

Science Sound

Children will identify how sounds are made, associating some of them with something vibrating.
Children 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.
Children 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.
Children will set up simple practical enquiries, comparative and fair tests.
Children 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 As-tu un animal?

Children will repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French.
They will tell somebody in French if they have or do not have a pet.
They will ask somebody else in French if they have a pet.
Children will tell somebody in French the name of their pet and attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but")

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 Year 4



English Beowulf

Narrative – children will write their own ending to Beowulf and the Sea Hag.

Reports – children will write a newspaper report reporting about the adventures of Beowulf.

Poetry – children will explore and compare different narrative poems.

Geography – Counties 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.

PSHE & Citizenship Feelings and Relationships

Children will show and describe what a friend is and does.
Children will understand that friendship patterns change and how to cope with some friendship problems.
Children 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.
Children will identify different ways people are treated by society dependent on age, gender, cultural and ability.
Children 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 their own lives.

Computing

Children can understand that sound can be recorded and manipulated to communicate meaning and/or atmosphere.
Children will understand we can use sound-editing software to capture, import and manipulate sounds. .
Children will know how sounds can be faded in and out.
Children will understand how we can use software to organise/modify sound

Physical Education Games – Boccia

Children will understand the importance of tactics and know how to throw the ball accurately.
Dance – To create a sequence of dance movements to perform.
Children will work together as a class team to create a dance sequence.

Design and Technology Mechanisms – Moving Monsters

Children will create a moving monster. The purpose of this is to practise our animation skills learnt during STEM week and create a character for a film that can move
Children will learn about the Pneumatic system: looking at how to make an object move using a pulley, gear or lever.
Children will select from and use a wider range of tools and equipment e.g. materials
Children will research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
Children will communicate ideas through discussion
Children will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Maths

Children will continue to secure their understanding of multiplication facts
Children will solve problems involving multiplying and adding
Children will solve integer scaling and correspondence problems such as n problems is connected to m objects
Children will solve multi step addition and subtraction problems choosing which operation to use and why
Children will explore the effect of multiplying and dividing by 10 and 100
Children will convert different units of measures
Children will measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
Children will estimate, compare and calculate different measures, including money in pounds and pence
Children will read, write and convert time between analogue and digital 12 and 24-hour clocks
Children will solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days