



# KNOWLEDGE ORGANISER

## Year 4



## **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 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 reduce food waste?



**Our Focus Gospel Value this  
half term is...**



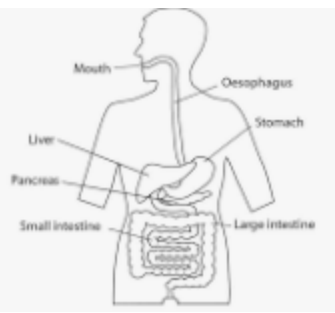
How do you show peace in what you do?

# **School Mission Statement**

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



**Amen**



# Settlers and Invaders



This half term, Year 4 are learning about the Roman Empire and its invasion of Britain.

We have lots of exciting things planned, including:

- Diving into scenes from Horrid Histories.
- Creating roman mosaics
- Learning all about Roman legends.

## 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 the Romans, discuss their clothing – read together, watch clips!

Talk to your child about an artist that you really like and look at some of their work together.

Practice times tables together, make games out of it.

Take part in some of the topic grid homework tasks – this can be found on Google Classrooms.

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

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

## Number and the 4 Operations

**Tenth, Hundredth - Tenth:** the value of the digit in the tenths column e.g. 3.26 has 2 tenths. **Hundredths:** the value of the digit in the hundredths column e.g. 3.26 has 6 hundredths

**Multiples** - Times tables e.g. 2, 4, 6, 8, and 10 are multiples of 2. To get these numbers, you multiplied 2 by 1, 2, 3, 4, and 5 etc...

**Factors** - Numbers that when multiplied produces a given number e.g. 4 and 8 are factors of 32

**Common Multiples** - A number that is a multiple of two or more numbers. The common multiples of 3 and 4 are 12, 24... The least common multiple (LCM) of two numbers is the smallest number (not zero) that is a multiple of both

**Common Factors** - When you find the factors of two or more numbers, and then find some factors are the same they are the "common factors" e.g. 4 is a common factor of 16 and 32

**Prime Number** - A Prime Number can be divided evenly only by 1, or itself; it must be a whole number greater than 1. e.g. 5

**Square Numbers** - A number which is the product of itself. E.g. 9 is a square number  $3 \times 3 = 9$

**Cubed Numbers** - A number multiplied by itself three times. The cube of 2 is 8 ( $2 \times 2 \times 2$ )

**Composite Numbers** - A whole number that can be divided evenly by numbers other than 1 or itself. Example: 9 can be divided evenly by 3 (as well as 1 and 9), so 9 is a composite number. But 7 cannot be divided evenly (except by 1 and 7), so is NOT a composite number (it is a prime number)

**Numerator/Denominator** - The numerator is the top number in a fraction and the denominator is the bottom number e.g. here the numerator is 4 and the denominator is 5 =  $4/5$

**Simplify Fractions** - A fraction is in simplest form when the top and bottom cannot be any smaller (while still being whole numbers). Example:  $2/4$  can be simplified to  $1/2$  To simplify a fraction, divide the top and bottom by the highest number that can divide into both numbers exactly

**Equivalent** - Different fractions that name the same number e.g.  $1/2 = 2/4$

**Mixed Number** - A number consisting of a integer and a proper fraction e.g.  $5 \frac{1}{2}$

**Improper Fractions** - A fraction in which the numerator is greater than the denominator e.g.  $5/4$

**Percentage** - A percent is a ratio whose second term is 100. Percent means parts per hundred. In mathematics, we use the symbol % for percent

**Negative Integers** - A number to the left of zero on the number line. It is less than zero. E.g. -5.

**Mean** - The mean is the average of the numbers. To calculate: Just add up all the numbers, then divide by how many numbers there are

**Ratio** - Written with colons E.g. compare the number of girls to boys in a litter of puppies = 2:4

**Proportion** - Written as fractions  $3/4$  to say that there are three girls in every four children

**Roman Numerals** - Any of the letters representing numbers in the Roman numerical system: I = 1, V = 5, X = 10, L = 50, C = 100, D = 500, M = 1,000

**Convert** - A change in the form of a measurement different units without a change in the size or amount e.g. millimetres to

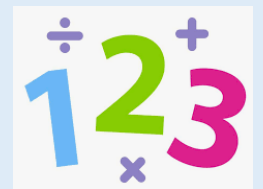


## Fluency, Reasoning and Problem Solving Key Vocabulary -

**Fluency** - Using number and calculation skills accurately and efficiently

**Reasoning** - Following a line of enquiry, justifying and proving their answers

**Problem Solving** - Solving real life and logical problems using mathematical understanding



# Maths –

**This half term we are learning about : Place value.**

**TIMES TABLES** – Are a vital part of school learning. Please support your child as much as possible with learning all their times tables. At the end of this academic year, the children will be assessed on their knowledge of times tables.

## Data Handling, Shape and Space Key Vocabulary -

**Carroll Diagram and Venn Diagram - Carroll Diagram:** A table to organise information with yes or no questions. **Venn Diagram:** A diagram representing mathematical or logical sets pictorially

**Frequency Diagram** - The frequency of a particular data value is the number of times the data value occurs. Often recorded using tallies

**Bar Chart** - A diagram in which the numerical values of variables are represented by the height or length of lines or rectangles of equal width

**Line Chart / Graph** - A type of chart which displays information as a series of data points called 'markers' connected by straight line segments

**Pie Chart** - A type of graph in which a circle is divided into sectors that each represent a proportion of the whole

**Continuous Data** - Data that can take any value (within a range) e.g. People's heights could be any value (within the range of human heights), not just certain fixed heights

**Horizontal/Vertical** - A horizontal line is one which runs from left to right across the page. The vertical line runs up and down the page

**Quadrants, X-Axis / Y-Axis** - A co-ordinate plane is a two-dimensional number line where the vertical line is called the y-axis and the horizontal is called the x-axis. These lines are perpendicular and intersect at their zero points. This point is called the origin. The axes divide the plane into four quadrants

**Translation** - A term used in geometry to describe a function that moves an object a certain distance. The object is not altered in any other way. It is not rotated, reflected or re-sized

**Dimension** - A square describes two dimensions, and a cube describes three dimensions

**Perimeter, Area** - Perimeter is the distance around a two dimensional shape. Area is the amount of space inside the flat (2-dimensional) object such as a triangle or circle

**Reflex Angle** - An angle which is more than  $180^\circ$  but less than  $360^\circ$

**Perpendicular** - Perpendicular means "at right angles". A line meeting another at a right angle, or  $90^\circ$  is said to be perpendicular to it

## HOW TO HELP

Mental arithmetic games – e.g. Countdown.

Regularly revisit times tables facts up to  $12 \times 12$ .

Use maths in daily life – cooking, measures, shopping etc.

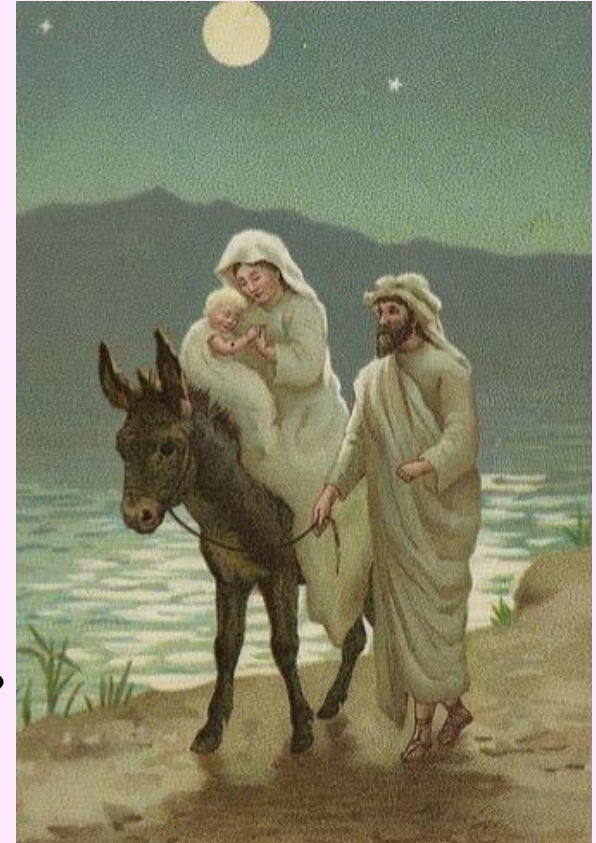
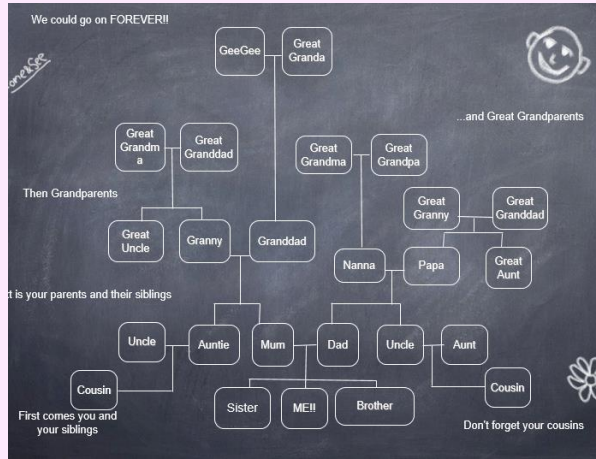
Be positive about maths at home!

Embrace struggle! Teach your child that it's good to get stuck! This is how we learn best. Allow time for resilience building.

**IXL**  
**TT Rockstars**

# Religious Education

## People – Our family/Baptism



- What do I know about my family tree?
- What are some of the stories from scripture about the family of Jesus?
- In which ways did characters in the bible lived out their lives?
- What links can I make between these stories and what people believe out God and Jesus?
- What choices did certain believers such as Ruth do in their lives?
- What are the roots of Jesus' human family?
- What do Christians believe about how God leads and guides people?



# Science

## Year 4 Skills:

### Animals including Humans

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

### Key vocabulary:

Canine	Esophagus
Molar	Gall bladder
Premolar	Intestines
Enamel	Pancreas
Dentine	Predator
Pulp	Prey
Cementum	
Uvula	
Pharynx	
Tonsil	
Hard and soft palate	

Diagram of the Mouth

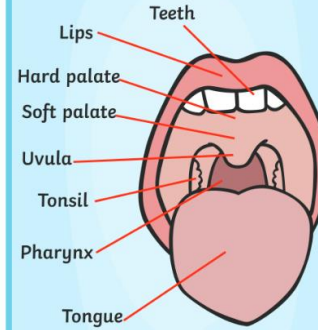
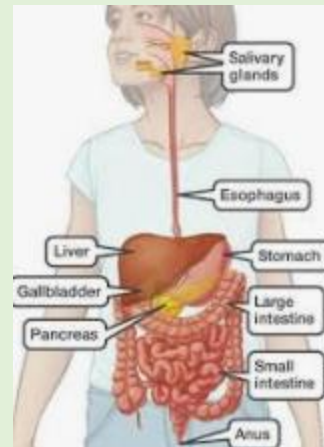
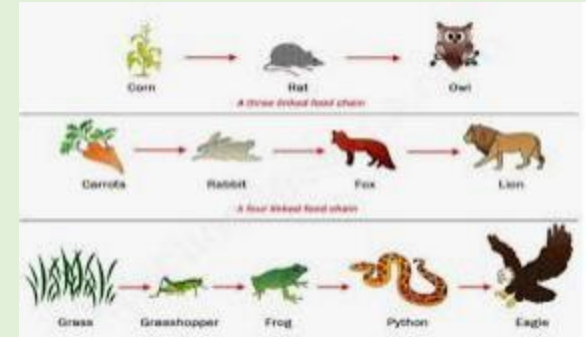
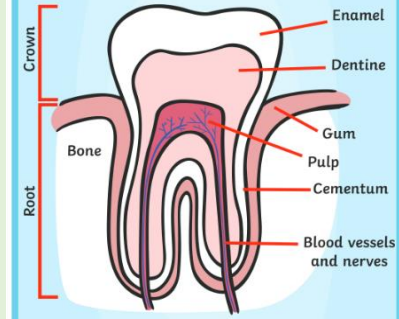


Diagram of a Tooth



# Computer Science -

Rising Stars  
We Are Software  
Developers

SCRATCH

## Year 4 Skills:

- Play and analyse educational games – identifying features that make it a success.
- Plan and design a game .
- Make a prototype of the game you have designed.
- Make a prototype and once completed then test it.
- Evaluate your design.

## Word bank

debug

input

interface

output

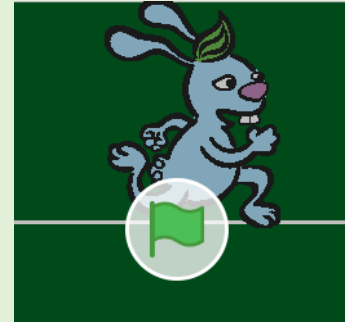
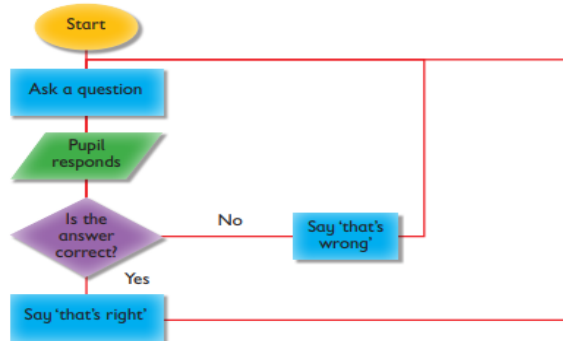
program

prototype

repetition

variable

## Question and answer algorithm



# Art

## Year 4 Skills

- *Do they use their sketch books to adapt and improve their original ideas?*
- *Do they keep notes about the purpose of their work in their sketch books?*
- *Can they experiment different styles which artists have used?*
- *Can they identify and draw simple objects, and use marks and lines to produce texture?*

## Key Vocabulary :

- Tiles
- Mosaic
- Tesserae
- Chequerboard
- Wealth
- status



# Music

Musical focus: Composition

An external music teacher will be providing the children with the opportunity to learn about tempo and rhythm through the use of samba drums. The children will learn about the cultural heritage of the instrument and learn about how rhythm expresses emotion.

## 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).



## Key Vocabulary

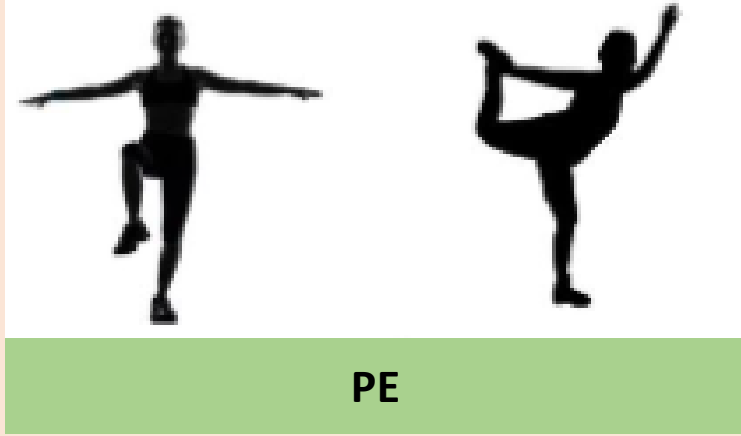
- Timbre • Texture • Pitch • Dynamics
- Duration • Tempo • Structure



## Healthy lifestyles and keeping safe.

### Key Questions:

- What can we do to lead a healthy lifestyle?
- What are some healthy choices we can make?
- How can we keep ourselves safe within school?
- How can we keep ourselves safe when out and about?
- Why is it important to read the labels on medicines?
- What is the difference between danger, risk and hazard?
- Who is responsible for keeping us safe?
- How can we manage our wellbeing in our relationships when feelings change?



PE

## Dance

### Year 4 Skills

- To perform dances using a range of movement patterns in the context of the Roman Empire.
- Perform skills and actions more accurately and consistently.
- Create dance sequences with actions that represent ideas.
- Use compositional devices when creating their sequences, such as changes in speed or direction.
- Describe their own and others work, making simple judgements about the quality of the performances and suggesting ways they could be improved.



# Foundation Subject

## IMPACT QUESTIONS

### Science

What is the function of the different parts of digestive system in humans?

### PE

How can choreographed actions communicate ideas and emotions?

### History

What was the impact of the Roman Empire on Britain?

### Music

Can you compose a piece of music using varying rhythm?

### Art

Why were mosaics an indication of wealth during the height of the Roman Empire?

### Computing

Can you use basic algorithms and code to generate an online quiz?