

## Year 4 Parent Planner - Autumn 2025 - What is sound?

### AREAS OF LEARNING



As **Readers** we will explore a range of text types, developing a deeper understanding and learning skills needed to deduce information using clues within the text. We will also make justified predictions and develop our questioning skills. Our class text for Term 1 is 'Stig of the Dump' by Clive King.

As **Writers** we will identify key features of text types and apply them within our own writing. The key text types that we will focus on are writing newspaper reports, and writing a viewpoint narrative from Stig's point of view.

As **Mathematicians** we will develop a deeper understanding of place value to 1000, rounding to the nearest 10 & 100. How to read and write numbers up to a hundred in Roman numerals. We will consolidate written methods of calculation for all four operations. There will also be a focus on learning all multiplication facts.

As **Scientists** we will explore sound, how it is made, how we hear sound. We will explore patterns between the volume and pitch of a sound and the strength of the vibrations that produce it. We will set up simple practical enquiries into the enquiry question 'What is sound?'

As **Historians** we will be learning about the the history of sound and some of the instruments that create it. We will be researching stethoscopes and how they work and presenting this in a re-search piece.

**The key questions we will investigate in RE is: 'How does believing Jesus is their saviour inspire Christians to save and serve others?'**

As **Musicians** we will to learn how to play the recorder. We will also learn about how sound is made using a variety of instruments.

As **Sportspeople** we will develop our knowledge and skills in football including dribbling, passing, shooting, and turning. We will also develop our hockey skills.

As **Computer Scientists** we will recap online safety and learn about efficient ways to research a topic, and look at reliable sources of information.