

## Name of Unit - Sound

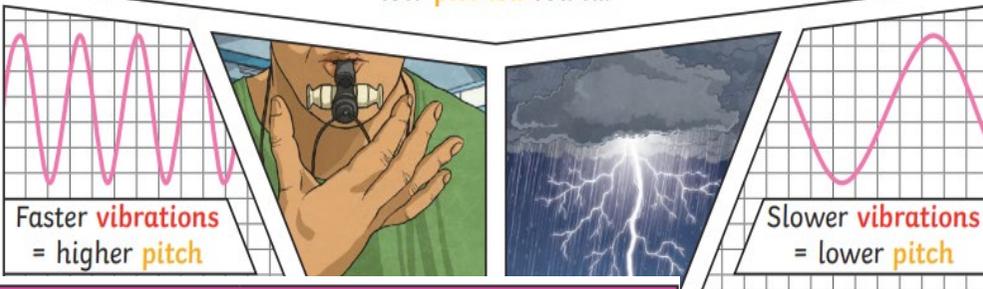
## What I will know by the end of the unit:

### Key Knowledge

Sound is a type of energy. Sounds are created by **vibrations**. The louder the sound, the bigger the **vibration**.



**Pitch** is a measure of how high or low a sound is. A whistle being blown creates a high-**pitched** sound. A rumble of thunder is an example of a low-**pitched** sound.



### Key Vocabulary

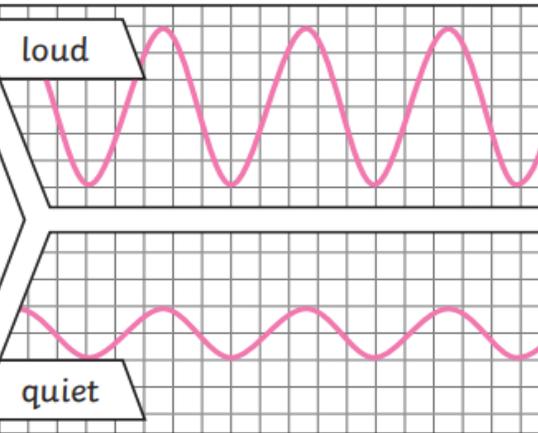
<b>vibration</b>	A quick movement back and forth.
<b>sound wave</b>	<b>Vibrations</b> travelling from a sound source.

<b>volume</b>	The loudness of a sound.
<b>amplitude</b>	The size of a <b>vibration</b> . A larger <b>amplitude</b> = a louder sound.
<b>pitch</b>	How low or high a sound is.

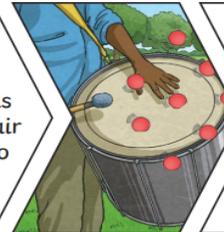
## What I should already know:

- Hearing is one of my five senses.
- Sounds can be combined using musical instruments.
- What the word *vibration* means.

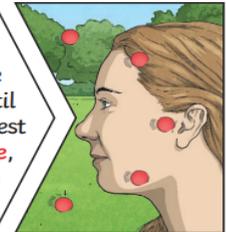
The size of the **vibration** is called the **amplitude**. Louder sounds have a larger **amplitude**, and quieter sounds have a smaller **amplitude**.



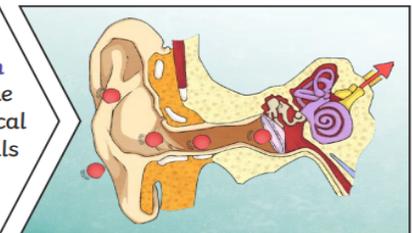
When you hit the drum, the drum skin **vibrates**. This makes the air **particles** closest to the drum start to **vibrate** as well.



The **vibrations** then pass to the next air **particle**, then the next, then the next. This carries on until the air **particles** closest to your ear **vibrate**, passing the **vibrations** into your **ear**.



Inside your **ear**, the **vibrations** hit the **eardrum** and are then passed to the middle and then the inner **ear**. They are then changed into electrical signals and sent to your brain. Your brain tells you that you are hearing a sound.



**Name of Unit – RE – Symbol of Light (Christianity) – Year 4**

**What I should already know**

Children will have developed an understanding of the enquiry cycle and what the different stages entail.

Most children will be able to simply describe concepts and explain what these mean with some reasons.

Children will have had experience of the Easter story from KS1 and in Year 3.

**Key concepts- What I will know by the end of the unit**

- To know what the Paschal Candle is.
- To describe the meaning of the concept of ritual.
- To describe how Christians use the Paschal Candle in a ritual to remember the resurrection of Jesus.
- To retell the story of the women visiting the tomb and finding the tomb to be empty.



<b>Glossary of terms</b>	Or translation of key vocabulary and a picture
<b>symbol</b>	A thing that represents or stands for something else
<b>light</b>	The natural medium through which things are visible
<b>ritual</b>	a religious or solemn ceremony consisting of a series of actions performed according to a prescribed order.
<b>Christianity</b>	The religion based on the person and teachings of Jesus Christ, or its beliefs and practices
<b>tomb</b>	a large vault, typically an underground one, for burying the dead.
<b>paschal candle</b>	a large candle blessed and lit on Holy Saturday and placed by the altar until Pentecost.

**Name of Unit – Art - Sustainability (Year 4)**

**What I should already know**

- ♣ how to use water colour paints
- ♣ how to activate and use water colour pencils
- ♣ how to apply different pressure with pencils
- ♣ how to use block printing

**Key concepts- What I will know by the end of the unit**

- ♣ how to collage, using different materials
- ♣ how to take influence from a theme or artist to create an individualised response
- ♣ how to use appropriate colours to represent the mood of a piece of artwork
- ♣ how to combine different elements and mediums in one piece of artwork

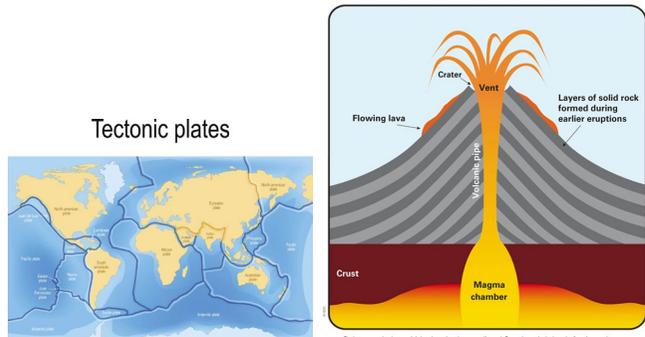


<u>Glossary of terms</u>	<u>Meaning</u>
<b>illustration</b>	A visual image made by an artist (e.g. a drawing, painting)
<b>effect</b>	Achieving a particular outcome for the viewer
<b>collage</b>	Layering different materials over one another
<b>mood</b>	The emotions that the art makes the viewer feel
<b>combine</b>	Using different elements or mediums in one piece
<b>apply</b>	Using a learnt skill to create an effect
<b>mimic</b>	Copying a style or section of art
<b>experiment</b>	Showing creativity in using a range of skills or mediums
<b>evaluate</b>	Discussing what went well and what could be improved about a piece of art

**Name of Unit e.g Geography – Archipelagos (Year 4)**

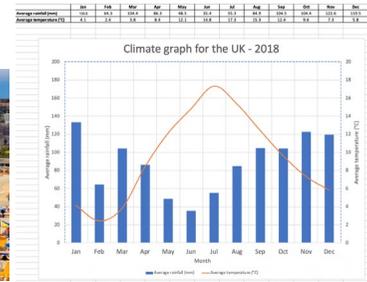
**What I should already know**

- Volcanoes are caused by tectonic plates
- There are different types of rock (Year 3 science)
- Difference between human and physical features



**Key concepts- What I will know by the end of the unit**

- Know what an archipelago is
- Know what the equator is and find it on a world map
- Know why people choose to go to places on holiday
- To know how people visiting a place on holiday can affect the place and the people living there
- To read graphs and understand what this tells us about the climates of different places



<b>Glossary of terms</b>	Or translation of key vocabulary and a picture
<b>archipelago</b>	A group of islands
<b>equator</b>	The horizontal line that goes all the way around the middle of the earth
<b>Northern hemisphere</b>	The half of the earth that is above (North of) the equator.
<b>climate</b>	The weather patterns in a location over a long period of time
<b>tourism</b>	People visiting a place on holiday
<b>Europe</b>	One of the seven continents. The continent the UK is in.

## Name of Unit – Music – Glockenspiels (Year 4)

### What I should already know

Dynamics		Interrelated Dimensions of Music	
Pianissimo	Very quiet	Pulse	The heartbeat or steady beat of a piece of music.
Piano	Quiet	Rhythm	The combination of long and short notes to create a pattern.
Mezzo piano	Quite quiet	Pitch	How high or low a note is.
Mezzo forte	Quite loud	Dynamics	How loud or quiet music is.
Forte	Loud	Tempo	How fast or slow a piece of music is.
Fortissimo	Very loud	Timbre	The quality and character of the sound.
		Structure	How the sections of a piece are ordered.
		Texture	Layers of sound in the music.
		Notation	Ways to visually represent music.
Other Vocabulary			
Melody	A combination of pitch and rhythm.		
Round	Multiple voices singing the same tune but starting at different points.		
Harmony	The combination of simultaneously sounded musical notes to produce a pleasing sound.		
Call and response	Where a line is spoken or sung and a second voice echoes or gives a set response.		
Accompaniment	A musical part which supports an instrument, voice or group.		
Note Lengths			
Name	Length	Note symbol	Bug symbol
semibreve	4 beats		
minim	2 beats		
crotchet	1 beat		
quaver	½ beat		
semi-quaver	¼ beat		

### Key concepts- What I will know by the end of the unit

How to sight-read simple tunes and rhythms using our bug names to support (see vocab list on left).

How to read the notes on the treble clef.



What sharp and flat notes are and where they appear on the glockenspiel.

How to play simple tunes on the glockenspiel.

### Glossary of terms

Or translation of key vocabulary and a picture

### treble clef

The higher notes that we play, shown in the picture above.

### glockenspiel

A piece of tuned percussion, played with beaters.

### sharp/flat

Notes that are half a tone above or below the note.

## Name of Unit - Computing - Podcasts

### What I should already know:

I may have heard a podcast before. I will be familiar with the symbols on the audacity toolbar.

### Key concepts- What I will know by the end of the unit

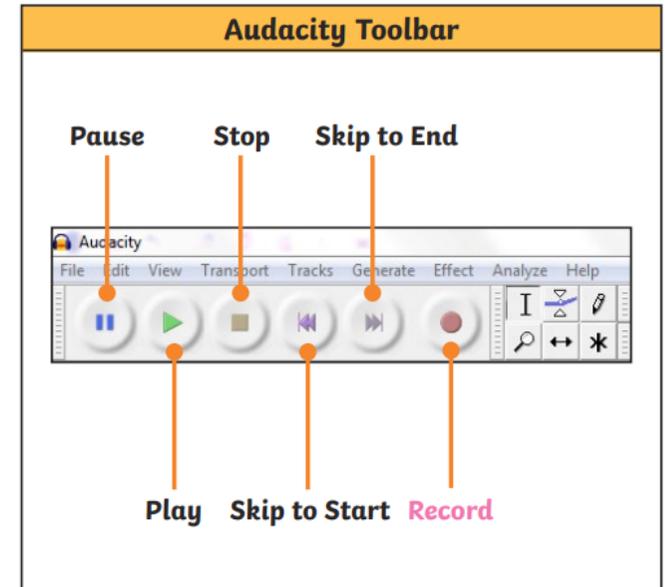
- \* To identify that sound can be recorded
- \* To explain that audio recordings can be edited
- \* To recognise the different parts of creating a podcast project
- \* To apply audio editing skills independently
- \* To make an engaging podcast using Audacity

#### What Is Audacity?

Audacity is a free, easy-to-use **audio** editor and recorder.

You can use Audacity to:

- **record** live video;
- **edit** sound files;
- cut, copy or mix sounds together;
- change the speed, pitch or tempo of a **recording**.



### Glossary of terms

Or translation of key vocabulary and a picture

#### audio

Sound files that can be added to media, such as a presentation, video, podcast or website.

#### input

Data that is entered into a computer. This could be entered via a keyboard, microphone, sensor or touchscreen.

#### jingle

A short, catchy song or tune used in advertising, usually on radio or TV.

#### mute

To stop sound from being heard by turning off the output.

#### podcast

Digital audio files containing music or chat that are made available on the Internet.

#### record

The ability to capture and store audio and video.

## Name of Unit: History: Why did the Mary Rose sink? (Year 4)

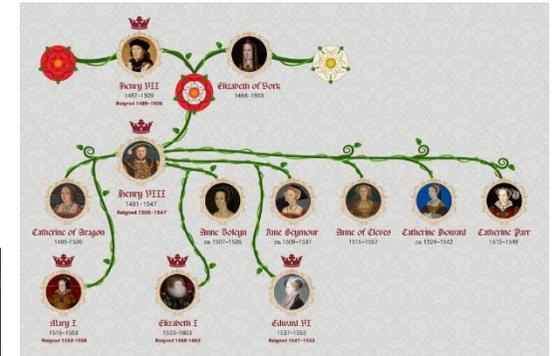
### What I should already know

- An understanding of Monarchs and reign from the Anglo Saxons.



### Key concepts- What I will know by the end of the unit

- Who they Tudors were and when they reigned.
- Who was the monarch at the time the Mary Rose sank?
- How the Mary Rose sank.
- Who was on the Mary Rose when it sank.



<b>Glossary of terms</b>	Or translation of key vocabulary and a picture
<b>fleet</b>	A group war ships of under one command.
<b>dynasty</b>	When one family rules country or region over a long period of time.
<b>navy</b>	Part of a countries military force that is centred in the sea.
<b>reign</b>	The rule of monarch.
<b>monarch</b>	A King or Queen that leads a government.
<b>coast</b>	The area where sea and land meet.

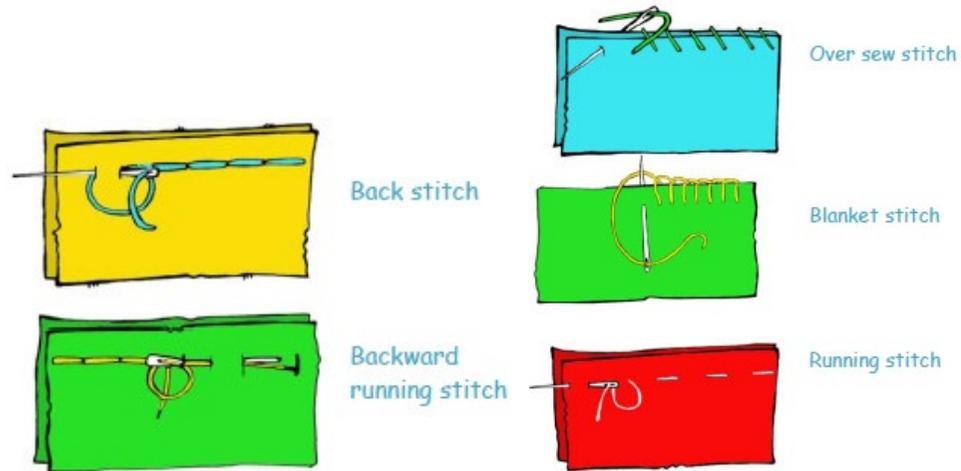
**Name of Unit: Design and Technology – Textiles – Pencil Case (Year 4)**

**What I should already know**

- Have joined fabric in simple ways by gluing and stitching.
- Have used simple patterns and templates for marking out.
- Have evaluated a range of textile products.

**Key concepts - What I will know by the end of the unit:**

- To design a product in order to make a carefully measured template.
- To select fabrics and fastenings according to their functional characteristics
- I can sew a running stitch to
- I can decide how many of the design criteria should be met for the product to be successful.



Glossary of terms	Or translation of key vocabulary and a picture
<b>template</b>	A pattern used as a guide for cutting.
<b>applique</b>	A sewing technique that involves stitching a small piece of fabric onto a larger one to make a pattern or design.
<b>seam</b>	A line formed by sewing two pieces of fabric together.
<b>felt</b>	A kind of cloth made by rolling and pressing wool or another suitable textile causing the fibres to mat together to create a smooth surface.
<b>stitches</b>	A loop of thread or yarn resulting from a single pass or movement of the needle in sewing, knitting, or crocheting.

**Name of Unit - Respect, Rights and Responsibilities**

**What I should already know**

What are rights, respects and responsibilities?  
The rights children have across the world.  
With rights, come responsibilities.

**Key concepts- What I will know by the end of the unit**

Children will learn how to make an informed choice and this will be linked to having a healthy, balanced diet. They will then think about what the consequences are of poor lifestyle choices.  
Continuing their work on year 3, looking at the rights of the child, they will begin to look at where these rights are not met.  
They will further explore how to respect the rights of other people as well as their own.

<b>Glossary of terms</b>	Or translation of key vocabulary and a picture
<b>respect</b>	treating other people the way you would like to be treated, and acknowledging the thoughts and opinions of others. when you respect someone, you treat them kindly and use good manners.
<b>responsibilities</b>	a thing which someone is required to do
<b>consequences</b>	a result or effect of something else
<b>protected</b>	something that is preserved or guaranteed
<b>healthy</b>	promoting good health, both physical and mental
<b>unhealthy</b>	harmful to health



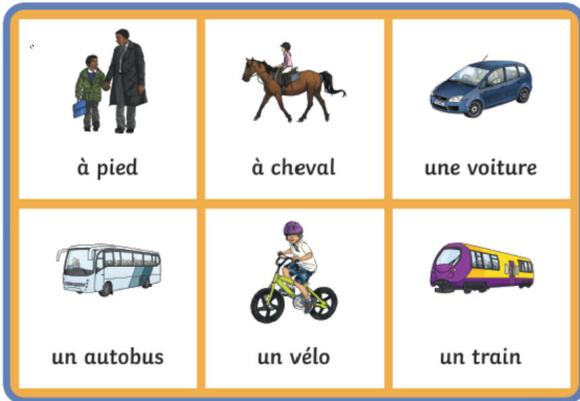
**Name of Unit: On the move (Year 4 Spring)**

**What I should already know**

- To find out where someone lives
- To describe where I live
- To count in 10 and up to 100
- To develop my ability to understand new words

**Key concepts- What I will know by the end of the unit**

- To name different transport
- To use the verb "aller" (to go) in a simple sentence
- To ask how someone goes to school
- To give and respond to simple direction instructions to places in town



**Qu'est-ce que c'est?**

*What is it?*

**C'est une voiture?**

*It is a car.*

**Comment vas-tu à l'école?**

*How do you go to school?*

**Je vais à l'école en voiture.**

*I go to school by car.*

**Où est la piscine, s'il vous plaît?**

*Where is the swimming pool, please?*

