



## Barrow Hedges Medium Term Topic Planner (Overview)

### Year 4 Summer 2

#### Blue Abyss

##### Art & Design: *Water inspired art*

- I can use a sketch book to adapt and improve my original ideas.
- I can print onto different materials using at least four colours.
- I can combine visual and tactile qualities.
- I can integrate my digital images into my art.
- I can experiment with the styles used by other artists.

##### D&T:

No focus for this half term.

##### Music: *Wider Opps (violin or cello)*

###### Building on the Spring term, the children also begin to learn:

- To perform to an audience.
- To use first fingers in simple pieces.

##### Computing: *We are musicians*

- To generate ideas for a particular purpose.
- To use sequencing software to make a musical composition.
- To record sound samples.
- To use programs to edit music.
- To critically evaluate a composition.
- To develop an awareness of how their composition can enhance work in other media. **Performance**

##### PHSE and Relationships Education: *Changes*

- To recognise and share why change sometimes feels uncomfortable.
- To reflect on my development since I was baby.
- To know that we grow and change but we keep our identity.
- To know that other people's actions affect others.

##### Citizenship:

- To show an understanding of what we mean by democracy.
- To begin to relate the ideas of democracy to classroom activities.
- To know how to look after money and realise that future wants and needs may be met through saving.

##### RE: *Sikhism*

- To understand what Sikhs believe about God.
- To recognise the symbolism of the Ik Onkar.
- To research the significant times in the life of Guru Nanak.
- To find out how Guru Nanak spread his teaching.
- To know why Guru Gobind Singh is important.
- To understand what it means to belong to the Khalsa.



##### PE:

###### Indoors: *Swimming*

- To swim backstroke in a familiar style using my arms and legs to propel me through the water.
- To swim front crawl using breathing techniques which does not interrupt the flow of the stroke.
- To co-ordinate my arms and legs to swim breast stroke in a recognisable style.
- To be able to enter the water in different ways.
- To perform self-rescue in different water-based situations.

###### Outdoors: *Athletics*

- To be able to run over a long distance.
- To be able to sprint over a short distance.
- To throw in different ways.
- To be able to hit a target.
- To jump in different ways.
- I can talk about a healthy lifestyle.
- I know the importance of warming up.

##### History:

No focus this half term.

##### Geography: *Winding Waterways*

- To understand and explain the water cycle.
- To identify and name the major rivers of the world using an atlas.
- To find out about the course of rivers and how they erode, transport and deposit materials.
- To find out why rivers are important to people, animals and the ecology and use of the land that surrounds them.
- To find out about the causes of river pollution, the effect it has on the environment and how people are trying to manage this.
- To investigate The River Nile in detail including the effects on the environment and landscape.
- To accurately measure rainfall and temperature.

##### MFL: *Asking & answering questions*

- To ask and answer questions confidently.
- To explain the main parts in a short passage.
- To write at least two sentences on a familiar topic.

##### Science: *Living Things and Their Habitats*

- To group classify animals in different ways and explain why they were grouped in this way.
- To understand and be able to describe why animals are suited to their habitat.
- To use flowers and leaves to identify different plants and classify them into groups.
- To be able to explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment.
- To create a classification key.
- To be able to recognise and report from findings in the local area that environments can change and that this can sometimes pose dangers to living things.
- To be able to recognise and report from findings in the world that environments can change and that this can sometimes pose dangers to living things.