



Knowledge Organiser Booklet

Year 4

Autumn 1



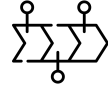




Name		Class	
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Use your knowledge organisers to help you remember more.







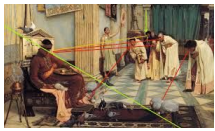
	Test Yourself!	Only Connect! 	Memory Cards 	Order, Order! 	Phone a Friend! 	Picture it! 
1	Look at and study the definitions of the key vocabulary on your knowledge organiser.	Create a mind map, making connections and links with things that you remember without looking back.	Make your own information 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

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.



How this connects with future learning

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.

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

Tier 2 Vocabulary

Key Vocabulary

network

Interconnected computing devices that can exchange data and share resources with each other.

A group of two or more devices or nodes that can communicate.

A group or system of interconnected people or things.

This half-term, you will explore your school's **network** and how it is used.

network switch

A **network** switch is **networking** hardware that connects devices on a computer.

A device that enables multiple devices on a **network** to be connected with each other.

You will learn all about how the internet connects multiple devices at the same time.



router

A device that passes information between two computer **networks**.

Routers send data packets to the right parts of a computer **network**.

This half-term, you will learn that computers and **networks** on the internet are a connected by lots of **routers**.



server

A computer that manages the **network** and stores files.

Physical **servers** require humans to maintain them as they can become overloaded and out of date.

You will explore how servers are used to manage, maintain and operate **networks**.



WAP

A **networking** hardware device that allows other Wi-Fi devices to connect to a wired **network**.

A device, connected to a wired **network**, that sends and receives wireless signals for/from devices with WiFi connectivity.

You will learn that you need to have a connection to the internet in order to explore **websites**.



website

A group of World Wide Web pages usually containing hyperlinks to each other.

The World Wide Web is part of the internet which contains **websites** and web pages.

You will explore a variety of **websites** and will investigate what they can and cannot do with the content on them.



How this connects with previous 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.

How this connects with future learning

In Year 5, you will develop your understanding of computer systems and how information is transferred between systems and devices.

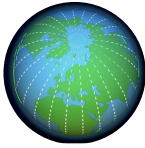




In Year 6, you will explore how the internet facilitates online communication and collaboration.

In Year 6, you will explore how data is transferred over the internet.

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

Tier 2 Vocabulary

Key Vocabulary

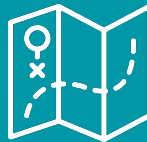
data	conclusion	longitude	topography	land use	noise pollution	fieldwork
Facts and statistics gathered together.	The end result of something.	Describes how far east or west a place is.	The physical features of an area of land.	The way in which land is used by people.	Sounds that can harm the people and 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.

Key Vocabulary

authority

Someone in **authority** is a person who has a job which means they can give commands to others and make decisions on behalf of other people.

Parents, teachers and police all have positions of authority. They are responsible for setting expectations and enforcing boundaries to keep people including children, safe.



behaviour

Behaviour is the ways someone acts around other people.

How we behave can have a positive impact on other people, for example saying something kind or helping them.

How we behave can have a negative impact on other people, for example saying something unkind or not letting someone join in.



bystander

A **bystander** is someone who 'stands by' and watches something happen - like bullying - without doing anything to stop it.

If you see unkind behaviour, you can tell the perpetrator doing it that you don't like their behaviour and that it isn't funny. You can say kind words to the victim and let them know it's not their fault. You can report it to a safe and trusted adult. This could be someone at school or home.

bereavement

Bereavement is mourning or grieving somebody who has died or is no longer in our lives.

We can feel a range of emotions during bereavement including sadness, confusion and anger.

There are lots of different ways we can help people when they have a bereavement. Showing sympathy is one of them.



boundary

A **boundary** is a physical or mental limit that someone establishes to protect themselves from getting hurt.

People have different boundaries and we should respect these.

A physical boundary is how much space we like to have around us. This changes depending on who the person is, where we are and even how we are feeling that day.



consent

We give **consent** by allowing someone to do something once they have asked first. If you do not give consent for something, you are not agreeing to it.

Your body belongs to you and you have the right to decide what happens to it.

When someone says 'no' or 'stop' we should respect their request and not continue with our words or actions.



How this connects with previous learning

In Year 2, you learnt about how others show feelings in different ways and how to respond. You learnt about the conventions of courtesy and manners.

In Year 3, you understood that family relationships and friendships have ups and downs and that problems can be resolved and how to access help if needed.



How this connects with future learning

In Year 5, you will explore the concept of marriage. You will begin to understand self-respect. You will explore stereotypes and how they can lead to discrimination.

In Year 6, you will understand what we mean by respect, why it is important and that it is two-way. You will learn that stereotypes are assumptions that can be challenged.

In Year 6, you will learn that how you treat others is how you can expect to be treated and to resolve disputes and conflict through compromise.






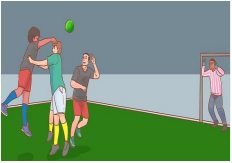

This is your Year 4 Physical Education Knowledge Organiser for Autumn 1 – Football

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.

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>A foul refers to an illegal action made by a player that results in a penalty or disadvantage to their team.</p>	<p>A free throw is awarded when the opposition team commits a serious foul or violation.</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 3 step rule refers to the number of steps a player can take whilst in possession of the ball.</p>	<p>Players link up to by positioning themselves strategically to create passing option and provide support.</p>
<p>The players agile footwork allowed them to get away from a defender creating space to take a shot.</p>	<p>The referee blew the whistle and awarded a penalty shot to the opposing team after the player committed a foul.</p>	<p>After a foul was called against the defending team, the referee signalled for a free throw.</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 player took 3 steps towards the goal and took a powerful shot.</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>
					
<p>How this connects with previous learning</p>				<p>How this connects with future learning</p>	
<p>In year 2 you learnt basic attacking and defending skills.</p>	<p>In year 3 you learnt how to pass, intercept and the basic rules of handball.</p>			<p>In year 5 you will learn specific handball skills in game situations,</p>	<p>In year 5 you will learn to use a wide range of handball rules consistently.</p>

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

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.

Subject Specific Vocabulary

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 shape 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.



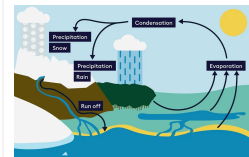
condensation

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**.



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.





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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Sentimientos Feelings

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

Los números The numbers

1	uno	11	once
2	dos	12	doce
3	tres	13	trece
4	cuatro	14	catorce
5	cinco	15	quince
6	seis	16	dieciseis
7	siete	17	diecisiete
8	ocho	18	dieciocho
9	nueve	19	diecinueve
10	diez	20	veinte

21	veintiuno
22	veintidos
23	veintitres
24	veinticuatro
25	veinticinco
26	veintiseis
27	veintisiete
28	veintiocho
29	veintinueve
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

At New Wave Federation, we demonstrate...



new wave
federation

Collaboration

Creativity

Focus

Kindness

Responsibility