Garlinge Primary School & Nursery – Year 4 Medium Term Planning Map - Term 3 2023-2024
All learning covers articles 14, 23, 28 and 31

	WEEK 1 2.1.24 Inset 3.1.24 – term starts	WEEK 2 8.1.24	WEEK 3 15.1.24	WEEK 4 22.1.24 23.1.24-4A/4B Roman trip 24.1.24-4C/4D Roman trip	WEEK 5 29.1.24	WEEK 6 5.2.24 9.2.24-Last day of term Hall display-Art inspired by class reader
LEAD TEXT/TOPIC	**Roman Empire and its impact on Britain**	**Roman Empire and its impact on Britain**	**Roman Empire and its impact on Britain**	**Roman Empire and its impact on Britain**	**Roman Empire and its impact on Britain**	**Roman Empire and its impact on Britain**
ENGLISH Genres	**Winter Poetry** . Building ideas and planning	**Winter Poetry** Write a poem based upon: I am Winter by Brenda Williams	**Persuasive Writing** A persuasive advert to persuade Roman citizens to visit the Roman baths	**Persuasive advert Assessed writing** Children to become Roman estate Agents to sell a Roman Villa.	**Persuasive advert Assessed writing** Children to become Roman estate Agents to sell a Roman Villa.	**Non-chronological report** 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**	**ELECTRICITY** **LI: To explain what I know about electricity.** Discuss the topic and have chn share their thoughts about electricity. Mind map some ideas and have chn complete a KWL grid. Stick in vocab and front cover.	**ELECTRICITY** **LI: To identify common appliances that run on electricity.** LOTC-Electricity hunt around the class and school. Ask the child to observe all the different effects that electricity has on the various appliances that they encounter– i.e. make them warm/cold, cause movement, produce light, and create sounds. Provide the children with PE hoops in which they can place pictures of electrical appliances that are affected by electricity in the same way.	**ELECTRICITY** **LI: To construct a simple series electrical circuit.** Chn to create and label a series circuit. Identify and name its basic parts, including cells, wires, bulbs, switches and buzzers.	**ELECTRICITY** **LI: To recognise common conductors and insulators.** Make a simple series circuit and use different objects to determine if it is a conductor or insulator.	**ELECTRICITY** **LI: To recognise that a switch opens and closes a circuit.** Recap learning from last week about insulators. Talk about the purpose of switches. How do they work? Create simple series circuit to model this.	**ELECTRICITY** **LI: To assess my understanding of electricity.** Review lesson (assessment) – what have we learnt? Children to answer mixed questions.

HISTORY	**Roman Empire and its impact on Britain** **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.	**Roman Empire and its impact on Britain** **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.	**Roman Empire and its impact on Britain** **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.	**Roman Empire and its impact on Britain** **Year 4 trips to Canterbury Roman Museum**	**Roman Empire and its impact on Britain** **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.	**Roman Empire and its impact on Britain** **L.I-To be able to understand 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		**LI: To be able to locate famous Roman towns.** Children will focus on locating towns where famous Roman baths were located.		**LI: To know about the impact of different climate conditions on different buildings.** Children will learn about and make links to weather, climate and landscape having an effect on the style of buildings.		
COMPUTING	**Introduction to coding** L.I: To understand what coding is. 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. Use coding website: https://scratch.mit.edu/	**Introduction to Algorithms** L.I: To understand what an algorithm is. 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. Teacher to assess children's learning at the end of each session to see if any sessions need repeating. Use coding website: https://scratch.mit.edu/	**Continue to write algorithms** L.I: To understand what a sequential algorithm is. 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. 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. Use coding website: https://scratch.mit.edu/	**Researching Information** L.I: To understand how we use the internet to research information. 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. Use coding website: https://scratch.mit.edu/	**Researching Information** L.I: To understand how we use the internet to research information. 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. Use coding website: https://scratch.mit.edu/	**Researching Information** L.I: To understand how we use the internet to research information. 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. Use coding website: https://scratch.mit.edu/

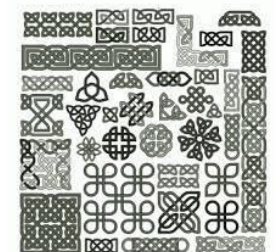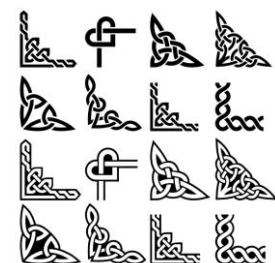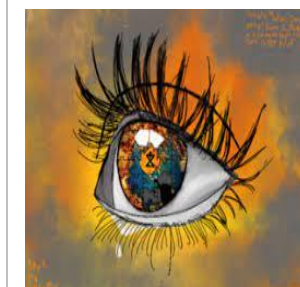| ART & DESIGN	**L.I: To mix colour, shades and tones with increasing confidence.** Practise and explore different ideas. Practise sketching techniques. Use the winter scene inspired by 'I am Winter' poem.	**L.I: To mix colour, shades and tones with increasing confidence.**	**LI: To choose appropriate media to work with.** Create a Celtic style picture from Celtic patterns.	**LI: To know how to use the tools that they have chosen to work effectively and safely.** LOTC-Using Roman shields in army formation	**LI: To know how to use the tools that they have chosen to work effectively and safely.** Design and make a 3D Roman shield.	**RE Spirited Art Competition 2024**

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.**	**Singing** **L.I To understand how to sing a range of songs with the range of an octave (do-do).** Children will learn what an octave is and attempt to sing within the correct pitch.	**Singing** **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 beat boxing and other forms of singing.	**Singing** **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 beat boxing and other forms of singing.	**Composing** **L.I To understand what pentatonic phrases are within music.** Children will combine known rhythmic notations with letter names to create short pentatonic phrases using a range of 5 pitches.	**Composing** **L.I To understand what note values are and how to use them.** Children will arrange individual cards of known note values; minim, crotchet, crotchet rest and paired quavers.; to create sequences of 2,3, or 4 beat phrases.	**Music Express-Sounds** **L.I To perform a rhythmic melody.** Children will use a range of instruments and what they have learnt during the term to perform a rhythmic melody as a group.
PE **Intra - benchball**	PPA Timetable planned by PE dept Swimming lessons for 4A and 4B	PPA Timetable planned by PE dept Swimming lessons for 4A and 4B	PPA Timetable planned by PE dept Swimming lessons for 4A and 4B	PPA Timetable planned by PE dept Swimming lessons for 4A and 4B	PPA Timetable planned by PE dept Swimming lessons for 4A and 4B	PPA Timetable planned by PE dept Swimming lessons for 4A and 4B
RE	**Why is Jesus inspiring to some people?** LI: 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.	**Why is Jesus inspiring to some people?** LI: 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.	**Why is Jesus inspiring to some people?** LI: 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'.	**Why is Jesus inspiring to some people?** LI: 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.	**Why is Jesus inspiring to some people?** LI: 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.	**Why is Jesus inspiring to some people?** LI: 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		Economic Well-being LI: To begin to understand what makes something good value for money. Kapow Lesson 1	Economic Well-being LI: To begin to understand the importance of keeping track of money. Kapow Lesson 2	Economic Well-being. LI: To understand ways that money can be lost and how this makes people feel. Kapow Lesson 3	Economic Well-being LI: To understand that people's decisions about their careers can be influenced by a variety of things. Kapow Lesson 4	Economic Well-being LI: To understand that many people will have more than one job or career. Kapow Lesson 5

| PMFL | **Salut Core Unit 2**

LI: To express my opinion using 'I like' and 'I don't like'. | | **Salut Core Unit 3**

LI: To learn vocabulary for parts of the body. | | **Salut Core Unit 3**

LI: To count up to 31. | |

LOTC to be indicated on Planning   RRSA to be indicated on planning with articles