



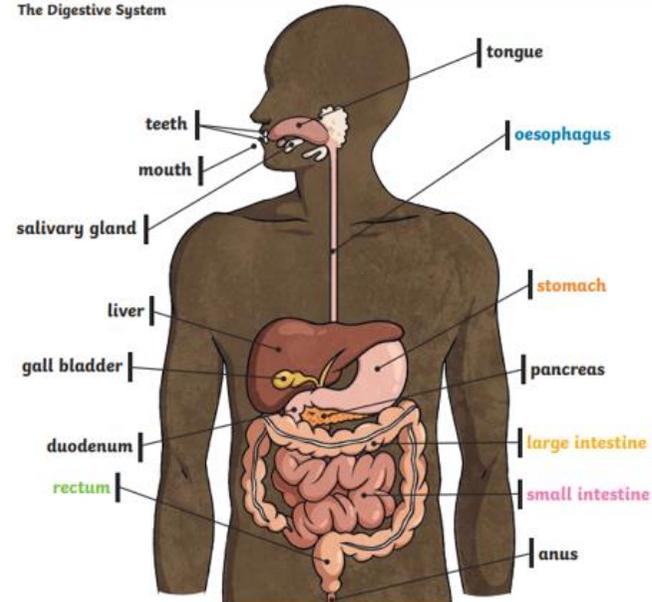
Adapted Jigsaw PSHE planning

Year 4	Knowledge	Social and emotional skills
 Be Ready	<ul style="list-style-type: none"> • Know how to face new challenges positively and know how to set personal goals • I understand my rights and responsibilities as a member of my school • make choices about my own behaviour because I understand how rewards and consequences feel • Consider why manners are important 	<ul style="list-style-type: none"> • know what I value most about my school and can identify my hopes for this year • I understand that I have the responsibility to follow the classroom rules • understand that my actions and words affect me and others
 Be respectful	<p>This half term the children will discuss what the school vision and what the school culture is. They will be thinking of what they want to achieve during the year and setting goals which are both personal and academic. They will think about what they need to do in order to achieve these goals and predict how they feel when they achieve these goals. They will discuss how all children have a right to education and they are responsible for ensuring these rights are met. Children will discuss the school rules and the rewards and consequences. They will also discuss</p>	
 Be responsible	<p>Vocabulary: Goals, rights, responsibilities, rules, choices, rewards, consequence, manners, polite</p>	

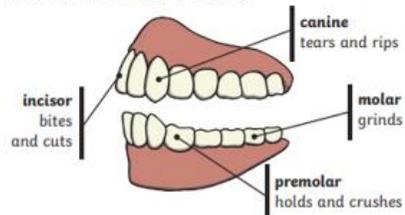
Key Vocabulary	
digest	Break down food so it can be used by the body.
oesophagus	A muscular tube which moves food from the mouth to the stomach.
stomach	An organ in the digestive system where food is broken down with stomach acid and by being churned around.
small intestine	Part of the intestine where nutrients are absorbed into the body.
large intestine	Part of the intestine where water is absorbed from remaining waste food. Faeces are formed in the large intestine.
rectum	Part of the digestive system where faeces are stored before leaving the body through the anus.
herbivore	An animal that eats plants.
carnivore	An animal that feeds on other animals.
omnivore	An animal that eats plants and animals.
producer	An organism, such as a plant, that produces its own food.
predator	An animal that hunts and eats other animals.
prey	An animal that gets hunted and eaten by another animal.

Key Knowledge

The Digestive System



Human Teeth and Their Functions

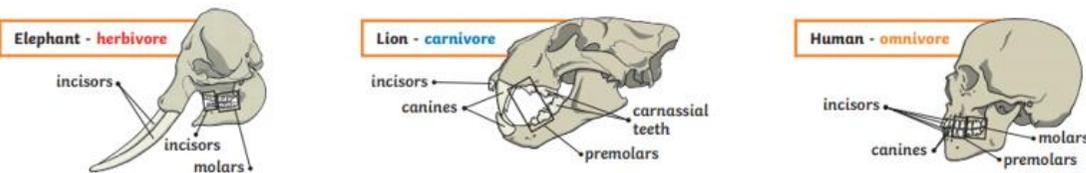


Some people have wisdom teeth but they have no function now.

To help prevent tooth decay:

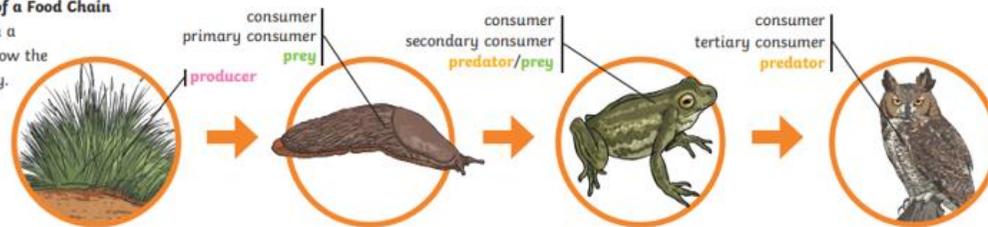
- limit sugary food and drink;
- brush teeth at least twice daily using a fluoride toothpaste;
- visit your dentist regularly.

The teeth of an animal are designed to eat different foods depending on the diet of the animal. Examples of a **herbivore**, a **carnivore** and an **omnivore** skull



An Example of a Food Chain

The arrows in a food chain show the flow of energy.



Year 4 – The Internet

Key Vocabulary for the unit:

Computer network – A number of connections linking devices together

Digital device – a piece of physical equipment that uses digital data

Internet – is connected by lots of routers.

Network switch – A device that connects multiple devices on a network with one another

Router – enables us to connect a network to the internet and to connect lots of networks together.

Server – a networked computer for storing files.

SMART rules – Our online safety rules. Smart, Meet, Accepting, Reliable, Tell.

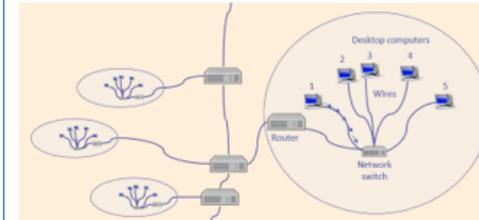
Wireless access point – A wired device that sends and receives wireless signals for devices with wireless connectivity to and from the rest of the network connectivity.

WWW – is part of the internet where we can visit web pages and websites.

Key Knowledge for the unit:

1. Computer networks work together to pass messages from one device to another.
2. WWW stands for World Wide Web.
3. The WWW is part of the internet.
4. A router is a device which directs information around the internet.
5. Everything that is on the internet is not always accurate.

Useful diagrams for the unit:



Textiles - Fastenings

Aesthetic	How an object or product looks.
Assemble	To put parts together.
Book sleeve	A protective cover for a book to keep it from getting damaged.
Design criteria	To help designers focus their ideas and test the success of them.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Fabric	A natural or man-made woven or knitted material that is made from plant fibres, animal fur or synthetic material.
Fastening	Something that holds two pieces of material together securely or shuts something, such as buttons, zips and press-studs.
Prototype	A simple model that lets you test out your idea, how it will look and work.
Net	A flat 2D shape, that can become a 3D shape once assembled.
Running-stitch	A simple style of sewing in a straight line with no overlapping.
Stencil	A shape that you can draw around.
Target audience	A person or particular group of people at whom a product is aimed.
Target customer	A person or particular group of people who you expect to buy the product.
Template	A stencil you use to help you draw the same shape more easily on to different materials.

Did you know?

Up to fifty books can be made from the pulp harvested from one tree!



Be very careful when threading the needle through the fabric, watch your fingers and ask an adult if you're unsure.

Key facts

Kapow
Primary

There are a number of **fastenings** that you can use to bring two pieces of **fabric** together.

Zipper



Velcro



Press stud



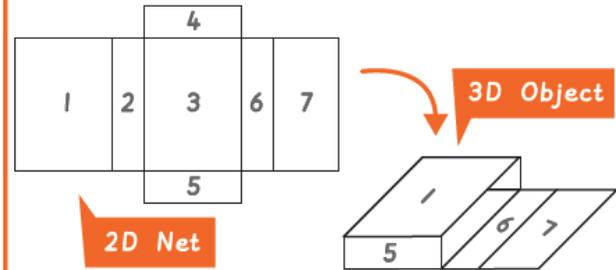
Buckle



Button



Toggle



A **2D net** made from card can be created to check the size for the book sleeve, before using **fabric**.

When folded into a **3D shape**, we can test if it needs to be made bigger or smaller. This **2D net** has seven faces.

Year 4 Religious Education Knowledge Organiser

Unit 1 What do Hindus believe that God is like? (Brahman/Atman)

Religious Education explores big questions about life, to find out what people believe and what difference this makes to how they live.

Key Theological Vocabulary

- **Hindu**—A person who follows and believes in the teachings of Hinduism
- **Brahman (God)** Hindu belief in the ultimate being whose spirit is in everything
- **Puja**—a worship ritual performed by Hindus
- **Diwali** a five day festival of lights, celebrated by Hindus, Sikhs and Jains
- **Aum** symbol used in Hinduism, made up of 3 sounds. Hindus believe it was the first sound out of which the universe was created. It is used by many Hindus to represent Brahman
- **Trimurti** cycle of nature, represented by Brahma, Vishnu and Shiva
- **deity** Hindus worship a single deity/God, in Hinduism deities are called Devas and Devis and represent the forces of nature and moral values
- **Murti** a statue or image of a deity

What we will learn

Making sense of belief

- Identify some Hindu deities and say how they help Hindus describe God
- Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God
- Offer informed suggestions about what Hindu murtis express about God

Making connections

- Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today
- Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas

Understanding Impact

- Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a Home Shrine; celebrating Diwali)
- Identify some different ways in which Hindus worship

Autumn 1

A-Brahma, U-Vishnu, M, Shiva-linked together in one sound.



- Different aspects or sides of God

Brahma, Lakshmi, Parvati, Shiva, Vishnu (left to right).



Trimurti:

Brahma (creation), Vishnu (preservation), Shiva Nataraja (destruction) (left to right)



- Puja



- Diwali

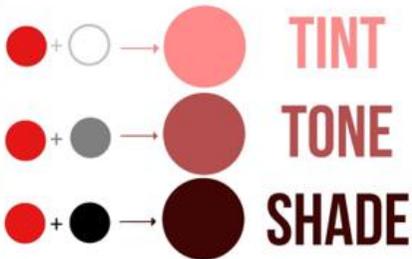


Year 4 – painting and drawing

Key knowledge

- I know the primary and secondary colours.
- I know what the terms tint, tone and shade mean.
- I know which colours to mix to make a specific colour.
- I know how colour can reflect mood.
- I know what scale and proportion are.
- I know what makes a good sketch.

Key vocabulary



Scale – the size of objects in the artwork

Proportion – how different parts of an image relate to each other

Sketch – a light, first drawing with very little detail.

Perspective – making an image look 3D

3D

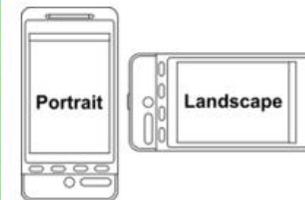


Key skills

1. Change the tint, tone and shade by adding, black, blue, grey, white or yellow
2. Mix paint to make a specific colour
3. Identify and draw the effect of light
4. Draw using scale, perspective and proportion
5. Create drawings of whole people including proportion
6. Draw using a variety of scales

Vincent Van Gogh

Vincent van Gogh was a Dutch artist. He painted **portraits** and **landscapes**. He used water colours and oil paints. He is famous for using bright colours and bold brushstrokes in his work. He painted in a style called **Post-Impressionism**.



Post-impressionists continued using intense colours, thick application of paint, distinctive brushstrokes and real-life, but they wanted to show more emotion and expression in their paintings.

J'apprends le français

phonics

sound in:

oi • trois 3
• noir 

sound in:

on • marron 

sound in:

ou • rouge 

&

silent letters

There are many last consonant silent letters in French.
The final letter 's' is silent in the words 'Paris', 'trois' and 'gris'.
The final 't' is silent in 'vert' and 'violet'.

vocabulary

Numbers 1-10 in French.

1 2 3 4 5 6 7 8 9 10

10 colours in French.



Simple greetings:

 Salut ! Ça va ?
Hi! How are you?

Ça va bien ! Comment tu t'appelles ? 
I am fine! What is your name?

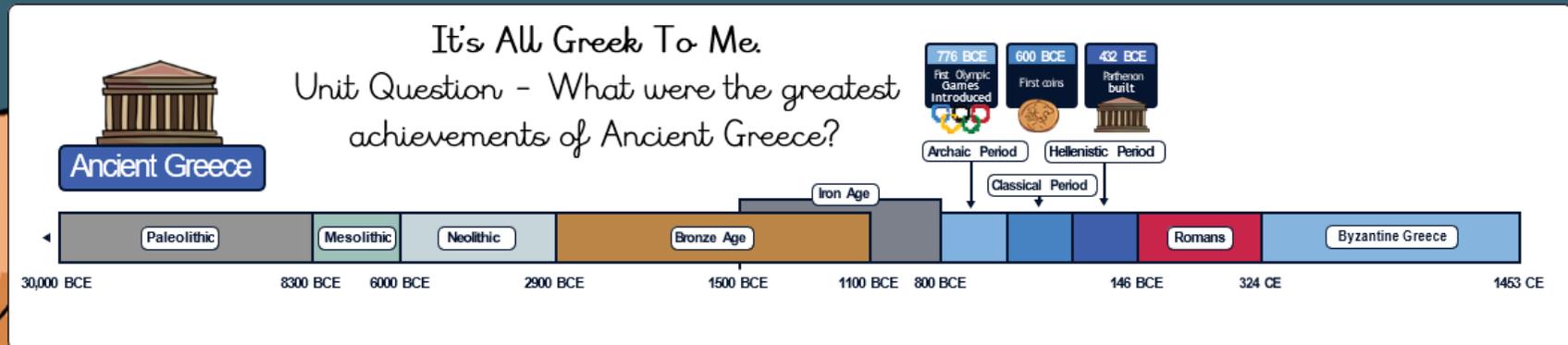
grammar

As this is an introductory unit, there will be no grammar introduced. We will see more grammar in the units that follow.

What I will learn:

- Objective 1: I will learn more about the Francophone world.
- Objective 2: I will learn how to use key greetings in French.
- Objective 3: I will learn how to ask and answer the question 'How are you?' in French.
- Objective 4: I will learn how to ask and answer the question 'What is your name?' in French.
- Objective 5: I will learn the numbers 1-10 in French.
- Objective 6: I will learn 10 colours in French.

Ancient Greece Knowledge Organiser



How do we know about the Ancient Greeks?

Archaeological studies suggest that people have lived in the Hellenic (Greek) region for hundreds of thousands of years. There is evidence of Paleolithic life found in a cave near Thessaloniki - Petalona. Hundreds of thousands of years later, one of the earliest and most advanced civilisations of the time flourished from 3000 BCE - 1450 BCE, the Minoans on the Greek island of Crete. These fascinating people have been considered essential to the foundation of European civilisations for centuries. Historians believe that the Minoans were the first advanced European civilisation. They built huge buildings, created beautiful paintings (frescoes), crafted impressive tools, invented writing systems and built a vast trade network. The Minoans lived on the isle of Crete. Across this large island, they built magnificent palaces linked to towns and villages across the island by roads. We know about the Minoans because, in the early 1900s, an archaeologist called Sir Arthur Evans discovered the ruins of a large complex on the island of Crete. In c.1450 BCE, the Minoan civilisation came to an end. Archaeologists and historians are unsure about what happened to them, which remains a mystery.



Artist's impression of the early hominid skull discovered in Petalona cave.

Greek city-states

From the 8th Century BCE, Greek city-states (called poleis) began to form. A city-state is like an independent country. It is made up of a city and its surrounding land. It is independent because it creates its own laws and governs itself. The most powerful city-states were Athens, Sparta, Corinth, Argos and Thebes. Although the city-states had a similar culture and language, they were not united and fought for dominance over the Hellenic region.



Athenian Soldier

Athens vs Sparta!

Athens was a unique place as it housed a form of **democracy** where citizens could vote for decisions to be made, rather than a king or group of elders making the decision, which was more common at the time. Although there were similarities, Sparta was ruled differently from Athens. It had an **oligarchy** - a group of men ruled and made the laws for the city-state. Sparta believed greatly in war and battle and trained their children from a young age to become warriors. They gave women and girls more rights than other city-states and educated them.



Spartan Soldier

Who ruled Ancient Greece?

Greece wasn't a single country in ancient times like today. It was made up of lots of smaller city-states. These states fought each other and often went to war.

The Battle of Marathon

Under the rule of Darius I, in 490 BCE, the Persian army outnumbered the Athenians at the Battle of Marathon, yet the Athenians managed to achieve a dramatic victory.

The Greeks surprised their enemies by running downhill straight at the Persians.

The Peloponnesian War

Sparta and Athens fought a long war, called the Peloponnesian War, from 431 to 404 BCE. Only the threat of invasion by outsiders made the Greeks forget their differences and fight on the same side. **Alexander the Great**

Their biggest enemy was the Persians, who tried to conquer Greece a few times, but the Greeks managed to fight them off. Ultimately, the Greeks, led by Alexander the Great, defeated the Persian Empire in the 330s BCE.



Greek influence on the western world

After thousands of years, our modern society has many things to be thankful to the Ancient Greeks for.

- The Ancient Greeks developed many of the letters we use today in reading and writing.
- Athenian **democracy** was a system of government designed to give adult men the right to vote on how the city-state would make rules and laws. Today, we have a similar democracy where we vote for politicians to represent us in government.
- The **Olympic Games** originated in Olympia, an ancient Greek city-state.
- The Ancient Greeks introduced the world to the **theatre**. Comedies and tragedies are still genres of theatre and entertainment that we enjoy today.