



Garlinge Primary School & Nursery – Year 4 Medium Term Planning Map - Term 3 2024-2025

	WEEK 1 06/01/24	WEEK 2 13/01/24	WEEK 3 20/01/24 22.1.24-A.I.M High Writing Day	WEEK 4 27/01/24	WEEK 5 03/02/24 6th and 7th February-Dover Museum trip	WEEK 6 10/02/24
LEAD TEXT/TOPIC	<u>Roman Empire and its impact on Britain</u> Who Were the Romans? by Phil Roxbee-Cox	<u>Roman Empire and its impact on Britain</u> Who Were the Romans? by Phil Roxbee-Cox	<u>Roman Empire and its impact on Britain</u> Who Were the Romans? by Phil Roxbee-Cox	<u>Roman Empire and its impact on Britain</u> Who Were the Romans? by Phil Roxbee-Cox	<u>Roman Empire and its impact on Britain</u> Who Were the Romans? by Phil Roxbee-Cox	<u>Roman Empire and its impact on Britain</u> Who Were the Romans? by Phil Roxbee-Cox
ENGLISH Genres	<u>Winter Poetry</u> Write a poem based upon: I am Winter by Brenda Williams	<u>Persuasive Writing</u> A persuasive advert to persuade Roman citizens to visit the Roman baths	<u>Persuasive Writing</u> A persuasive advert to persuade Roman citizens to visit the Roman baths	<u>Persuasive advert</u> Children to become Roman estate Agents to sell a Roman Villa.	<u>Persuasive advert</u> Children to become Roman estate Agents to sell a Roman Villa.	<u>Non-chronological report</u> Children create a NCR to inform the reader all about the Roman's impact on Britain. Paired write.
MATHS Refer to Maths Weekly Planning	Multiplication and Division B	Multiplication and Division B	Multiplication and Division B	Length and Perimeter	Length and Perimeter	Fractions
Science Refer to the Kent Scheme of Work unit plans	<u>Living Things and their Habitats</u> LI: To explain what I know about Living Things and their Habitats. Discuss the topic and have chn share their thoughts about sound. Mind map some ideas and have chn complete a KWL grid. Identify what a habitat is, explain how some habitats are suited to some animals and not others.	<u>Living Things and their Habitats</u> LI: To understand that it is helpful to group living things. Activity 1-sorting living things. Activity 2-Introduction to classification. Activity 3-Using classification.	<u>Living Things and their Habitats</u> LI: To explore what types of plants and animals live in the local are. Activity 1-Understanding and using Dichotomous keys. Activity 2-Outdoor exploration	<u>Living Things and their Habitats</u> LI: To understand what is special about our local environment. Activity 1-Exploring the difference between natural and human made environments.	<u>Living Things and their Habitats</u> LI: To understand the dangers that are posed to habitats and the environment. Enquiry lesson considering how human beings affect the environment and researching endangered species.	<u>Living Things and their Habitats</u> LI: To consider how we can develop the local area to protect living things. Use the learning from the unit to independently answer the enquiry question, 'How can we develop the local are to protect living things?' Create a class 'Conservation Pledge'.
HISTORY	<u>Roman Empire and its impact on Britain</u> L.I-To understand the impact of the introduction of road system in Roman Britain. Research about introduction of Roman roads. Mapwork activity to locate key roads in Roman Britain.	<u>Roman Empire and its impact on Britain</u> L.I-To understand what Roman baths were and how they were used. Research on Roman baths Recording facts and research. Presenting information about the different rooms in the bathhouse.	<u>Roman Empire and its impact on Britain</u> L.I-To be able to identify and describe key features of Roman Villas Research task on Roman villas. Using information to label and describe a Roman villa.	<u>Roman Empire and its impact on Britain</u> L.I-To be able to understand the Roman's impact on Britain. Group research task-ch. will work in groups to complete research on a specific aspect of 'What the Romans did for us! Each group presents information to class.	<u>Roman Empire and its impact on Britain</u> Year 4 trip to Dover Museum Roman Britain workshops	<u>Roman Empire and its impact on Britain</u> L.I-To evaluate my understanding of the Roman's impact on Britain. Children will complete an evaluation of this terms topic, complete quiz about what they have learnt and focus on key aspects of our knowledge organisers.



GEOGRAPHY		<p><u>L.I:</u> To be able to locate famous Roman towns.</p> <p>Children will focus on locating towns where famous Roman baths were located.</p>	<p><u>L.I:</u> To know about the impact of different climate conditions on different buildings.</p> <p>Children will learn about and make links to weather, climate and landscape having an effect on the style of buildings</p>			
COMPUTING	<p><u>Introduction to coding</u></p> <p>L.I: To understand what coding is.</p> <p>Introduce children to the concept of coding and code.org as a whole class and demonstrate how they will be able to login at the next session. Remind them of ways to stay safe on the internet and provide them with their unique login to ensure their safety. Children to practice logging on.</p> <p>Use coding website: https://scratch.mit.edu/</p>	<p><u>Introduction to Algorithms</u></p> <p>L.I: To understand what an algorithm is.</p> <p>Explain that algorithms are a set of instructions used to achieve a result. Explain that every time children move a computer character using a joystick or mouse buttons, the computer is quickly processing a list of instructions.</p> <p>Teacher to assess children's learning at the end of each session to see if any sessions need repeating.</p> <p>Use coding website: https://scratch.mit.edu/</p>	<p><u>Continue to write algorithms</u></p> <p>L.I: To understand what a sequential algorithm is.</p> <p>Explain that sequential algorithms are a list of instructions which follow on from each other. If a set of instructions is required to move a character in a certain way, a block of sequential algorithms is easy to make and then repeat.</p> <p>Link to Minecraft and how once a block has been chosen to build with, the set of algorithms are repeated to place the same block or and over again.</p> <p>Use coding website: https://scratch.mit.edu/</p>	<p><u>Researching Information</u></p> <p>L.I: To understand how we use the internet to research information.</p> <p>Remind children how to stay safe on the internet and how to find reliable information using reliable websites. Children use the internet to find out information about Roman Life.</p>	<p><u>Researching Information</u></p> <p>L.I: To understand how we use the internet to research information.</p> <p>Remind children how to stay safe on the internet and how to find reliable information using reliable websites. Children use the internet to find out information about Roman Life.</p>	<p><u>Researching Information</u></p> <p>L.I: To understand how we use the internet to research information.</p> <p>Remind children how to stay safe on the internet and how to find reliable information using reliable websites. Children use the internet to find out information about Roman Life.</p>

L1: To mix colour, shades and tones with increasing confidence.

Practise and explore different ideas. Practise sketching techniques. Use the winter scene inspired by 'I am Winter' poem.



ART & DESIGN

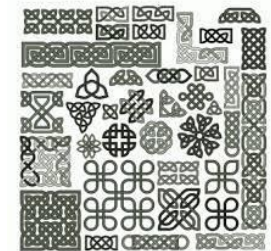
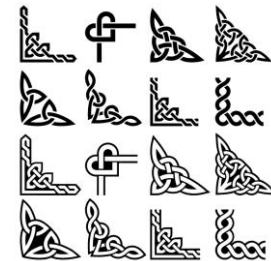


L1: To mix colour, shades and tones with increasing confidence.



L1: To choose appropriate media to work with.

Create a Celtic style picture from Celtic patterns.



L1: To know how to use the tools that they have chosen to work effectively and safely.

LOTG-Using Roman shields in army formation



L1: To know how to use the tools that they have chosen to work effectively and safely.

Design and make a 3D Roman shield.



L1: To evaluate the different pieces of Roman art we have completed this term.

Children will review and evaluate the different pieces of art that they have completed during the term. They will identify what other forms of art they would like to do in the future.





DESIGN TECHNOLOGY	Art led term	Art led term	Art led term	Art led term	Art led term	Art led term
MUSIC Refer to Music Express Scheme of work.	<u>Singing</u> L.I To understand how to sing a range of songs with the range of octave (do-do). Children will learn what an octave is and learn the film song 'Hakuna Matata' from the Lion King.	<u>Singing</u> L.I To learn about the crescendo pitch and link it to singing skills. Children will learn what the crescendo pitch is and link it to the film song 'Hakuna Matata' from the Lion King.	<u>Singing</u> L.I To learn about the decrescendo pitch and link it to singing skills. Children will learn what the decrescendo pitch is and link it to the film song 'Hakuna Matata' from the Lion King.	<u>Composing</u> L.I To understand what pentatonic phrases are within music. Children will combine known rhythmic notations and use instruments to create short piece of music inspired by the film song 'Hakuna Matata' from the Lion King.	<u>Composing</u> L.I To understand what note values are and how to use them. Children will learn about note values: minim (2 beats), crotchet (1 beat) and paired quavers. (1/2 beat); to create sequences of 2,3, or 4 beat phrases.	<u>Music Express-Sounds</u> L.I To perform a rhythmic melody. Children will use a range of instruments and what they have learnt during the term to perform the 'Hakuna Matata' from the Lion King.
PE Intra - benchball	PPA Timetable planned by PE dept	PPA Timetable planned by PE dept	PPA Timetable planned by PE dept	PPA Timetable planned by PE dept	PPA Timetable planned by PE dept	PPA Timetable planned by PE dept Swimming lessons for 4A and 4B
RE	<u>Why is Jesus inspiring to some people?</u> <u>L.I:</u> To understand what is inspiration and who is inspiring. Pupils will learn about what the word 'inspiration' means and use it appropriately, choose some inspiring people of their own, make connections between the concept of inspiration and the teachings of Jesus.	<u>Why is Jesus inspiring to some people?</u> <u>L.I:</u> To know about Jesus' life and why he was inspiring to Christians. Pupils will learn to respond sensitively to some images of Jesus from the global Christian art of today, identify similarities and differences in the way in which Jesus has been portrayed and apply their own ideas about the meaning and purpose of Jesus' life and teachings.	<u>Why is Jesus inspiring to some people?</u> <u>L.I:</u> To understand how and why Jesus' actions were inspiring. Retell the story of feeding 5000, make links between the story and the way Jesus inspired people, describe the difference between a miracle and a magic trick: magic tricks are illusions, but some people believe that God can do miracles for 'real', understand what is inspiring to Christians about a miracle story of Jesus, what it shows about him and think about the big idea of 'being inspired by someone'.	<u>Why is Jesus inspiring to some people?</u> <u>L.I:</u> To know about Jesus as the teacher. Pupils will learn to retell one of the stories of Jesus and suggest what it means to Christians, describe one of Jesus' parables, reflect on what we can learn from a parable of Jesus and make links between values and commitments and their own attitudes and behaviours.	<u>Why is Jesus inspiring to some people?</u> <u>L.I:</u> To understand how and why Jesus' teachings were inspiring. Pupils will consider who Jesus considered to be blessed by God, reflect upon what makes them happy, make their own links between Jesus' teachings and Christian beliefs, recognise their own values and those of others and describe the importance of Jesus' teaching in the Sermon on the Mount for Christians.	<u>Why is Jesus inspiring to some people?</u> <u>L.I:</u> To understand who Jesus was and why he is important to Christians. Pupils will learn to understand the symbolic language used for Jesus in the Gospel of John, reflect on the meaning of the statements that Jesus made about himself, understand the importance of these sayings for Christians and explain the importance of Jesus for Christians.
PSHCE	<u>Economic Well-being</u> <u>L.I:</u> To begin to understand what makes something good value for money. Kapow Lesson 1	<u>Economic Well-being</u> <u>L.I:</u> To begin to understand the importance of keeping track of money. Kapow Lesson 2	<u>Economic Well-being.</u> <u>L.I:</u> To understand ways that money can be lost and how this makes people feel. Kapow Lesson 3	<u>Economic Well-being</u> <u>L.I:</u> To understand that people's decisions about their careers can be influenced by a variety of things. Kapow Lesson 4	<u>Economic Well-being</u> <u>L.I:</u> To understand that many people will have more than one job or career. Kapow Lesson 5	<u>Economic Well-being</u> <u>L.I:</u> To identify and challenge stereotyping in the workplace. Kapow Lesson 6



PMFL	<u>Salut Unit C</u> At School <u>L1</u> : To use the correct vocabulary and phrases to describe how you go to school.	<u>Salut Unit C</u> At School <u>L1</u> : To use the correct vocabulary and phrases to describe rooms in a school.	<u>Salut Unit C</u> At School <u>L1</u> : To use the correct vocabulary and phrases to describe what is in your pencil case.	<u>Salut Unit C</u> At School <u>L1</u> : To use the correct vocabulary and phrases to describe what the time it is.	<u>Salut Unit C</u> At School <u>L1</u> : To use the correct vocabulary and phrases to name school subjects.	<u>Salut Unit C</u> At School <u>L1</u> : To use the correct vocabulary and phrases to describe the magic bag.
-------------	---	--	--	--	--	--

LOT to be indicated on Planning **RRSA** to be indicated on planning with articles