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

**Grammar**

Link ideas across paragraphs using adverbials of time, places and number or by varying tense

Be exposed to books that are structure in different ways

Broaden range of figurative language to include metaphors, personification and repetition

**Writing**

We will be using the online story ‘Alma’ to recognise themes of good over evil, and use of magical devices. We will begin to interweave character, setting, plot and dialogue within narratives. We will plan and write our own newspapers after looking at examples from ‘First News’. In addition to this, we will write own poems, inspired by the hilarious, ‘Gran, Can You Rap?’.

**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

**Maths –**

Round numbers to the nearest 10 and 100

Add and subtract using formal written methods

Add and subtract using an efficient method

Convert between different units of measure [e.g. kilometre to metre; hour to minute]

Read, write and convert time between analogue and digital 12- and 24-hour clocks

Multiply two-digit and three-digit numbers by a one-digit number using formal written layout

Divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

**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**

**Reading**

To develop positive attitudes to reading

To make reasoned predictions of what might happen

To understand a character’s behaviour and motives

Infer characters’ feelings thoughts and motives and justify using evidence

**PE**- Dance with specialised coach.

**History**

The Industrial Revolution

* Know what is meant by the Industrial Revolution
* Know how the Industrial Revolution affected Salford and Greater Manchester
* Know how historic items and artefacts from the Victorian era have been used to help build up a picture of life in the past
* The rich and poor led very different lives
* Know about the impact that the Victorian history had on the world
* The Bridgewater canal played a vital role in Salford during the Industrial revolution transporting coal
* Queen Victoria visited Worsley in 1851, traveling via the Bridgewater canal

**Computing**

**Recognise acceptable and unacceptable behaviour using technology**

**Safe use of IT**

**Search Engines**

-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

-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

**Art**

**Artist: Chris ofili**

In drawing, use a range of pencils and techniques to show facial expressions and body language

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

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**Music**

Continue to play and move between differentiated parts with a sound-before symbol approach, according to ability. Use the notated parts provided if appropriate. - Continue to experience playing together in a band or ensemble. - 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.

**RE**

**L2.3 Why is Jesus inspiring to some people? Believing**

Make connections between some of Jesus’ teachings and the way Christians live today (A1). Describe how Christians celebrate Holy Week and Easter Sunday (A1).Identify the most important parts of Easter for Christians and say why they are important (B1).Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).

**Science**

**Sound**

Know how sound is made, associating some of them with vibrating

Know how sound travels from a source to our ears

Know the correlation between pitch and the object producing a sound

Know the correlation between the volume of a sound and the strength of the vibrations that produced it

Know what happens to a sound as it travels away from its source

**Spanish**

**School**

**Key Vocabulary**

El ingles / las matemáticas / las ciencias /la historia /la Geografia /el español /el francés /la música /el arte /la educación física. / ¿Te gusta…? /Me gusta /Me gustan /No me gusta… / y / pero

**RHE**

HEALTH AND WELLBEING

Feelings and emotions; expression of feelings; behaviour

How can we manage our feelings?