

## SCIENCE

### **SOUND**

Pupils should be taught to:

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases.

### **Work scientifically**

- How is the volume of a bell affected by the surface it is on?
- What material conducts sound the best?
- What material is the most effective sound insulator?
- How can you amplify sound ie make an alarm clock sound loud, shout a message across the playground?
- Make the best drum from a container.
- Does the length of material affect the pitch eg straw, string, wooden and metal ruler?
- How can you make the best string telephone?

### **Find patterns**

In the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses.

### **Investigate**

The different materials which provides the best insulation against sound.

### **Use know. And und.**

Make and play own instruments by about pitch and volume.

### **Other teaching ideas**

- How are sound and vibrations connected? Hands on radios, tape players and anything else that makes sound and vibrates
- How are vibrations affected by volume, tone and tuning buttons?
- Hands on our own throats whilst humming - feel the vibrations?
- Watching rice on an upturned speaker, how is it affected by volume and tone
- Making and testing junk instruments
- Putting a range of vibrating tuning forks into water
- Write a mnemonic poem about vibrations
- Cut the top of a straw into a triangle and blow through it. Cut the straw shorter and shorter to investigate how pitch changes.

## COMPUTING

### **Spreadsheets**

- Using the formula wizard in the advanced mode to add formulae and explore formatting cells
- Timer and spin button
- Line graphs
- Using a spreadsheet for budgeting
- Exploring Place Value with a spreadsheet

### **Online safety sessions based on a relevant topic.**

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

# YEAR 4 SUMMER 2

## ARTS

### **Drama/Music/Dance – KS2 Production**

- Explore action and language to create a mood for the audience
- Work with others to create drama
- Research a role
- Explore characters feelings and reactions in different situations
- Use dramatic techniques to convey meaning
- Use voice and movement to convey character
- Use accent or dialect when appropriate
- Evaluate how action and voice work together to create drama

## SPORTS

### **Athletics**

- Utilise changes of direction, speed & level during performances/competition to succeed
- Can adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control)
- Change running styles according to distance, with the intention of beating personal best's

## HUMANITIES

### **Rivers and the Water Cycle**

Various enquiries including;

- **Why is water important?**
- **What is the water cycle?**
- **Where are the major rivers in the world?**
- **What are the features of a river?**

Examples of flooding and how countries react (comparing Bangladesh to Britain's methods)

Using maps and sources.

## FRENCH

### **Sports**

Children will learn:

- How to say a number of popular sports in French.
- How to talk about which sports they play, like and are able to do.
- Some vocabulary to talk about what they might see at a football or tennis match.

Children will be able to practice both positive and negative responses, combined with the different vocabulary from the whole unit.

By the end children should be able to:

- Identify the gender of a noun in a sentence when listening to it.
- Say or write a few sentences about sports that they can do or like playing and ask others about what they like to play.
- Use a bilingual dictionary to look up the French translations of English words and the meaning of unfamiliar French Words.
- Follow a model to write sentences in the first person using common verbs.
- Become increasingly confident in recognizing and understanding French sentences with different word order.

Recognise different French Grammar. Children will look into the key Grammar areas:

\*Nouns and Articles

\*Adjectives \*Pronouns

\*Verbs

\*Questions these will also be taught throughout different modules