

Key Knowledge Overview

Term:

Autumn 2

Topic: Making Connections

Year: 4

Subject	Key Knowledge	Rag rated at end of unit
Science	<p style="text-align: center;">Sound</p> <ul style="list-style-type: none"> • To identify how sounds are made, associating some of them with something vibrating • To recognise that vibrations from sounds travel through a medium to the ear • To find patterns between the pitch of a sound and features of the object that produced it • To find patterns between the volume of a sound and the strength of the vibrations that produced it • To recognise that sounds get fainter as the distance from the sound source increases. 	
History	N/A	
Geography	<p style="text-align: center;">To locate countries and cities of the UK and look at human and physical features</p> <ul style="list-style-type: none"> • To name and locate counties and cities of the United Kingdom • To look at geographical regions and their identifying human and physical characteristics, • To learn key topographical features (including hills, mountains, coasts and rivers) 	
Art and Design	N/A	
Design Technology	<p style="text-align: center;">Mechanical Systems Levers and linkages</p> <ul style="list-style-type: none"> • To be able to make a moving hand • To use linkages and levers to make a moving arm • To design and evaluate the prototype 	
RE	<p style="text-align: center;">Hinduism 1</p> <ul style="list-style-type: none"> • To know that Hindus have a shrine in their home • To understand the concept of Brahma • To know about the Trimutri • To know that Hindus have special symbols (AUM/OM symbol) 	
Computing	<p style="text-align: center;">Online safety</p> <ul style="list-style-type: none"> • To understand how children can protect themselves from online identity theft. • Understand that information put online leaves a digital footprint or trail and that this can aid identity theft. • To identify the risks and benefits of installing software including apps. • To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. • To identify the positive and negative influences of technology on health and the environment. • To understand the importance of balancing game and screen time with other parts of their lives. 	
MFL	<p style="text-align: center;">Parts of the body</p> <ul style="list-style-type: none"> • Listen to and follow a short story 	

	<ul style="list-style-type: none"> • Identify adjectives in a text and recognise that they can change spellings • Listen for specific words and phrases • Pronounce some words accurately 	
PE	<p style="text-align: center;">Football – Invasion</p> <ul style="list-style-type: none"> • To be able to play competitive games, modified where appropriate • To apply basic principles suitable for attacking and defending <p style="text-align: center;">Dance – Cats</p> <ul style="list-style-type: none"> • To develop flexibility, strength, technique, control and balance • To perform dances using a range of movement patterns • To explain and evaluate their movements 	
PHSE	<p style="text-align: center;">How can we be a good friend?</p> <ul style="list-style-type: none"> • to recognise a wider range of feelings in others about responding to how others are feeling • to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves • about resolving differences – agreeing and • disagreeing 	
Music	<p style="text-align: center;">Glockenspiels 2</p> <p>Exploring and developing playing skills through the glockenspiel or, if you have previous knowledge or players in your class, the recorder. This unit builds on the previous unit, Glockenspiel Stage 1.</p>	