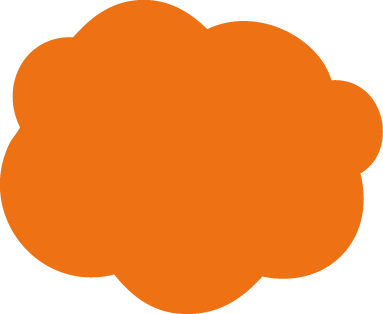
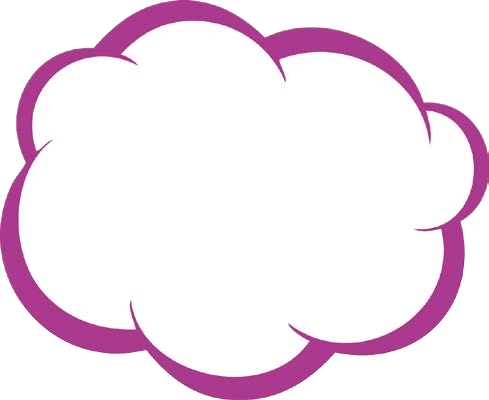
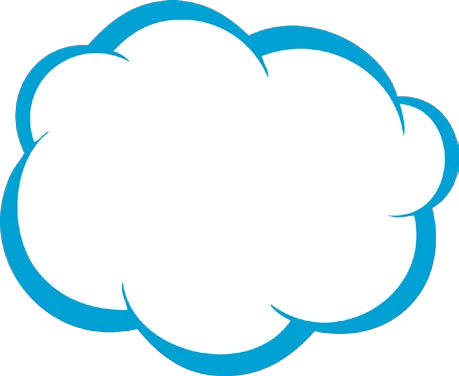
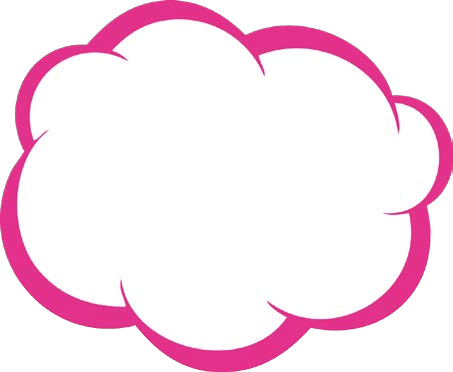
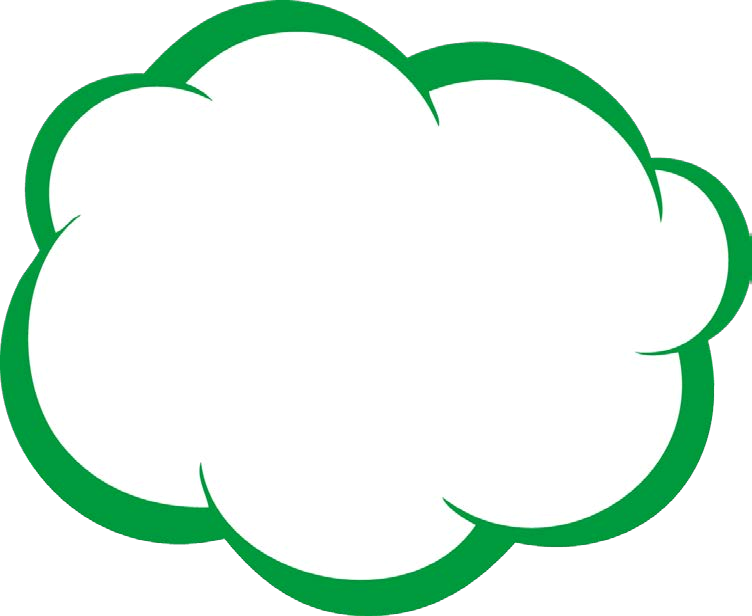


**Unit:** Sounding Off **Term:** Spring 3 **Year:** 4

**Summaries**



**Science**

•

The science of sound is explored, including developing an

understanding of what sound is and how it travels

•

A variety of active learning approaches are used to make

sounds in various ways and then find out:



How sounds can be made louder



How the pitch of a sound can be increased



What happens if the source of the sound gets further

away

•

Pupils develop their ability to connect observed phenomena,

such as how an improvised instrument can be made to make

a lower note, with an explanation, such as it having a longer

column of air or less tension in a taut string. It is a good

context for them to develop explanations from evidence and

start to make predictions about ‘what will happen if…’

**Art and Design**

Sound drawings:

•

Observe object & tell another pupil what

to draw

•

Draw while listening to sounds

•

Sound waves

•

What they look like

•

Mobile sculptures inspired by sound

waves

**Computing**

•

Pupils will experiment with Audacity

•

Understand audio wave forms, volume and the

importance of using a microphone correctly

•

Applying effects to music, such as tempo, pitch and

volume changes

•

Understand that music can be created using simple

loops

•

Make their own music using Jam Studio or

Soundation

**Music**

•

Explore the different families of

instruments

•

Experience musical instruments being

played live

•

Listen to high quality recordings

•

Understand how sounds are made by

musical instruments

**Engli**

**sh**

•

The poetry of sound is explored through a

thrilling WH Auden poem to learn by heart

•

There is also the creation of a collection of

imaginative poetic sentences linked to a

series of musical sketches by Saint-Saëns

•

On the non-fiction side we are writing

reports based on their investigations in

science lesson

**Language**

**s**

•

The emphasis in this Unit is on developing listening skills and

awareness and knowledge of French phonics.

•

Linking to the English Primary Languages objectives we will look at

how to express opinions (j’aime/je n’aime pas) and how to use the

appropriate registers for effective communication (SL12) in

exploring the difference in French between Tu and Vous.

•

Pupils continue to learn the names of clothing and link to Music

with Peter and the Wolf - Pierre et le Loup.

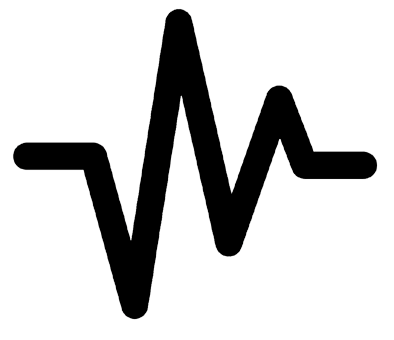
•

There is an opportunity to look at musical instruments related to

Prokoviev’s piece, together with the how an orchestra is divided

into different sections.

**Sounding Off**



**Maths**

•

Interpret and present data using appropriate

graphical methods

•

Count in multiples of 6, 7, 9, 25 and 1000

•

Identify, represent and estimate numbers

using different representations

•

Solve comparison, sum and difference

problems



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| **Programme of Study** | | | |
| **Unit:** Sounding Off  **Year:** 4  **Term:** Spring 3 | | | **Key:**  **FT** =First Teaching  **OG** =On Going  Please note that all appendices and guidelines referred to in the programme of study are available to download at: <https://www.gov.uk/government/collections/national-curriculum> The POS codes replace the DfE bullets for ease of reference. |
| **English** | **Spoken language** | | |
| **SL1** | listen and respond appropriately to adults and their peers | |
| **SL2** | ask relevant questions to extend their understanding and knowledge | |
| **SL3** | use relevant strategies to build their vocabulary | |
| **SL4** | articulate and justify answers, arguments and opinions | |
| **SL5** | give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings | |
| **SL6** | maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | |
| **SL7** | use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | |
| **SL8** | speak audibly and fluently with an increasing command of Standard English | |
| **SL9** | participate in discussions, presentations, performances, role play, improvisations and debates | |
| **SL10** | gain, maintain and monitor the interest of the listener(s) | |
| **SL11** | consider and evaluate different viewpoints, attending to and building on the contributions of others | |
| **SL12** | select and use appropriate registers for effective communication | |
| These statements apply to all Years. The content should be taught at a level appropriate to the age of the pupils (taken from notes and guidance [nonstatutory]). Speaking and listening activities throughout the Unit have been designed with these POS statements in mind. Specific speaking and listening objectives are provided for some English lessons where appropriate. | | |

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| **English** | **Reading – word reading** | | |
| **WR1** | apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet | **OG** |
| **WR2** | read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | **OG** |
| **Reading - comprehension** | | |
| **RC1** | *develop positive attitudes to reading and understanding of what they read by:* |  |
| **RC1.1** | listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks | **OG** |
| **RC1.2** | reading books that are structured in different ways and reading for a range of purposes | **OG** |
| **RC1.3** | using dictionaries to check the meaning of words that they have read | **OG** |
| **RC1.4** | increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally | **OG** |
| **RC1.5** | identifying themes and conventions in a wide range of books | **OG** |
| **RC1.6** | preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action | **OG** |
| **RC1.7** | discussing words and phrases that capture the reader’s interest and imagination | **OG** |
| **RC1.8** | recognising some different forms of poetry (e.g. free verse, narrative poetry) | **OG** |
| **RC2** | *understand what they read, in books they can read independently, by:* |  |
| **RC2.1** | checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | **OG** |
| **RC2.2** | asking questions to improve their understanding of a text | **OG** |
| **RC2.4** | predicting what might happen from details stated and implied | **OG** |
| **RC2.5** | identifying main ideas drawn from more than one paragraph and summarising these | **OG** |
| **RC2.6** | identifying how language, structure, and presentation contribute to meaning | **OG** |
| **RC3** | retrieve and record information from non-fiction | **OG** |
| **RC4** | participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say | **OG** |

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| **English** | **Writing – transcription – spelling - SCHOOLS TO USE SPELLING PROGRAMME** | |  |
| **WTS1** | use further prefixes and suffixes and understand how to add them (English Appendix 1) | **OG** |
| **WTS2** | spell further homophones | **OG** |
| **WTS3** | spell words that are often misspelt | **OG** |
| **WTS4** | place the possessive apostrophe accurately in words with regular plurals (for example, girls’, boys’) and in words with irregular plurals (for example, children’s) | **OG** |
| **WTS5** | use the first two or three letters of a word to check its spelling in a dictionary | **OG** |
| **WTS6** | write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far | **OG** |
| **Writing – handwriting** | |  |
| **WH1** | use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined | **OG** |
| **WH2** | increase the legibility, consistency and quality of their 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 | **OG** |
| **Writing – composition** | |  |
| **WC1** | *plan their writing by:* |  |
| **WC1.1** | discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar | **OG** |
| **WC1.2** | discussing and recording ideas | **OG** |
| **WC2** | *draft and write by:* |  |
| **WC2.1** | composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) | **OG** |
| **WC2.2** | organising paragraphs around a theme | **OG** |
| **WC2.3** | in narratives, creating settings, characters and plot | **OG** |
| **WC2.4** | in non-narrative material, using simple organisational devices (for example as headings and sub-headings | **OG** |
| **WC3** | *evaluate and edit by:* |  |
| **WC3.1** | assessing the effectiveness of their own and others’ writing and suggesting improvements | **OG** |

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| **English** | **Writing – composition continued** | | |
| **WC3.2** | proposing changes to grammar and vocabulary to improve consistency, including. the accurate use of pronouns in sentences | **OG** |
| **WC4** | proof-read for spelling and punctuation errors | **OG** |
| **WC5** | read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | **OG** |
| **Writing – vocabulary, grammar and punctuation** | | |
| **WVGP1** | *develop their understanding of the concepts set out in Appendix 2 by:* |  |
| **WVGP1.1** | extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when*, *if*, *because*, *although* | **OG** |
| **WVGP1.2** | using the present perfect form of verbs in contrast to the past tense | **OG** |
| **WVGP1.3** | choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | **OG** |
| **WVGP1.4** | using conjunctions, adverbs and prepositions to express time and cause | **OG** |
| **WVGP1.5** | using fronted adverbials | **OG** |
| **WVGP1.6** | learning the grammar for years 3 and 4 in English Appendix 2 | **OG** |
| **WVGP2** | *indicate grammatical and other features by:* |  |
| **WVGP2.1** | using commas after fronted adverbials | **OG** |
| **WVGP2.2** | indicating possession by using the possessive apostrophe with singular and plural nouns | **OG** |
| **WVGP2.3** | using and punctuating direct speech **THROUGH NARRATIVE** | **OG** |
| **WVGP3** | use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading | **OG** |

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| **Maths** | **Number – number and place value** | | |
| **1** | count in multiples of 6, 7, 9, 25 and 1000 |  |
| **5** | order and compare numbers beyond 1000 |  |
| **6** | identify, represent and estimate numbers using different representations |  |
| **8** | solve number and practical problems that involve all of the above and with increasingly large positive numbers |  |
| **Number – addition and subtraction** | | |
| **3** | solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why |  |
| **Number – multiplication and division** | | |
| **1** | recall multiplication and division facts for multiplication tables up to 12 × 12 |  |
| **5** | solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects |  |
| **Measurement** | | |
| **1** | convert between different units of measure (e.g. kilometre to metre; hour to minute) |  |
| **2** | measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres |  |
| **3** | find the area of rectilinear shapes by counting squares |  |
| **4** | estimate, compare and calculate different measures, including money in pounds and pence |  |
| **Statistics** | | |
| **1** | interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs |  |
| **2** | solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs |  |

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| **Science** | **Working scientifically** | | |
| **1** | asking relevant questions and using different types of scientific enquiries to answer them |  |
| **2** | setting up simple practical enquiries, comparative and fair tests |  |
| **3** | making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment thermometers and data loggers |  |
| **4** | gathering, recording, classifying and presenting data in a variety of ways to help in answering questions |  |
| **5** | recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables |  |
| **6** | reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions |  |
| **7** | using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions |  |
| **8** | identifying differences, similarities or changes related to simple scientific ideas and processes |  |
| **9** | using straightforward scientific evidence to answer questions or to support their findings |  |
| **Sound** | | |
| **1** | identify how sounds are made, associating some of them with something vibrating |  |
| **2** | recognise that vibrations from sounds travel through a medium to the ear |  |
| **3** | find patterns between the pitch of a sound and features of the object that produced it |  |
| **4** | find patterns between the volume of a sound and the strength of the vibrations that produced it |  |
| **5** | recognise that sounds get fainter as the distance from the sound source increases |  |

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| **Music** | **1** | play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression |  |
| **2** | improvise and compose music for a range of purposes using the inter-related dimensions of music |  |
| **3** | listen with attention to detail and recall sounds with increasing aural memory |  |
| **5** | appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great musicians and composers |  |
| **6** | develop an understanding of the history of music |  |

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| **Art & Design** | **2** | to improve their mastery of art and design techniques, such as drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) |  |

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| **Computing** | **4** | understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration |  |
| **6** | 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 |  |
| **7** | use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact |  |



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| **Languages** | **1** | listen attentively to spoken language and show understanding by joining in and responding |  |
| **2** | explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words |  |
| **3** | engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* |  |
| **4** | speak in sentences, using familiar vocabulary, phrases and basic language structures |  |
| **5** | develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\* |  |
| **7** | read carefully and show understanding of words, phrases and simple writing |  |
| **8** | appreciate stories, songs, poems and rhymes in the language |  |
| **9** | broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary |  |
| The starred (\*) content above will not be applicable to ancient languages. | |  |

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