

<p><u>Links to Prior Learning</u></p> <p>Superheroes, Bright Lights Big City, Paws Claws and Whiskers – senses and hearing</p>	<p><u>Substantive Knowledge</u></p> <p>Chronological knowledge (history of music and film) Light is needed to see things and dark is the absence of light Light is reflected from surfaces Light from the sun can be dangerous How shadows are formed Patterns in the way the size of shadows changes How sounds are made associating some with vibrations Vibrations from sounds travel through a medium to the ear Link between pitch of sounds and features of object that produces it Pattern between volume of sound and strength of vibration Sounds get fainter as distance from sound source increases (Science)</p>	<p><u>Cultural Capital</u></p> <p>Book: Art: Andy Warhol Design: Lee De Forest – sound on film Thomas Edison -light bulbs John Alvin -Film posters Music: Silent Movie and film music e.g. Star Wars, Harry Potter etc (John Williams) The invention of the light bulb and film and its importance to life today/other inventions it led to Charlie Chaplin</p>
<p><u>Key Questions</u></p> <p>Which material insulates sound best? Why does my shadow always follow me? How does light travel? How did the invention of cinema change our weekends? (<i>similarity & difference</i>) -How were the first films of 1910s & 1920s different from today? (<i>similarity & difference</i>) -How/why did the popularity of cinema lead to sound and colour in film? (<i>Cause & effect; enquiry</i>) -In what way has film changed over different time periods? (<i>continuity & change</i>)</p>	<p><u>Lights, Camera Action!</u></p> <p><u>Yr 3/4</u></p>	<p><u>Key Vocabulary</u></p> <p>Reflect, light, dark, shadows, opaque, transparent translucent light source vibrations, medium, pitch, pattern, volume, faint</p>
<p><u>Throughout</u></p>	<p><u>Discrete</u></p> <p>Y4 Instrumental music lessons. PSHE – Diversity, Rules, Emergency Procedures, Who can I talk to? Computing – E-Safety (PSHE), Creating Media Animation RE –Y3 What do Christians learn from the Creation Story? RE – Y4 What kind of world did Jesus want? French Y3 – Unit 1. Y4 - recap Y3 greetings, clothing, travelling to school, where in the world is French spoken? French – Appreciation and Listening</p>	

<p><u>Maths Links</u> Measuring shadows cm/m</p>	<p><u>English Links</u> The Invention of Hugo – diary entry, descriptive writing Playscripts</p>
<p><u>DT tools and techniques</u></p>	<p><u>Art tools and techniques</u> Observational drawing and mark making</p>
<p><u>History knowledge to be remembered</u></p>	<p><u>Evaluation 2019/20</u> Music and science elements were successful</p> <p>History aspects of this year in the cycle are very chronology focused rather than a specific time period. Consider swapping one topic with the other year in the cycle.</p> <p>Hugo is a tough text for Y3</p> <p>There's lots of science to cover</p> <p>Could make more of Andy Warhol</p>