



Knowledge Organisers – Summer 2



English

Maths

Science

History

Geography

DT

PSHE

Latin

Computing

RE

Sentence structure

Long and short sentences: Long sentences to enhance description or information.

Short sentences to move events on quickly: *It was midnight. It's great fun.*

Start with a simile: e.g. *As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.*

Secure use of compound sentences: (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions)

Develop complex sentences: (Subordination) Main and subordinate clauses with range of subordinating conjunctions.

-'ed' clauses as starters: *Frightened, Tom ran straight home to avoid being caught. Exhausted, the Roman soldier collapsed at his post.*

Expanded -'ing' clauses as starters: *Grinning menacingly, he slipped the treasure into his rucksack. Hopping speedily towards the pool, the frog dived underneath the leaves.*

Drop in -'ing' clauses: *Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.*

Sentence of 3 for action: *Sam rushed down the road, jumped on the bus and sank into his seat.*

Pronoun

A word to take the place of a proper noun.
Michael was late for school, and **he** was going to get in trouble.
The children played in the park.
They came home early.

Full punctuation for direct speech: Each new speaker on a new line, comma between direct speech and reporting clause and use of inverted commas to punctuate direct speech

"It's late," gasped Cinderella!

Prepositions – at, underneath, since, towards, beneath, beyond

Year 4 Grammar and Punctuation Knowledge Organiser

Remember to Use

Finger spaces
Statement
Command
Full stops
Capital letter
Question mark
Exclamation mark
Speech bubble
Direct speech
Inverted commas
Bullet points
Apostrophe (contractions only)
Commas for sentence of 3 – description, action
Colon – instructions
Adjective / noun / noun phrase
Verb / Adverb
Bossy verbs - imperative
Tense (past, present, future)
conjunction
Preposition
Determiner/ generaliser
Clause
Subordinate clause
Relative clause
Relative pronoun
Alliteration
Simile – 'as' / 'like'

Fronted adverbial

A fronted adverbial goes at the beginning of a sentence and describes the verb in the sentence. It describes where, when and how. A fronted adverbial is punctuated with a comma after it.
As soon as he could, Tom jumped off the train.
Last week, I went to the dentist.
In the winter, some animals hibernate.

Text Structure

Use of paragraphs to organise ideas around a theme

Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition.

Adverbial

We can also use phrases rather than single adverbs to modify clauses. These are called adverbial phrases. Adverbial phrases do not usually contain a verb.
oe rode her bike **with excitement**
Zoe rode her bike **like an expert**.
Zoe rode her bike **down the road**.

Apostrophes

To mark singular and plural possession.
e.g.

The girl's name was Sarah.
The boys' boots were shiny.

Proper nouns

Refers to particular person or thing

Monday, Jessica, October, England

Conditionals –

could, should, would

Key Vocabulary

amount

change

combinations

estimate

decimal

pence

penny

pounds

round

value

convert

UK Coins



£0.01

one
penny coin



£0.02

two
pence coin



£0.05

five
pence coin



£0.10

ten
pence coin



£0.20

twenty
pence coin



£0.50

fifty
pence coin



£1.00

one
pound coin



£2.00

two
pound coin

UK Notes



£5

five pound note



£10

ten pound note



£20

twenty pound note



£50

fifty pound note

Pounds and Pence



£3 and 25 pence

£3.25



£52 and 13 pence

£52.13

463 = £4.63

705p = £7.05

92p = £0.92

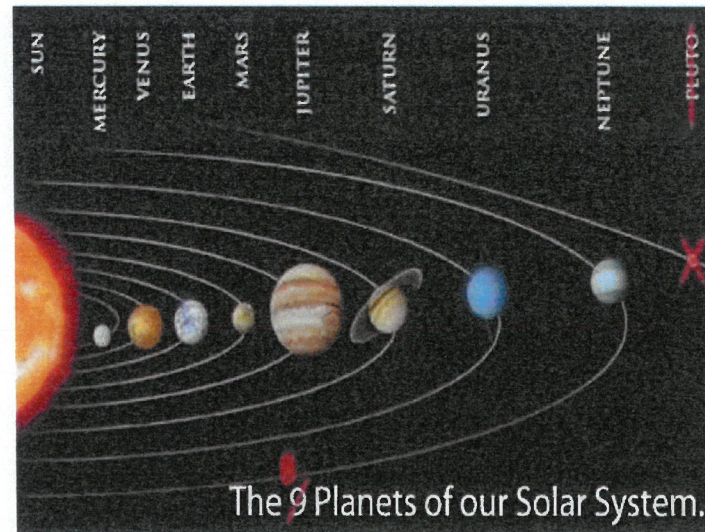
Knowledge Organiser - Year 4 – Science – Astronomy

Key Vocabulary:

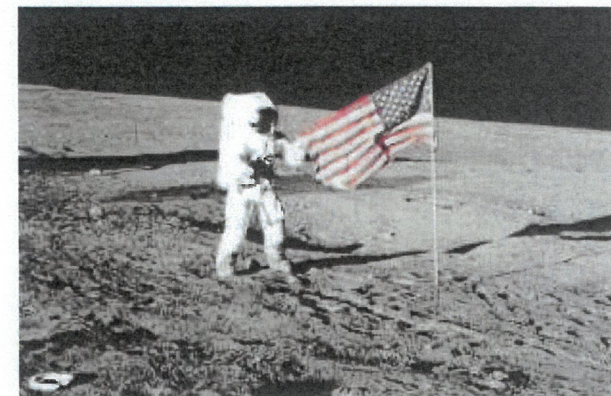
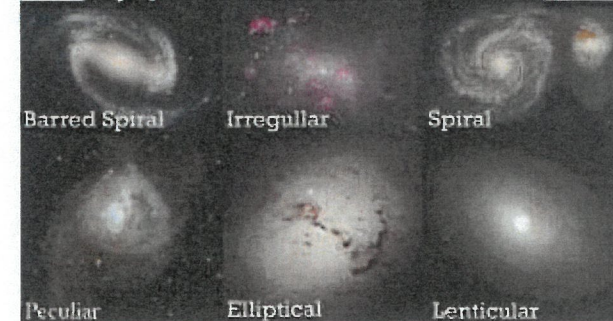
Universe	Everything we can touch, feel, sense, measure or detect.
Galaxy	A group of stars, clouds of gas and dust particles that move through the universe.
Planet	Natural objects that orbit, or travel around, stars
Milky Way	The galaxy that the Earth is in
Telescope	An instrument that allows people to see distant objects
Solar System	Consists of moons, comets, asteroids and planets that orbit the Sun
Asteroid	A chunk of rock and metal in outer space that is in orbit around the sun
Comet	A small world, they are made out of dust and ice, like a dirty snow ball
Meteor	A chunk of rock or metal from space that falls through the atmosphere
Gravity	A force which tries to pull two objects toward each other
Orbit	A repeating path that one object in space takes around another

Key Knowledge:

I know the Big Bang is a theory about how the universe started.
I know as the planets orbit the Sun, they also rotate. This causes day and night.
I know as the Moon's position changes, it appears differently in the sky.
I know gravity pulls us to Earth.



Types of Galaxies



PHASES OF THE MOON



Latin Knowledge Organiser - Unit 6: Off to Town

Key Vocabulary

Latin	English
vādō	I go/I am going
Eborācum	to York or in York
ibi	there
arma	weapons
lūdus	game
lūdī	games
pilulae	beads
variae	colourful (pl)
stilus	pen
stilī	pens
gladius	sword
cēra	wax tablet
cērae	wax tablets
frāctus/frācta	broken
obēsus/obēsa	fat
dūrus/dūra	tough
acūtus/acūta	sharp
callidus/callida	clever

Grammar

Words we use to talk about actions are called verbs. For example, Flavius **is travelling**. In Latin, we show who is doing the verb (the subject) by changing the ending of the verb.

Words we use to describe a noun are called adjectives. In Latin, you must change the ending of the adjective to agree with the noun.

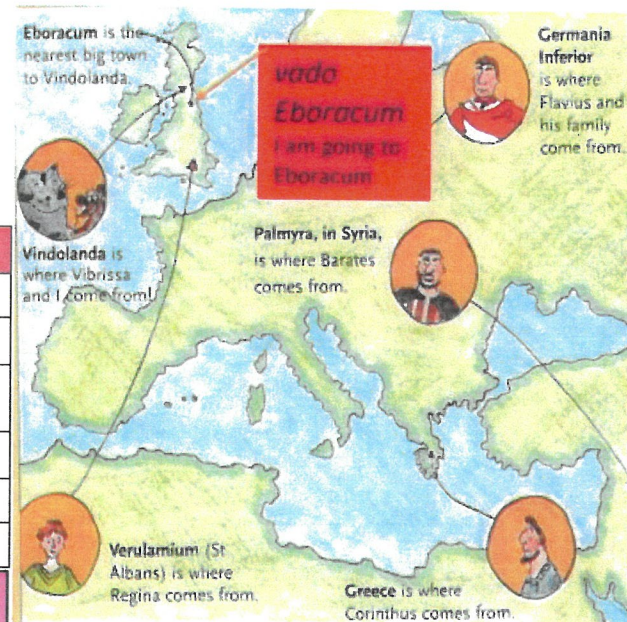
- If the noun is feminine, the adjective ending must be feminine, e.g. ancilla benigna est (the slave girl is kind)
- If the noun is masculine, the adjective ending must be masculine, e.g. gladius maximus est (the sword is very big)
- If the noun is plural, the adjective ending must be plural, e.g. pilulae pulchrae sunt (the beads are beautiful)

Key Knowledge

- To investigate Romano-British settlements (York/Eboracum).
- To translate sentences with plural forms.
- To translate simple sentences using our prior knowledge and some imperative forms.
- To create simple plural nouns.
- To explore and translate ancient mythology (Acteon and Diana).
- To explore how art depicts ancient mythology.

Unit Motto

audentes fortuna iuvat = fortune favours the bold



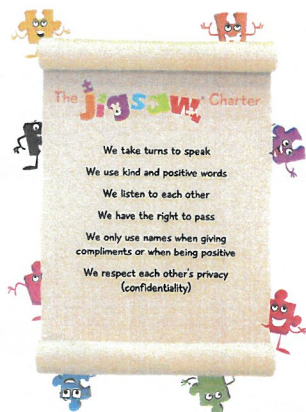
Actaceon and Diana



Knowledge Organiser – PSHE – Changing Me - Year Four

Key Vocabulary

Unique	Being the only one of its kind.
Characteristics	A typical feature or quality that something/somebody has.
Reproduction	The act or process of producing babies, young animals, or plants.
Menstruation	When a woman menstruates, there is a flow of blood from her womb, usually once a month.
Puberty	The period of a person's life during which their sexual organs develop, and they become capable of having children.
Change	To become different.
Emotion	A strong feeling such as love, fear or anger; the part of a person's character that consists of feelings.
Anxious	Feeling worried or nervous.
Worry	To keep thinking about unpleasant things that might happen or about problems that you have.



Key Knowledge

I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.
I understand what responsibilities there are in parenthood and the joy it can bring.
I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that mensuration (having periods) is a natural part of this.
I can identify changes that have been and may continue to be outside of my control and I learnt to accept.



Reflective questions

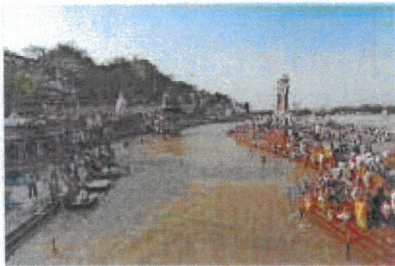
Ask me this...

What kinds of questions and worries might be natural to want to talk about when approaching puberty?
Can you explain the physical differences between a male and female? Why are these differences needed?
Can you explain and give an example of what is meant by managing feelings positively?

Knowledge Organiser - Asia: India and China – Geography - Year 4

Key Vocabulary	Definition
Taj Mahal	One of the most famous monuments in India. Built by Shah Jahan in 1653 as a tomb for his wife.
Indus River	One of the longest rivers in Asia.
Indus Valley Civilisation	An ancient civilisation that flourished in the Indus River valley, from about 2500 to 1500 B.C.
River Ganges	A river that runs through the north-east of India. The Ganges is a sacred river in the Hindu religion.
Shanghai	The largest city in China.
Great Wall of China	A defensive wall built through China to protect it from invaders.
Qin dynasty	The Chinese dynasty from 246 B.C. to 206 B.C., that created the first government and built much of the great wall.

Key Knowledge
I know that India and China are both countries in the continent of Asia.
I understand that India's landscape is diverse.
I know the Indus and Ganges Rivers are important Indian Rivers
I know the physical and human features of China.
I understand The Great Wall of China was built to defend China.

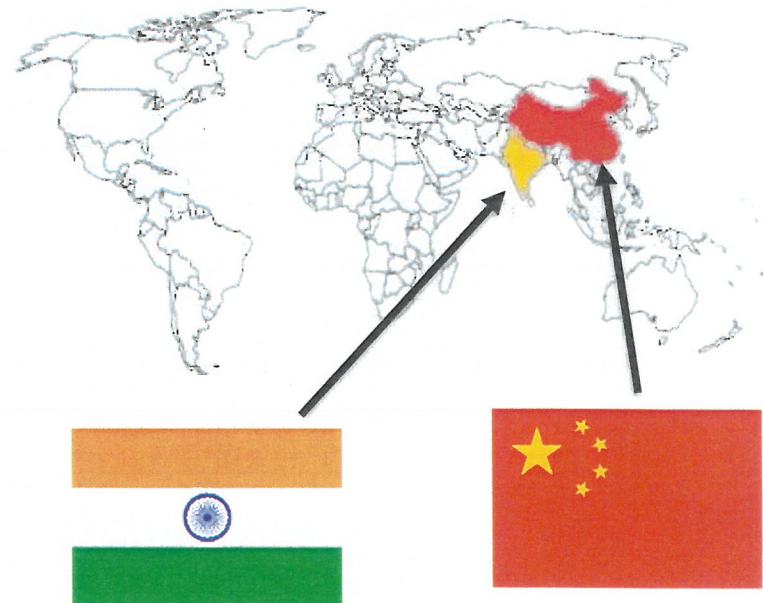


The River Ganges



The Great Wall of China

	India	China
Population	1.3 Billion	1.4 Billion
Capital City	New Delhi	Beijing
Main Language	Hindi	Mandarin
Main Religions	Hinduism, Islam, Buddhism and Sikhism	Officially Atheist



Music Knowledge Organiser – Unit 6: Round and Round

Key Vocabulary	
Round	A musical structure in which groups of players/singers start the same melody but they start at different times, like a musical "chase".
Pitch	How high or low a sound is. Pitch gets higher or lower by 'steps' (very close distances) or 'jumps' (wider distances).
Dynamics	How loud or quiet the music is.
Tempo	The speed of the music (fast, slow, or somewhere in between).
Timbre	The "sound colour" of a voice.
Beat / Pulse	The steady heartbeat of the music.
Structure	The way a song is constructed, verse and chorus. The chorus is the same each time but the verses have different words.
Ensemble	A group performing music together (singers, instruments, or both).



Unit Objectives
To develop ensemble and vocal skills by performing rounds and songs with accurate pitch, rhythm, and expressive dynamics.
To perform songs confidently in a school assembly, demonstrating their ability to work together as a class and to perform musically through effective performance techniques.

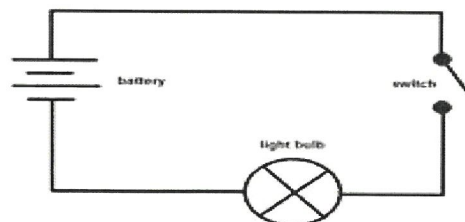
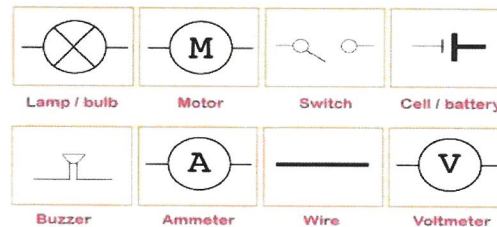
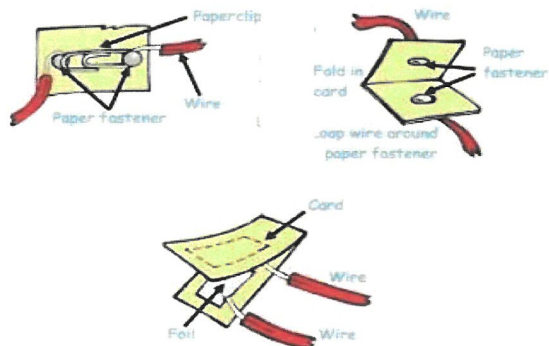


I Can Statements:
I can sing songs and rounds with small and large pitch leaps.
I can maintain accurate pitch and rhythm and use dynamics when performing with others.
I can listen to my classmates and adjust my singing to blend in an ensemble.
I can perform songs confidently to an audience.
I can reflect on my performance and suggest ways to improve.

Knowledge Organiser - Bedtime Nightlight - Design Technology - Year Four

Key Vocabulary:	
Series circuit	The path through which electricity passes.
Switch	A component that can disconnect or connect the conducting path in an electrical circuit.
Bulb	An electric light with a wire filament heated until it glows. The filament is enclosed in a bulb. Current is supplied to the filament by terminals or wires embedded in the glass
Crocodile clip	A sprung metal clip with long, serrated jaws, used attached to an electric cable for making a temporary connection to a battery or other component.
Input device	Components that are used to control an electrical circuit (switches).
Output device	Components that produce an outcome (bulbs, buzzers).
Purpose	The reason for which something is done or created or for which something exists.
Function	The purpose of a product.
Prototype	A model made to test whether a design will work.
Design criteria	Design criteria are the precise goals that a project must achieve in order to be successful.

There are different ways of making handmade switches. They involve using a conducting material between two wires that would complete the circuit when pushed together.



Key Knowledge:

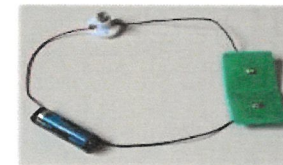
To understand how switches work in a series circuit.

To understand the features of a torch.

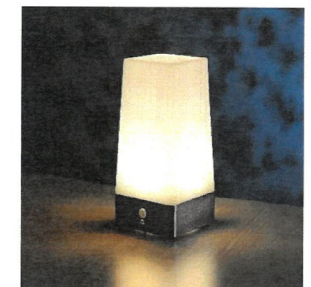
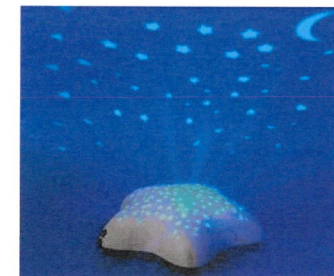
To know how to write a design plan for a specific client and their needs.

To know what prototypes are and why they are important.

To know how to apply DT and electrical knowledge to build a nightlight.



Circuit for a torch



Nightlights

R.E. Year 4 Summer 2 Knowledge Organiser

Enquiry: Do people need to go to church to show they are a good Christian?

Key vocabulary	Definition
Church	A special religious place Christians visit
Sacrament	A special rite or religious practice
Baptism	A ritual using water where people are welcomed into the Christian faith
Eucharist	Taking of Bread and Wine in memory of the Last Supper
Worship	To honour and respect a Holy figure
Community	A sense of belonging to something
Faith	Believing in something when there is no proof of it.

Key Knowledge
I can talk about a place that is special to me and can explain how it makes me feel when I am there.
I know that Christians may go to a Church for Worship, Holy Communion or Baptism.
I have been to visit a Church to find out what it is like.
I know that Christians go to Church to show their love for God. At Church they can pray quietly. They go to show they are committed to their faith.
I can appreciate that people have their own places that are special for them.

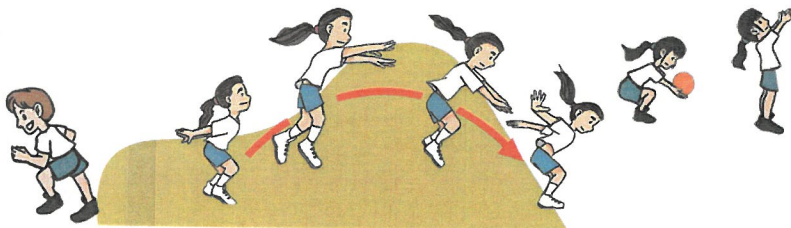


Knowledge Organiser

Athletics Year 4

About this Unit

In this unit you will be set challenges for distance and time that involve using different styles of running, jumping and throwing. You will try to achieve your greatest possible speed, distance or accuracy and learn how to persevere to achieve your personal best. You will learn how to improve by identifying areas of strength as well as areas to develop. You will also be given opportunities to lead when officiating as well as observe and provide feedback to others.



Official Athletic Events

Running

Sprinting
100m, 200m, 400m
Hurdles
Relay
Middle Distance
800m, 1500m
Long Distance
5,000, 10,000
Steeplechase

Jumping

Long Jump
Jump for distance
Triple Jump
Jump for distance
High Jump
Jump for height
Pole Vault
Jump for height

Throwing

Discus
Fling throw
Shot
Push throw
Hammer
Fling throw
Javelin
Pull throw

Have you
seen any of
these events
before?



Key Vocabulary

accuracy: how close the object is to the given target

distance: how far or how high

heave: throwing with power from low to high

launch: the point where an object is let go

measure: to mark a distance

official: referees who judge events

officiate: to be in charge of the rules

pace: how fast you are running

power: speed and strength combined

record: to make note of

speed: how fast you are travelling

stamina: the ability to move for sustained periods of time

stride: the length of the step

technique: the action used correctly

transfer of weight: movement of body weight from one place to another



Ladder Knowledge



Running:

Pace yourself when running further or for a long period of time. A high knee drive, pumping your arms and running on the balls of your feet will give you power to run faster.

Jumping:

Transferring weight will help you to jump further. Swing your arms forwards and push your hips forward to help you to transfer weight.

Throwing:

Transferring weight will help you to throw further. Move the weight from your back leg to your front leg to help you to throw further.

Movement Skills

- pace
- sprint
- jump for distance
- throw for distance

This unit will also help you to develop other important skills.

Social collaboration, leadership

Emotional perseverance, determination, honesty

Thinking reflection, observing and providing feedback, exploring ideas, comprehension

JUMPING EVENTS

- Performers must take off before the line.
- Jumps are measured from the take-off line to the body part closest to the take-off line that touches the ground.

Rules

THROWING EVENTS

- Throws are measured from the throw line to where the object first lands.

Healthy Participation



In throwing activities ensure you:

- wait for instruction and check the area is clear before throwing.
- there is adequate space between throwers.

If you enjoy this unit why not see if there is an athletics club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed, stamina, strength

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



It's all About the Pace



What you need: socks and a stopwatch or clock

How to play:

- Mark a track around your home using socks.
- How many times can you run around your track in 30 seconds?
- Can you double the distance if you work for 1 minute? How did that make you feel?
- Can you run your track without stopping for 6 minutes? Pace yourself to maintain a consistent speed.
- How many laps did you complete?

Notice what happens to the distance you complete when the time increases.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136

Knowledge Organiser - Later Stuarts: Plague, Fire and Revolution History – Year 4

Key Vocabulary:

Restoration	The restoration of 1660 marked the return of Charles II to the throne after the Commonwealth (when England didn't have a king)
Parliament	In the UK: the highest legislature
Bubonic Plague	A disease which causes painful, swollen lumps, black hands and feet and flu-like symptoms. In 1665, fleas carried on rats spread the plague across London, resulting in the deaths of approximately 15% of the population
Plague Doctor	A doctor who was hired to treat victims of the plague
Fire hook	A hook used to pull down buildings to stop the fire from spreading
Protestant	A member or follower of any of the Western Christian Churches
Catholic	A member of the Roman Catholic Church
Bill of Rights	A set of laws written in 1689 to say what a king or queen could or could not do
Democracy	A form of government and people have a say about how it is run by voting

Key Knowledge:

I know in 1660, Parliament restored Charles II as King.
I understand how the bubonic plague spread.
I know that the Great Fire of London in 1666 spread quickly and destroyed much of the city.
I understand the events of the Monmouth Rebellion and why it happened
I know why the Bill of Rights was passed.

Sunday 2nd September 1666



A fire began at the bakery on Pudding Lane. Most buildings were made of wood and straw so the fire spread quickly.



The fire reached London Bridge, burning down about 300 houses on the way.

Monday 3rd September 1666



The people of London started to run away from the city. They escaped on boats across the River Thames

Tuesday 4th September 1666



Baynard's Castle caught fire and King Charles himself helped to put it out by throwing water on the flames.



The fierce wind meant the fire was spreading further. St Paul's Cathedral went up in flames too.

Wednesday 5th September 1666



The wind calmed down and the fire was finally put out. Leather buckets, metal hooks and water squirts were used.

