



Herne View C of E Primary School

Year 3 & 4

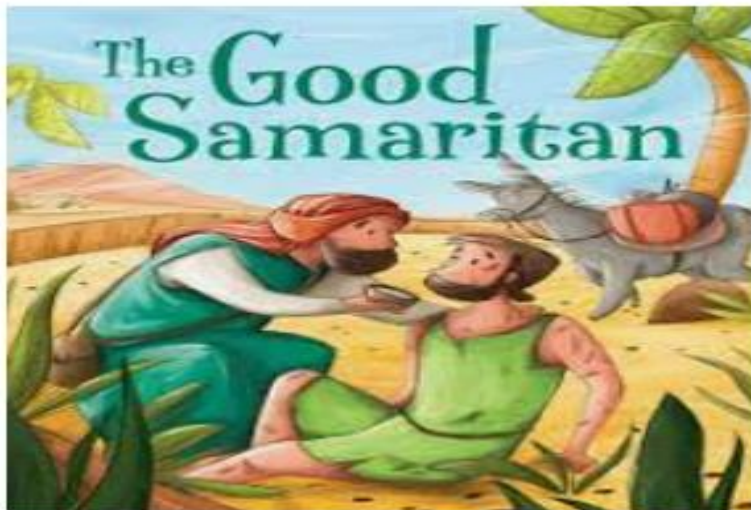
Knowledge Organisers

Spring A 2024

RE – Gospel. What kind of world did Jesus want?

Key Knowledge

- Christians believe that Jesus' message is love.
- Christians try to follow in Jesus' footsteps (eg Rev Jo) to make a better world.
- Jesus shows forgiveness to unlikely people.
- The Gospels tell the story of the life of Jesus.
- Charities can share the message of charities.



Key Vocabulary

Gospel	Means 'Good News'. Jesus was Good News for all people. The Gospels tell the story of Jesus's life.
parable	A simple story told to explain a religious idea.
Triptych	A piece of art made of three connected paintings.
biography	The life story of a person written by someone else.
disciple	Twelve men who followed Jesus. Can be used to describe anyone who tries to live the way of another person.

PE - Gymnastics

Knowledge

Balancing

- Use four parts – two hands and two feet.
- Use three parts – two hands and one foot.
- Use two parts – one hand and one elbow.
- Use one part – one foot.



Rolling

Egg Roll



Forward Roll

Pin Roll



Travelling



Jump



Hop



1



Bear walk



Scorpion walk



Crab walk

Vocabulary

balance	To remain still in a set position for 3 seconds
spin	Keeping one body part in contact with the floor rotate about that point.
sequence	Linking together multiple actions that can be repeated
travel	Getting from point A to B using repeated movements.
levels	Height at which you are performing e.g. low (close to the ground), high (on tip toes)
roll	Rotation of the body (forwards / backwards / sideways)
point	Parts of your body in contact with the floor or apparatus

Sporting Values



DETERMINATION



HONESTY



SELF BELIEF



RESPECT

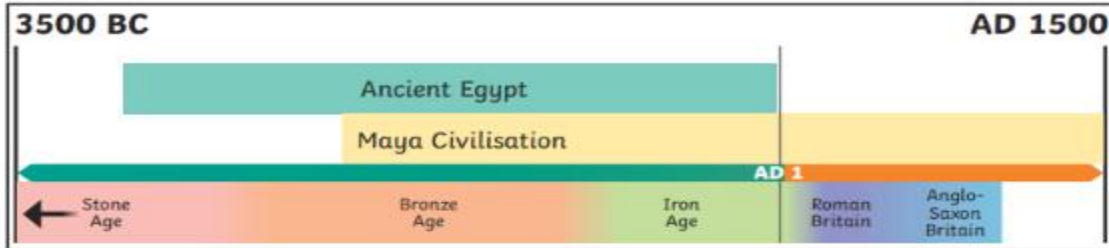


TEAMWORK



PASSION

History: Who were the Ancient Egyptians?



Historical Skills Vocabulary

BC	Used to show that a date is before the year AD 1. This is counted backwards so 200 BC is before 100 BC.	AD	Used to show that a date is after the year AD 1. This is counted forwards so AD 100 is before AD 200.
-----------	---	-----------	---

Key Vocabulary

ancient	Something from a very long time ago.
civilisation	A human society with well-developed rules and government, often where technology and the arts are considered important.
Egypt	The country on the continent of Africa where the ancient Egyptian civilisation was created.
hieroglyphics	A system of writing that consists of pictures and symbols (hieroglyphs) instead of letters.
irrigation	A system of canals or channels dug by the Egyptians to supply water to grow crops over a larger area than the water would naturally reach.
the Nile	A river that runs through Egypt . It was essential to life in ancient Egypt .
pharaoh	A ruler of ancient Egypt .
tomb	A sealed room where a person was placed after death.

The Ancient Egyptian Empire

In c. 3000 BC, King Menes united two **Egyptian** kingdoms to build the empire of **ancient Egypt**. It lasted until 30 BC when the Romans took over.

The Nile

Life revolved around **the Nile**. Every year, it flooded and left behind a black silt that enriched the soil for growing crops. The river was also used to **irrigate** fields in other areas.

The Nile was used for water, fishing and trade. Mud from the river banks was used to make bricks and papyrus plants were used to make paper.

Most people lived along and around **the Nile**. This is still true in **Egypt** today.

A Pharaoh's Death



The **ancient Egyptians** built the pyramids as resting places for the **pharaohs**.

When a **pharaoh** died, priests would prepare their bodies with a process called mummification.

The **pharaoh** was then placed in a **tomb**, often under a pyramid, with their most treasured possessions. The **ancient Egyptians** believed that these treasures would help them in the afterlife.

Science – Electricity – How does a circuit work?

What I already know

Electricity is energy that provides power to make some things work.

Sources of light, heat and sound may need electricity to work.

If not used safely, electricity can be dangerous.

What I need to know

Electricity is made using energy from fuel sources - the sun, wind, nuclear energy, oil and water.

Electricity can be stored in a cell (battery)

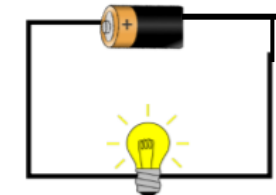
Electrical current flows through wires in a loop or circuit.

A circuit has a cell, wires, an appliance such as a bulb. It may have a switch to control the flow of electricity.

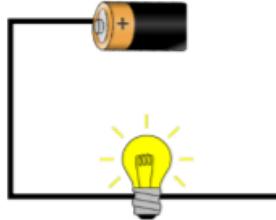
Metal is a conductor. Wood is an insulator.

Make observations about how circuits work.

Diagram



Complete circuit -
cell, wires and
component (bulb)



Incomplete circuit -
will not work

Vocabulary

Cell - device that stores and provides power.

Energy - power that makes machines work

Circuit - a complete route for electricity to flow around.

Current - flow of electricity through a wire

Insulator - a material electricity can not flow through

Conductor - a substance that electricity can flow through

Component - the parts something is made of,

Computing- What is programming?

Key Knowledge

Code is a set of instructions telling a computer what to do.

Grace Hopper developed code in English

A program is a sequence of commands.

The order of commands affects the output (what will happen)

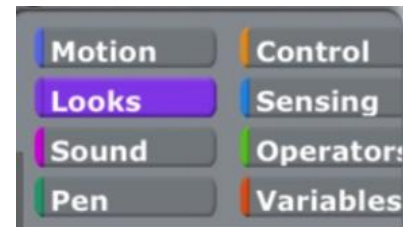
Errors in a sequence can be debugged.

Computers have circuits which allow electricity to pass through them.

What I already know

Find, store or create content on a device.

Sequence commands to control a device - beebot.



Vocabulary

Algorithm - a set of steps to solve a problem

Application - or app, a program made to carry out a certain job.

Bug - an error in code that means it doesn't work as expected.

Code - text written by a programmer

Command - a word that causes the computer to do something.

Debug - finding and fixing errors in code.

Input - information that goes in.

Output - information that comes out

Program - a series of code

Sprite - objects that move by code

Variable - a named area in computer memory. A program can change the value.

Art – Tutankhamun's mask

End outcome



Key knowledge

- Early masks were made of wood.
- Masks were used as part of the burial ritual.
- Paper mache is used for our craft as a stiffening and joining part.
- Masks were covered in gold to show how important they were.



Key Vocabulary

- Template - something that is used to cut around to make sure everything is the same.
- Paper Mache - a type of glue / sticking / firming liquid that is a mix of PVA glue and water which dries to firm up and solidify.
- Glaze - a painting process.
- Layers of tissue or newspaper to build up the strength of the mask

French – Les Legumes (Vegetables)

Key Knowledge

- Name ten different vegetables and begin to spell and pronounce them accurately.
- Ask for a kilo or half a kilo of a given vegetable in French.
- Use 'Je voudrais....' (I would like....) when asking to buy vegetables.
- Use the conjunction 'et' (and) when buying more than one type of vegetable.
- Use 'les...'. When talking about vegetables as a plural / more than one.

Vocabulary



les tomates



les courgettes



les carottes



les haricots
verts



les pommes
de terre



les petits pois



les champignons



les aubergines



les oignons





les épinards

How to use the structure 'je voudrais'
(I would like).



Je voudrais un kilo de carottes et un
demi kilo d'aubergines s'il vous plaît.

*I would like a kilo of carrots and half a kilo of
aubergines please.*

	un kilo de... / d' ...
	un demi kilo de... / d' ...

1 Say hello.

Bonjour !

Salut !

2 What would you like and how much?

Je voudrais...

I would like...



un kilo ...



un demi kilo ...

3 Which vegetables would you like?



d'épinards



de champignons



de haricots verts



de pommes
de terre



de tomates



de courgettes



d'aubergines



d'oignons



de petits pois



de carottes

4 Anything else?

et

and

5 Say goodbye.

Merci !

Thank you!

Au revoir !

Goodbye!

Knowledge Organiser



Year 3 - Keeping Safe

Key questions

Managing Risk

What makes a situation risky?
Can a risky situation be changed?
How?

Why do some people choose to
take risks?

Why do some people choose to
avoid risky situations?

Drugs and Their Risks

What are the risks of cigarettes
and alcohol?

Can medicines be both helpful and
harmful? Why?

What other things can be helpful
and harmful to a person's health?

What can make people take risks?

Staying Safe Online

Why is it important to keep
personal details safe when online?

Is all information that we see
online always true?

How do some people try to find out
personal information? Can this
cause any problems?

Key vocabulary

alcohol personal details
risk (risky) internet safety
cigarettes private nicotine
trust medicines public
unsafe search engine harmful
situation e-cigarettes vapes

I can ...

I can say what I could do to make
a situation less risky or not risky at
all.

I can say why medicines can be
helpful or harmful.

I can tell you a few things about
keeping my personal details safe
online. I can explain why
information I see online might not
always be true.

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.