

KNOWLEDGE ORGANISER

Year 4

Were the Romans really rotten?

Curriculum Intent Statement -

At St. Augustine's Catholic Primary School, we are passionate about children's learning. The Cognitive Load research theory and Rosenshine's Principles of Instruction highlights that children learn through remembering and recalling and this theory is embedded this within our curriculum.

‘Learning is Remembering and Recalling...’

Our curriculum is planned and sequenced around the specific vision of the National Curriculum, our Curriculum Drivers, the Laudato Si and the Gospel Values. This is based upon our School Catholic Mission that we have a moral purpose for our pupils to flourish in a safe, happy and stimulating environment, and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel. We believe that this core belief underpins everything we do here at St. Augustine's.

St. Augustine's curriculum will provide inspiring and relevant learning opportunities for our children to develop the knowledge and skills that can be fluently applied across all subject areas. It will ensure that all children's individual needs and experiences are developed through local, national and global contexts.

In order for children to relate to their learning, topic areas will be carefully planned and supported through external visitors talking about their experiences, or class trips to supplement the children's learning.

Curriculum Development - Intent

LauDato Si, National Curriculum and Gospel Values



Using our Secrets to Success...



Rosenshine's Principles of Instruction

Parents in Partnership and Knowledge Organisers

English
Reading
Writing
Phonics
Spelling
Punctuation
Grammar

Maths
Arithmetic
Fluency
Reasoning
Problem Solving

RE
Knowledge &
Understanding
Engagement &
Response
Analysis & Evaluation

The Culture Team
History
Geography
French (MFL)

The Arts and Technology Team
Design
Technology Art
Music
Computing

The Healthy Hearts and Minds Team
PE
Science
PSHE / RSHE

Being the 'Best we can be'

Our Laudato Si key question this half term...

How can we learn lessons from
the past about how to look after
our world?



Our Focus Gospel Value this half term is...



How can we make sure we show
forgiveness?

School Mission Statement

**Lead us Lord,
To act justly,
To love tenderly,
And to walk humbly.**



Amen



Were the Romans really rotten?



This half term, Year 4 are learning more about The Romans.

We will be looking at where Rome began and how the Roman's became such great rulers of the majority of modern day Europe. We will compare Europe now to how it was at the start and end of the Roman empire. We will learn about Roman towns, houses and life experiences, as well as what we have learnt from the Romans that we still use today.

How can I help my child with this topic:

Ask them to tell you what they have done at school – have discussions about their learning.

Look up activities about Roman leaders and how their towns were organized.

Talk to your child about what they have learnt in school, were will their curiosity take them?

Investigate Roman numerals together.

Lots of museums have online exhibits you can look at linked to the Romans and their Empires.

The next few slides will show you some of the things that we will be covering within specific subjects. Each subject will look at a specific set of skills that will allow children to meet the National Curriculum objectives within Year 4.

English - KEY VOCABULARY

Spelling Key Vocabulary -

Compound Word - A word that contains two or more root words
e.g. news+paper, ice+cream

Key Word/Common Exception Word - A word which can't be phonetically decoded

Prefix - A prefix is added at the beginning of a word in order to turn it into another word e.g. disappear

Suffix - Suffix A suffix is an 'ending', used at the end of one word to turn it into another word
e.g. teacher

Homophone - Two different words are homophones if they sound exactly the same when pronounced
e.g. hear/here

Grammar key vocabulary -

Pronoun - Word that takes the place of a noun e.g. it, he, she

Possessive Pronoun - Words that demonstrate ownership e.g. His, her

Verb - Verbs are sometimes called 'doing words' because many verbs name an action that someone does e.g. run, cook

Modal Verb - An auxiliary verb that expresses necessity or possibility e.g. might, should, will, must

Auxiliary Verb - A verb that helps make sense e.g. They have been swimming

Adverb - These modifying the verb e.g. quickly, happily

Adverbial - Linking ideas across paragraphs using adverbials of time [e.g. later], place [e.g. nearby] and number [e.g. secondly] or tense choices [e.g. he had seen her before]

Fronted Adverbial - Words or phrases at the beginning of a sentence, used to describe the action that follows e.g. Later that day, I heard the bad news

Question - Asks something e.g.: Why aren't you my friend?

Statement - States a fact or something that has happened. **E.g. You are my friend.**

Command - Something you have to do. **E.g. Be my friend!**

Exclamation - When something is exclaimed- start with 'what' or 'how'. **E.g. What a good friend you are!**

English

Grammar

Noun Phrase - A phrase where an adjective is used before a noun to describe it e.g. blue table, fierce fox

Tense - Shows whether you are writing about the past, present or future

Relative Clause - Clauses that begin with who, which, where, when, whose, that, or an omitted relative pronoun

Subordinate Clause - Typically introduced by a conjunction, that forms part of and is dependent on a main clause (e.g. 'when it rang' in 'she answered the phone when it rang').

Direct Speech - The part being spoken e.g. Rachel shouted loudly "Watch out!"

Indirect / Reported Speech - Summarising what has been said e.g. He said they'd already eaten when he'd arrived.

Speech Marks - Punctuation used around the part being spoken e.g. The conductor shouted, "Sit down!"

HOW TO HELP – Writing

- Discuss descriptive techniques when reading.
- Discuss how authors develop the plot in their stories.
- Look at dialogue and how it moves a story on.
- Encourage your child to write as much as possible for as many different purposes as you can.

SPELLING

- Words with a /shun/ sound, spelt with 'sion'
- Words with a /shun/ sound spl't with 'ssion'
- Words with a /shun/ sound spelt with 'tion'
- Words with a /shun/ sound spelt with 'cian'
- Words with 'ough' to make a long /o/, /oo/ or /or/ sound
- Year 3 and 4 CEW challenge.

READING Key vocabulary

Word meaning - Explaining the meaning of words in context and explaining how word choice enhances meaning.

Retrieval - Finding details and information from a text.

Prediction - Saying what will happen next or as a result of something.

Comprehension – understanding the text and how content is related to the meaning as a whole.

Inference - reaching a conclusion which you can explain and justify with evidence from the text.

Deduction - Using evidence in a text to support an idea.

HOW TO HELP - Reading

- Read with your child (lots)
- Discuss vocabulary and develop understanding of new words
- Visit local libraries
- Read comics/magazines/newspapers
- Let your child see you read
- Make reading enjoyable- not a battle
- Let children read what interests them

Spelling Y3 & 4 Common Exception words

Year 3 and 4 Common Exception Words

Aa	breath	consider	enough	group	island	natural	popular	Rr	surprise
accident	breathe	continue	exercise	guard	Kk	naughty	position	recent	Tt
accidentally	build	Dd	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	Hh	Ll	Oo	possession	reign	though
actually	business	describe	Ff	heard	learn	occasion	possible	remember	thought
address	Cc	different	famous	heart	length	occasionally	potatoes	Ss	through
although	calendar	difficult	favourite	height	library	often	pressure	sentence	Vv
answer	caught	disappear	February	history	Mm	opposite	probably	separate	various
appear	centre	Ee	forward	Ii	material	ordinary	promise	special	Ww
arrive	century	early	forwards	imagine	medicine	Pp	purpose	straight	weight
Bb	certain	earth	fruit	increase	mention	particular	Qq	strange	woman
believe	circle	eight	Gg	important	minute	peculiar	quarter	strength	women
bicycle	complete	eighth	grammar	interest	Nn	perhaps	question	suppose	

Help your child to practice spelling and using these words.

Look for them in books.

Can they write them in their homework?

Maths – Fractions

Key Vocabulary

numerator

denominator

unit fraction

non-unit fraction

equivalent

quantities

whole

halves

thirds

quarters

fifths

sixths

sevenths

eighths

ninths

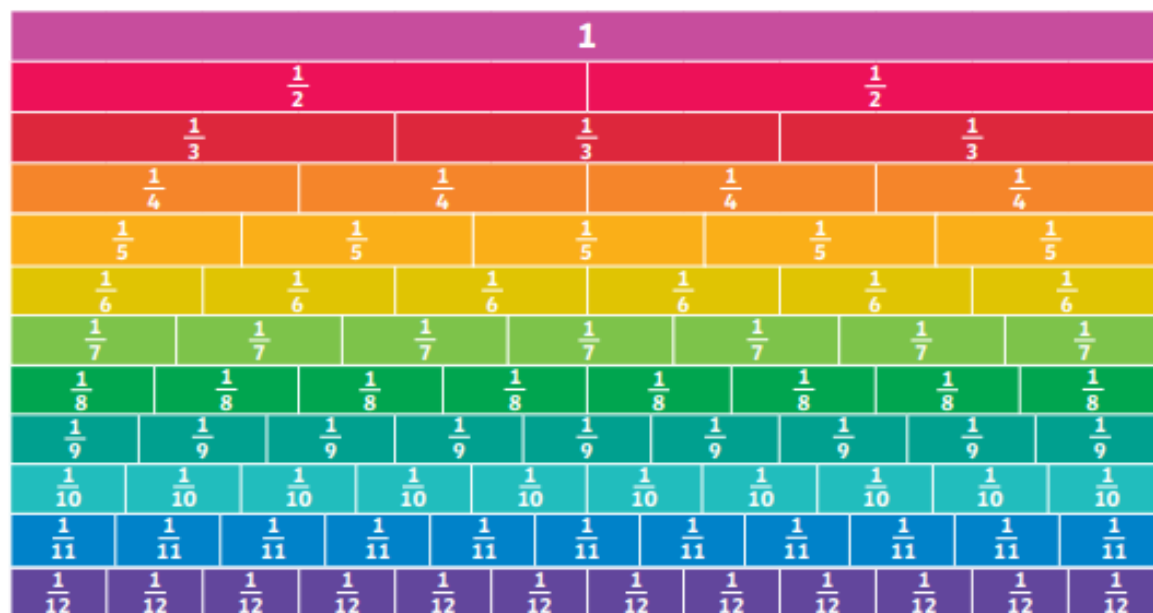
tenths

elevenths

twelfths

quantities

Fraction Families



Fractions of Quantities

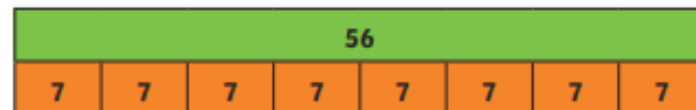
To find a fraction of a number, divide by the denominator and multiply by numerator.

To find quarters of 20:



$$\frac{1}{4} \text{ of } 20 = 5 \quad \frac{2}{4} \text{ of } 20 = 10 \quad \frac{3}{4} \text{ of } 20 = 15 \quad \frac{4}{4} \text{ of } 20 = 20$$

To find eighths of 56:



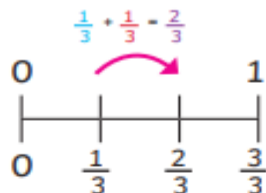
$$\begin{array}{llll} \frac{1}{8} \text{ of } 56 = 7 & \frac{2}{8} \text{ of } 56 = 14 & \frac{3}{8} \text{ of } 56 = 21 & \frac{4}{8} \text{ of } 56 = 28 \\ \frac{5}{8} \text{ of } 56 = 35 & \frac{6}{8} \text{ of } 56 = 42 & \frac{7}{8} \text{ of } 56 = 49 & \frac{8}{8} \text{ of } 56 = 56 \end{array}$$

Maths – Fractions

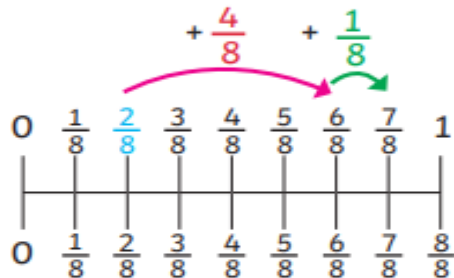
Adding Fractions

Fractions can be added when the denominators are the same.

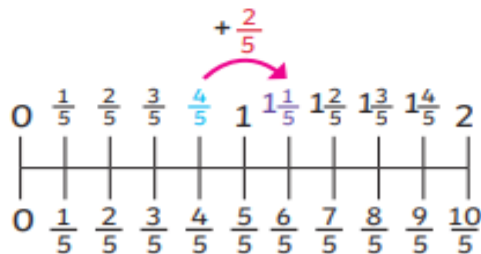
$$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$$



$$\frac{2}{8} + \frac{4}{8} + \frac{1}{8} = \frac{7}{8}$$



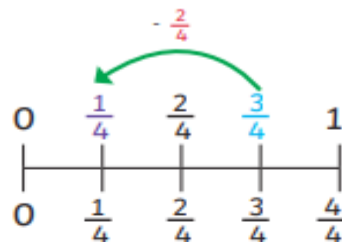
$$\frac{4}{5} + \frac{2}{5} = \frac{6}{5} \text{ or } 1\frac{1}{5}$$



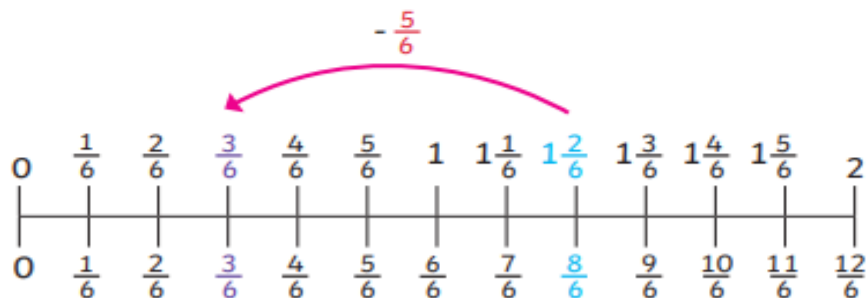
Subtracting fractions

Fractions can be subtracted when the denominators are the same.

$$\frac{3}{4} - \frac{2}{4} = \frac{1}{4}$$



$$\frac{8}{6} - \frac{5}{6} = \frac{3}{6}$$



Maths – decimals

Key Vocabulary	Tenths and Hundredths		Fraction and Decimal Equivalents
tenths	Tenths	<div><div><div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div>0</div></div><div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div>0.1</div></div><div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div>0.2</div></div><div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div>0.3</div></div><div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div>0.4</div></div><div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div>0.5</div></div><div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div>0.6</div></div><div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div>0.7</div></div><div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div>0.8</div></div><div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div>0.9</div></div><div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div>1</div></div></div></div>	<div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div></div> <div>$\frac{1}{2} = 0.5$</div>
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Maths – decimals

Dividing by 10

Tens	Ones	
8	5	$\div 10$

Tens	Ones	Tenths
	8	5

Diagram showing the movement of digits: 8 moves from Ones to Tenths ($\div 10$), and 5 moves from Tenths to Hundredths ($\div 10$).

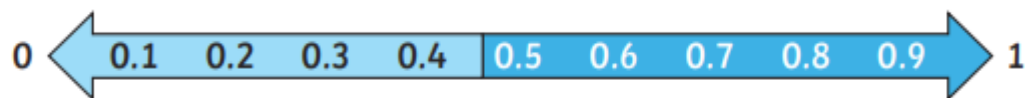
Dividing by 100

Tens	Ones	
8	5	$\div 100$

Tens	Ones	Tenths	Hundredths
	0	8	5

Diagram showing the movement of digits: 8 moves from Ones to Hundredths ($\div 100$), and 5 moves from Tenths to Hundredths ($\div 100$).

Rounding Decimals



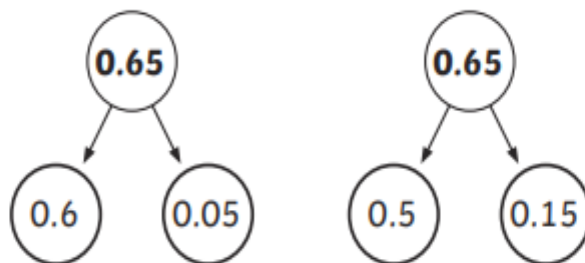
If the tenths digit is **1, 2, 3 or 4**, we round **down** to the nearest whole number.

If the tenths digit is **5, 6, 7, 8 or 9**, we round **up** to the nearest whole number.

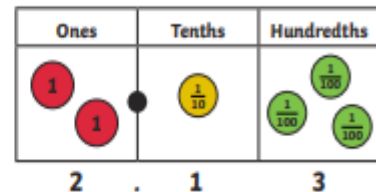
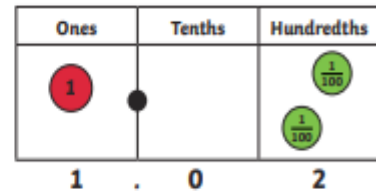
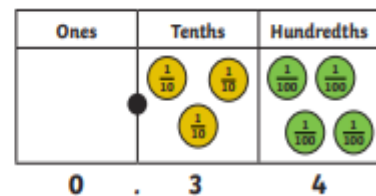
Make a Whole



Partitioning Tenths and Hundredths



Comparing Numbers with Two Decimal Places



The Eucharist – giving and receiving

When we celebrate the Eucharist Jesus gives himself to us in Word and Sacrament. We are called to follow the example of Jesus by giving ourselves to others in the world. In the Concluding Rite we are sent out to continue the work of Jesus.



Key Questions

- Why is giving important as well as receiving?
- What are the joys and demands of giving and receiving? Why is giving and receiving important in any group?
- Why is it important to live in communion?

Vocabulary

Communion, community, giving, receiving, Liturgy of the Word, Penitential Act, Lamb of God, Concluding Rite, Sign of Peace.

Introductory Rite, Eucharist, Communion Rite



History

The Romans built elaborately designed Roman baths where people would go to relax and socialise. Some of these impressive buildings still remain today.



The Romans were famous for building long, straight roads to transport **legions**, supplies, trading goods and messages from the **emperor**. You can still see some Roman roads today, 2000 years after they were built.



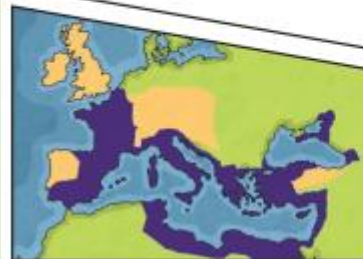
Early in Roman times, the Roman people believed in many different gods and goddesses whom they believed controlled different aspects of their lives, such as time, love and the seas.



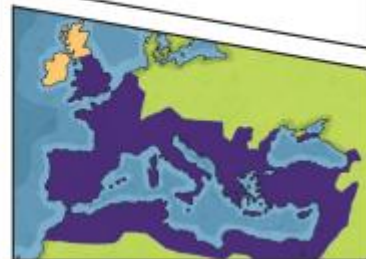
Key Vocabulary

Caledonia	The name used in Roman times for Scotland.
Celts	People living in Britain.
emperor	The ruler of an empire.
Iceni	A tribe of Celts who lived in the east of Britain.
legion	A large section of the Roman army, made up of 5000 soldiers.
Picts	Tribes from Caledonia .
Roman Empire	The name used for the land that was controlled by the Romans, including parts of Europe, Middle East and North Africa.

Map showing the **Roman Empire** in 44 BC



Map showing the **Roman Empire** in AD 305



History

55 BC: The First Raid
Julius Caesar wanted to extend his **Roman Empire** so he attempted to invade Britain but the **Celts** fought back and the Romans returned to Gallia (modern-day France).

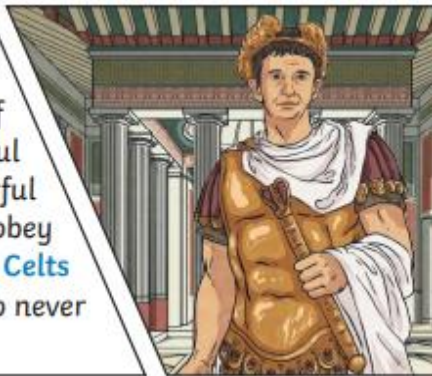


54 BC: The Second Raid
Julius Caesar tried to take over Britain again. This time, he took bigger and stronger **legions** and had some success. Some British tribes were forced to pay tributes (luxury items, such as gold, slaves or soldiers) in order to carry on living how they were.



AD 43: Invasion

The new **emperor**, Claudius, was determined to make more of Britain part of his **Roman Empire** and started a successful invasion. Many **Celts** realised how powerful this Roman army was and agreed to obey Roman laws and pay taxes. Other tribes of **Celts** continued to fight against the Romans, who never gained full control of Britain.



AD 60: Boudicca's Rebellion

The Romans decided that the **Iceni** tribe needed to start paying taxes but Queen Boudicca, the ruler of the tribe, refused to let this happen and formed an army to fight the Romans. Thousands of people died in these battles but the Romans eventually won.



AD 122: Hadrian's Wall

The **Caledonian** tribes fought battles against the Romans who had tried to take their land. The Romans wanted a way to separate their land from the **Picts** so the Roman **emperor**, Hadrian, ordered a wall to be built to protect the Romans' land. The wall was 117km long with castles, guarded turrets, major forts, barracks, bathhouses and even hospitals.

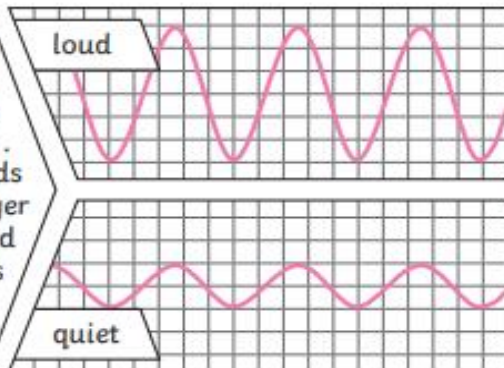


Science

Key Vocabulary

vibration	A movement backwards and forwards.
sound wave	Vibrations travelling from a sound source.
volume	The loudness of a sound.
amplitude	The size of a vibration . A larger amplitude = a louder sound.
pitch	How low or high a sound is.

The size of the **vibration** is called the **amplitude**. Louder sounds have a larger **amplitude**, and quieter sounds have a smaller **amplitude**.



You can change the **pitch** of a sound in different ways depending on the type of instrument you are playing.

For example, if you are playing a xylophone, striking the smaller bars with the beater causes faster **vibrations** and so a higher **pitched** note. Striking the larger bars causes slower **vibrations** and produces a lower note.



Key Knowledge

Sound is a type of energy. Sounds are created by **vibrations**. The louder the sound, the bigger the **vibration**.



Pitch is a measure of how high or low a sound is. A whistle being blown creates a high-**pitched** sound. A rumble of thunder is an example of a low-**pitched** sound.

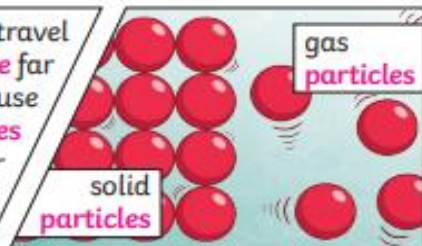


Science

Key Vocabulary

ear	An organ used for hearing.
particles	Solids, liquids and gases are made of particles . They are so small we are unable to see them.
distance	A measurement of length between two points.
soundproof	To prevent sound from passing.
absorb sound	To take in sound energy. Absorbent materials have the effect of muffling sound.
vacuum	A space where there is nothing. There are no particles in a vacuum.
eardrum	A part of the ear which is a thin, tough layer of tissue that is stretched out like a drum skin. It separates the outer ear from the middle and inner ear . Sound waves make the eardrum vibrate .

Sound energy can travel from **particle** to **particle** far easier in a solid because the **vibrating particles** are closer together than in other states of matter.



Key Knowledge

Sound can travel through solids, liquids and gases. Sound travels as a **wave**, **vibrating** the **particles** in the medium it is travelling in. Sound cannot travel through a vacuum.

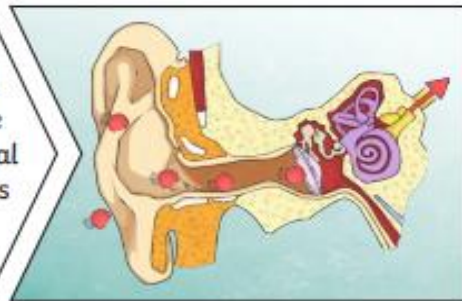
When you hit the drum, the drum skin **vibrates**. This makes the air **particles** closest to the drum start to **vibrate** as well.



The **vibrations** then pass to the next air **particle**, then the next, then the next. This carries on until the air **particles** closest to your ear **vibrate**, passing the **vibrations** into your **ear**.



Inside your **ear**, the **vibrations** hit the **eardrum** and are then passed to the middle and then the inner **ear**. They are then changed into electrical signals and sent to your brain. Your brain tells you that you are hearing a sound.



If you throw a stone in a pond, it will produce ripples. As the ripples spread out across the pond, they become smaller. When sound **vibrations** spread out over a **distance**, the sound becomes quieter, just like ripples in a pond.



Computer Science



Google Computer science Fashion designer

[Lesson 1: Fashion Story](#)

Students learn about the scope and procedures of the class, then create a fashion story using *Scratch for CS First*.

[Lesson 2: Fashion Walk](#)

Students create a fashion show using loops and "motion" blocks.

[Lesson 3: Ultimate Stylist](#)

Students make a program that allows users to select a set of fashion accessories to place on an image.

[Lesson 4: Fashion Innovation](#)

Students imagine a technology innovation as part of a model's outfit, and create a program that describes the innovation to the user.

[Lesson 5: Fashion Poll](#)

Students create an interactive project where users can vote on their favorite sprite.

[Lesson 6: Window Shopper](#)

Students build a window display that changes when a user interacts with it.



Art

Year 4 Skills

- Generate ideas, considering the purposes for which they are designing
- Make labelled drawings from different views showing specific features
- Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail



- Select appropriate tools and techniques for making their product
- Make informed choices in drawing inc. paper and media.
- Alter and refine drawings and describe changes using art vocabulary.
- Collect images and information independently in a sketchbook.
- Use research to inspire drawings from memory and imagination.
- Explore relationships between line and tone, pattern and shape, line and texture.

Music

Musical focus: understanding, finding and creating 2 beats in a bar, 4 beats in a bar and time signatures..



Year 4 Skills

Controlling pulse and rhythm

Recognise rhythmic patterns.
Perform a repeated pattern to a steady pulse.
Identify and recall rhythmic and melodic patterns.
Identify repeated patterns used in a variety of music.
(Ostinato).



PSHE



Being My Best

Children will be able to:

- Identify ways in which everyone is unique;
- Appreciate their own uniqueness;
- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
- Give examples of choices they make for themselves and choices others make for them;
- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.



PE

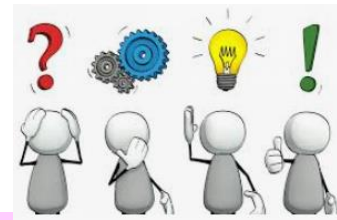
Netball

Year 4 Skills

- Develop the range and consistency of their skills in all games.
- Devise and use rules.
- Keep, adapt and make rules for striking, fielding and net games.
- Use and adapt tactics in different situations.
- Recognise which activities help their speed, strength and stamina and know when they are important in games.
- Recognise how specific activities affect their bodies.
- Explain their ideas and plans,
- Recognise aspects of their work that need improving.
- Suggest practices to improve their play.



Foundation Subject IMPACT QUESTIONS



History - What did the Romans give us?
Why are the Romans like us?

Science - How is sound made?
How does sound travel?

PSHE - Can you describe some ways in which people are unique?
When you call 999 what information do you need to give so that help can come?

PE - What is the name of the pass most used in netball?
Can you name three of the rules in netball?

Art / Design Technology - How do mosaic patterns work?
Where are patterns most seen?

Music - How can you find the beats in a bar?
what does the phrase 'time signature' mean?

