Year 4 Summer 1 Knowledge Organisers

RE

Year 4 – Branch 4

To the end of the Earth

Big Question

Explain what Christians believe about the Church and how they live this out. In your answer, refer to the Apostles' Creed, Peter, the communion of saints (including Mary), and the mission of the Church.

What should I already know?

- Paul's Letter to the Corinthians (1 Cor 11:23-27)
- That the celebration of Mass ends by reminding Christians of Jesus' instruction to make disciples of all nations ·
- That Christians today continue to follow the example of the apostles and early Church when they gather to say Mass

Word	Definition
Apostles	Each of the twelve chief disciples of Jesus
Apostolic	Characteristic of the 12 apostles
Church	A building used for public Christian worship.
Communion of Saints	The spiritual union of the members of the Christian Church, living and the dead,
Creed	a formal statement of Christian beliefs,
Mary, Mother of the Church and Queen of Heaven	Titles given to Mary, Mother of Jesus.
People of God	Anyone who accepts Jesus Christ as Saviour becomes a part of the people of God.
Pope	The Bishop of Rome. The head of the Roman Catholic Church.

Hear

By the end of this unit of study pupils will have studied the following key texts:

· The empty tomb (Jn 20:1-10)

· The appearance on the shore of Tiberius (Jn 21:1-19)

· The Apostles' Creed

Believe

By the end of this unit of study, pupils will know that the Church teaches:

- The Pope is the successor to Peter.
- The Church is the People of God.
- The Church is apostolic.
- The work of the Church is to continue the ministry of Jesus and build the Kingdom of God.
- Mary is the Mother of the Church and Queen of Heaven.

Celebrate

By the end of this unit of study, pupils will know:

- That the Apostles' Creed summarises Christian beliefs.
- That May is the special month of Mary.
- Some Marian prayers or hymns, e.g., Hail Mary, the Angelus, the Rosary, the Magnificat, Ave Maria.

Live

By the end of this unit of study, pupils will know:

- Some artistic depictions of the Blessed Virgin Mary as Mother of the Church or as Queen of Heaven from different times and places.
- Some ways in which the Church today (locally or globally) continues the work of Jesus.

Catholic Social Teaching

Dignity of Workers

History

achievement*	A significant accomplishment or contribution that had a lasting impact.
ancient*	From a very long time ago.
archaeologist	Someone who studies the buildings, graves, tools and other objects of people who lived in the past.
civilisation*	A large group of people with a common language, way of life and governance.
creation*	Something being made.
currency*	The type of money that a country uses for buying and selling goods and services.
decline*	A situation where something becomes less important or successful.
Mesoamerica	The historical region that is now Mexico and Central America.
ritual*	A set of actions or ceremonies performed in a fixed way, sometimes for religious purposes.
theory	An idea that is intended to explain facts or events, often based on some evidence.

Maya settlements in a rainforest

The Ancient Maya faced many challenges settling in the rainforest, including dangerous animals, dense vegetation and shady conditions, which made growing crops difficult. They solved these problems by slashing and burning trees to clear rainforest areas, becoming adaptable hunters and developing crops that could grow successfully in the conditions, such as cacao and maize.

Ancient Maya vocabulary bank

History

Maya inventions

The Ancient Maya developed many things and each invention was linked to their beliefs about the world. Some examples include the ball game, which was a form of telling stories about heroes and gods; calendars to know when to plant their crops and celebrate festivals that honoured the stars and the seasons; temples where people went to give gifts to their gods and writing used to write down important things, including stories about gods and goddesses.

Credit: Heritage Image Partnership Ltd / Alamy Stock Photo

Maya city states

Ancient Maya cities such as Tikal thrived in the Classic period. The cities had a grand plaza (main street) on which the most important buildings (such as temples, observatory towers, ball courts and palaces) were found. Ordinary people lived in houses on the outskirts of the city and the cities themselves were connected by roads. Historians have learned more about these cities from recent archaeological discoveries in the rainforest (e.g. hieroglyphics were discovered in the buildings).

Ancient Maya periods

Pre-Classic period

From 2000 BC to AD 250, the Ancient Maya went from hunter-gatherers (hunting animals and gathering food from nature) to living in cities.

Classic period

From AD 250 to AD 900, the Ancient Maya thrived, invented and flourished.

Post-Classic period

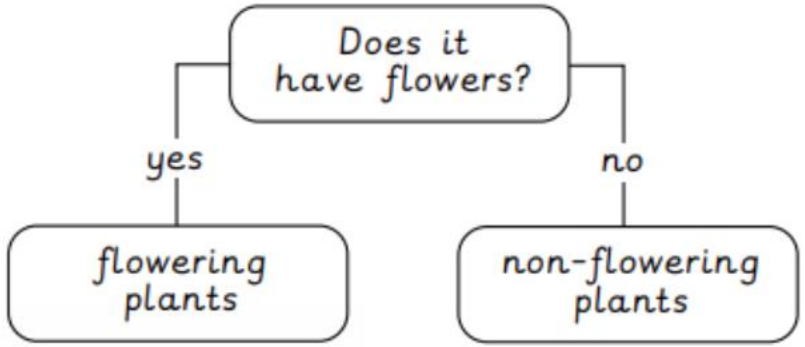
From AD 900 to 1524, this period saw the development of Chichen Itza, one of the largest and most magnificent Ancient Maya cities.

Contact and Spanish conquest period

From 1524 to 1697, the Ancient Maya had more contact with the Europeans and the Spanish took control.

Science

Living things can be sorted and identified with a tool called a **classification key**, which uses a series of yes/no questions:



Taxonomists are scientists who sort, group, identify and name living things.

Habitats can change because of negative human impacts:

- Plastic pollution is building up in our seas, hurting animals that get trapped in or ingest it.
- Climate change, caused by human activities, is heating up the Earth, disrupting habitats and affecting species survival.
- Coral bleaching, resulting from increased sea temperatures, makes it difficult for coral and the animals that live there to survive.
- Deforestation involves cutting down large areas of forest, destroying the habitats of many plants and animals.

Habitats can change due to natural disasters:

- Earthquakes can make mountains change shape. They can also cause volcanoes to erupt, destroy animals' shelters and uproot plants.
- Wildfires can destroy large areas, burning all the plants. This can cause animals to die or lose their homes.
- Floods can make plants waterlogged or uproot them. They can wash away soil, destroy animals' shelters and cause animals to drown. Floods can also spread disease.

Science

Living things can be **classified** into different **groups** according to their shared **characteristics**:

Animals **without backbones** are classified as **invertebrates**. They include the following groups:

worms	snails and slugs	insects	spiders
			

Conservationists are scientists who protect and restore habitats. They are working to reverse negative human impacts.

Animals **with backbones** are classified as **vertebrates**. They include the following groups:

fish	amphibians	reptiles	birds	mammals
				

Conservationists help by:

- Studying nature.
- Protecting and restoring habitats.
- Cleaning up pollution.
- Fighting climate change.
- Helping endangered species.
- Making laws and rules to protect the environment.
- Educating others about the environment.

Computing

abstraction	Identifying the important detail and ignoring irrelevant information.
algorithm design	Creating clear step-by-step instructions to make something work.
computational thinking	Using logic to solve problems step by step.
decomposition	Breaking a problem down into smaller, easier steps.
logical	Makes sense and follows a clear order or pattern.
pattern recognition	Finding similarities or repeated parts in a problem to help solve it more easily.
sequence	Steps arranged in the correct order to make something work.

Remixing code

Remixing code saves time by using ideas from existing projects.

Pattern recognition helps to understand how the code works and algorithm design helps to change it.

Programmers edit code to fix problems, add new features or make it work better.

Real-life examples of computational thinking

Planning a journey

When planning a journey, the route, stops and transport are decomposed into smaller steps.

Cooking a recipe

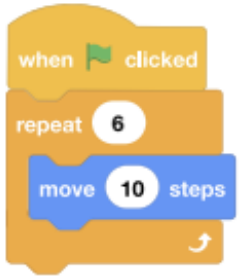
Cooking requires a sequence of steps to be followed.

Solving a jigsaw puzzle

Looking for patterns and grouping pieces together helps solve a jigsaw.

Computing

Abstraction



Abstraction in coding means using simple commands to do complex tasks. A 'move 10 steps' block in Scratch makes a sprite move forward without needing to code each step separately.

Algorithm design

Algorithm design means creating clear step-by-step instructions in coding. In a game, code is written to make a character move forward, turn and jump in the right order for smooth actions.

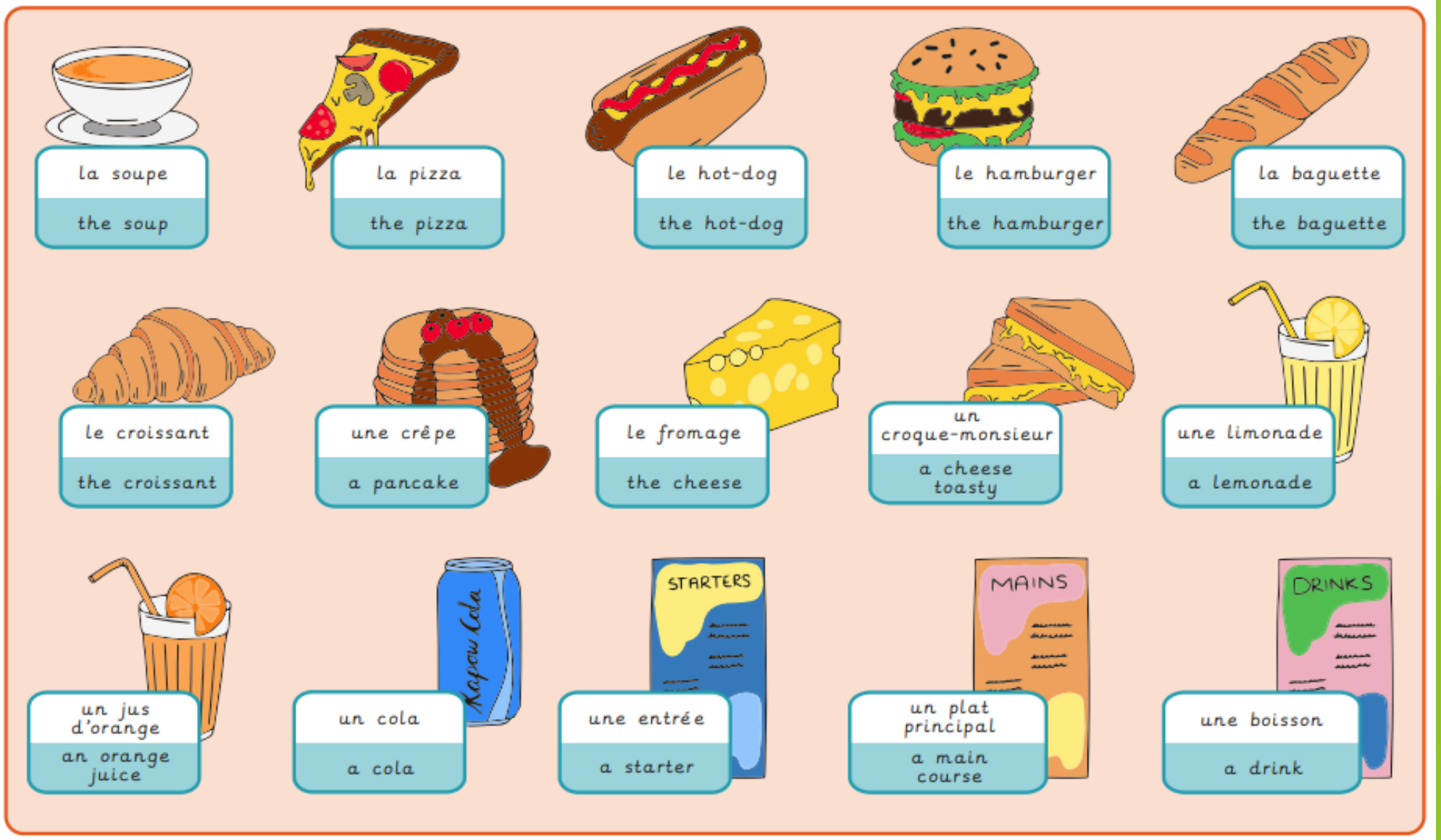
Decomposition

When coding a game, the project can be broken into smaller parts, such as writing code for player movement, scoring and sound effects. Working on each part separately makes the code easier to manage and debug.

Pattern recognition

Pattern recognition helps to spot repeating actions so more efficient code can be written. For example, if a character in a game jumps the same way every time, a loop can be used instead of writing the same jump code multiple times.

French


la soupe
the soup
la pizza
the pizza
le hot-dog
the hot-dog
le hamburger
the hamburger
la baguette
the baguette
le croissant
the croissant
une crêpe
a pancake
le fromage
the cheese
un croque-monsieur
a cheese toasty
une limonade
a lemonade
un jus d'orange
an orange juice
un cola
a cola
STARTERS
une entrée
a starter
MAINS
un plat principal
a main course
DRINKS
une boisson
a drink

French

s'il vous plaît	please
merci	thank you
l'addition s'il vous plaît	bill please

The currency in France is the Euro - the euro symbol is €

French shops

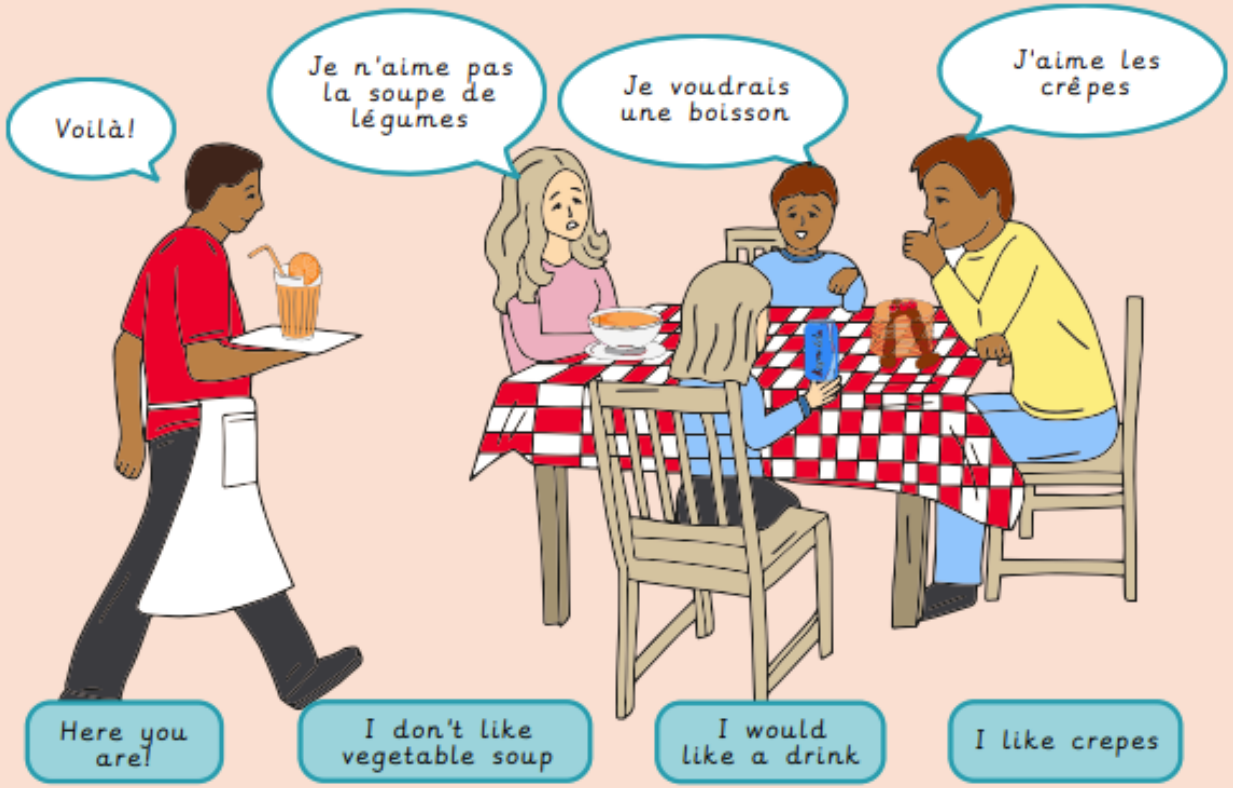
les magasins	the shops
la boulangerie	the bakery
la pâtisserie	the cake shop
la chocolaterie	the chocolate shop
l'épicerie	the grocer's shop
le marché	the market
le supermarché	the supermarket

Cognates:

A cognate is a word that is exactly the same in both French and English. A near cognate is very similar!

Being a good "language detective" and spotting cognates can help us work out the meaning of French words.

Key phrases



Art

batik	A technique to create patterns on fabric.
colour palette	A range of colours grouped together to look nice.
craft	Something creative and useful.
design	A decorative pattern or drawing of what something might look like.
industry	Companies and activities that design and make products, sometimes in a factory.
pattern	A design in which shapes, colours or lines are repeated.
repeat	When the same thing occurs more than once.
theme	Similar ideas that work together as a group.

Mood board

A collection of images and colours showing a project theme.

Artists

- Ruth Daniels
- Senaka Senanayake
- William Morris
- Megan Carter

Glue batik

Step 1

Paint the design onto fabric with PVA glue. Then allow it to dry completely.

Step 2

Use acrylic paints to add colour and patterns. Cover the entire piece of fabric, painting over and around the dry glue. Allow to dry.

Step 3

Wash out the glue. As it dissolves it will feel slimy. Keep going until you can't feel any more glue. Lay your fabric flat to dry.