



Outlined below is the 'sticky' knowledge for Year 4. We expect children to know and remember the following information, which is derived from our broader curriculum expectations. These concepts are revisited in our regular focused retrieval sessions – as well as through lessons, where prior knowledge is identified, built upon and extended. Number in brackets is amount of knowledge points expected per unit.

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Animals including Humans	Living things and their habitats	States of Matter	Electricity	Sound
The parts and functions of the digestive system.	Living things can be grouped in a variety of ways	Materials can be compared and	Many common appliances run on	Sounds are sometimes made by
	band classification keys can help to group, identify	grouped together according to	electricity.	something vibrating.
The different types of teeth and their functions.	and name a variety of living things.	weather they are solids, liquids or		
		gases.	A simple circuit can be made using cells,	Vibrations from sound travel to the ear.
The parts of a food chain are producer,	Environments can change and this can sometimes		wires, bulbs, switches and buzzers.	
consumer, predator and prey.	pose dangers to living things.	Some materials change state when		Links between the pitch of a sound and
		they are heated or cooled.	A lamp will only light in a simple circuit if it	features of the object that made it can
			is part of a complete loop with a battery.	be made.
		Evaporation and condensation are		
		parts of the water cycle.	A switch opens and closes a circuit.	Links can be made between the volume
				of a sound and the strength of the
		Rate of evaporation is associated	Conductors, conduct electricity but	vibrations which made it.
		with temperature.	insulators don't.	
				Sounds get fainter as the distance from
			Metals are good conductors.	the sound source increases.

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The Ancient Roman civilisation began in 753BC when the city of Rome was founded.

Britain had lots of goods, land and slaves, which the Romans wanted.

The Roman Emperor Julius Caesar, made two failed attempts to invade Britain.

100 years later, Emperor Claudius

Before the Romans successfully invaded Britain in 43 AD, the land was inhabited by Iron Age people, known as the Celts.

These people lived in separate tribal kingdoms each with their own Celt leader.

Boudica was a gueen of the Celtic Iceni tribe

Boudica was a queen of the Celtic Iceni tribe and the wife of King Prasutagus.

When the Romans invaded, they allowed King Prasutagus to continue to rule his tribe however, when he died, the Romans wanted it back as they didn't believe women had the rights to land or power

Boudica convinced other Celtic tribes to help her rebel.

The Romans eventually defeated Boudica and her Armies

The Romans introduced one central government, built new forts, new settlements and an extensive network of roads to make it easier to travel and

Britain became cleaner and more

civilised.

The Roman armies left Britain in 410AD because their armies were needed to defend other parts of the empire.

Ironstone mining began in Redcar and Cleveland in the 1840s

Many other mines opened in the next 20 years as the industry grew

People travelled from far and wide seeking work and many settled with their families and a community was soon established.

The families of miners found it difficult to manage on the wages that they received so many children had to leave school to gain work to bring money into the family home.

Working in the mines was dirty, physically demanding and dangerous due to the risk of explosion and unstable structures.

Tom Leonard worked at South Skelton Mines office and as the region's ironstone industry was rapidly dwindling, his dream arose to open a museum to preserve, display and interpret this integral part of local history for posterity.

The prosperity of the opening of the mines (1848) and the changes to the area contrasted significantly with the closure of the mines (1958)

Ancient Egypt (1)

Ancient civilisations came about after people began to settle into villages which then grew to become cities.

The earliest civilisations tell us that the location of where a group settled was very important for its ability to grow and succeed. \\

The River Nile's waters made the land surrounding the river's banks extremely fertile and a perfect place to grow food for future farmers.

Over time, the farming villages along the River

Nile grew and turned into early towns and cities.

During the same time period as the Bronze Age in Britain, the Ancient Egyptian civilisation was thriving with enormous cities and temples and Pharaoh kings ruling over the lands.

The Ancient Egyptians believed in life after death.

They used a process called mummification to preserve the body after death because it was needed for the afterlife.

Pyramids were built as tombs for Pharaohs and Queens and they held treasures for the afterlife

The boy king Tutankhamun the last of this dynasty to reign over Egypt.

He is famous because his body was found by the archaeologist, Howard Carter in 1922, almost fully intact and full

The Egyptians' inventions and discoveries have shaped the modern world that we live in today.



Eight European countries, including their capital cities, are France (Paris), Germany (Berlin), Spain (Madrid), Italy (Rome), Sweden (Stockholm), Netherlands (Amsterdam), Poland (Warsaw), Greece

The two largest seas in Europe are the Mediterranean Sea, the

Latitude and longitude can be used to locate key places.

Several North and South American countries are Canada, USA, Brazil, Mexico, Argentina, Chile, Peru, Colombia

A place might be like in the future by considering how things might change, such as the construction of new buildings or the

Differences between living in the UK and a country in Eastern Europe, such as Poland, could include the weather, food, and daily routines.

Their local area might have been a farming community in the past, but now it has more houses, shops, and roads due to

The Amazon rainforest and the Amazon River can be located using an atlas or globe, with the Amazon River flowing through

South America, primarily in Brazil.

nan and physical geograph

and riverbank. The water cycle features include evaporation, condensation, precipitation, and collection.

The water cycle can be explained through diagrams showing how

water moves through the environment Symbols are used on maps to represent physical features like rivers,

mountains, and forests.

Localities can change over time with reference to physical features,

The differences between living in the UK and a Mediterranean country (e.g., Spain) include warmer weather, different foods, and a more outdoor lifestyle in Mediterranean countries.

Geographical skills and fieldw

a report. Graphs can be used to record data, such as temperature or

rainfall, from various locations

Geographical questions about a place can be posed and answered using fieldwork observations

Detailed sketches and plans can be made and refined for $% \left(x\right) =\left(x\right) +\left(x\right)$

A journey within the UK can be planned using a road map, and a simple itinerary can be created.



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100						
1						

Art and Design (knowledge
of art and artists)

parts.

Complementary colours are opposite on the

colour wheel.

Tones are blended with little visual appearance of intervals (pencil, pastel)

identify a wider range of different moods associated with colour (other than warm and cool) - e.g., vibrant, calm, love, relaxed, fiery, angry, powerful, moody and sad.

Scale is a comparison of size between objects

There is a difference between shades, tints and tones (shade: Shade is a hue or mixture of pure colours to which only black is added, Tint: mixture of pure

Different paint types have different properties (e.g., the varying consistency and glossiness or watercolour and poster paint).

pure grey is added (equal amounts of black and white).

Lines can be used expressively to portray mood (curvy - calm, straight angry)

Rolling out 3D shapes and form them into an object required flat slabs, created with a rolling pin, raised with two pieces of wood.

The clay can be decorated by imprinting or through relief techniques.

Joining should be seamless by using 'slip'.



frame structure is a type of structure made from a framework of connected

A 'free-standing' structure can stand on its own without support.

A pavilion is a decorative building or structure for leisure activities.

Cladding is applied to structures for different effects.

Aesthetics refers to how a product looks.

Food Technology: Culture and Seasonality

The amount of an ingredient in a recipe is known as the 'quantity'.

Safety and hygiene are important when cooking.

The following cooking techniques are used:sieving, measuring, mixing/stirring, cutting out, and shaping.

Budgeting is important when planning ingredients for a recipe.

Products often have a target audience.

electronic device.

AVariables are used in programming to store and manipulate data. Some of the features of a micro:bit include buttons, a display, and sensors.

An algorithm is a set of instructions to be followed by the computer.

It is important to check code for errors (bugs) to ensure it works correctly.

A simulator can be used to check if code works before installing it onto an

'Ergonomic' refers to design that is comfortable and efficient for users, while 'aesthetic' refers to how something looks.

A prototype is a 3D model made out of cheap materials that allows us to test design ideas and make better decisions about size, shape, and

Christianity

prayers.

(3)



Buddhism started when Siddhartha Gautama became the Buddha after finding enlightenment in India over 2,500 years ago.

Key events in the Buddha's story include his birth, leaving his royal life, searching for enlightenment, and teaching the Four Noble Truths and the Eightfold Path.

The Buddha stayed happy by accepting suffering and focusing on helping others.

The Buddha's message is about understanding suffering and finding peace through the

It's harder to be happy when people focus on money, as it can cause more desires and problems.

The Buddha taught that helping others and not harming people or animals leads to happiness.

The Eightfold Path guides people to live a good life by being kind, wise, and mindful.

A symbol is used to represent an idea, belief, or object in a simple form

Christmas symbols include religious ones like the nativity scene, star, and angel, and commercial ones like Christmas trees and Santa Claus

Symbols in the Christmas story include the star (guidance), the manger (humility), and the angel (announcement)

The meanings of these symbols are: the star guides the wise men, the manger shows Jesus' humble birth, and the angel announces peace and joy

Incarnation means that Christians believe God became human in the form of Jesus.

Other Christian symbols include the cross (Jesus' sacrifice) and the fish (early Christian sign), both important to Christians' faith.

The most significant part of the Christmas story for Christians may be the birth of Jesus, as it marks the beginning of God's presence

The Buddha's story includes his search because his teachings challenged for enlightenment and teaching the Four leaders.

Siddhartha's truths are that everything changes, and people struggle with it, and that suffering is caused by selfishness and desire.

Noble Truths.

The Buddha taught that being less selfish and greedy would create a better world with kindness and understanding.

Right speech and the other steps of the Eightfold Path help create a positive impact by promoting truthfulness and mindfulness.

Jesus was a teacher who had enemies

Jesus forgave those who let him down, including his disciples.

Bible verses like the Lord's Prayer show that Christians believe in forgiveness.

Christians believe Jesus' death offers forgiveness for their sins.

Christians believe forgiveness is important, following Jesus' example. The Noble Eightfold Path includes Right Understanding, Right Intention, Right Speech, Right Action, Right Livelihood, Right Effort, Right Mindfulness, and Right Concentration

The Buddha taught the Eightfold Path to help people live a balanced and ethical ife, leading to the end of suffering and achieving enlightenment.

The Eightfold Path teaches that living mindfully and with good intentions can improve our lives and the world around Special places are linked to religions, like churches for Christians

Different places of worship, like churches and mosques, have both similarities and differences.

People who worship in a church include Christians, often attending services and

Christians may go to church to worship, pray, and learn about their faith, but not all Christians go to church regularly.

John the Baptist was a key figure who baptized Jesus and helped spread his message

The Eucharist, or Holy Communion, is a way Christians remember Jesus' sacrifice, often by eating bread and drinking wine

There are different ways to worship,

such as singing, praying, or reading scriptures, and people respond in various ways.

Christians try to live their daily lives with kindness, honesty, and love, following the teachings of Jesus.

Music	Untuned Percussion	Structure	Musical Notation	Singing	Composition	Improvisation

Online Safety



Privacy and Security

searching online

I can describe strategies for keeping personal information private, depending on context.

I can explain that internet use is never fully private and is monitored, e.g. adult supervision.

I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.

I know what the digital age of consent is and the impact this has on online services asking for consent.

Online Reputation

I can explain ways that some of the information about anyone

online could have been created, copied or shared by others.

I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)

I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.

Health, Welbeing and Lifestyle

offline identity

I can explain how using technology can be a distraction from other things, in both a positive and negative way

I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this

Online Bullying

I can recognise when someone is upset, hurt or angry online

I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).

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).

I can analyse information to make a judgement about probabl one person but may be important to other people's thoughts accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected

I can describe how to find out information about others by I can describe how to search for information within a wide group of technologies and make a judgement about the probable

pretend something is true when it isn't.

accuracy (e.g. social media, image sites, video sites) I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, popups) and can recognise some of these when they appear online

I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the

benefits and the risks might be. I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to

Show me how to use the 'Remove Background' feature

Show me how to create a flyer to promote a key event.

Tell me how to use assets from other apps within a document.

Show me how to layer objects in a project.

Self-image and identity can explain how my online identity can be different to my

I can describe positive ways for someone to interact with others online and understand how this will positively impact on how

others perceive them. I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do

Copyright and Ownership why I need to consider who owns it and whether I have the right

I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.

Computing



Show me how to add notes to texts in iBooks

Tell me how to use screen recording to demonstrate an idea as a movie.

Show me how to use Stop Motion for simple 2D animation.

Tell me how to retrieve information effectively in Safari

Show me how to create a voice recording with a layered

Show me how to identify images and text online that you can use in your own work, respecting copyright.

Tell me how to create a soundtrack to add tone and mood to the

Show me how to produce a piece of music to illustrate the tone

Tell me how to create a stop motion to illustrate a scene.

Show me how to animate a character

is [name]).

Tell me how to create a poster.

Tell me how to create a story using animatior

Show me how to create a short animation to illustrate a key series of events in history

Tell me how to tell the story of the water cycle using images created in Pages as backgrounds and a sprite as the lead character.

Show me how to use 'Remove Background' effectively on

a page layout Show me how to layer objects in a project.

Tell me how to animate objects using clicks and timings.

Show me how to create transitions using clicks and timings.

Show me how to create a short presentation to demonstrate what you have learned Data Handling (Numl

Show me how to use a range of data collection

techniques, such as numerical, rating, and checklist.

Tell me how to present the results of a science expe

Show me how to present the differences in climate for a place of study and the children's hometown

Show me how to collect data in a Numbers document and

Show me how to alter transitions in a movie.

Show me how to add titles to a movie

Tell me how to alter the speed of clips for a specific

audience effect.

Show me how to use the green screen function for effect.

Tell me how to produce a short film report live

Show me how to create a short travelogu

Show me how to use soundtracks/music to improve a presentation.

Tell me how to use live titles for effect in a presentation.

Show me how to use scenes to create a narrative or effect.

Show me how create a social media-style YouTube-style presentation in a short and snappy way

In the cafe

French	

Seasons The four seasons in French are le printemps

underscore

of a passage.

Each season has a key feature that can be described in French.

The term for "favourite season" in French is "saison préférée.

The conjunctions "et" (and) and "car" (because)

A reason for a favourite season can be expressed in French using simple vocabulary.

Fruits The ten fruits in French are la pomme, la banane, l'orange, la fraise, la cerise, le raisin, le melon, l'ananas, la poire, and la pêche.

The correct article (le or la) is used with each

Some fruits can be spelled from memory with

reasonable accuracy The question "Tu aimes

ask if someone likes a fruit.

___ ?" can be used to

The phrases "J'aime ____" (I like ___) and "Je n'aime pas ___" (I don't like ___) are used to express likes and dislikes.

All about me Simple set phrases to talk about oneself in French include "Je m'appelle [name]" (My name

Numbers 1-10 in French, like "un, deux, trois,"

The nationality can be stated in French, such as "Je suis anglais" (I am English), with an understanding of pronunciation differences for gender.

Set phrases like "Quel âge as-tu?" (How old are you?) can be used to ask for simple information in French.

My Family The basic language for presenting oneself in French includes phrases like "Je m'appelle [name]" and "J'ai [age] ans."

display it as a chart.

in table and graph format

Family members in French are referred to with vords like "mon frère" (my brother), "ma sœur' (my sister), and others.

Numbers 1-70 in French are understood and The phrase "II/Elle a [age] ans" is used to say

how old a family mem words for parents, siblings, and others, along with the ability to describe family relationships.

Classroom objects The vocabulary for family members includes words for parents, siblings, and others, along with the ability to describe family relationships.

The 12 classroom objects in French, such as "un crayon" (a pencil) and "une gomme" (an eraser), are known with their correct article/determiner.

The words for "a" and "my" are used correctly before classroom objects, with examples provided for reference.

The items in a pencil case can be recalled in The correct indefinite article/determiner e.g., "un" for masculine and "une" for

Singular nouns can be changed to plural nouns in French with guidance and examples, such as "un croissant" to "des croissants."

correct article/determiner.

Items typically offered in a French salon de thé, such as "un croissant" (a croissant) or "une tasse" (a cup), are known with their

Common phrases for asking for food and drink in a French salon de thé, like "Je voudrais un croissant" (I would like a croissant) and "Je voudrais un thé" (I would like a tea), are understood.

knowledge ti	n be explained, with the onunciation changes for boys suits anglais" (for a boy) and "Je a girl). The ability to recall and state in Frer is and isn't in the pencil case is deve both in spoken and written form.	croissants" (some croissants), can be used with confidence.
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	Invasion Games (Football Lacrosse Tag Rugby Handball)	Dance	Striking and Fielding (Rounders and Cricket)	Athletics
6-2				
	OA	Gymnastics	Net Wall Games	
100 DA			Tennis	

Retrieval Practise Sessions

At Handale, we understand that regular retrieval practice embeds learning in to the long term memory – and as such, we aim to regularly retrieve prior learning through fun, low stakes retrieval opportunities.

If a teacher assesses that a concept or word is not well embedded, they must ascertain how this will be improved?

- Embedded in to a curriculum lesson
- Taught there and then as part of the retrieval session
- Embedded in to the next few sessions to gain repeated exposure of the concept to aid overlearning

Over the year, with regular retrieval practice sessions, as well as revisit opportunities built in to the curriculum, it is hoped that the vast majority of children will have the above knowledge firmly embedded in to their long term memory.