



# Knowledge Organiser Booklet

## Year 4

## Spring 1



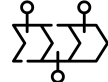




Name		Class	
------	--	-------	--

# Contents

Page 3	Using Your Knowledge Organiser Guide	Page 10	Religious Education Knowledge Organiser
Page 4	Computing Knowledge Organiser	Page 11	Science Knowledge Organiser 1
Page 5	Design Technology Knowledge Organiser	Page 12	Science Knowledge Organiser 2
Page 6	Geography Knowledge Organiser	Page 13	Spanish Knowledge Organiser
Page 7	PSHE Knowledge Organiser	Page 14	Notes Page
Page 8	Physical Education Knowledge Organiser 1	Page 15	Notes Page
Page 9	Physical Education Knowledge Organiser 2	Page 16	School Vales




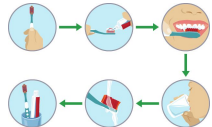

# Use your knowledge organisers to help you remember more.

	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.


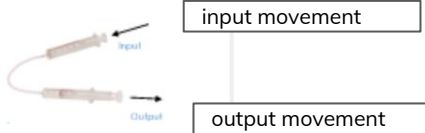


# This is your **Computing** Knowledge Organiser for Spring 1: Repetition of Shapes

## Tier 2 Vocabulary

## Key Vocabulary

record	algorithm	count-controlled loop	decompose	procedure	programs
To keep information by writing or typing it.	A precise set of ordered steps that can be followed by a human or a computer to achieve a task.	A command that repeatedly runs a defined section of code a predefined number of times.	To break down a task into smaller, more achievable steps.	A named set of commands that can be called multiple times throughout a <b>program</b> .	A set of ordered commands that can be run by a computer to complete a task.
Hew was able to <b>record</b> his code by typing into the Notes app.	A set of steps in order to be followed by a computer.	Sometimes it is necessary for steps to repeat a specific number of times- this is called a <b>count-controlled loop</b> .	Every <b>programming</b> problem needs <b>decomposing</b> so that it can be properly understood.	<b>Procedures</b> and functions help to keep our <b>programs</b> simple and short.	<b>Programs</b> consist of a series of instructions to tell a computer exactly what to do and how to do it.
The teacher needed the children to <b>record</b> their formulas as partners before using the device.	You will create <b>algorithms</b> and then implement those <b>algorithms</b> as code.	If you repeat some of the commands in your <b>program</b> , a certain amount of times, use <b>count-controlled loops</b> .	If there is an issue in your <b>algorithm</b> , you may need to <b>decompose</b> the code to find the problem.	When creating a <b>procedure</b> , the word 'TO' is typed, followed by the <b>procedure</b> name.	You will create <b>programs</b> by planning, modifying, and testing commands to create shapes and patterns.
The timeline was a great <b>record</b> of events from the past.					
How this connects with previous learning			How this connects with future learning		
In Year 2, you designed <b>algorithms</b> and then tested those <b>algorithms</b> as <b>programs</b> and debugged them.	In Year 3, you created your own <b>programs</b> , featuring <b>sequences</b> .	In Year 3, you also designed and coded your own maze tracing <b>program</b> .	Later in Year 4, you will explore the concept of repetition in <b>programming</b> using Scratch.	In Year 5, you will be introduced to further loops in order to control the flow of <b>programs</b> .	In Year 6, you will use repetition in the topic, Sensing Movement.


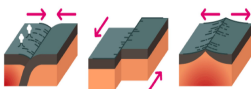
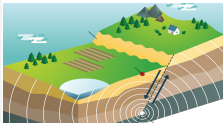
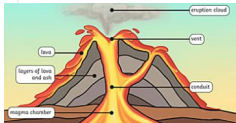
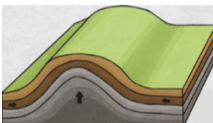
# This is your Design Technology Knowledge Organiser for Spring 1: Pneumatics

DT Themes			Tier 2			Key Vocabulary		
mechanisms	constraint	innovative	pneumatic system	input movement	output movement	compress		
A device used to create movement in a product.	Something that limits or controls what you can do.	Something new and original.	A system that works using gases (air).	The movement that is put into the system.	The movement that comes out of the system.	To press or squeeze something so that it takes up less space.		
<b>Mechanisms</b> are used in many everyday objects including analogue clocks and bikes.	Time <b>constraints</b> mean that there is only a certain amount of time to complete a project.	The wheel was an <b>innovative</b> product because it made it much easier to transport items or people quickly.	Syringes and tubing will create our <b>pneumatic system</b> .	Our <b>input movement</b> will be pushing the syringe	Our <b>output movement</b> will be the creature moving.	We will <b>compress</b> the air in the syringes.		
We can create a simple <b>mechanism</b> using syringes and tubing.	A money <b>constraint</b> means that you are given a budget which you must stick to.	Mobile phones were an <b>innovative</b> product as they allowed people to be contacted outside of the home.	A bicycle pump uses a <b>pneumatic system</b> .	The <b>input movement</b> when riding a bike is pedalling.	The <b>output movement</b> when riding a bike is the bike moving forwards.	When we crush a tin can, we are <b>compressing</b> it.		
Our <b>mechanisms</b> will make our creature move.	Limited resources can also be a <b>constraint</b> for a project.	<b>Innovation</b> enables us to solve new or existing problems.						
How this connects with previous learning								
In Year 1, you designed, made and evaluated a moving poster.	In Year 2, you designed, made and evaluated a vehicle using wheels and axles.	In Year 3, you considered input and output when making a moving greetings card.		How this connects with future learning				
				In Year 5, you will design, make and evaluate a moving display using cams.	In Year 6, you will design, make and evaluate a vehicle using a pulley system.	In Year 6, you will design, make and evaluate an electrical system, considering a range of constraints.		

This is your **Geography** Knowledge Organiser for Spring 1: Tectonic Plates

Tier 2 Vocabulary	Key Vocabulary
-------------------	----------------

Tier 2 Vocabulary	Key Vocabulary
-------------------	----------------

identify	data	plate boundary	tectonic plate	earthquake	volcano	mountain
To show who or what someone or something is.	Facts and statistics gathered together.	The point where two tectonic plates meet is called a <b>plate boundary</b> .	Tectonic plates are gigantic pieces of the Earth's crust that move slowly.	An earthquake is the shaking and vibration of the Earth's crust due to movement of the tectonic plates.	A volcano is an opening in the Earth's crust through which molten rock and gases trapped under the surface erupt	Mountains are areas of land that are much higher than the land surrounding them.
In Year 3, you learnt about settlements and were able to <b>identify</b> the difference between a town and a city.	In Year 3, you learnt about land use patterns and looked at <b>data</b> .	Most tectonic activity like volcanoes and earthquakes happens at plate boundaries.	These plates move slowly and either move apart, towards or past each other.  Earthquakes and volcanic eruptions are caused by the movement of tectonic plates	Most earthquakes occur at the boundaries between tectonic plates. As plates slide past each other friction causes energy to build up. It becomes so great that the energy is released, which creates an earthquake.	Volcanoes are usually found along the boundaries of tectonic plates. Most volcanic eruptions are caused by tectonic plates, <b>moving towards</b> each other.	Some well-known mountain ranges in the four countries that make up the UK include: the Cairngorms in Scotland the Pennines in England the Mourne Mountains in Northern Ireland Snowdonia in Wales
We use geographical enquiry skills in our work and <b>identify</b> geographical questions and issues.	As geographers, we also collect, interpret and analyse geographical <b>data</b> .	Some tectonic plates slide past each other, others move away from each other and some bump into each other. Sometimes these plates lock together when they meet. This is called a <b>plate boundary</b> .	Tectonic plates move slowly, creating mountains, islands and even re-arranging continents.	The Richter magnitude scale is used to measure the size of earthquakes. The higher the number, the more powerful the earthquake and the higher the chance that it will cause real damage.	A lot of volcanic activity occurs in the 'ring of fire'. The 'ring of fire' is a group of volcanoes that are located along the plate margin of the Pacific plate.	The highest mountain ranges are created by tectonic plates pushing together and forcing the ground up where they meet. This is how the mountains of the Himalayas in Asia were formed.
In this unit you will be able to <b>identify</b> where earthquakes and volcanoes are located around the world.	You will look at <b>data</b> collected from earthquakes to determine the strength using the Richter scale.					

How this connects with previous learning	How this connects with future learning
--	--

In Year 2, you learnt to name and locate the world's seven continents.	In Year 3, you learnt to identify lines of longitude and latitude.	In Year 3, you learnt to locate the Northern and Southern Hemispheres.		In Years 5 and 6, you will continue to use maps, atlases and globes to locate countries and describe a range of physical features.
--	--	--	--	--

In Year 2, you learnt to name and locate the world's seven continents.	In Year 3, you learnt to identify lines of longitude and latitude.	In Year 3, you learnt to locate the Northern and Southern Hemispheres.		In Years 5 and 6, you will continue to use maps, atlases and globes to locate countries and describe a range of physical features.
--	--	--	--	--

In Year 2, you learnt to name and locate the world's seven continents.	In Year 3, you learnt to identify lines of longitude and latitude.	In Year 3, you learnt to locate the Northern and Southern Hemispheres.		In Years 5 and 6, you will continue to use maps, atlases and globes to locate countries and describe a range of physical features.
--	--	--	--	--



How this connects with previous learning	How this connects with future learning
--	--

In Year 2, you learnt to name and locate the world's seven continents.	In Year 3, you learnt to identify lines of longitude and latitude.	In Year 3, you learnt to locate the Northern and Southern Hemispheres.		In Years 5 and 6, you will continue to use maps, atlases and globes to locate countries and describe a range of physical features.
--	--	--	--	--

# This is your PSHE Knowledge Organiser Health and Wellbeing for Spring 1: Health and Wellbeing

## Key Vocabulary

### mental health

Our **mental health** is our emotional wellbeing. Good mental health is equally as important as good physical health.

There are some simple things that we can all do that can help our mental health. They are known as the five ways to wellbeing. They are: be active, take notice, connect, keep learning and give.

If you are worried about your mental health, you should talk to a trusted adult.



### mistake

A **mistake** is an error or wrong action or statement made due to a wrong judgment or limited knowledge.

Mistakes help you learn what can support you the next time you approach a similar situation. Mistakes all offer a lesson and therefore is it very useful to be able to accept the uncomfortable feeling that comes with making a mistake and learn from the experience.



### negative emotions

We experience a range of emotions and this is part of the natural human experience.

**Negative emotions** are emotions which make us feel unhappy or uncomfortable. For example, sadness, anger worry or embarrassment.

We can use the Zones of Regulation to identify and talk about how we are feeling. We can use strategies to help us cope with negative emotions such as breathing techniques or visualisation.



### positive emotions

**Positive emotions** are emotions which make us and others around us feel happy.

Different things make different people happy and we should respect these differences.

When you are in the Green Zone, you are good to go and ready to learn.

We can share our positive emotions to help others feel positive too.



### responsibility

**Responsibility** means making good choices and taking accountability for our own actions.

All emotions serve a purpose and are important. They lead us to behave in different ways. We can control some things but not others. We are responsible for the actions we take, given how we feel.

We can take action to positively impact our mental health and happiness.



### visualise

To **visualise** means to create an image of something in the mind.

Visualising uses our imagination to change our thoughts by focusing on something positive.

You can decide what to think about and what to imagine.

Visualising can help when you are stressed, nervous, worried, angry or in pain.



### How this connects with previous learning

In Year 2, we described a range of feelings and developed simple strategies for managing them. We understood what it means to have a healthy diet and to look after our teeth.

In Year 3, we explored the different aspects of our identities. We learnt how to break down barriers by identifying small, achievable goals.



### How this connects with future learning

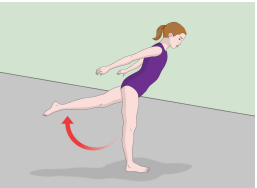


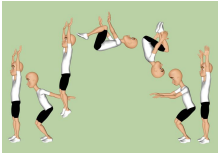



In Year 5, we will understand the purpose of failure. We will understand the importance of relaxation and sleep. We will be able to plan healthy meals.

In Year 5, we will consider how to take responsibility for our own feelings and actions.

In Year 6, we will explore the potential impact of technology on physical and mental health. We will explore strategies to deal with difficult situations.

# This is your **Physical Education** Knowledge Organiser for Spring 1: Gymnastics








## Key Vocabulary

pivot	compositional	control	direction	actions	refine
<p>In gymnastics, a <b>pivot</b> refers to a turning or rotating movement performed on one foot while maintaining balance and control.</p>	<p>Refers to the artistic and creative elements of a routine or performance</p>	<p>The ability of a gymnast to maintain precision, balance, and mastery over their body movements.</p>	<p>The orientation or path of movement that a gymnast takes while performing various skills, sequences, or routines.</p>	<p>The specific movements, skills, and techniques performed by gymnastics.</p>	<p>To improve, perfect, or fine tune execution, technique and overall quality of gymnastics skills, movements, or routines.</p>
<p><b>Pivots</b> are seen in various gymnastics disciplines, including artistic gymnastics, rhythmic gymnastics and balance beam routines.</p>	<p><b>Compositional</b> aspects in gymnastics are important for creating a visually appealing and engaging routine.</p>	<p><b>Control</b> in gymnastics is essential for achieving accuracy, consistency, and safety in the execution of skills.</p>	<p>In gymnastics there are several <b>directions</b> that are commonly referred to: Forward Backwards Sideways Diagonal Rotation</p>	<p><b>Actions</b> in gymnastics can include: jumps, tumbling, balances, swings, vaults, turns, dismounts</p>	<p><b>Refining</b> in gymnastics can include: technique, precision, artistry, difficulty</p>
					
How this connects with previous learning				How this connects with future learning	
<p>In Year 2, we learnt a range of recognised point balances.</p>	<p>In Year 3, we used core strength to link elements.</p>			<p>In Year 5, we will learn how to create longer and more complex sequences.</p>	<p>In Year 6, we will learn how to demonstrate accuracy, consistency and clarity of movement.</p>



# This is your **Physical Education** Knowledge Organiser for Spring 1: Dance

## Key Vocabulary

choreograph	formation	emotions	routine	freeze frame	improvisation
To create and arrange the movements, steps and sequences that forms a dance piece.	The spatial arrangement of dancers on the stage or performance area.	The expressive qualities and feelings shown by dancers through their movements.	The structured sequence of movements, steps and choreography.	This is the temporary pause or stillness in movement by holding your body.	The spontaneous creation and execution of movement without prior planning or choreography
A <b>choreograph</b> is responsible for crafting the overall composition and flow of a dance.	Dance <b>formations</b> can change throughout a dance piece with dancers changing from one arrangement to another.	Dancers use their bodies to express <b>emotions</b> , using their technical skills and moves to show specific feelings.	Dance <b>routines</b> can take various forms, styles, and durations depending on genre of dance.	<b>Freeze frames</b> can be incorporated into various dance genres and styles, including contemporary dance, ballet, jazz, and theatrical performances.	<b>Improvisation</b> in dance can occur individually or in a group. It encourages dancers to trust their instincts.
					
How this connects with previous learning			How this connects with future learning		
In Year 2, we explored space, direction, speed, movement and the use of body parts.	In Year 3, we worked as part of a group to create and perform.		In Year 5, you will perform a sequence using props.	In Year 6, you will perform different styles of dance fluently and clearly.	In Year 6, you will work collaboratively to include more complex compositional ideas.

# This is your Religious Education Knowledge Organiser for Spring 1: Sikh Beliefs

## Tier 2 Vocabulary

### interpret

To explain the meaning of information.

In Year 3, you learnt about how different religions **interpret** their religious scriptures.

In Year 4 you will learn how Sikhs **interpret** the Guru Granth Sahib and use it in their daily lives.

In this unit we will ask you to **interpret** information on Sikhism and formulate your own views and opinions around key questions.

### Guru Nanak

Guru Nanak was the first Sikh guru. He came from a small town in India over 500 years ago.

Guru Nanak is considered the first Sikh Guru. Sikhism is still based on his teachings and those of the nine Sikh Gurus that followed him.

Some of the most important teachings Guru Nanak gave were:

- there is only one God
- people can access God directly
- all people are equal



### Gurdwara

A Gurdwara is a place where Sikhs come together to worship.

The meaning of the Punjabi word Gurdwara is 'the residence of the Guru' or 'the door that leads to the Guru'.

The Gurdwara has many purposes. It is a place to learn spiritual wisdom, a place for religious ceremonies, a place where children learn the Sikh faith and a community centre that offers food and shelter to those who need it.



## Key Vocabulary

### Amrit ceremony

A special ceremony called taking Amrit is the way for Sikhs to show their commitment.

The Amrit ceremony takes place in the Gurdwara before the Guru Granth Sahib and in the presence of 5 initiated Sikhs. During the ceremony, hymns are recited from the Sikh scripture and prayers are said.

Amrit is a mixture of sugar and water and is stirred with a double edged sword and then blessed. During the ceremony Sikhs drink some of the Amrit and have it sprinkled on their eyes and hair.



### the 5Ks

The Five Ks are a set of symbols that Sikhs wear to show their dedication to Sikhism and to show they belong to the Khalsa.

The 5Ks are :

- kara (bracelet)
- kachera (underclothes)
- kirpan (a small sword)
- kesh (hair)
- kanga (comb)

They are called the five Ks because in Punjabi each item begins with the letter k.



### the Guru Granth Sahib

The Guru Granth Sahib is the Sikh holy book and Sikhs believe is the last living Guru.

The Guru Granth Sahib is unique because it was compiled by the gurus themselves rather than followers of the religion.

The Guru Granth Sahib is the focus of worship in the Gurdwara. It is placed on a raised platform under the canopy in the diwan hall. it always sits higher than the congregation as a symbol of respect.



### How this connects with previous learning

In Year 2, you learnt about sacred books across different religions. You understood how these are used in worship in religious buildings and in homes.

In Year 3, you learnt ways in which Christians, Hindus and Muslims describe God. You learnt why having a belief in something is important to members of a religious community.



### How this connects with future learning

In Year 4, you will learn about different commitment ceremonies across a range of religions and specifically the Hindu religion.

In Year 5, you will learn how important celebrations and festivals are to believers in and across different religions.

In Year 6, you will learn how believers feel about places of worship in different traditions.

# This is your Science Knowledge Organiser for Spring 1: Sound



## Scientific Enquiry



### comparative & fair testing

**Comparative testing** means testing objects in order to rank them. We will test and compare materials to find the best sound insulator.

**Fair tests** are enquiries that observe or measure the impact of changing one variable when all others are kept the same. We will conduct pitch and volume tests.

### pattern seeking

We **seek patterns** by looking for links between variables. We will be looking for patterns in pitch and volume after conducting different tests.



## Working Scientifically

**Asking** scientific questions

**Planning** an enquiry

**Observing** closely

**Measuring** (taking measurements)

**Gathering** and **recording** results

**Presenting** results

**Interpreting** results

**Concluding** (drawing conclusions)

**Predicting**

**Evaluating** an enquiry

### sound

**Sound** is created when something (the **source**) vibrates and sends vibrations into our ears.



A **sound** produces vibrations which travel through solids, liquids and gases from the source to our ears. **Sound** cannot travel through a vacuum (an area empty of matter).

### vibration

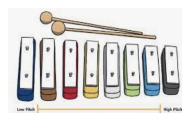
A **vibration** is a back and forth motion.



The **vibrations** from a sound cause parts of our body inside our ears to **vibrate**, allowing us to hear (sense) the sound.

### pitch

**Pitch** is the highness or lowness of a sound depending on the frequency of vibrations.



A high sound has a high **pitch**. A low sound has a low **pitch**. The shorter the bar on a xylophone, the higher the **pitch**. The longer the bar, the lower the **pitch**. A tight drum skin gives a higher **pitched** sound than a loose drum skin.

### volume

**Volume** is how loud or quiet a sound is. Loud sounds have a high **volume**. Quiet sounds have a low **volume**.



The loudness (**volume**) of the sound depends on the strength (size) of vibrations which decreases as they travel. Sounds decrease in **volume** as you move away from the source.

### insulation

Sound **insulation** is a material that prevents sound (or heat) from being transmitted.



A sound **insulator** is a material which blocks sound effectively like foam.



### Things you learnt in previous topics

In year 1, you identified, named, drew and labelled the basic parts of the human body and were able to say which part of the body is associated with each sense, including that we use our ears to hear.



### How this connects with future learning

At secondary school, you will learn that waves on water are undulations which travel across water and can be reflected. You will also learn that the rate of sound waves are measured in Hertz. You will learn about: echoes, reflection and absorption of sound; the speed of sound in air, water and solids; how sound is detected; hearing in humans and animals; pressure waves; about waves transferring information for conversion to electrical signals by microphone.

# This is your Science Knowledge Organiser for Spring 1: Electricity

## 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 classify the materials that are suitable for wires.



## Working Scientifically

**Asking** scientific questions

**Planning** an enquiry

**Observing** closely

**Measuring** (taking measurements)

**Gathering** and

**recording** results

**Presenting** results

**Interpreting** results

**Concluding** (drawing conclusions)

**Predicting**

**Evaluating** an enquiry

## electricity

**Electricity** is an energy which can be used to power electrical items.



Common appliances that run on **electricity** include: televisions, washing machines, ovens, fridges, computers, lamps, kettles and toasters.



**Electricity** can be dangerous. You should never pull wires from a socket, put your fingers in a socket or use electrical appliances near water.

## mains

Many household devices and appliances run on electricity. Some plug in to the **mains** and others run on batteries.



## battery

A **battery** is a source of energy. A battery stores energy until it is ready to be used. **Batteries** come in different shapes and sizes. **Batteries** can provide energy to small items, such as a mobile phone, or large items, such as cars.



## circuit

An electrical **circuit** consists of a cell or battery connected to a component using wires.



If there is a break in the **circuit**, a loose connection or a short circuit, the component will not work.

## components

A **component** is a basic electronic element that can be fitted together to make a circuit.



**Components** we will use are: cells or batteries, wires, bulbs, buzzers and motors. A switch can be added to a circuit to turn the **component** on and off by opening or closing the circuit.



## conductor

A **conductor** is a material which **electricity** can flow through. Metals are good **conductors**. A **conductor** could replace a wire in a **circuit** and **electricity** would flow through it.



Water, if not completely pure, also **conducts** electricity.

## insulator

An **insulator** is a material that does not allow electricity to pass through. Non-metallic solids like rubber and plastic are **insulators** except for graphite (pencil lead).

## Things you learnt in previous topics

In Nursery and Reception you learnt about similarities and differences in places, objects, materials and living things. You spoke about the features of your own immediate environment and how environments might vary from one another. You made observations of animals and plants and have explained why some things occur and talk about changes.



## How this connects with future learning

In year 6, you will associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. You will compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. You will use symbols when representing a simple circuit in a diagram.

## El material escolar

The stationary

	el lápiz
	el boli
	el rotulador
	el libro
	la regla
	la goma
	la pizarra

## Year 4 Spanish Knowledge Organiser

### Mi colegio

### Las asignaturas

The subjects

Me gusta ....							Me gusta <b>n</b> <b>las</b> ....	
								
el inglés	el español	el arte	la música	la historia	la geografía	la *educación* física	la <b>s</b> matemática <b>s</b>	la <b>s</b> ciencia <b>s</b>

### ¡RECUERDA!

Me gusta + **el** **la** + .....

Me gusta **n** + **los** **las** + .....



Tengo un boli.	I have a pen.
No tengo un boli <b>verde</b> .	I don't have a <b>green</b> pen
Hay dos boli <b>s</b> y tres regla <b>s</b> .	There are two pens <b>and</b> three rulers.
Me gusta <b>el arte</b> .	I like art.
No me gusta <b>la música</b> .	I don't like music.
Me gusta <b>n las ciencia s</b> .	I like science.
Me gusta <b>la geografía</b> pero no me gusta <b>la música</b> .	I like geography <b>but</b> I don't like music.

### ¿Qué hago?

What do I do?

	escuch <b>a</b> / escuch <b>ad</b>
	habl <b>a</b> / habl <b>ad</b>
	lee <b></b> / leed <b></b>
	escrib <b>e</b> / escribid <b></b>
	abrir <b></b> / abrid <b></b>
	cerr <b>ar</b> / cerr <b>ad</b>



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

A large, empty rectangular box with a thin grey border, occupying the central portion of the slide, intended for the user to write additional notes.



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

A large, empty rectangular box with a thin grey border, occupying the central portion of the slide, intended for the user to write additional notes.

At New Wave Federation, we demonstrate...

The logo for New Wave Federation is a circular emblem with a blue border. Inside the circle, the words "new wave" are written in a black, lowercase, sans-serif font, and "federation" is written below it in a teal, lowercase, sans-serif font. A stylized, light blue wave graphic is positioned behind the text.

new wave  
federation

Collaboration

Creativity

Focus

Kindness

Responsibility