



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 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: *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.

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: *Swimming*

- To be able to enter and exit the pool safely and confidently.
- To be able to talk about why and how we can stay safe around water.
- To be able to float on my back and my front.
- To use my feet to kick and move me forwards through the water.
- To use a float to support me.
- To be able to use my arms to help move me forwards through the water.
- To begin to swim unaided on my front using my arms and legs.
- To begin to swim unaided on my back using my arms and legs.
- To be able to enter the water from the side by either jumping, sitting or diving.

Outdoor: *OAA*

- To be able to follow a map in a familiar place
- To use clues to follow a route safely.
- To be able to discuss and plan their own trail.
- To be able to work effectively in pairs and small groups
- To be prepared to attempt different ways to complete a task.
- To be able to use our knowledge and understanding of our surroundings to find a location.
- To be able to reflect on their own planning.

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 that the USA has different environmental regions and say what some of these are.
- 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.