

Title Sizzling Storms	Project overview	Hook	Text(s)	Maths overview
Year group 4	The aim of this project is to develop an awareness of how sound and electricity works.	Creating thunder and lightning sounds using drums and cymbals	The Firework Maker's Daughter	Shapes Data Handling Geometry Times Tables
Driving question Do all storms sound the same?	Key Vocabulary vibration, pitch, volume, strength, distance appliance, circuit, cells, wires, bulbs, switches, buzzers, conductor, insulator	Intended outcome By the end of the project children will lead an appropriate carousel of activities to demonstrate their learning and families will see their final piece of digital work relating to the driving question	Resources Drums, Cymbals Containers and elastic bands Rice, Plastic cups and string Tuning forks, Card, Metal slinky Metal spoons, Graphite pencil Wires, bulbs, batteries, switches, Pencil sharpener, rubber, material, foil, paper clip	Areas of learning <i>subjects</i> Science Maths Music DT/art
How does learning build on prior understanding? Other year groups and other learning?	Content What will we learn?	Creativity How will we show our learning in different ways?	Ethos How does the project embed our values?	How will this project prepare for future learning?
Link to FC - music and songs	<ul style="list-style-type: none"> • identify how sounds are made • recognise that vibrations travel to the ear 	Art: semi-circles and triangles to create thunder and lightning DT: design, create and evaluate the construction of	Being resourceful - making suggestions of objects around the classroom to test for conductivity Being respectful - recognising	Link to Y5 - more complex circuits Link to Y6 - explore, compare and explain the effects of numerous cells

	<ul style="list-style-type: none">● find patterns between the pitch of a sound and features of the object that produced it● find patterns between the volume of a sound and the strength of the vibrations that produced it● recognise that sounds get fainter as the distance from the sound source increases● identify electrical appliances● construct a circuit● recognise the use of switches, conductors and insulators	<p>the ear using playdough</p> <p>Drama/Dance: show learning of pitch, to storm music</p>	<p>when someone else is trying their best, listening, turn taking, being considerate</p>	
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