SCIENCE

Sound Changing Sound

Science Objectives

*asking relevant questions and using different types of scientific enquiries to answer them
*setting up simple practical enquiries, comparative and fair tests
*making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
*gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
*recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
*using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
*using straightforward scientific evidence to answer questions or to support their findings
*investigating circuits and their different components
*knowing the difference between mains and battery-powered circuits
*recognising some common conductors and insulators and investigating their purposes
*creating switches in a complete circuit
*carry out an investigation to alter the brightness of a bulb.

P.E

Swimming

By the end of key stage 2 pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

perform safe self-rescue in different water-based situations

R.E

How do Hindus celebrate Divali?

* Learn about the origins of the festival
*Who celebrates Divali?
*Recognise the significance of the diva Lamp
*Re-tell religious stories with a moral
*Understand why rituals are important

Why do Christians call Jesus the light of the world?

*Who was Jesus?
* Learn about the messages he gave to Christians
*How and why do Christian celebrate the birth of Jesus?

ART AND DESIGN:

Drawing
Painting

*Constructing multi-shaped and textured surface s.
*Exploring fading and washing techniques inspired by Georgia O'Keefe and Turner.

Cross – Curricular Art

*Sutton Hoo helmets made from card, newspaper and Modroc

Christmas/winter related art

*Create a calendar
*Make a Christmas/winters greetings card

HISTORY/GEOGRAPHY

*** Britain's Settlement by Anglo Saxon and Scots AD 410, up to the first Viking invasion**

Historical Key Questions

*What happened when the Irish and the Scots invaded North of England?
*How did Scotland form?
*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?

Possible educational visit: 'That History Bloke' to visit our class on 11th December.

ENGLISH:

Grammar focus:
Paragraphs

Spelling focus:
Words prefixed with 'auto' – automatic, autocue, automobile, autograph, autobiography, autopilot
Words with the suffix 'ly' – happily, angrily, merrily, cheekily, sleepily, rudely, frantically, dramatically, magically, comically, automatically, heroically
Words with the prefix 'inter' – Internet, intergalactic, international, interact, interlock, interrelate, intercity, intermediate

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].
Letter – s
Joins – ed, nn, mm, ss, ify, tt, ll, bb, pp, ff, cc, dd

Poetry
Key Fiction text: 'The Balloons' by Oscar Wilde
'My Sari' by Debjani Chatterjee
'At the End of a School Day' by Wes Magee
Writing outcome:
* To write a poem in free verse about a small, unexpected event.

Journalistic Recounts
Key Non-fiction text: 'Your Alien Experiences'
'The Daily Blab'
Writing outcome: To write an article in the style of a recount, using language and features that are typical of a newspaper.
* Write a character description of an Alien.

YEAR 4 Autumn 2nd Half Term

Anglo Saxons and Scotts

MATHEMATICS:

Mental Multiplication, Written Multiplication and Mental Division

- recall multiplication and division facts for multiplication tables up to 12 × 12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations

Length, Including Perimeter

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares

Statistics

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

COMPUTING

E-Safety

I can show responsible use of technology and online services.
I know a range of ways to report concerns.
I can explain why I need to report an abusive or bullying message.
I understand why I need to be responsible online.

Control

I know that all software executed on digital devices is programmed
I know that a range of digital devices can be considered a computer.
I know and can use a range of input and output devices.
I know that computers collect data from various input devices, including sensors and application software.

DESIGN AND TECHNOLOGY:

Light It Up

DESIGN
*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
*Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
MAKE
*Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
*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
EVALUATE
*Investigate and analyse a range of existing products
*Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
TECHNICAL KNOWLEDGE
*Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

FRENCH

More about Paris and other French towns

They will begin to develop skills and understanding of questions words and question forms, then using the present tense of the verb to go – aller in singular forms. Children will learn more about Paris, points of the compass, describing one's home town and send a postcard from a holiday destination.

MUSIC

The Class Orchestra (Exploring Arrangements)

This unit develops the children's ability to combine and perform rhythmic and melodic material as a part of a class performance of a song

Christmas Related Music

*Learn nativity songs
*Practise songs for Christmas performances