



Kingsley CP Curriculum overview

Year 4 Autumn 2

Science:

In Science, we will be learning about sound.

Key knowledge:

- Exploring how sounds are made
- Exploring how sound travels to our ears through vibrations
- Finding patterns between the pitch of sounds and the objects that produced them
- Finding patterns between a sound's volume and the strength of its vibrations
- Recognising that sounds get fainter as they move away from the object

Key vocabulary:

Vibrations
Ears drum
Medium
Sound waves
Volume
Pitch
Vacuum

Art or Design & Technology

In Design & Technology, we will be learning about pulleys, which are a moving mechanism. To link to our Literacy book, 'Leon and the Place Between', we will follow the 3 step design process (design, make, evaluate) to build a circus tent and pulley system to lower a trapeze/aerial hoop down from the centre to pick up an acrobat.

Key vocabulary:

- designing
- making
- materials
- equipment
- tools
- construction
- joining
- design criteria
- components
- assemble
- structures
- pulleys

Key knowledge:

- Use research and design criteria to develop and design a suitable, innovative and appealing product.
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Identify the strengths and areas for development in their ideas and products.
- How mechanical systems such as pulleys work to create movement.
- Use the correct technical vocabulary for the projects they are undertaking.

History or Geography:

In History we will be research the Ancient Egyptians.



Key vocabulary

Egyptian

Pyramids

Egypt

Hieroglyphs

Sphinx

pharaoh

Tutankhamun

mummification

afterlife

scroll

vizier

reed

Key knowledge:

- To locate Egypt in time and place
- To learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt
- To find out about Tutankhamen and how artefacts can teach us about the past
- To understand the importance of artefacts in helping us find out about the past
- To find out about the way of life in ancient Egypt
- To learn about Egyptian tombs, pyramids and burial site

Religious Education

In Religious Education, we will be learning about Christianity:

Why do Christians think about Incarnation at Christmas?

Key knowledge:

- Describe and suggest reasons why Christians call Jesus, Saviour.
- Explain the concept of salvation.
- Describe how Christians live their lives as disciples
- To understand the symbols that Christmas use and how they are represented at Christmas.

Key vocabulary

Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan
God, symbols, creation, stewardship, evolution, good news, bible
Lost Parables, prodigal son,

Computing

In Computing, we will be learning about digital media. We will use a range of techniques to create a stop-frame animation using tablets.

Key knowledge:

- I can draw a sequence of pictures
- I can create an effective flip book-style animation
- I can explain how an animation/flip book work
- I can create an effective stop-frame animation
- I can break down a story into settings, characters and events
- I can describe an animation that is achievable on screen
- I can review a sequence of frames to check my work
- I can evaluate the quality of my animation

Key vocabulary

animation
frame
effective
stop-frame animation
storyboard
sequence
evaluate

Physical Education

In Physical Education, we will be learning about Indoor Athletics and Interpretive Dance and how to work as part of a team but also perform as an individual.

Key vocabulary

- Explosion,
- Height
- Power
- Technique
- Agility
- Tempo
- Fluidity
- Interpretation
- Expression

Key knowledge:

Indoor Athletics:

- To execute a jump and throw showing good technique.
- To know the difference between a sprint and an endurance race

Interpretive dance

- To work collaboratively with a partners
- To perform and link dance phrases
- To evaluate a performance
- To refine a performance
- To respond to a stimulus

MFL

In MFL, we will be learning about our local area in French! We'll be learning key words and phrases linked to commands and instructions, places in a town, directions and the difference between masculine and feminine nouns. We will also be learning a firework poem.

Key knowledge:

- Understand and respond to simple movement commands
- Write a sequence of simple direction commands
- Ask the question, "Where is...?" and give simple directions
- Recognise and understand some nouns of places I might visit in town
- Begin to understand the difference between masculine and feminine nouns
- Say nouns for your favourite objects

Music

In Music, we will be exploring and developing playing skills using the glockenspiel.

Key vocabulary:

- Rhythm
- Patterns
- Compose
- Melody
- Pulse
- Rhythm
- Pitch
- Tempo
- Texture
- structure.

Key knowledge:

- To recognise some musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch)
- To locate and play the notes C,D,E,F and G
- To perform and appraise a melody
- To compose and improve a melody

PSHE

In PSHE, we will be learning all about valuing difference:

Recognising and celebrating difference (including religions and cultural difference).

Key knowledge:

- Empathise with people who have been, and currently are, subjected to injustice, including through racism.
- Consider how discriminatory behaviour can be challenged.
- Identify and describe the different groups that make up their school/wider community/other parts of the UK.
- Describe the benefits of living in a diverse society.
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
- Understand and identify stereotypes, including those promoted in the media.
- Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances)

Key vocabulary

collaboration
race
gender
religion
ethnicity
discrimination
injustice
empathise
racism
gender
identity