

## Science

### Sound

Can they describe a range of sounds and explain how they are made?

Can they associate some sounds with something vibrating?

Can they explain how to change a sound (louder/softer)?  
Can they recognise how vibrations from sound travel through a medium to a ear?

Can they find patterns between the volume of the sound and the strength of the vibrations that produced it?

Can they recognise that sounds get fainter as the distance from the sound source increases?

Can they investigate how different materials can affect the pitch and volume of sounds?

Can they explain why sound gets fainter or louder according to the distance?

Can they work out which materials give the best insulation for sound?



### Music—

North East Songs ..eg Blaydon Races

Musical composer: John Williams

Year 4 Recorders

Composing [including notation]

Can they use standard notation?

Can they use notations to record compositions in a small group or on their own?

Can they use their notation in a performance? Link to JUbilee celebrations.

### PSHE

How do we grow and change?

How can our choices make a difference to others and the environment?

### Computing

#### Photo Editing

Improve an image by rotating

Explain why you might crop a photograph

Use photo editing software to crop an image

#### Programming

• I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts.

• I can use an efficient procedure to simplify a program.

• I can use a sensor to detect a change which can select an action within my program.

• I know that I need to keep testing my program while I am putting it together.

• I can use a variety of tools to create a program.

• I can recognise an error in a program and debug it.

• I recognise that an algorithm will help me to sequence more complex programs.

• I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.

## RE

L2.6 For Christians, when Jesus left, what

was the impact of Pentecost?

L2.11 How and why do people mark the

significant events of life?

### ART L S Lowery

#### Knowledge

Do they experiment with different styles which artists have used?

Can they explain art from other periods of history?

#### Use of IT

Can they present a collection of their work on a slide show?

#### Drawing

Can they identify and draw simple objects, and use marks and lines to produce texture?

Can they organise line, tone, shape and colour?

### History Significant Events in the North East

Can they explain how events from the past have helped shape our lives?

Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?

Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?

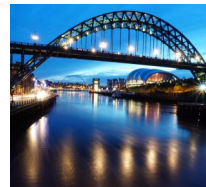
Do they recognise that the lives of wealthy people were very different from those of poor people?

Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?

#### Exceeding

Can they recognise that people's way of life in the past was dictated by the work they did?

## The Great North East



## PE -

### Team Games

Fielding/Striking games/netball style games/T ball

#### Games

Can they catch with one hand?

Can they throw and catch accurately?

Can they hit a ball accurately and with control?

Can they keep possession of the ball?

Can they move to find a space when they are not in possession during a game?

Can they vary tactics and adapt skills according to what is happening?

#### Health and fitness

Can they explain why warming up is important?

Can they explain why keeping fit is good for their health?

#### Athletics

Can they run over a long distance?

Can they spring over a short distance?

Can they throw in different ways?

Can they hit a target?

Can they jump in different ways?

## Physical Geography

Can they describe the main features of a well-known city?

Can they describe the main features of a village?

Can they describe the main physical differences between cities and villages?

Can they use appropriate symbols to represent different physical features on a map?

### Exceeding

Can they explain how a locality has changed over time with reference to physical features?

Can they name the main cities and towns in the north east?

### D&T

#### Stiff and flexible sheet materials

Can they measure carefully so as to make sure they have not made mistakes?

How have they attempted to make their product strong?

#### Cooking and nutrition

Do they know what to do to be hygienic and safe?

Have they thought what they can do to present their product in an interesting way?

### French

Can they have a short conversation?

Can they write in sentences?

### Reading and responding

Can they read and understand short texts using familiar language?

## Cross Curricular Links

### English

Recounts

Playscripts

Poetry

Narrative

King's coronation

### Maths

Weight & measuring linked to cooking.

Co-ordinates linked to map work.

Angles linked to computing.

Money