

Y4 Curriculum Overview

Summer 1

Reading

To access our curriculum, it is essential children can read. Please ensure your child reads daily and complete their reading record. Thank you for your support.

Writing

This term we will be learning to write **Poetry, Description & Explanatory Texts**. To support your child's learning, please find the **Knowledge Organiser** attached for English.

Maths

This term we will be learning about **Money, Decimals and Time**. To support your child's learning, please find the **Knowledge Organiser** attached for these units.

Science

This term we will be learning about **Biology: Animals including Humans**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

History

This term we will be learning about the **Ancient Egypt**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

Art

This term we will be learning about **Painting**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

PSHCE

This term we will be learning about **One World**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

Computing

This term we will be learning about **Information Technology**. To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

RE

This term we will be learning about **For Christians, what was the impact of Pentecost?** To support your child's learning, please find the **Knowledge Organiser** attached for this unit.

Thank you for your continued support. More information can be found on the school website.

If you would like any extra support, please speak to your child's teacher.

Believe – Achieve - Succeed

PUNCTUATION, VOCABULARY & GRAMMAR

YEAR 4 KNOWLEDGE ORGANISER

Year 4 Overview



- By the end of Year 4, you should be able to understand the difference between the plural and possessive -s at the end of nouns.
- You should also be able to punctuate to show singular and plural possession.
- You should be grasping a more consistent understanding of Standard English, including use the correct verb inflections in your writing.
- To aid your descriptions, you should be able to enhance noun phrases with modifying details.
- Your writing should be well-structured, with paragraphs around themes, and a variety of pronouns and nouns.

Vocabulary and Grammar

- Plural and Possessive 's'**: -s or -es can be added to the end of nouns to show that they are plural (there is more than one). e.g. 'Four crocodiles' or 'The annoying flies.'
- s is also added to the end of a word to show that something belongs to someone or something (they possess it). On these occasions, an apostrophe is also added. e.g. It was Sheila's pencil case' or 'Brad's hair was soaking wet.'
- See the section in 'Punctuation' (bottom left) for how to use apostrophes for plural possession.
- Standard English Verb Inflections**: Inflections are the name given to the endings of verbs. Sometimes in speech, we do not use the correct inflections, but we must in writing, e.g. 'you were there', not 'you was there' and 'I did it' not 'I done it.'



Word Level

- **Fronted Adverbials**: Adverbials are words or phrases that act like an adverb, giving more information about the verb. Fronted adverbials are adverbials at the beginning of sentences.



Sentence Level

Punctuation

Direct speech pt. 2

- As covered in Year 3, inverted commas show when there is direct speech. Inverted commas are placed at the beginning & end of a spoken passage, e.g. "You'll never guess what I've just seen!" said Chris, excitedly.
- Reporting clauses placed before the direct speech should end with a comma, e.g. -e.g. The conductor shouted, "Sit down!"



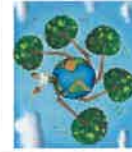
Apostrophes for Plural Possession

- Plural possession means something that belongs (possession) to more than one (plural) person, animal, place object or thing.
- To show plural possession, the apostrophe should be placed after the final 's', (instead of before it, as you do when it is singular) e.g. -It was the elephants' natural habitat.' -She had taken the boys' packed lunches.'



Commas after Fronted Adverbials

- For more info on fronted adverbials, see the section in 'Sentence Level' on the right.
- A comma is normally used at the end of the fronted adverbial, e.g. -'Speedily, the rabbit hopped.'
- 'Under the tree, he stood.'



Text Level

- Paragraphs pt. 2**: Paragraphs are a way to group similar ideas in your writing. You should be able to group ideas in a paragraph around a theme. For example, in an argument about saving the environment, you may have paragraphs focusing on 'air pollution', 'deforestation' and 'overfishing.'

- Using Pronouns and Nouns**: You can use a variety of nouns and pronouns to avoid repetition in your writing. e.g. instead of always using 'the dog', you could use the nouns 'hound', 'labrador' or 'pooch', or the pronoun 'he', 'she' or 'it'.

Key Terminology

Fronted Adverbial

Determiner

Pronoun

Possessive Pronouns

Subordinate Clause

Inverted Comma

Modifying Adjectives

Preposition Phrases

Decimals

Knowledge Organiser

Key Vocabulary

tenths

hundredths

decimal tenths

decimal hundredths

decimal equivalents

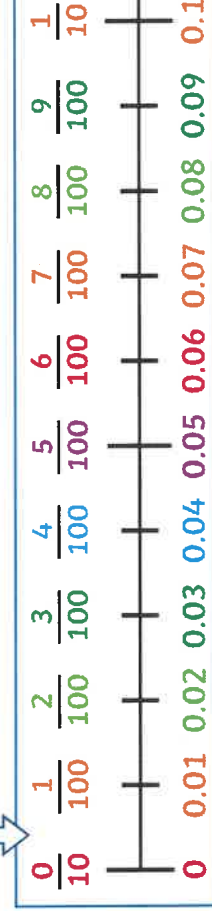
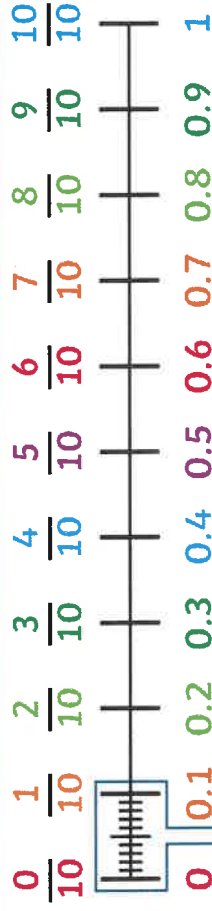
part-whole model

rounding

decimal point

place value

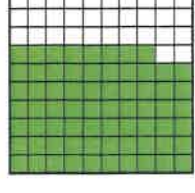
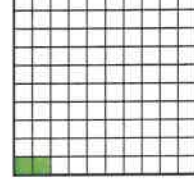
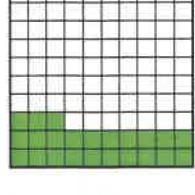
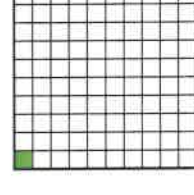
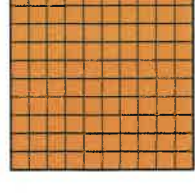
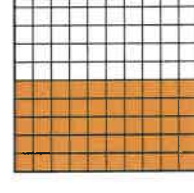
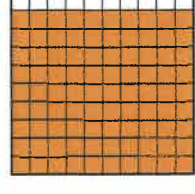
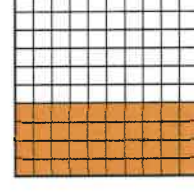
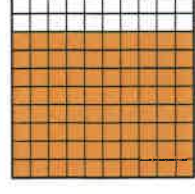
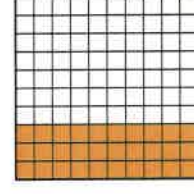
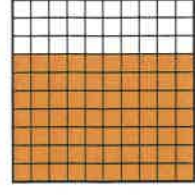
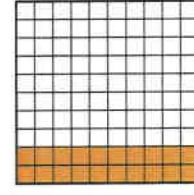
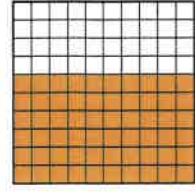
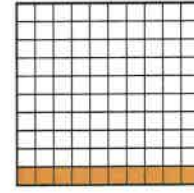
Tenths and Hundredths



Fraction and Decimal Equivalents



Tenth and Hundredth Decimal Equivalents



Decimals

Knowledge Organiser

Dividing by 10

Tens	Ones
8	5

$$\div 10$$

Tens	Ones	Tenths
	8	5

$\div 10$

Dividing by 100

Tens	Ones
8	5

$$\div 100$$

Tens	Ones	Tenths	Hundredths
	0	8	5

$\div 100$

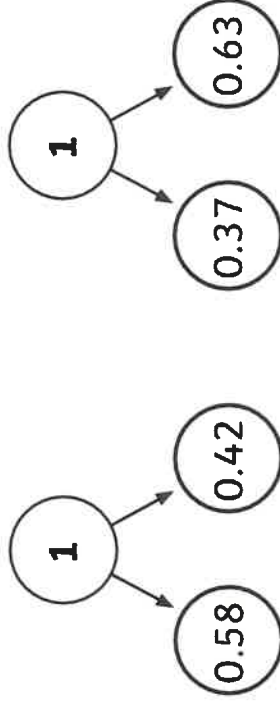
Rounding Decimals



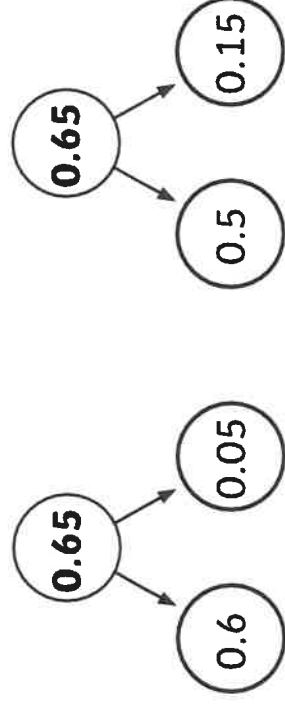
If the tenths digit is **1, 2, 3 or 4**, we round **down** to the nearest whole number.

If the tenths digit is **5, 6, 7, 8 or 9**, we round **up** to the nearest whole number.

Make a Whole



Partitioning Tenths and Hundredths



Comparing Numbers with Two Decimal Places

Ones	Tenths	Hundredths
0	$\frac{1}{10}$ $\frac{1}{10}$	$\frac{1}{100}$ $\frac{1}{100}$

0 . 3 4

Ones	Tenths	Hundredths
1		$\frac{1}{100}$

1 . 0 2

Ones	Tenths	Hundredths
2	$\frac{1}{10}$	$\frac{1}{100}$ $\frac{1}{100}$

2 . 1 3

Banknote Reproduction Conditions

All conditions relate to:

- The reproduction of all or part of a banknote;
- Whether the front or the back of a banknote is reproduced;
- For reproductions of all banknotes issued by the Bank of England whether current legal tender or not;
- For all possible reproductions, including modified or distorted reproductions.

Reproduction Conditions		Physical Reproductions	Digital/Other Reproductions
1.	Reproductions must be one sided only.	Required	Not Required
2.	Reproductions must not be the same size as actual banknotes; they must be at least 25% smaller or at least 25% larger.	Required	Not Required
3.	Reproductions may not appear in an offensive or inappropriate context or in such a manner that the Bank, in its sole opinion, believes would undermine the integrity of the currency.	Required	Required
4.	There should be no distortion to the Queen's image (apart from an enlargement, reduction or slant).	Required	Required
<hr/>			
5.(a)	Reproductions must be printed on a material clearly different and distinguishable from materials used to print current series Bank of England banknotes.	At least one of conditions 5 (a)-(c) must also be met	Not Required
5.(b)	Reproductions showing more than 50% of the total surface area of one side must be overprinted with the word "SPECIMEN" unless on a slant of over 20°. SPECIMEN markings must be in bold grey font, at a 45° slant through the centre of the banknote, not less than 1/3 the length and 1/10 the height of the note.		At least one of conditions 5 (b)-(c) must also be met
5.(c)	Reproductions showing less than 50% of the total surface area of one side do not need to be slanted or overprinted with the word "SPECIMEN".		

Key Vocabulary
amount
change
combinations
estimate
decimal
pence
penny
pounds
round
value
convert

UK Coins	
	£0.01 one penny coin
	£0.02 two pence coin
	£0.05 five pence coin
	£0.10 ten pence coin
	£0.20 twenty pence coin
	£0.50 fifty pence coin
	£1.00 one pound coin
	£2.00 two pound coin

UK Notes	
	£5 five pound note
	£10 ten pound note
	£20 twenty pound note
	£50 fifty pound note

Pounds and Pence	
	£3 and 25 pence
	£3.25
	£52 and 13 pence
$463 = £4.63$	
$705p = £7.05$	
$92p = £0.92$	

Ordering Money

We can compare or order amounts by changing all amounts to either pounds or pence.

£4.82 428p

£4.82 = 482p

482p > 428p

£4.82 > 428p

Order in ascending order:

516p 156p £1.65 £6.51

£1.65 = 165p and £6.51 = 651p

156p, £1.65, 516p, £6.51

Estimating Money



That's about £8.



That's about £4.



We can use estimates when calculating.



They are about £3 and £7 so will be about £10 in total.



They are about £4 and £3 so will be about £7 in total. I will have about £3 left.

Time

Knowledge Organiser

Key Vocabulary

12-hour time
24-hour time
Roman numerals
analogue
digital
hours
minutes
seconds
o'clock
half past
quarter past
quarter to
midday
midnight
noon
a.m.
p.m.

Analogue and Digital Clocks

12:15
quarter past twelve

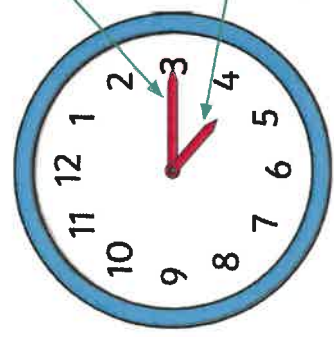
12:00
twelve o'clock

12:30
half past twelve

12:45
quarter to one

Minute Hand
The long hand points to the minutes past the hour.

Hour Hand
The short hand points to the hour. If this hand is pointing between the hours, it is the earlier hour of the two.



Durations of Time

There are **60 seconds** in a minute.

There are **60 minutes** in an hour.

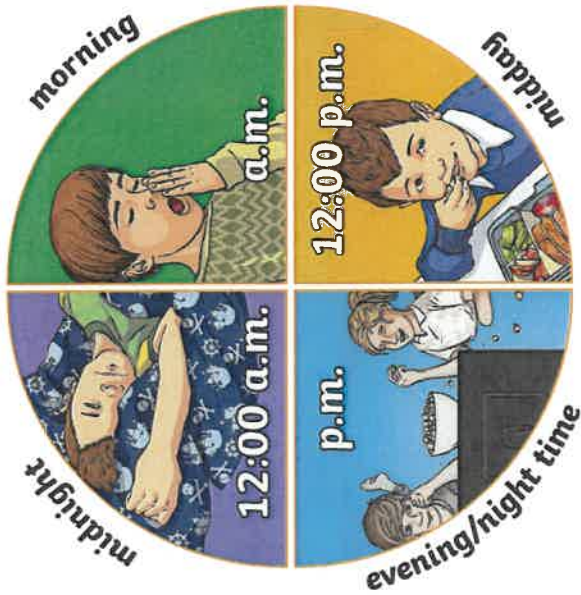
There are **24 hours** in a day

There are **7 days** in a week.

There are **12 months** in a year.

24-Hour Time

There are 24 hours
in a day.



	01:00	1 a.m.	1 o'clock	
	02:00	2 a.m.	2 o'clock	
	03:00	3 a.m.	3 o'clock	
	04:00	4 a.m.	4 o'clock	
	05:00	5 a.m.	5 o'clock	
	06:00	6 a.m.	6 o'clock	
	07:00	7 a.m.	7 o'clock	
	08:00	8 a.m.	8 o'clock	
	09:00	9 a.m.	9 o'clock	
	10:00	10 a.m.	10 o'clock	
	11:00	11 a.m.	11 o'clock	
	12:00	12 p.m.	12 o'clock	
	00:00	12 a.m.	12 o'clock	
	23:00	11 p.m.	11 o'clock	
	22:00	10 p.m.	10 o'clock	
	21:00	9 p.m.	9 o'clock	
	20:00	8 p.m.	8 o'clock	
	19:00	7 p.m.	7 o'clock	
	18:00	6 p.m.	6 o'clock	
	17:00	5 p.m.	5 o'clock	
	16:00	4 p.m.	4 o'clock	
	15:00	3 p.m.	3 o'clock	
	14:00	2 p.m.	2 o'clock	
	13:00	1 p.m.	1 o'clock	

Ancient Egypt Knowledge Organiser – Year 4

Key Knowledge

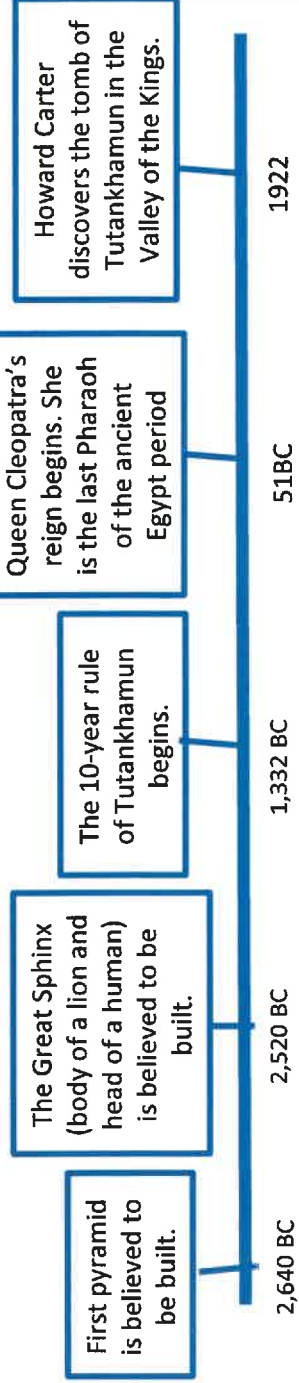
- ✓ The Ancient Egyptians buried their Pharaohs in impressive tombs filled with weapons, clothes and jewellery.
- ✓ The most famous discovery was by Howard Carter in November 1922 when he discovered the tomb of Pharaoh Tutankhamun.
- ✓ The Egyptians worshipped hundreds of different gods and goddesses (polytheism).
- ✓ The Ancient Egyptians believed that if you lived a good life and prepared yourself, you could live again in the afterlife.
- ✓ The Egyptians mummified the dead to preserve the bodies for as long as possible as they believed you would need your body in the afterlife.
- ✓ They then built pyramids to protect the bodies and treasures of the pharaohs after they died.
- ✓ Ancient Egypt was one of the wealthiest civilizations at the time.

Map of Egypt



Cairo is the capital of Egypt
The River Nile is the longest river in the world. People settled near the Nile as it was a useful source of water (used for drinking, washing, watering crops).

Key Events



Concepts



Community & culture - civilisation

Disciplinary Concepts



Cause & consequence
Evidence & interpretation

Big Idea

The Ancient Egyptian's achievements still have an impact on today's society. From innovations in writing and maths to the earliest uses of makeup and perfume, the civilization had a huge impact on the way people today communicate, travel, eat, dress, and more.



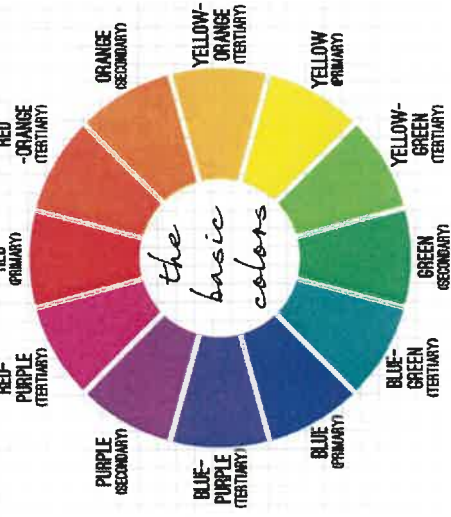
Vocabulary

- Archaeologist:** People who work out our history by looking at artefacts that have been found.
- Pharaohs:** The word pharaoh originally meant 'great house', but came to mean the person who resided in it.
- Tombs:** Ancient Egypt is known for its magnificent and beautiful tombs. The most well-known are within the pyramids in the Valley of the Kings.
- Hieroglyphs:** The term hieroglyph refers to the facts that it is carving for sacred things, but hieroglyphics were also written on papyrus.
- Vizier:** The vizier in Ancient Egypt, was the most powerful position after the King. A vizier was the equivalent of the modern-day Prime Minister.
- Scribe:** A scribe recorded in writing the everyday life and extraordinary happenings in Ancient Egypt.
- Mummy:** Remains of a body found inside carved and brilliantly painted burial case known as a sarcophagus.
- Sarcophagus:** Sarcophagus is a Greek word meaning flesh-eating and refers to the mummy case.

'A people without the knowledge of their past history, origin and culture is like a tree without roots' Marcus Garvey,

Painting

Here is the position of each primary, secondary and tertiary colour on a colour wheel:



Remember: Tertiary colours are created by mixing primary and secondary colours.

Artist Study

L.S Lowry –

Impressionist painter

- ✓ L. S. Lowry (Laurence Stephen Lowry) was born on 1st November 1887 in Stretford, Lancashire.
- ✓ Lowry had an unhappy childhood. He wasn't very popular at school, didn't have a very close relationship with his parents, and he had few friends.
- ✓ Lowry's paintings often featured industrial Pendlebury and they captured scenes of life in industrial England.
- ✓ His landscapes are often populated by stylised 'matchstick men' figures.
- ✓ Lowry didn't complete many paintings of London. However, his 1960 painting of Piccadilly Circus sold for more than £5 million in 2011.

Tints & Shade

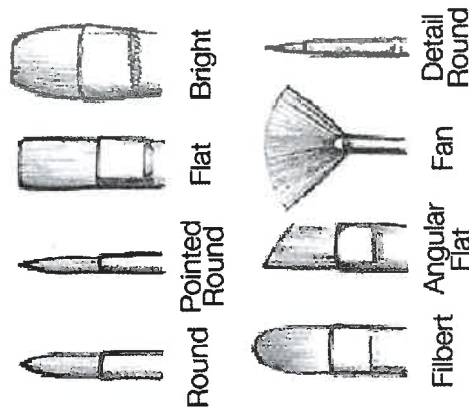
To create a tint, add white:



To create a shade, add black:



Brush Theory



Vocabulary

colour wheel: There are 12 main colours on the colour wheel. They include the primary, secondary and tertiary colours.

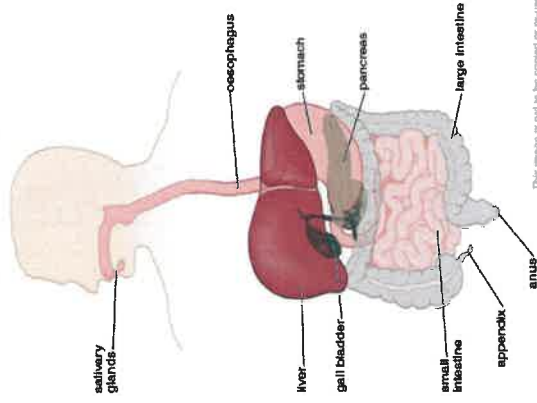
shade: an area that has such darkness.

tint: a pale or light colour, often made by adding white.

Sticky Knowledge:

- ✓ Mechanical digestion is the physical process of breaking up food by crushing, tearing, chopping etc.
- ✓ Chemical digestion is the process of breaking down food using enzymes, acids and other substances produced within the body.
- ✓ The stomach is filled with strong, powerful acids that break down the food into smaller pieces.
- ✓ As well as producing enzymes to aid digestion, the liver also breaks down toxins such as alcohol.

The Digestive System:



- The digestive system helps turn the food we eat into energy that our bodies can use.
- Food travels from the mouth, down the oesophagus, into our stomach and then through the intestines.
- The body then gets rid of waste products so that the cycle can continue.

Types and Function of Teeth:



- Incisor:** Narrow teeth at the front of the mouth for cutting.
- Canine:** Pointy teeth used to tear food.
- Molar:** Teeth used for chewing and grinding food.
- Premolars:** Wide back teeth for gripping and grinding food.

Big Idea:

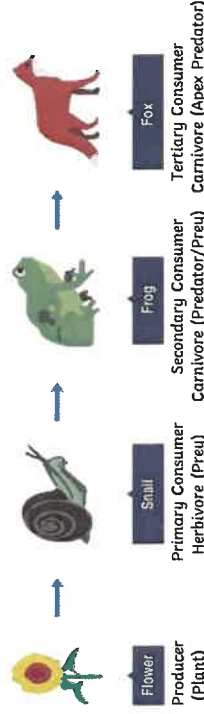
All living things need food and water. Some, such as plants produce their own food, whilst others eat other living things to acquire this energy, forming food chains. Animals, including humans have digestive systems, which are linked organs responsible for breaking down food into sugars, proteins and nutrients, alongside removing waste from the body.

Learning Components:

- Know the location and functions of the main organs of the human digestive system.
- Understand the journey that food takes, from entering the mouth to exiting the anus. Know that it is mechanically and chemically digested along this journey by enzymes and acids.
- Know that the human mouth has four kinds of teeth, which are used to mechanically chop, tear and grind food within our mouths.
- Understand the importance of oral hygiene and effects of not looking after teeth.
- Understand food chains and food webs.

Food Chains:

- A **food chain** shows the feeding relationship between living things.
- Food chains begin with a **producer**, which make their own food. The producer is usually a plant.
- An animal eats the producer: this animal is the **consumer**. Animals which only eat plants are called **herbivores**.
- Another animal (**predator**) will then eat that animal (**prey**).
- Animals which eat meat are called **carnivores**.
- Animals which eat both plants and animals are called **omnivores**.
- Food chains which link together are known as **food webs**.



Vocabulary:

Digestion: The process of breaking down food to acquire energy and nutrients using linked organs called the **digestive system**.

Saliva: A liquid containing starch dissolving enzymes produced in the salivary glands in the mouth.

Stomach: An organ containing acid and amylase, where food proteins are digested.

Small Intestine: The main function of the small intestine is absorption of nutrients and minerals from food.

Large Intestine: The major function of the large intestine is to absorb water from the remaining indigestible food.

Anus: The part of the digestive system where solid food waste leaves the body.

Year 4 – Information Technology

Sticky Knowledge:

- ✓ I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.
- ✓ I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy.
- ✓ I can explain what is meant by fake news.
- ✓ I can describe strategies for keeping personal information private, depending on context.
- ✓ I know what the digital age of consent is and the impact this has on online services asking for consent
- ✓ When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.
- ✓ I can give some simple examples of content which I must not use without permission from the owner.

Computing Pioneer



Hedy Lamarr
1914 - 2000

Hedy Lamarr was an Austrian-American actress who pioneered the technology that formed the basis for today's WiFi, GPS and Bluetooth. Though initially not recognised for her work, in 1997, Lamarr finally received recognition when she was awarded the Pioneer Award by the Electronic Frontier Foundation.

Big Idea:

I can understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Our linked text



Hedy Lamarr's Double Life

Laurie Wallwork

Vocabulary

Information Technology:

The use of computers to save, store and communicate information.

Copyright:

A legal protection extended to those who produce creative works.

Collaboration:

Working with someone else to produce something.

Privacy:

The right to keep your personal information to yourself.

Networks:

Two or more computers that are connected together for the purpose of sharing information.

Digital age of consent:

The minimum age you must be before you can consent to social media and internet companies collecting, processing and storing your data. This is 13 years of age in Great Britain.

Sticky Knowledge

- ✓ People who live in different countries, have some things the same and some differences to us.
- ✓ We can use many different things from the Earth, so it is important to protect the Earth for ourselves and future generations.
- ✓ There are environmental problems of overuse and misuse of natural resources, so it is vital to take care of our world.



Key Questions

- Who is special in your life and why are they special?
- What is the same about your home and someone else's in a different country?
- What is a natural resource?

Vocabulary

- World**-The Earth, together with all countries and people.
- Countries**- A nation or place in the world
- Environment**- Surroundings or conditions in which a person, plant or animal lives
- Natural resources**- Materials or substances which come from nature
- Abroad**- In or go to a foreign country
- Respect**- A way of treating or thinking about something or someone- show respect by being kind and polite
- Similarities**- When you compare people or things and say how they are alike
- Differences**- Ways in which people or things are not the same

Exciting Books

