



# Knowledge Organiser Booklet

## Year 4

## Summer 1



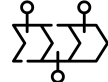




Name		Class	
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# Use your knowledge organisers to help you remember more.

	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 Summer I. Festival Treats

Art Themes		Tier 2	Key Vocabulary			
Form	Space	Innovative	Surface	Fabric	Transform	Stimulus
A shape or object with three dimensions (3D).	The emptiness or area around, or within objects.	Something that is new and original.	The outside part or upper layer of something.	Cloth that is woven or knitted.	To change the form, look or shape of something.	Something that causes or increases action, feeling or thought.
We can make a range of three dimensional <b>forms</b> inspired by food.	We need to leave <b>space</b> around our designs so they are not crowded together.	We will look at <b>innovative</b> artists e.g. Claes Oldenburg who creates giant food sculptures.	We can create a range of different <b>surfaces</b> e.g. soft, rough or smooth	We can wrap, fold and attach <b>fabrics</b> within our work.	We will <b>transform</b> ordinary materials into into extraordinary art forms.	Using other artists' exciting work as a <b>stimulus</b> , we will be inspired to create our own imaginative art.
We can take inspiration from the way artists use <b>form</b> in their sculptures.	We can create a feeling of <b>space</b> in our work by displaying our work in thoughtful ways.	We will make our own <b>innovative</b> forms based on food.	Some <b>surfaces</b> will be plain and simple and some will be more colourful or decorative.	With <b>fabric</b> , we can create soft sculptures, clothing and collages.	Using paint, we can <b>transform</b> a simple drawing into a colourful piece of art.	Having a range of art materials can be a great <b>stimulus</b> for exploring different techniques.
						
How this connects with previous learning				How this connects with future learning		
In Year 2, you made architectural forms from a range of materials.	In Year 3, you transformed your drawings into moving forms.	In Year 3, you used colour and shape in innovative ways to create collages.		In Year 5 you will design and construct fashion items and forms.	In Year 6 you will create our own figurative work inspired by the artist Lubaina Himid.	In Year 6 you will explore space and form in relation to immersive, colourful art.

# This is your Year 4 **Computing** Knowledge Organiser for Summer I. Photo Editing

## Tier 2 Vocabulary

## Key Vocabulary

### publication

the preparation and issuing of content for the **digital** or real world that can include video, images and text

In computing, **publication** means using online technology to **digitize** written or print material and share it through electronic devices

You will have the chance to create your own **publication** to share images and other media.



### digital

when something is done, saved, or stored on a computer or other electronic device, it's done **digitally**

Storing images **digitally** means that they can be accessed on different devices

This half term, you will ind, make and edit **digital** images.

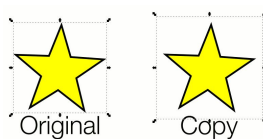


### clone

the creation of a copy of a piece of information or of an entire living thing

In computing, you can **clone** an image to remove or duplicate certain parts

You will see how parts of a photo can be removed or duplicated using **cloning**.



### combine

to join or unite two or more objects together

You can **combine** two or more images together to make one whole image

During this topic, you will learn how to **combine** images to create one.



### crop

to remove parts of a **digital** image or physical photo to retain a smaller section of the original

In computing, **cropping** specifically means to cut off the sides of an image to change its size or to remove unwanted parts.

You will learn how to **crop** images in order for them to look the best they can.



### saturation

colour **saturation** refers to the intensity of color in an image

**Saturation** makes colors more vivid (less black or white added). **Desaturation** makes colors more muted (more black or white added).

You will look at the effect that different colours and filters can have on an image.



## How this connects with previous learning

In Year 1, you were introduced **digital** art and created your own artwork.

In Year 2, you worked **digitally** to take your own photographs with different **digital** devices.

In Year 3, you created your own desktop **publication** using words and images.

## How this connects with future learning

In Year 5, you advance your editing skills when you create and edit your own video.







In Year 5, you will be introduced to different drawing tools to help you create images.

In Year 6, you will learn how to create your own websites.

# This is your Year 4 **Geography** Knowledge Organiser for Summer I. North and South America

## Tier 2 Vocabulary






## Key Vocabulary

compare	pattern	continent	agriculture	industry	natural resources	economy
to discover the similarities and differences between things	the repeated or regular way in which something happens or is done	a large mass of land and the islands closest to it.	<b>agriculture</b> is another word for farming	an activity that involves collecting raw materials or making products in factories	anything that is found in nature that can be used by living things is a <b>natural resource</b>	the system of how a country or region manages its money
In year 3 you learnt to <b>compare</b> different types of geographical settlements.	In Year 3 you described the topography of settlements in the UK and discussed <b>patterns</b> of land use.	The Earth has seven <b>continents</b> which cover areas in both the northern and southern hemispheres.	<b>Agriculture</b> can mean growing and harvesting crops and the raising of animals or livestock.	In North and South America the largest industries are <b>agriculture</b> , forestry, fishing, mining and tourism.	Examples of <b>natural resources</b> include water, forests, fossil fuels, minerals, plants and animals.	If an <b>economy</b> is not successful it can negatively impact people's' lives.
Geographers <b>compare</b> locations and places by discovering similarities and differences between them.	Geography fieldwork involves analysing data by looking for <b>patterns</b> before reaching a conclusion.	The Earth's <b>continents</b> from largest to smallest, are Asia, Africa, North America, South America, Antarctica, Europe and Australia	<b>Agriculture</b> provides food and many raw materials that humans need to survive.	Most industries benefit the <b>economy</b> but many have an environmental impact.	Oil and gas are important <b>natural resources</b> in North and South America. Oil is so valuable that it is sometimes called 'black gold'.	<b>Industry</b> and <b>agriculture</b> make money for the country and people who live there.
To make valid <b>comparisons</b> we need to consider both human and physical geography of locations.	<b>Pattern</b> seeking investigations require you to observe <b>patterns</b> and changes from a range of sources.					
How this connects with previous learning			How this connects with future learning			
In year 2 you were able to name and locate the world's seven <b>continents</b> and five oceans.	In year 3 you learnt to locate Northern and Southern hemispheres on a map and describe the <b>continents</b> and oceans.	In year 4 you learnt about tectonic plates and some of the important mountain ranges, volcanoes and earthquakes found in North and South America.			In year 5 you will explore the concepts of trade and globalisation. You will study food trade and the trade of manufactured goods.	In year 5 you will learn about biomes and climate zones, including global warming and climate change.
					In year 6 you will focus on North and South America, environmental regions and key physical and human characteristics.	

# This is your Year 4 PSHE Education Knowledge Organiser for Summer 1. Relationships

## Tier 2 Vocabulary

## Key Vocabulary

analyse	relationship	belonging	loss	strategy	memento
To examine something methodically and in detail.	A connection between people.	The feeling of being comfortable and happy in a particular situation or with a particular group of people.	When you no longer have, or have less of something.	A plan or way to solve a problem, or reach an answer.	An object kept as a reminder of a person or event.
In Year 2 you <b>analysed</b> goal setting to think about the best way to achieve your goals.	We all have <b>relationships</b> and are connected to someone through family or friends.	You <b>belong</b> to lots of different types of relationships and contribute different things to each of them.	Everyone experiences <b>loss</b> at some point in their life. <b>Loss</b> can be hard because we value the people around us.	You may use a <b>strategy</b> to help you cope with <b>loss</b> and the feelings that you experience due to loss.	There may be people that are special to you that you no longer see. <b>Mementos</b> help you remember people that have been special to you.
In this unit you will <b>analyse</b> personal relationships, and the feelings that may emerge through experiences of loss.	Some <b>relationships</b> may be more special and important to you than others. You may have a <b>relationship</b> with an animal, such as a pet.	<b>Belonging</b> to a relationship can bring out many different feelings in a person.	People experience different types of <b>loss</b> including the loss of special people, pets or objects. There are ways we can manage <b>loss</b> of those special to us.	Different <b>strategies</b> for coping with loss will be appropriate depending on the type of loss a person is experiencing.	<b>Mementos</b> can include having a photograph, saving a letter or making a memory box.
In Year 5 you will learn about democracy and <b>analyse</b> the benefits that having a voice has on the school community.					

### How this connects with previous learning

In Year 2 you learnt about personal relationships, and behaviours that are acceptable and not acceptable within them.

In Year 3 you learnt the different roles and responsibilities of family members and strategies for keeping safe.



### How this connects with future learning

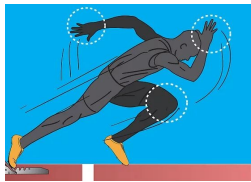
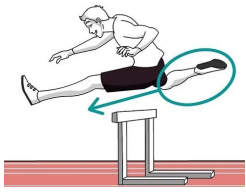
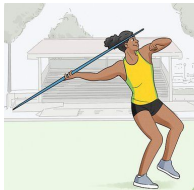




Year 5 you will explore how friendships change and new relationships that may form. You will learn how to manage conflict and stand up for yourself.

In Year 6 you will identify significant people and personal relationships. You will explore the variety of feelings that may arise from loss, and learn the different stages of grief and loss.



# This is your Year 4 **Physical Education** Knowledge Organiser for Summer 1. Athletics

## Key Vocabulary

accelerate	hurdles	javelin	vortex howler	bounce	target
<b>Accelerate</b> is the rate of change of velocity, or how quickly an athlete can increase the velocity of the motion.	<b>Hurdles</b> refer to a type of race where athletes run and jump over a series of evenly spaced barriers	A field event where athletes throw a long, spear-like object known as a <b>javelin</b> as far as possible.	A field event where athletes throw an object that howls through the air, as far as possible.	The ability of an athlete to quickly and efficiently return to an upright position after performing a movement.	A specific distance or time that an athlete aims to achieve in a given event.
A sprinter might decide to <b>accelerate</b> at the start of the race to get into first place.	Jumping over <b>hurdles</b> with correct technique will help the athlete finish the race quicker.	Throwing distance is measured from the throwing arc to the point where the tip of the <b>javelin</b> landed.	The athlete threw the <b>vortex howler</b> through the air, and it howled throughout its travel.	A good warm up activity is to record how many times you can <b>bounce</b> over a set of cones from side to side.	<b>Targets</b> may be set by the athlete themselves or by their coaches.
					
How this connects with previous learning		How this connects with future learning			
In year 2 you learnt how to improve running and jumping movements and work for a sustained period of time.	In year 3 you learnt to jump for height and Distance, and to throw with speed and power.				
		In year 5 you will learn to sustain pace over short and longer distances and to run as part of a relay team.	In year 5 you will learn how to perform a wide range of jumps and throws.	In year 6 you will apply strength and flexibility to throwing, running and jumping.	



# This is your Year 4 **Physical Education** Knowledge Organiser for Summer 1. Basketball

## Key Vocabulary

### turnover

A **turnover** occurs when a team loses possession of the ball to the opposing team.

After a misplaced **bounce pass** there might be a **turnover** so the other team can quickly attack the basketball hoop.



### double dribble

The illegal action of a player who either **dribbles** the ball with both hands or resumes **dribbling** after a complete stop.

If a double **dribble** occurs, the ball is awarded to the other team.



### tip-off

To put the ball in play by throwing it up between two opponents.

At the beginning of a match there is a **tip-off** at the centre of the court.



### intercept

To stop or interrupt the movement or progress of something.

The player was able to **intercept** the **bounce pass** and then shoot at their opponents basketball hoop.



### bounce pass

A type of pass that is thrown to the floor so that it bounces to the intended receiver.

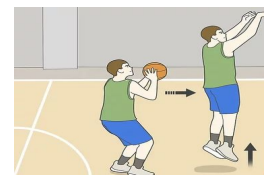
In a crowded area players may decide to do a **bounce pass** to another person on their team who has more space.



### jump shot

A shot in basketball made by jumping into the air and releasing the ball with one or both hands at the peak of the jump.

Players perform **jump shots** in order to get closer to the basketball hoop for more accuracy.



### How this connects with previous learning

In Year 2 you learnt to throw and handle a variety of objects.

In Year 3 you learnt to perform some basic basketball skills; throwing, catching and **dribbling**.



### How this connects with future learning

In Year 5 you will learn how to use strength, agility and coordination when defending.






In Year 5 you will learn how to increase power and strength of passes, moving the ball accurately in a variety of situations.

In Year 6 you will learn how to choose and implement a range of strategies to play defensively and offensively.

# This is your Year 4 Religious Education Knowledge Organiser for Summer I. The Journey of Life

## Tier 2 Vocabulary

## Key Vocabulary

significant	milestones	ceremony	baptism	Bar & bat mitzvah	reincarnation
Having important meaning.	<b>Milestones</b> are important events in a person's life.	A <b>ceremony</b> is an activity performed at a special time usually with according seriousness.	<b>Baptism</b> is a <b>ceremony</b> that symbolises a commitment to living a life as a Christian.	The <b>Bar &amp; bat mitzvah</b> ceremonies mark the transition into adulthood for young Jewish people.	An idea that people are born again in another body after death and that this cycle continues for many lifetimes.
In Year 3 you learnt about the <b>significance</b> of special ceremonies such as <b>baptisms</b> and <b>Bar &amp; bat mitzvahs</b> in different religions.	<b>Milestones</b> can include getting married or having a baby. They can also include being <b>baptised</b> or going on a pilgrimage.	<b>Ceremonies</b> may take place to celebrate an event or rite of passage in a person's life to show how important it is.	Jesus was <b>baptised</b> as an adult in the New Testament by John the Baptist. In most Christian communities babies are <b>baptised</b> and grow up in the faith of the community.	At the age 13 a boy becomes a <b>Bar mitzvah</b> and at age 12 a girl becomes a <b>Bat mitzvah</b> .	Hindus believe life is a cycle of birth, death, and rebirth. Actions in this life, our 'karma' has an effect on the future.
In Year 4 you will learn the <b>significance</b> of important celebrations and festivals on the religious calendar.	<b>Milestones</b> are markers in a person's life journey that involve celebration, ritual and <b>ceremony</b> .	Examples of events where ceremonies take place across religions are; births, <b>baptisms</b> , coming of age, weddings and funerals.	Holy water is put on <b>baptised</b> people by a church leader as a symbol of being cleansed and made ready for a new life for God.	Jewish boys and girls become responsible for living according to Jewish law and should attend services at the synagogue.	Hinduism, Jainism, Buddhism, Sikhism and Kabbalah Judaism all believe in <b>reincarnation</b> .
In this unit you will look at specific <b>milestone</b> events and discuss the <b>significance</b> to believers.					

### How this connects with previous learning

In Year 1 you learnt how Christians, Muslims and Jewish people show how they belong to their faith communities in important **ceremonies** and rituals.

In Year 2 you learnt specifically about Judaism and the importance of Shabbat and Hanukkah in the Jewish faith.



### How this connects with future learning

In Year 5 you will be learn about Muslim key beliefs and **significant** rituals and events such as fasting and pilgrimage.

In Year 5 you will be learning about some of the different festivals across the religions and the **ceremonies** involved in them.

In Year 6 you will learning specifically about worship. You will learn about places of worship and **ceremonies** that are important to believers.

# This is your Year 4 Science Knowledge Organiser for Summer I. Identification and Classification

## 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 use classification keys to name unknown living things and identify and classify unknown plants and animals found in different habitats



### study over time (observing)

A **study over time** is seeing how things change over a certain time period. We will observe plants and animals in our local area throughout the year.



### researching

We will **research** using **secondary** sources to find out how environments may naturally change and about human impact on environments.



## Working Scientifically

**Asking** scientific questions

**Planning** an enquiry

**Observing** closely

**Taking** measurements

**Gathering** and recording results

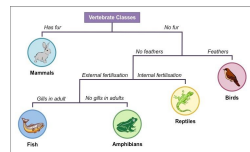
**Presenting** results

**Interpreting** results

**Drawing** conclusions

**Predicting**

**Evaluating** an enquiry



## classification

**Classification** means arranging or sorting. Living things can be grouped (**classified**) in different ways according to their features. For example, plants can be grouped into categories such as flowering and non-flowering plants.

**Classification keys** can be used to identify and name living things by sorting them according to their features.

## habitat

Living things live in a **habitat** which provides an environment to which they are suited. These environments may change naturally for example, through flooding, a fire or earthquakes. Humans also cause **habitats** to change. Both natural and human changes can pose dangers to living things.



Habitats change with the seasons; different living things can be found in a **habitat** at different times of the year.

## Subject Specific Vocabulary

## hibernate

If an animal **hibernates**, it has a long and deep sleep. This is done by some animals so that they can survive the winter. Bears and hedgehogs are examples of animals that **hibernate**.



## migrate

To **migrate** means to move from one place to another. Some animals **migrate** during the winter to a warmer place.

## environment

The **environment** is the air, water and land in/on which humans, animals and plants live.



The **environment** can change over time, either naturally or by the actions of humans.

## human impact

**Human impact** means the effects of human action on the **environment**. These can be either by positive or negative.

A positive impact would be planting trees or setting up a nature reserve.



A negative impact would be littering or using too many fossil fuels which many scientists believe is contributing to climate change.

## Things you learnt in previous topics

In Year 1, you named a variety of common wild and garden plants, including deciduous and evergreen trees. You described the basic structure of a variety of common flowering plants, including trees. You identified a variety of common animals including fish, amphibians, reptiles, birds and mammals. You also described and compared the structure of a variety of common animals. In Year 2, you identified and named a variety of plants and animals in their habitats, including microhabitats.



## How this connects with future learning

In Year 5, you will describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and describe the life process of reproduction in some plants and animals.

In Year 6, you will describe how living things are classified into broad groups according to common observable characteristics. You will give reasons for classifying plants and animals based on specific characteristics.

Voy en...  
I go by...



coche



autobús/  
guagua



metro



tren



avión



barco



\*caminando\*

# This is your Year 4 Spanish Knowledge Organiser for Summer I.

## Viajar

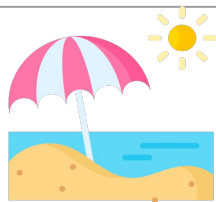
Places  
Lugares



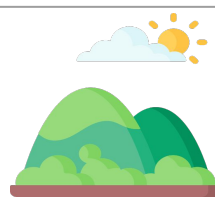
ciudad



pueblo



playa



montaña

¡RECUERDA!

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



Pero = but

Me gusta la playa.

I like the beach.

Me gusta el pueblo **pero**  
no me gusta la ciudad.

I like the village **but** I  
don't like the city.

¿Cómo vas?

How do you go?

Voy en tren.

I go by train.

¿Qué necesitas?

What do you need?

Necesito la maleta **y**  
la ropa de verano.

I need the suitcase  
**and** the summer  
clothes.

¿Qué necesito?  
What do I need?



Cartera



Dinero



Pasaporte



Maleta




Ropa de  
verano



Ropa de  
invierno

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



At New Wave Federation, we demonstrate...

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

new wave  
federation

Collaboration

Creativity

Focus

Kindness

Responsibility