



Barrow Hedges Medium Term Topic Planner (Overview)

Year 4 Spring 1

Road Trip USA!

Art & Design: *American inspired art*

- To experiment with styles used by Native American artists.
- To explain some of the features of art from historical periods.
- To use a computer graphics program to design a totem pole.
- To include digital images into a piece of artwork.
- To use a sketch book to adapt and improve original designs.
- To combine visual and tactile qualities to create 3D dream catchers.

Music: *Wider Opps (violin or cello)*

Building on the Autumn term, the children also begin to learn:

- To play pieces with the bow.
- To learn backing parts using variety of note lengths.
- To read open string notes from staff notation.
- To play simple open string pieces in two parts.

Computing: *We are Meteorologists*

- To understand and describe different measurement techniques for weather (analogue and digital).
- To set up a spreadsheet for collecting weather data.
- To use the charting software in Excel to analyse the data collected about the weather.
- To edit the photographs collected by adding in a text layer and make predictions about weather based on the data collected.
- To review and prepare a weather forecast video.
- To present and evaluate weather forecast videos.

PHSE and Relationships Education: *Going for Goals*

- To talk about how to be an effective learner.
- To understand that different people learn in different ways.
- To understand that sometimes I will find my learning difficult.
- To recognise difficulty while learning.
- To know what is meant by habit and how they are hard to break.

Safeguarding:

- To know and share the different ways to stay healthy through exercise.

RE: *Hinduism*

- To research the main features and functions of a Mandir.
- To investigate the role of the temple within the local community.
- To explore the festival of Durga Puja Navratri.
- To recognise the examples of good behaviour in the Diwali story that can help us today.



PE:

Indoors: *Dance (line dancing)*

- To be able to define what line dancing is.
- To be able to identify popular dances as line dances.
- To be able to perform the basic steps of line dancing.
- To be able to identify the counts of line dancing.
- To be able to learn a dance and perform dances with repetitive structures.
- To be able to perform to an accompaniment.
- To produce a dance which shows clarity, fluency, accuracy and consistency.

Outdoors: *Handball and Netball*

- To recap throwing, catching and receiving skills.
- Introduce the footwork rule and consolidate pivoting and footwork.
- To be able to shoot at a target with some degree of accuracy.
- To be able to work with another player to keep possession of ball despite opposition.
- To develop a broader range of techniques and skills for attacking and defending.
- To play the whole game with positions.
- To know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations.

History:

No focus this half term.

Geography: *North America*

- To know and understand the meaning and significance on the Tropics of Cancer and Capricorn, the equator, and the northern and southern hemisphere
- To locate the US and Canada on a world map identifying its position to the northern and southern hemispheres and the Tropic of Cancer and Capricorn.
- To understand the position and significance of the lines of longitude and latitude and where North America is in relation to these
- To understand and explain why people are attracted to live in cities, such as, New York.
- To identify similarities and differences in the human and physical geography of London and area New York.
- To describe the characteristics and significance of a natural wonder of the Americas.
- To understand how trade links have shaped the USA

MFL: *Family/possessive adjectives*

- To name and describe people.
- To talk about my family.
- To read a short passage.
- To write phrases from memory.

D&T:

No focus this half term.

Science: *Electricity*

- To be able to identify common appliances that run on electricity.
- To be able to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- To be able to identify whether or not a lamp will light in a simple series circuit.
- To be able to recognise some common conductors and insulators.
- To explore how a switch works in a series circuit.
- To be able to set up a simple practical enquiry, comparative and fair test.
- To be able to record and present findings.
- To use results to draw simple conclusions, make predictions for investigations, suggest improvements and raise further questions.