



## Barrow Hedges Medium Term Topic Planner (Overview)

### Year 4 Autumn 1

#### I Am Warrior!

##### Art & Design: *Roman statues and mosaics*

- To draw figures quickly from different viewpoints with an awareness of **form** and movement.
- To become more selective in the use of materials and textures.
- To be able to translate a design into **texture, shape, pattern and colour**.
- To use ICT to explore elements of **colour, pattern and shape**.
- To be able to design and create a mosaic in Roman style.

##### RE: *Judaism*

- To consider the importance of prayer and express my opinion.
- To find out about the importance of prayer to the Jewish community.
- To explain the significance of the Shema to Jewish people.
- To research Yom Kippur and know why it is important to Jewish people.
- To know that Christians believe they are steward of the Earth and must preserve it for future generations (Harvest).

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

- To learn to hold the instrument and bow.
- To play open string backing parts to simple tunes.
- To understand how musical key words, such as "pitch, pulse, tempo, dynamic" apply to the pieces I can play.
- To learn the musical alphabet.
- To name parts of the string instruments.

##### Computing: *We are co-authors*

- To understand what a wiki is and plan content for one.
- To use a search engine to gather research.
- To create a wiki page.
- To add images to a wiki page.
- To write for a target audience.
- To critically reflect upon collaborative work.

##### E-safety

- To use the internet as a resource to support work and begin to understand plagiarism.
- To understand that not everything encountered on the internet is true and trustworthy.
- To undertake research and attempt to distinguish between fact and fiction.

##### D&T: *Roman Shields*

- To evaluate and research Roman shields.
- To design a Roman shield based on research and the design criteria.
- To use tools safely and my plan to make my Roman shield.
- To test the effectiveness of my design in a battle situation.
- To evaluate my shield against the design criteria.

##### Science:

No focus this half term.



##### 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.

##### MFL: *Weather/family/alphabet*

- To recall at least ten words about the weather.
- To name five members of the family.
- To spell own name using the French alphabet.

##### History: *The Romans*

- To plot key events of the Roman Empire on a timeline
- To use my mathematical skills to round up time differences into centuries and decades.
- To use my mathematical skills to help work out the time differences between certain major events in history.
- To use mathematical skills to work out how long ago events were
- To understand the terms 'invade' and 'settle' and to place the Romans on a timeline.
- To find out why and how the Romans successfully invaded Britain.
- To find out who was in Britain when the Romans invaded and learn about their way of life.
- To explore who Boudica was from different points of view.
- To find out about the results of Boudica's revolt.
- To can ask questions and find my own answers about differences of life for rich and poor in Roman Britain.
- To know how the Romans have influenced our lives today.
- To research what it was like to be a Roman child and present my findings.
- To know the historical significance of Burgh-by-Sands, on Hadrian's wall in Cumbria

##### Geography: *Italy*

- To recap continents and oceans
- To label the European countries and their capital cities.
- To identify the environmental region and physical and human features of Italy and its surrounding countries.
- To compare an ancient map of Italy to that of today.
- To find similarities and differences in the climate of the UK and Italy.
- To find similarities and differences between the UK and Italy's human and physical geography.

##### PHSE: *New Beginnings*

- To understand what it feels like to be in an unfamiliar setting
- To suggest appropriate rules for the classroom.
- To know and understand that there are different in different situations.

##### Relationships Education

- To know that we have the right to protect our body from inappropriate and unwanted contact.
- To begin to learn different strategies that we can use to get help for myself or a friend.
- To understand personal boundaries and identify what is appropriate to share.
- To know that we all have rights to privacy.
- To be aware of different types of relationships and to know the skills needed to build effective relationships.
- To be able to reflect on the differences between male and female that aren't physical.

##### Safeguarding:

- To be able to explore and talk about the risks when near railways lines.