

YEAR: 4
TERM: Autumn 2
TOPIC: Light and Sound



SIR ROBERT GEFFERY'S SCHOOL
A School for Enthusiasts

Our aim is to provide a living Christian school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others.

| <p>RE INTENT</p> | <p>SCIENCE INTENT</p> | <p>MUSIC INTENT</p> | <p>PHSE INTENT</p> | <p>MfL INTENT</p> |
|--|--|---|--|--|
| <p>To Discuss and explain what Christians learn from the creation story (L2.1)</p> <p>LQ: What do Christians believe about the creation of the world?</p> <p>LQ: What do Christians believe about God and what does Genesis 1 teach Christians about God and the importance of the world?</p> <p>LQ: What do Christians believe about the Bible?</p> <p>LQ: Why should we look after the world?</p> <p>LQ: What do Christians believe about humans?</p> <p>LQ: What are the ten commandments?</p> <p>LQ: What does the story teach about human nature?</p> <p>IMPACT To explore the concepts of God, Creation, and the Bible's 'big story' in a timeline, identifying the connections between Genesis 1 and Christian beliefs in order to understand the reason for the world's imperfections; furthermore, comprehend the influence of these beliefs on Christians' actions, such as following God, marvelling at His creation, and caring for the Earth, while also discussing the significance of prayer, confession, and seeking forgiveness; finally, stimulate critical thinking by posing inquiries about the relevance of the Creation story for both Christians and non-Christians in contemporary society</p> | <p>To allow children the opportunity to investigate and discover key learning for themselves by observing, discussing, comparing and summarising their findings.</p> <p>To understand the key vocabulary associated with sound e.g. vibration, pitch and notice how these aspects are linked and can be changed.</p> <p>Lesson 1 - LQ - Can I begin to notice patterns linked to how sound is produced? Investigating how sound is made - carousel of activities looking at the common feature of vibration.</p> <p>Lesson 2 - LQ - Can I explain how sounds travel and can be heard? How do we hear? How does sound travel through different media? What happens in our ears?</p> <p>Lesson 3 - LQ - Can I explain what pitch is and how it can be changed in different instruments by noticing? Investigating pitch - making pan pipes.</p> <p>Lesson 4- LQ - Can I apply my understanding of sound to make predictions by making links? String telephone investigation - how do we think the telephone may work in different circumstances eg long string, different materials, pinching the string.</p> <p>Lesson 5 - LQ - Can I investigate how pitch and volume can be changed by observing? Making a band! Investigating sound in music related to pitch and volume. What instruments can we make ourselves? How can we change the pitch/volume?</p> <p>Lesson 6 - LQ - Can I bring together all of my understanding of sound to meet a challenge?</p> | <p>(Alongside Brass Lessons)</p> <p>To understand how the foundational elements of music can be used to tell a story.</p> <p>Can I develop my instrumental practise understanding the foundational elements of futurepop?</p> <p>Can I compare and contrast the foundational elements of future pop and pop music?</p> <p>Can I develop my instrumental practise to a folk song?</p> <p>Can I understand how Duke Ellington applied the foundational elements of music within his compositions?</p> <p>Can I explore the foundational elements used within the song Scarborough Fair and how it is used to tell a story?</p> <p>IMPACT Year 4 musicians will be able to identify key elements within music and be able to explain their role within a piece of music. They will have explored the key artist of Duke Ellington and be able to compare how he used the elements within his compositions. They will be able to explain how the song Scarborough fair has been used to share a story through generations.</p> | <p>(Celebrating Difference)</p> <p>To give children an opportunity to share, question and celebrate the concept of difference and how to maintain positive friendships through their words and actions.</p> <p><u>Lesson 1 - Accepting that everyone is different.</u> Children understand that, sometimes, we make assumptions based on what people look like.</p> <p><u>Lesson 2 - Including others when working and playing.</u> Children understand what influences them to make assumptions based on how people look.</p> <p><u>Lesson 3 - Know how to help if someone is being bullied.</u> Children know that sometimes bullying is hard to spot and help them to know what to do if they think it is going on but they're not sure.</p> <p><u>Lesson 4 - Try to solve problems.</u> Children can tell you why witnesses sometimes join in with bullying and sometimes don't tell.</p> <p><u>Lesson 5 - Try to use kind words.</u> Children can identify what is special about them and value the ways in which they are unique.</p> <p><u>Lesson 6 - Know how to give and receive compliments.</u> Children can tell you a time when their first impression of someone changed when they got to know them.</p> <p>IMPACT Year 4 children are able to recognise they are unique, why they think a certain way about other people, be able to recognise the signs of bullying and know what they can do to problem-solve in this situation.</p> | <p>To gain a wider vocabulary linked to the topics of farm animals and Christmas. Children are also able to ask and answer questions linked to who someone is and what something is.</p> <p>Lesson 1 - Learn the names for parts of the body. LQ: Can I learn the names for other parts of the body and label these on a blank body map?</p> <p>Lesson 2 - Revise colours and body parts by playing 'Le Monster' LQ: Can I develop my understanding of body parts and link this to colours?</p> <p>Lesson 3 Revise the names of body parts and numbers by playing a game of what's in the bag LQ: Can I further develop my 'sticky knowledge' of body parts</p> <p>Lesson 4 - Children will learn the phrases 'Who is it?' and 'What is it?' Link this learning to revising the names of body parts and colours. LQ: Can I learn 'Qu'est ce? and Qu'est ce que c'est'?</p> <p>Lesson 5 - Christmas Vocabulary Children create their own vocabulary bank linked to items/people associated with Christmas.</p> <p>Lesson 6 - Happy Christmas Children learn some of the traditions linked to celebrating Christmas in France. Children create French Christmas cards for a loved one</p> <p>IMPACT Year 4 linguists will have a clearer understanding of vocabulary linked to farm animals and Christmas and be more confident in being able to revise body parts and learn how to ask and answer the questions 'Who is it?' and 'What is it?'</p> |

Making a band 2 - Forming the band and making/using the instruments to form a specific composition.

IMPACT

Scientists in Year 4 will have embedded the key skills of a scientist by asking questions, noticing patterns in sound, making predictions based on their understanding and summarising by looking back at what they noticed. Towards the end of the unit their understanding of sound will come together to create an effective range of musical instruments to win SRG's got talent!

YEAR: 3
TERM: Autumn 2
Topic: Light and Sound



SIR ROBERT GEFERY'S SCHOOL
A School for Enthusiasts

Our aim is to provide a living Christian school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others.

Art



Art has been covered in the first half of the Autumn Term and will be again in spring and summer.

PE INTENT

Year 4 sports will have the opportunity to play a number of 'invasion' games and learn generic skills linked to attacking, defending and collaborative game play.

Lesson 1 - Football - the principles of attack and defence.

LQ: Can I recognise where to position myself in a small sided game when numbers are uneven (2 vs 1 or 3 vs 2)?

Lesson 2 - Football - when to pass and when to go alone.

LQ: Can I recognise when to pass and shoot in a modified game of football?

Lesson 3 - Handball - I can perform a dribble correctly and shoot successfully consistently with accuracy and pace. I can link these moves together smoothly without taking too many steps and going over the shooting line.

LQ: Can I shoot the handball with accuracy and pace?

Lesson 4 - Handball - I can perform a pass correctly, consistently and with accuracy.

I can perform these skills in a game situation. I can link these moves with dribbling and shooting.

LQ: Can I pass the ball in handball?

Lesson 5 - Handball - I can defend using a block and an intercept correctly in a game situation. I can use tactics to allow me to be successful and use these tactics in a game situation.

LQ: Can I defend in handball?

Lesson 6: Handball - The house matches. Intra-house competitions for final session

LQ: I can use varied defensive and attacking tactics to be successful in a game situation.

IMPACT

Year 4 athletes will have successfully embedded basic principles of game play into a series of different games using hands and feet to propel balls of different sizes and learn adapted rules for these games.

Geography INTENT

Children within Year 4 will begin to explore the substantive concepts linked to geography whilst embedding and developing the key skills of a geographer. They will build on their learning from last term within history and apply this knowledge within their learning.

Lesson 1- Building a schema for the topic.

LQ- Can I understand what I will be learning about in this topic?

Lesson 2- Who were the Anglo-Saxons

LQ- Can I say who the Anglo-Saxons were and where they came from?

Lesson 3- Where did they settle in Britain?

LQ- Can I show where the Anglo-Saxons settled in Britain?

Lesson 4- What made them settle in Britain?

LQ- Can I say why the Anglo-Saxons stayed in Britain?

Lesson 5- What impact did the Anglo-Saxons have on Britain.

LQ- Can I show what impact Anglo Saxons had on Britain?

Lesson 6- Proof of progress

LQ- Can I demonstrate my new knowledge about the Anglo-Saxons?

Impact

Geographers at SRG will have successfully embedded the drovers and concepts whilst developing their skills and increasing their love for a subject that covers both local and global knowledge.

History



History of invaders and settlers was covered within the curriculum in Autumn 1 and further history is covered in spring and summer.

DT INTENT

Year 3 Designers will have the opportunity to explore a range of techniques whilst embedding the skills of an artist and designer. They will compare techniques and incorporate these ideas in their own work.

Lesson 1- Introduction to Designer

LQ- Can I understand who my designer is and notice key things about their work?

Lesson 2- Plan using computers

LQ- Can I plan what design I will be constructing by showing creativity?

Lesson 3, 4, 5- Build stage

LQ- Can I design and build my own wire lampshade by experimenting, showing creativity and observing a model?

Lesson 6- Evaluation stage

LQ- Can I successfully evaluate my own work and positively critique my peers?

IMPACT

Children will have successfully embedded the key skills of a designer and applied these within their learning across the topic. Pupils will have developed their knowledge of a designer used this as inspiration to plan, create and evaluate their own lampshade design.

