

Year 4 – Term 1 – What is the historical significance of Temple Manor to us?

Subject Specific Vocabulary

| | |
|-------------|---|
| Manor | The house of a lord or lady. |
| Estate | A massive and fabulous house on a big piece of land. |
| Conflict | A struggle or an opposition. |
| Pilgrim | When you make a reverent journey to a place you consider sacred, you are a pilgrim. |
| Nuns | A religious woman. |
| Crusader | Some who is a diligent and ardent advocate of a cause. |
| Crusade | Continuous military expeditions in the 11-13 th centuries when Christian powers of Europe tried to recapture the Holy Land from the Muslims. |
| Flint | A very hard type of rock and it has been used by humans ever since the stone age for buildings and structures. |
| Restoration | When you bring something back to what it was before. |



Key Skills

- Explore the importance of Temple Manor and its relevance to the local area and wider historical context?
- Investigate the history and role of the Knights Templar, an influential medieval military order, and their ownership or association with Temple Manor.
- Trace the development of Temple Manor from its construction to the present day, highlighting any architectural changes or additions.
- Explore any significant historical events or conflicts that impacted Temple Manor, such as wars, political changes, or religious shifts.
- Examine the efforts made to preserve Temple Manor as a historical site, including its restoration, interpretation, and educational programs for visitors.
- Investigate the link between Temple Manor and Temple Mill Primary.

Sticky Knowledge

The manor of Strood was given to the Knights Templar by Henry II in 1159.

The Knights Templar was a military and religious order that was established at the time of the Crusades to protect pilgrims travelling to the Holy Land to defend holy places there.

Temple Manor was built 70 years after the Templars had acquired the estate and was designed to provide suitable lodging for dignitaries travelling between Dover and London.

The Templars converted the manor into a farm which was rented out to tenants.

King Philip of France first seized the possessions of the Templars in 1307.

In 1324, the manor of Strood was formally ceded to Edward II.

In 1336, Edward III gave Temple Manor to the Countess of Pembroke. The income she made was used to fund an order of Franciscan nuns.

The hall is a two-storey flint and stone structure which has a first floor chamber and a vaulted cellar. Brick extensions were added in the 17th century.

The manor house became derelict and was restored by the Ministry of Works after the Second World War.

Year 4 – Term 1 – Science – Teeth & Eating

What should I already know?

- The parts of the human body and what they do.
- All animals need water, air and food to survive.
- The different ways in which humans are healthy.
- Animals get **nutrition** from what they eat.
- Humans and some animals have skeletons and **muscles** for support, protection and movement.
- What **carnivores**, **omnivores** and **herbivores** are.
- **Excretion** is one of the seven living processes.

What will I know by the end of the unit?

What is the role of our **teeth** and how do we look after them?

- Teeth are used for cutting and chewing food.
- They start the **digestive process** which gives us the energy we need to live.
- Humans look after their teeth by brushing and flossing and ensuring that they do not eat foods high in sugar.
- Not looking after teeth can lead to an increase in **plaque** and **tooth decay**.

What are the different names and functions of human **teeth**?



- **Canines** are pointed for tearing and ripping food - these are usually used when chewing meat.
- **Incisors** are shovel shaped and help bite lumps out of and cutting food.
- **Premolars** and **molars** are flat and they grind and crush food.

Procedural Knowledge

- Investigate the amount of sugar in drinks and learn how sugar leads to an increase in **plaque** and how this destroys tooth **enamel**.
- Compare the teeth of **carnivores**, **omnivores** and **herbivores**. What do you notice?
- Match animals to their teeth and explain your reasons for this.
- Identify the parts of the **digestive** system and explain their functions.
- Create a presentation to show how our food is **digested**.

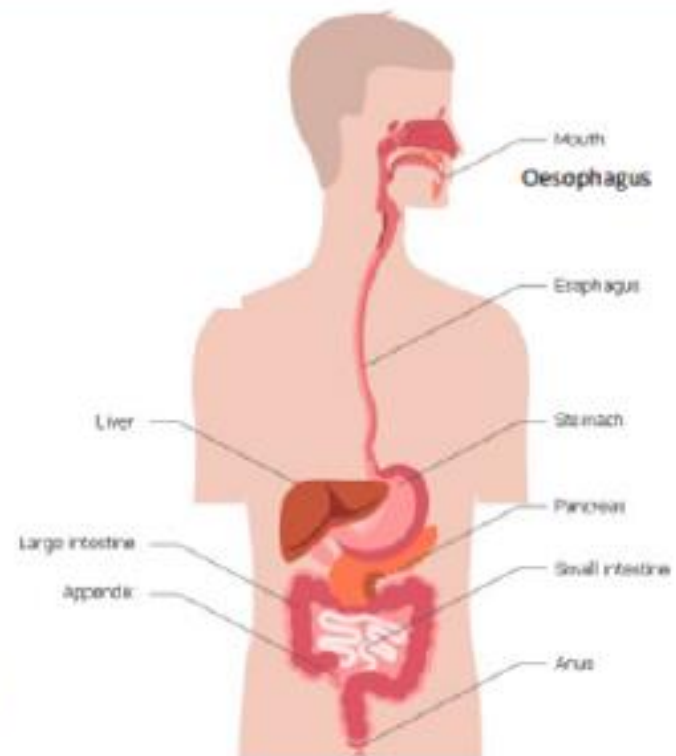
Vocabulary

| | |
|------------|--|
| absorb | soak up or take in |
| canine | pointed teeth near the front of the mouth of humans and of some animals |
| carnivore | an animal that eats meat |
| decay | gradually destroyed by a natural process |
| digestion | breaking down ingested food material |
| enamel | the hard white substance that forms the outer part of a tooth |
| excretion | the process of eliminating faeces , urine, or sweat from the body |
| faeces | the solid waste substance that people and animals get rid of from their body by passing it through the anus |
| herbivore | an animal that only eats plants |
| incisor | the teeth at the front of your mouth which you use for biting into food |
| ingested | When animals or plants ingest a substance, they take it into themselves, for example by eating or absorbing it |
| intestines | the tubes in your body through which food passes when it has left your stomach |
| molar | the large, flat teeth towards the back of your mouth that you use for chewing food |
| muscles | something inside your body which connects two bones and which you use when you make a movement |
| nutrition | the process of taking food into the body and absorbing the nutrients in those foods |
| oesophagus | the part of your body that carries the food from the throat to the stomach |
| omnivore | person or animal eats all kinds of food, including both meat and plants |
| organ | a part of your body that has a particular purpose |
| plaque | a substance containing bacteria that forms on the surface of your teeth |
| premolar | two situated on each side of both jaws between the first molar and the canine |
| process | a series of actions used to produce something or reach a goal. |
| saliva | the watery liquid that forms in your mouth and helps you to chew and digest food |
| stomach | the organ inside your body where food is digested before it moves into the intestines |

Year 4 – Term 1 – Science – Teeth & Eating

The Digestive System

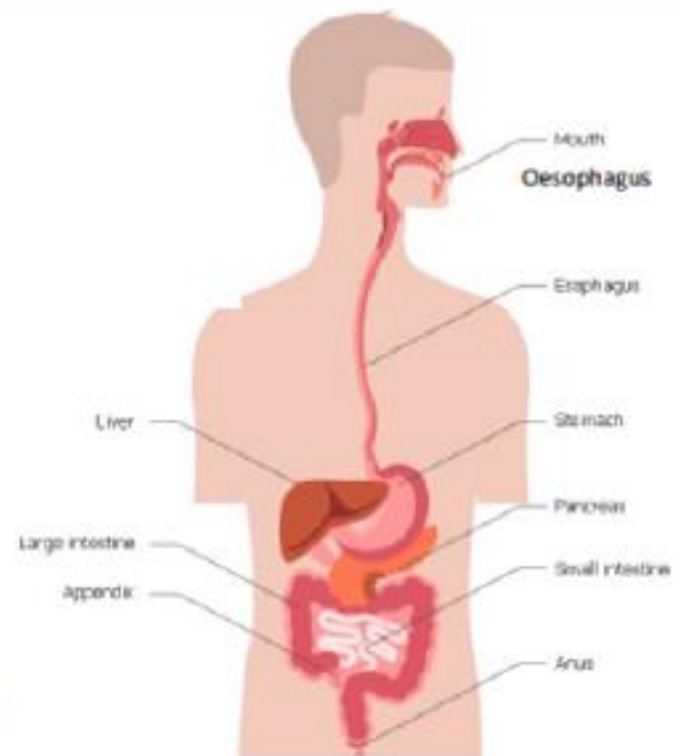
- The **smell** of food triggers **saliva** to be produced.
- The **digestive** system begins with the mouth and teeth where food is **ingested** and chewed.
- **Saliva** is mixed with the food which helps to break it up.
- When the food is small enough to be swallowed, it is pushed down the **oesophagus** by muscles to the **stomach**.
- In the **stomach**, food is mixed further.
- The mixed food is then sent to the small **intestine** which **absorbs nutrients** from the food.
- Any leftover broken down food then moves on to the large **intestine**.
- The food minus the nutrients arrives in the rectum where **muscles** turn it into **faeces**. It is stored here until it is pushed out by the anus. This is called **excretion**.



Year 4 – Term 1 – Science – Teeth & Eating

The Digestive System

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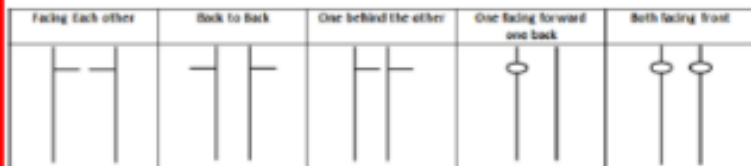


Year 4 – Term 1 - Gymnastics

Key Knowledge

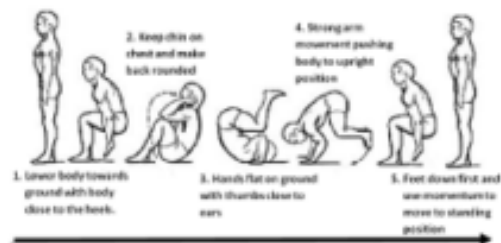
Learn these key facts

Partner Relationships



How you can start a sequence/action with your partner.

Backwards Roll



Cartwheeling



Key Vocabulary

Understand these key words

| Word | Definition |
|----------------------|--|
| Linking | Placing actions together in a logical order—making them flow. |
| Unison | Partner/Group work all performing same skills at the same time. |
| Canon | Partner/Group work one performs skill then the next person performs. |
| Pathway | The path taken on a sequence |
| Partner Relationship | How you are positioned with your partner. |
| Turn | Change of direction 1/4, 1/2, 3/4 whole turn. |
| Wheeling | The skilful art of moving like a wheel. |
| Starting Position | A shape / balance held before beginning a sequence. |
| Star | Arms and legs extended at angles to create a star shape. |
| Pin | Extended narrow / thin shape |
| Tuck | Creating a ball shape with your body—pulling knees into chest. |

Gymnast

Focus

Olga Korbut

Munich 1972 Olympics at the age of 17 Olga captivated the world with her daring acrobatics and her raw displays of emotion. Korbut ushered in an era of gymnastics dominated by young, lithe women. One of the first to backflip on the beam.



Nadia Comaneci

The first woman to score perfect 10s at the Olympics—Nadia did this at the Montreal Games in 1976—Her score was 100.0 but as the scoreboard could only have 3 digits so her score was shown as 1.00.

She also has two gymnastic moves named after her.



Year 4 – Term 1 - Football

| Key Vocabulary | Skills | Famous Players | |
|--|--|--|---|
| <p>Control – cushion the ball when it is moving towards you.</p> <p>Handball – No outfield player can touch the ball deliberately with their hand.</p> <p>Shoot – strike the ball towards the goal.</p> <p>Weight of pass – understanding of how hard to hit the ball sending it over different distances.</p> <p>Strike – Hit the ball hard at the goal.</p> <p>Curl/Swerve – make the ball travel on a curved pathway (on the ground or in the air).</p> <p>Body position – good balance and weight moving towards the balls of your feet.</p> <p>Instep – inside of your foot.</p> <p>Volley – strike the ball in the air first time without it bouncing.</p> <p>Positions – goalkeeper, defender, midfielder, winger, attacker.</p> <p>Throw ins/Corners – Awarded when the ball goes out of play over the sideline (throw in), end line (corner/goal kick)</p> | <p>Positions/Tactics Certain players will be better at certain skills which will help decide what position they play: GK, DEF, MID, ATT are the main positions.</p> <p>Tactically in a game you need a balance of positions, not all of the team can be attackers!!</p> <p>Shooting In order to win a game, you need to score goals, usually by shooting at the goal. Being able to shoot accurately and powerfully is a perfect recipe for success! Aiming away from the goal keeper and into the corners of the net give the best chance for scoring a goal!</p> <p>Pitch The pitch is split into 2 halves with a centre circle and two areas where the GK can use their hands to catch or save the ball.</p> | <p>Lionel Messi Messi has scored over 700 goals and assisted nearly 300 times in under 900 professional appearances!</p> <p>Kelly Smith Is the Lionesses top goal scorer of all time with 46 international goals! She also played for Great Britain at London 2012 Olympics</p> <p>Virgil Van Dijk Currently regarded as one of the best defenders in the world, by his fellow players. He helped transform Liverpool's defence to help them win the Champions League in 2019</p> | <p>Cristiano Ronaldo Ronaldo scores goals with all parts. In his 700+ goals, 200 have been scored with his non-dominant foot or a header!</p> <p>Kevin De Bruyne A complete midfielder player who plays for Manchester City. He has won trophies and been included in many teams of the year/tournament</p> <p>Peter Schmeichel Widely considered the best GK in Premier League History. He won 15 major trophies with Manchester United</p> |



PSHE (including RSE) Knowledge Organiser Year 4 - Me and My Relationships

| Key Word | Meaning |
|----------------------|--|
| Remorseful | Deep regret for doing or saying something wrong |
| Assured | To be sure or certain |
| Excluded | To be left out |
| Assertive | The ability to speak up for yourself and others in a way that is honest and respectful |
| Negotiate | To have a discussion with another in order to settle something |
| Consequences | Something produced by a cause or following from a condition |
| Compromise | To settle by agreeing that each side will change or give up some demands |
| Collaborative | When people work with each other to complete a task |
| Tease | The act of making fun of or repeatedly bothering a person |
| Pressure | A force or influence that cannot be avoided |

Our feelings and emotions

- Some feelings feel good inside and others can feel uncomfortable.
- Smiling can help us feel happier.
- Feeling happy to be ourselves is important.
- There are things we can do if we are feeling unhappy or cross.
- It is important to share our comfortable and uncomfortable thoughts and feelings with people we trust.
- We can tell how someone else is feeling by looking at their face and body language.
- It is important to learn about our feelings and how we can cope with them.



Being a good friend

- We have different types of relationships with different people.
- A healthy relationship needs to be fair - it should never be one person doing all the giving and the other person taking.
- Trust, respect and kindness make a good friendship.
- We don't have to have all the same interests to be friends with someone.
- While arguing with friends is not nice it can lead to a better friendship if the argument is worked out properly.

Pressure

- People may push us to follow or do the same things as them. This is called peer pressure.
- Bullying can take many forms verbal, physical, emotional and cyber.
- Anyone can be a victim of bullying and it can happen at any age.
- There are usually witnesses to bullying.
- You should talk to an adult you trust if you are being bullied or are worried about someone else being bullied either face to face or online.
- Victims of bullying need support.
- Bullies also need help to change their behaviour.



Unit Objective:

To talk about our favourite season in Spanish.

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

- Name, recognise and remember all four seasons in Spanish.
- Say what our favourite season is in Spanish.
- Say why it is our favourite season in Spanish.
- Start to recognise and use the conjunction **y** (and) in our spoken and written responses.

Skills we will develop:

Learning to listen to Spanish and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.

Activities we will complete:

Using our knowledge of the four seasons in English to support our new learning and understanding of the seasons in Spanish via many engaging visual listening and speaking tasks. Learning the nouns for the four seasons, followed by a short phrase associated to each one. Reading and written activities on both word and phrase level to support word order and simple sentence structure in Spanish.

Grammar we will learn & revisit:

Nouns & articles/determiners. We will start to notice that in Spanish there is often an article/determiner before a noun when there is not one in English. For example, spring in Spanish is '**la primavera**'. Starting to notice that there are more words for 'the' in Spanish than in English.

It will help if we already know:

- No previous knowledge is necessary as this is a starter unit designed to be used in the early stages of a language learning journey, but it is recommended to teach 'I Am Learning Spanish' before this unit.



Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- **J sound in hojas.** Starting to learn that the 'j' in Spanish is pronounced as the English 'h' in 'hello'.
- **Ñ sound in otoño.** Starting to learn that it is very common and specific sound to Spanish. Like the 'ny' sound in the English word 'canyon'.
- **Silent letters.** 'H' is always a silent letter in Spanish (unless the word is of foreign origin). **Hace** is pronounced without the 'h'. **Hojas** is also pronounced without the 'h'.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **árboles** and **pájaros**.

Vocabulary we will learn & revisit:

The nouns and determiners/articles for the four seasons in Spanish. There is the opportunity to learn a short phrase in Spanish and use this to say what our favourite season is in Spanish and why, using the conjunctions '**y**' (and) and '**porque**' (because), featured in the Challenge section.



Knowledge Organiser – Mamma Mia – Year 4, Unit 1

1 – Listen & Appraise: Mamma Mia (Pop)

Structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.

Instruments/voices you can hear: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.

Find the pulse as you are listening

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes – G + A.

Bronze: no notes | Silver: G, sometimes A |

Gold: G + A challenge.

Which challenge did you get to?

Singing in unison

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. *Which part did you play?*

Improvise using up to 3 notes – G, A + B.

Bronze: G | Silver: G, sometimes A | Gold: G, A + B challenge. *Which challenge did you get to?*

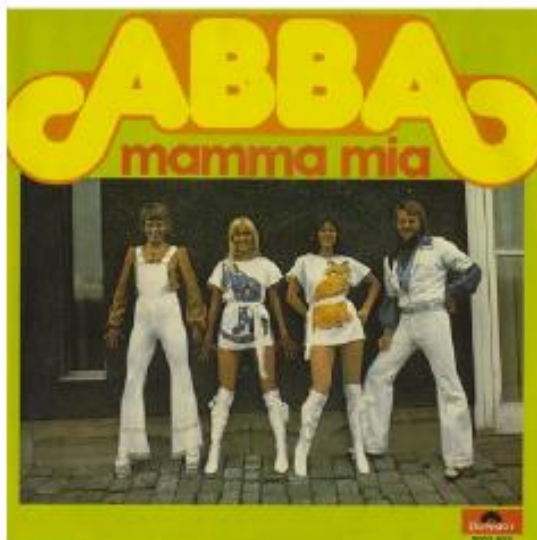
Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Theme: ABBA's music.

Facts/info: ABBA was a Swedish pop group formed in 1972.

Listen to 4 other ABBA songs/pieces:

- Mamma Mia
- Dancing Queen
- The Winner Takes It All
- Waterloo
- Super Trouper
- Thank You For The Music

Vocabulary Keyboard, electric guitar, bass, drums. improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

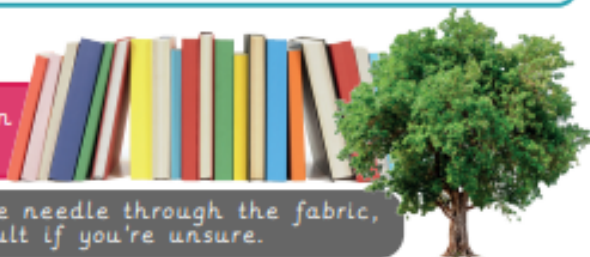
Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

Textiles - Fastenings

| | |
|-----------------|--|
| Aesthetic | How an object or product looks. |
| Assemble | To put parts together. |
| Book sleeve | A protective cover for a book to keep it from getting damaged. |
| Design criteria | To help designers focus their ideas and test the success of them. |
| Evaluation | When you look at the good and bad points about something, then think about how you could improve it. |
| Fabric | A natural or man-made woven or knitted material that is made from plant fibres, animal fur or synthetic material. |
| Fastening | Something that holds two pieces of material together securely or shuts something, such as buttons, zips and press-studs. |
| Prototype | A simple model that lets you test out your idea, how it will look and work. |
| Net | A flat 2D shape, that can become a 3D shape once assembled. |
| Running-stitch | A simple style of sewing in a straight line with no overlapping. |
| Stencil | A shape that you can draw around. |
| Target audience | A person or particular group of people at whom a product is aimed. |
| Target customer | A person or particular group of people who you expect to buy the product. |
| Template | A stencil you use to help you draw the same shape more easily on to different materials. |

Did you know?

Up to fifty books can be made from the pulp harvested from one tree!



Be very careful when threading the needle through the fabric, watch your fingers and ask an adult if you're unsure.

Key facts

There are a number of **fastenings** that you can use to bring two pieces of **fabric** together.

Zipper



Velcro



Press stud



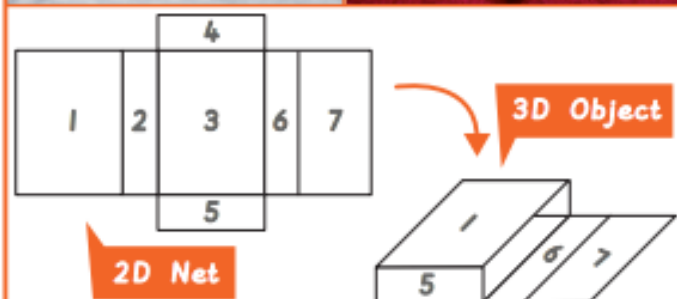
Buckle



Button



Toggle



A **2D net** made from card can be created to check the size for the book sleeve, before using **fabric**.

When folded into a **3D shape**, we can test if it needs to be made bigger or smaller. This **2D net** has seven faces.

Year 4 – Term 1 – Computing Systems & Networks – The internet

Subject Specific Vocabulary

| | |
|-----------------------------|--|
| Internet | A global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardised communication protocols. |
| Network | A group or system of interconnected people or things. |
| Router | A device that passes information between two computer networks |
| Network security | Network security encompasses all the steps taken to protect the integrity of a computer network and the data within it. Network security is important because it keeps sensitive data safe from cyber attacks and ensures the network is usable and trustworthy. |
| Server | A computer that manages the network and stores files |
| Wireless Access Point (WAP) | A device, connected to a wired network, that sends and receives wireless signals for/from devices with WiFi connectivity |
| Network switch | A device that enables multiple devices on a network to be connected with each other |
| Website | A set of related web pages located under a single domain name, typically produced by a single person or organisation. |
| Webpage | A hypertext document on the World Wide Web. |



Key Skills

- Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information
- Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Sticky Knowledge

Messages can be passed from one network to another. For this to happen they need a network component – a router.

Aa network can share messages with another network to form the internet.

The internet is connected by many routers and that there are multiple services which can be accessed using the internet.

The World Wide Web can be accessed on a variety of devices.

A web address can be broken down into 3 parts. The 'www' is an abbreviation of 'World Wide Web', the middle part is usually associated with the theme or organisation behind the website, and the end part indicates where a website originates from or the type of organisation, such as .com, .edu, or .co.uk.

Websites are usually hosted in large data centres. Some of the largest data centres are owned by companies such as Google, Amazon, Apple and Microsoft.

There is a high volume of inaccurate, misleading, or false content on the internet. Search results are influenced by adverts and sponsored content, and information spreads quickly around the World Wide Web.

Year 4 – Term 1 – RE Beliefs and Practises

How special is the relationship Jews have with God?

| Subject Specific Vocabulary | | Key Skills | Sticky Knowledge |
|-----------------------------|---|---|--|
| Covenant | A covenant is a <u>formal written</u> agreement between two or more people or groups of people which is <u>recognized</u> in law. | To give examples of agreements and contracts and explain how I would feel if one was broken. | Jews believe that there is one God who not only created the world, but with whom every Jew can have a personal and individual relationship. |
| Affirmation | a <u>statement</u> of the <u>existence</u> or <u>truth</u> of something | To tell you an affirmation/promise I would like to make. | Jewish history begins with the covenant (agreement/promise) between God and Abraham around 1812 BC and Abraham is considered the founder of Judaism. |
| Synagogue | a building where Jewish people <u>meet</u> to worship or to study their religion. | To start to explain what makes Jewish people believe they have a special relationship with God. | Moses was given the Ten Commandments and God asked the Jewish people to live by these as their promise to him. |
| Torah | is the first <u>five</u> books of the <u>Old Testament</u> of the <u>Bible</u> | To tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel. | |
| Rabbi | A rabbi is a <u>Jewish</u> religious leader, usually one who is in <u>charge</u> of a synagogue | | |
| Shema | the central statement of <u>Jewish</u> belief, the sentence " <u>Hear</u> , O <u>Israel</u> : the <u>Lord</u> is your God; the Lord is One" | | |
| Mezuzah | a piece of <u>parchment inscribed</u> with <u>bi blical passages</u> and fixed to the <u>doorpost</u> of the rooms of a <u>Jewish</u> house | | |
| Jew | A Jew is a person who <u>believes</u> in and <u>practises</u> the religion of Judaism. | | |

