




Year 4: DT Knowledge Mat – Joins and structure (Viking Weaponry)

Subject Specific Vocabulary		Sticky Knowledge	Key Skills
Paper-mache	Papier-mâché is a material consisting of paper pieces reinforced with an adhesive such as glue.	<input type="checkbox"/> Layers of paper mache can be used to create a shell or a strong structure.	<ul style="list-style-type: none"> Measure, mark out, join, assemble materials and components with accuracy.
Join	A place or line where two or more things are connected or fastened together.	<input type="checkbox"/> When measuring to cut, it is important to measure accurately so that your joins are precise and neat.	<ul style="list-style-type: none"> Assemble, join, combine materials and components with accuracy.
Component	A part or element of a larger whole.	<input type="checkbox"/> Vikings often used weapons such as Axes, swords, lances, spears and shields in battle.	<ul style="list-style-type: none"> Use a range of suitable tools and equipment with accuracy, explaining your choice.
Structure	A building or other object constructed from several parts.		<ul style="list-style-type: none"> Follow procedures for safety and hygiene.
Purpose	The reason for which something is done or created or for which something exists		
Layer	A sheet, quantity, or thickness of material, typically one of several, covering a surface or body.		



Year 4: Spanish – Presenting myself

Subject Specific Vocabulary

Spanish	English
¡Buenos días!	Good morning!
¡Hola!	Hi!
¿Cómo estás?	How are you?
 Estoy bien.	I am well.
 Estoy mal.	I am not great.
 Más o menos.	So, so.
Estoy muy bien.	I am very well.
Estoy muy mal.	I am really not great.
¡Adiós!	Goodbye!
¡Hasta luego!	See you later!
¿Cómo te llamas?	What is your name?
Me llamo...	My name is ...
¿Cuántos años tienes?	How old are you?
Tengo...años	I am ... years old.
¿Dónde vives?	Where do you live?
Vivo en...	I live in...

Spanish	English
Soy...	I am...
español/española	Spanish
inglés/inglesa	English
galés/galesa	Welsh
irlandés/irlandesa	Irish
escocés/escocesa	Scottish
Soy de...	I am from...
Soy de Inglaterra.	I am from England.
 uno	one
 dos	two
 tres	three
 cuatro	four
 cinco	five
 seis	six
 siete	seven
 ocho	eight

Spanish	English
 nueve	nine
 diez	ten
 once	eleven
 doce	twelve
 trece	thirteen
 catorce	fourteen
 quince	fifteen
 dieciséis	sixteen
 diecisiete	seventeen
 dieciocho	eighteen
 diecinueve	nineteen
 veinte	twenty

By the end of this unit I will be able to:

- Repeat all my personal details in Spanish, and ask for the same information back.
- Say numbers 1-20 clearly in Spanish and I can now spell some of these numbers.
- Tell you my nationality and explain how the pronunciation changes according to whether I am a girl or boy.



How did the Vikings change England?

Subject Specific Vocabulary	
archaeologist	People who discover our history by looking at artefacts that have been found.
raids	A sudden armed attack with the aim of causing damage rather than occupying any of the enemy's land.
vicious	To be intentionally harmful or nasty. Vikings warriors were known to be vicious.
longhouse	A large hall-like building where many Viking families would live together.
berserkers	Warriors that went to war wearing wolf or bear skins. They were out of control and charged fearlessly. The word 'berserk' came from it.
longship	The narrow boat used by Vikings to raid along coasts.
Odin	One of the most famous Viking Gods known for wisdom.
Scandinavia	The name given to a collection of countries: Denmark, Norway and Sweden.
Danelaw	The name given to lands in Britain occupied by the Vikings.
misconception	This means mis-understanding. In Viking terms there were many misunderstandings about the Vikings.
Jorvik	The Viking name for the city of York. York now has a famous Viking museum called Jorvik.



Sticky Knowledge about the Vikings

- ☐ Not all Vikings were warriors. Many came in peace and become farmers.
- ☐ The lands that the Vikings occupied were known as Danelaw.
- ☐ No Vikings wore horns in their helmets.
- ☐ Vikings spoke Norse, which had an alphabet made up of runes.
- ☐ Longships were designed to sail in both deep and shallow water so that they could get close to the shore and sail in rivers to get inland.
- ☐ Vikings were pagans and often raided monasteries, looting gold.
- ☐ The most important Viking British city was York, or Jorvik as it was known by the Vikings.

Key Skills

- **Sequence** a timeline of events through Viking Britain.
- **Compare and contrast** a range of sources to **reach conclusions** about key events.
- **Reason and speculate** why the Vikings chose to invade Britain.
- **Demonstrate an understanding** of what life was like in Viking Britain.
- **Summarise** the impact the Vikings had on changes in Britain.

Days of the week

The names for most of the days of the week originate from Vikings.

Monday – linked to the moon by the name Mani – Norse for Moon.

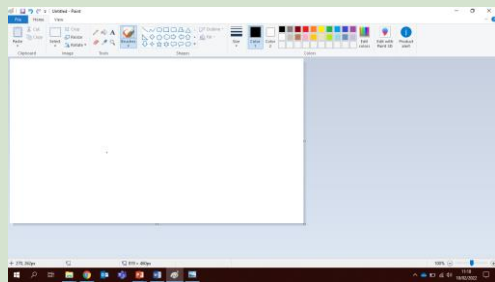
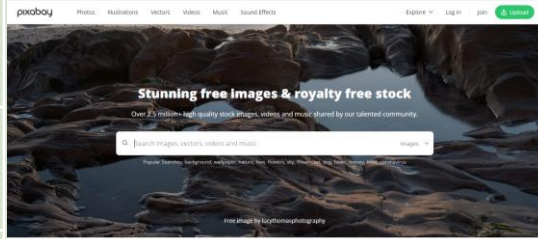
Tuesday named after the Viking God of War – Tyr.

Wednesday – named after Odin and known as Woden's Day.

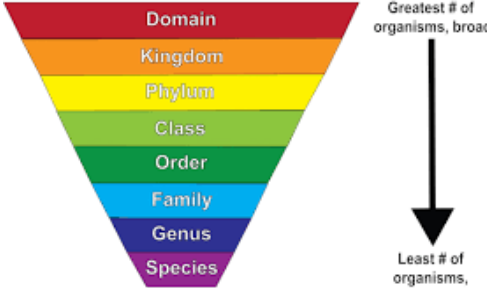
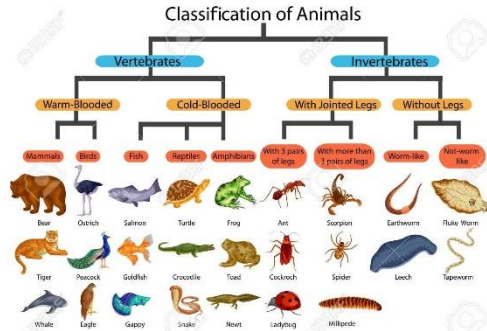
Thursday – named after Thor, the God of thunder.



Year 4 : Creating media– photo editing (ICT)

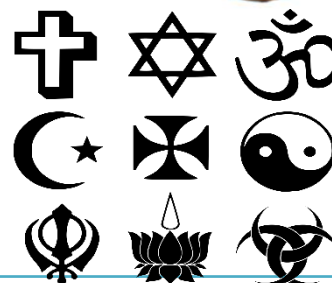
Subject Specific Vocabulary		Software and Tools	Lines of enquiry about photo editing
Digital media	Images and communication online	<p>Paint – image editing software.</p> <p>pixabay.com – free images in the public domain that are available for downloading and editing</p>  	How can I change digital images?
Composition	The way something is made up		Can the composition of an image be changed?
Crop	Something that has been cut or trimmed		How can images be changed for different uses?
Copyright	Exclusive legal rights to an image or piece of property.		
Filter	Image editing software to change the appearance of something.		What is retouching?
Editing	The process of correcting, condensing or modifying something.		Why should we be careful of fake images?
Retouching	To improve or repair something by making changes or additions.		
'fake' images	Images that have been retouched or falsely portray something.	<p><u>E-safety (continued)</u></p> <p>I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p> <p>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)</p> <p>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p> <p>I can explain how content shared online may feel unimportant to one person but may be important to other people’s thoughts feelings and beliefs.</p>	How are images used in publications?
<p><u>E-Safety (Project evolve)</u></p> <p>Online Bullying/ Online Relationships</p> <p>I can recognise when someone is upset, hurt or angry online.</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</p>			Unit Overview:
		In this unit, learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.	

Year 4: Living things and their habitats

Subject Specific Vocabulary		Working Scientifically	Sticky Knowledge about living things
Habitat	The natural home or environment of an animal, plant or living organism.	<ul style="list-style-type: none"> Gathering, recording, classifying and presenting data in a variety of ways to help answer questions. Record findings using scientific language, drawings, labelled diagrams, keys, bar charts and tables. Identifying differences and similarities or changes related to simple scientific ideas and processes.  	<ul style="list-style-type: none"> Food chains are used to show the progression and transfer of energy through a range of organisms.
Food chain	A process showing the transfer of energy, and each organism's source of food.		<ul style="list-style-type: none"> Producers gain their energy from sunlight through the process of photosynthesis.
Producer	The earliest point of a food chain, they produce energy, often using sunlight or photosynthesis.		<ul style="list-style-type: none"> Consumers rely on gaining their energy through killing and consuming their prey, they cannot make their own energy.
Consumer	They gain energy by killing and consuming other members of the food chain.		<ul style="list-style-type: none"> Taxonomical classification works as follows: Kingdom, Phylum, Class, Order, Family, Genus, Species.
Organism	An individual animal, plant or single celled life form.		<ul style="list-style-type: none"> An organism is the definition for any living thing. There are billions of different kinds of organisms living on Earth.
Classification	The arrangement of animals and plants into groups based on their features and similarities.		<ul style="list-style-type: none"> Kingdoms are huge groups, covering millions of organisms each. There are 5 kingdoms: Animal, Plant, Fungi, Prokaryotes and Protocists.
Taxon	A taxonomic group for classification.		<ul style="list-style-type: none"> Species are the smallest groups. They consist of all the animals of the same type who are able to breed and produce young of the same kind.
Kingdom	The largest taxon for classification.		<ul style="list-style-type: none"> Classification keys can be used to group any living things in many numbers of ways.
Phylum	A taxonomic category. Smaller than a kingdom.		<ul style="list-style-type: none"> As the environment changes, this can pose a danger to all living things and their habitats.
Genus	A taxonomic category. Often will have a capitalised Latin name.		
Species	A group of living things with similarities who are capable of exchanging genes.		

Year 4 RE: Christianity – What is the most significant part of the nativity story for Christians today?

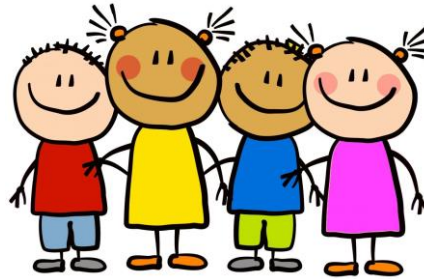
Subject Specific Vocabulary		Lines of enquiry:	Key Skills
Symbol	An image or object that has specific meaning to groups of people.	What do we need symbols for?	<ul style="list-style-type: none"> Identify religious symbolism. Express how symbolic verbal and non-verbal actions are used to convey meaning. Describe and explain the main rituals within acts of worship and recognise that shared feelings are part of it. Describe a variety of practices and ways of life and how these are connected to beliefs and teachings. Examine how religious festivals are related to key figures events and stories.
Symbolic	The important meaning of an object or item.	What symbols do Christians have to represent advent?	
Incarnation	A person who embodies a spirit or deity. In Christianity this refers to Jesus being an embodiment of God.	How is a Christingle an important symbol?	
Advent	The four Sunday's preceding Christmas in the lead up to the holidays.	Why is the nativity story is significant to Christians today?	
Christingle	A lighted candle symbolizing Christ as the light of the world, held by children at a special Advent service.		
Nativity	The Christian festival and story of the birth of Jesus Christ.		



Year 4 : PSHE – Me and my relationships

Subject Specific Vocabulary	
Relationship	The way in which two or more people or objects are connected to each other.
Isolated	To have very little contact with others, or to make somebody feel or be alone and apart from others.
Respect	An understanding and appreciation of someone or something, treating them as equal.
Bullying	To emotionally, verbally or physically seek to harm or distress somebody.
Cyber-bullying	The use of electronics or social media to bully someone, usually sending threatening or unkind messages.
Confidentiality	Something that is kept private or secret.
Peer pressure	The influence of a social group to make someone do or not do something.
Gender	Often used to describe male, female or other identities.
Race	Often used to identify someone's skin colour or where they are from.
Racism	Deliberate acts of unkindness or violence towards people because of their skin colour.

Key Skills
Understand the features of positive healthy friendships.
Strategies to build positive friendships.
How to seek support with relationships if they are feeling lonely or excluded.
Identify the difference between playful teasing, hurtful behaviour and bullying.
How to respond to or report concerns and seek help if worried or uncomfortable.



Sticky Knowledge about Me and my relationships

It is important to build positive and healthy relationships throughout life.

Knowing someone in person is different to knowing someone online and there are risks when communicating with someone you don't know.

There is a difference between 'playful dares' and 'dares' that put people in danger or under pressure.

People can behave differently online, including pretending to be someone they're not.

If you feel worried or uncomfortable, you should always speak to a trusted adult.

Respect, trust and mutual interest are all important parts of building healthy, lasting relationships.

Year 4: PE – Tag Rugby

Subject Specific Vocabulary – Key words	
Dodging	Direction
Spatial Awareness	Speed
Eye contact	Wide hands
Hug the ball	Move your feet
Hands ready to catch	Control
Accuracy	Two handed throw
Two handed catch	Pass and run
Aim	Space
Eye contact	Place ball down

Key Skills - Objectives
To learn the importance of agility when dodging in tag rugby
To become familiar with catching a rugby ball
To learn how to pass the ball backwards down a line
Learning to develop the tagging technique using the correct rules
To develop basic tactics using the magic diamond
To develop pupils knowledge of how to score a 'try' and to learn basic game rules

Rules of the game
A try is scored by the attacking team when they place the ball on the ground on or over the try line
A try is worth 1 point
Defenders must remove the ball carriers tag to stop their progress
The pass must either be backwards or level

Team Work / Fair Play
The ball carrier must not deliberately make contact with an opponent
Players should not kick the ball
Players must be good sportsmen
The referees decision is final

Famous People/Teams
Rory Underwood
Martin Johnson
Lydia Thompson



Year 4: Yoga

Subject Specific Vocabulary – Key words	
Muscle	Control
Body tension	Coordination
Body posture	Pose
Stretch	Calmness
Breathing	Focus
Upper body	Strength
Lower body	Flow

Key Skills - Objectives
To be able to stretch and move the body.
To explore different breathing techniques whilst relaxing.
To develop flexibility by trying a range of poses.
To attempt a variety of yoga poses to develop strength, balance and control.
To explore gratitude when remembering and repeating a yoga flow.

Reminders
Move carefully
Stretch only as far as feels comfortable.
Maintain a steady breathing pattern
Be aware of other members of the class

Team Work / Fair Play
Ensure you are listening carefully
Treat your partner with respect
Ensure your partner is comfortable with the balance

Benefits of yoga
It can help to calm and re-center the mind.
It helps to develop balance and flexibility.
Yoga has many health benefits.
Yoga can help you sleep better.



Year 4: Music – How does music connect us with our past?



Subject Specific Vocabulary

Bass	A very low pitch note.
Texture	Layers of sound in music.
Harmony	Different notes sung or played at the same time, to produce chords.
Style	The type of music eg blues or rock.
Structure	How the sections (verses and choruses etc) of a song are ordered to make the whole piece
Off beat	If a piece of music has 4 beats in a bar ie 1 2 3 4, to clap on the obeat you would clap on beats 2 and 4 not 1 and 3
Dynamics	How loud or quiet the music is.



Sticky Knowledge

Electronic Dance Music (EDM) is:

- Polished, electronic drum sounds designed for dancing.
- Strong basslines, often played with a fuzzy or muddy-sounding synthesizer timbre.
- Cycles of tension and release, with gradual changes in texture leading to a big climax, known as a 'drop'.
- Repeating melodic and harmonic patterns played on synthesizers.

Pop music is:

- Strong melodies and hooks, with an emotional singing style and lively rhythms.
- A simple structure of alternating verses and choruses.
- A polished studio sound.
- Lyrics about themes people relate to, like love, relationships and having fun

Folk music is:

- Melodies and rhythms relate directly to the wider culture they come from.
- Lyrics are sung in the languages and accents local to the singer(s).
- Songs express the emotions, humour and stories of the cultures they come from.

Jazz music is:

- Lots of improvisation, often structured around compositions and songs.
- Combines different scales and melodic styles.
- Often led by melody instruments, such as saxophone, trumpet, violin and voice.
- Complex rhythms which are often played with a swing feel.
- Rhythm sections are often made up of drums, bass, guitar and piano.

Key Skills (Lesson Learning) Children will be:

- Internalise and move in time with a steady beat in 2/4 time
- Copy back rhythms from memory
- Listen to the rhythms provided and create a rhythmic answer.
- Create and/or identify rhythm patterns using simple combinations of minims, dotted crotchets, crotchets and quavers.
- Listen to and copy back three-note melodic patterns using the notes F, G, A from memory and with notation Listen to the melodic patterns and create a simple melodic answer. Create melodic patterns using rhythmic combinations of F and G or F, G and A Begin to understand the importance of warming up your face, body and voice
- Share your thoughts and feelings about the music
- Analyse, explore and discover the song/piece's musical concepts and style
- Place the song/piece in its historical, cultural and global context
- Understand the emotion/feeling/intent of the song Understand the importance of vocal warm-ups Singing as part of an ensemble or large group is fun, but you must listen to each other
- Learn the design/structure of the song
- Play any one, or all four, differentiated parts on a tuned instrument – a one note, simple or medium part from notation
- To rehearse and perform their part within the context of the Unit song
- To listen to and follow musical instructions from a leader
- Learn to treat instruments carefully and with respect