



Wheelwright Lane Knowledge Organiser for:

Art – 3D sculpture through Canopic jars

Key questions:



What is a slab pot?

How do you make one?

What is a canopic jar?

What do each of the heads represent?

What colours do they use on the jars?

What do the Ancient Egyptians use the jars for?

What materials did they use in Ancient Egypt?

Key facts:



In ancient Egypt, canopic jars were used to store the organs of dead pharaohs and wealthy members of society.

During the mummification process, the important internal organs were removed and placed into four different canopic jars. However, the heart was left in the body as the ancient Egyptians believed that it was weighed by the gods.

If the heart was light and passed the test, you could enter the Land of Two Fields in the afterlife.

There were four jars, each with special significance. The tops of the canopic jars represented one of the four sons of the Egyptian god Horus so that they could watch over you during the afterlife.

Examples of Canopic jars:



over you during the afterlife.

The god **Hapy** with the head of a baboon protects the lungs.



The god **Duamutef** with the head of a jackal protects the stomach.



The god **Imsety** with the head of a human protects the liver.



The god **Qebehsenuef** with the head of a falcon protects the intestines.



Key vocabulary:

Ceramics: A term given to any artwork produced using clay.

Clay: Moist, sticky earth. Liquid clay is called slip.

Air drying clay: Clay that does not to be fired in a kiln to dry.

Pottery: Objects shaped from moist clay and hardened by heat.

Modelling: Working clay into a shape or form.

Scoring: Cutting or scratching the surface, used to join parts of a pot e.g. a handle.

Pinching: Squeezing between the thumb and a finger.

Slab: A flat evenly cut/rolled layer.





Year 4

Animation

Key Learning

- To understand what animation is.
- To know what onion skinning is and be able to use this technique for 2D computer animations.
- To know how to enhance simple animations using animation software.
- To plan an animation.
- To create a narrative.
- To evaluate animations.

Key Resources



Key Vocabulary

Animation

A method that turns still pictures into moving images. This technique can make drawings, computer graphics, or photographs appear to move.

Copy Frame

A feature in animation software where frames can be copied. This can be used to repeat frames at the end of an animation to help make it look smoother.

Sharing Controls

The menu that allows work to be shared with others. For example, sharing to a Display Board.

Animation Software

A computer program that helps users create animations from images created on a computer or from images captured in the real world.

Frame

A single image in an animation.

Sound Effect

A sound other than speech or music.

Frame Per Second

The number of frames played per second.

Stop Motion

A way of making objects or pictures look like they are moving by repeatedly taking photos for each tiny change of movement and then playing the photos back.

Background

An image on the frame that shows behind the animated objects.

Onion Skinning

A process where the shadow image of the previous frame is present to help you line up the objects of the animation correctly.

Storyboard

A visual planning tool used to map out the sequence of a narrative.



Year 4

Animation

Key Images



Open, close, save or share animation



Add/delete frames



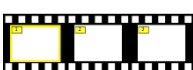
Play animation



Onion skin off/on



Add/remove sound



Frame reel



Add background



Change animation speed (FPS)

Key Questions

What is animation?

Animation is the process of giving the illusion of movement to drawings, models or objects. Animated motion pictures and television shows are highly popular forms of entertainment.

How is stop motion animation created?

Characters are made out of plasticine or clay. Animators then move them a tiny bit at a time and take a photo. They will then move them again and take another photo. Once animators have taken all the photos (frames), they combine them. When they are played, they look like they are moving.

What features in animation software help create smooth animations?

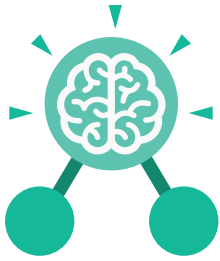
Onion skinning is an example of one feature that lets an animator see a shadow image of the previous frame. Using this shadow, animators can carefully draw the next frame making small changes.

What is 2D animation?

2D Animation is one of the most known animation methods and is achieved by drawing lots of pictures. The pictures are flat in appearance and are not to be confused with 3D Animation.

What is 3D animation?

3D Animation is a very popular animation method that involves computers. Images appear realistic with life like shading used. Toy Story is an example of this.



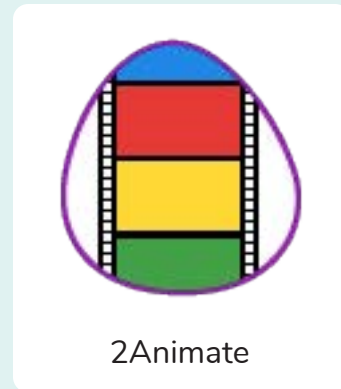
Unit: 4.6

Animation

Key Learning

- To discuss what makes a good animated film or cartoon.
- To learn how animations are created by hand.
- To find out how animation can be created in a similar way using the computer.
- To learn about onion skinning in animation.
- To add backgrounds and sounds to animations.
- To be introduced to 'stop motion' animation.
- To share animation on the class display board and by blogging.

Key Resources



Key Vocabulary

Animation

The process of adding movement to still objects.

FPS (Frames Per Second)

The number of frames played per second.

Frame

A single image in an animation.

Onion Skinning

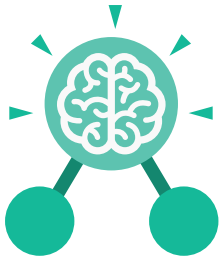
A process where the shadow image of the previous frame is present to help you line up the objects of the animation correctly.

Pause

To temporarily stop the animation.

Stop motion

A technique whereby the camera is repeatedly stopped and started, for example to give animated figures the impression of movement.



Unit: 4.6

Animation

Key Images



Open, close or share animation.



Add or delete a frame from the animation.



Play the animation.



Switch onion skinning on or off.



Add a background picture to the animation.



Insert a photograph from a webcam into the animation.



Insert a sound file into the animation.



Number of frames in the animation.

Key Questions

What is an animation?

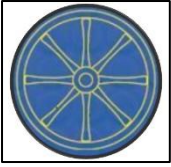
Animation is the process of giving the illusion of movement to drawings, models, or inanimate objects. Animated motion pictures and television shows are highly popular forms of entertainment.

What is meant by onion skinning?

Onion skinning is a 2D computer graphics term for a technique used in creating animated cartoons and editing movies to see several frames at once.

What is meant by stop motion animation?

Stop motion animation is a filming technique in which objects (such as clay models) are photographed in a series of slightly different positions so that the objects seem to move.



Wheelwright Lane Knowledge Organiser for:

Tomb Raiders

Key questions:



How do artefacts build up a bigger picture about what life was like for the Ancient Egyptians?

When was the Ancient Egyptian civilisation?

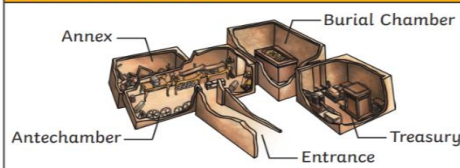
How have the Ancient Egyptians helped shape our lives today?

How were the lives of wealthy people different from poorer people?

How did the Ancient Egyptians cook and travel?

Why were the Egyptian Gods so important to the Ancient Egyptians?

Tutankhamun's Tomb



Tutankhamun Facts:

- Born: around 1342 BC
- Died: around 1323 BC
- Pharaoh from approx. 1333 BC to 1323 BC
- Known as the 'boy king' as he became pharaoh aged only 9
- Tomb discovered by Howard Carter and his team in the Valley of the Kings in 1922
- Tomb contained over 3000 treasures

Key facts:



The ancient Egyptian civilisation emerged in 3100BC and ended in 322BC.

Hieroglyphs were written by scribes, who had to go to a special school to learn how to write. Almost all scribes were men, although there is some evidence of female doctors being able to read hieroglyphs in medical texts.

The Rosetta Stone, discovered in 1799, was written in hieroglyphs and two other languages, including ancient Greek, which linguists (language experts) could still read.

Embalming and Mummification:

1. Wash the body.
2. Pull out the brain through the nostrils with a hook and fill the skull with sawdust.
3. Remove all internal organs except the heart. Put them into canopic jars.
4. Cover the body in natron salt and leave it to dry for 40 days.
5. Remove the natron salt and pack the body with straw, dried grass or linen.
6. Apply makeup and fake eyes.
7. Wrap the body in linen fabric, adding amulets and a Book of the Dead.
8. Place the mummy in a sarcophagus (decorated coffin).

Key vocabulary:

- Hieroglyphics: A system of writing that used pictures and symbols instead of letters.
- The Nile: The river that runs through Egypt.
- Pharaoh: A ruler of ancient Egypt.
- Cartouche: An oval shape in which the names of kings and queens were often written in hieroglyphics to show that they were special.
- Papyrus: a material used as paper made from a plant.
- Tomb: Where the ancient Egyptians were buried when they died.
- Canopic jars: containers in which the separately mummified organs would be placed.
- Sarcophagus: A stone coffin.



Wheelwright Lane Knowledge Organiser for:

P.E - Dance - Linked to Ancient Egypt

Key questions:



Cognitive (Creative – Curious)

How can you compose a dance that reflects an Ancient Egyptian style?

What shapes or gestures from Egyptian art can inspire movement?

How can curiosity about human movement (joints, muscles) help create new dance actions?

Social (Collaborative)

How can you work as a group to build longer dance sequences?

How can formations and canon show teamwork?

Emotional

How can dance show emotions such as power, mystery, or celebration (as in Ancient Egypt)?

How does body language communicate feelings to an audience?

Resilience

How can you confidently improvise with a partner or alone?

Physical

What movement patterns and actions are typical of Ancient Egyptian dance?

How can you use your body (arms, torso, hands) to copy hieroglyphic-style poses?

How can pathways and levels (high, medium, low) make your dance more dynamic?

Key vocabulary:

Unison – when dancers perform the same movement at the same time.

Canon – when dancers perform the same movement one after another, like a ripple.

Formations – the way dancers are arranged in space (e.g., lines, circles, groups).

Pathways – the patterns made when moving across the space (straight, curved, zig-zag).

Improvisation – creating movement in the moment without planning it in advance.

Fluency – moving smoothly from one action to another without stopping.

Choreograph – to plan and create a sequence of dance movements.

Energy – the quality of movement (sharp, strong, soft, flowing).



Key Facts:

Ancient Egyptians used dance in religious ceremonies, celebrations, and entertainment.

Hieroglyphics and Egyptian art show stylised body positions, which can inspire dance shapes.

Movements often focused on arms, torso, and angular shapes, sometimes imitating gods or animals.

Dance connects to the human body because it explores:

Joints – where movement happens (elbows, knees, hips, shoulders).

Muscles – which create energy and strength in movement.

Posture and alignment – how the body is held in space.

Dance improves physical fitness, coordination, memory, and expression.

Teamwork in dance reflects the way Egyptians often danced in groups, rituals, and processions.




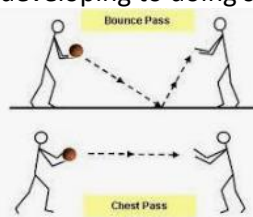
Wheelwright Lane Knowledge

Organiser for: Year 4 Basketball

National Curriculum objectives

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

- Dribble under pressure 
- Chest pass & bounce pass are used in basketball. We will be developing to doing so whilst on move



- Pivot to take, receive and make pass



Key Vocabulary

Accuracy: Being able to make passes and shots making sure they get to the location the player is aiming for.

Baseline: A line that runs from sideline to sideline 4 ft behind the backboard at the ends of the court.

Bounce: When a ball hits the floor and returns to the air.

Bounce pass: A player passing the ball to a teammate by bouncing the ball off the floor.

Catch: To grab or capture the ball in your hand.

Chest pass: The player in possession of the ball throws a two-handed pass from their chest, in a straight line, to the chest of the player receiving the ball.

Dribble: The act of bouncing the ball continually.

Double dribble: When a player uses both hands simultaneously when dribbling or when a player interrupts a dribble by holding the ball momentarily in one or both hands.

Head: Top of the body – the importance of keeping head up when travelling and shooting.

Opponent: A player on the opposite team.

Pass: Sending the ball to another player.

Pivot: When a player turns/rotates on the spot, keeping one foot on the floor.

Protect: To stop the ball being taken by an opponent.

Receive: When the ball is passed to you by another player and you are able to catch it.

Sideline: The two boundaries lines running the length of the court.

Sprint: A full speed run over a short distance

Target: A mark which you try to hit when throwing.

How can you let your teammate know that you are ready to receive a pass?



Can you name all the important lines on a basketball court?

What part of your dribble technique do you need to work on?

Safety

- Remove all jewellery including earrings
- Long hair must be tied back
- Wear suitable footwear
- Use correct techniques
- Complete a warm-up and cool-down



Wheelwright Lane Knowledge Organiser for: Year 4 Basketball

How can you show your
teammate that you are ready
to receive a pass?

Jigsaw Jaz's Journey

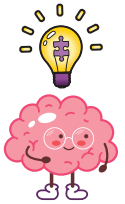
Celebrating Difference

Why do we like to belong?

secret

I will learn about...

- Assumptions that people make and why
- How you could become influenced to make an assumption
- What to do if I think someone is being bullied
- Being a witness to bullying and the impact of this
- How I am special and unique



accept

influence

judgement

I will explore...

- How to try and accept people for who they are
- How it might feel to be a witness to bullying
- How it might feel to be a target of bullying
- My unique physical appearance

appearance

attitude

bystander

opinion

witness

impression

character

Jigsaw Jaz's Journey

Why might a first impression be misleading?

What kind of things might influence YOUR views?

My Thinking Pad

What have I learnt in this puzzle that helps me to celebrate difference?

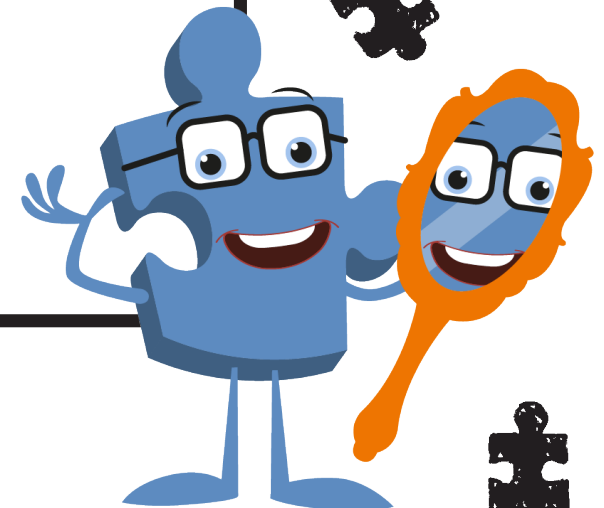
First impressions can change when...

Bullying can be difficult to spot because...

Having our own unique character is good because...

What could you do if you witness bullying?

Celebrating Difference





Wheelwright Lane Knowledge Organiser

for: How might my worldview lead me to do difficult things but for good reasons?

Key Questions:



What is the spiritual significance of fasting in Muslim worldviews?

Why do some Christians choose to do charity work as part of their worldview?

What is nonviolence and how is it expressed in some worldviews?

Key facts:



Sacrifice and fasting are important in many worldviews. Muslims fast during Ramadan (Sawm), and many Christians give something up during Lent.

The Five Pillars of Islam guide Muslims: faith, prayer, charity, fasting, and pilgrimage to Makkah (Hajj).

Charity is a shared value – Muslims give Zakat, Jews practise

Key vocabulary:

Sacrifice – Giving up something valuable for the sake of others or for your faith.

Tzedakah – In Judaism, giving to charity or helping people in need.

Fasting – Choosing not to eat or drink for a period of time, often for religious reasons.

Zakat – In Islam, giving a set amount of money to charity each year as one of the Five Pillars.

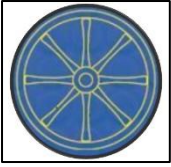
Sawm – Fasting during the month of Ramadan in Islam.

Pilgrimage – A special journey made for religious reasons to a sacred place.

Ramadan – The Islamic holy month of fasting, prayer, and reflection.

Hajj – The Muslim pilgrimage to Makkah, which every Muslim should try to do once in their lifetime.





Wheelwright Lane Knowledge Organiser for:

RE - Hinduism

Key questions:



What does it mean to belong to a faith community?

What are some of the Hindu deities?

What are the four aims of life for a Hindu?

What is good and what is challenging about being a Hindu in Britain today?

What might you find on a Hindu shrine?

What are some of the things that Hindus do to make a difference to the world and wider community?

Key facts:

Gods and Goddesses:

Hindus recognise one God, Brahman. The Gods of Hinduism are different aspects of Brahman. The main three aspects (Trimurti) are: Vishnu, Brahma and Shiva. The three great goddesses (Tridevi) are: Saraswati, Lakshmi and Shakti. Hindus can pray to different gods and goddesses for help with different needs.

Special places for Hindus:

Hindus can worship at home or in a mandir. In a mandir, Hindus can perform puja. Some mandirs are very tall buildings. Hindus believe it brings them closer to heaven. In a mandir, there are shrines and lots of murtis for different gods. Offerings of flowers are brought to the murtis.

Truth Is Eternal	Dharma	Reincarnation	Moksha
Hindus are encouraged to learn.	Dharma means to do the right thing with good behaviour.	Hindus believe a soul cannot be destroyed, so when a Hindu dies, their soul enters a new living being.	Moksha is the ultimate goal. It happens when a soul stops being reincarnated and is reunited with Brahman .

Key vocabulary:

Hindu - Someone who follows Hinduism.

Vishnu - Hindu god who protects the universe.

Brahma - Hindu god of creation.

Trimurti - The three aspects of the universal supreme God.

Tridevi - The three great goddesses of Hinduism.

Brahman - Hindus recognise one God, Brahman.

Mandir - A special place for Hindus to worship.

Puja - Act of worship for Hindus.

Murtis - Special statues or images of Hindu gods and goddesses.

Shrine - A holy place to pray.

Shruti - Hindu holy scriptures which contain the four Vedas.

Smriti - Hindu holy scriptures which contain legends, myths and history. Vedas Ancient Hindu text.





Wheelwright Lane Knowledge Organiser

for : How might your worldview lead you to do hard things for good reasons?

Key Questions:



- What might be some reasons people choose to do hard things in life?
- Why do many people believe that sacrifice and making hard choices are important in life?
- What are the Five Pillars of Islam, and why are they important to Muslims?
- Why is fasting, like Sawm during Ramadan or Lent for Christians, a meaningful practice for many people?
- How do people's beliefs influence the food they choose to eat or avoid?
- What does charity mean in different worldviews, and why is it important to help others?
- What is a pilgrimage, and why do people from different religions go on pilgrimages?
- How do Quakers show their belief in peace and non-violence in everyday life?
- How are religious and non-religious worldviews similar or different when it comes to making moral choices?
- What can we learn from different worldviews about how to live a meaningful life?

Key facts:



- Sacrifice and making hard choices are important in many worldviews.
- The Five Pillars of Islam are faith, prayer, charity, fasting, and pilgrimage to Makkah.
- Muslims fast during Ramadan as an important spiritual practice called Sawm.
- Many Christians fast or give something up during Lent to show devotion.
- Some people follow dietary rules based on their beliefs, such as ahimsa (non-violence) in Hinduism, which encourages avoiding harm to animals.
- Charity is a common value across many worldviews; for example, Tzedakah in Judaism encourages helping others.
- Pilgrimage is important in many religions, like the Hajj to Mecca for Muslims and visits to Canterbury for some Christians.
- Quakers focus strongly on non-violence and living peacefully with others.
- Both religious and non-religious worldviews influence how people make ethical decisions in their daily lives.

Key Vocabulary:



Sacrifice Tzedakah

Fasting Zakat

Sawm Pilgrimage

Ramadan Hajj

Lent Non-violence

Charity Worldview

Resist Sacred



Wheelwright Lane Knowledge Organiser for: Year 4 animals including humans

Key questions:



What are the main parts of the digestive system in humans?

What are the names of the different teeth that humans have?

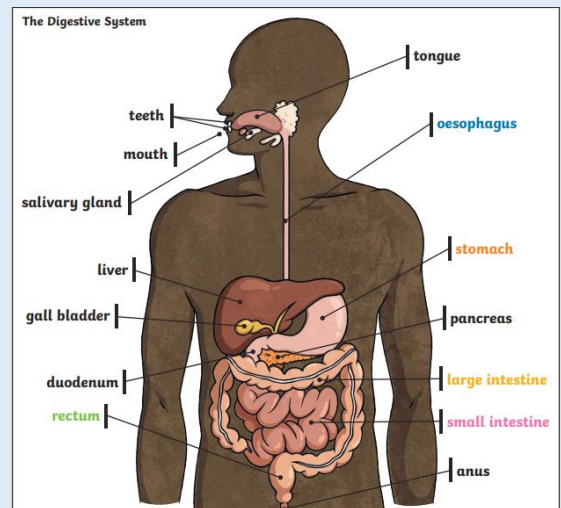
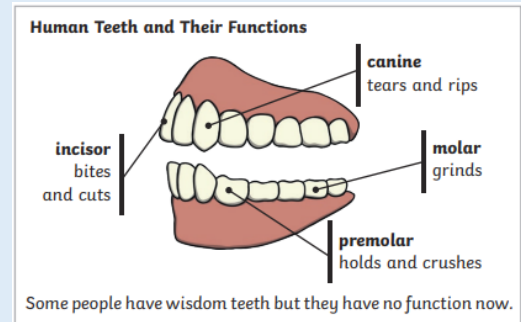
What are their functions?

What are the differences of the teeth of herbivores and carnivores?

What are the main parts of a food chain?

Can you interpret a food chain?

Key facts:



Key vocabulary:

Digest – break down food so it can be used by the body.

Oesophagus – a muscular tube which moves food from the mouth to the stomach.

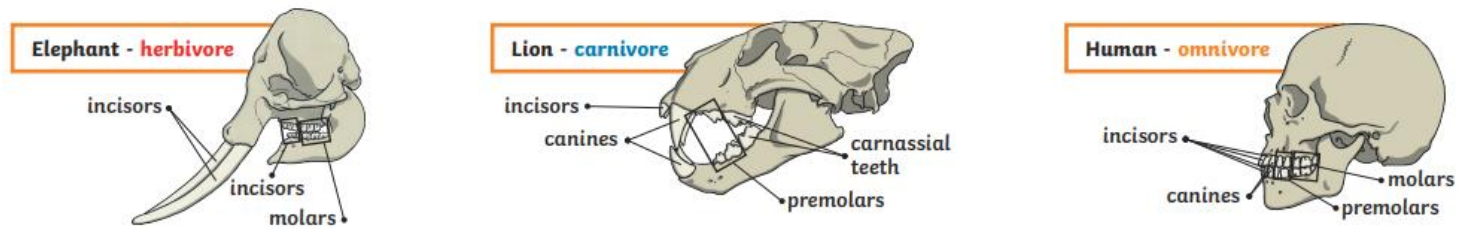
Stomach – an organ in the digestive system where food is broken down with the stomach acid and by being churned around.

Small intestine – part of the intestine where nutrients are absorbed into the body.

Large intestine – part of the intestine where water is absorbed from remaining waste food. Faeces are formed in the large intestine.

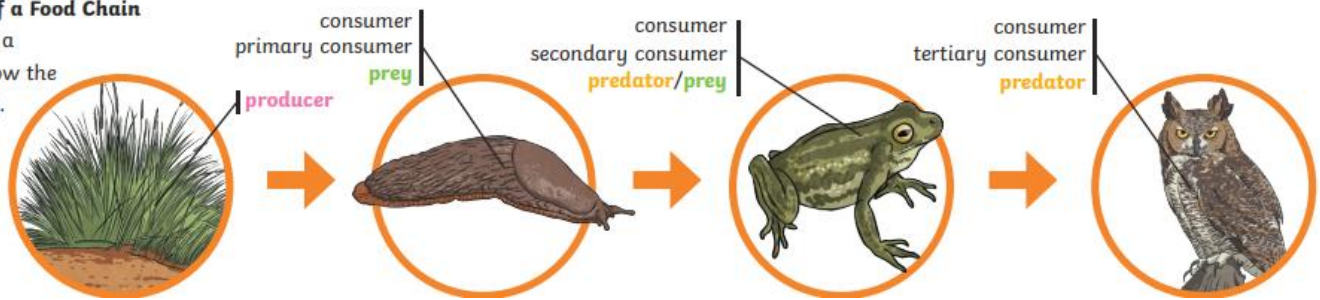
Rectum – part of the digestive system where faeces are stored before leaving the body through the anus.

The teeth of an animal are designed to eat different foods depending on the diet of the animal. Examples of a **herbivore**, a **carnivore** and an **omnivore** skull:



An Example of a Food Chain

The arrows in a food chain show the flow of energy.



To help prevent tooth decay:

- limit sugary food and drink;
- brush teeth at least twice daily using a fluoride toothpaste;
- visit your dentist regularly.



Key vocabulary:

Herbivore – an animal that eats plants.

Carnivore – an animal that feeds on other animals.

Omnivore – an animal that eats plants and animals.





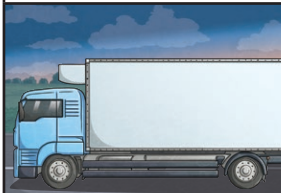






Producer – an organism, such as a plant, that produces its own food.

Predator – an animal that hunts and eats other animals.

Prey – an animal that gets hunted and eaten by another animal.

Key Vocabulary - Transport

f = feminine m = masculine









			
un coche (m)	un autobús (m)	una bicicleta (f)	un tren (m)
			
un camión (m)	un avión (m)	una moto (f)	un taxi (m)
			
un monopatín (m)	los medios de transporte (m) transport		a pie (m) on foot

Key Vocabulary - Directions

las direcciones directions	a la izquierda to the left	a la derecha to the right	todo recto straight on
gira a la derecha turn right	gira a la izquierda turn left	gira turn	para stop
primera first	segunda second	tercera third	Está... It is...

Key Vocabulary - Body and Actions

f = feminine m = masculine

			
la cabeza (f)	el hombro (m)	la rodilla (f)	el pie (m)
			
el brazo (m)	el codo (m)	la pierna (f)	la mano (f)
corre run	anda walk	salta jump	gira en el sitio turn on the spot
dobla bend/fold	estira stretch out	enlaza twist/link	agarra hold
deja let go/release	ahora now	mover to move	con with

Verb - ir [to go]

voy I go	vas You go	va He/she/it goes
vamos We go	vais You (plural) go	van They go

Key Language in Context

¿Cómo **vas** a la escuela?
[How do you get to school?]

Voy a la escuela **en**
autobús.



Van a la escuela **a** pie.



¿Cómo se **va al**
parque?
[How do I get to the
park?]

¿Cómo se **va a la**
cafetería?
[How do I get to the
coffee shop?]

Está a la izquierda.

Está en la tercera a la
izquierda.



¡Dobla la pierna!



¡Enlaza los brazos!



¡Agarra la mano!



Key Knowledge and Grammar

The prepositions **en** and **a** are used instead of the determiner **un/una** when describing the type of transport you use to travel to places.

En is used for any kind of transport and it means **by**. **A** is used for anything involving human/animal power and it means **on**.

- e.g. Voy a la escuela **en** coche. [I go to school by car.]
- e.g. Voy a la escuela **a** pie. [I go to school on foot.]

The preposition **a** together with the determiner **el** (masculine nouns) and **la** (feminine nouns) are used with **va** when asking for directions to get to places and they mean **to the**. However:

- when using the preposition and the definite article in masculine **a + el**, it becomes **al**.
e.g. ¿Cómo se **va al** supermercado? [How do I get to the supermarket?]

Pronunciation

- The syllables 'ge' and 'gi' are pronounced the same as 'je' and 'ji': with a strong sound from the throat such as /h/.
- The letter 'u' in the syllables 'gue' and 'gui' is silent and is pronounced with /g/.