



Garlinge Primary School & Nursery – Year 4 Medium Term Planning Map - Term 3 2025-26

	WEEK 1 Wb 5.1.26	WEEK 2 Wb 12.1.26	WEEK 3 Wb 19.1.26	WEEK 4 Wb 26.1.26 27.1.26-4A trip to Dover Museum 28.1.26-4B/C trip to Dover Museum	WEEK 5 Wb 2.2.26	WEEK 6 Wb 9.2.26 13.2.26-End of term 3
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>Animals including Humans</u> <u>LI: To explain what I know about Animals Including Humans.</u> Discuss the topic and have chn share their thoughts about our new topic. Mind map some ideas and have chn complete a KWL grid.	<u>Animals including Humans</u> <u>LI: To understand why we have different shaped teeth.</u> This session introduces pupils to teeth by looking at their own and learning about their special names and functions. They will use their knowledge of diet, including key terminology such as omnivore, carnivore and herbivore to explore how the shape, size and sharpness of each tooth type makes it fit for purpose.	<u>Animals including Humans</u> <u>LI: To understand what we can tell about an animal by looking at its teeth.</u> This session combines what pupils have learned about teeth from their own (human) perspective, reinforcing the key vocabulary (incisor, canine, molar and pre-molar). They will now extend this further by looking at other animals and how their teeth and bone structure vary according to their specific diets (carnivore, herbivore, omnivore).	<u>Animals including Humans</u> <u>LI: To understand what happens to our food when we eat it.</u> Pupils will extend their knowledge to explore the rest of the digestive process from the time food enters the mouth. As some of this concept is quite abstract, time will need to be taken to ensure pupils understand the terminology associated with each phase of the process.	<u>Animals Including Humans</u> <u>LI: To consider if models can help us to understand human processes.</u> This session acts as a second part to complement what has already been learned about the digestive system. To secure this knowledge, pupils will use and apply their conceptual understanding to create their own working models	<u>Animals Including Humans</u> <u>LI: To understand why food chains are important.</u> Using what pupils now know about digestion and the diets of different animal groups, they will learn about the role of food chains and see how omnivores, carnivores and herbivores fit into this process.

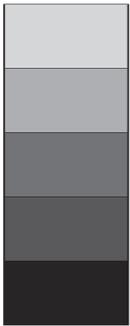


<p>HISTORY</p>	<p><u>Roman Empire and its impact on Britain</u></p> <p><u>LI:</u> To understand the impact of the introduction of road system in Roman Britain.</p> <p>Research about introduction of Roman roads. Mapwork activity to locate key roads in Roman Britain.</p>	<p><u>Roman Empire and its impact on Britain</u></p> <p><u>LI:</u> To understand what Roman baths were and how they were used.</p> <p>Research on Roman baths Recording facts and research. Presenting information about the different rooms in the bathhouse.</p>	<p><u>Roman Empire and its impact on Britain</u></p> <p><u>LI:</u> To identify and describe key features of Roman Villas</p> <p>Research task on Roman villas. Using information to label and describe a Roman villa.</p>	<p>Year 4 trip to Dover Museum Roman Britain workshops</p>	<p><u>Roman Empire and its impact on Britain</u></p> <p><u>LI:</u> To understand the Roman's impact on Britain.</p> <p>Group research task- chn will work in groups to complete research on a specific aspect of 'What the Romans did for us!' Each group presents information to class.</p>	<p><u>Roman Empire and its impact on Britain</u></p> <p><u>LI:</u> To evaluate my understanding of the Roman's impact on Britain.</p> <p>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.</p>
<p>GEOGRAPHY</p>		<p><u>LI:</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>LI:</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>			
<p>COMPUTING</p>	<p><u>Animating an Object</u></p> <p><u>LI:</u> To learn how animations are created by hand.</p> <p>Children will learn how to put together a simple animation using paper to create a flick book and understand what animation frames are.</p>	<p><u>Animating an Object</u></p> <p><u>LI:</u> To use animation skills to create an object.</p> <p>Children will create their own paper flick books using their learning from the previous week. Children will also use their previous learning to complete research about Roman baths.</p>	<p><u>2Animate Tools</u></p> <p><u>LI:</u> To learn about Onion Skinning in animation and to add backgrounds.</p> <p>Children will learn about the Onion Skinning tool to create animated images. They will also add backgrounds and sounds to make more complex and imaginative animations.</p>	<p><u>2Animate Tools</u></p> <p><u>LI:</u> To use 2Animate and Onion Skinning tool to create animations.</p> <p>Children will use 2Animate to create their own animations that contain backgrounds and sounds. Children will also use their previous learning to complete research about Roman Britain using swiggle.</p>	<p><u>Stop Motion Animation</u></p> <p><u>LI:</u> To learn about 'stop motion' animation.</p> <p>Children will learn about 'stop motion' animation and how it is created. They will use ideas from existing stop motion films to recreate their own animation and then share these with their peers and provide feedback to each other.</p>	<p><u>Stop Motion Animation</u></p> <p><u>LI:</u> To learn about 'stop motion' animation.</p> <p>Children will create their own stop motion animations.</p>
<p>PSHCE</p>	<p><u>Economic Well-being</u></p> <p><u>LI:</u> To begin to understand what makes something good value for money.</p> <p>Kapow Lesson 1</p>	<p><u>Economic Well-being</u></p> <p><u>LI:</u> To begin to understand the importance of keeping track of money.</p> <p>Kapow Lesson 2</p>	<p><u>Economic Well-being.</u></p> <p><u>LI:</u> To understand ways that money can be lost and how this makes people feel.</p> <p>Kapow Lesson 3</p>	<p><u>Economic Well-being</u></p> <p><u>LI:</u> To understand that people's decisions about their careers can be influenced by a variety of things.</p> <p>Kapow Lesson 4</p>	<p><u>Economic Well-being</u></p> <p><u>LI:</u> To understand that many people will have more than one job or career.</p> <p>Kapow Lesson 5</p>	<p><u>Economic Well-being</u></p> <p><u>L.I:</u> To identify and challenge stereotyping in the workplace.</p> <p>Kapow Lesson 6</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

_ To choose appropriate media to work with.

Children will learn about what sacred places are within religious communities and why they are important to believers. They will use the symbol for each faith, this will focus on:
Humanism
Christianity
Islam
Judaism

They will then consider what places are sacred to them, why and then link these ideas to plan and create a piece of art.

Places of worship



L1: To start to develop a painting from a drawing.

Children will be completing a piece of art for the Spirited Away Art Competition (linked to RE) based on the theme of 'Sacred Places'. They will begin by drawing and then use complimentary colours to paint their work. This will then be published within the school.

Places of worship



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

LOTG - Using Roman shields in army formation



Art led term

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

Design and make a 3D Roman shield.



Art led term

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.



Art led term

DESIGN TECHNOLOGY

Art led term



<p>MUSIC</p> <p>Refer to Music Express Scheme of work.</p>	<p><u>Singing</u></p> <p><u>LI:</u> To understand how to sing a range of songs with the range of octave (do-do).</p> <p>Children will learn what an octave is and learn the film song 'Hakuna Matata' from the Lion King.</p> 	<p><u>Singing</u></p> <p><u>LI:</u> To learn about the crescendo pitch and link it to singing skills.</p> <p>Children will learn what the crescendo pitch is and link it to the film song 'Hakuna Matata' from the Lion King.</p> 	<p><u>Singing</u></p> <p><u>LI:</u> To learn about the decrescendo pitch and link it to singing skills.</p> <p>Children will learn what the decrescendo pitch is and link it to the film song 'Hakuna Matata' from the Lion King.</p> 	<p><u>Composing</u></p> <p><u>LI:</u> To understand what pentatonic phrases are within music.</p> <p>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.</p> 	<p><u>Composing</u></p> <p><u>LI:</u> To understand what note values are and how to use them.</p> <p>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.</p> 	<p><u>Music Express-Sounds</u></p> <p><u>LI:</u> To perform a rhythmic melody.</p> <p>Children will use a range of instruments and what they have learnt during the term to perform the 'Hakuna Matata' from the Lion King.</p> 
<p>PE</p>	<p>Rugby / Hockey</p>	<p>Rugby / Hockey</p>	<p>Rugby / Hockey</p>	<p>Rugby / Hockey</p>	<p>Rugby / Hockey</p>	<p>Rugby / Hockey</p>
<p>RE</p>	<p><u>Why is Jesus inspiring to some people?</u></p> <p><u>LI:</u> To understand what is inspiration and who is inspiring.</p> <p>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.</p>	<p><u>Why is Jesus inspiring to some people?</u></p> <p><u>LI:</u> To know about Jesus' life and why he was inspiring to Christians.</p> <p>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.</p>	<p><u>Why is Jesus inspiring to some people?</u></p> <p><u>LI:</u> To understand how and why Jesus' actions were inspiring.</p> <p>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'.</p>	<p><u>Why is Jesus inspiring to some people?</u></p> <p><u>LI:</u> To know about Jesus as the teacher.</p> <p>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.</p>	<p><u>Why is Jesus inspiring to some people?</u></p> <p><u>LI:</u> To understand how and why Jesus' teachings were inspiring.</p> <p>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.</p>	<p><u>Why is Jesus inspiring to some people?</u></p> <p><u>LI:</u> To understand who Jesus was and why he is important to Christians.</p> <p>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.</p>
<p>PMFL</p>	<p><u>Salut Unit C At School</u></p> <p><u>LI:</u> To use the correct vocabulary and phrases to describe how you go to school.</p>	<p><u>Salut Unit C At School</u></p> <p><u>LI:</u> To use the correct vocabulary and phrases to describe rooms in a school.</p>	<p><u>Salut Unit C At School</u></p> <p><u>LI:</u> To use the correct vocabulary and phrases to describe what is in your pencil case.</p>	<p><u>Salut Unit C At School</u></p> <p><u>LI:</u> To use the correct vocabulary and phrases to describe what the time it is.</p>	<p><u>Salut Unit C At School</u></p> <p><u>LI:</u> To use the correct vocabulary and phrases to name school subjects.</p>	<p><u>Salut Unit C At School</u></p> <p><u>LI:</u> To use the correct vocabulary and phrases to describe the magic bag.</p>