

Year 4 - Autumn Term 1: Swinging 60s

Key Driver: Sticky Knowledge How did the 60s shape our lives?

Why was the sixties a decade of significance?

How did Martin Luther King Jnr change the lives of many in the 1960s?

How was Martin Luther King Jnr's action viewed by different groups in America?



Why were The Beatles so famous?

How was a child's life different in the 60s?

How did the moon landing affect children in the 60s?

Secondary Drivers: Art: Andy Warhol

Can they create a fact file about Andy Warhol and his life?

Can they experiment with different art mediums?



Can they add texture to their art work?

Can they experiment with styles and colours to produce a piece of art?

PE:

Can they take the lead when working with a partner or group? 60's dance routine.

Can they show coordination and quick footwork?

MFL:

Can they say different classroom instructions in French?

Can they name animals in French?

Computing:

Can they use a search engine to find a specific website?

Can they use the internet safely and remember the E-safety rules?

Music:

Can they identify and describe the different purposes of music?

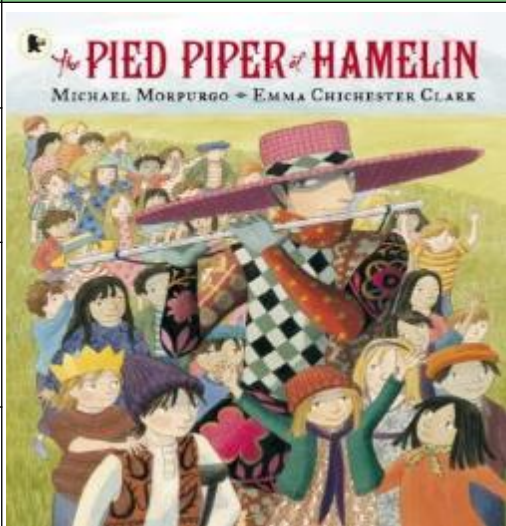
Can they identify character in a piece of music?

DT:

Can they design a 1960's outfit?

Can they make a 1960's outfit? (Sewing skills)

Year 4: Sound Knowledge Mat

Subject Specific Vocabulary		Interesting Book	Sticky Knowledge about Sound
vibrating	Sound is caused by the vibration of a medium (usually air) and it travels in waves.		<input type="checkbox"/> Sounds are made by vibrations.
pitch	A high sound has a high pitch and a low sound has a low pitch. A tight drum skin gives a higher pitched sound than a loose drum skin.		<input type="checkbox"/> Sounds get fainter as the distance from the sound source increases.
volume	Volume is the perception of loudness from the intensity of a sound wave. The higher the intensity of a sound, the louder it is perceived in our ears, and the higher volume it has.		<input type="checkbox"/> Pitch refers to how high or low a sound is.
insulation	Protecting something by surrounding it with material that reduces or prevents the transmission of sound.		<input type="checkbox"/> The volume of a sound is determined by the strength of the vibrations that produced it.
outer, middle and inner ear	The ear is made up of three different sections: the outer ear, the middle ear, and the inner ear. These parts all work together so you can hear and process sounds.	Important facts to know by the end of the sound topic: <ul style="list-style-type: none">• Know how sound is made.• Know how sound travels from the source to the ears.• Know to associate sound with vibration.• know the correlation between pitch and the object producing a sound.• know the correlation between the volume of a sound and the strength of the vibrations that produced it.• know what happens to a sound as it travels away from its source.	<input type="checkbox"/> Sound travels faster through solids than liquids or gases because the particles are closer together.
Our big question is: What material will make the best sound proofing? Scientific skill taught during our Sounds topic is: Asking relevant questions and using different types of scientific enquiries to answer them.			