



# BRACKENWOOD JUNIOR SCHOOL

## Medium Term Plan – Year 4 Summer 2

<b>Music</b>	<b><u>Body Percussion Project Upbeat and Sounds of the Rainforest</u></b> <ol style="list-style-type: none"> <li>1. I can read graphic notation in the form of rhythm grids</li> <li>2. I can compose and perform simple rhythm motifs</li> <li>3. I can compose simple 4/8 beat rhythmic pieces</li> <li>4. I can read and perform form music notation</li> <li>5. I can listen to and appraise music</li> <li>6. I can compose music to create images and sounds of a rainforest</li> <li>7. I can perform, play and sing as part of a large group</li> <li>8. I can follow simple rhythmic patterns and keep a steady beat</li> <li>9. I understand the following musical terms - Pedal / Drone, Pulse / Rhythm, Riff / Ostinato, Samba, Texture, Timbre,</li> </ol>
<b>Geography</b>	<b><u>Rainforests</u></b> <ol style="list-style-type: none"> <li>1. I can explain what a rainforest is and where they are found</li> <li>2. I can explain the layers of vegetation in a rainforest.</li> <li>3. I can investigate the climate of the rainforest.</li> <li>4. I can find out about the people and settlements of the rainforest.</li> <li>5. I can explore why the rainforest is under threat and the measures taken to protect it.</li> </ol>
<b>Design Technology</b>	<b><u>Seasonal Food</u></b> <ol style="list-style-type: none"> <li>1. I can cook using seasonal food.</li> <li>2. I can how seasonal fruits in Britain are grown and processed.</li> <li>3. I can understand why vegetables form an important part of a healthy and varied diet.</li> <li>4. I can research how seasonally produced meat can form part of a healthy diet.</li> <li>5. I can explain how fish are caught or reared, processed and used in healthy meals.</li> <li>6. I can present what I have learned about eating seasonal food as part of a healthy diet.</li> </ol>
<b>French</b>	<b><u>Food</u></b> <ol style="list-style-type: none"> <li>1. I can name some food</li> <li>2. I can talk about my preferences</li> <li>3. I can say what I am eating</li> <li>4. I can name kitchenware</li> <li>5. I can write in sentences</li> <li>6. I can translate a story in French</li> </ol>
<b>PE</b>	<b><u>Athletics</u></b> <ol style="list-style-type: none"> <li>1. I can develop my ability to jump as far as I can</li> <li>2. I can develop my knowledge develop of how I can use my body to maximise performance</li> </ol>
<b>PSHE</b>	<b><u>Changing Me</u></b> <ol style="list-style-type: none"> <li>1. I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</li> <li>2. I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> <li>3. I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> </ol>
<b>RE</b>	<b><u>Christianity- Do people need to go to church to show they are Christian?</u></b> <ol style="list-style-type: none"> <li>1. I understand the importance of the church to Christians</li> <li>2. I can understand the significance of communion to Christians</li> <li>3. I can understand how Christians try and live their lives day to day</li> </ol>
<b>Science</b>	<b><u>Where did all the food go?</u></b> <ol style="list-style-type: none"> <li>1. I can identify human teeth and their functions</li> <li>2. I can explain how and why we look after our teeth</li> <li>3. I can construct food chains and webs for a particular habitat</li> <li>4. I can construct food chains for some animals living in the African grasslands</li> <li>5.</li> </ol> <b><u>Who are you?</u></b> <ol style="list-style-type: none"> <li>1. I can construct food chains and webs for a particular habitat</li> <li>2. I can use yes/no questions to sort animals found in a water habitat</li> <li>3. I can classify vertebrates into groups using their key characteristics</li> <li>4. I can recognise characteristics of some of the main invertebrate groups</li> </ol>

<b>A Sense of Enterprise</b>	<b>Homework Project</b>	<b>Ideas for Display</b>
<b>Learning outside the classroom</b>	<b>RRSA</b>	<b>Local cultural links including trips and visits</b>

