

<p align="center">SCIENCE</p> <p align="center"><u>Sound Changing Sound</u></p> <p>Science Objectives</p> <p>*asking relevant questions and using different types of scientific enquiries to answer them</p> <p>*setting up simple practical enquiries, comparative and fair tests</p> <p>*making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>*gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>*recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>*using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>*using straightforward scientific evidence to answer questions or to support their findings</p> <p>*identify how sounds are made, associating some of them with something vibrating</p> <p>*recognise that vibrations from sounds travel through a medium to the ear</p> <p>*find patterns between the pitch of a sound and features of the object that produced it</p> <p>*find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>*recognise that sounds get fainter as the distance from the sound source increases</p>	<p align="center">P.E</p> <p>GAMES UNIT 1: Net/Wall Games</p> <p>Children should learn:</p> <ul style="list-style-type: none"> To consolidate their striking skills and improve the control and quality To vary the shots and apply them appropriately To recognise what they do well and what needs improving <p>To adapt rules of net games</p> <p>DANCE UNIT 1 - These shoes are made for walking</p> <p>Giraffes can't Dance</p> <p>Incognito</p> <ul style="list-style-type: none"> Respond to a range of stimuli Respond imaginatively to a character and narrative Use simple motifs and movement patterns to structure dance phrases Repeat and remember dance with a partner <p>Describe and interpret dance using appropriate language</p> <p>GYMNASTICS UNIT P - Balance</p> <ul style="list-style-type: none"> To identify and use different body parts to balance on and know which combinations produce the most stable bases To balance and show specific shapes To move into and from balances with control and accuracy To create a sequence on balance showing planned variations in shape, speed and levels 	<p align="center">R.E</p> <p>How and why do religious people show care for others?</p> <p>*Explore how charities help the needy in our area</p> <p>- Salvation Army</p> <p>- Church visitors</p> <p>- Food banks</p>	<p align="center">ART AND DESIGN:</p> <p align="center">Drawing</p> <p>*Making linear drawings from natural objects.</p> <p>*Exploring landscape, contour and colour drawings.</p> <p>*Making detailed observational drawings.</p> <p align="center">Cross – Curricular Art</p> <p>*Illuminated Anglo Saxon style letters.</p> <p>*Sutton Hoo helmets made from card, newspaper and Modroc</p>	<p align="center">HISTORY/GEOGRAPHY</p> <p>* Britain's Settlement by Anglo Saxon and Scots AD 410, up to the first Viking invasion</p> <p align="center">Historical Key Questions</p> <p>What caused the Romans to leave Britain? <i>Recall of Army which allowed other successful invasions</i></p> <p>Who settled in Britain after the Romans? <i>Irish Scots invaded North of England – therefore became Scotland</i></p> <p>What were the settlements like? Where did names come from? How did religious beliefs change during the period? What was the art and culture of Anglo Saxon Britain?</p> <p>Possible educational visit: Bede's World</p>
<p align="center">ENGLISH:</p> <p>Grammar focus: Inverted commas</p> <p>Handwriting: Using 'PENPALS' pupils will be taught to: •use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined •increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>A Dilemma Story Key Fiction text: Lost or Stolen? By Narinder Dhani Writing outcome: To use the structure and characters from "Lost or Stolen?" to write a new chapter of the story with a different dilemma and setting. * Write a character description for one of the characters. * Write a diary entry for after the first day.</p> <p>Information Texts Key Non-fiction text: 'Gadget Magic' 'The Greatest Gadget of Them All?' Writing outcome: To write an advice leaflet about keeping your phone safe, and to produce a presentation about a gadget to pitch to a panel. *Write a story about one of the gadgets.</p> <p>Independent Writing Title: The Box</p> <p>Class book linked to unit: Snow White in New York</p>		<p align="center">YEAR 4 Autumn 1st Half</p> <p align="center">Anglo Saxons and Scotts</p>	<p align="center">MATHEMATICS:</p> <p align="center">Number & Place value</p> <ul style="list-style-type: none"> count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number count backwards through zero to include negative numbers recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers 	
<p align="center">COMPUTING</p> <p align="center">E-Safety</p> <p>I know why usernames and passwords should be kept confidential.</p> <p>To understand the learning platform and other online services allows access to certain rights and areas when a log in is applied.</p> <p>Children develop awareness of online protocols in order to stay safe on the web.</p> <p>Children learn how to use the internet safely and responsibly</p> <p>What do you use the internet for?</p> <p>Who do you talk to online?</p> <p>What setting do you have your online profiles set to? (Personal or Private)</p> <p align="center">Explore</p> <p>I know that a range of digital devices can be considered a computer.</p> <p>I know and can use a range of input and output hardware.</p> <p>I know that computers can be connected together.</p> <p>I know the difference between hardware and application software, and their roles within a computer system.</p>	<p align="center">DESIGN AND TECHNOLOGY:</p> <p align="center">Light it Up</p> <p>DESIGN</p> <p>*Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>*Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>MAKE</p> <p>*Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>*Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>EVALUATE</p> <p>*Investigate and analyse a range of existing products</p> <p>*Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>TECHNICAL KNOWLEDGE</p> <p>*Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p align="center">FRENCH</p> <p align="center">Where exactly do I live?</p> <p>Children will think about countries surrounding France and the location of French towns confidently. They will learn to say where they live and in which country it is.</p>	<p align="center">MUSIC</p> <p align="center">Play it Again</p> <p align="center">(Exploring rhythmic patterns)</p> <p>This unit develops children's ability to create simple rhythmic patterns and performs them rhythmically using notation as a support.</p>	