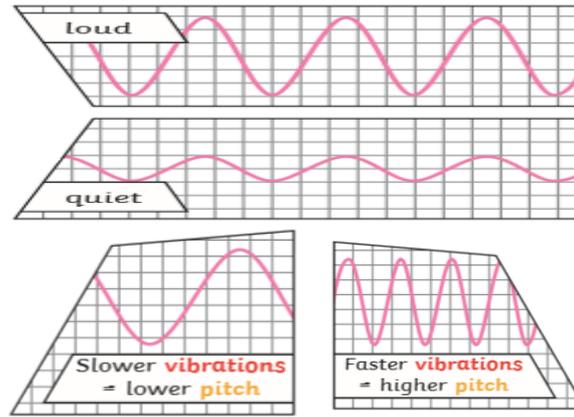


Year 4 – Term 2 - How can we make sound?

Subject Specific Vocabulary	
Vibration	A movement backwards and forwards
Sound Wave	Vibrations travelling from a sound source
Volume	The loudness of a sound
Amplitude	The size of a vibration. A larger amplitude = a louder sound
Pitch	How low or high a sound is
ear	An organ used for hearing
particles	Solids, liquids and gases are made of particles. They are so small we are unable to see them
Eardrum	A part of the ear which is a thin, tough layer of tissue that is stretched out like a drum skin. It separates the outer ear from the middle and inner ear. Sound waves make the eardrum vibrate
Soundproof	To prevent sound from passing
vacuum	A space where there is nothing. There are no particles in a vacuum



Key Skills

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases
- Ask relevant questions and using different types of scientific enquiries to answer them
- Set up simple practical enquiries, comparative and fair tests
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Sticky Knowledge

- Sound is a type of energy. Sounds are created by vibrations. The louder the sound, the bigger the vibrations
- Pitch is a measure of how high or low a sound is. A whistle being blown creates a high pitched sound. A rumble of thunder is an example of a low-pitched sound
- The size of the vibration is called the amplitude. Louder sounds have a higher amplitude
- You can change the pitch of a sound in different ways depending on the type of instrument that you are playing
- Sound can travel through solids, liquids and gases. Sound travels as a wave, vibrating the particles in the medium it is travelling in. Sounds cannot travel through a vacuum
- Inside your ear, the vibrations hit the eardrum and are then passed to the middle and inner ear. They are changed in to electrical signals and sent to your brain
- Sound energy can travel from particle to particle far easier in a solid because the vibrating particles are closer together than in other states of matter.
- If you throw a stone in a pond, it will produce ripples. As the ripples spread out across the pond, they become smaller. When sound vibrations spread out over a distance, the sound becomes quieter, just like ripples in a pond.

Year 4 - Term 2 - Why are jungles so wet and deserts so dry?

Subject Specific Vocabulary

Biomes	A large region with a certain climate and certain types of living things
Climate	The average weather conditions in a place over 30 years or more.
Drought	Wherever there is a shortage of rain over a long period of time, there is a drought. Drought affects plants, animals and people.
Equator	An imaginary line around the Earth that goes exactly midway between the North Pole and the South Pole and divides it into two halves, the Northern Hemisphere and the Southern Hemisphere
Hemisphere	Used to divide the Earth in half. It has a Northern Hemisphere and a Southern Hemisphere.
Humidity	The amount of water vapour in the air.
Tropic on Cancer	An imaginary latitude line located above the equator that runs across the globe at about 23 degrees north. This is the exact location of where the sun is overhead on 21 st June.
Tropic of Capricorn	An imaginary line of latitude going around the Earth at approximately 23.5° south of the Equator. It is the southernmost point on Earth where the sun's rays can be directly overhead at local noon.
Weather	The way the air and the atmosphere feels. It includes the outside temperature, strength of the wind, and whether it is raining, sunny, hailing, snowing, sleet, foggy or cloudy.



Key Skills

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, countries and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Sticky Knowledge

- Weather happens from day to day.
- Climate is the average pattern of the weather that a place receives over 30 years.
- The location of the UK is approximately half way between the North Pole and the Equator.
- The Earth is divided up into different climates according to patterns of temperature and rainfall that places experience.
- The Amazon River is the world's greatest in terms of volume of water it carries and it's only a few metres shorter than the River Nile (the longest river in the world). At any second of the day or night one-fifth of all the river water in the world will be found in the Amazon River and its tributaries (smaller rivers that flow into and join a larger river).
- It rains almost every day of the year in Manaus and this, combined with the hot temperature, makes the weather conditions very humid - perfect conditions for a jungle to grow.
- The Atacama Desert is the driest non-polar desert in the world (Central Antarctica at the South Pole is drier). Some places in the Atacama Desert haven't had any rainfall in 500 years.



PSHE Knowledge Organiser: Year 4 Term 2

Keeping Myself Safe

Outcomes

Can define the terms 'danger', 'risk' and 'hazard' and explain the difference between them.

Identify images that are safe and unsafe to share online.

Define the term 'dare' and identify scenarios that are dares and those that aren't.

Understand medicines are drugs and are safe to use.

Understand key risks of cigarettes and alcohol, and that not all people drink.

Describe stages of identifying and managing risk.

Understand that we can be influenced negatively and positively.

Key Vocabulary

Danger

A chance something harmful may happen.

Risk

Weighing up the danger and making a decision.

Hazard

Something that causes a danger or risk.

Assertive

To stand up for yourself without being hurtful.

Drug

A chemical that changes the way a person's body works.

Influence

The power to affect or change behaviour or opinions.

Year 4 Term 2 – Spanish - Vegetables



Language
Spanish 

Teaching Type:
Early Language

Unit:
Las verduras

Unit Objective:

To be able to buy vegetables at a Spanish market stall.

By the end of this unit we will be able to:

- Name, recognise and recall from memory up to 10 vegetables in Spanish.
- Attempt to spell some of these nouns with their plural article/determiner.
- Learn and use the high frequency verb **quisiera** from the verb **querer**, to want in Spanish.

Skills we will develop:

Working on improving memory skills. Remembering more spellings from memory and using a variety of activities to help this. Remembering to always look for cognates first (such as **patatas** and **tomates**). Having enough language from memory to perform a short role-play.

Activities we will complete:

A number of speaking and listening tasks gradually building up knowledge of language in this unit. Completing word searches, word puzzles, matching pair tasks with words and pictures. A range of worksheets helping to reach the final task of a role-play at a Spanish market stall.

Grammar we will learn & revisit:

Nouns and articles/determiners in plural form. Learning that the plural definite article/determiner (the word for 'the') is either **los** or **las** in Spanish. The article/determiner is dependent on the whether the vegetable is a masculine or feminine noun (gender). This does not exist in English. Also seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question. No exceptions!



It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.
- Vocabulary from the 'I Am Learning Spanish' unit.
- What a noun and article/determiner is in English.

Phonics & pronunciation we will see:

Recommended phonics focus: CH J Ñ LL RR

- **CH & Ñ** sound in **champiñones**.
- **J** sound in **judías verdes & berenjenas**.
- **LL** sound in **cebollas**.
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in **fav-or**. For words that end in a vowel or 'n' and 's' it is normally second to last syllable like **ce-bo-llas**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **ju-di-as**.
- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in the English word 'onion'. It is another letter in Spanish not just another phoneme. As seen in the word **champiñones**.



Vocabulary we will learn & revisit:

10 common vegetables and their plural definite article/determiner. Simple vocabulary including a kilo, a half kilo, please and thank you, hello and can I have. This is all listed on the Vocabulary Sheet.

Year 4 Term 2 – RE – Christianity: Christmas

Discovery RE Knowledge Organiser

This knowledge organiser is a guide, offering key information to point the teacher in the right direction as to the beliefs underpinning the particular enquiry. The summaries must not be taken as the beliefs of ALL members of the particular religion.

Religion /Worldview: Christianity | **Enquiry Question: What is the most significant part of the nativity story for Christians today?** | **Age: 8/9** | **Year Group: 4 Autumn 2**
 This enquiry investigates the significance and symbolism of elements of the Christmas story to Christians today.

Core Knowledge (see also background information documents)		Link to other aspects of belief	Personal connection / resonance
<ul style="list-style-type: none"> Jesus was born in Bethlehem and Christians believe he was God's son. Mary was his mother and Joseph was engaged to her at the time. The elements of the Christingle have a symbolism <ul style="list-style-type: none"> The orange represents the world. The candle reminds Christians of Jesus whom they believe to be the light of the world. The red ribbon goes all round the 'world' and being the colour of blood, reminds Christians that Jesus died. The four cocktail sticks are the four seasons The sweets (or sometimes dried fruit) remind Christians of God's gifts to the world 		<ul style="list-style-type: none"> Jesus as the Son of God and light of the world – leading Christians to God hence the star and the candle in the Christingle. The Annunciation: that Mary agreed to the Angel Gabriel's request when God sent him to ask her to be the mother of Jesus. 	<ul style="list-style-type: none"> What symbols are meaningful to me? What could I use as symbols to portray things that are important to me in my life? Is it important that others understand my symbolism or is it something personal that only I comprehend?
Key Terms and definitions	History/Context	Impact on believer/daily life	Spiral curriculum link
<p>Incarnation: God becoming man or literally being "made flesh"</p> <p>Christingle: An ornament made in many homes and church at Christmas with significance to each part of it.</p>	<p>See Yr3 Autumn 2 for the contextual significance of the shepherds. The Christingle (which means "Christ-light") started in Germany in 1747. The tradition spread with the movement of the church. In 1968 the Christingle Service was brought to the Anglican Church of England although many different denominations now use it.</p>	<ul style="list-style-type: none"> Symbols are still used today e.g. the Christingles, a star or angel on the top of the Christmas tree. Christians may also have a "crib" or nativity scene in their own home to remind them of the elements of the Christmas story. Many Christians will attend Church services over the Christmas period to commemorate the birth of Jesus. 	<p>Builds on previous Christmas enquiries, especially on the symbolism of the aspects of the Christmas story discussed in Yr3 Autumn 2.</p>
<p>Home learning ideas/questions: Could our household make a Christingle or some other symbolic home decoration which shows the things that are important to us in our lives? Can we discuss what is important to each of us and to us all?</p>			

Year 4 – Term 2 – Audio Production

Subject Specific Vocabulary

Vibration	A movement backwards and forwards
Sound Wave	A wave of compression by which sound is propagated in an elastic medium such as air.
Audio	Sound, especially when recorded, transmitted or reproduced.
Editing	Correcting and modifying something.
Podcast	Digital audio file made available on the internet for downloading to a computer or mobile device.
Ownership	The act, state or right of possessing something.
Copyright	The exclusive legal right given to the originator for a fixed number of years to print, publish, perform, film or record literary, artistic or musical material
Quality	The standard of something as measured against other things of a similar kind; the degree of excellence of something.



Key Skills

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- 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
- Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- Explain why copying someone else's work from the internet without permission can cause problems and give examples of what those problems might be.
- When searching on the internet for content to use, explain why I need to consider who owns it and whether I have the right to reuse it.

Sticky Knowledge

An input device is needed to record sound and output devices are needed to play audio.

Recorded audio (sound) can be stored on a computer.

Sound is represented visually as a waveform.

Audio can be layered so that multiple sounds can be played at the same time.

A microphone is an input device.

Speakers or headphones are output devices.

When searching for content online, you need to be considerate about who owns the content and whether you have the right to use it.

Year 4 – Term 2 – Basketball

Key Knowledge

Learn these key facts—**key points in red**

Dribbling

Dribbling is done with **one hand** at a time and can be either hand. A lot of the time this will be your dominant hand however there will be situations where you need to use the other. For example, dribbling around an opponent or protecting the ball, you will want to **keep the ball on the outside of the defender**. Try and look up when dribbling and not down at the ball.



Passing

Passing in basketball uses a lot of the same skills as netball. **Chest, bounce and overhead** are the three main types of passes used in a game. Passing allows the ball to be moved around the court quickly and accurately. By doing this it can set up easy 2 point scoring opportunities for your team.

Shooting

Possibly the **most important skill to master**, in order to score points you need to shoot the basketball through the hoop. Shooting can be done from anywhere on the court, 2 points for inside the 3 point line and 3 points for outside. Free-throws vary in points.



Double Dribble

In basketball, an illegal or double dribble occurs when a **player ends their dribble by catching or causing the ball to come to rest in one or both hands and then dribbles it again with one hand or when a player touches it twice before the ball hits the ground**. The dribble also ends when the dribbler palms/carries the ball by allowing it to come to rest in one or both hands. This is a palming/carrying the ball violation if the player continues with another dribble.

Key Vocabulary

Understand these key words

Word	Definition
Shoot	Throwing the ball towards the hoop with the intention to score
Dribble	Moving with the ball, while at the same time bouncing the ball
Pass	Sending the ball towards another team mate
Rebound	When an attempted shot is unsuccessful, gaining possession from the missed shot off the backboard or hoop
Free-throw	A non-opposed shot from the free-throw line
Double Dribble	An illegal dribble, common for young players
Travel	An illegal move which occurs when a player takes more than 2 steps without bouncing the ball when in possession of the ball
Backboard/Hoop	What you are aiming for when shooting.
Court	The playing area for basketball



Basketball Focus

Kobe Bryant



American Professional who played his entire 20 pro seasons with the LA Lakers. 18 time All Star

Lebron James



Regarded as one of the greatest ever, compared to the great Michael Jordan

NBA



National Basketball Association, considered the premier pro basketball league in the world. It is comprised of 30 teams (29 USA, 1 Canadian)



Year 4 – Term 2 – Dance

Key Vocabulary	Knowledge																																																								
<p>Basic Body Actions: Step, Gesture, Travel, Stillness, Jump and Turn</p> <p>Creativity: using your imagination to express emotions and ideas both physically and in writing.</p> <p>Movement Memory: The automatic recall of learned movement material.</p> <p>Count: Equal beats usually paired with the music—can be 4, 8, 16 or 32 in length</p> <p>Set: A given number of beats/actions that can be repeated. Sets are usually made up of 4, 8, 16 or 32 counts.</p> <p>Trigger: Where another person, part of the music or a cue is used to trigger a dance move.</p>	<table border="1" data-bbox="672 244 981 601"> <thead> <tr> <th>Counts</th> <th>RH</th> <th>TQ</th> <th>AJ</th> <th>JH</th> </tr> </thead> <tbody> <tr><td>1-8</td><td></td><td></td><td></td><td></td></tr> <tr><td>9-16</td><td></td><td></td><td></td><td></td></tr> <tr><td>17-24</td><td></td><td></td><td></td><td></td></tr> <tr><td>25-32</td><td></td><td></td><td></td><td></td></tr> <tr><td>33-40</td><td></td><td></td><td></td><td></td></tr> <tr><td>41-48</td><td></td><td></td><td></td><td></td></tr> <tr><td>49-56</td><td></td><td></td><td></td><td></td></tr> <tr><td>57-64</td><td></td><td></td><td></td><td></td></tr> <tr><td>65-72</td><td></td><td></td><td></td><td></td></tr> <tr><td>73-80</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>Planning</p> <p>Planning a dance provides a structure and is very useful if you're only practicing once a week!</p> <p>It allows you to easily recap the routine and shows each dancer's specific part of the dance.</p> <p>It is especially useful when different members of a group are doing different actions at the same time as others and shows when a trigger is for a certain move. Changing the plan is useful if some moves don't work.</p> <p>A basic example template is shown above.</p>	Counts	RH	TQ	AJ	JH	1-8					9-16					17-24					25-32					33-40					41-48					49-56					57-64					65-72					73-80					<p>Identifying Basic Body Actions</p> <p>Pick out where the BBA's can be used from reading the short story:</p> <p>Into the woods</p> <p>Charlie travels quickly into the woods, she suddenly rolls out of the way of a falling tree and turns to avoid the branches.</p> <p>She pauses because she hears an unusual noise and isn't sure what it is, she bends down to check the ground for clues.</p> <p>Step, Gesture, Travel, Stillness, Jump and Turn</p> <p>Certain words can be interpreted as different BBA's</p>
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<p>Unison: Two or more people doing a range of moves at the same time.</p> <p>Cannon: when 2 or more dancers perform the same move one after the other</p> <p>Plan: to have an idea of how the dance will go before starting the physical aspect.</p>	<p>Dragons</p>  <p>How does a dragon move?</p> <p>What are the dynamics?</p> <p>Strong, powerful, fierce, glide, slow, fast, fiery, wings</p>	<p>Story Telling</p> <p>Creating a basic story for a dance give it meaning and shows off the performer's creativity and imagination. The audience will engage with the performance following the story. Story telling can be done through any style of dance and both the movements and performance from the dancer(s) helps project the story to the audience.</p>																																																							



Art Knowledge Organiser- Year 4 Term 2

Story-telling through Drawing

Key Concepts:

- That we can tell stories through drawing.
- That we can use text within our drawings to add meaning.
- That we can sequence drawings to help viewers respond to our story.
- That we can use line, shape, colour and composition to develop evocative and characterful imagery.

Outcomes

To explore the work of artists who tell stories through imagery.

To work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work.

To use line, shape, and colour using a variety of materials to test my ideas.

To think about how I might use composition, sequencing, mark making and some text in my drawings.

To create a finished piece which contains sequenced images to describe a narrative.

Key Artists

Laura Carlin



Shaun Tan