Garlinge Primary School & Nursery – Year 4 Medium Term Planning Map - Term 2 2026-2027

	WEEK 1 **WB- 2.11.26**	**WEEK 2**	**WEEK 3** **WB- 16.11.26**	**WEEK 4** **WB-23.11.26**	**WEEK 5** **WB-30.11.26**	**WEEK 6** **WB-7.12.26**	**WEEK 7** **WB 14.12.26**
LEAD TEXT/TOPIC	**Roman Empire and its impact on Britain** Revolt Against the Romans Tony Bradman	**Roman Empire and its impact on Britain** Revolt Against the Romans Tony Bradman	**Roman Empire and its impact on Britain** Revolt Against the Romans Tony Bradman	**Roman Empire and its impact on Britain** Revolt Against the Romans Tony Bradman	**Roman Empire and its impact on Britain** Revolt Against the Romans Tony Bradman	**Roman Empire and its impact on Britain** Revolt Against the Romans Tony Bradman	**Roman Empire and its impact on Britain** Revolt Against the Romans Tony Bradman
ENGLISH Genres	**Persuasive Speech** Emperor Claudius speaking to his warriors before Britain invasion attempt	**Persuasive Speech** Emperor Claudius speaking to his warriors before Britain invasion attempt	**Instructions** How to be a good Celtic Warrior Link to Class Text	**Instructions** How to be a good Celtic Warrior Link to Class Text	**Narrative** Character description of Boudicca from a Roman soldier's point of view.	**Narrative** Character description of Boudicca from a Roman soldier's point of view.	**Narrative** A Christmas story
MATHS Refer to White Rose weekly Planning LOTC-Active Maths	Measurement - Area	Number: Multiplication and division – x tables	Number: Multiplication and division – x tables	Number: Multiplication and division – x tables	Assessment week	Multiply and Divide by 10/100	Consolidation /Christmas maths challenges
Science Refer to the Kent Scheme of Work unit plans	**Sound** **LI: To explain what I know about sound.** 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.	**Sound** **LI: To understand how our ears help us hear sounds.** Children will discuss how sounds are heard, carry out a sound investigation and record their observations.	**Sound** **LI: To find out how vibrations affect how loud or quiet a sound is.** .Pupils will plan and carry out a comparative test using a range of musical instruments.	**Sound** **LI: To find out how distance affects how loud or quiet a sound is.** Pupils plan and carry out an investigation measuring the volume of sound from different distances.	**Sound** **LI: To find out which materials block sound the best.** Pupils plan an investigation to find out which material provides the best insulation against sound.	**Sound** **LI: To investigate what material provides the best insulation against sound.** Pupils plan and carry out an investigation to find out which material provides the best insulation against sound.	**Sound** **LI: To investigate how the features of an object affect the pitch of the sound it makes.** Range of experiments to enable children to investigate pitch.

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.
GEOGRAPHY	**<u>L.I:</u> To be able to locate Rome on a world map** Mapwork activity	**<u>L.I:</u> To be able to locate the Roman Empire on a world map.** Mapwork activity	**<u>L.I:</u> To participate in fieldwork within the school grounds.** 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:</u> To identify key locations for Boudicca's tribe.** Mapwork activity to locate where the Iceni tribe lived.	**<u>L.I:</u> To locate key towns involved in Boudicca's revolt.** Mapwork activity, locating key towns attacked during Boudicca's revolt.	

COMPUTING	**Unpacking Hardware and Software** LI: To understand what technology is and how it helps us in different ways. Children will describe what technology means, identify examples of different technology and explain how these can help us in different ways.	**Unpacking Hardware and Software** LI: To identify and describe different pieces of hardware and understand their functions. Children will name parts of a computer system, explain the difference between internal components and external peripherals, group hardware as input, output or storage and describe what each component or peripheral does.	**Unpacking Hardware and Software** LI: To understand what software is and how we use it to complete tasks. Children will explain what software is, name different types of software and describe how these help us complete tasks.	**Unpacking Hardware and Software** LI: To explore how hardware and software interact to complete everyday tasks. Children will describe how hardware and software work together, explain a simple process using both and identify what would happen if one part didn't work.	**Sound Stories** LI: To understand what makes audio books effective and identify the features that make them engaging. Children will describe what an audiobook is and why people like them, identify the features of an audio book and suggest improvements for an audio book using sound effects and music.	**Sound Stories** LI: To record clear narration and add sound effects to an audio book. Children will learn what a clear, expressive voice should sound like for narration, learn how to use 2Cast to record audio for an audiobook and help select and add appropriate sound effects.	**Sound Stories** LI: To edit, improve and finalise an audiobook using recording and sound design tools. Children will use software tools to edit audio and remove mistakes, arrange narration, sound effects, and music to match the story and review/improve an audio book.

ART & DESIGN	**Winter Art** **LI:** To choose appropriate media to work with. LI: To layer mixed media materials. **Artist links: Eric Carle – Layered collage Romero Britto- bold colours, outlines and patterns** Children will use a range of appropriate media to create a piece of winter artwork with lots of discussions about the artistic process. Corridor-all classes  Beautiful Winter Art Projects for Kids - Second Grade Teaching Blog	**Winter Art** **LI:** To investigate and adapt ideas using mixed media. LI: To use scale, perspective (1 and 2) and cross-hatching (3). Children will use a range of appropriate media to create a piece of winter/Christmas artwork with lots of discussions about the artistic process. **Hall Display – 4C and 4D** **Polar Bear Winter Art** **Artist Links: Robert Bateman – Wildlife art and Eric Carle – Painted-paper collage** 1. How to Draw a Bear with a Scarf: Easy Step-by-Step Art Lesson for Kids 2. Polar Bear Art Project for Kids - Fantastic Fun & Learning 3. Top Winter Animal Crafts - Twinkl 1. 2.   3,  **Hoops – 4A and 4B** **Hanging Bobble Hats or Snow Globe Snowmen** **Artist Links for Woolly Hats: Wassily Kandinsky and Gustav Klimt – Abstract shapes and colour** **Artist links to snow globes: Thomas Kinkade – Magical winter scenes and Barbara Cooney – Detailed storybook scenes**   Snowglobe Snowman Craft				

DESIGN TECHNOLOGY				**<u>Project on a Page Healthy and Varied Diet</u>** **LI: To know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.**  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.	**<u>Project on a Page Healthy and Varied Diet</u>** **LI: To know how to use appropriate equipment and utensils to prepare and combine food.**  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.	**<u>Project on a Page Healthy and Varied Diet</u>** **LI: Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.** Children will evaluate their final products and the work that they have completed over the previous weeks.	**<u>Mechanical systems Levers and linkages</u>** **L.I To follow a design to create a greetings card using levers or linkage.**  ` Ch, demonstrate the correct and accurate use of measuring, marking out, cutting, joining and finishing skills to create their card.

PSHCE	**<u>Connecting with others: How can we respect each other?</u>** **<u>L.I:</u> To understand how I can show self-respect** Kapow lesson 1	**<u>Connecting with others: How can we respect each other?</u>** **<u>L.I:</u> To understand how I can show respect to others.** Kapow lesson 2	**<u>Connecting with others: How can we respect each other?</u>** **<u>L.I:</u> To understand how I can build trusting friendships** Kapow lesson 3	**<u>Connecting with others: How can we respect each other?</u>** **<u>L.I:</u> To understand how we can solve friendship challenges.** Kapow lesson 4	**<u>Connecting with others: How can we respect each other?</u>** **<u>L.I:</u> To understand how I should respond to bullying.** Kapow lesson 5	**<u>Connecting with others: How can we respect each other?</u>** **<u>L.I:</u> To understand What a stereotype is.** Kapow lesson 6	**<u>Christmas Party Day</u>** **<u>L.I:</u> To collaboratively plan a party table with my peers.**
MUSIC	**<u>Singing and Listening</u>** **LI: To listen to songs from a range of traditions.** 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. 	**<u>Composing and Performing</u>** **LI: To listen to and perform a song from a film.** 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.	**<u>Singing and Listening</u>** **LI: To perform a song from film.** 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.	**<u>Singing, Listening and Performing</u>** **LI: To perform and evaluate my own music.** 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.	**<u>Composing</u>** **LI: To perform, listen to and evaluate other performances.** Children will continue to practise their song and adapting it to gradually become quieter or louder and perform this to their peers.	**<u>Performing</u>** **LI: To perform a traditional song** Children will use their learning from previous weeks and a range of instruments to perform their own completed musical compositions. Teacher will record their performance using digital media and use this to evaluate the performances.	**<u>Performing</u>** **LI: To review my learning in music** Allow children to use this terms learning to use instruments to create their own music within a small group.
PE	GYMNASTICS- LI- To use Perseverance to combine balance and travel BASKETBALL/NETBALL LI- To use Perseverance in passing using accuracy	GYMNASTICS - LI- To use Perseverance to explore a range of jumps and rolls BASKETBALL/NETBALL LI- To Show Perseverance to improve ball control when aiming at a target	GYMNASTICS- LI- To use Aspiration to perform a range of movements on an obstacle course BASKETBALL/NETBALL LI- To use Teamwork to play a game	DANCE- LI- To use Perseverance to copy simple movement patterns BASKETBALL/NETBALL LI- To use Perseverance in passing using accuracy	DANCE- LI- To use Teamwork to add on your own choreography BASKETBALL/NETBALL LI- To Show Perseverance to improve ball control when aiming at a target	DANCE- LI- To use Aspiration to perform in your groups BASKETBALL/NETBALL LI- To use Teamwork to play a game	FUN GAMES
RE	**<u>Festivals and Celebrations</u>** <u>L.I:</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>L.I:</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>L.I:</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>L.I:</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>L.I:</u> To consider the role of different festivals in Britain today. Children will discuss what the roles of festivals are within Britain today and then make a comparison of 2 of the festivals' Diwali and Christmas.	**<u>Festivals and Celebrations</u>** <u>L.I:</u> To consider the role of different festivals in Britain today. Continue from last week's lesson, children will then design a poster showcasing at least 3 festivals and their roles within Britain.	**<u>Festivals and Celebrations</u>** <u>L.I:</u> To understand the key events in the Christmas story. To learn about and retell the Christmas story.

PMFL	Les legumes (vegetables) – Recognise, recall and spell five different vegetables.	Les legumes (vegetables) – Recognise, recall and spell five more different vegetables.	Les legumes (vegetables) – Consolidation of all 10 vegetables.	Les legumes (vegetables) – Learn to say 'I would like' and a quantity of vegetables.	Les legumes (vegetables) – Learn to say 'I would like' and a quantity of vegetable in a list with 'and'.	Les legumes (vegetables) – Consolidation of all learning.	