

Hobbs Hill Wood Primary School

Knowledge Organiser for

PE

YEAR 4 Summer

Athletics and Cricket



'Inspiring confident and independent learners'

Knowledge

Year 4 Pupils should continue to apply and develop a broader **range of skills**, learning how to use them in different ways and to link them to make **actions and sequences of movement**, this can be done in **Gymnastics and Dance**. They should enjoy communicating, collaborating and competing. They should develop an understanding of how to improve in different physical activities and sports and learn how to **evaluate and recognise their own success**.

Athletics

- Choose **appropriate running speed** to meet the demands of the task.
- Understand how to **pace your speed** when running over an increased distance.
- Describe how their bodies feel when exercising.
- **Combine basic jumps** and actions to form a jump combination. (Triple Jump)
- Devise suitable warm up activities for the up and coming activities.
- Understand they can run **fast over a short distance**
- Understand the link between the heart rate and exercise.
- Compete with others.
- Work well as part of a team.

Skills

Pupils are being taught to: **use running, jumping, throwing, and catching in isolation and in combination, play competitive games, modified where appropriate, this is done in Team games, Athletics and Striking and field games.**

To be able to **apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control, and balance**, this is done in **gymnastics, dance, team sports, striking and fielding**, to be done **both individually and within a team** compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Athletics

- Show control and accuracy when,
- **Throwing**
- **Jumping**
- **Running.**
- Develop **technique** in the above events.
- Improve the quality and consistency of the running techniques.



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Knowledge

Cricket

- Find and use space in a game situation.
- Catch a ball with **increased accuracy**.
- Understand **the relation between heart rate and exercise**.
- Throw a ball with **accuracy and** with a **variety of techniques**.
- Hit a ball with **accuracy** from a tee.
- Show control and **consistency when bowling**.
- Describe what **their bodies feel when they are exercising**.
- **Work together** to find it hard for the batter.
- Hit a ball using the **correct tactics**.
- Hit a ball into space at different **speeds and heights**.
- Keep and follow the rules of the game.
- Participate in competition, **modify when needed**.
- Employ simple tactics in a game.
- Explain the tactics they have used in a game.

Skills

Cricket

- Perform the basic skills needed for the game with control.
- Use skills in different ways.
- Perform what the basic skills what is needed for the games.
- Choose fielding skills that make it hard for the other team.
- Take up space/positions to find it hard for the other team.



Hobbs Hill Wood Primary School

Knowledge Organiser for
Year 4 – Summer 1,
Subject, RE

Topic- Sacred writings and stories



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Knowledge Organiser for

Knowledge

- What sacred texts do religious people have?
- How are they read and treated?
- Why is it important to hand down texts?
- How do religious people express their ideas about God?
- What events are associated with the translation of the bible into English?
- How are different sacred texts read by different members of religious groups
- What are morals? How do morals effect peoples actions and behaviour?
- How do sacred texts effect and influence believers lives?
- To know different sacred texts for different religions
- What is symbolic expression?
- How is verbal and non-verbal symbolic expression displayed?

Key Vocabulary:

Bible - the main sacred writings of Judaism and Christianity.

Guru Granth Sahib – Sikh holy book.

Verdas – Hindu holy book.

Gurdwara - a Sikh place of worship.

Sacred – connected with God or a god or dedicated to a religious purpose.

Sacred text – any writing that is regarded as sacred by a religious group.

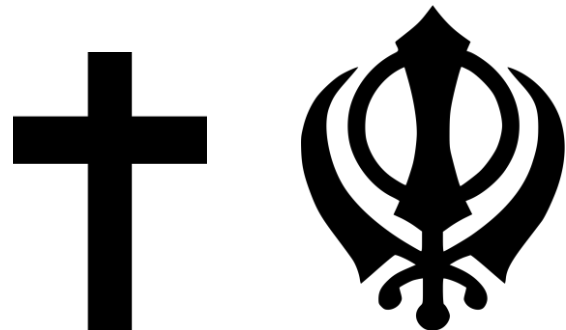
Lecturn – is a reading desk, with a slanted top, usually placed on a stand on which documents or books are placed as support for reading aloud.

Church – a Christian place of worship.

Temple – a place dedicated to the service or worship.

Skills

- To ask questions of identity and belonging and suggest own answers about the Significant experiences of others, including religious believers.
- Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious
- Describe the key aspects of religions and traditions that influence the beliefs and values of others
- Identify and begin to describe the similarities and differences within and between religions
- To use and interpret information about religions from a range of sources



Hobbs Hill Wood Primary School

Knowledge Organiser for
Year 4 – Summer 1,
Spanish
At the cafe



'Inspiring confident and independent learners'

Knowledge Organiser for

Knowledge

- To understand different breakfast foods, snacks and drinks.
- Know how to ask for the bill in Spanish
- Know how to say hello, goodbye, please and thank you in Spanish.
- Identify different set phrases relating to food and drink in Spanish.

Key Vocabulary:

Spanish	English
Desayuno En El Café	Breakfast in the café
¿Qué quieres?	What would you like?
Quiero...	I would like...
Por favor	Please
Un zumo	A juice
Un café	A black coffee
Un café con leche	A white coffee
Un té	A lemon tea
Un té con leche	A tea with milk
Un chocolate caliente	A hot chocolate
Un croissant	A croissant
La mantequilla	Butter

Spanish	English
Pan	Bread
La mermelada	Jam
Un bizcocho	Sponge cake
Cereales	Cereal
Un trozo de tortilla	A piece of tortilla
De churros	Spanish doughnuts
Tapas	Tapas (Spanish starters)
Patatas fritas	Chips
Un sándwich	A sandwich
Una coca-cola	A coke
Una limonada con gas	A fizzy lemonade
La cuenta por favor	The bill please

Skills

Speaking:

- Communicate by asking and answering questions made up of longer phrases and sentences.
- Verbally present short pieces of information to another person.

Listening:

- Listen for specific words to understand meaning.

Reading:

- Accurately read and understand familiar written words, phrases and short sentences independently and aloud to another person.

Grammar:

- Understand the concept of gender; masculine and feminine and which to use correctly for different nouns.

Writing:

- Write some familiar phrases and sentences from memory or using supporting written materials.

