

## Year 3 / 4 Unit of Learning – Spring 2 PUMP UP THE VOLUME

<b>Key Question</b> How important is sound to us?		<b>Central Idea</b> Sound is made by vibrations	<b>Guiding Questions</b> How do we hear? What is sound? How is music made? Why is music so powerful? Is sound only a sound when you hear it?	
<b>NC Computing</b>  I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs I can understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  I can 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  I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		<b>Values</b> Excellence Resilience Responsibility Trust Courage Respect Determination Freedom Equality Honesty Confidence Kindness	<b>Religious Education</b> <b>Judaism part 2, unit 3: The synagogue</b>  I can understand how Jews show that God is present in the synagogue.  I can understand how the Torah helps Jewish people to understand what being Jewish means.	
		<b>Core Texts /Visits</b> Peace at last The sound machine – Roald Dahl  Synagogue visitor Music department at sec school/college		
		<b>Writing Genres</b> <b>Coverage across the year:</b> <i>Fiction</i>  <i>Narrative including fairy tales and myths</i> <i>Adventure, mystery and real life stories</i> <i>Poetry</i> <b>Playscripts</b> <b>Descriptive writing</b> <b>Suspense writing</b>  <b>Non-Fiction</b> <b>Newspaper reports</b> <b>Persuasive</b> <b>Instructional</b> <b>Non chronological report</b> <b>Explanation</b> <b>Debate and balanced arguments</b>		
<b>PE NC Knowledge and Skills</b> I can use running, jumping, catching and throwing in isolation and in combination I can play competitive games and apply basic principles suitable for attacking and defending.  <b>Dance</b> I can develop flexibility, strength, technique, control and balance I can perform dances using a range of movement patterns  <b>Swimming</b>	<b>PE Evaluation, Fitness and Health</b>  I can compare my performances with previous ones to achieve my previous best.  I can devise and use rules I can recognise which activities help my speed, strength and stamina and know when they are important in games I can recognise how specific activities affect my body	<b>Singing</b> I can play and perform in solo and ensemble contexts, using my voice with increasing accuracy, fluency, control and expression  I can listen with attention to detail and recall sounds with increasing aural memory		<b>Music NC</b>  I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  I can improvise and compose music for a range of purposes using the inter-related dimensions of music  I can listen with attention to detail and recall sounds with increasing aural memory

<p>I can swim competently over a distance of at least 25 metres. I can use a range of strokes effectively</p> <p>I can perform safe self rescue in different water based situations I can work with confidence in the water.</p> <p>I can explore and use skills actions and ideas individually and in combination eg use arms to pull and push the water.</p>	<p>I can explain my ideas and plans recognise aspects of my work which need improving and suggest how.</p>	<p><b>Recount</b> <b>Letter writing</b> <b>Biography</b></p>	<p>I can sing in tune with expression</p>	<p>I can use and understand staff and other musical notations</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can develop an understanding of the history of music.</p>
<p><b>Science NC Skills</b> <b>Working Scientifically</b></p> <p><i>I can ask relevant questions</i> <i>I can ask relevant questions and use different types of scientific enquiries to answer them</i> <i>I can set up simple practical enquires, comparative and fair tests</i> <i>I can make systematic and careful observations and where appropriate take accurate measurements using standard units with a range of equipment</i> <i>I can gather, record, classify and present data in a variety of ways to help answer questions</i> <i>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</i> <i>I can report on findings from enquires including oral and written explanations, displays or presentations of results and conclusions</i> <i>I can use result to draw simple conclusions , make predictions for new values, suggest improvements or raise further questions</i> <i>I can identify differences, similarities or changes related to simple scientific idea sand processes</i> <i>I can use straight forward scientific evidence to answer questions or support their findings.</i></p>	<p><b>Science NC Knowledge and Skills</b> <b>Sound</b></p> <p>I can identify how sounds are made, associating some of them with something vibrating. I can recognise that vibrations from sounds travel through a medium to the ear. I can find patterns between the pitch of a sound and features of the object that produced it. I can find patterns between the volume of a sound and the strength of the vibrations that produced it. I can recognise that sounds get fainter as the distance from the sound source increases.</p>	<p><b>Design technology</b></p> <p>I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>I can generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>I can select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately</p> <p>I can 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</p> <p>I can investigate and analyse a range of existing products</p> <p>I can evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>I can understand how key events and individuals in design and technology have helped shape the world</p>	<p><b>Art NC</b></p> <p>I can create sketch books to record their observations and use them to review and revisit ideas I can improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] I can about great artists, architects and designers in history</p>	

## Key Outcome

Year 3 & 4 concert (singing, instruments, music mixing) to parents