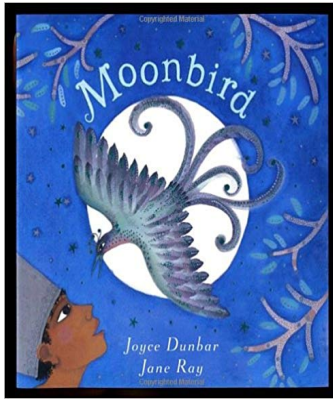


Year 4 - Autumn 2



Give Me a Sign ***How does sound help us to communicate?***

Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Autumn 2	Give Me a Sign	Moonbird Sensational - poetry anthology Horrid Henry Rocks	PSHE (tolerance) empathy	Building empathy and understanding of difference. Understanding the universal need for communication.

PSHE objectives coverage

Key Question	Ancillary Questions and content focus	PSHE Objectives	Learning outcome, taken from skills progression document
How does sound help us to communicate?	1. How do we communicate with one another? 2. What are the different ways of communicating? 3. What communication barriers do some people face? 4. How can we make our classrooms welcoming for non- speakers of English? 5. Why is Christmas hard/ difficult for some people Discussion - What can we do to help.	To start to understand how it might feel for someone with a disability or different communication needs.	1. To understand the value of communication 2. To list different ways of communicating 3. To recall communication barriers some people face 4. To identify areas in the classroom that need to become more welcoming for non- English speakers 5. To discuss why Christmas may be difficult for some people and what we can all do to help these people

History and Geography objectives coverage (No History or Geography this half term - this is a PSHE led theme)

Geography Objectives	Learning Opportunities	History Objectives	Learning Opportunities
N/A	N/A	N/A	N/A

English coverage

Text types	Outcome
(Poetry - Kenning)	Children write their own poem on a winter / Christmas theme, focussing on the use of senses

(A Finding Tale) Broken Wings	Children write their own finding story on a magical theme
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Science coverage

<u>Topic</u>	<u>Objectives</u>
Working Scientifically	<ul style="list-style-type: none"> - 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 - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their findings.
Sound	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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

PSHE coverage

<u>Topic</u>	<u>Objectives / learning opportunities</u>
<p>Communicating with different kinds of people.</p> <p>Keeping safe and managing risks</p>	<ul style="list-style-type: none"> ● Learn some sign language - how to communicate when you cannot speak / hear or see the person you want to communicate with. ● Barrier games - using precise language. ● How can we make our classrooms welcoming for non-speakers of English? ● To start to understand how it might feel for someone with a disability or different communication needs. ● Understand how to keep safe while playing computer games. ● Understand how to manage risks with riskier activities in the local environment. (e.g. roads, fireworks, water) ● Understand how to manage peer pressure ● Understand what to do in a medical emergency.

Other subject coverage

Subject	Objectives	Learning opportunities
Art and / or DT	Look carefully at a range of existing products and evaluate them. Formulate design criteria Communicate ideas using drawings and notes. Select tools and equipment for joining and shaping Select appropriate materials Evaluate final products.	DT: Making musical instruments (junk materials): explore, design, create, refine, evaluate
Computing	<ul style="list-style-type: none">● I can keep myself safe while using computer games (PSHCE link)● Use a programme to create and edit music● Create and develop a musical composition, refining ideas through reflection.	Sequencing sounds Producing digital music (Switched on Computing 4.3)
PE	<ul style="list-style-type: none">● Develop flexibility, strength, technique, control and balance.● dribble with the ball● Pass and receive the ball● Tackle another player● Use skills in a game situation	Invasion games - hockey
Music	To improvise simple rhythmic and melodic ideas. To start to explain musical choices of pitch, duration, dynamics and timbre. To identify key features of music.	To explore how sound helps us to communicate.

Enrichment

Special workshop for each class to be given by an outside provider (sussex music workshops Monday 9th December Samba)