**Year 4 Knowledge Organiser – Summer Term 1**

**Maths –**

2D shape and sorting including: naming different triangles and quadrilaterals.

Know, compare and order angles.

Identify a vertical or horizontal line of symmetry.

Order and compare numbers beyond 1,000

Find 0.1, 1, 10, 100 or 1,000 more or less than a given number

Compare numbers with the same number of decimal places saying which number is more or less

Order numbers with the same number of decimal places

Round any number to the nearest 10, 100 or 1,000

Round numbers with one decimal place to the nearest whole number

**By the end of year 4 it is expected that children will know all multiplication facts by heart. Please encourage your child to use Times Tables Rockstars as often as possible**

**Spelling**

To spell the words from the year 3 and 4 list

To use the first 2 or 3 letters in a word to check its spelling in a dictionary

To recognise and spell homophones

To spell words with a prefix or a suffix

We will be using Spelling Rule word mats to support our spelling lessons this half term, however, please continue to practice all the rules on Spelling Frame.

**English**

We will be looking at and writing our own versions of the famous nonsense poem, ‘The Jabberwocky’. We will then continue to use our Geography topic ‘Mountains’ to write a variety of different text types, such as: diary entries, persuasive adverts, non chronological reports.

We will continue to read our class novel, Plant Omar, and towards the end of the term, we will move onto reading the wonderful Harry Potter!

**PE**- Athletics

**RHE**

**LIVING IN THE WIDER WORLD**

Caring for others; the environment, people and animals; shared responsibilities, making choices and decisions

How can choices make a difference to others and the environment?

**Science**

**States of Matter**

Know the temperature at which materials change state

Know about and explore how some materials can change state

Know the part played by evaporation and condensation in the water cycle

Group materials based on their state of matter (solid, liquid and gas)

**Spanish**

**Hobbies**

**Key Vocabulary**

jugar al fútbol / dibujar / leer / bailar / jugar al baloncesto / ver la television / jugar al playstation/Xbox / nadir / y / pero / ¿Qué falta? / ¿Te gusta …? / ¡No, no me gusta …! / ¡Sí, me gusta …!

**Music**

- Join in and stop as appropriate.

- Respond with more confidence to musical cues such as starting and stopping.

- Learn how to follow a leader/conductor.

- Treat each instrument with respect and use the correct techniques to play them.

- Continue to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations.

- Start to understand the basics and foundations of notations if appropriate

**Art**

**Artist: Kurt Schwitters**

Textiles- to use basic cross stitch

Know how to print onto different materials using at least two different colours.

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**Computing**

**Recognise acceptable and unacceptable behaviour using technology**

**Safe use of IT**

**Using programs**

-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

**RE**

**L2.8 What does it mean to be a Hindu in Britain today? Believing**

* Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).
* Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).
* Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).
* Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).

**Geography**

Rivers, hills and mountains.

* To know the difference between a hill and a mountain
* Know where the main mountain regions and physical features are in the UK
* Be aware of the world’s highest mountains/longest rivers and how they have changed over time
* Identify mountains in an atlas
* Identify rivers on an atlas
* Identify and label the main features of a river