



Barrow Hedges Medium Term Topic Planner (Overview)

Year 4 Spring 2

Traders & Raiders

Art & Design: *Bayeux Tapestry*

- To discuss the roles and purposes of artists and craftspeople in different times and cultures.
- To experiment with the styles used by other artists and craftspeople.
- To explain some of the features of art from historical periods.
- To combine visual and tactile qualities to create an embroidered image.

MFL: *Possessive adjectives/numbers/Easter*

- To use possessive adjectives.
- To know the numbers to 31.
- To read and understand a short passage.
- To write phrases from memory.

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 Software Developers*

- To review what makes a good educational game.
- To use Scratch to develop a question and feedback and debug if necessary.
- To add repetition, test and debug games.
- To use graphics, sound and interaction into our games.
- To build in levels and progression of difficulty into our games.
- To test, review and refine our games following feedback.

E-safety

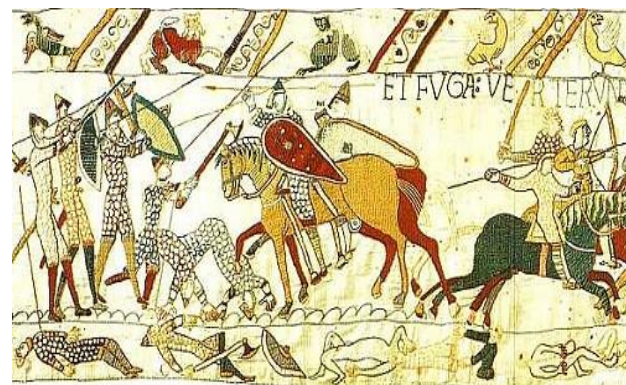
- To know what is meant by 'virtual friendships'.

PHSE and Relationships Education: *Good to be Me*

- To reflect on social, moral, spiritual and cultural issues to understand other people's experiences.
- To understand that our actions affect ourselves and others.
- To understand and show empathy.

RE: *Approaches to Life*

- To identify the difference between religious and secular events.
- To identify how and why Christians mark death as an important event.
- To know how a belief in Heaven is significant for Christians.
- To find out about the story of Jesus in the desert and its significance at Lent.
- To know the different ways that Christians prepare for Easter.



D&T: *Catapults*

- To evaluate and research catapults and understand how they work.
- To investigate the different type of catapult mechanisms to decide upon one ready for my design.
- To plan and design my catapult thinking about the equipment and tools I need.
- To make a catapult based on my design.
- To test and evaluate my catapult.

PE:

Indoors: *Dance - imoves (Freestyle jazz)*

- To be able to perform basic movements to music, and to build a simple routine using the six Principles of Dance.
- To be able to link 2 or more poses/moves together to create a sequence.
- To be able to perform basic movements to music and to build a simple themed dance focusing on Street Jazz.

Outdoors: *Rugby*

- To develop skills and carry rugby ball with a degree of confidence and accuracy.
- To be aware of other team members when throwing and passing the ball.
- To be able to apply skills to a game situation.

History: *1066 – Britain up to The Norman Conquest*

- To order and plot the significant events between AD43 to 1066 (ongoing objective).
- To know about Anglo Saxon / Scot invasions, settlements and kingdoms (place names).
- To know how the Anglo Saxons and Vikings changed Britain's culture positively and negatively (practices/beliefs).
- To understand the importance of Canterbury, Iona and Lidsifarne.
- To find out about the compilation and importance of the Domesday Book and why this is so useful to us today.
- To know what England was like in 1066 and what made other want to invade it.
- To understand who were the contenders for the throne in 1066 and consider the positives and drawbacks for each of these.
- To understand how life differed for the rich and poor.

Geography: *Local Area*

- To name and locate counties and cities in the United Kingdom and research features of these places..
- To identify geographical regions and their identifying human and physical characteristics, including hills, mountains, coasts and rivers) in the UK.
- To research and find out about the difference between the British Isles, GB and the UK and locate some of the main islands that surround the UK.
- To be able to identify how London has changed over time.
- To plan a journey from London to Hastings.
- To research to discover the features of Hastings and label some features of an aerial map.
- To name the areas of origin of the ethnic groups at our school.

Science: *Sound*

- To plan and set up a fair test to answer the question, "What happens to the sound of a drum when we get further away from it?"
- To record results and report on my findings.
- To be able to use a scientific enquiry to answer a question: Where should we place the fire bells in school so that everyone can hear them?
- To be able to set up a simple practical enquiry.
- To be able to make systematic and careful measurements with a data logger.
- To explore, using a scientific enquiry, how sounds are made.
- To know and describe, using scientific language, how sounds reach our ears.
- To set up a comparative test on how to change the volume of a sound.
- To answer a questions by making systematic and careful observations.
- To use scientific enquiry to investigate how the pitch of a sound can be changed.
- To report on my findings from an enquiry by drawing a simple conclusion.
- To set up an experiment to test whether the length of an elastic band affects the pitch.