

KNOWLEDGE ORGANISER

Year 4

Mummies, Mystery and Magic

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...



Renshine'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...**
**Did the Egyptians show us the
best way to use natural
resources?**



**Our Focus Gospel Values this
half term are ...**



**How can we make sure we stand up for
the truth this half term?**

School Mission Statement

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



Amen



Mummies, Mystery And Magic



This half term, Year 4 will be learning all about life in Ancient Egypt and the historical importance of the Egyptian Empire. We will look at Egyptian Gods, traditions, ceremonies, and how they were incredible engineers. We will try to see how the Ancient Egyptians way of life is still relevant to us today and how we do things today because of the way the Ancient Egyptians learnt to do it. Through the use of maps and atlases we will look at the geography of Ancient Egypt, modern Egypt and make some comparisons to where we live.

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. Research with your child how the pyramids were built. How do you think we would build them in modern times?

Talk to your child about what they have learnt in school, were will their curiosity take them? Investigate how the Ancient Egyptian way of life differs from our own now. What have we learnt from them?



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

- Adding the 'ous' suffix – no change to the root word.
- Adding the 'ous' suffix – no definitive root word.
- Adding the 'ous' suffix – 'y' becomes 'i' and 'our' becomes 'or'.
- Adding the 'ous' suffix – drop the 'e' but not 'ge'
- Adverbials of frequency and possibility.
- Adverbials of manner.

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?

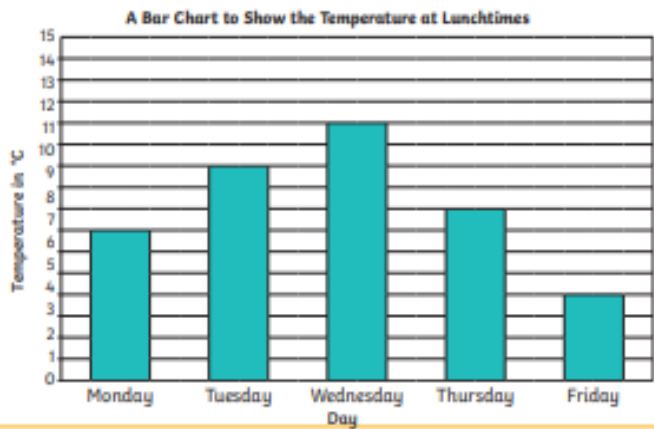
Maths – Statistics

Key Vocabulary	Discrete and Continuous Data	Bar Charts																		
bar chart	Data that is counted in whole numbers is discrete. In discrete data , values between whole numbers cannot be counted.	A bar chart has a horizontal axis and a vertical axis. Bars are used to show the data of each category. There must be a gap between each bar.																		
pictogram	Data that is measured and therefore can take on infinite values is continuous. In continuous data , values between whole numbers can be counted.	The scale of the bar chart is based on the range of data.																		
frequency table		The scale on this bar chart counts in fives.																		
tally chart																				
discrete data	Frequency Tables																			
continuous data	Tally marks are used to help count things. Each vertical line represents one unit. The fifth tally mark goes down across the first four to make it easier to count.																			
time graph	The frequency column is completed after all the data has been collected.	The bars are horizontal on this bar chart.																		
sum																				
difference		Two sets of data are shown on this stacked bar chart.																		
comparison																				
interpret																				
	<table border="1"> <thead> <tr> <th>Eye Colour</th><th>Tally</th><th>Frequency</th></tr> </thead> <tbody> <tr> <td>brown</td><td> </td><td>6</td></tr> <tr> <td>blue</td><td> </td><td>8</td></tr> <tr> <td>green</td><td> </td><td>3</td></tr> <tr> <td>grey</td><td> </td><td>4</td></tr> <tr> <td>hazel</td><td> </td><td>5</td></tr> </tbody> </table>	Eye Colour	Tally	Frequency	brown		6	blue		8	green		3	grey		4	hazel		5	
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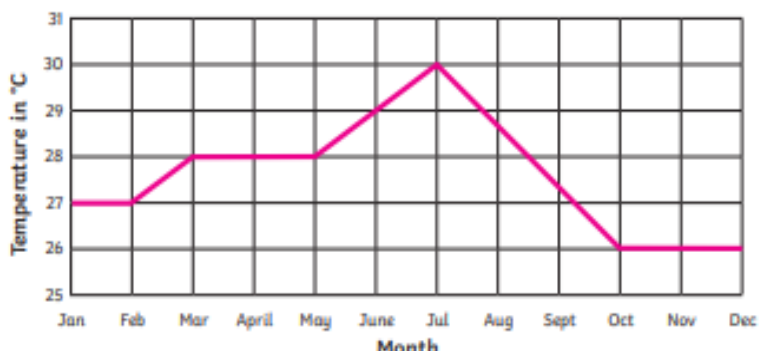
Maths –
Statistics

Time Graphs

Time graphs show how data changes over time.



A Line Graph to Show the Average Monthly Temperature in the Borneo Rainforest



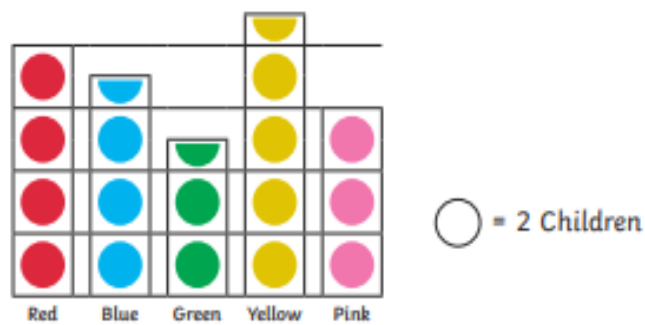
Pictograms

Pictograms use symbols or pictures to represent data.

This pictogram uses one symbol to represent two children.

Using this key, we can see that seven children prefer the colour blue.

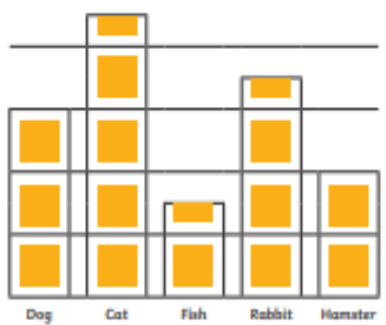
Class 10's Favourite Colours




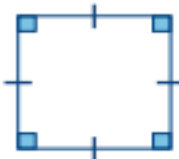





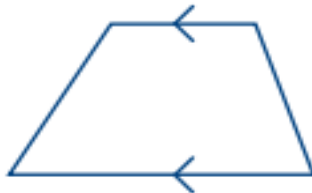

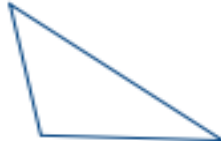
Class 10's Pets

This pictogram uses one picture to represent four children. Using this key, we can see that six children have a pet fish.

= 4 Children



Maths – Geometry

Key Vocabulary	Triangles	Quadrilaterals		
angle	<p>Triangles have 3 sides and 3 vertices. The total of the angles in a triangle is 180°.</p>  <p>An equilateral triangle is a regular polygon. It has sides of equal length and each angle is 60°.</p>	<p>A quadrilateral is a polygon with four sides.</p>  <p>A square has four sides of equal length and four right angles (90°). A square is also a rectangle, a rhombus and a parallelogram.</p>	 <p>A rectangle has two pairs of parallel, equal sides and four right angles. A rectangle is also a parallelogram.</p>	
right angle		 <p>An isosceles triangle has two sides of equal length and two angles of equal size.</p>	 <p>A parallelogram has two pairs of parallel, equal sides and opposite equal angles.</p>	 <p>A rhombus has four sides of equal length and opposite equal angles. A rhombus is also a parallelogram.</p>
acute		 <p>A right-angled triangle always has one 90° angle. It can be isosceles or scalene.</p>	 <p>A trapezium only has one pair of opposite parallel sides.</p>	 <p>A kite has two pairs of adjacent equal sides and one pair of opposite equal angles.</p>
obtuse				
horizontal	 <p>A scalene triangle has no equal sides or angles.</p>			
vertical				
diagonal				
parallel				
perpendicular				
two-dimensional				
polygon				
line of symmetry				
reflection				
mirror line				
isosceles				
equilateral				
scalene				
quadrilateral				
rhombus				
parallelogram				
trapezium				

Maths – Geometry

Angles

An angle is created when two straight lines meet at a point or intersect.

Right angle

The intersection of perpendicular lines creates a right angle.



Acute angle

Any angle measuring more than 0 degrees and less than 90 degrees is acute.



Obtuse angle

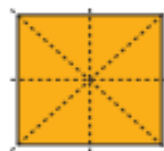
Any angle measuring more than 90 degrees but less than 180 degrees is obtuse.



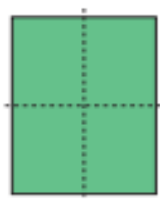
Lines of Symmetry

Lines of symmetry may be horizontal, vertical or diagonal. Some 2D shapes will have no lines of symmetry and some 2D shapes will have multiple lines of symmetry.

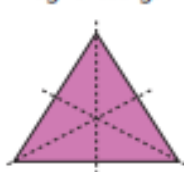
A square has four lines of symmetry.



A rectangle has two lines of symmetry.



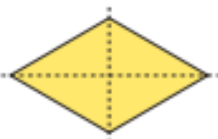
An equilateral triangle has three lines of symmetry.



An isosceles triangle has one line of symmetry.

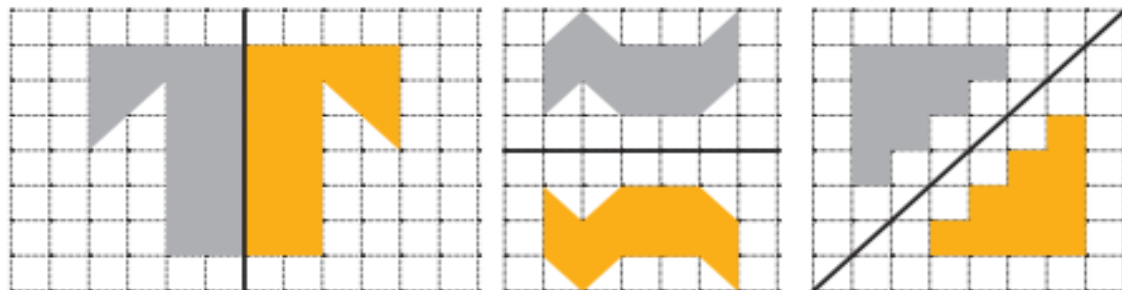


A rhombus has two lines of symmetry.



Symmetric Figures

Patterns and shapes can be reflected in a mirror line. Mirror lines can be vertical, horizontal or diagonal.





In order for bridges to be built, a person has to acknowledge wrongdoing, so as to be reconciled to others and to God. This can be formally celebrated in the Sacrament of Reconciliation.

Scripture: Matthew 5: 23-24 *So when you are offering your gift at the altar if you remember that your brother or sister has something against you leave your gift before the altar and go; first be reconciled to your brother or sister and then come and offer your gift.*

Catechism of the Catholic Church 1459: Many sins wrong our neighbour. One must do what is possible in order to repair the harm ... but sin also injures and weakens the sinner ... as well as his relationships with God and neighbour.

Key Questions

- What might destroy a bridge of friendship?
- How can bridges between people be built?
- Are there any areas in the life of the school where you think it might be necessary to restore broken relationships?
- What opportunities are there in the classroom for restoring relationships when misunderstanding or hurt arise?
- How is reconciliation truly celebrated?

Vocabulary

bridges, friendship, contrition, Absolution, Sacrament of Reconciliation, Examination of Conscience, sin, penance, confession

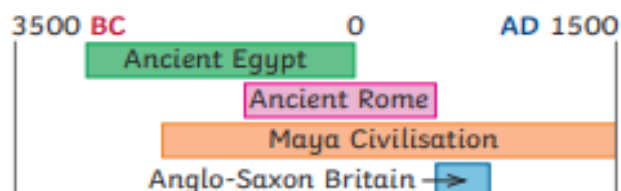


History

Key Vocabulary

BC	Used to show that a date is before the year 0. This is counted backwards, so 200 BC is before 100 BC .
AD	Used to show that a date is after the year 0. This is counted forwards, so AD 100 is before AD 200.
irrigation	A system of canals or channels Egyptians dug to supply water to grow crops over a larger area than the water would reach naturally.
silt	Fine particles of soil, clay or sand carried and left by water.
hieroglyphics	A system of writing that used pictures and symbols (hieroglyphs) instead of letters.
cartouche	An oval shape in which the names of kings and queens were often written in hieroglyphics to show that they were special.
pharaoh	A ruler of ancient Egypt.

Timeline



Writing

Hieroglyphs were written by scribes, who had to go to a special school to learn how to write. Almost all scribes were men, although there is some evidence of female doctors being able to read hieroglyphs in medical texts.

Hieroglyphs were used for religious texts and inscriptions on statues and tombs. They were also used for counting crops and animals so that the right taxes could be taken.

The Rosetta Stone, discovered in 1799, was written in hieroglyphs and two other languages, including ancient Greek, which linguists (language experts) could still read.

Linguists translated the hieroglyphs by comparing the languages. It took 20 years to translate all the text into modern language.

The Nile

The river Nile was essential to life in ancient Egypt. Every year, it flooded, leaving behind a black **silt** that enriched the soil for growing crops. The river was also used to **irrigate** fields in other areas.

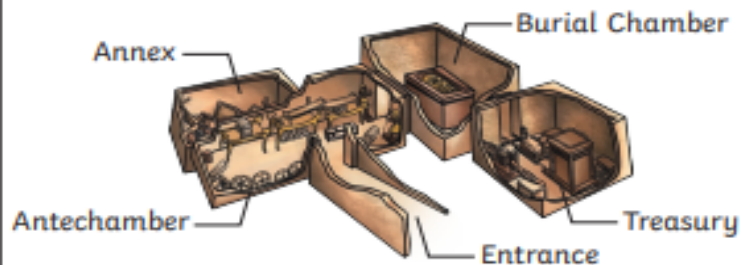
Most people lived along and around the Nile. This is still true in Egypt today. The river was used for water, fishing and trade. Mud from the river was used for bricks and papyrus plants were used to make paper.

History

Key Vocabulary

Ra	Sun god, lord of the gods. Sailed his boat through the sky during the day and through the underworld at night.
Amun	Created all things. Usually invisible unless mixed with another god, e.g. as Amun-Ra .
Horus	God of the sky. Pharaohs were believed to be a god-like, living version of Horus .
Thoth	God of wisdom. Believed to have invented hieroglyphics and to keep a record of all knowledge.
Ma'at	Goddess of truth. Pharaohs promised to follow Ma'at and be fair and honest.
Isis	Queen of the goddesses.
Osiris	God of the dead.
Hathor	Goddess of love, music and dance.
Anubis	God of mummification. Weighed the hearts of the dead against Ma'at's feather. If your heart was lighter, you would live forever.
Sekhmet	Goddess of war, fire and medicine.

Tutankhamun's Tomb



Tutankhamun's death mask

Embalming and Mummification

1. Wash the body.
2. Pull out the brain through the nostrils with a hook and fill the skull with sawdust.
3. Remove all internal organs except the heart. Put them into canopic jars.
4. Cover the body in natron salt and leave it to dry for 40 days.
5. Remove the natron salt and pack the body with straw, dried grass or linen.
6. Apply makeup and fake eyes.
7. Wrap the body in linen fabric, adding amulets and a Book of the Dead.
8. Place the mummy in a sarcophagus (decorated coffin).



canopic jars

Tutankhamun Facts

- Born: around 1342 **BC**
- Died: around 1323 **BC**
- **Pharaoh** from approx. 1333 **BC** to 1323 **BC**
- Known as the 'boy king' as he became **pharaoh** aged only 9
- Tomb discovered by Howard Carter and his team in the Valley of the Kings in 1922
- Tomb contained over 3000 treasures
- Historians believe Tutankhamun died suddenly as the tomb was finished hastily.

Science

Key Vocabulary

electricity	The flow of an electric current through a material, e.g. from a power source through wires to an appliance .
generate	To make or produce.
renewable	A source of electricity that will not run out. These include solar, nuclear, geothermal, hydro and wind.
non-renewable	This source of energy will eventually run out and so will no longer be able to be used to make electricity . These include fossil fuels – coal, oil and natural gas.
appliances	A piece of equipment or a device designed to perform a particular job, such as a washing machine or mobile phone.
battery	A device that stores electrical energy as a chemical.

Key Knowledge

Lightning and static **electricity** are examples of **electricity** occurring naturally but for us to use **electricity** to power **appliances**, we need to make it.

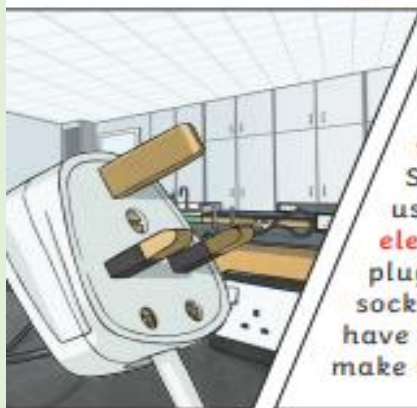


Coal, oil and natural gases are fossil fuels which, when burnt, produce heat which can be used to **generate electricity**.

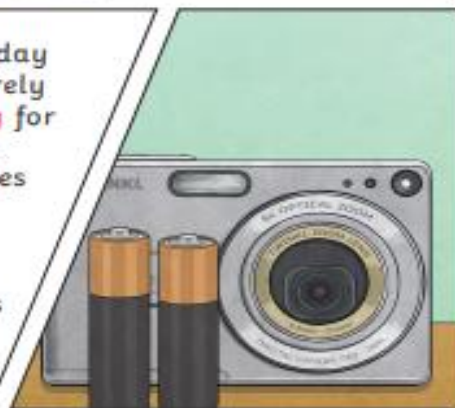
Electricity can be **generated** from wind power used to turn windmills and hydroelectric power from water used in dams. The Sun's rays can be converted into **electricity** by solar panels.



Nuclear energy is created when atoms are split. This creates heat which can be used to **generate electricity**. Geothermal energy is heat from the Earth that is converted into **electricity**.



Many everyday **appliances** rely on **electricity** for them to work. Some appliances use mains **electricity** (are plugged into a socket) and others have a **battery** to make them work.



Science

Key Vocabulary

circuit

A pathway that **electricity** can flow around. It includes wires and a power supply and may include bulbs, switches or buzzers.

There are two types of electric current.

Mains **electricity**: power stations send an electric charge through wires to transformers and pylons. Then, underground wires carry the electricity into our homes via wires in the walls and out through plug sockets.



Battery **electricity**: **batteries** store chemicals which produce an electric current. Eventually, even rechargeable **batteries** will stop producing an electric current.



Key Knowledge



Electricity can only flow around a complete **circuit** that has no gaps. There must be wires connected to both the positive and negative end of the power supply/**battery**.

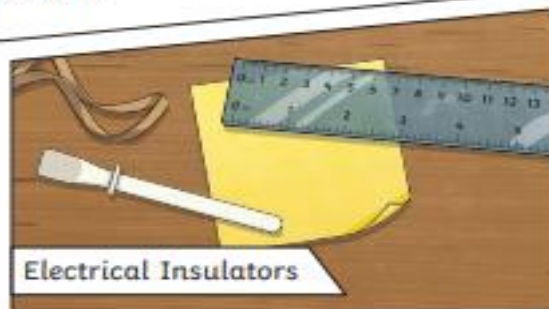
Switches can be used to open or close a **circuit**. When off, a switch 'breaks' the **circuit** to stop the flow of **electricity**. When on, a switch 'completes' the circuit and allows the **electricity** to flow.



A conductor of **electricity** is a material that will allow **electricity** to flow through it. Metals are good conductors. Materials that are electrical insulators do not allow **electricity** to flow through them. Wood, plastic and glass are good insulators



Electrical Conductors



Electrical Insulators

Computer Science

Key Learning

- To locate information on the search results page.
- To use search effectively to find out information.
- To assess whether an information source is true and reliable.

Key Resources



Effective searching

Key Questions

What is a search engine?

A search engine is a piece of software that allows the user to find and then display pages from the World Wide Web.



Key Vocabulary

Easter egg

An unexpected or undocumented feature in a piece of computer software or on a DVD, included as a joke or a bonus.

Internet

A global computer network providing a variety of information and communication facilities.

Internet browser

A software application used to locate and display Web pages.

Search

To look for information. In this case on the Internet.

Search engine

A program that searches for and identifies items in a database. Used especially for finding sites on the World Wide Web.

Spoof website

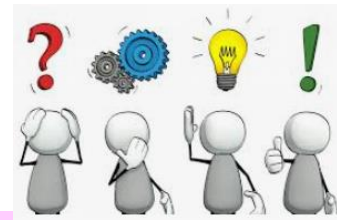
Website spoofing is the act of creating a website, as a hoax, with the intention of misleading readers that the website has been created by a different person or organisation.

Website

A set of related web pages located under a single domain name.



Foundation Subject IMPACT QUESTIONS



History - What years did the Ancient Egyptians rule from and to?
Can you name and describe the stages of mummification?

Science - What are the names and descriptions of the two types of electrical circuit?
Can you name two types of natural electricity?

Computer Science - What is a search engine?
Why is it important to use a search engine safely?

PE - What positions could you play in Cricket?
Can you name and describe three of the shots used in Tennis?

Art / Design Technology - How can you create features using clay?
Why did the Egyptians use Papyrus?

Music - Can you name three of the notes we have learnt and show them?
How can you make sure the recorder does not squeak?

