

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic design.

Year 4 Autumn 2 Knowledge Organisers

RE



Year 4 - Branch 2

Prophecy & Promise

Big Question:

What can we learn from Elijah and John the Baptist about how to listen to God and stand up for what is right?

Key Vocabulary

Advent	
prophet	
Elijah	
John the Baptist	
Jesse tree	
Christ the King	

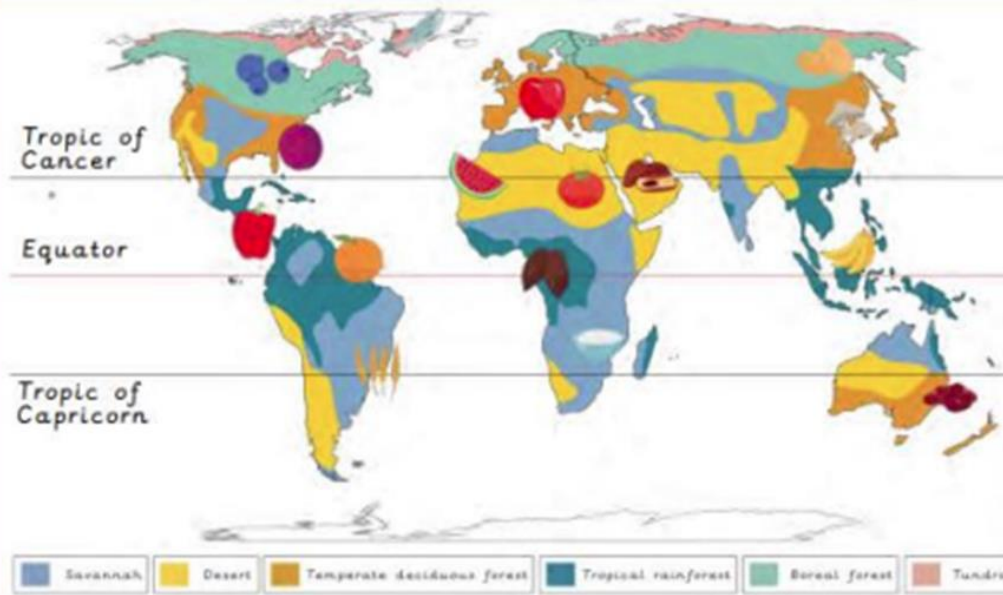
RE

Scripture	
The miracle of the flour and the oil (1 Kings 17:7-14) Elijah's encounter with God: the journey 1 Kings 19:4-8, The meeting: 1 Kings 19:9-15 The preaching of John the Baptist (Matt 3:1-12 and Mk 1:1-8) Isaiah 40:3 (contained within the gospel accounts) The ancestry of Jesus (Matt 1:1-17)	

What will we learn?	
U4.2.1. Describe what a prophet is drawing on Elijah and John the Baptist as examples.	
U4.2.2. Show some understanding of the cultural and religious context of Elijah's time and why people needed to be reminded of God's covenant.	
U4.2.3. Compare the description of John the Baptist in Mark and Matthew's accounts and describe the beliefs about John the Baptist the gospel writers show.	
U4.2.4. Make links with the words of Isaiah, the preaching of John the Baptist, and the season of Advent.	
U4.2.5. Know that the feast of Christ the King marks the end of the Church's year and describe what is celebrated.	
U4.2.6. Makes links with the ancestry of Jesus and the Jesse tree.	

Geography

Map of biomes



Different foods require different conditions, such as temperature, rainfall, type of soil and amount of sunlight. Therefore, each biome's unique conditions mean that only certain food can grow there.



Energy used to grind wheat and bake bread can produce greenhouse gasses.

Meat contributes around 14.5 % of greenhouse gas emissions.



Advantages of buying local food:

- Reduces food miles.
- Provides people with fresh seasonal food.
- Creates jobs in the local community.

Disadvantages of buying local food:

- May mean greenhouses are used to grow food out of season.
- May be more expensive if farmers sell independently.
- Means food may go bad quickly if grown without pesticides.



Locate

Identify

Investigate

Explore

Compare

Observe
and
record

Collect
data

Evaluate

Geography

Vocabulary	Definition
food miles	The distance food has travelled to reach you.
import	An item brought in from a different country.
consume	To buy, use or eat.
trade	The buying and selling of goods or services.
cooperative	A group of people working together who share ideas and income.
responsible trade	A process to ensure workers have a voice, can get the best deal for their product and work in safe conditions.
seasonal food	Food which is best eaten in a particular season.
sustainability	A way of doing something that does not harm the environment.
source	A place where something can be originally found.

Advantages of importing food:

- Helps support communities in developing countries.
- Provides people with a wider variety of food.
- Creates relationships with other countries.

Disadvantages of importing food:

- May encourage deforestation to produce enough food.
- Increases food miles.
- Can sometimes be more expensive if they have been produced through a responsible trade organisation.



Trading responsibly:

- Helps workers to get the best deal they can for their product.
- Protects workers against changes in the price of their product and natural disasters.
- Helps farmers share ideas.
- Gives communities extra money to spend on whatever they need.
- Aims to preserve natural habitats and support the climate.

Science

Electrical appliances

Electrical appliances are found all around us.



An electrical circuit is the pathway through which electrical charge flows in an appliance.

For a circuit to work, it must include:

- A power source.
- A complete pathway.
- A device or component, such as a bulb.

Power source: something that transfers electrical energy to make an appliance work.

Mains power



- Provides high power for larger appliances.
- Requires access to an electrical socket.
- Appliances are fixed in place.

Batteries



- Allows an appliance to be portable and used anywhere.
- Allows an appliance to be used where no electrical sockets are available.
- Batteries run out and need replacing.
- Batteries are harmful and must not go to landfill.

Explain

Classify

Observe

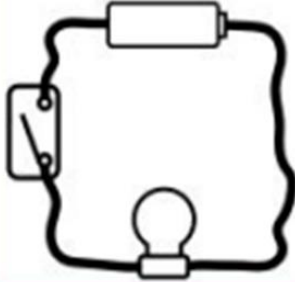
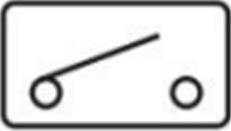
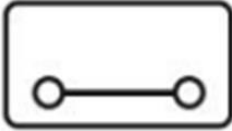
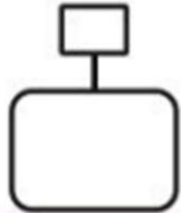
Question

Investigate

Predict

Evaluate

Science

A component is a part of an electrical circuit. Symbols are often used to represent the components so they are easy to draw and recognise.	battery/cell 	wire 	bulb 	A circuit diagram is a simple line drawing that represents how the components in an appliance join together. 
open switch 	closed switch 	buzzer 	motor 	

Electrical conductors are materials that allow electrical charge to flow through quickly.



Metals are good electrical conductors.

Electrical insulators are materials that do not allow electrical charge to flow easily.



Plastics are good electrical insulators.

Electrical safety



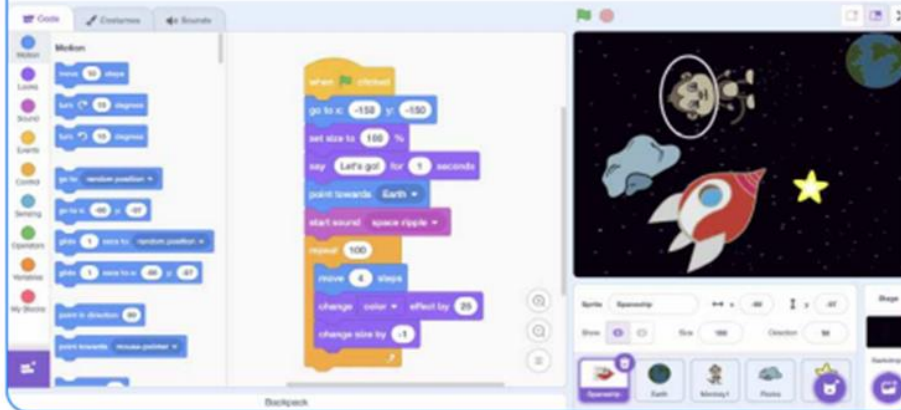
- Do not use electrical appliances or switches with wet hands.
- Do not put anything other than a plug in an electrical socket.
- Let an adult know if electrical appliances or wires appear damaged.
- Do not leave electrical wires laying across the floor or on hot surfaces.

Computing

The **algorithm** starts when the green flag is clicked. The spaceship moves to the top left corner and sets its size to 100%.

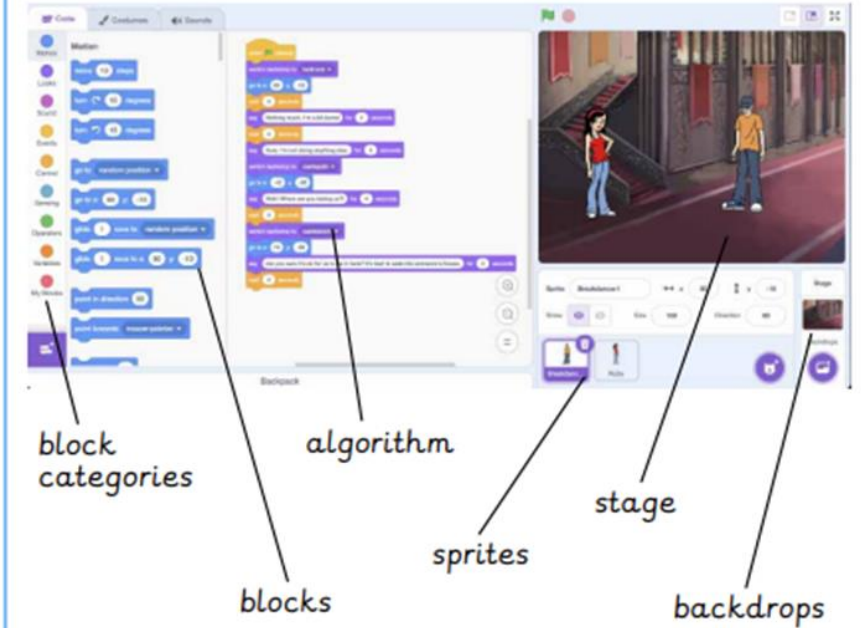
It says "Let's go!" for 1 second, then points towards Earth and plays a space ripple sound.

It then uses a **loop** to repeat the following sequence 100 times: move 4 steps, change colour and get smaller. This loop makes the spaceship look like it is flying through space.



Key facts

Scratch is a block coding program where you can make games and animations.



Code block colour key

motion

looks

sound

events

control

French



un t-shirt

a t-shirt



un short

shorts



un pantalon

trousers



un chapeau

a hat



**un maillot
de bain**

a swimsuit



une culotte

pants



une chemise

a shirt



une jupe

a skirt



une robe

a dress



une veste

a jacket



des bottes

boots



des baskets

trainers



des chaussettes

socks



des lunettes

glasses

French

French nouns are either

masculine

or

feminine

Difference between **un** and **une**.
Both mean 'a' or 'an'.

masculine

feminine

un

une

Un is used for masculine nouns and
une is used for feminine nouns.

Different ways to say my:

mon	my (masculine singular)
ma	my (feminine singular)
mes	my (plural)

Other phrases

il porte / elle porte	+ clothing - he is wearing / she is wearing
j'aime	I like 👍
je n'aime pas	I don't like 👎

Colour adjectives come after the noun and must agree with the gender and number that they are describing. This is usually achieved by:

No change for masculine singular nouns

un pantalon rouge

a pair of red trousers



Adding an s for masculine plural nouns

des t-shirts verts

(some) green t-shirts



Adding an e for feminine singular nouns

une robe bleue

a blue dress



Adding es for feminine plural nouns

des chaussettes vertes

(some) green socks



J'aime **ma** robe

I like my
dress



C'est de quelle
couleur ?

What colour
is it?



C'est **une** robe
bleue

It is a
blue dress



DT

adapt	To change something to make it suitable for a new purpose.	hygiene	Keeping things clean.
budget	A plan of how to spend money.	ingredients	The foods used in a recipe.
combine	Mixing two or more ingredients together.	market research	Gathering information from the target audience.
construct	To build something.	sieve	A piece of kitchen equipment often used to remove lumps.
cuboid	A 3D shape with six rectangular sides.	sift	The process of removing lumps and adding air.
design	A plan for a recipe or product.	target audience	Groups of people that a product is made for.
evaluate	To decide how good something is.	taste	The flavour of a food.
fold	To bend something for a purpose.	texture	The feel of a food when eaten.



Working to a budget is spending a certain amount of money so the final product is affordable for the people who want to buy it.



DT

A target audience is who will enjoy the product the most. Having a target audience makes it easier to choose how the product is designed.



family



people at work



tourists



gift givers

Skills



measuring



shaping



cutting out



sifting



mixing or stirring

Jigsaw knowledge and skills progression: Celebrating Difference Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within the planned Celebrating Difference Puzzle (unit of work) for this age group, includes some of the key vocabulary and contains suggestions for Family Learning.

Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some of the content and vocabulary may have been changed, or be taught in a different year group. This may be especially true if this is their first year of using Jigsaw PSHE.

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	• Know that sometimes people make assumptions about a person because of the way they look or act • Know there are influences that can affect how we judge a person or situation • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying • Know what to do if they think bullying is, or might be taking place • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone • Know that first impressions can change	• Try to accept people for who they are • Identify influences that have made them think or feel positively/negatively about a situation • Identify feelings that a bystander might feel in a bullying situation • Identify reasons why a bystander might join in with bullying • Revisit the 'Solve it together' technique to practise conflict and bullying scenarios • Identify their own uniqueness • Be comfortable with the way they look • Identify when a first impression they had was right or wrong • Be non-judgemental about others who are different	• What is an assumption? Are assumptions always right? • What can influence us to make an unfair judgement about someone else? • Is social media always helpful? • What's good/ bad about social media? • What is a stereotype? What stereotypes do you see on social media, in the movies or on TV? • Are stereotypes fair? • Do you know any rules for staying safe with technology? • What could you do if you were worried about something online or in social media e.g. cyber-bullying? • Does your Jigsaw friend help you learn? • What does Jigsaw Jerrie cat do in your lessons?
	In this Puzzle (unit) the children talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children talk about their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.		
	New key vocabulary that may be introduced: Character, Assumption, Judgement, Surprised, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Secret, Deliberate, Bystander, Witness, Problem solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed.		