gathering and recording

results

Presenting results

Interpreting results

Drawing conclusions

Predicting

Evaluating an enquiry

results

solid

A **solid** is a material that keeps its shape and has a fixed volume. **Solids** like sand can be confused with liquids because they can be poured, but when poured they form a heap and they do not keep a level surface when tipped. Each individual grain demonstrates the properties of a **solid**.

liquid

A **liquid** has a fixed volume but changes in shape to fit the container. A **liquid** can be poured and keeps a level, horizontal surface.

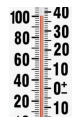
gas

A **gas** fills all available space and has no fixed space or volume.

boiling point

Boiling is a change of state from **liquid to gas** that happens when a **liquid** is heated to a specific temperature and bubbles of the **gas** can be seen in the **liquid**. The **boiling point** of a material is the temperature at which a **liquid** will turn into a **gas**.

Different **liquids** have different **boiling points**. **Water** has a **boiling point** of 100 °C. Sunflower oil has a much higher **boiling point** of 450 °C. This is why this **liquid** is useful for cooking.



freezing point

Freezing is a state change from **liquid to solid**. The **freezing point** is the temperature at which a **liquid** will turn into a **solid**. Different **liquids** have different **freezing points**. **Water** has a **freezing point** of 0 °C at which it then turns into ice.



melting point

Melting is a state change from **solid to liquid**. The **melting point** is the temperature at which a **solid** will turn into a **liquid**. Butter has a **melting point** of 38 °C.

evaporation

Evaporation is the same state change as **boiling (liquid to gas)**, but it happens slowly at lower temperatures and only at the surface of the **liquid**. **Evaporation** happens more quickly if the temperature is higher, the **liquid** is spread out or it is windy.



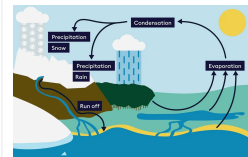
condensation

Condensation is the change back from a **gas** to a **liquid** caused by cooling.



water cycle

Water at the surface of seas or rivers **evaporates** into **water vapour (a gas)**. This rises, cools and **condenses** back into a **liquid** forming clouds. When too much **water** has condensed, the **water** droplets in the cloud get too heavy and fall back down as rain, snow or sleet and run back into rivers etc. This is known as **precipitation**. These processes are known as the **water cycle**.



Things you learnt in previous topics

In Year 1, you learnt to name a variety of everyday materials and their simple physical properties. You compared and grouped together everyday materials using their properties. In Year 2, you learnt to compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass. You found out how the shapes of **solid** objects made from some materials can be changed.



How this connects with future learning

In Year 5, you will compare and group everyday materials. You will know some materials will dissolve in **liquid** to form a solution and decide how mixtures might be separated. You will give reasons for the particular uses of everyday materials. You will also demonstrate that dissolving, mixing and changes of state are reversible changes and explain that some changes result in the formation of new materials, usually irreversible.




To help you remember and recall key information, you can make your own notes about **science** here.

Los meses The months

enero January	febrero February
marzo March	abril April
mayo May	junio June
julio July	agosto August
septiembre September	octubre October
noviembre November	diciembre December

Year 4 Spanish Knowledge Organiser Todo sobre mí

Preguntas Questions

 <p>¿Cómo estás?/ ¿Qué tal? Estoy</p>	 <p>¿Cómo te llamas? Me llamo.....</p>	 <p>¿Cuántos años tienes? Tengo años.</p>	 <p>¿Cuándo es tu cumpleaños? Mi cumpleaños es el de</p>
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Los números The numbers

1	uno	11	once	21	veintiuno
2	dos	12	doce	22	veintidos
3	tres	13	trece	23	veintitres
4	cuatro	14	catorce	24	veinticuatro
5	cinco	15	quince	25	veinticinco
6	seis	16	dieciseis	26	veintiseis
7	siete	17	diecisiete	27	veintisiete
8	ocho	18	dieciocho	28	veintiocho
9	nueve	19	diecinueve	29	veintinueve
10	diez	20	veinte	30	treinta

¿Cuál es tu color favorito? Mi color favorito es

rojo		azul	
amarillo		verde	
naranja		rosa	
morado		marrón	
blanco		gris	
negro			

Saludos Greetings

	Buenos días Good morning
	Buenas tardes Good afternoon
	Buenas noches Good night

Sentimientos Feelings

Estoy

	bien
	mal
	feliz
	triste
	fantástico
	hambriento/a
	cansado/a
	aburrido

To help you remember and recall key information, you can make your own notes about **Spanish** here.

To help you remember and recall key information, you can make your own additional notes here.

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To help you remember and recall key information, you can make your own additional notes here.

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At New Wave Federation, we demonstrate...

The logo for New Wave Federation is a circular emblem with a blue border. Inside the circle, there is a stylized, light blue wave graphic. The text "new wave" is written in a bold, black, sans-serif font, and "federation" is written in a bold, teal, sans-serif font, both centered within the circle.

new wave
federation

Collaboration

Creativity

Focus

Kindness

Responsibility