



Garlinge Primary School & Nursery – Year 4 Medium Term Planning Map - Term 2 2024-2025

All learning covers article 28

	WEEK 1 WC 4.11.24 7.11.24-Reception Open Day	WEEK 2 WC. 11.11.24 Anti Bullying Week 11.11.24-Remembrance Day silence	WEEK 3 WC. 18.11.24 20.11.24-Parents' Evening	WEEK 4 WC 25.11.24 27.11.24-No Pens Day and Hall Display up 28.11.24-Hoops to KS2 Hall 29.11.24-Corridor displays up	WEEK 5 WC. 2.12.24 4.12.24-Twilight Staff Meeting 6.12.24-Y4 Parent Workshop	WEEK 6 WC. 9.12.24 9.12.24-Term 2 data due 12.12.24-Christmas dinner/Christmas Jumper day	WEEK 7 WC. 16.12.24 Pupil Progress Meetings 20.12.24-Candlelight Service
LEAD TEXT/TOPIC	<u>Roman Empire and its impact on Britain</u> Revolt Against the Romans Tony Bradman	<u>Roman Empire and its impact on Britain</u> Revolt Against the Romans Tony Bradman	<u>Roman Empire and its impact on Britain</u> Revolt Against the Romans Tony Bradman	<u>Roman Empire and its impact on Britain</u> Revolt Against the Romans Tony Bradman	<u>Roman Empire and its impact on Britain</u> Revolt Against the Romans Tony Bradman	<u>Roman Empire and its impact on Britain</u> Revolt Against the Romans Tony Bradman	<u>Roman Empire and its impact on Britain</u> Revolt Against the Romans Tony Bradman
ENGLISH Genres	<u>Persuasion</u> Emperor Claudius speaking to his warriors before Britain invasion attempt	<u>Persuasion</u> Emperor Claudius speaking to his warriors before Britain invasion attempt	<u>Instructions</u> How to be a good Celtic Warrior Link to Class Text	<u>Recount</u> A day in the life of a Celtic warrior Assessed Writing	<u>Recount</u> A day in the life of a Celtic warrior Assessed Writing	<u>Character description</u> Character description of Boudicca from a Roman soldier's point of view.	SPAG gap analysis
MATHS Refer to White Rose weekly Planning LOTC-Active Maths	Number: Multiplication and division – x tables	Number: Multiplication and division – x tables	Number: Multiplication and division – x tables	Multiply and Divide by 100	Assessment week	Multiply and Divide by 100	Consolidation
Science Refer to the Kent Scheme of Work unit plans	<u>Sound</u> <u>LI: To explain what I know about sound.</u> Discuss the topic and have chn share their thoughts about sound. Mind map some ideas and have chn complete a KWL grid. Discuss key words and show WW. Complete sound front cover.	<u>Sound</u> <u>LI: To understand how we hear sounds.</u> Discuss with the children how sounds are heard. Carry out sound investigation and record observations.	<u>Sound</u> <u>LI: To investigate what patterns can be found between the strength of vibrations and the volume of a sound.</u> .Pupils plan and carry out a comparative test using musical instruments.	<u>Sound</u> <u>LI: To investigate what happens to sound as the distance from the sound source increases.</u> Pupils plan and carry out an investigation measuring the volume of sound from different distances.	<u>Sound</u> <u>LI: To investigate what material provides the best insulation against sound.</u> Pupils plan and carry out an investigation to find out which material provides the best insulation against sound.	<u>Sound</u> <u>LI: To investigate how the features of an object affect the pitch of the sound it makes.</u> Range of experiments to enable children to investigate pitch.	<u>Sound</u> <u>LI: To revisit and assess my understanding of sound.</u> Review lesson (assessment) – what have we learnt? Children to use provided template and prompt questions to show their understanding.







<p>HISTORY</p>	<p><u>Roman Empire and its impact on Britain</u></p> <p>L.I: To understand who the Romans were and consider what we would like to know about the Roman Empire.</p> <p>What do you know and what would you like to find out about the impact of the Romans in Britain? Record mind maps in books and for class display. Share pictures of the Romans and use a range of resources to create front covers for books.</p> <p>Locate Rome on map and look at timeline to find out when the Roman period was.</p>	<p><u>Roman Empire and its impact on Britain</u></p> <p>L.I: To understand why the Romans invaded Britain.</p> <p>Discuss what is meant by the Roman Empire and look at and complete maps showing where the Roman Empire was. Focus on the Roman invasion of Britain and discuss the different attempts. Discuss and record the reasons why the Romans invaded Britain.</p>	<p><u>Roman Empire and its impact on Britain</u></p> <p>L.I: To understand how a Celtic warrior prepared for battle.</p> <p>Discuss who the Celts were and why they fought against the Romans. Look at the different ways a Celtic warrior prepared for battle. Follow instructions to design own Celtic warrior.</p>	<p><u>Roman Empire and its impact on Britain</u></p> <p>L.I: To understand what it was like to be a soldier in the Roman army and why they were so effective.</p> <p>Discuss and share pictures of Roman soldiers, uniform, weaponry. Use a range of resources to understand daily life for a Roman soldier and the organisation of the Roman army, including battle formations.</p> <p>Draw and label picture of Roman soldier and write account of Roman army.</p> <p>LOTC-Roman army formations on the playground</p>	<p><u>Roman Empire and its impact on Britain</u></p> <p>L.I: To understand who Boudicca was and why she led a revolt against the Romans.</p> <p>To analyse a range of secondary sources to deduce information about Boudicca. Use the sources of evidence to draw a picture of Boudicca.</p>	<p><u>Roman Empire and its impact on Britain</u></p> <p>L.I: To understand the key events of Boudicca's revolution and the reasons behind it?</p> <p>Use a range of resources to tell children the facts about Boudicca's revolt against the Romans. Children create a comic strip to retell events. Analyse different Briton's points of view.</p>	<p><u>Roman Empire and its impact on Britain</u></p> <p>L.I: To be able to evaluate my learning of the Roman Empire and what else I would like to learn.</p> <p>Children will review what they have learnt about the Roman Empire in term 1, discuss what they enjoyed/did not enjoy and think about what else they would like to learn about the Roman Empire.</p>
<p>GEOGRAPHY</p>	<p><u>L.I: To be able to locate Rome on a world map</u></p> <p>Mapwork activity</p>	<p><u>L.I: To be able to locate the Roman Empire on a world map.</u></p> <p>Mapwork activity</p>	<p><u>L.I To participate in fieldwork within the school grounds.</u></p> <p>Children will explore the school environment, including the field and draw their own map of our school grounds.</p> <p>They will also use a range of resources, including ICT, to support their exploration of the school environment.</p>		<p><u>L.I: To identify key locations for Boudicca's tribe.</u></p> <p>Mapwork activity to locate where the Iceni tribe lived.</p>	<p><u>L.I: To locate key towns involved in Boudicca's revolt.</u></p> <p>Mapwork activity, locating key towns attacked during Boudicca's revolt.</p>	



<p>COMPUTING</p>	<p><u>Private and Personal Information</u></p> <p><u>LI:</u> To know about personal and internet safety.</p> <p>Review learning on staying safe when online and their own personal safety. What would you like to learn about this term and what help do you think you need to stay safe online at home and at school.</p>	<p><u>Private and Personal Information</u></p> <p><u>LI:</u> To know about personal safety and ICT.</p> <p>How can you protect yourself from online identity theft? Pupils think critically about the information they share online. Discuss social networking and ensure pupils are aware that any information shared online stays there forever.</p>	<p><u>Private and Personal Information</u></p> <p><u>LI:</u> To know about personal safety online.</p> <p>How can you protect yourself from online identity theft? Pupils think critically about the information they share online. Discuss gaming networks and how people are not always who they say they are. Children to design posters about keeping safe online.</p>	<p><u>Private and Personal Information</u></p> <p><u>LI:</u> To know about personal safety online.</p> <p>How can you protect yourself from online identity theft? Pupils think critically about the information they share online. Remind children of the SMART rules and who they should contact if the necessity should arise.</p>	<p><u>Programming</u></p> <p><u>LI:</u> To understand how to programme using ICT.</p> <p>Children begin to plan a route e.g. a journey to or from school. What obstacles will they come across? Look at the importance of clear instructions. Children begin to design a grid showing their local area including obstacles for a bee-bot to travel around.</p>	<p><u>Programming</u></p> <p><u>LI:</u> To know about computer algorithms.</p> <p>Children to write algorithms to guide a bee-bot around their local area map.</p>	<p><u>Programming</u></p> <p><u>LI:</u> To understand how to programme using ICT.</p> <p>Children to design and make a map of London including all the main attractions they have learnt about this term.</p>
<p>ART & DESIGN</p>	<p><u>LI:</u> To choose appropriate media to work with.</p> <p>Corridor display: Winter Art (TBC)</p>	<p><u>LI:</u> To choose appropriate media to work with.</p> <p>Corridor display: Winter Art (TBC)</p>	<p><u>LI:</u> To choose appropriate media to work with.</p> <p>Corridor display: Winter Art (TBC)</p> <p><u>LI:</u> To know how to select and use relevant resources to develop their ideas.</p> <p>Christmas Hoops (TBC)</p>				



<p style="text-align: center;">DESIGN TECHNOLOGY</p>			<p style="text-align: center;"><u>Project on a Page Healthy and Varied Diet</u></p> <p>LI: To know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</p>  <p style="text-align: center;"><small>Spreading butter on bread</small></p> <p>Children will generate ideas about how to make a sandwich and discuss what ingredients they will need to make their product. They will clarify ideas through discussion with peers and adults to develop a design criterion (including what equipment they will use and how) and choose their final ingredients for their sandwich.</p>	<p style="text-align: center;"><u>Project on a Page Healthy and Varied Diet</u></p> <p>LI: To know how to use appropriate equipment and utensils to prepare and combine food.</p>  <p style="text-align: center;"><small>Sandwich</small></p> <p>Children will use their plans to create their final product. They will identify what they need for their task and discuss how to use equipment appropriately and safely. They will then test their product by eating it and discussing the good and what could be better.</p>	<p style="text-align: center;"><u>Project on a Page Healthy and Varied Diet</u></p> <p>LI: Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p> <p>Children will evaluate their final products and the work that they have completed over the previous weeks.</p>	<p style="text-align: center;"><u>Mechanical systems Levers and linkages</u></p> <p>L.I To follow a design to create a greetings card using levers or linkage.</p>  <p>Ch, demonstrate the correct and accurate use of measuring, marking out, cutting, joining and finishing skills to create their card.</p>	<p style="text-align: center;"><u>Mechanical systems Levers and linkages</u></p> <p>L.I To evaluate the finished product.</p> <p>Ch. use a template to evaluate their final product against the intended purpose and user.</p>
<p style="text-align: center;">MUSIC</p>	<p style="text-align: center;"><u>Singing and Listening</u></p> <p>LI: To listen to songs from a range of traditions.</p> <p>Children will listen to and sing a range of songs/music from different traditions. They will choose one song from a film to focus on for this term: King Louie, I wanna be like you from The Jungle Book 1961.</p> 	<p style="text-align: center;"><u>Composing and Performing</u></p> <p>LI: To listen to and perform a song from a film.</p> <p>Children will use their chosen song from a film, learn the song and then practise singing it. They will focus on the musical features legato and staccato.</p>	<p style="text-align: center;"><u>Singing and Listening</u></p> <p>LI: To perform a song from film.</p> <p>Children will continue to practise their chosen song from a film and begin to make minor changes to specific parts. They will learn about octave (do-do), crescendo (gradually getting louder) and decrescendo (gradually getting quieter) and use these when adapting their song.</p>	<p style="text-align: center;"><u>Singing, Listening and Performing</u></p> <p>LI: To perform and evaluate my own music.</p> <p>Children will use their learning from previous weeks to finalise their song and add instruments to their performances if they choose to. They will then evaluate their own final piece of music.</p>	<p style="text-align: center;"><u>Composing</u></p> <p>LI: To perform, listen to and evaluate other performances.</p> <p>Children will continue to practise their song and adapting it to gradually become quieter or louder and perform this to their peers.</p>	<p style="text-align: center;"><u>Performing</u></p> <p>LI: To perform a traditional song</p> <p>Children will use their learning from previous weeks and a range of instruments to perform their own completed musical compositions.</p> <p>Teacher will record their performance using digital media and use this to evaluate the performances.</p>	



PE	Invasion & OAA	Invasion & OAA	Invasion & OAA	Invasion & OAA	Invasion & OAA	Invasion & OAA	Invasion & OAA
RE	<p><u>How do people from religious and non-religious communities celebrate key festivals?</u></p> <p><u>L.I.</u>: To understand how people celebrate Christmas?</p> <p>Children act as Religious Studies investigators to look at photographic evidence to discuss how people celebrate Christmas.</p>	<p><u>How do people from religious and non-religious communities celebrate key festivals?</u></p> <p><u>L.I.</u>: To understand how people celebrate Christmas?</p> <p>Children act as sociologists to look at data to discuss how people celebrate Christmas.</p>	<p><u>How do people from religious and non-religious communities celebrate key festivals?</u></p> <p><u>L.I.</u>: To understand what we have learnt about how people celebrate Christmas.</p> <p>Discussion and comparisons about what the children have learnt about how people celebrate Christmas.</p>	<p><u>How do people from religious and non-religious communities celebrate key festivals?</u></p> <p><u>L.I.</u>: To consider what we can learn about how people celebrate different festivals.</p> <p>Ch. look at a range of evidence to consider how different communities celebrate different festivals and what we can learn from this.</p>	<p><u>How do people from religious and non-religious communities celebrate key festivals?</u></p> <p><u>L.I.</u>: To consider the role of different festivals in Britain today.</p> <p>A recap of some of the learning so far and a comparison of 2 of the festivals studied.</p>	<p><u>How do people from religious and non-religious communities celebrate key festivals?</u></p> <p><u>L.I.</u>: To consider the role of different festivals in Britain today.</p> <p>A recap of some of the learning so far and a comparison of 2 of the festivals studied.</p>	<p><u>How do people from religious and non-religious communities celebrate key festivals?</u></p> <p><u>L.I.</u>: To understand the key events in the Christmas story.</p> <p>To learn about and retell the Christmas story.</p>
PSHCE	<p><u>Health and Well being</u></p> <p><u>L.I.</u>: To understand how we can look after our teeth.</p> <p>Read and discuss ways to keep our teeth healthy and then groups of children work together to present what they have learnt to the group in a fun and engaging way.</p>	<p><u>Health and Well being</u></p> <p><u>L.I.</u>: To understand what relaxation feels like.</p> <p>Discussion about relaxation and strategies we can use to help us feel relaxed and calm.</p>	<p><u>Health and Well being</u></p> <p><u>L.I.</u>: To develop a growth mindset and understand that mistakes are useful.</p> <p>Mistake matching and Why we love mistakes activities to help ch. understand that mistakes are useful and to consider how to approach situations where mistakes are made.</p>	<p><u>Health and Well being</u></p> <p><u>L.I.</u>: To identify my own strengths and begin to see how they can affect others.</p> <p>Discussion about future jobs and the skills ch. may have already to support them in their aspirations towards their future careers.</p>	<p><u>Health and Well being</u></p> <p><u>L.I.</u>: To identify what's important to me and to take responsibility for my own happiness.</p> <p>To explore and discuss different emotions and why they are useful. To consider what makes us happy and ways we can maintain or increase our happiness.</p>	<p><u>Health and Well being</u></p> <p><u>L.I.</u>: To understand a range of emotions.</p> <p>To use emoji cards to explore different emotions we may experience and look at a case study of a typical day for a child and the range of emotions they may feel in a day.</p>	<p><u>Health and Well being</u></p> <p><u>L.I.</u>: To begin to understand what mental health is and who can help me if I need it.</p> <p>Use the story 'The Colour Thief' to explore the theme of mental health and how we can talk to people if we are worried about something.</p>
PMFL	<p><u>Salut Unit A Food</u></p> <p><u>L.I.</u>: To use the correct vocabulary and phrases to identify different foods.</p>	<p><u>Salut Unit A Food</u></p> <p><u>L.I.</u>: To use the correct vocabulary and phrases to describe what I like to eat.</p>	<p><u>Salut Unit A Food</u></p> <p><u>L.I.</u>: To use the correct vocabulary and phrases to describe what you are eating?</p>	<p><u>Salut Unit A Food</u></p> <p><u>L.I.</u>: To use the correct vocabulary and phrases to identify cutlery.</p>	<p><u>Salut Unit A Food</u></p> <p><u>L.I.</u>: To use the correct vocabulary and phrases to identify different ingredients.</p>	<p><u>Salut Unit A Food</u></p> <p><u>L.I.</u>: To use the correct vocabulary and phrases to describe a recipe for French toast.</p>	

LOTG to be indicated on Planning **RRSA** to be indicated on planning with articles **ECO** to be indicated on planning