













Garlinge Primary School & Nursery – Year 4 Medium Term Planning Map - Term 2 2025-2026

	WEEK 1 WC 27.11.25	WEEK 2 WC 3.11.25	WEEK 3 WB 10.11.25	WEEK 4 WB 17.11.25	WEEK 5 WB 24.11.25	WEEK 6 WB 1.12.25	WEEK 7 WB 8.12.25	WEEK 8 WB 15.12.25
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	<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.	<u>Story</u> A Christmas story	<u>Story</u> A Christmas story SPAG gap analysis
MATHS Refer to White Rose weekly Planning LOT-C-Active Maths	Number: Multiplication and division – x tables	Number: Multiplication and division – x tables	Number: Multiplication and division – x tables	Consolidation	Assessment week	Multiply and Divide by 10/100	Measurement-Area	Consolidation /Christmas maths challenges
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 an investigation to find out which material provides the best insulation against sound.	<u>Sound</u> <u>LI: To investigate what material provides the best insulation against sound.</u> Pupils plan 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.



HISTORY	<u>Roman Empire and its impact on Britain</u> L.I: To understand who the Romans were and consider what we would like to know about the Roman Empire. 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. Locate Rome on map and look at timeline to find out when the Roman period was.	<u>Roman Empire and its impact on Britain</u> L.I: To understand why the Romans invaded Britain. 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.	<u>Roman Empire and its impact on Britain</u> L.I: To understand how a Celtic warrior prepared for battle. 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.	<u>Roman Empire and its impact on Britain</u> L.I: To understand what it was like to be a soldier in the Roman army and why they were so effective. 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. Draw and label picture of Roman soldier and write account of Roman army. LOTC-Roman army formations on the playground	<u>Roman Empire and its impact on Britain</u> L.I: To understand who Boudicca was and why she led a revolt against the Romans. To analyse a range of secondary sources to deduce information about Boudicca. Use the sources of evidence to draw a picture of Boudicca.	<u>Roman Empire and its impact on Britain</u> L.I: To understand the key events of Boudicca's revolution and the reasons behind it? 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.	<u>Roman Empire and its impact on Britain</u> L.I: To be able to evaluate my learning of the Roman Empire and what else I would like to learn. 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.	
	<u>L.I: To be able to locate Rome on a world map</u> Mapwork activity	<u>L.I: To be able to locate the Roman Empire on a world map.</u> Mapwork activity	<u>L.I: To participate in fieldwork within the school grounds.</u> Children will explore the school environment, including the field and draw their own map of our school grounds. They will also use a range of resources, including ICT, to support their exploration of the school environment.		<u>L.I: To identify key locations for Boudicca's tribe.</u> Mapwork activity to locate where the Iceni tribe lived.	<u>L.I: To locate key towns involved in Boudicca's revolt.</u> Mapwork activity, locating key towns attacked during Boudicca's revolt.		






COMPUTING	<u>Private and Personal Information</u> LI: To know about personal and internet safety. Review previous 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.	<u>Effective Searching</u> LI: To locate information on the search result page.  Children will learn about how to locate information using the search engine, swiggle, practise locating information and answer relevant questions using the search queries technique that they will learn.	<u>Effective Searching</u> LI: To locate information on the search result page (practical).  Children will use their learning from the previous lesson to use search engines to find out information about the Roman Army  Linked to History and English.	<u>Effective Searching</u> LI: To use search engines effectively to find out information.  Children will use the search engine, swiggle, on their devices to answer quiz questions about effective searching and compare their answers for discussion.	<u>Effective Searching</u> LI: To use search engines effectively to find out information (Practical).  Children will use their learning from the previous lesson to use search engines to find out information about Boudicca and her rebellion against the Romans.  Linked to History and English.	<u>Effective Searching</u> LI: To assess whether an information source is true and reliable.  Children will learn to analyse the contents of a web page for clues about the credibility of information. They will use true or false information cards to make informed judgements about its reliability. They will also learn that not everything online is true and that they should use multiple sources to check that information is correct.	<u>Effective Searching</u> LI: assess whether an information source is true and reliable (Practical).  Children will use their learning from the previous lesson to use search engines to find out information about the Christmas story and the birth of Jesus.  Linked to RE, History and English.	<u>Effective Searching</u> LI: to evaluate my knowledge and understanding of effective searching.  Children will review what they have learnt about how to use search engines, how to identify true and reliable information and have additional opportunities to practise the skills they have learnt.
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ART & DESIGN	<u>Winter Art</u> <u>LJ:</u> To choose appropriate media to work with. Corridor Display Winter Art Children will use a range of appropriate media to create a piece of winter artwork with lots of discussions about the artistic process.	<u>Winter Art</u> <u>LJ:</u> To choose appropriate media to work with. Winter Art Children will use a range of appropriate media to create a piece of winter/Christmas artwork with lots of discussions about the artistic process.	<u>Winter Art</u> <u>LJ:</u> To know how to select and use relevant resources to develop their ideas. Hall display: Winter Art 4A/4C Christmas Hoops: 4B Children will use a range of appropriate media to create a piece of winter/Christmas artwork for the hall display and Christmas hoops.					



<p>DESIGN TECHNOLOGY</p>				<p><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>Children will generate ideas about how to make a fruit salad 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 fruit salad.</p>	<p><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>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><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><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>	
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PSHCE	<p><u>Health and Well being</u></p> <p>L.I: 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>L.I: 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>L.I: To develop a growth mindset and understand that mistakes are useful.</p> <p>Mistake matching and Why we love mistakes activities to help children 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>L.I: To identify my own strengths and begin to see how they can affect others.</p> <p>Discussion about future jobs and the skills children may have already to support them in their aspirations towards their future careers.</p>	<p><u>Teamwork</u></p> <p>L.I To develop teamwork skills when planning a Christmas party.</p> <p>Allow time for children to plan their groups, decorations and food for the Christmas party.</p>	<p><u>Health and Well being</u></p> <p>L.I: 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>L.I: 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>L.I: 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>
MUSIC	<p><u>Singing and Listening</u></p> <p>L.I: 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><u>Composing and Performing</u></p> <p>L.I: 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><u>Singing and Listening</u></p> <p>L.I: 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><u>Singing, Listening and Performing</u></p> <p>L.I: 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><u>Composing</u></p> <p>L.I: 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><u>Performing</u></p> <p>L.I: 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	Gymnastics Football/Handball	Gymnastics Football/Handball	Gymnastics Football/Handball	Dance Football/Handball	Dance Football/Handball	Dance Football/Handball	Dance Football/Handball	Games



RE	<u>Festivals and Celebrations</u> <u>LI:</u> To understand how people celebrate Christmas. Children act as Religious Studies investigators to look at photographic evidence to discuss how people celebrate Christmas.	<u>Festivals and Celebrations</u> <u>LI:</u> To understand how people celebrate Christmas. Children act as sociologists to look at data to discuss how people celebrate Christmas.	<u>Festivals and Celebrations</u> <u>LI:</u> To understand what we have learnt about how people celebrate Christmas. Discussion and comparisons about what the children have learnt about how people celebrate Christmas.	<u>Festivals and Celebrations</u> <u>LI:</u> To consider what we can learn about how people celebrate different festivals. Ch. look at a range of evidence to consider how different communities celebrate different festivals and what we can learn from this.	<u>Festivals and Celebrations</u> <u>LI:</u> To consider the role of different festivals in Britain today. A recap of some of the learning so far and a comparison of 2 of the festivals studied.	<u>Festivals and Celebrations</u> <u>LI:</u> To consider the role of different festivals in Britain today. A recap of some of the learning so far and a comparison of 2 of the festivals studied.	<u>Festivals and Celebrations</u> <u>LI:</u> To understand the key events in the Christmas story. To learn about and retell the Christmas story.	<u>Festivals and Celebrations</u> <u>LI:</u> To understand the key events in the Christmas story. To learn about and retell the Christmas story.
PMFL	<u>Salut Unit A Food</u> <u>LI:</u> To use the correct vocabulary and phrases to identify different foods.	<u>Salut Unit A Food</u> <u>LI:</u> To use the correct vocabulary and phrases to describe what I like to eat.	<u>Salut Unit A Food</u> <u>LI:</u> To use the correct vocabulary and phrases to describe what you are eating?	<u>Salut Unit A Food</u> <u>LI:</u> To use the correct vocabulary and phrases to identify cutlery.	<u>Salut Unit A Food</u> <u>LI:</u> To use the correct vocabulary and phrases to identify different ingredients.	<u>Salut Unit A Food</u> <u>LI:</u> To use the correct vocabulary and phrases to describe a recipe for French toast.	<u>Salut Unit A Food</u> <u>LI:</u> To review vocabulary on food.	