

# Hobbs Hill Wood Primary School

## Knowledge Organiser for Computing Year 4

### We are musicians



'Inspiring confident and independent learners'

#### Knowledge

Children know and can explain how digital technology contributes to creating music.

Children can make a simple composition using sequencing software.

Children know and can record samples to use in their own piece of music.

Children know how to/are able to combine samples to produce a piece of music.

Children will learn how to export their composition in a standard compressed format.

Know to and can select the correct program to edit their musical compositions.



#### Key Vocabulary:

- Audacity®: Open source software for recording and editing audio:  
<http://audacity.sourceforge.net>.
- Mix: The process through which multiple sources (e.g. audio tracks) are combined into one or more channels, such as two-channel stereo.
- Uniform Resource Locator (URL): A standard for specifying the location on the internet of certain data files, such as  
<http://info.cern.ch/hypertext/WWW/TheProject.html>. In this case (and typically), the URL includes the protocol used to transmit the data, the computer on which it is stored, the file path and the file name of the data.

#### Skills

- Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
- Understand computer networks, including the internet; ... and the opportunities they offer for communication and collaboration.
- Be discerning in evaluating digital content.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information .
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.
- Reflect on their own work

# Hobbs Hill Wood Primary School

## Knowledge Organiser for D&T, Year 4, Design and make a vehicle.



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## Knowledge Organiser for Design Technology

### Knowledge

- Explore different vehicle types and their purposes
- To create and build a toy car designed to race.
- To know the function and properties and aesthetic qualities of a wider range of materials.
- To understand how key events and individuals in design and technology have helped shape the world.
- To create and understand annotated sketches to develop and communicate ideas.
- To understand and generate realistic ideas, focusing on the needs of the user.
- To know what 'a good finish' is and how to adapt and refine original design ideas.
- To know how to use their design criteria evaluate and improve their completed products.



### Skills

#### Design

- To research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams.
- To describe the purpose of their product and indicate features which will appeal to intended users.

#### Make

- To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] , accurately.
- To select from and use a wider range of materials and components, including construction materials.
- To confidently select the appropriate tools and explain the reason for their choices.
- To order the main stages of making in logical steps.
- To accurately assemble, join and combine materials to produce a product.

#### Evaluate

- To investigate and analyse a range of existing products
- To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.



# Hobbs Hill Wood Primary School

Knowledge Organiser for  
PSHE, Year 4, Healthy Me



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## Knowledge Organiser for

### Knowledge

- Know how different friendship groups are formed and how they fit into them
- Know which friends they value most
- Know that there are leaders and followers in groups
- Know that they can take on different roles according to the situation
- Know the facts about smoking and its effects on health
- Know some of the reasons some people start to smoke
- Know ways to resist when people are putting pressure on them
- Know what they think is right and wrong

### Key Vocabulary

Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.



### Skills

- Can identify the feelings that they have about their friends and different friendship groups
- Recognise how different people and groups they interact with impact on them
- Identify which people they most want to be friends with
- Recognise negative feelings in peer pressure situations
- Can identify the feelings of anxiety and fear associated with peer pressure
- Can tap into their inner strength and know-how to be assertive



# Hobbs Hill Wood Primary School

Knowledge Organiser for

Year 4

RE

Sikhism



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## Knowledge

### To understand how the religion started.

Sikhism, known to Sikhs as 'Sikhi', is the youngest of the six main world religions, but has roots in faith and practices that are much older. The founder of Sikhism is Guru Nanak, who was born into a Hindu family, and wanted nothing more than to worship the One True God, which Sikhs call by many names, including Waheguru. He looked beyond the religious practices around him at the time (Hinduism and Islam) and encouraged his followers to search only for God.

### To understand and know how beliefs influenced individuals, communities and societies.

The formation of the Khalsa is celebrated each year during the festival of Vaisakhi. It reminds Sikhs of the importance of their commitment to their faith and the fact that they are part of a wider community. The Khalsa is still growing today. It is the community of Sikhs who have decided to show their dedication to their faith by being initiated as one of the 'beloved ones'. Not all Sikhs choose to do this, but most do and this demonstration of their faith is shown by taking part in the Amrit ceremony and the daily wearing of the 5K's.

#### Key vocabulary:

**Guru** – a religious leader or teacher

**Guru Nanak** – the man who started Sikhism

**Gurdwara** – Sikh place of worship

**Guru Granth Sahib** – The Sikh holy book, Sikhs think of it as a living Guru

**Langar** – a special meal shared after services in the Gurdwara

**Guru Gobind** – The final human Guru, he created the Khalsa

**Khalsa** – The community of Sikhs who committed to their beliefs

**The 5 Ks** – Items that the Khalsa Sikhs wear to show their commitment

## Skills

- 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 reflect on ideas of right and wrong and their own and others' responses to them
- To reflect on ideas of right and wrong and their own and others' responses to them
- To use and interpret information about religions from a range of sources



# Hobbs Hill Wood Primary School

Knowledge Organiser for

Year 4

Geography

Study of South America and Climate zones



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## Knowledge

- To know the countries that make up South America.
- To know what the climate zones are in South America, including the Amazon Rainforest and the polar southern regions.
- To understand the different layers of the rainforest and how animals have adapted to live there.
- To understand the weather patterns in the rainforest biome:
  1. **Temperature**- is high and constant throughout year. The powerful Sun is overhead for most of the time.
  2. **The rainfall**-is high. The global atmospheric circulation causes an area of low pressure to form at the Equator. The rising air creates clouds and triggers heavy rain.
  3. **Rainfall varies throughout the year** a distinct wet season lasting about 6 months, when the equatorial low pressure area is directly overhead.

Key Vocabulary:

Emergent/ Overstory	The tallest trees are the emergents, towering above other trees in the forest
Canopy	The branchy part of a tree above the stem is called the crown of the tree. The canopy is formed by the mass of intertwined branches, twigs, and leaves of the tall, mature trees. The crowns of the dominant trees receive most of the sunlight.
Understory Layer	The different horizontal layers made by trees, shrubs and herbs in the forest is called under storey.
Forest Floor Layer	Forest floor is dark colored due to humus and is covered with layer of dead and decaying leaves, fruits, twigs and small herbs. The forest floor is moist and warm.

## Skills

### Geographical skills and fieldwork

- use maps and atlases to locate countries and describe features studied.

### Human and physical geography

- describe and understand key aspects of: physical geography, including: climate zones, biomes, rivers, mountains, volcanoes.
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### Locational knowledge

- locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of the Equator, Southern Hemisphere and Antarctic Circle.

### Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and South America.

# Hobbs Hill Wood Primary School

## Knowledge Organiser for

### Year 4

### Science

### Living Things

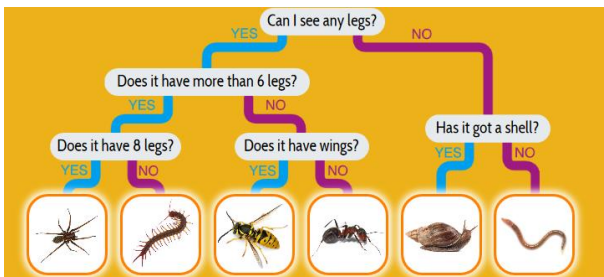


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#### Knowledge

<b>amphibian:</b> an animal with an internal skeleton that lives both in and out of water	<b>habitat:</b> the place where something lives
<b>bird:</b> an animal that flies and has an internal skeleton	<b>insect:</b> an animal with six legs
<b>centipede:</b> an animal with one leg to each body segment	<b>invertebrate:</b> an animal without a backbone
<b>classify:</b> to group things so that they can be identified	<b>key:</b> a series of questions that helps identify or group / classify things
<b>fish:</b> an animal with an internal skeleton that lives in water and has gills	<b>mammal:</b> an animal that gives birth to live young
<b>flowering plant:</b> one that produces pollen and seeds	<b>organism:</b> a living thing, animal or plant
	<b>reptile:</b> an animal with an internal skeleton that lays eggs, but lives on land
	<b>vertebrate:</b> an animal with a backbone

- Children understand that living things can be grouped
- Children can create basic groups of living things



- Children can identify and name a variety of living things
- Children know what a habitat is
- Children can identify different habitats for different animals
- Children understand and can identify how changes in habitat effect different living things
- Children are aware of their local environment and habitats for different animals

#### Skills

- Ask appropriate questions before applying different forms of scientific enquire to answer them.
- Set up basic practical enquires, 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

### Gymnastics

- Devise and perform a gymnastic sequence, **showing a clear beginning, middle and end.**
- Understand the link between **heart rate and breathing when exercising.**
- Perform a range of actions and abilities **when consistency, fluency and clarity of movement.**
- Create and perform and repeat sequences that include changes of dynamics.
- Show **control and accuracy, and fluency of movement when performing actions with a partner.**
- Combine actions to make sequences with changes of speed, level and direction and clarity of shape.
- Devise and perform a gymnastic sequence, **showing a clear beginning, middle and end.**
- Know the basic shapes that form most **gymnastic movement and balance.**

## Skills

### Gymnastics

- Perform skills more **accurately and consistently.**
- Apply and develop a **broader range of skills.**
- Learn how to use skills in different ways and link them to make actions and sequences of movements.

