**Year 4 Knowledge Organiser – Autumn term 1**

**Maths –**

Recap numbers to 1000

Partition numbers

Round numbers to the nearest 10 and 100

Compare and order 4 digit numbers

Introduce negative numbers

Begin to introduce Roman numerals

Add and subtract using formal written methods

Add and subtract using an efficient method

**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**

**Writing**

We will be using Roald Dahl’s Fantastic Mr Fox to create WANTED posters, fact files and diary entries. Whilst writing in these different styles, we will be focusing on the use of exciting vocabulary and editing our work to improve it.

**Grammar**

To recognise subordinating and coordinating conjunctions in their writing

Inverted commas and associated punctuation

To ensure their writing makes sense

To use nouns and pronouns appropriately

To use inverted commas

**Reading**

To develop positive attitudes to reading

To understand what they read, retrieving and recording information

To understand a character’s behaviour and motives

**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

To use s, es and ies for plurals



**Spanish**

Name and describe people, a place and an object

Give response using a short phrase

Write phrases from memory

Write 2-3 short sentences on a familiar topic

To write about my family

**RHE**

How to recognise personal qualities and individuality

To identifying positive things about themselves and their achievements

How their personal attributes, strengths, skills and interests contribute to their self-esteem

How to set goals for themselves

How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking

**PE**

Move in a controlled way

Include change of speed and direction in a sequence

Work with a partner to create, repeat and improve a sequence with at least three phases

Provide support and advice to others

Be prepared to listen to the ideas of others

**Computing**

Recognise acceptable and unacceptable behaviour using technology

Give an ‘on-screen’ robot specific instructions that takes them from A to B

Make an accurate prediction and explain why they believe something will happen (linked to programming)

**Science**

Identify and name appliances that require electricity to function

Construct a series circuit

Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers)

Predict and test whether a lamp will light within a circuit

Know the difference between a conductor and an insulator; giving examples of each

**History**

Know about, and name some of the advanced societies in the world about 3000 years ago

Know that the Ancient Greeks invented a range of things, including democracy, the theatre and the Olympics

To read a range of Greek myths

To understand the Ancient Greek’s belief in Gods and Mount Olympus

**Music**

Sing songs from memory with accurate pitch

Use notation to record compositions in a small group of individually

Explain why silence is often needed in music and explain what effect it has

Use notation to record and interpret sequences of pitches

Identify and describe the different purposes of music

**Art**

Use sketchbooks to experiment with different texture

Know how to print onto different materials using at least four colours

**RE**

Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).

Make connections between stories of temptation and why people can find it difficult to be good (A2).

Discuss their own and others’ ideas about how people decide right and wrong (C3).