

**Year group:** Year 4      **Term:** Spring 1

**Topic:** Playlist – How do we hear the music that we love?

**Kernow Cluster Topic Overview Sheet**

# Objectives



**Opportunities for outdoor learning:**

Forest school? Winter harvest hamper?

**Key vocabulary:**

Absorb, cochlea, decibel (dB), ear canal, eardrum, instrument, insulator, ossicles, outer ear, pinna, pitch, soundproof, vibration, volume

**PSHE objectives:**

- Use a range of social skills in context.
- Cooperate well with others and be able to resolve conflicts effectively.
- Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others.
- Understand and appreciate the range of different cultures within school and further afield.
- Participate and respond positively to artistic, musical, sporting and cultural opportunities.

**Digital literacy:**

Using ICT for research. Accessing videos and songs online. Using Google Meet to watch musical performances.



**Opportunities for trips / visitors:**

Live virtual musical performances to watch.

**Whole class texts:**

Poems to Perform – Julia Donaldson

**English objectives:**

- prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discuss words and phrases that capture the reader’s interest and imagination
- recognise some different forms of poetry [for example, free verse, narrative poetry]
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- Write narrative plots with a clear structure

**Music objectives:**

- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Improvise and compose music for a range of purposes using the interrelated dimensions of music.
- Use and understand staff and other musical notations.
- Develop an understanding of the history of music.

**Science objectives:**

- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- 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.
- Recognise that sounds get fainter as the distance from the sound source increases.

**Maths objectives:**

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout.

**PE objectives:**

Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).

**Art objectives:**

Create sketchbooks to record their observations and use them to review and revisit ideas.

**RE objectives:** Community, Eucharist

Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used

Describe with increasing detail and accuracy:

A range of religious beliefs

The life and work of key figures in the history of the People of God

Different roles of people in the local, national and global church

Religious symbols and the steps involved in religious actions and worship

Those actions of believers which arise as a consequence of their beliefs

Make links between:

Beliefs and sources, giving reasons for beliefs

Beliefs and worship, giving reasons for actions and symbols

Beliefs and life, giving reasons for actions and choices

Use a wider range of religious vocabulary

Ask and respond to questions about their own and others’ experiences and feelings about each of the area of study, in relation to questions of meaning and purpose

Make links to show how feelings and beliefs affect their behavior and that of others

Use a given source to support a point of view

Express a point of view

Express a preference

**Languages objectives:**

classroom instructions,

ask ‘do you have...’

pencil case nouns,

**Design Technology objectives:**

- Investigate and analyse a range of existing products.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

**Computing objectives:**

Manipulate a range of text, images, sound or video clips and animation for given purposes.

**Links to previous topics:**

Hymns from Christmas  
  
Songs for St. Piran’s Day parade

**PSHE Skills:**

Use a range of social skills in different contexts.  
  
Cooperate well with others and be able to resolve conflicts effectively.

**Music skills:**

- Describe how different instruments are used throughout a piece of music to add interest and meaning.
- Compare and evaluate different genres of music using appropriate musical vocabulary.
- Improvise and compose a sequence of sounds and vocals for different instruments and record them using standard or invented notation.
- Play or sing simple melodies from standard and invented musical notation and symbols.
- Describe the lives and music of famous popular musicians from the late 20th century.

**Design Technology skills:**

- Investigate and identify the design features of a familiar product.
- Choose from a range of materials, showing an understanding of their different characteristics.

**Links to future topics:**

Blue Abyss – How does sound travel underwater?

**Maths skills:**

- Use knowledge of multiplication facts and corresponding division for 2x to 12x tables to multiply and divide.
- Multiply/divide a two-digit and three-digit number by a one digit number using formal layout.
- Recognise and use factor pairs and commutativity in mental calculations.
- Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

**PE skills:**

Combine movements, actions and balances and equipment, individually or collaboratively, to create a fluid routine.

**Art skills:**

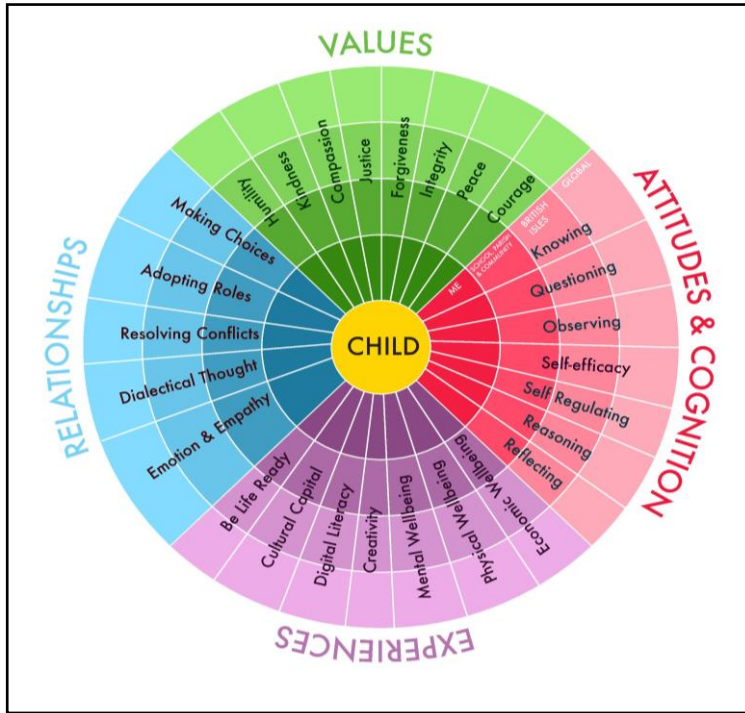
Create a series of sketches over time to develop ideas on a theme or mastery of a technique.

**Computing skills**

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.

Kernow Cluster Topic Overview Sheet

Skills





**Science skills:**

- Set up simple practical enquiries, comparative and fair tests.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Use straightforward scientific evidence to answer questions or to support their findings.
- Compare and find patterns in the volume of a sound, using a range of equipment, such as musical instruments.
- Explain how sounds are made and heard using diagrams, models, written methods or verbally.
- Compare and find patterns in the pitch of a sound, using a range of equipment, such as musical instruments.
- Compare how the volume of a sound changes at different distances from the source.

**Languages skills:**

Listen, join in and respond; link the spelling, sound and meaning of words; ask and answer questions; read and understand words, phrases and simple texts; read aloud with accurate pronunciation.

**Opportunities for home learning / cultural capital**

Ask families to share musical talents.

**Set homework:**

Make a junk modelling instrument.  
  
TIMES TABLES – TTRS.  
  
Weekly reading, spellings

**English skills:**

- Prepare poems and play scripts to read aloud and perform, using intonation, tone, volume and action effectively.
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books.
- Use inverted commas to demarcate direct speech accurately
- Compose and rehearse sentences (including dialogue) using an increasing range of sentence structures.

**RE skills:**

Developing knowledge and understanding  
  
Making links and connections  
  
Specialist vocabulary  
  
Meaning and purpose  
  
Beliefs and values  
  
Use of sources of evidence  
  
Construct arguments  
  
Make judgements