

Hobbs Hill Wood Primary School

Knowledge Organiser for
PSHE, Year 4, Dreams and Goals



'Inspiring confident and independent learners'

Knowledge Organiser

Knowledge

- Know what their own hopes and dreams are
- Know that hopes and dreams don't always come true
- Know that reflecting on positive and happy experiences can help them to counteract disappointment
- Know how to make a new plan and set new goals even if they have been disappointed
- Know how to work out the steps they need to take to achieve a goal
- Know how to work as part of a successful group
- Know how to share in the success of a group.

Key Vocabulary

Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.



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Skills

- Can talk about their hopes and dreams and the feelings associated with these
- Can identify the feeling of disappointment
- Can identify a time when they have felt disappointed
- Be able to cope with disappointment
- Help others to cope with disappointment
- Can identify what resilience is
- Have a positive attitude
- Enjoy being part of a group challenge
- Can share their success with others
- Can store feelings of success (in their internal treasure chest) to be used at another time



Knowledge

In this unit, pupils write and test their own **micro:bit** project, after analysing and modifying others. In:

- **Session 1** they explore the **MakeCode** environment and learn about the BBC **micro:bit**
- **Session 2** they work out how a match-scoring program has been written
- **Session 3** they modify a rock-paper-scissors game to make a sorting hat game
- **Session 4** they modify their sorting hat game to make a dice game
- **Session 5** they plan their own **micro:bit** project
- **Session 6** they write and test their own **micro:bit** project.

Key vocabulary

Accelerometer: hardware component providing data on changes in motion, typically in three directions

Algorithm: a sequence of precise instructions or steps (sometimes a set of rules) to achieve an objective

Bluetooth: wireless digital communication protocol using low energy signals over short distances

If/else if/else: programming selection construct which indicates what code should be run depending on which one of multiple conditions are satisfied

JavaScript: text-based programming language, commonly used to power interactive web pages

LED: light emitting diode, an electronic component that lights up when current flows in one direction

MakeCode: block- and text-based editor from Microsoft, supporting a variety of hardware platforms including the **micro:bit**

micro:bit: simple, single board programmable computer with integrated input, output and network capabilities

Object code: a version of the program converted (compiled) into the detailed instructions to be followed by the computer's processor

Runtime: the complete software environment (operating system, drivers, interpreter) needed for a program to run on particular hardware

Simulator: software allowing one computer system to behave as another; in this case, the **MakeCode** editor includes an on-screen simulator of a **micro:bit** so that programs can be tested

Source code: the program as written, in a language that can be understood by both the programmer and the computer

Variable: lets computer programs store, retrieve or change simple data – typically thought of as a particular bit of the computer's memory that holds a specific bit of data

Skills

- About the input – process – output model of computation
- About the inputs and outputs available on **bbc micro:bit**
- To program using the **makecode** block-based environment
- To test and debug programs they write, using an on-screen **simulator** and the **micro:bit**
- How to convert and transfer a program written on screen to the **micro:bit**.



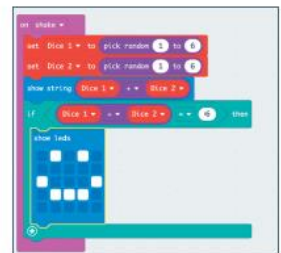
Session 1: A simple program to make text scroll across the display



Session 2: Transferring code onto a **micro:bit**



Session 3: Exploring the rock-paper-scissors game



Session 4: Creating a dice rolling game



Sessions 5 and 6: Planning and creating a **micro:bit** project (example here is a compass)

Hobbs Hill Wood Primary School

Knowledge Organiser for

Year 4

History

Saxons



'Inspiring confident and independent learners'

→ 43 43—410 410—1066 793—1066 1066—1485 1485—1603 1603—1714 1714—1837 1837—1901 1901 →

Pre-history Roman **Anglo-Saxon** Viking Medieval Tudor Stuart Georgian Victorian Modern

Knowledge

Key Vocabulary:

Archaeological evidence – objects that are dug up by archaeologists which tell us about life in the past.

Britons – the Celtic people who lived in southern Britain before the arrival of the Anglo-Saxons.

Famine – a time when there is little or no food.

Loot – to steal money or treasure

- Pupils to know a basic timeline of the Anglo-Saxon rule



- Pupils know that the Saxons previously tried to invade Britain during the Roman Empire but failed.
- Pupils know that the Anglo-Saxons were mostly farmers from Germany, the Netherlands and Denmark who were paid to defend Britain but then refused to leave
- Pupils can identify the migration of the Anglo-Saxons to Britain.
- Pupils know how the Saxons lived and can compare this to the Romans
- Pupils know the key figures in the Anglo-Saxon rule in relation to ruling England
- Pupils know the migration pattern of the Anglo-Saxon



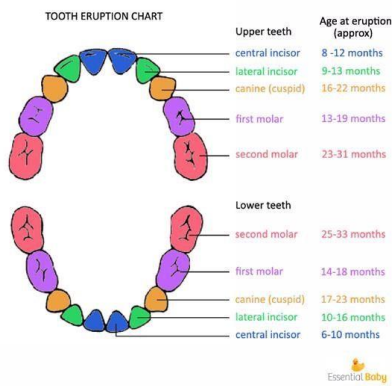
- Pupils know about how the end of the Anglo-Saxon reign came to an end

Skills

- Chronology, pupils can place key figures on a timeline using dates
- Know the history of Britain as a chronological narrative
- Understand how Britain has been influenced by the wider world
- Understand similarity and differences and use them to draw contrasts
- Understand the connections between religious and social history
- Understand how evidence is used to make historical claims
- Understand the main achievements of mankind and compare them to every day life.
- Investigation, pupils can find and use evidence to answer questions
- Review evidence, pupils can find and compare evidence from more than one source to find a definitive answer
- Use geographical maps skills, pupils can compare and contrast maps from the past and present

Knowledge

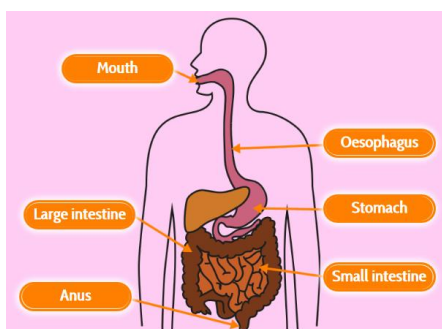
- Children can identify the different types of teeth



- Children understand the uses and benefits of the different types of teeth
- Children understand how different teeth are used for eating
- Children know what a food chain is and how it works



- Children can identify different predators and the where they sit in a food chain
- Children understand why we eat
- Children understand what a healthy diet is and what makes up a healthy diet
- Children know the journey of what we eat



Skills

- Ask appropriate questions before applying different forms of scientific enquiry to answer them.
- Set up basic practical enquiries, comparatives and fair tests.
- Observe systematically and carefully to accurately record measurements using standard units and a range of equipment.
- Collect, record, classify and present data to answer questions.
- Record findings using appropriate scientific language, diagrams, charts and tables.
- Explain findings both orally and in writing, identifying both their results and conclusion.
- Draw conclusions from results before evaluating learning.
- Identify similarities, differences and changes between scientific ideas.
- Use scientific findings to answer questions or support findings.

Hobbs Hill Wood Primary School

Knowledge Organiser for

PE

YEAR 4 Spring

Dance and Gymnastics



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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**.

Dance

- Look at **actions**.
- Where the movements fit into the dance.
- Know what the **Count of 8** is.
- Know the **dynamics** they are going to dance and what they are.
- How does the **body feel after exercise?**
- Why does our **heartbeat faster** and why do we sweat after sport?
- Know that the speed of the **music determined how fast we are to move** in dance.
- Have beginning, middle and end of dance complete ready to practice.
- Know what a formation is in dance.



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.

Dance

- **Show control, accuracy, fluency when moving.**
- **Count of 8** – keeps count of the speed of the dance, breaking it up into manageable sections.
- **Actions – Jump. Turn. Travel, Gesture, and stillness.**
- **Formation** – the shapes and ways the dance is performed.
- **Dynamics** - how the body moves and relates to speed, energy and flow.



Mi familia

- ca** sound in:
• única
- ci** sound in:
• cien 100
- co** sound in:
• único
- cu** sound in:
• cuarenta 40
• cincuenta 50

accents Accents indicate the vowel is stressed. As seen in the words tí-o and ú-ni-ca.

stress placement Words that end in a vowel, 'n' or 's' are normally stressed on the second to last syllable like her-ma-no.

phonics

The nouns and determiners for family members.



The 2 words for the possessive adjective 'my' in Spanish.

mi

mis

Numbers 1-70 in Spanish:

10 20 30 40 50 60 70

High-frequency verbs

se llama

tiene

he/she is called

he/she has

vocabulary

To fully understand the role of gender and plurality in the choice of possessives.

mi hermano mi hermana

Singular possessive adjective

mis abuelos

To move from the 1st person conjugation of high-frequency verbs to 3rd person singular.

tengo

tiene

I have

he/she has

grammar

What I will learn:

- Objective 1: I will learn the nouns and determiners for several family members in Spanish.
- Objective 2: I will learn how to move from using the determiner 'a' with a family member noun to a possessive adjective 'my' in Spanish.
- Objective 3: I will learn to answer the question '¿Tienes hermanos?' (Do you have any brothers or sisters?)
- Objective 4: I will learn how to introduce family members, learning to use 'se llama' (he/she is called).
- Objective 5: I will use my knowledge of larger numbers to be able to describe the age of family members.