

History: The Titanic

History skills

- To describe with simple examples different types of causes seeing that events happen for different reasons, not just human action
- To ask perceptive questions.
- To use more precise chronological vocabulary.
- To give simple explanations that not everyone in the past lived in the same way.
- To know the impact of the sinking of the Titanic

Music: Find it, make it, play it.

Dimensions Focus: texture and timbre

- **Texture:** Identify and use different types of texture including solo, unison, ostinato parts and layers.
- **Timbre:** Identify voice types and a wider range of non-percussion instruments by family and name: further extend the use of voices and percussion instruments

Skills

- **Playing:** Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality.
- **Rehearsing and performing:** Recognise which improvements need to be made and use individual and group rehearsal skills.
- **Notating:** Understand and use detailed graphic notation.
- **Listening and responding:** Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically.
- **Describing and discussing:** Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary.

Science: Mixtures and separating them.

- To know the difference between a substance and a mixture.
- To explain dissolving and to know a solution is formed. To understand that not all substances can dissolve.
- To know that mixtures can be separated if the substances have different properties.
- To know and use different methods to separate mixtures.

Titanic Autumn 1 2023 Year 4



Titanic - Triumph or tragedy?

Value: Respect

PE:

Gymnastics:

- Devise, perform and repeat sequences that include balance..
- Include changes of dynamics.
- Work with a partner and small groups to create sequences.
- Compare and contrast similar performances.
- **Ball Skills:**
 - Play short games and know how to use the space and help each other.
 - Be able to score more regularly without making mistakes.
 - Choose and adapt techniques to keep possession and give their team the chance to shoot.
 - Know what rules are needed to make games fair.
 - Understand simple patterns of play.
 - Evaluate how successful their tactics have been.

RE: Why did people follow Jesus?

Concept: Temptation – making choices.

- Describe what temptation means
- Know how Christians believe that Jesus was tempted
- Describe why it is/is not important for Christians to recognise that Jesus was tempted
- Describe how they feel when they are tempted
- Describe situations when people might be *tempted*.

Art:

- Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.
- Describe some of the key ideas, techniques and working practices of Raoul Dufy, the artist we are studying.
- To draw human figures showing proportion.
- To draw for different purposes using a range of styles (Edwardian fashion design).
- To print on textiles inspired by the colours and patterns of Dufy's work.

Computing: Computing and system networks – the internet.

- To know that the internet is made up of connected networks sharing information.
- To know how to access websites and to identify their key parts.
- To know that not everything on the internet is honest, true and reliable.
- To know why it is important to think carefully before sharing or re-sharing content on the internet.