

Science Sound

Children will identify how sounds are made, associating some of them with something vibrating.
They will recognise that vibrations from sounds travel through a medium to the ear.
They will find patterns between the pitch of a sound and features of the object that produced it.

Children will find patterns between the volume of a sound and the strength of the vibrations that produced it.
They will recognise that sounds get fainter as the distance from the sound source increases.

Working scientifically

Children will ask relevant questions and using different types of scientific enquiries to answer them.

They will set up simple practical enquiries, comparative and fair tests.

They will record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
Children will report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

French

L'argent de poche (pocket money)

Listen attentively to spoken language and show understanding by joining and responding.
Explore patterns and sounds of language, and link the spelling, sound and meaning of words.
Engage in conversations, ask and answer questions, and express opinions and respond to those of others.

Speak in sentences, using familiar vocabulary, phrases and basic language structures.
Present ideas and information orally to a range of audiences.

Read carefully and show understanding of words, phrases and simple writing.

Bringing Learning to Life

Chiltern Open-Air Museum

Music Glockenspiel focus

Improvise and compose music for a range of purposes using the inter-related dimensions of music.
Listen with attention to detail and recall sounds with increasing aural memory.
Use and understand staff and other musical notations.

AUTUMN 2 - 2018 Year 4



English

Structure - Narrative poetry

A Story with a Theme – the children will focus on a story linking into PSHE

Non – Chronological Reports

Explanations – the children will write an explanation linking to their DT project on mechanisms.

Year 4 will also have lessons on grammar.

Geography – Countries and Cities of the UK

Children will use maps to name and locate counties and cities of the UK, geographical regions identifying human characteristics, and land use patterns; understand how some of these aspects have changed over time.
They will locate and name the main counties and cities of the UK.
They will obtain information from maps and an atlas.

Children will understand that the UK is an island and that it has 4 regions: England, Scotland, Wales and Northern Ireland/Obtain information from maps and an atlas.
They will understand how many people live in the UK and to know where they live.
They will identify uses of land in the four regions and to give reasons for any differences.
Children will understand economic activity in the four regions and to identify major industries.

They will know how globalisation and technological changes have resulted in changes in land use and economic activity over time.

PSHE & Citizenship Feelings and Relationships

Children will show and describe what a friend is and does.
They will understand that friendship patterns change and how to cope with some friendship problems.
They will recognise and be able to talk about feelings in different situations, know strategies to cope with some fears and worries.

Children will understand the nature of sameness and difference within their school and community.
They will identify different ways people are treated by society dependent on age, gender, cultural and ability.
They will understand that people's response to events can be determined by age, religion and culture.

Children will consider some of the changes that take place in people's lives, reflect on changes in own lives.
They will recognise some emotions involved in loss situations, consider what is helpful, unhelpful in such situations.

They will know about their rights and responsibilities at home, school and the community.

They will understand why school rules are made and the consequences of keeping and breaking them.

They will have begun to experience different approaches to decision making and problem solving, including democratic discussion and consensus

Physical Education

Games – net, wall and court games

Children will play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Dance - Giraffes can't dance

They perform dances using a range of movement patterns.

Computing – Information Technology Multimedia presentation using Google Apps Slides

Children will use search technologies effectively to use and combine a variety of software on a range of digital devices to design and create a range of programs, including collecting, analysing, evaluating and presenting data and information

Religious Education Christians, Hindus and Sikhism

Children will know the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship.
They will learn about the way verbal and non non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts.

They will know about religious codes of conduct and rules of living, considering the effect of these on daily lives.

The children will identify the key aspects of religions and traditions that influence the beliefs and values of others.

They will describe the key aspects of religions and traditions that influence the beliefs and values of others.

They will investigate the significance of religion in the local, national and global communities.

The children will know how religious festivals are related to key figures, events and stories and how these are celebrated within families and religious communities.

They will know about the significance of their own religious cultural and family traditions and how these relate to the experiences of others.

Maths

Children will use appropriate mathematical skills to solve a problem.

They will learn how to organise work, looking for ways to record systematically and check as proceed.

They will draw mathematical models to support visualisation of problems.

Children will use a structured approach to tackle the problem (devise a plan).

Design and Technology Mechanisms – Moving Monsters

Children will make decisions with regard to the type of mechanism they will design and make.

They will make a model of their intended mechanism and make modifications as they go along.

They will evaluate their finished product against their original criteria and suggest ways that their mechanism could be improved.