

Year 4 Term 2		Cool Vibrations
Hook event		Music session- get all the musical instruments out. ( Harry Potter week RS)
3G Lesson		Making instruments
Local Visit/Visitor		Possible band/music man visit
Cultural Diversity theme		Learning about the impact the Ancient Greeks have had in Britain. Black History month will be celebrated.
Local community links		Robbie William music video filmed in Sheppey
Freedom without chaos		Children will have choice of task red green or yellow in maths. Children to have a choice of which musical instrument to make and materials to use.
British Values covered		<ul style="list-style-type: none"> <li>Peace and remembrance</li> </ul>
Genres Coverage (for writing)		Writing to inform Non-chronological report favourite musician –children’s choice Harry Potter Week Letter- from Hogwarts Instructions – How to carve a pumpkin Remembrance day poem
Suitable Literacy Text		<ul style="list-style-type: none"> <li>Harry Potter</li> <li>Biography</li> <li>In Flanders Fields</li> </ul>
Maths		Measurement – length and perimeter Multiplication and division
Science		<b>Sound</b> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating</li> <li>Recognise that vibrations from a sound travel through a medium to the ear.</li> <li>Find patterns between the pitch of a sound and features of the object that produced it</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> <li>To be able to use a scientific enquiry to answer a question.</li> <li>To be able to set up a simple practical enquiry.</li> <li>To be able to make systematic and careful measurements with a data logger.</li> <li>To be able to report on findings from an enquiry.</li> <li>To be able to identify differences, similarities or changes related to simple scientific ideas.</li> <li>To be able to set up simple fair tests.</li> </ul>
History/Geography		Where in the world do our favourite singers come from? <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>locate the world’s continents</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the wider world</li> </ul>

Art/DT Link to Sound	Making musical instruments <ul style="list-style-type: none"> <li>• use <b>research</b> to develop <b>design criteria</b></li> <li>• investigate and analyse a range of <b>existing</b> products</li> <li>• <b>design</b> innovative, functional, appealing products that are <b>fit for purpose</b>, aimed at <b>particular individuals or groups</b></li> <li>• generate, develop, model and communicate their ideas through <b>discussion, cross-sectional and exploded diagrams, prototypes</b></li> <li>• understand how <b>key events and individuals in design and technology</b> have helped shape the world</li> <li>• select from and use a wide range of tools and equipment to <b>cut, shape, join and finish</b> accurately.</li> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• evaluate their ideas and products against <b>their own</b> design criteria</li> <li>• consider the views of others to improve their work</li> </ul>
ICT	Making music –garage band
Gym/Dance	Giraffes can dance
Games (PE Team)	Rounder’s and dodgeball
Music	Glockenspiel and xylophone
PSHE	Going for goals
RE	What can we learn from religions about right and wrong?