

WARMSWORTH PRIMARY SCHOOL

YEAR 4 KNOWLEDGE ORGANISER AUTUMN TERM 1

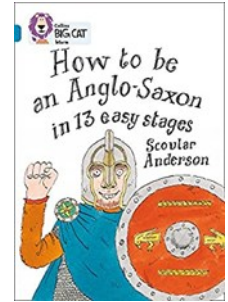
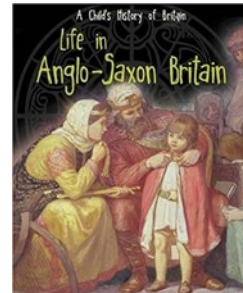
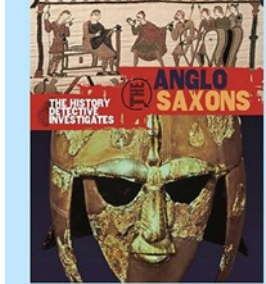
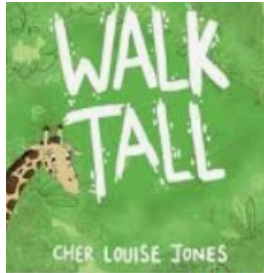
Theme: Anglo- Saxon Britain

Diary dates:

Maths Parents session - Wednesday 24th September 2025 at 9:00am

Pedestrian training—Monday 6th and Tuesday 7th October 2025

We will be reading the following texts:

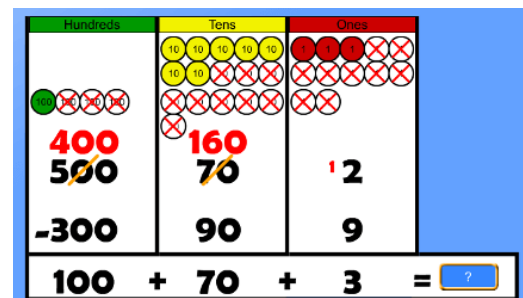
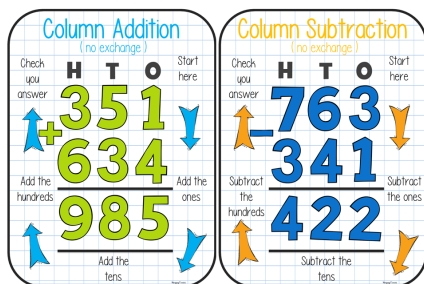


A writer's knowledge organiser: We will recognise and use the terms determiner and pronoun.

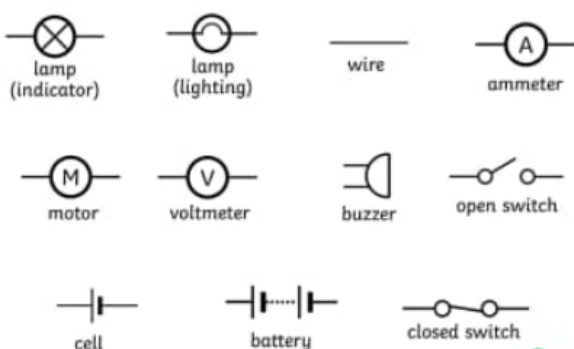
Pronouns take the place of nouns in a sentence. If we didn't have pronouns, we'd have to keep repeating our nouns and that would make our sentences awkward and repetitive.

Types of Determiners		
Articles	Possessives	Demonstratives
a an the	my, your his, her, its, our, their, whose	this that these those
Numerals	Ordinals	Quantifiers
one two three four	first second next last	many, few some, every, much, a lot of any, less

A mathematician's knowledge organiser: We will learn how to add and subtract 3- or 4-digit numbers with and without exchanges.



A scientist's knowledge organiser: Electricity. We will find out how to make an electrical circuit using a battery (cell) as well as other components such as bulbs, buzzers and motors. We will also learn how to make a switch.



A historian's knowledge organiser: Why did the Anglo-Saxons come to Britain?

To fight

The Anglo-Saxons arrived firstly as warriors employed by the Roman army and then, two generations later, as settlers, to farm the land.

To farm

Many Anglo-Saxons came peacefully, to find land **to** farm. Their homelands in Scandinavia often flooded so it was tough to grow enough food back there.

To make new homes

Whole families set sail across the sea in small boats to live in Britain. They brought tools, weapons and farm animals with them and built new villages.

They were invited

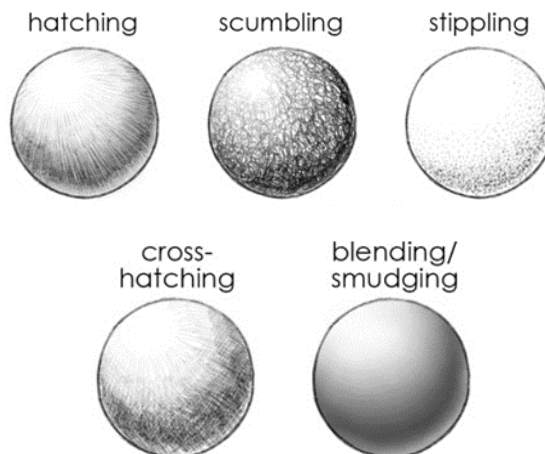
With **Picts** and **Scots** attacking from the north, the Britons invited some Anglo-Saxons to help defend them.

But they didn't leave!
They took over.



An artist's knowledge organiser: Sketching

To know there are a range of ways to shade an object.
To know that shading is used to show form (make something look 3D)



A designer's knowledge organiser:

To know that food is grown, reared, caught or processed to meet the needs of people.

To know that 'diet' means the food and drink that a person or animal usually eats.

To know that the five main food groups include carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar.

To know that a fruit has seeds and a vegetable does not.

To know how to slice food safely using a bridge or claw grip.

To know how fruit and vegetables can be prepared safely by chopping, slicing, deseeding, peeling, juicing and grating.



A linguist's knowledge organiser:

We will learn to describe the amenities in our local area

Key Vocabulary			
f = feminine		m = masculine	
un magasin (m)	une école (f)	une église (f)	un musée (m)
un café (m)	une piscine (f)	une gare (f)	une pâtisserie (f)
une boulangerie (f)	un supermarché (m)	un cinéma (m)	un parc (m)

An athlete's knowledge organiser:

We will learn the skills needed to dribble, pass, tackle, attack and defend.

DRIBBLING

SOFT TOUCHES - CLOSE CONTROL



PASSING AND SHOOTING

STEP - PLANT - KICK

NO TOES - INSIDES OR LACES



GAMEPLAY

OFFENSE - FIND THE OPEN SPACE

DEFENSE - CLOSE THE OPEN SPACE



A musician's knowledge organiser:

We will use a mixture of body percussion and tuned percussion instruments to create our own rhythms. Using what we have learnt, we will compose a piece of music that will tell the story of an Anglo-Saxon battle.

Body Percussion



Clap



Snap



Pat



Stomp



A knowledge organiser for Religious Education: We will learn what Sikhs believe about God, what a guru is, who Guru Nanak was and the values he taught.



A citizen's knowledge organiser for Personal Education:

Living in the wider world *Diverse Britain*

What does it mean to have a diverse community? Why does diversity matter? What are my interests? What are my strengths? Why do people have different strengths and interests? What are the different groups that make up and contribute to a community? How is diversity identified? Why should we embrace diversity? How should I respond to someone who has a different interest to me? How might people feel if they are made to feel "wrong" because of the way they live their lives? (choice or not) What does tolerance mean and why is it important?

What are positive and negative emotions? Why might I feel (sad, happy etc)? What is my mental health? What might affect my positive mental health? What might affect my negative mental health? How can I achieve a positive mental health? Why is it important to look after my mental health? Who can I go to for help if I don't feel emotionally well?