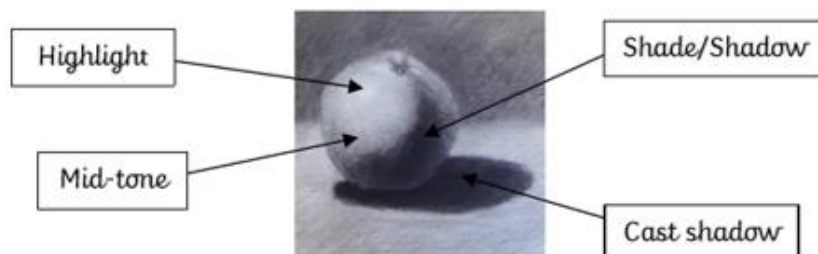




Knowledge Organiser-Light (Visual Arts-Year 4)

Key Vocabulary	Definition
Form	Form means the 3d shapes in art. In a drawing or painting an artist can create the illusion that an object is 3d rather than flat.
Tone	How dark or light something is. Tones are created by the way light falls on a 3d object.
Shade/Shadow	The parts of an object which are darker.
Highlights	The parts of an object where the light is strongest or lightest.
Mid-tone	Tones between the highlights and shadows.
Cast shadow	Where an object makes a shadow on something else e.g. a table underneath it.
Tints/shades	A tint is a mixture of a colour with white, which increases lightness, and a shade is the mixture of a colour with black, which reduces lightness.
Chiaroscuro	An Italian word which means 'light-dark'. A technique which shows very clear tonal contrasts.
Ground	The background colour which is painted onto a surface before starting a painting.
Underpainting	A layer of paint showing the different tones of an object in a painting and painted on top of the ground layer. Underpainting will be painted over with other colours once it is dry.
Burnt Sienna	A deep reddish-brown colour.
Yellow Ochre	A yellowish-brown colour.



Art	Artist/Title
	Caravaggio, Supper at Emmaus, 1601
	Johannes Vermeer, The Milkmaid, c. 1658

Knowledge Organiser-Online Safety (ICT-Year 4)



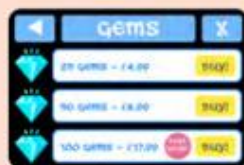
Year 4 - Online safety

Ad (short for advertisement)	Companies pay to have their website at the top of the list of search engine results.
Belief	Something we accept to exist or be true, usually without proof.
Bot	A computer program, sometimes referred to as a chatbot, that can act like a living thing e.g. 'Alexa' or 'Siri'.
Fact	Something that can be proven to be true by evidence.
In-app purchases	Extra content or services that are advertised and can be bought when you're using an app.
Influencer	A person who recommends products or services on social media.
Opinion	A view or judgement about something.
Respectful	Being considerate and polite to others, such as treating people kindly with good manners.
Snippets	A short summary.

Companies use lots of techniques to try and encourage you to buy online.



Special offers



Extra lives/objects



Pay to shop advertisements

Key facts

Search bar

Search results

Adverts

Snippets

All search engines work slightly differently. It is important to understand how the results are found and displayed.

We should behave safely and respectfully both on and offline.

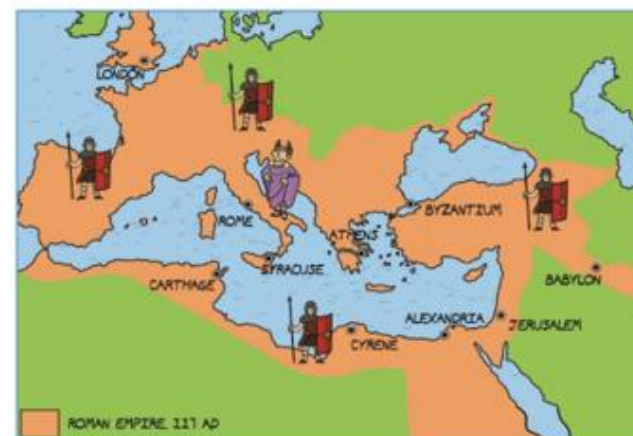


Technology can be both a positive and negative distraction. If technology is making you feel sad or angry, or you are spending too much time on it, then try to find something else to do that doesn't involve 'screentime'.

Knowledge Organiser – History: The Roman Empire and its impact on Britain

Key Vocabulary	Definition
empire	A group of states or countries ruled over by a single person
legion	A large group of soldiers who form one section of an army.
cavalry	Soldiers who fought on horseback.
invasion	The entering or taking over of a place, by force
rebellion	When a group of people are angry about something, usually something done by the people in power, and rise up and fight them
emperor	A man who rules an empire
defeat	To win against someone in a fight, war, or competition
aqueduct	Bridge-like system built to move water from one location to another
centurion	Soldier in the Roman army responsible for the command of one hundred men.

The Roman Empire



54 BC: Julius Caesar tries to invade Britain but is unsuccessful



AD 61: Boudicca leads a rebellion against the Romans



AD 43: Roman Empire Claudius conquers Britain



AD 401-410: Romans withdraw from Britain and Anglo Saxons enter



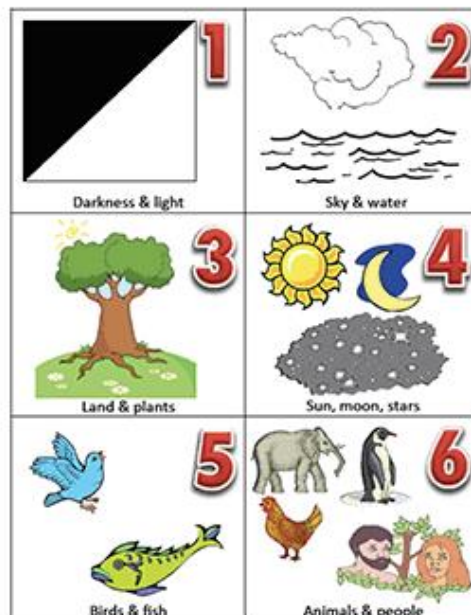
Important People

Boudicca	Led a rebellion against the Romans
Julius Caesar	Tried to invade Britain but was unsuccessful
Emperor Claudius	Successfully invaded Britain and made it part of the Roman Empire

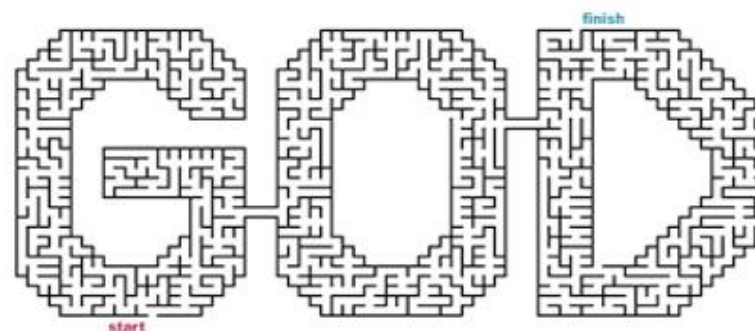
Knowledge Organiser

Creation Poem

Day one brought heaven earth and light.
It must have been so very bright!
Day two God made the clear blue sky.
A place for many birds to fly.
Day three brought land apart from seas.
With all the plants grass and trees.
Day four shone forth moon, stars and sun.
The work of God was not yet done.
Day five we see the fish and birds.
God did all of this with just His words.
Day six God formed all beasts and man.
To finish His creation plan.
Day seven was especially blessed,
A day for worship and for rest.



God Guides Christians Through Their Lives



We are all responsible for looking after the world and everyone in it

Key Vocabulary

Christians	Christians are people who believe that Jesus Christ is the Son of God, and who follow his teachings through the Bible.
God	Christians believe God is the creator and ruler of the universe and guides them on how to live their lives
Creation	The act of making, inventing, or producing something
Creator	Something or someone which creates or makes something
Steward	Someone who manages or looks after things. Being a steward is a way of living in which Christians recognise that everything belongs to God.
Responsibility	A responsibility is something that you have a duty to do, and that you're expected to do. For example, it might be your job to feed your dog or wash the dishes.
Global citizenship	Working as a community to look after the world.



Knowledge organiser

Sound

A type of energy that can be heard.

Key Vocabulary

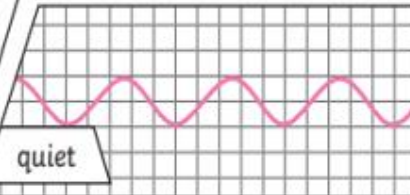
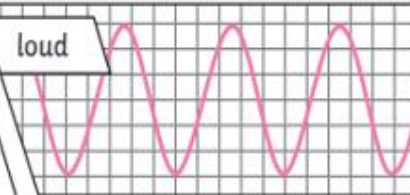
vibration	A quick movement back and forth.
sound wave	Vibrations travelling from a sound source.
volume	The loudness of a sound.
amplitude	The size of a vibration . A larger amplitude = a louder sound.
pitch	How low or high a sound is.

Key Knowledge

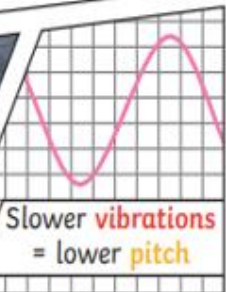
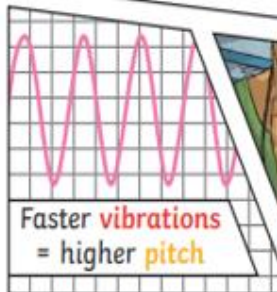
Sound is a type of energy. Sounds are created by **vibrations**. The louder the sound, the bigger the **vibration**.



The size of the **vibration** is called the **amplitude**. Louder sounds have a larger **amplitude**, and quieter sounds have a smaller **amplitude**.

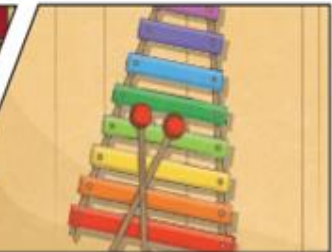


Pitch is a measure of how high or low a sound is. A whistle being blown creates a high-**pitched** sound. A rumble of thunder is an example of a low-**pitched** sound.



You can change the **pitch** of a sound in different ways depending on the type of instrument you are playing.

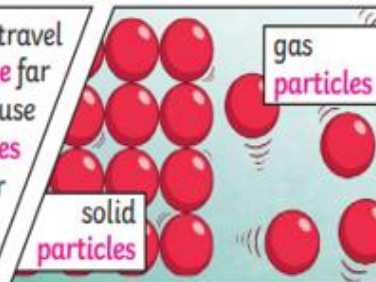
For example, if you are playing a xylophone, striking the smaller bars with the beater causes faster **vibrations** and so a higher **pitched** note. Striking the larger bars causes slower **vibrations** and produces a lower note.



Key Vocabulary

ear	An organ used for hearing.
particles	Solids, liquids and gases are made of particles . They are so small we are unable to see them.
distance	A measurement of length between two points.
soundproof	To prevent sound from passing through.
absorb sound	To take in sound energy. Absorbent materials have the effect of muffling sound.
vacuum	A space where there is nothing. There are no particles in a vacuum.
eardrum	A part of the ear which is a thin, tough layer of tissue that is stretched out like a drum skin. It separates the outer ear from the middle and inner ear . Sound waves make the eardrum vibrate .

Sound energy can travel from **particle to particle** far easier in a solid because the **vibrating particles** are closer together than in other states of matter.



Key Knowledge

Sound can travel through solids, liquids and gases. Sound travels as a **wave**, **vibrating** the **particles** in the medium it is travelling in. Sound cannot travel through a vacuum.

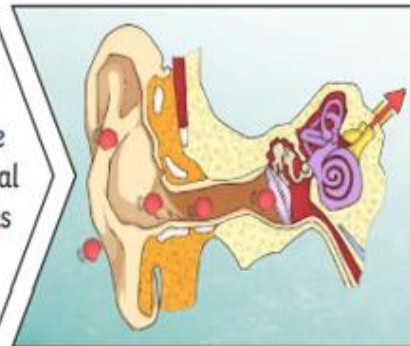
When you hit the drum, the drum skin **vibrates**. This makes the air **particles** closest to the drum start to **vibrate** as well.



The **vibrations** then pass to the next air **particle**, then the next, then the next. This carries on until the air **particles** closest to your ear **vibrate**, passing the **vibrations** into your **ear**.



Inside your **ear**, the **vibrations** hit the **eardrum** and are then passed to the middle and then the inner **ear**. They are then changed into electrical signals and sent to your brain. Your brain tells you that you are hearing a sound.



If you throw a stone in a pond, it will produce ripples. As the ripples spread out across the pond, they become smaller. When sound **vibrations** spread out over a **distance**, the sound becomes quieter, just like ripples in a pond.





Teaching Type: Early Language



Unit: PUEDO



Unit Objective: To say 'I can...' plus a range of activities in Spanish

By the end of this unit we will be able to:

- Recognise, use and remember 10 common Spanish verbs/activities.
- Use these verbs in the infinitive to make a short sentence starting with *puedo*.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1.
- Language introduced from units like Animals, Instruments, Fruits & Vegetables.
- Vocabulary from the 'Yo Aprendo Español' unit.
- What a verb is in English.

Grammar we will learn & revisit:

Modal verb plus infinitive. Learning that *puedo* (that comes from the modal verb *poder* and translates 'as I am able') is ALWAYS followed by a verb in its infinitive form in Spanish. Also learning that punctuation can be different in Spanish. The upside down question mark (¿) is used at the beginning of all questions and interrogative clauses. This means you know that the sentence is a question and not a statement – before you reach the end of the sentence! It is always used at the beginning of a sentence that is a question. No exceptions!

Skills we will develop:

Learning to remember new vocabulary by using an image, sound or mime. Remembering more and knowing more by using a greater variety of high frequency verbs with the *puedo*. Being able to create longer sentences. Learning to expand, looking up other verbs in their infinitive form not covered in the lesson using the English to Spanish section of a dictionary.

Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- CH sound in *escuchar*
- **Silent letters.** 'H' is always a silent letter in Spanish (unless the word is of foreign origin). *Hablar* is pronounced *ablar*.
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in *bai-lar*, *can-tar* and *es-cri-bir*. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like *pue-do*.



Activities we will complete:

Simple reading, listening and written tasks to help learn and remember the new vocabulary. There will be a sound and mime to learn for each activity too. There will be more focus on remembering some/all of the spellings with more accuracy with a choice of written tasks including gap-fill, word puzzles, crosswords and worksheets. The final task will be to say/write what activities we are able to do.

Vocabulary we will learn & revisit:

Ten different high frequency verbs linked to common activities. First person conjugation of the modal verb *poder*, *puedo* plus ten common infinitive verbs. All on Vocabulary Sheet.

Year 4 - Families and relationships

Act of kindness	Doing something nice for someone.
Authority	A person with high status and decision making power.
Bereavement	Mourning or grieving somebody who has died.
Bullying	To cause repeated physical or emotional pain to somebody.
Bystander	Someone who watches something happening without getting involved.
Manners	A way of behaving that shows respect for other people.
Permission	Allowing someone to do something once they have asked first.
Respect	Being thoughtful and polite towards other people.
Stereotype	A view or idea about something, often someone, which is often untrue.



Gender stereotypes can have an impact on how people see themselves and what they think they can do.

Families in different parts of the world have different ways of living.

There are different ways we can help people when someone close to them has died.

Getting help

Talk to an adult you trust either at school or at home.

Contact: Childline
www.childline.org | 0800 1111
 Calls DO NOT show on the phone bill

Key facts

Different manners are needed in different situations.

Everyone should be respected, especially people who have a position of authority such as police and teachers.



People have different boundaries and we should respect these.

Your body belongs to you and you have the right to decide what happens to it.



How we behave can have a positive impact on other people, for example saying something kind or helping them.



How we behave can have a negative impact on other people, for example saying nasty things or not letting them join in.