



Year 4 – Summer Medium Term Plan
Topic: Rampaging Romans

Jobs, key dates etc. for the term

- VE Day
- Cultural Diversity Day
- Soccer Aid
- National Numeracy Day
- World Music Day
- Refugee Week
- Multiplication Tables Check
- SEN-D reviews
- Subject Scrutinies
- Reports for parents
- Transition

English (Reading)

Focus:

From Reading Guide (content domain):

- **Summer 1:** 2g Authorial Intent; 2h Comparing and Analysing; 2d Inferring and Analysing
- **Summer 2:** 2a Vocabulary; 2b Retrieving and Clarifying; 2d Inferring and Analysing; 2b Retrieving and Clarifying

The following objectives are taken directly from the National Curriculum and will be covered throughout guided reading lessons and whole class guided reading lessons.

TLC: Can I maintain positive attitudes to reading and understanding of what I read by:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks?
- Reading books that are structured in different ways and reading for a range of purposes?
- Being familiar with a wide range of books, and know the difference between fairy tales, myths and legends (retelling some of these orally)?
- Identifying and discussing themes and conventions in a wide range of books?
- Recognising different forms of poetry?
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action?
- Discussing and recording words and phrases that capture the reader's interest and imagination?

English (Writing and Grammar)

Focus:

Handwriting

TLC: Can I understand which letters, when adjacent to one another, are best left unjoined?

TLC: Can I increase the legibility, consistency and quality of my handwriting?

Grammar and Writing

Summer 1 – Talk4Writing (Recount)

- Cold Task – Diary of a Roman Soldier
- Imitate – Diary of an Ancient Egyptian Pharaoh
- Innovate – Diary of a Roman Emperor
- Independent - Diary of a Roman Soldier (Assessed piece)

TLC: Can I create a diary entry? (Recount Cold Task) – Hook: Trip to Roman Lincoln

TLC: Can I imitate a diary entry?

TLC: Can I recall a diary entry?

TLC: Can I innovate a diary entry?

TLC: Can I create a diary entry? (Hot Task)

Summer 2 – Talk4Writing (Defeating the Enemy)

- Cold Task – Roman myth
- Imitate – The myth of Romulus and Remus
- Innovate – A Roman myth using Roman Gods and Goddesses



<p>TLC: Can I understand what I have read by:</p> <ul style="list-style-type: none"> ● Checking that the text makes sense, discussing my understanding and explaining the meaning of words in context? ● Asking questions to improve my understanding? ● Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying these with evidence, commenting on what I have read? ● Predicting what might happen from details stated and deduced information? ● Identifying main ideas and commenting on the theme of a text, drawn from more than one paragraph and summarising these? ● Identifying how language, organisational features and text type features contribute to meaning? ● Retrieving and recording information from non-fiction? ● Participating in discussion about books that are read to me and those I can read for myself, taking turns and listening to what others say by making connections between similar texts, using prior knowledge and experience by raising queries about the text? 	<ul style="list-style-type: none"> ● Independent – Roman myth (Assessed piece) <p>TLC: Can I create a 'Defeating the Enemy' story? (Cold Task) – Hook: Reenacting a roman siege</p> <p>TLC: Can I imitate a 'Defeating the Enemy' story?</p> <p>TLC: Can I recall a 'Defeating the Enemy' story?</p> <p>TLC: Can I innovate a 'Defeating the Enemy' story?</p> <p>TLC: Can I create a 'Defeating the Enemy' story? (Hot Task)</p> <ul style="list-style-type: none"> ● In non-narrative material, use organisational devices appropriate to the text type. ● Evaluate and edit by assessing the effectiveness of own and others' writing and suggesting improvements. ● Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency. ● Proof-read for spelling and punctuation errors. ● Read aloud own writing to group/class using appropriate intonation, tone and volume so meaning is clear. <p>Spelling:</p> <p>TLC: Can I spell using:</p> <ul style="list-style-type: none"> ● Further prefixes and suffixes and understand how to add them to root words? ● Further homophones and words that are often misspelt? ● Words from the Y3/4 statutory word lists? 	
<p><u>Maths</u></p> <p>Summer 1 <u>Focus: Fractions (Units 8)</u> Cold Task – Fractions TLC: Can I count up and down in 100ths? TLC: Can I recognise 10ths and 100ths? TLC: Can I identify and show common equivalent fractions? TLC: Can I add fractions with the same denominator? TLC: Can I subtract fractions with the same denominator? TLC: Can I recognise and write decimal equivalents to fractions involving tenths and hundredths? TLC: Can I recognise and write decimal equivalents to fractions involving quarters and halves? TLC: Can I divide a one or two digit number by 10? TLC: Can I divide a one or two digit number by 100? TLC: Can I round decimals with 1 dp to the nearest whole number? TLC: Can I compare numbers with up to 2 dp? TLC: Can I solve problems involving fractions?</p>	<p><u>Maths</u></p> <p>Summer 2 <u>Focus: Number and Place Value (Unit 1)</u> TLC: Can I read Roman numerals to 100?</p> <p><u>Focus: Geometry (Units 15 & 16)</u> Cold Task – Geometry TLC: Can I compare and classify quadrilateral shapes? TLC: Can I compare and classify triangles? TLC: Can I identify acute and obtuse angles? (Angle family) TLC: Can I compare and order angles up to 180°? TLC: Can I identify lines of symmetry in 2D shapes? TLC: Can I complete a simple symmetrical figure? TLC: Can I describe positions on a 2D grid as coordinates? TLC: Can I describe translation movement? TLC: Can I plot points to complete a polygon? Hot Task – Geometry</p>	<p><u>Art</u></p> <p>Summer 1 <u>Focus: Printing</u> TLC: Can I make precise repeating patterns? TLC: Can I evaluate patterns in natural environments? TLC: Can I replicate patterns observed in natural environments? TLC: Can I evaluate patterns in built environments? TLC: Can I replicate patterns observed in built environments?</p>



<p>Hot Task – Fractions</p> <p>Focus: Measurement (Units 12 and 13)</p> <p>Cold Task – Measurement</p> <p>TLC: Can I tell the time in analogue? (Y1-3 recap)</p> <p>TLC: Can I tell the time in digital? (Y1-3 recap)</p> <p>TLC: Can I read and write time involving analogue and digital clocks?</p> <p>TLC: Can I convert time between analogue and digital?</p> <p>TLC: Can I solve problems involving time?</p> <p>TLC: Can I understand different measures of money, including pounds and pence? (Y1-3 recap)</p> <p>TLC: Can I calculate different measures of money?</p> <p>TLC: Can I compare different measures of money?</p> <p>TLC: Can I estimate different measures of money?</p> <p>Hot Task – Measurement</p>	<p>Focus: Statistics (Units 14)</p> <p>Cold Task – Statistics</p> <p>TLC: Can I interpret data using bar charts?</p> <p>TLC: Can I present data using bar charts?</p> <p>TLC: Can I interpret data using time graphs?</p> <p>TLC: Can I present data using time graphs?</p> <p>TLC: Can I solve problems involving bar and time graphs?</p> <p>TLC: Can I solve problems involving pictograms and tables?</p> <p>Hot Task – Statistics</p>	
<p>Maths</p> <p>Focus: Additional Maths Teaching</p> <p>Daily:</p> <ul style="list-style-type: none">● Counting● Learn Its – times tables <p>Weekly:</p> <ul style="list-style-type: none">● Times tables carousel lesson● Arithmetic test● Times Tables grids test <p>History:</p> <p>TLC: Can I place the Roman Empire on a world history timeline? (Reading and ordering dates)</p>		



History

Focus: How did the Roman Empire impact Britain?

Hook - Trip to Roman Lincoln

TLC: Can I place the Roman Empire on a world history timeline?

TLC: Can I understand what makes an empire?

TLC: Can I identify the countries of the Roman Empire on a world map?

TLC: Can I identify the countries of the British Empire on a world map?

TLC: Can I compare the Roman Empire to the British Empire?

TLC: Can I understand what a hierarchy is? (School, Britain, Egyptian)

TLC: Can I understand the hierarchy of the Roman Empire?

TLC: Can I compare the hierarchies of two different civilisations? (Egyptians, Roman)

TLC: Can I understand the life of a Roman soldier?

TLC: Can I understand what it was like to be a Roman soldier?

TLC: Can I understand how the Roman Empire grew so quickly?

TLC: Can I identify how the Roman empire affected Britain at its peak?

TLC: Can I construct Hadrian's wall?

TLC: Can I locate Hadrian's Wall on a UK map and understand its significance?

TLC: Can I understand what led to the fall of the Roman Empire in Britain?

Focus: What legacy did the Romans leave us with? (Including Local History)

TLC: Can I understand the lasting impact the Roman empire's fall had on Britain?

TLC: Can I understand the influence Roman culture has had on the culture in Britain today?

TLC: Can I understand the influence Roman culture has had on Lincolnshire?

TLC: Can I identify what Roman remains are still visible in Lincolnshire?

Music

Focus: Composer of the Month

Summer 1

TLC: Can I listen and respond to a piece of music? (Aaron Copland – rhythms focus)

TLC: Can I listen and respond to a piece of music? (Ludwig Van Beethoven - motifs focus)

Summer 2

TLC: Can I listen and respond to a piece of music? (Heitor Villa-Lobos - Brazillian sound focus)

Focus: Reflect, Rewind and Replay (Charanga)

TLC: Can I listen to and appraise a piece of music?

TLC: Can I prepare and perform a song that I have previously learnt?

Geography

Focus: Roman Empire

TLC: Can I identify the countries of the Roman Empire on a world map?

TLC: Can I identify the countries of the British Empire on a world map?

TLC: Can I locate Hadrian's Wall on a UK map?



RE

Focus: 4.3 Our world

- TLC: Can I explore beliefs on how the universe began? (Christian and Muslim)
- TLC: Can I explore beliefs on how the universe began? (Sikhism)
- TLC: Can I compare different faith beliefs about how the universe began?
- TLC: Can I recognise how faith members should care for the Earth? (Christian)
- TLC: Can I recognise how faith members should care for the Earth? (Muslim)
- TLC: Can I recognise how faith members should care for the Earth? (Sikh)
- TLC: Can I give reasons why people of faith have awe and wonder about the World?
- TLC: Can I share a sense of awe and wonder?
- TLC: Can I demonstrate my understanding of stewardship?

French

Focus:

Summer 1 – The Classroom

- TLC: Can I match 5 pictures of classroom objects to their words?
- TLC: Can I identify which words are masculine and feminine?
- TLC: Can I recall classroom objects and use the correct gender?
- TLC: Can I recall and spell classroom object vocabulary?
- TLC: Can I identify the objects I have and do not have in my pencil case?
- TLC: Can I follow classroom commands?
- TLC: Can I write sentences about what I do or do not have in my pencil case?

Summer 2 – Goldilocks

- TLC: Can I use picture cards to sequence a story correctly?
- TLC: Can I recall words that match the pictures?
- TLC: Can I sequence a story using phrase cards?
- TLC: Can I use French phrases to retell a story?
- TLC: Can I create my own story board in French?
- TLC: Can I create a French mini book based on Goldilocks?

Science

Focus: Sound

- TLC: Can I identify and understand how sound is made?
- TLC: Can I recognise how sound travels?
- TLC: Can I understand how different pitches are produced by objects?
- TLC: Can I understand the link between vibration and sound?
- TLC: Can I understand the link between volume and distance?

Use of Explorify/STEM activities throughout.



<p>Jigsaw/ PSHCE</p> <p>Focus: Relationships (4.5) Summer 1 TLC: Can I recognise situations which can cause jealousy in relationships? TLC: Can I identify someone I love and express why they are special to me? TLC: Can I talk about someone I know but no longer see? TLC: Can I recognise how to effectively deal with changes in friendships? TLC: Can I understand what having a boy/girlfriend might mean and that it is a special relationship for when I am older? TLC: Can I show appreciation and love for the people and animals who are special to me? TLC: Can I identify feelings associated with jealousy? TLC: Can I identify how most people feel when they lose someone or something they love? TLC: Can I understand that we are able to remember people even if we no longer see them? TLC: Can I understand how to stand up for myself and know how to negotiate/compromise? TLC: Can I understand that there is no need to feel pressured into having a boy/girlfriend? TLC: Can I love and be loved?</p> <p>Focus: Changing me (4.6) Summer 2 TLC: Can I understand how some of my characteristics have come from my birth parents? TLC: Can I correctly label the reproductive system on a male and female body? TLC: Can I describe how a girl's body changes during puberty? TLC: Can I recognise and understand changes in other people? TLC: Can I identify different changes that I am unable to control?</p> <p>TLC: Can I appreciate that I am a truly unique human being? TLC: Can I understand that having a baby is a personal choice?</p>	<p>Enrichment</p> <p>Class story for the end of the day: A Roman Adventure (The Histronauts)</p> <p>Curriculum days/ events:</p> <ul style="list-style-type: none"> • VE Day • Cultural Diversity Day • Soccer Aid • National Numeracy Day • World Music Day • Refugee Week <p>Design and Technology</p> <p>Enterprise - Dendrite TLC: Can I understand how gliders fly?(science) TLC: Can I research and plan the design of a glider? TLC: Can I design and develop a glider? TLC: Can I create and evaluate a glider?</p> <p>Mechanisms TLC: Can I plan a Roman siege weapon? TLC: Can I create and evaluate a Roman siege weapon?</p>	<p>PE</p> <ul style="list-style-type: none"> • Golden Mile • Go Noodle/BBC Supermovers <p>Focus: Football and sports day practice (athletics) Summer 1 TLC: Can I identify when to use small and large touches when dribbling the ball? TLC: Can I demonstrate good awareness of other players when dribbling and pass the ball whilst travelling? TLC: Can I complete quick turns using one touch? TLC: Can I control the ball with both feet? TLC: Can I show good changes of speed and direction when dribbling the ball? TLC: Can I create and apply strategies and tactics within a small sided game?</p> <p>Focus: Swimming and paralympics. Summer 2 Swimming TLC: Can I swim competently, confidently and proficiently over a distance of at least 25 metres TLC: Can I use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] TLC: Can I perform safe self-rescue in different water-based situations</p> <p>Paralympics TLC: Can I recognise that everyone is different? TLC: Can I demonstrate respect and fair play? TLC: Can I highlight positive impacts through the achievement of others? TLC: Can I gain respect for differing sporting abilities and strategies? TLC: Can I understand determination and what it looks like? TLC: Can I understand discrimination and the effects it has on people? TLC: Can I recognise physical and mental barriers to achieving goals and how these can be overcome?</p>
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TLC: Can I start to understand the physical and emotional changes I will go through during puberty?
TLC: Can I talk about changes that I can make to benefit me?
TLC: Can I discuss my fears and concerns about changes that are out of my control?
TLC: Can I discuss the changes I would like to make in the next year?

Computing

Summer 1 Focus: Logo (Unit 4.5)

TLC: Can I learn the structure of the language of Logo ?
TLC: Can I use Logo to create shapes and letters?
TLC: Can I create a set of instructions using LOfgo?

Summer 1 Focus: Spreadsheets (Unit 4.3)

TLC: Can I create spreadsheets using different formulas?
TLC: Can I use my spreadsheet to convert measurements?
TLC: Can I use a spreadsheet to model a real-life situation and come up with solutions?