CAYTON SCHOOL

MEDIUM TERM CURRICULUM PLAN
YEAR 4 – SPRING 2

Learn from yesterday, seek today and aimfor tomorrow

September 2021

ScienceDriver: Sound

Key Enquiry: Why is the music of X loved by so many?

Science Driver

Working Scientifically	
❑ Ask questions such as: • Why are steam and ice the same thing? • Why is the liver important in the digestive systems? • What do we mean by 'pitch' when it comes to sound?	❑ Gather and record information using a chart, matrix or tally chart, depending on what is most sensible ❑ Group information according to common factors e.g. materials that make good conductors or insulators
❑ Use research to find out how much time it takes to digest most of our food	❑ Use bar charts and other statistical tables (in line with Year 4 mathematics statistics) to record findings
❑ Use research to find out which materials make effective conductors and insulators of electricity	❑ Present findings using written explanations and include diagrams, when needed
❑ Carry out tests to see, for example, which of two instruments make the highest or lowest sounds and to see if a glass of ice weighs the same as a glass of water	❑ Write up findings using a planning, doing and evaluating process
❑ Set up a fair test with more than one variable e.g. using different materials to cut out sound	❑ Make sense of findings and draw conclusions which helps them understand more about the scientific information that has been learned
❑ Explain to others why a test that has been set up is a fair one e.g. discover how fast ice melts in different temperatures	❑ When making predictions there are plausible reasons as to why they have done so
❑ Measure carefully (taking account of mathematical knowledge up to Year 4) and add to scientific learning	❑ Able to amend predictions according to findings
❑ Use a data logger to check on the time it takes ice to melt to water in different temperatures	❑ Prepared to change ideas as a result of what has been found out during a scientific enquiry

What I need the children to learn	Possible learning experiences
Sound	
How sounds are made *Sound vibrations* *Pitch and Volume*	
• Know how sound is made, associating some of them with vibrating • Know how sound travels ***through a medium***from a source to our ears • Know the correlation between pitch and the object producing a sound • Know the correlation between the volume of a sound and the strength of the vibrations that produced it • Know what happens to a sound as it travels away from its source	***Experiment how sound travels through solid and gases (air)*** ***Slinky to hear sound*** ***Tap rulers at different lengths off tables to create different pitches due to wave length change*** *Use tuning forks to listen to different pitches.* ***Telephone cups – pressing on the wire stops vibrations and therefore sound*** ***Data-logger experiment to test what happens to sound in decibels as children move away from the source*** ***Record on graphs at different distances***

Computing

What I need the children to learn	Possible learning experiences
Using programs	
Pupils should be taught to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	
• use email to send and receive messages • communicate over distances and use email safely • work together on a shared project • understand that data is represented digitally on computers • data is represented using numbers • data is stored and manipulated in databases	https://www.icompute-uk.com/members-area/lks2/index.html and select the Year 4 folder and then the iMail unit https://www.icompute-uk.com/members-area/lks2/index.html and select the Year 4 folder and then the iData unit and cover through Maths

Music

New published Music Scheme to arrive shortly but in the meantime please access https://www.bbc.co.uk/teach/ks2-music/zfv96v4 for music ideas for Key Stage 2.

What I need the children to learn	Possible learning experiences
Compose	
improvise and compose music for a range of purposes using the inter-related dimensions of music	*Look at different musical instruments including:* **https://www.youtube.com/watch?v=IvUU8joBb1Q** *https://www.youtube.com/watch?v=e1BYAfrUwLk* *Winter Garden marble machine.* *Remind the children of the glass harmonica.* *Look at unusual instruments:* *https://www.youtube.com/watch?v=oCYHMVlQezA* *https://www.youtube.com/watch?v=LYSGTkNtazo* *https://www.youtube.com/watch?v=hyCIpKAIFyo* *https://www.youtube.com/watch?v=3EPdeQTTFt8* *https://www.youtube.com/watch?v=xs0mP2cOmJs* *https://www.youtube.com/watch?v=VAHODmqkCi4* *https://www.bbc.co.uk/teach/live-lessons/ten-pieces-party-live-lesson/znn82sg*
• use notation to record compositions in a small group or individually	*Introduce notation and why it is needed. Look at how the notes go up on the stave as the pitch goes up. Create body rhythms using notes of different values.*
Listen	
listen with attention to detail and recall sounds with increasing aural memory	*Listen to music from a variety of genre e.g. Handel, Elgar, Elvis Presley, Ella Fitzgerald, Aretha Franklin. Also look at how musicians play different instruments. Cello:* *https://www.youtube.com/watch?v=Xj3gU3jACe8* *https://www.youtube.com/watch?v=uT3SBzmDxGk* *Pianola:* *https://www.youtube.com/watch?v=07krQ661fok*
• explain why silence is often needed in music and explain what effect it has	*Show "rest" symbols. Notice how effective the rest is in "TheSurprise" (Haydn) symphony.*

	https://www.youtube.com/watch?v=fAGsmq2gZ5c
Use and Understand	
use and understand staff and other musical notations	*Use The Tempest BBC radio music* **https://www.bbc.co.uk/teach/school-radio/music-ks2-the-tempest-1-rock-the-ship/zvfvf4j**
• use notation to record and interpret sequences of pitches	*Introduce notation and why it is needed. Look at how the notes go up on the stave as the pitch goes up. Create body rhythms using notes of different values.*

Design Technology

What I need the children to learn	Possible learning experiences
Food Technology	
understand and apply the principles of a healthy and varied diet *prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques* *understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed*	
• know how to be both hygienic and safe when using food • bring a creative element to the food product being designed	*In the current pandemic climate, the children can design a meal and plan the ingredients etc, but will not actually be making it!!* ***Discuss what the class want to produce, plan like a science experiment, talk about where the ingredients come from*** ***Produce a dish that involves cutting, weighing, kneading - pastry***

Physical Education – Follow Real P.E. and supplement with NC P.E. experiences

What I need the children to learn	Possible learning experiences
Athletics	
use running, jumping, throwing and catching in isolation and in combination	
• sprint over a short distance and show stamina when running over a long distance • jump in different ways • throw in different ways and hit a target, when needed	*Creating "Personal Best" and trying to compete with own target.*
Competitive Games	
play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	
• throw and catch accurately with one hand • hit a ball accurately with control • vary tactics and adapt skills depending on what is happening in a game	***Applying skills and techniques to beat an opponent*** ***Invasion games – football, rugby, netball, basketball***

	Links to Real PE 4
Gymnastics	
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	
• move in a controlled way • include change of speed and direction in a sequence • work with a partner to create, repeat and improve a sequence with at least three phases	
Dance	
perform dances using a range of movement patterns	
• take the lead when working with a partner or group • use dance to communicate an idea	*Use some of the music we have listened to as part of our topic work, to begin creating some dance sequences.*
Outdoor and Adventurous Activity	
take part in outdoor and adventurous activity challenges both individually and within a team	
• follow a map in a (more demanding) familiar context • follow a route within a time limit	
Evaluate	
compare their performances with previous ones and demonstrate improvement to achieve their personal best	
• provide support and advice to others in gymnastics and dance • be prepared to listen to the ideas of others	
Real P.E.	
Unit 4 Creative • I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.	*Follow the Unit.*
Nigel Carson Sessions	

PSHE (Year 5 Spring Unit)

What I need the children to learn	**Possible learning experiences**
Healthy Me	**Resource links from: Jigsaw**
• Know how different friendship groups are formed and how they fit into them *• Know which friends they value most* *• Know that there are leaders and followers in groups* *• Know that they can take on different roles according to the situation* *• Know the facts about smoking and its effects on health* *• Know some of the reasons some people start to smoke* *• Know the facts about alcohol and its effects on health, particularly the liver*	In this Puzzle the class look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The children are asked to reflect on their friendships, how different people make them feel and which friends they value the most. The class also look at smoking and its effects on health, they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they talk about peer pressure and how to deal with it. <u>Key vocabulary:</u> Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure,

• *Know some of the reasons some people drink alcohol* • *Know ways to resist when people are putting pressure on them* • *Know what they think is right and wrong.*	Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong **See the link below**

https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/j0jfera1/05-ages-8-9-jigsaw-skills-and-knowledge-progression-for-parents.pdf

Religious Education

What I need the children to learn	Possible learning experiences
L2.3	
• Why is Jesus inspiring to some people?	*Relate some aspects of the Unit to heroes from comic book/storybook heroes and also to real life heroes/heroines.*

Foreign Languages

What I need the children to learn	Possible learning experiences
Speaking	
speak in sentences, using familiar vocabulary, phrases and basic language structures	
• name and describe people, a place and an object • have a short conversation, saying 3 to 4 things • give response using a short phrase • start to speak, using a full sentence	
Reading	
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	
• read and understand a short passage using familiar language • explain the main points in a short passage • read a passage independently • use a bilingual dictionary or glossary to look up new words	
Writing	
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	
• write phrases from memory • write 2-3 short sentences on a familiar topic • write what they like/dislike about a familiar topic	

Cayton Creation

Listen to various types of music and discuss favourites.
Listen to other genres to challenge the idea of “favourite”.
Create a Music Mood Board.

Cayton Conclusion

Use instruments they have created for science, to make “music” with others.

English

What I need the children to learn	Possible learning experiences
Can I write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)?	*Look at various pieces of explanation text. Create own pieces about how some musical instruments work or their musical instrument they have made, for example.*
Can I write a range of narratives that are well-structured and well-paced.?	
Can I compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures?	*Preparing for writing.*
Can I consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader?	
Can I create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere?	*Using Literacy Shed for short film clips to help with settings.*
Can I begin to read aloud my own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear?	**Iron Man – Whole Class Reading Book**
Can I proofread consistently and amend my own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion?	*Response time and discussion about other's work.*
Can I always maintain an accurate tense throughout a piece of writing?	
Can I always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'?	*Specific stand-alone lessons to achieve this, both oral and written.*
Can I use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences?	*Sentence construction towards the start of the term.* *Consolidate*
Can I expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit?	*Sentence construction towards the start of the term.* *Consolidate*
Can I consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it?	*Specific lessons and Response Time.*
Can I use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas?	*Sentence construction towards the start of the term.*
Can I consistently use apostrophes for singular and plural possession?	*Specific lessons and Response Time.* *See ***

Can I recognise and use the terms determiner, pronoun, possessive pronoun and adverbial?	*Specific lessons and Response Time.*
Can I spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television)?	*Y4 spelling unit.*
Can I spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission)?	*Y4 spelling unit.*
Can I spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion)?	*Y4 spelling unit.*
Can I spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs'? e.g. musician, electrician, magician, politician, mathematician)?	*Y4 spelling unit.*
Can I spell words with the s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent)?	*Y4 spelling unit.*
Can I correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense)?	*Y4 spelling unit.*
Can I form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration)?	*Y4 spelling unit.*
Can I spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous)?	*Y4 spelling unit.*
Can I spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's)?	*As for ***
Can I use my spelling knowledge to use a dictionary more efficiently?	*Introduce using a dictionary and if ready, use letters to the second and third place.*
Can I spell all of the Y3 and Y4 statutory spelling words correctly?	*Baseline assessment at the start of term. Half-termly assessment to check on progress.*
Can I increase the legibility, consistency and quality of my handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch?	*Handwriting sessions.*
Can I confidently use diagonal and horizontal joining strokes throughout my independent writing	*Handwriting sessions.*

to increase fluency?	
Can I read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill?	*Guided Reading will have to take the form of whole class work until further notice.* *Any "gaps" shown through Y3 Summer Term assessment done at the start of Y4 Autumn term, to be addressed.*
Can I apply my knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*?	*Guided/whole class reading.*

Mathematics

What I need the children to learn	Possible learning experiences
Number: Fractions (4 weeks) Continue into new term to make up the weeks.	*Use White Rose Maths Y4 and NRich.*
What is a fraction?	
Equivalent fractions (1)	
Equivalent fractions (2)	
Fractions greater than 1	
Count in fractions	
Add 2 or more fractions	
Subtract 2 fractions	
Subtract from whole amounts	
Calculate fractions of a quantity	
Problem solving – calculate quantities	
Number: Decimals (3 weeks)	
Recognise tenths and hundredths	
Tenths as decimals	
Tenths on a place value grid	
Tenths on a number line	
Divide 1-digit by 10	
Divide 2-digits by 10	
Hundredths	
Hundredths as decimals	
Hundredths on a place value grid	
Divide 1 or 2-digits by 100	
1 week consolidation and recap work	