



KNOWLEDGE ORGANISERS YEAR 4

Squirrels - Autumn 1 - Curriculum Plan

English

In English, we will be using the book Leon and the Place Between to write our own fantasy story.

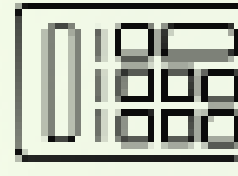
We will then move on to 'The Mermaid of Zennor' where they will create their own legends.



Maths

We will start the year by looking at Place Value and the four operations.

We will focus on formal written methods and deepening our understanding of number.



RE

Our RE Topic is titled 'How do festivals and family life show what matters to Jewish people?' where we will be learning more about the key Jewish festivals.



Art

As artists, we will be learning about tone, texture and proportion through studying the works of Sarah Graham, Nicola McBride and Joel Pentkman.



Science

We will be scientists by learning all about Scientific Enquiry. We will be creating our own solar ovens, what coins need and cleaning coins.



Music

We will be using our Voices. They will focus on clear diction, accurate pitch-matching, singing with expression and dynamics and using and following performance instructions. They will also begin to sing songs with more than one part, maintaining their part.



Geography

In Geography, we will be focusing on Antarctica and what it is like etc. live Antarctica. It will look at lines of longitude and latitude as well as compass points.



PSHE

Children will learn about Connecting with others. They will recognise their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully.



Computing

We will be looking at Journeying Inside a Computer. The children will learn about how computers and smartphones work delving inside a computer.



French

This unit teaches how to say and write the date. This unit helps students master numbers, days of the week, and months of the year in their target language.



English



KNOWLEDGE ORGANISER

Leon and the Place Between

A story about magic, mystery and believing in the impossible.



ABOUT THE BOOK

Title: Leon and the Place Between
Author: Angela McAllister
Illustrator: Grahame Baker-Smith
Genre: Fantasy
Literary theme: Magic and Wonder

CHARACTERS



Leon
A curious boy who loves to imagine. He is brave and open to magic.



Little Mo
Kind, caring and sensitive. She believes in magic.



Tom
Leon's friend. Excited and imaginative.



Abdul Kazam
The magician. Mysterious and powerful.



The Children
They go to the magic show and experience the wonder with Leon.

SETTING



The Circus / Big Top
A travelling show full of colour, lights, music and excitement.



The Mysterious Box
A magical box used by Abdul Kazam. It can take you somewhere amazing!



The Place Between
A wonderful place between one thing and another. It is magical, mysterious and full of wonder.

THE STORY JOURNEY



BIG IDEAS / THEMES

Magic and Wonder



Amazing things can happen.

Magic and Mystery



Some things are mysterious and hard to explain.

Friendship



Friends support and believe in each other.

Discovery



We discover new things about the world and ourselves.

Belief



Believing in something can make it possible.

Wishes and Aspirations



We all have hopes and dreams for the future.

KEY VOCABULARY

astonishment



a feeling of great surprise.

curiosity



a strong desire to know or learn something.

mysterious



difficult to understand or explain.

enchanted



filled with magic, delighted or spellbound.

extraordinary



very unusual; remarkable.

wonder



thinking or feeling about something amazing.

adventure



an exciting or unusual experience.

discovery



finding something new or learning something for the first time.

journey

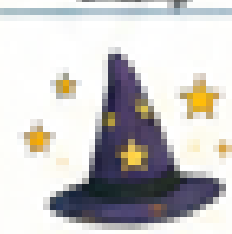


an act of travelling from one place to another.

belief



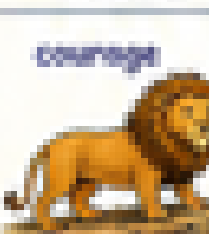
to have faith or trust in something.



the power to do amazing or impossible things.



extremely wonderful; causing great delight.



the ability to do something brave, even when you feel afraid.



feeling or showing great pleasure.



things that you hope will happen.

WRITER'S TOOLKIT

Expanded Noun Phrases

Add adjectives, nouns or prepositional phrases to make your nouns more interesting.



Conjunctions

Use these to join clauses and extend your sentences.



Leon was excited because he was chosen.

Fronted Adverbials

Use adverbs at the beginning of a sentence to add detail.



Later that day,

Leon entered the mysterious box.

Direct Speech

Use speech to show what characters say.

"Are you ready for the magic trick?" asked Abdul Kazam.



Speech Punctuation

Use inverted commas and other punctuation correctly.



"Come with me," said the magician.

Figurative Language

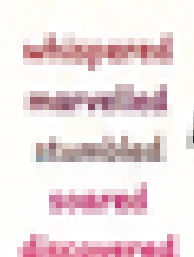
Use exciting language to create pictures in the reader's mind.



the stars danced in the sky

Powerful Verbs

Choose strong verbs to make your writing more exciting.



★ Imagination can take us anywhere!

Believe in the impossible!

Maths

Number and Place Value

Knowledge Organiser

Key Vocabulary

thousands

hundreds

tens

ones

zero

place value

greater than

less than

order

round

rounded to

negative number

partition

digit

Roman numeral

Counting

Counting in 6s

0	6	12	18	24	30	36	42	48	54	60
---	---	----	----	----	----	----	----	----	----	----

Counting in 7s

0	7	14	21	28	35	42	49	56	63	70
---	---	----	----	----	----	----	----	----	----	----

Counting in 9s

0	9	18	27	36	45	54	63	72	81	90
---	---	----	----	----	----	----	----	----	----	----

Counting in 25s

0	25	50	75	100	125	150	175	200	225	250
---	----	----	----	-----	-----	-----	-----	-----	-----	-----

Counting in 1000s

0	1000	2000	3000	4000	5000	6000	7000	8000	9000	10 000
---	------	------	------	------	------	------	------	------	------	--------

Compare and Order

Th	H	T	O
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●

4324 > 3243
greater than

Th	H	T	O
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●

■ ■ ■ ■	■ ■ ■ ■	■ ■ ■ ■	■ ■ ■ ■
---------	---------	---------	---------

879 < 2126
less than

■ ■ ■ ■	■ ■ ■ ■	■ ■ ■ ■	■ ■ ■ ■
---------	---------	---------	---------

2497

2508

3012

3521

3530

4002

smallest

greatest

1000 More or 1000 Less

1000 Less

1000	100	10	1
------	-----	----	---

1212

1000 More

1000	100	10	1
------	-----	----	---

2212

1000	100	10	1
------	-----	----	---

3212

twinkl visit [twinkl.com](https://www.twinkl.com)

Number and Place Value

Knowledge Organiser

Negative Numbers

Represent 4-Digit Numbers

3487

three thousand, four hundred and eighty-seven

1000s	100s	10s	1s

Thousands	Hundreds	Tens	Ones

Roman Numerals

one	1	I
five	5	V
ten	10	X
fifty	50	L
one hundred	100	C

XVIII = 18

XXIX = 29

LXXXIV = 84

Rounding

Look at the place value column to the right of the value you are rounding to. If this digit is a 4 or less, round down. If the digit is a 5 or more, round up.

Rounding to nearest 10

20	21	22	23	24	25	26	27	28	29	30
← round down					round up →					

Rounding to the nearest 100

200	249	250	300
← round down		round up →	

Rounding to the nearest 1000

2000	2499	2500	3000
← round down		round up →	

twinkl

visit [twinkl.com](https://www.twinkl.com)

Science

Lesson Sequence



1. How can a solar oven be made more effective: asking questions and writing predictions



2. How can a solar oven be made more effective: recording and presenting results



3. Cleaning coins: writing a method and carrying out a practical test



4. Cleaning coins: writing a conclusion

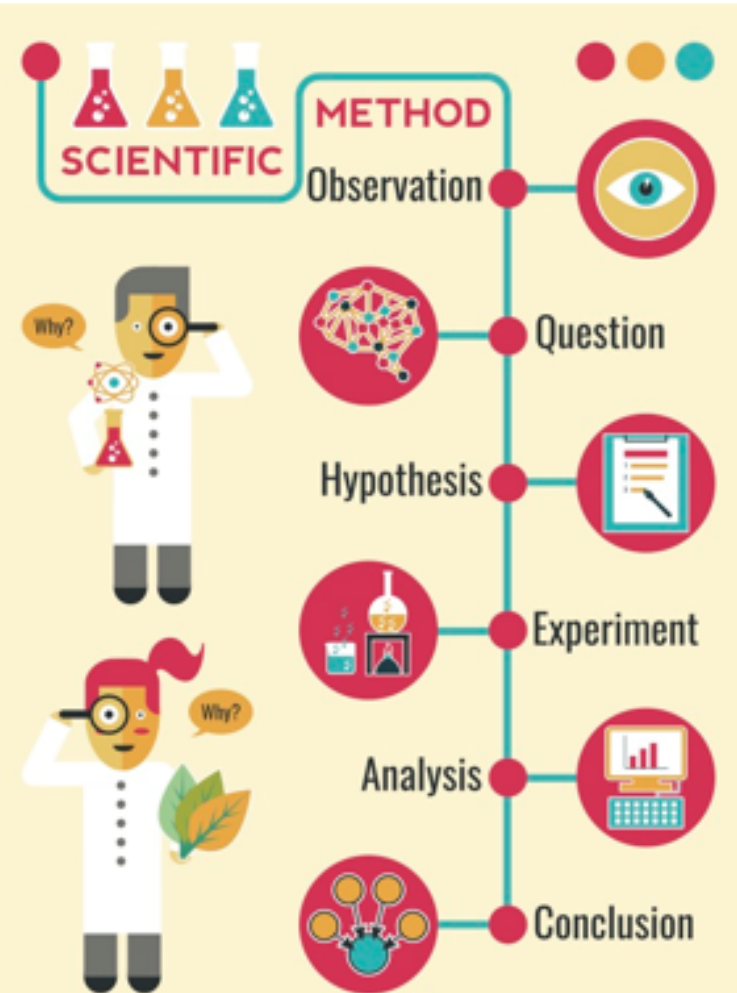


5. Making a cake: fair testing, controls and variables



6. Making a cake: scientific enquiry

The Scientific Method



Writing a method and completing a practical test

Equipment: lemonade, ketchup, vinegar, measuring cylinders, beakers, litmus paper, timer.

1. First, measure out 20ml of the chosen substance.
2. Next, perform a pH test and record the results in a table.
3. Then, submerge a dirty coin and leave it in the substance
4. After 10 minutes, carefully remove the coin and observe how it has changed.
5. Record if the substance was successful or unsuccessful at cleaning the coin.
6. Repeat with a different substance.

Keep everything the same, apart from the independent variable.

Use a table to organise and record the results.

Use numbers and time words to organise the steps.

The independent variable is the only thing that is changed in the experiment

Asking questions and writing predictions

A good scientific question asks what happens when something is changed, or how it compares to something else. This means it can be tested.

A good scientific prediction says what you think will happen, and why you think that based on what you already know about the investigation.

Writing a conclusion

1. First, say what you have found out.
2. Next, give evidence for the experiment that proves what you have found out.
3. Then, explain your evidence (results) using scientific knowledge.
4. Finally, say if your prediction was correct.

If you can, write further questions you could investigate.

scientific investigation



finding answers to questions using research methods.

prediction



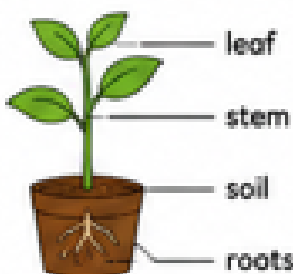
explaining what you think might happen.

method



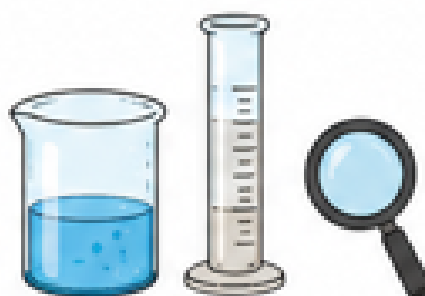
instructions for carrying out an experiment.

diagram



a drawing or plan that shows the parts of something or how the parts work together.

equipment



the objects needed to complete a method.

fair test



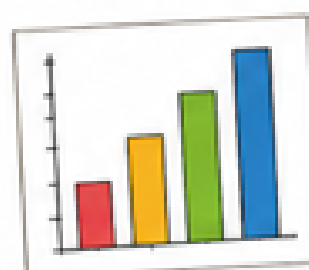
where one variable is changed and all other elements are kept the same.

variables



something that is changed in an experiment.

results



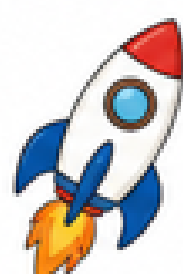
information from a scientific test, such as the temperature of something.

conclusion



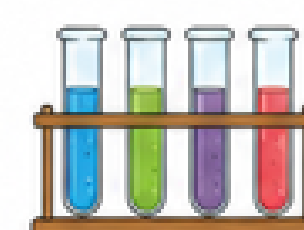
the end result or outcome.

Rocket Word!



Careers connected to this unit:

chemist, baker, renewable energy scientist



How do festivals and family life show what matters to Jewish people?

KNOWLEDGE ORGANISER

★ WONDERFUL WORDS ★



Freedom: not being in prison or in slavery, being able to do what you want.



Torah: the Jewish holy book made up of the five books of Law.



Yom Kippur: the Day of Atonement.



Orthodox: a group of Jewish people who follow the Torah without changing it as it is given by God.



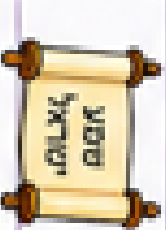
Pesach: called Passover in English, a time when Jewish people remember their escape from slavery in Egypt.



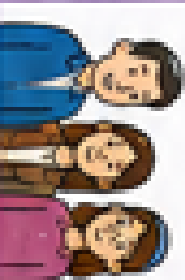
Shabbat: a day of rest for Jewish people, the seventh day of the week.



Rosh Hashanah: literally means 'Head of the Year' and marks a new year in Judaism.



Shema: a Jewish prayer.

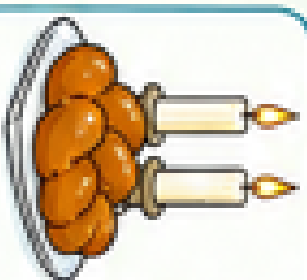


Progressive: a group of Jewish people who take the Torah very seriously but will adapt the teachings for the present day.



Forgiveness: when someone is stopped being blamed or punished for something they have done.

★ SO HOW DOES IT ALL WORK? ★



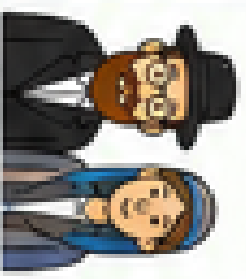
Shabbat
Jewish people rest on Shabbat, the seventh day of the week.



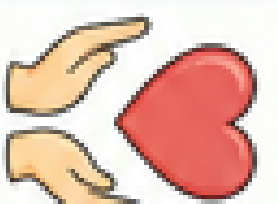
Torah
The Torah contains the Ten Commandments. The fourth commandment is to rest on Shabbat.



Festivals and Family Life
Jewish people have many festivals to help them remember important events in Jewish history and what matters to them.



Different Groups
In the UK there are different groups of Jewish people. Orthodox follow the Torah without changing it. Progressive follow the Torah but adapt it for today.



Forgiveness
Yom Kippur is a day to ask for forgiveness. It is a time to think about how to be the best we can be.

★ OUR KEY FESTIVALS ★



ROSH HASHANAH

Celebrates the Jewish New Year.



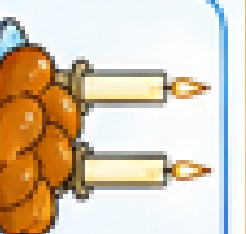
YOM KIPPUR

The Day of Atonement. A day to ask for forgiveness.



PESACH

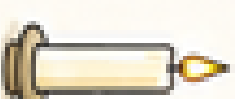
Remembers how the Jewish people were freed from slavery in Egypt.



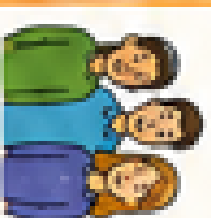
SHABBAT

A day of rest on the seventh day of the week.

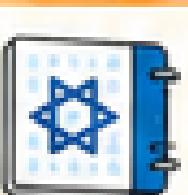
★ IMPORTANT INFORMATION ★



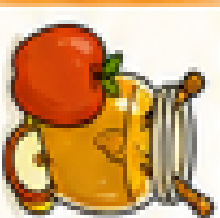
Jewish people rest on Shabbat, the seventh day of the week because in the Torah they are told that as God rested on the seventh day of Creation, they should also do this.



In the UK today there are different groups of Jewish people. Orthodox Jewish people follow the Torah without changing and Progressive Jewish people will follow the Torah but adapt it to the present day.



Jewish people have many festivals to help them remember key events in Jewish history.



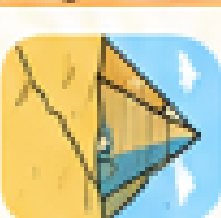
Rosh Hashanah may be celebrated differently depending on where the family have come from, but for all Jewish people it is a celebration of the Jewish New Year.



Ten days after Rosh Hashanah is Yom Kippur. Many Jewish people will fast on Yom Kippur which focuses on the meaning of the day.



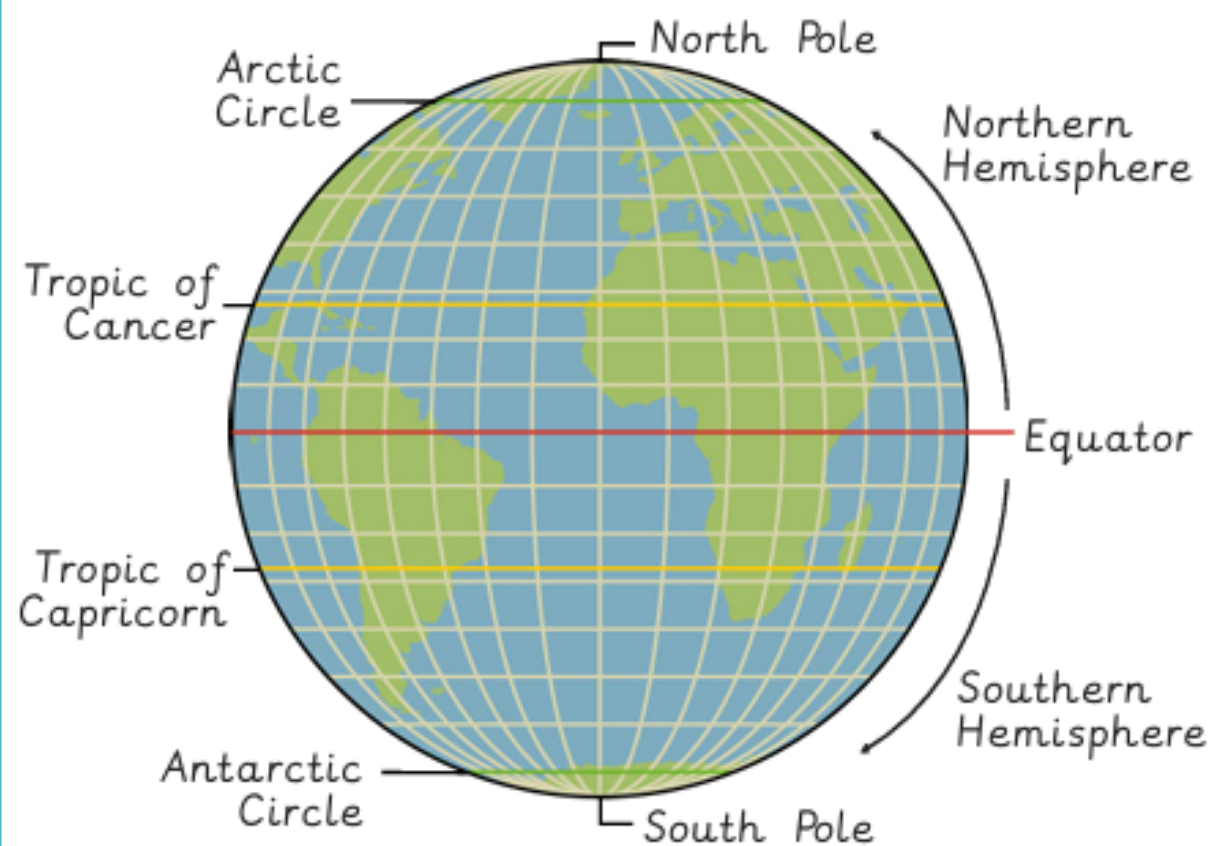
At the end of Yom Kippur, the final prayer will end with the Shema, an important saying for Jewish people.



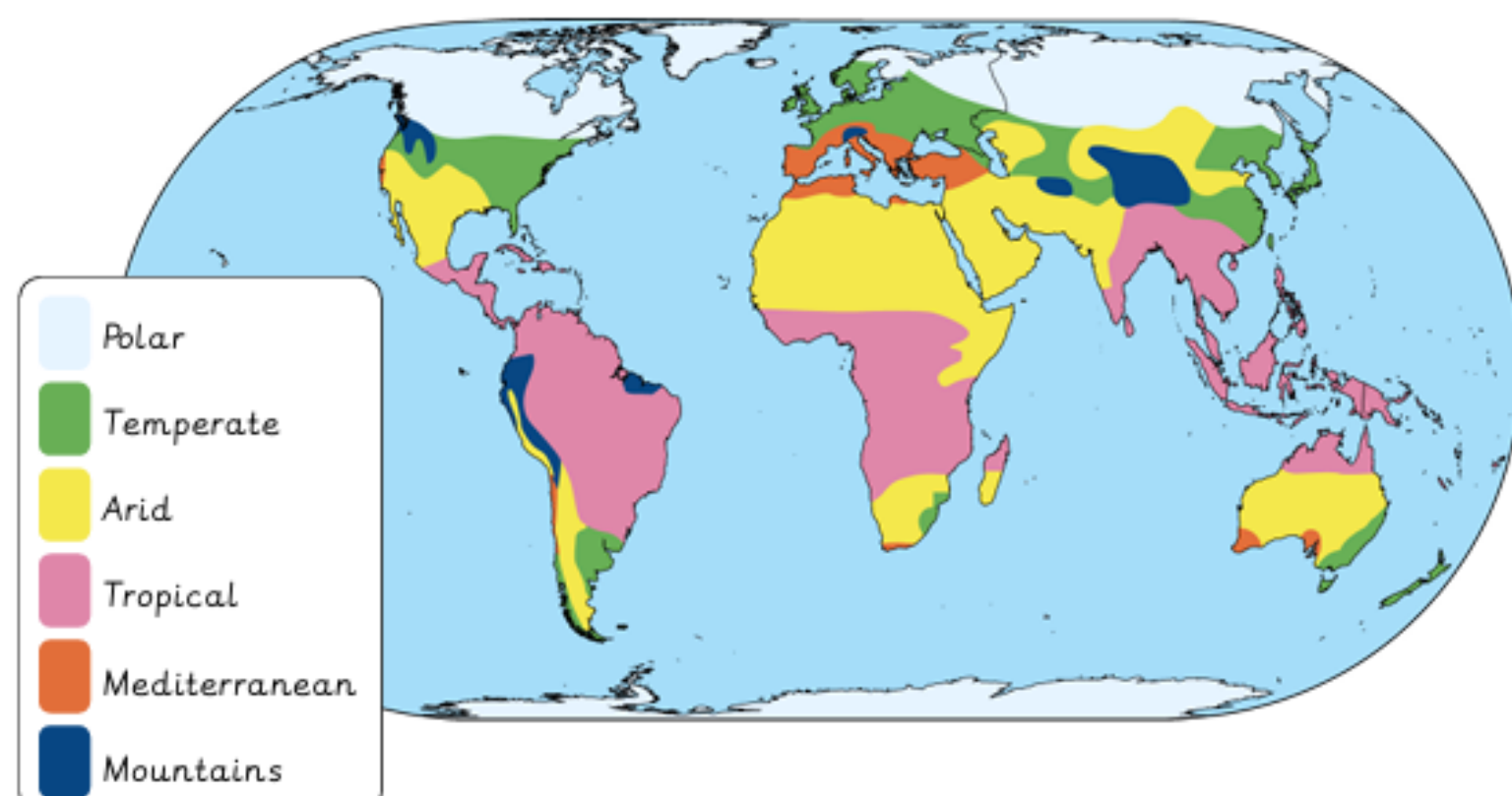
One of the most famous stories in the Torah is of Moses when he led the Jewish people to freedom from slavery in Egypt. This is the festival of Pesach which is remembered by a special meal.

Geography

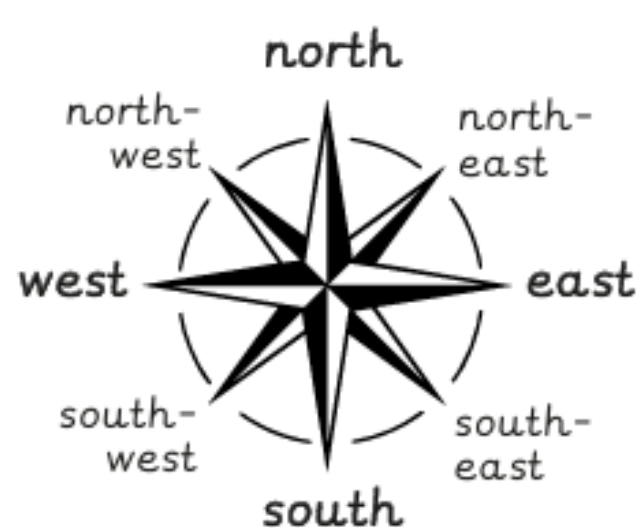
Lines of latitude and longitude



Climate zone map



Compass points

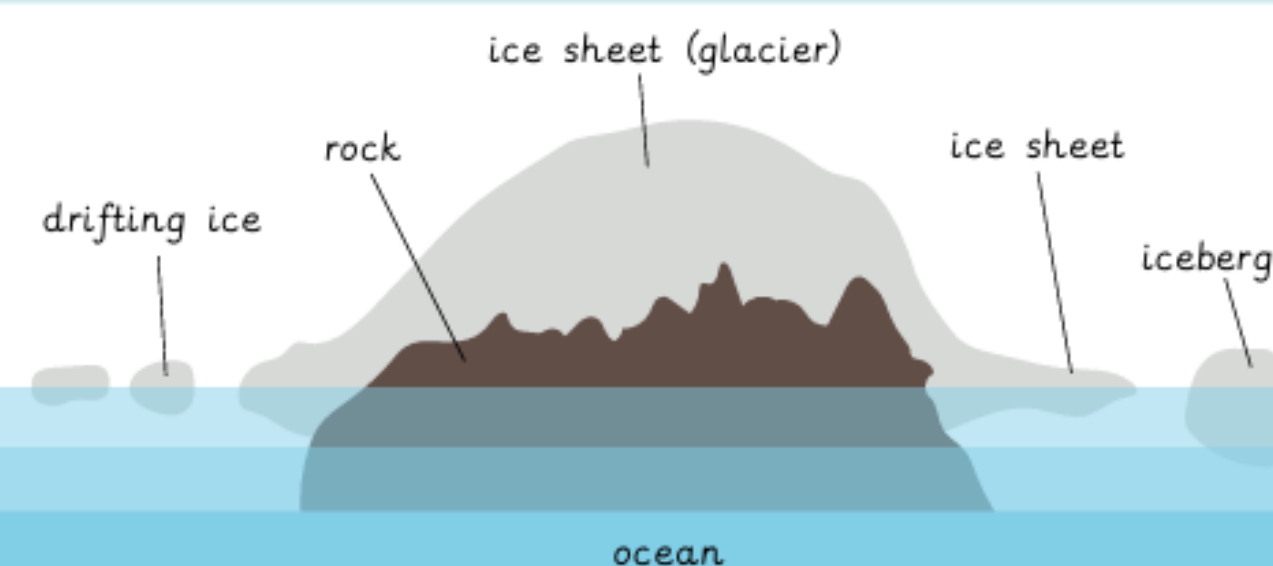


Who lives in Antarctica?



Nobody permanently. However, tourists and researchers do visit.

Physical features of Antarctica



GEOGRAPHICAL WORDS



climate



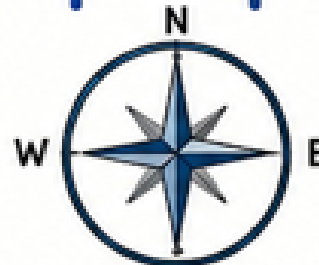
The usual weather in a place over many years.

climate zone



An area of Earth with a similar climate.

compass points



The four main directions on a compass.

direction



Which way something is moving or where it is.

drifting ice



Pieces of ice floating slowly across the sea.

hemisphere



One half of the Earth.

ice sheet



A huge layer of ice covering land.

ice shelf



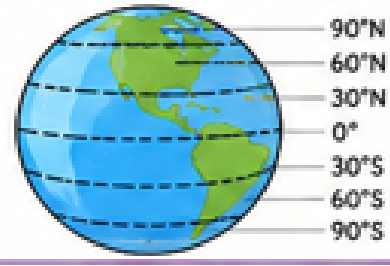
A thick sheet of ice attached to land but floating on the sea.

iceberg



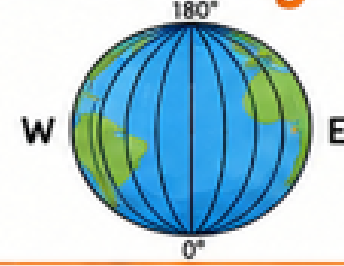
A large piece of ice floating in the ocean.

lines of latitude



Imaginary lines that go around the Earth from west to east.

lines of longitude



Imaginary lines that run from the North Pole to the South Pole.

treaty



An agreement between countries.

French

Les instruments

phonics

sound in:
ou • *joue*

sound in:
on • *violon*

&

guttural
'r'

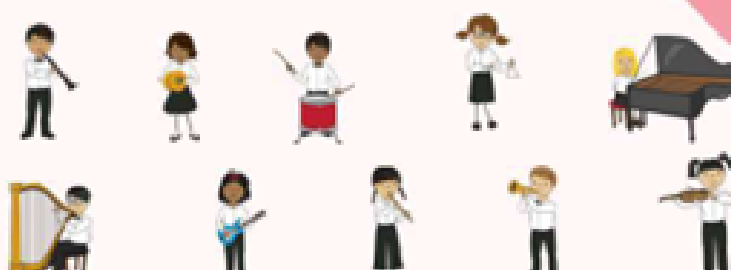
The 'r' sound in French is guttural made from the back of the throat like in the words '*triangle*', '*guitare*' and '*clarinette*'.

silent letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word '*les*' and '*des*', pronounced almost like 'leh' and 'deh'.

vocabulary

10 instruments in French.



Simple sentences like:



Je joue du violon.

I play the violin.

grammar

The 3 articles/determiners in French for 'the' seen in this unit:

le **la** **les**

How to use the high-frequency regular verb 'I play' in French when saying 'I play an instrument':

je joue *I play*

+ **du / de la / des**

masculine feminine plural

What I will learn:

- ☐ Objective 1: I will learn 5 instruments in French with their correct articles/determiners.
- ☐ Objective 2: I will learn 5 more instruments in French with their correct articles/determiners.
- ☐ Objective 3: I will revise all 10 instrument nouns with their articles/determiners in French and will attempt the spellings.
- ☐ Objective 4: I will explore and understand better the role of the definite article/determiner in French.
- ☐ Objective 5: I will learn how to use the 1st person conjugated verb '*je joue*' (*I play*) to form a sentence in French.

Les instruments



la trompette



la guitare



la batterie



la flûte à bec



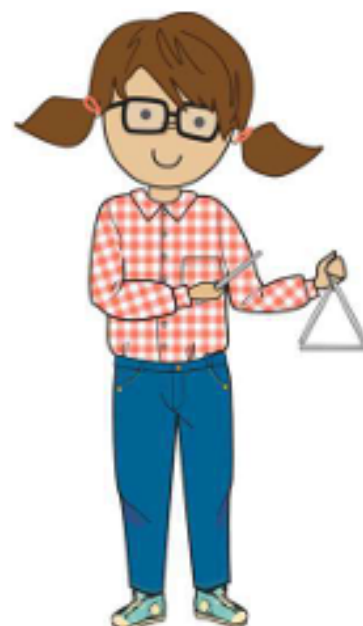
la clarinette



la harpe



le piano



le triangle



les cymbales

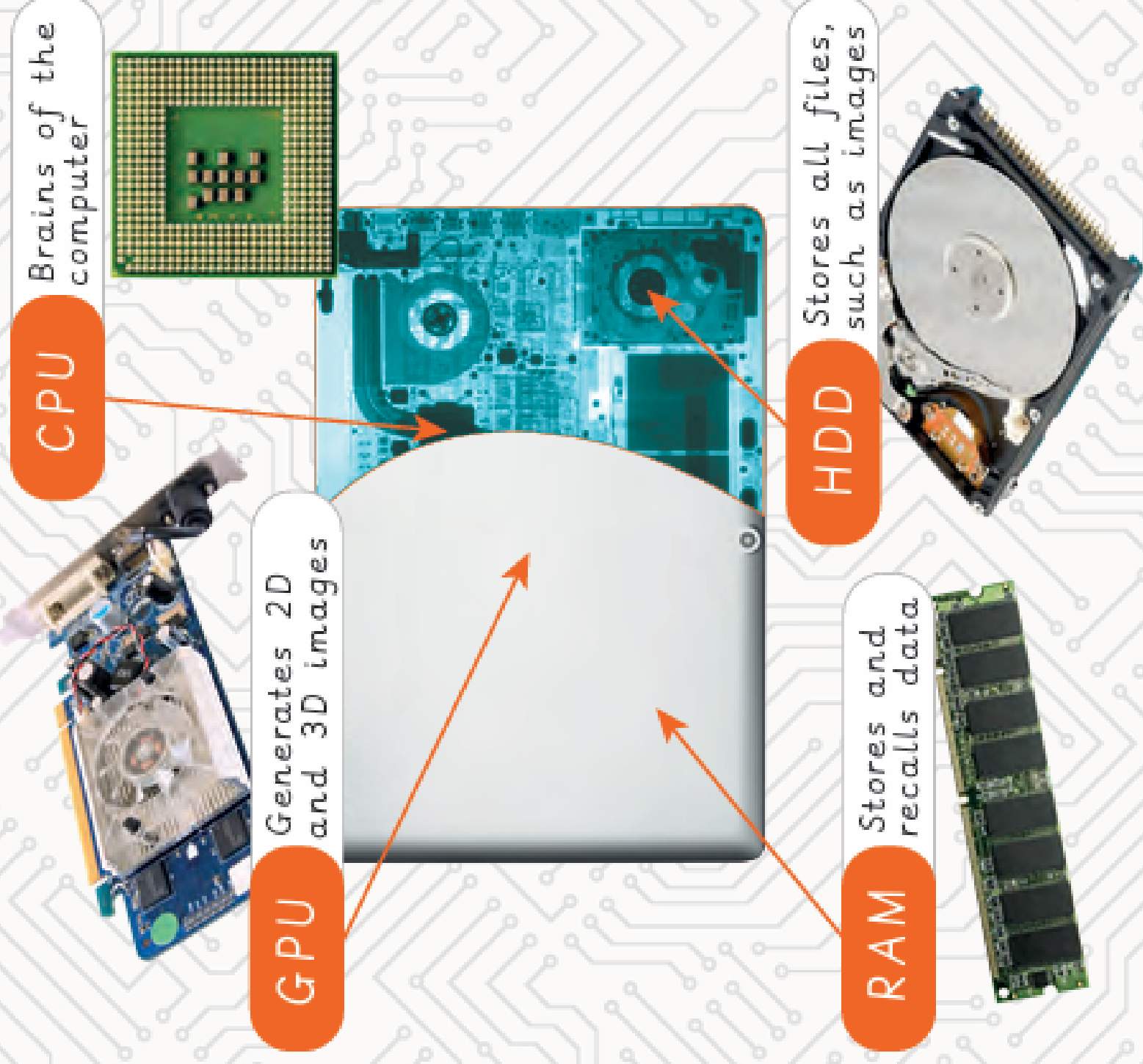


le violon

Computing

Key facts

Computer parts inside of a laptop:



Other portable electronic devices:

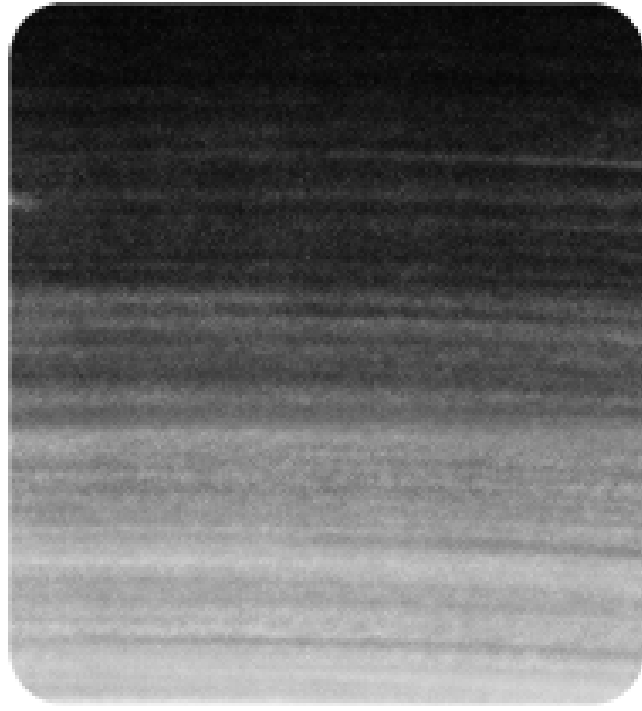


Journey inside a computer

Algorithm	A sequence of instructions when followed, solve a problem.
Computer	Electronic machine that accepts and processes information to produce an output, and then stores the results.
Computer Program	A series of instructions, that are written for a computer to follow, using inputs and outputs to produce an outcome. Also known as software or applications (apps).
CPU	Central Processing Units are the brains of a computer and deal with all the data it receives from input and output devices, as well as programs run within the computer.
Data	Information used for a specific purpose or investigation.
Desktop	A tower computer that needs a mouse, keyboard and monitor, that remains in one place.
GPU	Graphics Processing Unit. It is a piece of hardware that is used to help generate 2D and 3D images for programs such as games.
Hard disk drive HDD	An internal or external device that can store information such as files, documents, images and programs.
Instructions	A series of steps that need to be performed in order.
QR code	Quick Response code. Is presented in a similar way to a bar code and when scanned, can take you to a specific website or provide information.
RAM	Random Access Memory. A piece of hardware that allows data to be recalled or stored within a computer.
ROM	Read Only Memory. Information stored within ROM can only be read and not edited.
Tablet device	A handheld computer, that consists of a touchscreen, operating system and a rechargeable battery.
Trackpad	An input device commonly found built into laptops. It is used to move the cursor with the touch of your finger, and some allow for multiple finger gestures.

Tone

How light or dark something is.



Texture

The way that something feels when it is touched. For example, fluffy.



Composition

Arranging different materials together and sticking them to a surface.

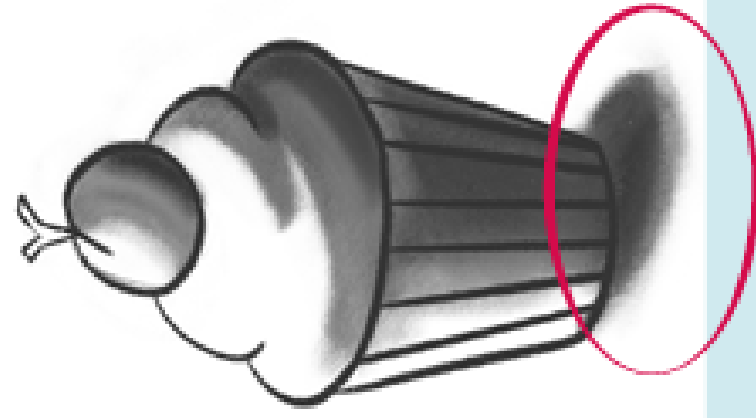


Artists

- Sarah Graham.
- Nicola McBride.
- Joel Penkman.

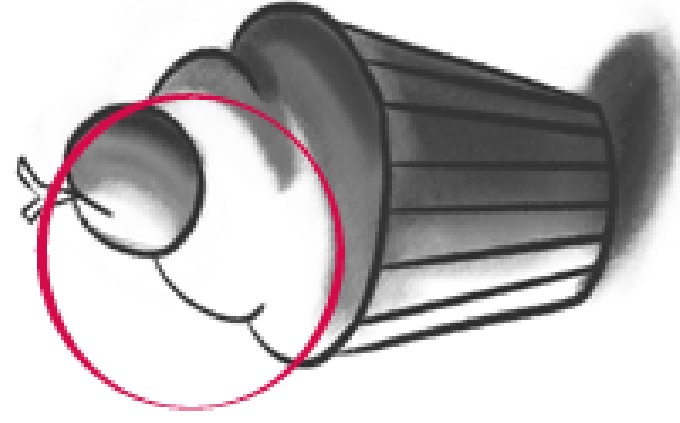
Shadow

A dark shape that appears when something blocks the light.



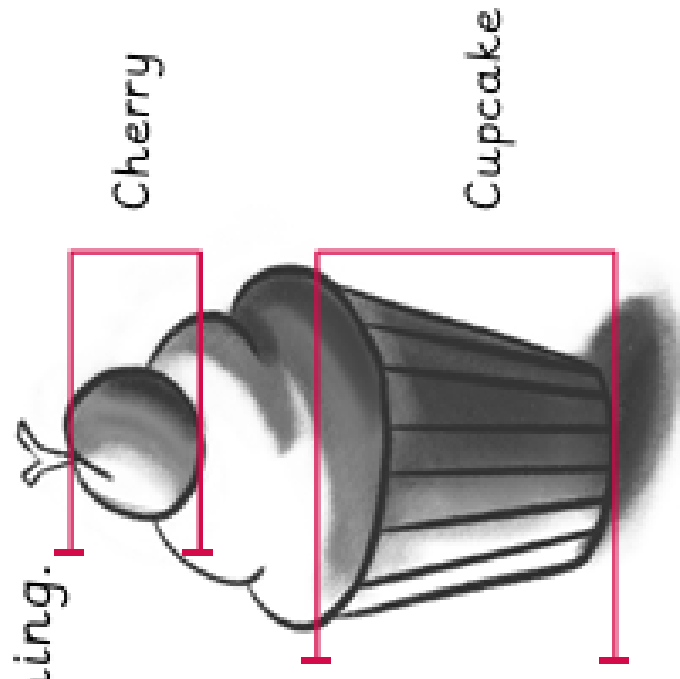
Highlight

A bright spot or area that makes something stand out or look shiny.



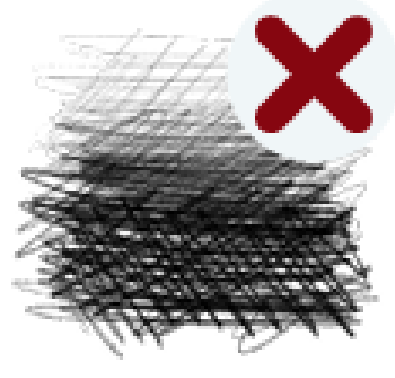
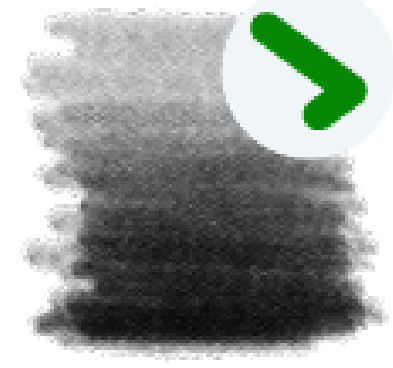
Proportion

How big one element of an artwork appears compared to the whole thing.



The four rules of shading

1. Use the side of the pencil.
2. Work in one direction.
3. Press evenly.
4. Leave no gaps.



RSE & PSHE - What helps us feel safe and included?

behaviour*	What a person does.
boundaries*	Limits that keep people safe or comfortable.
communicate	To share ideas or feelings using our bodies, words, writing or pictures.
falling-out*	A disagreement that stops friends getting along.
fair	Allowing everyone the same opportunity.
friendship*	A caring relationship where people enjoy time together and trust each other.
relationship*	How people are connected to each other.
respect*	Being thoughtful in the way we think, speak and act.
self-respect*	Treating yourself with care.



Personal boundaries

We can tell others what we are and are not comfortable with. Use the following to help communicate a personal boundary:

- I'm not comfortable with...
- Please don't...
- I don't like ...
- I would rather you didn't...
- Can you please...?
- I need some space.
- That makes me feel uncomfortable.



Kapow



Friendships

When friends fall out, we can use kind and fair words to solve the problem. Try saying:

- I felt upset when...
- Can we talk about what happened?
- I didn't mean to upset you.
- Can we start again?
- I'm sorry about...

Bullying

Bullying is when someone is unkind on purpose, again and again. If you see or experience bullying:

- Tell a trusted adult.
- Stay close to a friend or safe adult.
- Use kind words. Do not join in.



PSHE

Music

UNIT 2: VOICE – YEAR 3

KNOWLEDGE ORGANISER

WHAT WILL WE LEARN?

In this unit, we will learn three new songs: Calypso Mash Up, Packed Lunch Peril and Wake Up Shake Up.

We will:

- ✓ Sing fluently in unison and pitch match accurately.
- ✓ Sing songs with more than one part.
- ✓ Use expression, dynamics and actions to enhance our singing.
- ✓ Follow performance instructions.
- ✓ Comment on our own and other people's performances using Year 3 music vocabulary.



OUR SONGS



Calypso Mash Up

A fun action song with three parts: Mango Walk, Coconut Shake and Pineapple Clap. We will learn the parts and put them together!



Packed Lunch Peril

A song about a lunch that goes missing! We will learn the verse and chorus and explore the melody.



Wake Up Shake Up

An energetic song to wake us up! We will learn all the verses and actions and sing with expression.

KEY SKILLS WE WILL DEVELOP



Pitch matching

Singing the correct notes and keeping in tune.



Diction

Saying the words clearly and accurately.



Dynamics

Singing loudly (forte) and quietly (piano).



Expression & Actions

Using our faces, voices and movements to enhance our singing.



Evaluating

Listening to performances and giving helpful feedback.

IMPORTANT VOCABULARY

	Crescendo	getting louder	↑ ↓	Pitch	how high or low a note is
	Diction	forming words clearly and accurately		Pulse	the regular 'heartbeat' of the music
	Dynamics	the volume of sound		Tempo	the speed of the music
ff	Forte (ff)	loud		Unison	singing the same notes together
	Melody	the tune	 music in sections. The verse changes words, the chorus stays the same.		
pp	Piano (pp)	quiet			

LESSON JOURNEY

1		Learn about vocal warm ups and posture. Learn 'Wake Up Shake Up' and the first part of 'Calypso Mash Up' (Mango Walk).
2		Learn the next two parts of 'Calypso Mash Up'. Learn the chorus and verse 1 of 'Packed Lunch Peril'.
3		Continue learning songs. Notate melodies from 'Packed Lunch Peril'. Learn an ostinato for 'Calypso Mash Up' and layer all parts.
4		Learn the last part of 'Wake Up Shake Up'. Practise 'Packed Lunch Peril'. Create our own structure for 'Calypso Mash Up'.
5		Revise and practise all songs. Focus on pitch, dynamics, actions and performance instructions. Record and evaluate.
6		Perform our songs to an audience. Watch the recording and evaluate together.

WHAT DO WE NEED TO REMEMBER?

Posture 	Warm Up 	Listen 	Have Fun!
Stand or sit tall with good alignment.	Warm up our bodies and voices first.	Listen carefully to ourselves and others.	Enjoy singing together and be confident!

OUR LEARNING OUTCOMES

✓	I can sing fluently in unison and pitch match accurately.
✓	I can maintain my own part when singing a song with more than one part, following performance directions.
✓	I can use expression, dynamics and actions to enhance my vocal performance.
✓	I can comment on my own and other people's performances using Year 3 vocabulary.



★ **WE ARE MUSICIANS!** We sing with our voices, listen to each other and have fun making music together!

