

Science

Sound

- To recognise that vibrations from sounds travel through a medium to the ear
- To identify how sounds are made, associating some of them with something vibrating
- To find patterns between the volume of a sound and the strength of the vibrations that produced it
- To find patterns between the pitch of a sound and features of the object that produced it
- To recognise that sounds get fainter as the distance from the sound source increases.

Music

Our bodies

- To perform simple patterns and accompaniments keeping a steady pulse
- To sing/play rhythmic patterns in contrasting tempo; keeping to the pulse.
- To recognise sounds that move by steps and by leaps
- To order sounds to create a beginning, middle and end.
- To choose sounds which create an effect.
- To use symbols to represent sounds.

History

- To place periods of history on a timeline showing periods of time
- To explain how events from the past have helped shape our lives
- To appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences
- To communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out

Year 4 – Autumn



- **Would you like to join the Roman army?**

Hook Lessons: Visit to Verulamium, St. Albans – Roman Feast – Roman Army Battle



Art

Ceramic Tiles

- To create symmetrical patterns
- To use ceramic tile materials such as grout and adhesive
- To create a ceramic tile

RE

Buddhism - *Is it possible for everyone to be happy?*

- To talk about what makes me happy and think about why some people may not be happy
- To recall the important part of the Buddhist life story in sequence and explaining feelings
- To show an understanding of why people think it is difficult to be happy all the time

Computing

Computers and networks and Photo editing

- To describe how networks physically connect to other networks
- To recognise how networked devices make up the internet
- To outline how websites can be shared via the World Wide Web
- To describe how content can be added and accessed on the World Wide Web
- To recognise how the content of the WWW is created by people
- To evaluate the consequences of unreliable content.
- To explain that digital images can be changed
- To change the composition of an image
- To make good choices when selecting different tools
- To recognise that not all images are real.
- To evaluate how changes can improve an image.

MFL – French

Hobbies and Pets

- To use short phrases to give a personal response.
- To read and understand short texts using familiar language
- To write 2-3 short sentences on about a pet or hobby

PE

Games

- To practise catching.
- To use hitting, kicking and/or rolling in a game.
- To follow rules

Swimming lessons at Hemel Sports center