



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.

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.

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!

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 x12 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

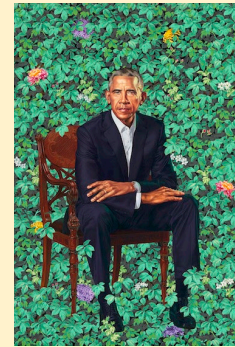
Gymnastics – travelling, balancing, rolling

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.

