



Year 4
Autumn 2 Term

TOPIC –
Temples, Tombs and Treasures
Making waves

READING – Key Texts
Young, Gifted and Black
The Girl Who Stole An Elephant

WRITING
Third person adventure stories
News reports

SPELLING CONCEPTS
Prefixes – dis, mis, in, il, im, ir, revisited
Prefixes – re, sub, inter, anti, auto
Adding suffixes - revisited

MATHS
Addition and Subtraction
Measurement – area
Multiplication and Division

PSHE – Celebrating Difference
Piece 1: Judging by appearances
Piece 2: Understanding influences
Piece 3: Understanding Bullying
Piece 4: Problem Solving
Piece 5: Special Me
Piece 6: Celebrating difference: how we look

Enrichment
British Museum

PE
Street Dance

MUSIC – Rhythm/ Pitch
SAMBA RHYTHMS
To be able to play in 4/4 and 3/4 using ostinato, drone and repeating patterns
To maintain an independent part in a small group ensemble
To be able to perform a part in a group and offer improvements
To be able to compose, perform and lead simple pieces in 4/4 and 3/4
Polyrhythms – what are they, what does it mean?
To begin to notate rhythmic sequences of 2-, 3- or 4-beat phrases.
Introduce and understand the differences between minims, crotchets, paired quavers and rests.
To understand what the word pitch means and recognise high and low sounds
To understand basic musical notes and how they have different pitches
To listen to and evaluate a song with a determined pitch and create their own composition of the same pitch
To be able to sing in a variety of pitches with clear diction
To know what a pentatonic scale is.
To be able to identify major/ minor tonality within pieces.
Pitch range – do to do.
Combine rhythmic and notation with letter names (around pentatonic scale).
Introduce major and minor chords.

RE
Why are festivals important to religious communities?

COMPUTING – Digital Literacy
Coding

DT
How does the length of a pipe affect sound?

HISTORY
What happened to Ancient Egyptians when they died?
Who was Howard Carter and why was he important?
What are the key features of ancient tomb paintings?
How can you effectively communicate an idea through a tomb painting?
What are the key features of Egyptian headdresses?

SCIENCE
Knowledge
How are sounds made?
How do vibrations affect sound?
How do we measure sound?
How can you plan a fair investigation, changing one variable?
How can we see things?
Why do we need light?
What are the similarities and differences in the way that light and sound travel?
How are shadows formed?

Working Scientifically
Ask relevant questions and using different types of scientific enquiries to answer them.
Set up simple and practical enquiries, comparative
Make observations and take accurate measurements using a range of equipment.
and fair tests.
Gather, record, classify and presenting data in a variety of ways to help in answering question.
Use straightforward scientific evidence to answer questions or to support their findings.
Identifying differences, similarities or changes related to simple scientific ideas and processes