



Science Knowledge Organiser

Year 4 Spring 1 - Digestion and Food

Absorb	To take in or soak up.
Digest	To break up food into smaller pieces.
Predator	Something that hunts and kills its food.

Prey	Something that is hunted and killed for food.
Producer	A living thing that makes its own food.
Saliva	The liquid added to the mouth to help chewing, swallowing and digestion.

The human digestive system

oesophagus

mouth

stomach

small intestine

large intestine

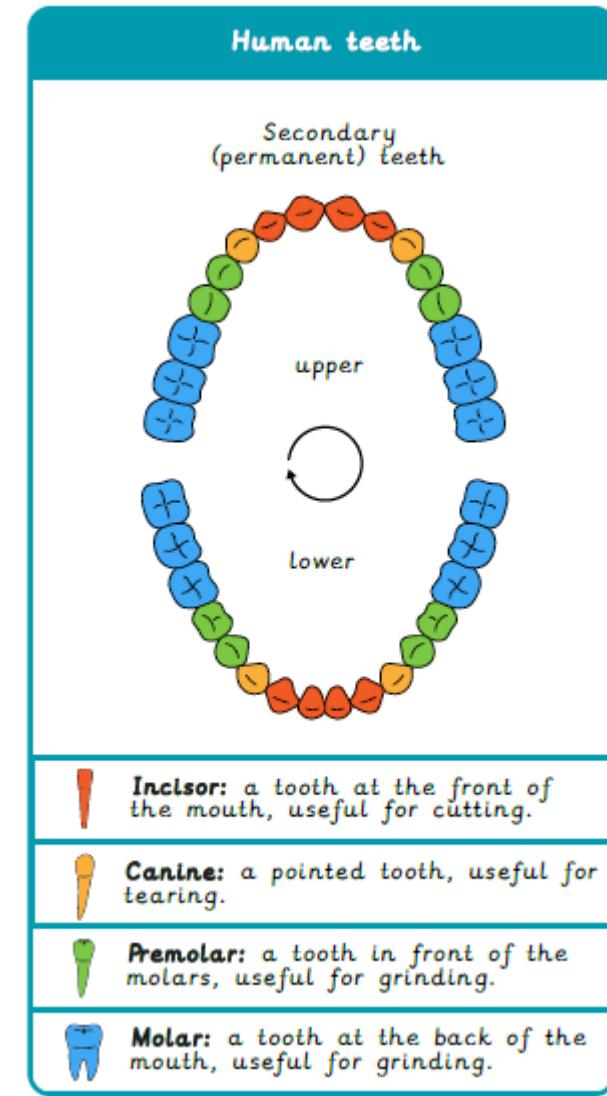
Mouth: teeth are used for cutting and grinding and saliva softens and breaks up food.

Oesophagus: carries food from the mouth to the stomach.

Stomach: breaks up food using acid.

Small Intestine: breaks up food and absorbs nutrients into the blood.

Large Intestine: absorbs water into the blood.





History Knowledge Organiser

Year 4 Spring 1—Anglo-Saxons

Anglo-Saxons 	The tribes that came from territories we now call Germany, Denmark and The Netherlands.
Celts/Britons 	Inhabitants of territories we now call England and Wales.
Picts 	Inhabitants of territories we now call Scotland.
Scots 	Inhabitants of territories we now call Ireland, who invaded and settled in territories we now call Scotland.
Pagans 	Someone who worships more than one God.

Timeline	
AD 449	Anglo Saxon invaders arrive in Britain.
AD 600	Anglo Saxons gradually take over England.
AD 793	The vikings attack from Norway.
AD 871	Alfred the Great becomes King of Wessex.
AD 924	Athelstan becomes the King of Wessex.
AD 937	Athelstan defeats rebels in battle.

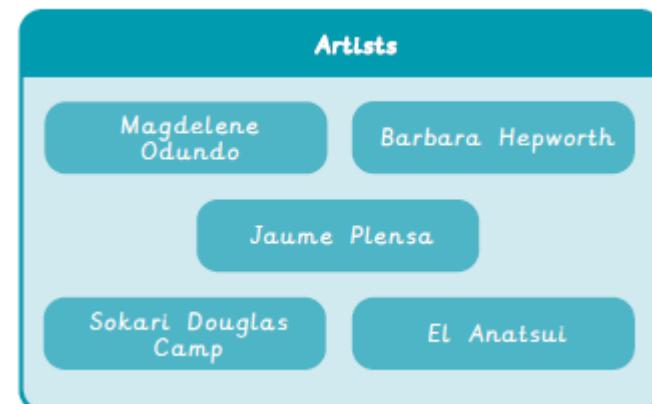
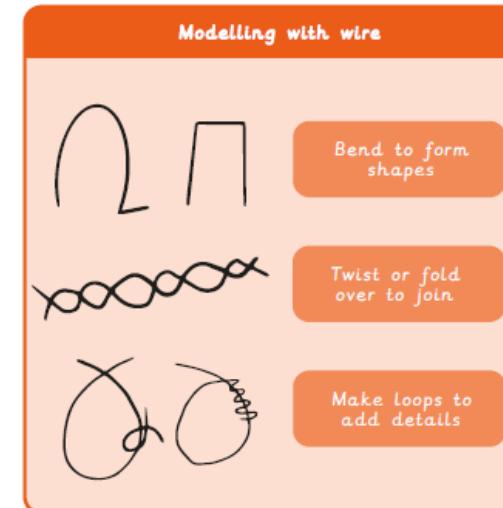
Name	Why were they important?
Augustine	Christian missionary considered responsible for lots of people converting to Christianity in Britain.
King Offa	King of Mercia and most of England in the mid 8 th century.
Gildas	Monk who wrote about the Roman and Saxon invasions of Britain.

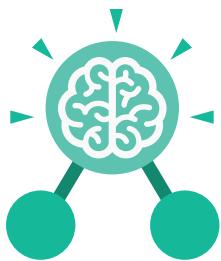


Art Knowledge Organiser

Year 4– Sculpture and 3D

Ceramics		Things made from clay which are hardened using heat.
Scale		The size of an artwork
Sculpture		Three dimensional art made by carving, modelling, casting or constructing.
Typography		The art of designing and arranging letters to make them look appealing.
Constructing		Using techniques like folding, stitching, tying, weaving and balancing to make





Unit: 4.4

Writing for Different Audiences

Key Learning

- To explore how font size and style can affect the impact of a text.
- To use a simulated scenario to produce a news report.
- To use a simulated scenario to write for a community campaign.

Key Vocabulary

Campaign

An organised course of action to achieve a goal.

Format

The way in which something is arranged or set out.

Font

A set of type which shows words and numbers in a particular style and size.

Genre

The style or category type of a piece of art, music or writing.

Opinion

A view or judgment someone forms about something, not always based on fact.

Reporter

A person who reports news or conducts interviews for the press or broadcasting media.

Viewpoint

The way someone sees or thinks about something.

Key Questions

Why should I change the font when I am writing?

Changing the appearance of the font can help make things easier to read and highlight important parts of the text.

Key Images



Text Toolbar. Click here to format your text.

1 Choose a habitat.

L'Amazonie est un habitat dans la forêt tropicale.



Le Groenland est un habitat dans l'Arctique.



L'Océan Pacifique est un habitat dans l'océan.



Le parc national des South Downs est un habitat dans la prairie.



La Sahara est un habitat dans le désert.

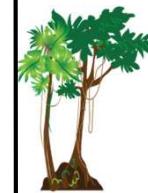


2 Which plants grow?

Les algues



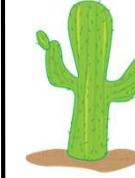
Les grands arbres



Les buissons



Les cactus



Les plantes résistantes



3

poussent



4

et

5 Which animal lives there?



le singe
araignée



le requin



le chameau



le lapin

(they) grow

6

habite



(he/she/it) lives

dans

la forêt tropicale.

l'Arctique.

l'océan.

la prairie.

le désert.

Knowledge Organiser



Year 4 - Keeping Safe

Key questions

Managing Risk

What might influence someone to take risks?

Do people have a choice whether they take a risk?

What can a person do to reduce risk or remove risk in a situation?

Understanding the Norms of Drug Use (Cigarette and Alcohol Use)

Do most young people choose to smoke or not smoke?

Do all adults choose to drink alcohol?

Why do most people choose not to smoke or drink too much alcohol?

Is smoking and alcohol more harmful for a young person's body?

Why?

Influences

What can influence someone's behaviour and decisions?

What is a positive influence?

What is a negative influence?

Can the consequences of decisions be positive or negative? How?

Key vocabulary

hazard risky liver
decisions choices danger
situation influence alcohol
consequences lungs brain
dare drug harmful
cigarettes vapes shared
e-cigarettes downloaded

I can ...

I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.

I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.

I can give examples of positive and negative influences, including things that could influence me when I am making decisions.