

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

Year 4 Autumn 1 Knowledge Organisers



Creation and Covenant



Big Question

How did Abraham show faith, hope and love through his relationship with God and the covenant? Explain what the covenant meant and what Christians can learn from Abraham's example. Give examples from the stories we have studied.

What should I already know?

The first account of the Creation, Genesis 1:1-2:4.

- That all human beings are made in God's image and all people have dignity and are created equal.
- How the praise of Creation is expressed in the prayer and Liturgy of the Church.

Hear

By the end of this unit of study, I would have heard about these key texts:

- The call of Abram (Gen 12:1-5)
- The Abrahamic covenant (Gen 15:1-6)
- Abraham and Sarah (Gen 18:1-15)
- Abraham and Isaac (Gen 22:1-18)



Live

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

- The virtues of faith, hope, and love.
- The life and work of a person who was an example of faith made active in love, e.g., the intervention of Cardinal Manning in the London dockworker's strike.



Catholic Social Teaching

Care for Creation



Believe

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

- God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity
- Faith is believing in God, trusting what God reveals, and following God's loving purpose to live a good life
- Through living out virtues of faith, hope, and love (sometimes referred to as charity), Christians are drawn into a closer relationship with the Holy Trinity.
- Abraham is a model of how to pray



Celebrate

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

- Age-appropriate extracts from prayers of faith in God from the Catholic tradition.



Word	Definition
Abraham	Regarded by Jewish people as the founder of the Hebrew people.
Covenant	A promise
Faith	Complete trust or confidence in someone or something.
Forgiveness	The action or process of forgiving or being forgiven.
Hope	Desire for a particular thing to happen.
Isaac	Son of Abraham and Father of Jacob
Joseph	Son of Jacob
Love	An intense feeling of deep affection.
Sarah	Wife of Abraham
Virtue	Behaviour showing high moral standards.

History

apprentice*	A young person who learns a trade or occupation in return for accommodation, clothing and food.
change	Things that are different.
childhood*	The time between infancy and adolescence.
continuity*	Things that remain the same.
deduction*	Conclusions reached after looking at sources.
historically significant	A person, event, place or idea that is considered important.
law	A rule that everyone in a place must follow, decided by the people in charge.
modern	Relating to the present or recent past.
poverty*	Having little money to pay for accommodation, food, heating or clothing.
primary source	An object or record created at the time of an event or period.
secondary source	An object or record created after an event or period.
servant*	A member of staff who kept the house clean and looked after the family.
working conditions*	The environment in which people work, including safety, hours and pay.

Health

Many children did not live to adulthood in Tudor and Victorian England. They were malnourished due to poor harvests. Diseases such as smallpox, cholera and the plague spread rapidly. The development of vaccines, antibiotics and medical care has led to children recovering from illnesses.



History

Tudor frost fair



Victorian fair



Modern fair



During the Tudor period, fairs were held to celebrate saint's days in local towns. Children would have watched jesters walking on stilts, juggling or performing tricks; watched archery demonstrations; bought food; and enjoyed plays. By the Victorian period, there were swingboats and carousels. Today, technology has transformed fairgrounds into huge theme parks.

Lord Shaftesbury 1801-1885

Lord Shaftesbury encouraged the establishment of schools to give working children an education. He also publicised the poor working conditions of children and introduced parliamentary bills to reduce the numbers of hours children worked.



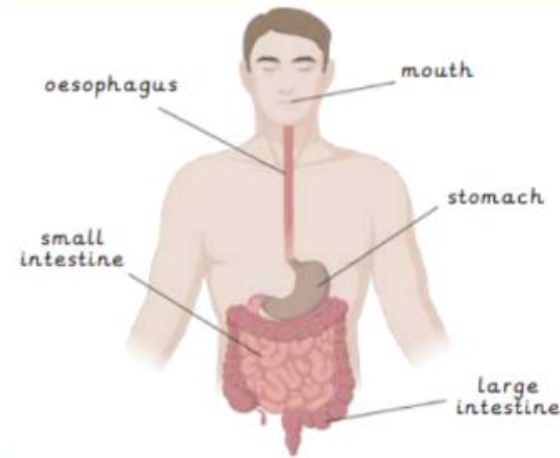
Apprentices

Tudor and Victorian children as young as seven left home to become apprentices. They swore an oath to remain loyal to their master. In return, they received training, food and lodging. Children - mostly boys - trained to become blacksmiths, cobblers, gong farmers, shipmakers, publishers and more.



Science

The human digestive system



Mouth: teeth are used for cutting and grinding and saliva softens and breaks up food.

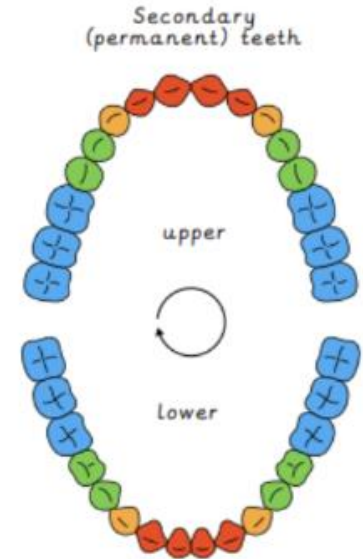
Oesophagus: carries food from the mouth to the stomach.

Stomach: breaks up food using acid.

Small intestine: breaks up food and absorbs nutrients into the blood.

Large intestine: absorbs water into the blood.

Human teeth



Incisor: a tooth at the front of the mouth, useful for cutting.

Canine: a pointed tooth, useful for tearing.

Premolar: a tooth in front of the molars, useful for grinding.

Molar: a tooth at the back of the mouth, useful for grinding.

Teeth in different animals

Animals have different shaped teeth depending on their diet.

Carnivores tend to have much larger canines to help catch and tear their prey.

Herbivores tend to have larger, flatter molars to grind and crush the plants they eat.



Explain

Classify

Observe

Question

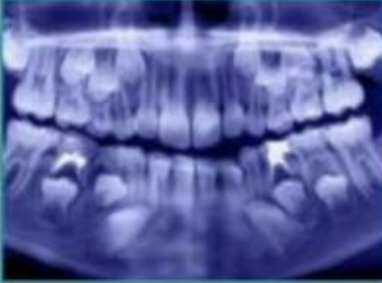
Investigate

Predict

Evaluate

Science

Evidence scientists use



X-rays are used to produce images of inside the body. They help doctors and dentists to find and treat problems.



Fossils are the remains or traces of an animal or plant that lived long ago. Fossilised teeth can give clues about an animal's diet by comparing their teeth to those of modern animals.

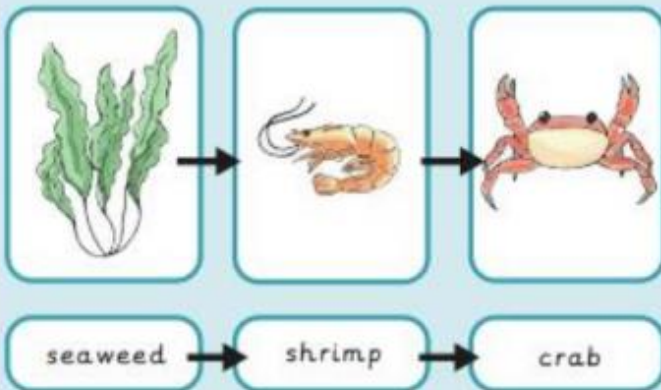


Faeces are the solid waste from the **digestive system**. The contents of the faeces can show what an animal has eaten and if it is living nearby.

Further vocabulary

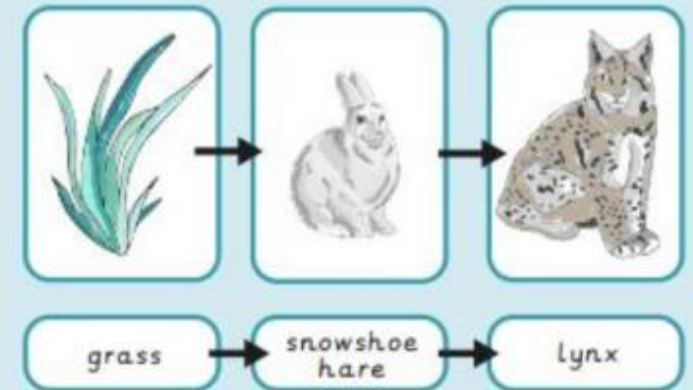
absorb	To take in or soak up.
digest	To break up food into smaller pieces.
predator	Something that hunts and kills its food.
prey	Something that is hunted and killed for food.
producer	A living thing that makes its own food.
saliva	The liquid added to the mouth to help chewing, swallowing and digestion.

Food chains show the energy being passed between living things in a habitat



Food chains usually contain three or four living things.

Food chains always start with a **producer** (plant), followed by an animal that eats the plant (**herbivore** or **omnivore**) and an animal that eats other animals (**carnivore** or **omnivore**).



Computing

Computing - Collaborative learning

collaborate	Working with others to achieve a specific goal.
comment	Notes to express an opinion on something.
e-document	An electronic file with text, images, tables or charts.
edit	To change and amend something.
reply	To say or write a message in response to something said.
reviewing comments	Looking at comments written by others on a document to help the collaborative process.
share	To show or give a part of something to someone else.
spreadsheet	An electronic document that organises numbers and information into rows and columns.

You can work together online on presentations, documents and spreadsheets.



Working on an online document editor together

Online document editor: Animals that live in the desert

Animals that live in the Arabian desert

- > Bactrian camels.
- > Emperor penguins.
- > Snakes
- > Addax antelope.
- > Scorpion.

Comments:

- Hiya, please can we change the font? I don't like this one...
- Yes I think the same! Which one?
- 17:30: Annie wrote 'Animals that live in the Arabian Desert'
- 17:30 Derek wrote '> Bactrian camels'
- 17:31 Derek left a comment
- 17:33 Annie left a comment
- 17:49 Jack replied to a comment
- 17:55 Jack left a comment
- 18:12 Sophie replied to a comment
- 18:38 Layla left a comment
- ...Layla is editing the background...
- ...Jack is editing 'Scorpion'
- Ooo I like this!! I think the background could be brighter?
- I think you spell this 's-c-o-r-p-i-o-n'
- Okay I will check the dictionary :)

Offline status: offline, away, online, online

French

French Year 4: Portraits

Vocabulary and pictures

Kapow
Primary



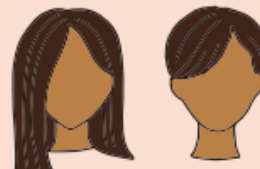
les yeux

eyes



les cheveux

hair



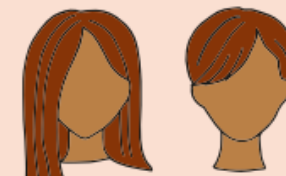
les cheveux
châains

brown hair



les cheveux
blonds

blonde hair



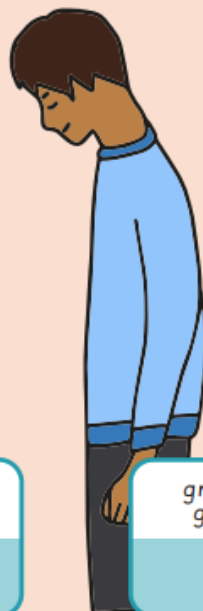
les cheveux
roux

ginger/red
hair



petit (m.) /
petite (f.)

small



grand (m.) /
grande (f.)

big/tall



fort (m.) /
forte (f.)

strong



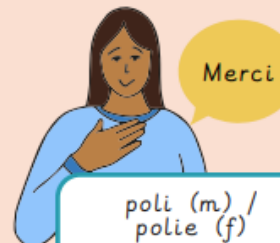
sportif (m.) /
sportive (f.)

sporty



travailleur (m.) /
travailleuse (f.)

hard-working



poli (m.) /
polie (f.)

polite



heureux (m.) /
heureuse (f.)

happy



sérieux (m.) /
sérieuse (f.)

serious

French

French Year 4: Portraits

Sentence structure and phrases

In French, the word for 'hair' - cheveux - is plural

il a/elle a = he has/she has + noun + adjective

il a les cheveux châtain.

He has brown hair

il a les yeux bleus

He has blue eyes



Il s'appelle Henri et il a les yeux bleus et les cheveux châtain.

He is called Henry and he has blue eyes and brown hair.

Other phrases

il s'appelle

he is called

elle s'appelle

she is called

Adjectives must agree with the gender of the noun that they are describing. This is usually achieved by:

No change for masculine nouns

il est poli

He is polite

Adding an e for feminine nouns

elle est polie

She is polite

However some may have different endings:

il est sérieux

he is serious

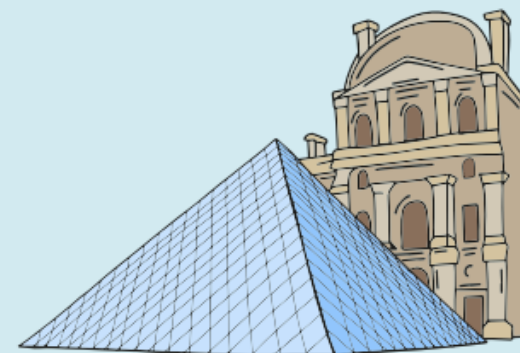
elle est sérieuse

she is serious

The Louvre Museum is in Paris and used to be a royal palace.

It is the largest art museum in the world, and is home to the famous portrait, Mona Lisa.

The entrance to the Louvre is a large glass and metal pyramid.

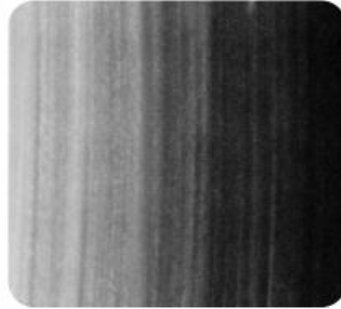


Art

Art - Drawing with realism: Exploring tone, texture and proportion

Tone

How light or dark something is.



Texture

The way that something feels when it is touched. For example, fluffy.



Composition

Arranging different materials together and sticking them to a surface.



Artists

- Sarah Graham.
- Nicola McBride.
- Joel Penkman.

Shadow

A dark shape that appears when something blocks the light.



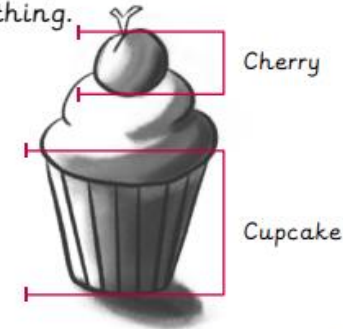
Highlight

A bright spot or area that makes something stand out or look shiny.



Proportion

How big one element of an artwork appears compared to the whole thing.



The four rules of shading

1. Use the side of the pencil.
2. Work in one direction.
3. Press evenly.
4. Leave no gaps.



Jigsaw PSHE knowledge and skills progression: Being Me In My World 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 Being Me in My World 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 3-11.

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	- Know how individual attitudes and actions make a difference to a class - Know about the different roles in the school community - Know their place in the school community - Know what democracy is (applied to pupil voice in school) - Know that their own actions affect themselves and others - Know how groups work together to reach a consensus - Know that having a voice and democracy benefits the school community	- Identify the feelings associated with being included or excluded - Can make others feel valued and included - Be able to take on a role in a group discussion / task and contribute to the overall outcome - Can make others feel cared for and welcomed - Recognise the feelings of being motivated or unmotivated - Understand why the school community benefits from a Learning Charter - Be able to help friends make positive choices - Know how to regulate my emotions	- What makes an effective class team? - How do all the different people in school work together so that it runs well? Does everyone have a role in school? - Do you have choices about how to behave? How do rules, rewards and consequences help with this? - What do you think democracy is? Can you give an example? - What skills do you have that can help a team work well together? - What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? - Can you tell me about Calm Me time?
	In this Puzzle (unit) the children talk about being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also talk about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.		
	New key vocabulary that may be introduced: Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC).		



Knowledge Organiser

Basketball Year 4

About this Unit

Basketball is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Basketball was invented in 1891 by an American PE teacher called James Naismith. The game was created so that his students could play indoors in the winter. The first game of basketball used peach baskets as the hoops which is why it is known as basketball!



Invasion Games Key Principles	
attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

Can you think of any other invasion games that share these principles?

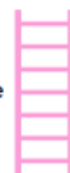


Key Vocabulary

accelerate: speed up
accurate: successful in reaching the intended target
decision: select an outcome
delay: to slow someone down
deny: to prevent an action happening
gain: get possession of the ball
option: possible choices
possession: to have
pressure: to add challenge
protect: to look after
receiver: the person collecting or stopping the ball
referee: the person who makes sure the rules are followed
supporting: being an option for the person with the ball
teamwork: working with others to succeed
tournament: a competition of more than two teams



Ladder Knowledge



Sending & receiving:

Cushioning a ball will help you to control it when catching it.

Dribbling:

Protecting the ball when you dribble will help you to maintain possession.

Space:

Moving into space will help your team keep possession and score goals.

Attacking:

Shoot when close to goal or if there is a clear path.

Defending:

Mark a player to stop them from being an option. Try to intercept the ball as it is passed.

Movement Skills

- run
- jump
- throw
- catch
- dribble
- shoot

This unit will also help you to develop other important skills.

Social

responsibility, communication, support

Emotional

honesty, independence, confidence, perseverance

Thinking

exploration, observation, select and apply skills, make decisions

Rules

- **Double dribble:** dribbling the ball with two hands at the same time and / or dribbling the ball, catching it and then dribbling again.
- **Travelling:** moving with the ball without dribbling it.
- **Foul:** you cannot push, hold or make contact with an opponent that stops their movement. If a rule is broken, the opposing team get a free pass.

Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals.

Healthy Participation



- Make sure any unused equipment is stored in a safe place.

If you enjoy this unit why not see if there is a basketball club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning



Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Dribble to Score



What you need: a ball, 4 socks, 2 players

How to play:

- Mark a square with four socks.
- The attacker scores a point for dribbling to touch a sock with the ball.
- Once a point is scored, the defender steps three steps away to give the attacker space to attack again.
- The attacker cannot score on the same sock that they have started from.
- If the defender wins the ball, they become the attacker.

Top tips:

- Defenders, aim to block spaces and only collect the ball when the attacker's hand is not in contact with it.
- Attackers, turn your back to the defender and hold them off with your non dribbling hand to protect the ball!



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136

Music

Music - Singing in parts

melodic loop	A short pattern of sounds that repeats continuously with different pitches.
practise	Repeating something to become better.
rhythmic loop	A short pattern of sounds that repeats continuously without different pitches.
round	The same melody sung or played by two groups, each beginning at a different time.



Use your ears

Listen closely to the music and each other.



Sing with a strong voice

Sing loudly and clearly but do not shout.



Feel the beat

Focus on feeling the beat of the music.



Use your eyes

Make eye contact with others to help you stay in time.



Singing with others

- Keep the beat.
- Stay in tune.
- Listen.
- Work as a team.