



Barrow Hedges Medium Term Topic Planner (Overview)

Year 4 Summer 1

Burps, Bottoms & Bile

Art & Design: *Still form & figure drawing*

- To understand how an artist manikin can support the drawing of a human figure.
- To use line, tone, shape and colour to represent figure and forms in movement.
- To learn how to integrate digital images into art.
- To experiment with the styles used by other artists.
- To use viewfinders to focus on specific parts of an object before drawing it.

D&T: *Healthy Snack Pack*

- To evaluate the different 'healthy' snack bars which are in shops.
- To use different types of kitchen utensils safely and appropriately.
- To design a healthy snack bar and think about how this would be packaged.
- To follow a recipe to make a healthy snack bar.
- To evaluate and sell my healthy snack bar.

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 toy designers*

- To understand different forms of input and output (such as sensors, switches, motors, lights and speakers).
- To design a computer-controlled toy.
- To create a computer graphic of an image.
- To program an image using algorithms.
- To test and debug a graphic to make improvements.
- To critically reflect and evaluate a project.

E-safety

- To compare and contrast the ways messages were sent before and after the internet.

PHSE and Relationships Education: *Relationships*

- To be able to describe how I feel about important people in my life.
- To understand how I can affect the way they feel.
- To begin to understand the emotion of loss and relate it to my own experiences.
- To know and believe that everyone is special.

Safeguarding:

- To understand the difference between the terms 'risk', 'danger',

RE: *Islam*

- To know the reasons for fasting during Ramadan.
- To be able to explain the key customs followed during Ramadan.
- To understand the importance of the mosque during Ramadan.
- To know how Eid is celebrated.



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.

Outdoors: *Tennis*

- To consolidate and develop ball skills working with a variety of different balls.
- To be able to run in different directions and stop with control.
- To be able to hold a racket properly and control a ball with the racket.
- To be able to move in different directions and show an awareness of space.
- To be able to demonstrate a circular swing on ground strokes (forehand & backhand).
- To know the names of tennis shots.
- To be able to control a ball and watch the bounce ready to hit.
- To demonstrate being ready in a balanced position.

History:

No History focus this half term

Geography:

No focus this half term.

MFL: *Body parts/gender/food*

- To name body parts.
- To name different types of food.
- To show an understanding and knowledge of feminine and masculine.
- To read and understand a short passage.
- To write at least two sentences on a familiar topic.

Science: *Animals, including Humans*

- To be able to decide upon the best type of enquiry to answer a question.
- To set up a simple test to find out what different types of teeth we have and their functions.
- To show on a flow diagram what happens to our food when we chew it.
- To understand and describe what happens to our food when it reaches the stomach.
- To be able to produce a diagram and written explanation to report on how our food is digested.
- To be able to construct and interpret a variety of food chains, identifying producers, predators and prey.