



KNOWLEDGE ORGANISER

YEAR: Year 4

TERM: Advent Term

TOPIC: Traders and Raiders

COMPUTING



We are Coders: To use Discovery Education, to develop more knowledge of setting simple **commands** through a set of **codes**, allowing a set of **actions** to occur, **debugging** as the go along. To have fun creating various codes within fun and engaging games.

ENGLISH

'How To Train Your Dragon' by Cressida Cowell: To **research** the famous author and **create a fact file** about her life and achievements. We will also be **making predictions**, **writing diaries** and **presenting persuasive speeches**.

Hiccup – a brave Viking boy who is heir to the Hairy Hooligan tribe and must learn the hard way how to become a hero.

Toothless – Hiccup's small dragon, who must learn to listen to his master, so that together they can save the Viking world.

Isle of Berk – A windy, wild island where Vikings and dragons live alongside each other.

Vikings – Scandinavian sea-faring pirates.

At the beginning of the term, we introduced our new novel with an exciting discovery on our school field!

PSHE and RSHE

Emotional well-being: To discuss the difference between **feelings** and **actions**, how to manage them in order to stay **emotionally healthy**. To know **media** can provide us with a 'fake reality' and **God's love** is a better basis for building **self-confidence**.

Emotions – a strong feeling about our situations, mood or relationships.

Media – mass communications (broadcasting, publishing and the internet)

Self-confidence – a positive opinion of your abilities to succeed.



SCIENCE

Animals including Humans: To focusing on **human teeth**, our **digestive systems**, and animal **food chain** looking closely at **producers** and **prey**.

To use practical investigation to develop our skills of working scientifically.

Canine – A pointed tooth between the incisors and premolars.

Incisor – A narrow edged tooth at the front of the mouth for cutting.

Digestive system – Organs that work together to break down food and liquids. into nutrients.

MATHS

Place value: To understand the **value** of each digit in a **number**. This helps us **read**, **write** and **compare numbers up to 10,000** with confidence.

Addition and Subtraction: To use a mental method to add and subtract **1's**, **10's** **100's** and **1000's**. To use practical resources and then a formal **written method** to add and subtract, including **exchanging**.

Times Tables: To learn our **multiplication** tables up to $\times 12$ and associated **division** facts.



REMINDERS

Spelling, grammar and maths homework will be set weekly. Read your reading book four times a week.





KNOWLEDGE ORGANISER

YEAR: Year 4

TERM: Advent Term Hatters

TERM: Traders and Raiders



Creative Curriculum

Traders and Raiders: To explore the arrival of the Anglo-Saxons and Vikings in Britain, how they settled amongst the people of Britain, bringing with them their customs and traditions. To learn about the creation of Kingdoms across Britain and the role of Christianity played in this.

Invader – to person that enter a place so as to occupy it.

Settler – a person who moves to live in a new place.

Kingdom – a place ruled by a king or queen

Christianity – a religion based upon the teachings of Jesus Christ.

tradition – a special practice that has been done for a long time.

P.E.

Our autumn sports cover a variety of skills, including playing invasion games, competing against each other and developing creativity.

Basketball – passing and intercepting the ball

Rugby – passing and intercepting the ball

Gymnastics – travelling, balancing, rolling

Dance – balancing, coordination, being creative

Swimming - basic strokes, water safety



Art

Self Portrait: To use the media of collage to create own self portrait in the style of Sharon Walters.

Collage – art made by sticking various materials.

Printing: As part of our celebration of Black History

Month, to find inspiration from William Morris to create own repeating pattern for a printing tile. Then, to add a portrait in the style of Kehinde Wiley of a significant person from our learning about Black History.

Printing – to create an image and transfer it.

D.T.

Anglo-Saxon shields: To plan, design and evaluate own Anglo-Saxon shield. To use a different colours of fabric to produce a simple running stitch to sew their own Anglo-Saxon shield.

Running stitch – a simple needlework stitch that forms a line of small, even stitches that travel back and forth.

Evaluate – assess own work.



MUSIC

We will be learning how to layer rhythms and syncopation.

