

### Year 4 Curriculum Objectives 2021 – 2022: Term 3

Objectives in red were missed last year during lockdown

<p><b>SCIENCE</b> <b>Sound</b> 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.</p> <p><b>Working Scientifically</b> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.</p>	<p><b>HISTORY</b> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: <b>Ancient Egypt</b></p>	
<p><b>ART: SCULPTURE FOCUS</b> <b>to improve their mastery of art and design techniques, including sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</b> to create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history.</p>	<p><b>COMPUTING: SCRATCH MATHS MODULE 1</b> <b>Computer Science-Computational Thinking</b> <span style="color: red;">(identify and incorporate missed objectives from year 3)</span> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p><b>ONLINE SAFETY: Safer Internet Day / Keeping Myself Safe (SCARF)</b> <a href="#">See Computing Curriculum</a> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	
<p><b>PSHE</b> <b>SCARF: Keeping Myself Safe</b></p>	<p><b>PE (Real PE)</b> <b>Outdoor</b> Cognitive Development</p> <p><b>Indoor</b> Real Dance</p>	<p><b>RE Taught in terms 3 and 4</b> <b>Sikhism Unit 1 <i>Guru Nanak</i></b> <b>Sikhism - Part 1 unit 2 (The Sikh Gurus)</b> To know about Guru Har Gobind and the story celebrated by Sikhs at Divali. To know that Guru Gobind Singh the last human Guru. To understand the importance of the 5 Ks. To know the Festival of Baisakhi. To recognise Sikh names. To know the story of the Guru and the Water carrier. <b>Sikhism - Part 2 unit 3 (The Guru Granth Sahib)</b> To know that there were 10 human Gurus. To know about the Guru Granth Sahib, the final Guru - its contents, use and central place in the Gurdwara. To know about the Akhand Path – special reading of the Guru Granth Sahib. To know about the beliefs taught through the Guru Granth Sahib.</p>
<p><b>MUSIC</b> <b>Instruments / Percussion</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p><b>SPANISH</b> Simple questions and answers: see <i>Milestones</i> Animals (zoo/pets) Adjectives Stories e.g <i>Spot the Dog</i> Classroom instructions</p> <p><b>Celebrations:</b> <i>Día de Reyes</i></p>	