

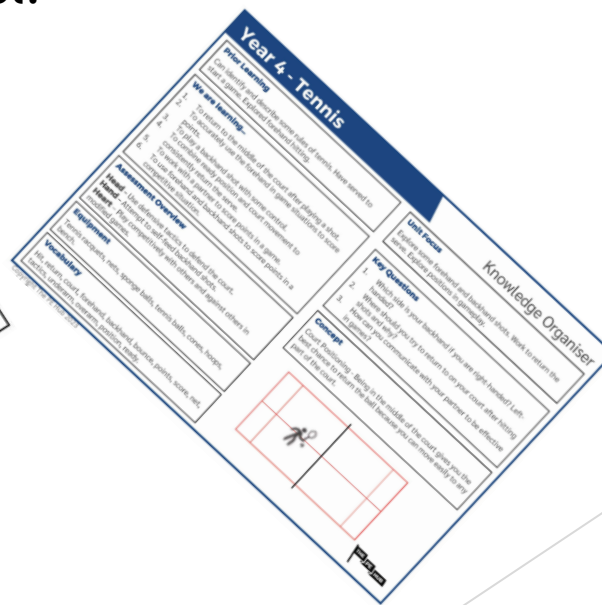
Year 4

Knowledge Organisers



At South Hill, we have created 'Knowledge Organisers' to help pupils and parents to know what the children will be learning in each of our Foundation subjects. These contain essential vocabulary and facts for each topic.

Please see 'Knowledge Organisers' attached for Year 4 for the autumn term, which will also be in pupil's books and on working walls in school.



YEAR 4 SCIENCE – SOUND

What have we learnt in this topic before and what we will learn this year?

In EYFS, we learnt in our topic: to relate the sense of hearing to the ears.

In Year 4, we will learn how to:

- Explain how sound sources vibrate to make sounds.
- Explain how vibrations change when the loudness of a sound changes.
- Explain how sounds travel to reach our ears.
- Describe the pitch of a sound.
- Describe patterns between the pitch of a sound and the features of the object that made the sound.
- Explain how sound travels through a string telephone.
- Identify the best material for absorbing sound.
- Create a musical instrument that can play high, low, loud and quiet sounds.
- Make observations and conclusions.
- Be able to answer questions based on your learning.

Sound

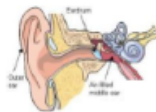
Sound Travels to the Ear

Sounds are made when objects **vibrate**. The vibration makes the air around vibrate, and the air vibrations enter your ear. Our brain hears the vibrations and turns this into a sound.



How Sound is Made

- Sound travels through the air in waves.
- When you clap your hands, the air around your hands shakes. This is the air molecules vibrating.
- When air molecules inside the ear vibrate, they shake tiny hairs on the insides of the ears. The hairs are connected to nerves under the skin.
- These nerves send messages to your brain to tell you that you heard a noise



FOCUS SCIENTIST –

Alexander Graham Bell was born on March 3, 1847 in Edinburgh, Scotland. He died on August 2, 1922 at the age of 75. He is widely known for his invention of the first practical telephone. **Bell's** mother and wife were both deaf, this had a major influence on his work. His experiments in sound eventually allowed him to send voice signals down a telegraph wire. He managed to borrow money from investors so that he could hire someone to help him. His name was Thomas Watson. The two of them together came up with the telephone! The first words spoken were by Alexander on March 10, 1876. Any guesses what he said? Well he said, "Mr. Watson, come here, I want to see you." In 1887, Bell and people who lent him the money for his experiments formed the Bell telephone company.



Key Vocabulary

ear eardrum sound pitch volume vibrations medium insulation travel instrument particle soundproof

KNOWLEDGE ORGANISER



How Does Sound Travel?

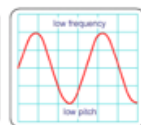
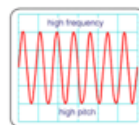
Sound can travel through solids, liquids and gases. Sound travels as a **wave**, vibrating the **particles** in the medium it is travelling in. Sound travels much slower than light, whether in air or in water. You often hear things after you see them, for example, you see the lightning before you hear the thunder.

When you hit a drum, the drum skin vibrates. This makes the air particles closest to the drum start to vibrate as well. The **vibration** then pass to the next air **particle**, then the next, then the next. This carries on until the air **particle** closest to your ear **vibrate**, passing the **vibration** into your **ear**.



PITCH

Pitch is a measure of how high or low a sound is. A whistle being blown creates a high-**pitched** sound. A rumble of thunder is an example of a low-**pitched** sound.



You can change the **pitch** of the sound in different ways depending on the type of instrument that you are playing. For example if you are playing a xylophone, striking the smaller bars will create faster **vibrations** and therefore a higher note. Striking larger bars will cause slower **vibrations** which produces a lower note.



YEAR 4 SCIENCE – ELECTRICITY

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What have we learnt in this topic before and what we will learn this year?

In Year 4, we will learn:

Electricity (Circuits and Components)

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.

In Year 6, we will develop this further and learn about:

- Electricity-Changing circuits and symbols.

ELECTRICITY

Lightning and static electricity are examples of electricity occurring naturally but for us to use electricity to power appliances, we need to make it.

Electricity can be **generated** from wind power used to turn windmills and hydroelectric power from water used in dams. The Sun's rays can be converted into **electricity** by solar panels. Coal, oil and natural gases are fossil fuels which, when burnt, produce heat which can be used to **generate electricity**. Nuclear energy is created when atoms are split. This creates heat, which can be used to **generate electricity**. Geothermal energy is heat from the Earth that is converted into **electricity**.

CONDUCTORS AND INSULATORS

Materials can be **conductors** or **insulators**. Conductors allow electricity to pass through them easily whereas **electrical insulators** do not allow electricity to pass through them.

Electrical conductors

Many metals, such as copper, iron and steel, are good electrical **conductors**. That is why the parts of electrical objects that need to let electricity pass through are always made of metal.



Electrical Insulators

Plastic, wood, glass and rubber are good electrical **insulators**, which is **why** they are used to cover materials that carry electricity. The plastic covering that surrounds wires is an electrical insulator. It stops you from getting an electrical shock.



FOCUS SCIENTIST – GARRET MORGAN – TRAFFIC LIGHTS

Garrett Morgan was born on March 4, 1877, in Paris, Kentucky. He was an inventor and successful businessman. Many of his inventions helped to improve public safety. These included an early form of a gas mask and a type of traffic signal. In 1923, he created a new kind of traffic signal, one with a warning light to alert drivers that they would need to stop, after witnessing a carriage accident at a busy city T junction. Morgan quickly acquired patents for his traffic signal—a version of the modern three-way traffic light—in the United States, Britain and Canada, but eventually sold the rights to General Electric for \$40,000.



Key Vocabulary

battery, cell, wires, switch, crocodile clips, buzzer, bulb, circuit, symbols, insulator, conductor, plastic, metal, appliance, component

CIRCUITS AND COMPONENTS

These are the components used to make a circuit.



A pathway that **electricity** can flow around. It includes wires and a power supply and may include bulbs, switches or buzzers.

Electricity can only flow around a complete **circuit** that has no gaps. There must be wires connected to both the positive and negative end of the power supply/**battery**.



SWITCHES

There are wide varieties of switches that can be used. Below are a few examples.



slide switch



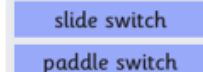
push button switch



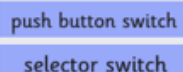
pull switch



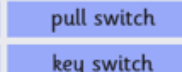
dimmer switch



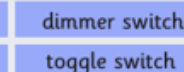
paddle switch



selector switch



key switch



toggle switch



Switches can be used to open or close a **circuit**. When off, a switch 'breaks' the **circuit** to stop the flow of **electricity**. When on, a switch 'completes' the circuit and allows the **electricity** to flow.



COMPUTING SYSTEMS AND NETWORKS KNOWLEDGE ORGANISER



Overview



The Internet

- You should also know that Information technology (I.T.) includes computers and things that work with computers.
- You should also know that information and data can be shared by devices across networks.
- The internet is a network of networks that is used around the world.
- The World Wide Web is a system on the internet that has websites and webpages.
- Some content is protected on the internet. It is important to know that not all information on the internet is accurate.

Networks and The Internet

- Networks connect different devices to one another, allowing for information sharing.
- Networks can also connect to other networks in different places, using a router.
- The internet is a network of networks that are all connected together.

Router: A router is something that finds a route between networks, connecting them.



The Internet: The internet is a network of networks, that is used around the world to share information and communicate.



Protection: Networks have security features that mean they can block or allow messages and requests. This means that information and data can be kept safe.



The World Wide Web

The World Wide Web

- The World Wide Web is the part of the internet where we can visit web pages and websites.
- Information can be shared in the form of things we can see or hear (e.g. things we can read, music, sounds, or videos, etc.).
- When we use the world wide web, routers help us to journey to different networks in different parts of the world.
- We can use traceroute tools to track the journey between routers.
- Web browsers, e.g. Google Chrome and Internet Explorer, let us look at different pages on the internet.

Website and Webpages

- Websites are a set of webpages.
- Webpages may contain different features, e.g. a title, links to other pages, images, videos, and text.
- Websites and webpages can be found using web addresses (domains), normally split into three parts:
 1. www (world wide web).
 2. Name of the organisation/ topic.
 3. Type of organisation/ location.

 www.youtube.com

Ownership and Reliability

- The content on the internet may belong to different people or companies, for example the person who wrote it or the company who published it.
- The content may be copyrighted, meaning that others cannot copy or use it without permission.
- Not all of the information that we see or hear on the internet is reliable. Some of it may be inaccurate due to people lying or misunderstanding things.
- Inaccurate information can quickly spread. This has become known as 'fake news.' We should check multiple sources that we can trust to verify information.



Important Vocabulary

Network

Internet

World Wide Web

Router

Security

Website

Webpage

Browser

Domain

Reliable



COMPUTING: CREATING MEDIA

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Y4



Overview



Photo Editing

- You should already know that we can use digital devices to help us to take and edit photographs.
- There are many different apps and programs to edit and improve photos, for example Photoshop, Luminar and paint.net
- There are lots of different ways that we can edit photographs, for example cropping, rotating, flipping, and changing colours and styles.
- We should understand the not all photographs that we see are real – they may have been edited.

Editing Techniques

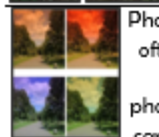
Below are a number of different ways that we can edit photographs.



When we only need a part of a photograph, we can crop the image. We can also enlarge and reduce the parts that we need.



We can make more than one of an image by copying it. We can also rotate and flip images to create different effects.



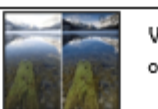
Photograph editing programs often have filters. These can change the colours in a photograph. Different colours can give us different feelings.



When the lighting of the photograph is not quite right, we can change the brightness of the photograph.



We can add and remove parts of a photograph by using cut, copy and paste tools.



We can change the contrast of photographs, making the subjects clearer.

Using Software

Paint.net is one example of photo editing tool, but many others are available. Below is how to select, copy and paste in new elements to edit your photograph.

1. Open the photo and use the 'lasso select' tool to select the area that you need.



2. Right click on the image and select 'copy.'



3. Open the image that you want your copied photo in. Select 'paste.'



4. Use the handles to resize the image, and drag into position.



The 'Adjustments' tab allows us to turn the photo black and white, and change contrast & brightness.



The 'clone stamp' copies pixels from one part to another. 'Recolor' is used to replace colours. 'Magic wand' allows areas with a similar colour to be selected.



When we want to save our edit, we should click on this icon or the 'save' button. We can reverse the last thing we have done with the undo tool.



Considerations of Edited Photos

-As photographers and editors become more skillful, and editing programs become more advanced, it can be hard to tell if images are real or edited.

-We therefore need to be alert, and not believe everything we see. We should also edit photos for positive, and not negative reasons (see right).



Positive Reasons for Editing Photos

- To make things clearer;
- To highlight the important things;
- To show things in a nice way;
- To avoid embarrassment

Negative Reasons for Editing Photos

- To try to deceive people;
- To embarrass or put down others;
- To spread fake news or dishonest ideas.

Important Vocabulary

Photography

Editing

Software

Crop

Rotate/Flip

Copy

Brightness

Contrast

Enlarge

Reduce

YEAR 4 HISTORY – THE ROMAN EMPIRE

KNOWLEDGE ORGANISER



What have we learnt in this topic before and what we will learn this year?

WHAT HAVE THE ROMANS GIVEN US?

In Year 3, we learnt about 'Invaders of Britain'. They focused on groups who have invaded and changed Britain, from the Picts through to the Normans.

In Year 4, we will further this by looking more in depth at 'The Roman Empire' by learning why the Romans were so successful and how they have helped shape Britain today.

In Year 5, we will continue looking at the theme of 'invasion' by learning more about what life was like in Britain under the rule of the Anglo-Saxons.

The Romans, even today, play an important part in our lives. Many of the things we do or have originated from the Romans:

- **Central Heating** - A hypocaust was the first ever central heating system in a building. It produced and circulated hot air below the floor of a room, and also warmed the walls with a series of pipes through which the hot air passed.
 - **Concrete** - Romans invented concrete and it was used to build all over the empire. The concrete foundations of the Roman Amphitheatre in London were found to be 18 meters thick! They even invented a concrete that could dry out and go hard under water.
 - **Roads** - Roman roads were straight, this meant that you got to places faster than on a winding road. Many modern-day roads are built over the old Roman ones. There were 10,000 miles of Roman roads in Britain.
 - **Stinging nettles** - Believe it or not, these were brought to Britain to make clothes from. They can also be eaten like spinach when cooked!
- The Romans also gave us: language, the Calendar, laws and the legal system and much more!



QUEEN BOUDICCA

- Queen Boudicca led her army against the Romans in AD60. She is remembered as a strong leader and ferocious warrior.
- Boudicca was a Queen of the Iceni tribe led by her husband King Prasutagus. When the King died, he trusted the Romans and left half his land to them and half to Boudicca. But, the Romans took everything!
- She fought in a famous battle called the Battle of Watling Street, in Verulamium, against the Romans when they came to take her land.
- Her army destroyed the Roman towns of St Albans, Colchester and London.
- The Roman army won the battle against Boudicca and her army. They ruled Britain for the next 350 years.



TIMELINE FOR THE ROMAN EMPIRE

753 BCE	The building of Rome begins, with the legend of Romulus and Remus	
264 BCE	The Romans begin invading other parts of Italy and take control	
146 BCE	The Romans begin invading other parts of the world, including 3 wars which are fought successfully	
55 BCE	Julius Caesar invades Britain and fought the Celts, eventually taking over some parts of Britain a year later	
1 CE	Jesus is born and the Romans reign	
43 CE	Emperor Claudius invades Britain and, after years of fighting, takes control of more of the land	
60-61 CE	Boudicca leads a rebellion with the Celts to try to overthrow the Romans but eventually fails	
410 CE	Roman rule in Britain ends as many Roman soldiers are needed back in the Empire to defend it	
476 CE	Roman rule ends when the Romans are conquered by the 'Barbarians'	

THE ROMAN ARMY

The spread of the Roman Empire was partly due to the fact that the Roman army was so well organised. At the time of its invasion of Britain, the Roman army was the most disciplined and efficient fighting machine that the ancient world had ever known. Its men were well-equipped and highly trained, and operated in strict formation on the battlefield. Roman soldiers were very strong and tough; they had to march over 20 miles a day with heavy things to carry. They had to carry equipment such as tents, food, cooking pots and weapons as well as wearing all their armour.

The Roman army was divided into two groups - legionnaires and auxiliary. The Roman legionnaire was a soldier who was a Roman citizen younger than 45. Legionnaires served in the army for 20 years. They were well-armed and well-trained fighting men. They were also skilled engineers and craftsmen because they had to build roads, bridges and forts. The Auxiliaries of the Roman army were non-Roman citizens. They were recruited from tribes that had been conquered by Rome or were allied to Rome. Roman Auxiliaries were paid less than the legionnaires and had to serve for 25 years, after which they became



Key Vocabulary

The Roman Empire legacy invasion Hypocaust concrete roads Queen Boudicca revolt legionnaire auxiliary
Verulamium Iceni tribe Battle of Watling street Julius Caesar Emperor Claudius St. Albans armour citizen

YEAR 4 HISTORY – LIFE IN ROMAN TIMES

KNOWLEDGE ORGANISER



What have we learnt before in History and what we will learn next?

In Year 3, pupils learnt about the Stone age to the iron age and the houses and lifestyles of prehistoric people.

In Year 4, we will further this by looking more in depth at life in 'Roman times' including types of dwellings, entertainment and social classes.

In Year 5, we will continue looking at the theme of 'lifestyle' by learning more about what life was like for Anglo-Saxons once they had invaded Britain as well as social classes and lifestyle in 'Ancient Egypt'.

RICH AND POOR ROMANS

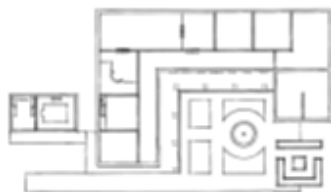
Lives were very different for rich and poor Romans

	Rich Romans	Poor Romans
Food and drink	3 meals a day and fancy dinner parties including meat, fish, fruit and vegetables	Very little meat. Main food was a porridge called Puls
Homes	Large single homes called Domus or a Villa in the countryside	Cramped and badly built apartments called Insulas in the city
Clothing	White Toga made of wool or linen	A tunic which was like a long shirt
Punishment	Having to clean	Crucifixion or even drowning for serious crimes
Religion	Religion was important to all Romans	

ROMAN VILLAS

A Roman villa is a country house that was built and inhabited during the Roman Empire. Villas were owned by rich people. Some of them even had mosaics, glass windows, central heating system (called hypocaust), and their own baths. Rooms inside a Villa included:

- Vestibulum - A grand entrance hall to the house. On either side of the entrance hall might be rooms that housed small shops opening out to the street.
- Atrium - An open room where guests were greeted. The atrium typically had an open roof and a small pool that was used to collect water.
- Tablinum - The office or living room for the man of the house.
- Triclinium - The dining room. This was often the most impressive and decorated room of the house in order to impress guests that were dining over.



ENTERTAINMENT IN ROME

When the Romans wanted to have fun, they would go to the Colosseum to watch gladiators fight or to see plays. You can still see the Colosseum in Rome - it's not exactly like it was back in Roman times, but you can get an idea of how impressive it would have been back then!



The Colosseum was first called the 'Flavian Amphitheatre'. It was shaped like an oval, and is called an Amphitheatre because it does not have a roof. Chariot races were not held at the Colosseum but people would go to the Circus Maximus for that. It was as long as about six football pitches put together, and it had two rounded ends where the chariots would turn to complete another lap.

SOCIAL CLASSES IN ROME

Life in ancient Rome depended very much on which social class you belonged to. Roman society was hierarchical, meaning some people were considered to be much more important than others.

- Slaves were at the bottom of the social pyramid. They were the poorest people in society and had no rights and had to work constantly.
- Next came plebeians. They were the ordinary working people of Rome. Although they were poor, they were allowed to vote.
- Patricians were the aristocracy of Rome. They were rich and came from noble families.
- Senators were important people who helped make the laws of Rome.
- Two people were chosen every year to help run the empire. These people were called consuls.
- The emperor was the most important man in the whole empire. Ultimately, he had absolute power over everyone and everything in the



Key Vocabulary

artefact archaeologist villa insula The Colosseum gladiator entertainment social class rich/poor hierarchy
Flavian Amphitheater Emperor slaves patricians plebeians senators entrance atrium mosaic coin

YEAR 4 ART – MOSAICS

KNOWLEDGE ORGANISER



What have we learnt before in Art and what we will learn next?

In Year 3, we made Venetian Masks focusing on creating texture and shape.

In Year 4, we will extend this by creating our own mosaic designs inspired by the Romans. We will create a mosaic using a motif, border and repeating pattern as well as learning how to adhesive and grout.

In Year 5, we will continue to develop our 3D/ Textiles skills by making 'Scarab Beetles' focusing on experimenting with and combining materials to design and make 3D forms.

HISTORY OF ROMAN MOSAICS

The floors of Roman buildings were often richly decorated with mosaics, many capturing scenes of history and everyday life (as well as depicting Gods and Goddesses) or using symmetrical shape designs.

Some mosaics were bought 'off the shelf' as a standard design, while the wealthy villa owners could afford more personalised designs.

Some of the finest Roman mosaics in Britain can be seen at Fishbourne Roman Palace and Bignor Roman Villa. More locally, these can be seen at the 'Hypocaust' found in St. Albans 'Verulamium Park'.



MOSAIC DESIGN\$ AND COLOUR\$

Mosaic designs were always in neutral or 'earthy' colours. This was because local materials were often used to make mosaics.

Sandstone would produce yellow, orange and red mosaics whilst chalk and limestone were used for white and Purbeck marble for grey or blue.



MOSAIC BORDER\$ AND REPEATING PATTERNS

Borders were a popular way of framing designs, often using repeating patterns.

The guilloche is one of the most common Roman mosaic patterns made by interlacing 2 moving strand lines.



The Romans also commonly used Greek meanders which were symbols of eternity and unity.



GROUTING AND ADHESIVE



Rich Romans decorated the floors of their main rooms with mosaics. These were stuck to the floor and 'grouted' with mortar, a type of cement. Each mosaic used thousands of pieces to make a pattern called Tesserae.

In some Roman mosaic techniques, Beeswax was used as an adhesive to stick the tiles to the floor.

Key Vocabulary

Mosaic	design	everyday life	villa	wealthy	floor	Hypocaust	Verulamium park	repeating pattern
border	neutral/earthy	Guilloche	Greek meander	tesserae	mortar	adhesive	grout	print

YEAR 4 DT – MAKING A TORCH

What have we learnt before in DT and what we will learn next?

In Year 2, we will learn about shell structures by designing and making our own Emergency vehicles, with wheels and axels.

In Year 4, we will design and construct our own torch by making our own simple circuit, with a bulb, and attaching this to a shiny reflector. We will design our casing with a specific audience in mind.

In Year 5, we will extend our skills through by designing and making a pneumatic Bridge and focusing on joining and strengthening.

portable
switch

light source
plastic casing

purpose
circuit

rechargeable torch
battery (cells)

right angle torch

head torch

tactical torch

penlight

keychain and clip torches

HISTORY OF TORCHES

Throughout history, humans have made use of portable light sources. Torches, candles, oil lamps and kerosene lamps were designed to be carried around but they could be dangerous because they used a flame as a source of light.

Inventions of the electric light bulb and of dry battery at the end of the 19th century enabled solution for this problem and this invention has become known as a torch.

There are many different types, which can be used for many different purposes.



TYPES OF TORCHES



Rechargeable torch



Right angle torch



Head torch



Tactical torch



Penlight



Keychain and clip torches

Key Vocabulary

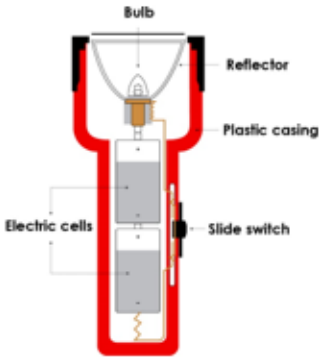
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PARTS OF A TORCH

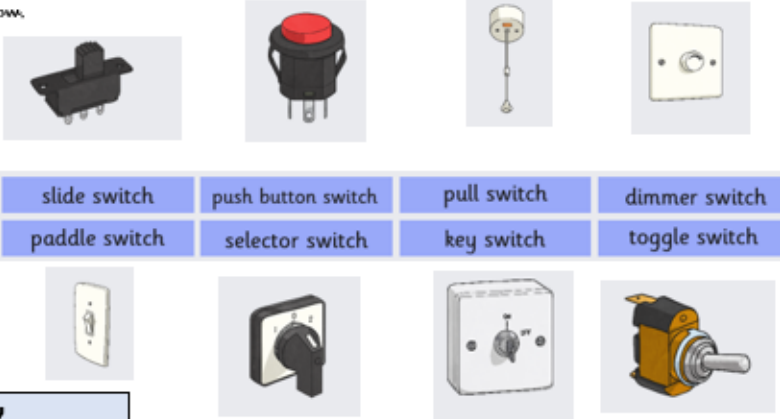
A torch is made up of many parts:

- The plastic casing holds all of the components together and the bulb is the source of light.
- The batteries rest on a small spring that's connected to two contact strips. These parts conduct electricity and complete the circuit when the switch is pushed to 'on'.
- The reflector part at the front is formed of plastic and coated with a shiny aluminum layer, which bends around the bulb, to direct the rays forward so they provide a steady light beam and this is protected by the lens.



TYPES OF SWITCHES

Switches can be used to open or close a circuit. When off, a switch 'breaks' the circuit to stop the flow of electricity. When on, a switch 'completes' the circuit and allows the electricity to flow.



portable	light source	purpose	rechargeable torch	right angle torch	head torch	tactical torch	penlight	keychain
switch	plastic casing	circuit	battery (cells)	on/off	reflector	beam	components	bulb

Year 4 - Tennis

Knowledge Organiser

Prior Learning

Can identify and describe some rules of tennis. Have served to start a game. Explored forehand hitting.

We are learning...

1. To return to the middle of the court after playing a shot.
2. To accurately use the forehand in game situations to score points.
3. To play a backhand shot with some control.
4. To combine ready position and court movement to consistently return the serve.
5. To work with a partner to score points in a game.
6. To use forehand and backhand shots to score points in a competitive situation.

Assessment Overview

Head - Use defensive tactics to defend the court.

Hand - Attempt to self-feed backhand shots.

Heart - Play competitively with others and against others in modified games.

Equipment

Tennis racquets, nets, sponge balls, tennis balls, cones, hoops, bench.

Vocabulary

Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready.

Unit Focus

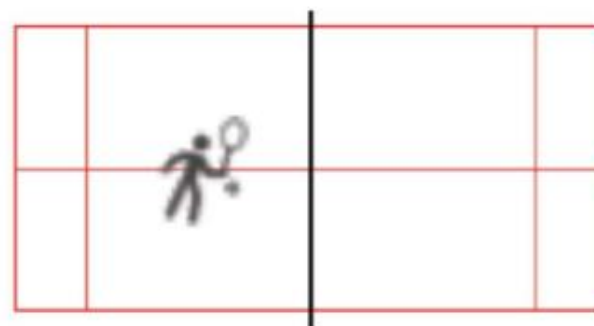
Explore some forehand and backhand shots. Work to return the serve. Explore positions in gameplay.

Key Questions

1. Which side is your backhand if you are right-handed? Left-handed?
2. Where should you try to return to on your court after hitting shots and why?
3. How can you communicate with your partner to be effective in games?

Concept

Court Positioning - Being in the middle of the court gives you the best chance to return the ball because you can move easily to any part of the court.



Year 4 - Hockey

Knowledge Organiser

Prior Learning

Experienced different types of small-sided invasion games. Able to send and receive balls. Use a variety of techniques and tactics to play competitively, both attacking and defending.

Unit Focus

Consistently perform basic hockey skills such as dribbling and push passes. Implement the basic rules of hockey. Develop tactics and apply them in competitive situations. Increase speed and endurance during gameplay.

We are learning...

1. to perform a push pass with accuracy.
2. to perform a straight dribble to maintain possession.
3. to use reverse-stick to control a ball on the far side of our body.
4. to use a slap pass to send the ball over longer distances.
5. to turn to keep the ball under control and move into space.
6. to develop new skills in competitive situations and look to improve.

Key Questions

1. Why must we keep the ball close to our stick when turning or dribbling?
2. What happens in the game if the ball hits the back of your stick?
3. How can we produce more power to make slap hit go further?

Equipment

Sticks, a range of balls (hard foam or quick sticks balls), cones, goals, bibs, stopwatch.

Vocabulary

Control, use space, defend, attack, dribble, pass, push, slap, reverse.

Rules

- No Contact.
- No touching the ball with their feet, the opposition gets a free pass where the offence occurred.
- The ball cannot touch the back of the stick.

Assessment Overview

Head - Decide as a team how to make things difficult for your opponent.

Hand - Attempt a slap pass in isolation.

Heart - Suggest ways to improve your and your team's performance.





Jigsaw Knowledge and skills progression: Being Me in My World Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the **Being Me in My World** Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 8-9	Puzzle overview: Being Me in My World	
	In this Puzzle, children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. They learn about roles in school and how to contribute to their community. Across the six Pieces, children explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. They consider how rewards and consequences influence behaviour and practise empathy. By the end of the Puzzle, children understand how responsible choices and participation benefit their school community, with the Learning Charter as the shared outcome.	
	Knowledge	Social and emotional skills
	• I know my attitudes and actions make a difference to the class team • I know how to use my Jigsaw Journal • I understand who is in my school community, the roles they play, how I fit in and how I can contribute • I understand how democracy works through the School Council • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • I understand how groups come together to make decisions • I understand how democracy and having a voice benefits the school community	• I know how good it feels to be included in a group and understand how it feels to be excluded • I try to make people feel welcome and valued • I can take on a role in a group and contribute to the overall outcome • I can recognise my contribution to making a Learning Charter for the whole school • I understand how rewards and consequences motivate people's behaviour • I understand why our school community benefits from a Learning Charter and can help others to follow it
	Vocabulary	
	authority, charter, choices, community, conflict, consequences, contribution, courtesy, decisions, democracy, democratic, excluded, friend, friendship, healthy, help, included, job description, learning charter, observer, proud, responsibility, responsibilities, respect, rights, role, school, self-respect, solution, team, trusted adult, UN Convention on the Rights of the Child, valued, violence, voting, welcome, wellbeing	



Jigsaw Knowledge and skills progression: Celebrating Difference Puzzle Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the **Celebrating Difference** Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 8-9	Puzzle overview: Celebrating Difference	
	In this Puzzle, children explore how first impressions and appearance can influence assumptions, learning to accept others for who they are and question their own judgements. They develop a deeper understanding of bullying, including the roles of bystanders and witnesses, and practice how to seek help and solve problems safely. Protected characteristics are introduced including age, disability, race and sex. Across the six Pieces, children reflect on what makes them special and unique, learn to value physical differences, and practice kindness, respect and empathy. They explore how opinions can change when people get to know one another.	
	Knowledge	Social and emotional skills
	• I understand that, sometimes, we make assumptions based on what people look like • I understand what influences me to make assumptions based on how people look • I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure • I can tell you why witnesses sometimes join in with bullying and sometimes don't tell • I can identify what is special about me and value the ways in which I am unique • I can tell you a time when my first impression of someone changed when I got to know them	• I try to accept people for who they are • I can question why I think what I do about other people • I know how it might feel to be a witness to and a target of bullying • I can problem-solve a bullying situation with others • I like and respect the unique features of my physical appearance • I can explain why it is good to accept people for who they are
	Vocabulary	
	accept, appearance, assumption, bully, bullying, bystander, changed, character, characteristics, courtesy, deliberate, different, empathy, friend, hurtful, impression, influence, judgement, kindness, manners, on purpose, physical features, problem solve, protected characteristics, respect, secret, special, surprised, troll, unique, witness	