



Year 4 – Summer Medium Term Plan
Topic: Rampaging Romans



| <u>Jobs for the Term</u> | <u>Key Dates/Events</u> | <u>Further Enrichment</u> |
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| <ul style="list-style-type: none"> ● Curriculum booklet for parents ● Performance management completed ● Pupil progress meeting ● Subject scrutinies ● Forward planning meetings ● Summer 2 OTrack assessment ● Summer 2 classtrack assessment ● Reports for parents ● Transition and transition meetings ● EAL and PP documents completed | <ul style="list-style-type: none"> ● World Art Day ● Earth Day ● Mental Health Awareness Week ● National Numeracy Day ● World Day for Cultural Diversity for Dialogue and Development ● Post 1066 Study Day ● Queen Platinum Jubilee ● Refugee Week ● Make Music Day ● Bastille Day ● Sports Day ● Transition ● Multiplication Assessment ● The Grange has Talent | <ul style="list-style-type: none"> ● Entry point - Trip to Lincoln ● Exit point - Roman war reenactment. ● Class Story - Roman Invasion - My Story ● Homework ● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers ● Science - Explorify ● Pedestrian Skills |
| <u>English (Reading)</u> | <u>English (Spoken Language)</u> | <u>English (Grammar and Phonics)</u> |
| <p><u>Focus:</u></p> <p>The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p>TLC: Can I listen to & discuss a wide range of fiction, poetry, plays, non-fiction & reference or text books?</p> <p>TLC: Can I understand which books to choose for specific purposes?</p> <p>TLC: Can I familiar with a wide range of books and know the difference between fairy stories, myths and legends?</p> <p>TLC: Can I check that the text makes sense to me by discussing my understanding and explaining the meaning of words in context?</p> | <p><u>Spoken Language skills embedded across all subjects</u></p> <ul style="list-style-type: none"> ● Kagan strategies ● Echo reading ● Deeper questioning ● Guided Reading ● Imitate ● 80:20 rule ● Preparing and reading playscripts ● Discussion points <p>The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout english lessons and across the curriculum:</p> | <p><u>Focus:</u></p> <p><u>Grammar - Summer 1</u></p> <p>TLC: Can I punctuate and use direct speech?</p> <p>TLC: Can I evaluate my peers' writing?</p> <p><u>Grammar - Summer 2</u></p> <p>TLC: Can I understand the difference between plural and possessive 's'?</p> <p>TLC: Can I identify and use apostrophes for plural possession?</p> <p><u>Spelling</u></p> <p>List coverage:</p> <p>TLC: Can I spell words spelt with the 'k' sound spelt -que endings? (List 26)</p> |



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| <p>TLC: Can I retrieve and record information from non-fiction texts?</p> | <p>TLC: Can I talk and listen confidently in a wide range of contexts? TLC: Can I show understanding of the main points and significant details in a discussion? TLC: Can I clearly read my work aloud using the correct tone and intonation? (Jane Considine units)</p> | <p>TLC: Can I spell words with the prefixes il-/im/ir? (27) (Year 3 revision) TLC: Can I spell homophones and near homophones? (28-30) TLC: Can I spell words with the prefixes un-, dis-, mis-, and re- words? (31) (Year 3 revision) TLC: Can I spell words with the /s/ sound spelt sc? (32) TLC: Can I spell words with the ending ence? (33) (Taught in Y5 & 6) TLC: Can I spell words from the statutory 3/4 spelling list? (34)</p> |
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English (Writing) - Summer 1

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| <p><u>Focus: Narrative - Aladdin and the Enchanted Lamp (fantasy)</u></p> <p><u>Handwriting</u> TLC: Can I form lower case letters to the correct size relative to one another? TLC: Can I write capital letters and digits to the correct size/orientation/relationship to one another and to lower case letters? TLC: Can I use spacing between words that reflects the size of the letters? TLC: Can I start to use some of the horizontal and diagonal strokes needed to join letters? TLC: Can I identify which letters are best left unjoined?</p> | <p><u>Additional composition/grammar/spelling taught through JC Units</u></p> <ul style="list-style-type: none"> ● Adverbs (SS 1, 5) ● Alliteration (SS 1, 4) ● Similes (SS 1, 5) ● Prepositions (SS 2) ● Questions (SS 2) ● Singular apostrophes (SS 3) ● Plural apostrophes (SS 3) ● Direct speech/dialogue (SS 4,6& 7) ● Verbs (SS 4 &5) ● Personification (SS 7) | <p><u>Composition (Planning and Composition and editing) All SS Lessons</u> TLC: Can I identify the features of a narrative? TLC: Can I discuss and record ideas? TLC: Can I write by composing and rehearsing sentences orally? TLC: Can I use a rich and varied vocabulary? TLC: Can I use a range of sentence structures? TLC: Can I evaluate and edit my own work? TLC: Can I proofread for spelling and punctuation errors? TLC: Can I make suggestions to improve my peer's writing? TLC: Can I clearly read my work aloud using the correct tone and intonation?</p> <p><u>Independent Writing</u> TLC: Can I discuss and record my ideas before writing? (Planning) TLC: Can I create a clear structure for settings, characters and plot? TLC: Can I plan and write in clearly structured paragraphs?</p> |
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TLC: Can I create a narrative?

English (Writing) - Summer 2

Focus: Narrative - The Wizards of Once (Newspaper report)

Handwriting

TLC: Can I form lower case letters to the correct size relative to one another?

TLC: Can I write capital letters and digits to the correct size/orientation/relationship to one another and to lower case letters?

TLC: Can I use spacing between words that reflects the size of the letters?

TLC: Can I start to use some of the horizontal and diagonal strokes needed to join letters?

TLC: Can I identify which letters are best left unjoined?

Additional composition/grammar/spelling taught through JC Units

- Headline (pun) (SS1)
- Strapline (alliteration) (SS1)
- Photo caption (SS1)
- 5W questions (SS2)
- Precise verbs (SS2)
- Simile (SS3)
- Expanded Noun Phrase (SS3)
- Prepositional (SS4)
- phrase Quote (direct speech) (SS4, 6 & 7)
- Adverbs (SS5)
- Alliteration (SS5)
- Subordinate conjunction (SS5)
- Time adverbials (SS7)

Composition (Planning and Composition and editing)

TLC: Can I identify the features of a newspaper report?

TLC: Can I discuss and record ideas?

TLC: Can I write by composing and rehearsing sentences orally?

TLC: Can I use a rich and varied vocabulary?

TLC: Can I use a range of sentence structures?

TLC: Can I evaluate and edit my own work?

TLC: Can I proofread for spelling and punctuation errors?

TLC: Can I make suggestions to improve my peer's writing?

TLC: Can I clearly read my work aloud using the correct tone and intonation?

Independent Writing

TLC: Can I discuss and record my ideas before writing? (Planning)

TLC: Can I use simple organisational devices?

TLC: Can I plan and write in clearly structured paragraphs?

TLC: Can I create a newspaper report?

Maths

Focus:

1 Decimals

TLC: Can I identify number bonds upto 100?

TLC: Can I make a whole?

TLC: Can I write decimals?

TLC: Can I compare decimals?

TLC: Can I order decimals?

TLC: Can I round decimals?

Focus:

2 Measurement: Money

TLC: Can I understand pounds and pence?

TLC: Can I order money?

TLC: Can I estimate amounts (money)?

TLC: Can I convert pounds and pence?

TLC: Can I add and subtract money?

TLC: Can I find the correct change?

Focus:

Additional Maths Teaching

Daily:

- Counting
- Learn Its
- Arithmetic practise



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| <p>TLC: Can I identify the decimal equivalent of halves and quarters?</p> <p><u>3 Measurement: Time</u></p> <p>TLC: Can I tell the time? (quarter to and past)</p> <p>TLC: Can I tell the time? (ten to and ten past)</p> <p>TLC: Can I tell the time to 5 minutes?</p> <p>TLC: Can I tell the time to the minute?</p> <p>TLC: Can I use a.m. and p.m.?</p> <p>TLC: Can I understand a 24 hour clock?</p> <p>TLC: Can I understand and convert hours, minutes and seconds?</p> <p>TLC: Can I convert analogue to digital? (12 hr)</p> <p>TLC: Can I convert analogue to digital? (24 hr)</p> <p><u>4 Statistics</u></p> <p>TLC: Can I interpret charts?</p> <p>TLC: Can I understand comparison, sum and difference?</p> <p>TLC: Can I interpret line graphs?</p> <p>TLC: Can I create line graphs?</p> | <p>TLC: Can I solve problems involving money?</p> <p><u>5 Geometry - Properties of shape</u></p> <p>TLC: Can I understand turns and angles?</p> <p>TLC: Can I identify right angles in shapes?</p> <p>TLC: Can I compare angles?</p> <p>TLC: Can I identify angles?</p> <p>TLC: Can I compare and order angles?</p> <p>TLC: Can I identify and classify triangles?</p> <p>TLC: Can I identify the properties of quadrilaterals?</p> <p>TLC: Can I identify lines of symmetry?</p> <p>TLC: Can I complete a symmetric figure?</p> <p><u>6 Geometry - Position and direction</u></p> <p>TLC: Can I describe position?</p> <p>TLC: Can I use coordinates on a grid?</p> <p>TLC: Can I use coordinates to move on a grid?</p> <p>TLC: Can I describe movement on a grid?</p> | <p>Weekly:</p> <ul style="list-style-type: none"> • Times tables carousel lesson • Arithmetic test • Times Tables grids/written questions test • Rapid recall boards/fact family Problem of the Week |
| <u>Art</u> | <u>Computing</u> | <u>Design and Technology, Cooking and Nutrition, Enterprise including STEM</u> |
| <p><u>Focus:</u></p> <p><u>Collage</u></p> <p>TLC: Can I select and arrange materials for a striking effect?</p> <p>TLC: Can I ensure work is precise?</p> <p>TLC: Can I Identify, name and use tessellation techniques?</p> <p>TLC: Can I Identify, name and use montage techniques?</p> <p><u>Sculpture</u></p> | <p><u>Focus:</u></p> <p><u>LOGO</u></p> <p>TLC: Can I learn and use common commands ?</p> <p>TLC: Can I use sequence, selection and repetition in programs.?</p> <p><u>Making Music</u></p> <p>TLC: Can I experiment with pitch, rhythm and melody to compose a piece of electronic music?</p> | <p><u>Focus: Mechanisms</u></p> <p><u>STEM</u> - Build a catapult (DT and maths)</p> <p>TLC: Can I research existing products with levers?</p> <p>TLC: Can I select and use appropriate materials?</p> <p>TLC: Can I create a product which uses levers?</p> <p>TLC: Can I evaluate and make changes to my product?</p> |



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| <p>TLC: Can I plan a sculpture using a labeled sketch ? TLC: Can I create a sculpture using a range of different and malleable materials? TLC: Can I include textures that convey feelings, expression or movement?</p> <p><u>Roman Art</u> TLC: Can I understand the importance of mosaics to the Romans?</p> | <p>TLC: Can I select and use software to accomplish given goals?</p> | |
| <p align="center">French (Languages)</p> | <p align="center">Geography</p> | <p align="center">History</p> |
| <p>Focus:</p> <p><u>Goldilocks and the Three bears</u> TLC: Can I use picture cards to sequence a story correctly?(L1) TLC: Can I recall words that match the pictures?(L2) TLC: Can I sequence a story using phrase cards?(L3) TLC: Can I use French phrases to retell a story?(L4) TLC: Can I create my own story board in French?(L5) TLC: Can I create a French mini book based on Goldilocks?(L6)</p> <p><u>LES Romans</u> TLC: Can I decode and break down language by looking out for cognates ? (words that are similar in French and English) (L1) TLC: Can I decipher and decode meaning?(L2) TLC: Can I correctly pronounce the name of some Roman Gods?(L3) TLC: Can I identify Roman Inventions written in French? (L4) TLC: Can I understand what a negative is in French? (L5) TLC: Can I consolidate the language I have learnt so far? (L6)</p> | <p>Focus:</p> <p><u>Physical:</u> TLC: Can I understand which countries made up the Roman Empire? (see history TLCs) TLC: Can I locate European countries on a map? (see history TLCs) TLC: Can I understand how Europe has changed over time? (see history TLCs) TLC: I can understand how some of the aspects of the geography of the UK have changed over time. (Roman ruins- Lincoln field trip)</p> <p><u>Human:</u> TLC: Can I identify where Roman settlements and roads were built in Britain? (see history TLCs)</p> <p><u>Map Work:</u> TLC: I can use the 8 points of a compass? TLC: Can I use 4 and 6 digit references on a map?</p> | <p>Focus:</p> <p><u>Romans</u></p> <p>Key Question: How did the Roman Empire impact Britain? <u>Auxiliary Question 1: How did the Roman Empire grow so quickly?</u> TLC: Can I identify the countries that made up the Roman Empire? TLC: Can I understand how early Rome grew to become the Roman Empire? TLC: Can I identify the different roles within the Roman army?</p> <p><u>Auxiliary Question 2: At the Roman Empire's peak, how did it affect Britain?</u> TLC: Can I understand how Britain resisted occupation? TLC: Can I identify the role of Queen Boudica during the Roman invasion? TLC: Can I understand how the Roman Empire maintained control over Britain?</p> <p><u>Auxiliary Question 3: What led to the fall of the Roman Empire in Britain?</u></p> |



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| | | <p>TLC: Can I identify what or who led to the fall of the Roman empire? <u>Romans - Legacy</u></p> <p>Key Question: What legacy did the Romans leave us with?</p> <p><u>Auxiliary Question 1: How did the Roman Empire's fall have a lasting impact on Britain?</u> TLC: Can I understand how the fall of the Roman empire affected Britain? (Anglo Saxons)</p> <p><u>Auxiliary Question 2: How has Roman culture influenced culture in the UK today?</u> TLC: Can I understand how Roman culture influenced Britain?</p> <p>Post 1066</p> <p><u>How have musical styles changed since 1900?</u> TLC: Can I identify musical styles that have been popular since 1900? TLC: Can I Compare Influential Musicians ? TLC: Can I create a history of music timeline? (1900 - 2020) TLC: Can I explain how musical styles have changed? (1900 - 2020) (end of unit assessment)</p> |
| <u>Music</u> | <u>Physical Education</u> | <u>Personal, Social and Health Education</u> |
| <p><u>Focus</u> <u>Glockenspiels stage 2</u> TLC: Can I play D,E and F accurately? TLC: Can I learn to sing and play a song? TLC: Can I learn to play in a duet? TLC: Can I learn to play a song rhythmically? TLC: Can I compose a piece of music and perform it on the glockenspiels?</p> | <p><u>Focus:</u> <u>Swimming (18th May - 14th July)</u> TLC: Can I swim competently, confidently and proficiently over a distance of at least 25 meters? TLC: Can I use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> | |



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| <p>Summer 1 TLC: Can I research life facts of J.S.Bach?</p> <p>Summer 2 TLC: Can I empathise with Beethoven’s tragedy of going deaf?</p> | <p>TLC: Can I perform safe self-rescue in different water-based situations?</p> | |
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PSHE - Summer 1

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| <p>Focus: <u>Relationships</u> a) PSHE b) Social and Emotional Development Learning</p> <p>Jigsaw Piece 1: a) TLC: Can I recognise situations which can cause jealousy in relationships? b) Can I identify feelings associated with jealousy and suggest strategies to problem-solve when this happens?</p> <p>Jigsaw Piece 2: a) TLC: Can I identify someone I love and can express why they are special to me? b) TLC: Can I understand how most people feel when they lose someone or something they love?</p> | <p>Jigsaw Piece 3: a) TLC: Can I talk about someone I know that I no longer see? b) TLC: Can I understand that we can remember people even if we no longer see them?</p> <p>Jigsaw Piece 4: a) TLC: Can I recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends? b) TLC: Can I understand how to stand up for myself and how to negotiate and compromise?</p> | <p>Jigsaw Piece 5: a) TLC: Can I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older? b) TLC: Can I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressured into having a boyfriend/ girlfriend?</p> <p>Jigsaw Piece 6: a) TLC: Can I understand how to show love and appreciation to the people and animals who are special to me? b) TLC: Can I love and be loved?</p> |
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PSHE- Summer 2

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| <p><u>Changing Me</u> a) PSHE b) Social and Emotional Development Learning</p> | <p>Jigsaw Piece 3: (covered in Big Talk) a) TLC: Can I describe how a girl’s body changes in order for her to be able to have babies when she is</p> | <p>Jigsaw Piece 5:</p> |
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| <p>Jigsaw Piece 1:</p> <ul style="list-style-type: none"> a) TLC: Can I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm? b) TLC: Can I appreciate that I am a truly unique human being? <p>Jigsaw Piece 2: (covered in Big Talk)</p> <ul style="list-style-type: none"> a) TLC: Can I correctly label the internal and external parts of male and female bodies that are necessary for making a baby? b) TLC: Can I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult? | <p>an adult, and that menstruation (having periods) is a natural part of this</p> <ul style="list-style-type: none"> b) TLC: Can I understand the strategies to help me cope with the physical and emotional changes I will experience during puberty? <p>Jigsaw Piece 4:</p> <ul style="list-style-type: none"> a) TLC: Can I know how the circle of change works and can apply it to changes I want to make in my life? b) TLC: Can I be confident enough to try to make changes when I think they will benefit me? | <ul style="list-style-type: none"> a) TLC: Can I identify changes that have been and may continue to be outside of my control that I learnt to accept? b) TLC: Can I express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively? <p>Jigsaw Piece 6:</p> <ul style="list-style-type: none"> a) Can I identify what I am looking forward to when I move to a new class? b) Can I reflect on the changes I would like to make next year and can describe how to go about this? |
| <u>Religious Education</u> | <u>Science including STEM</u> | |
| <p>Focus: <u>Pilgrimage</u></p> <p>TLC: Can I explain how the city of Jerusalem is a place of pilgrimage for Jews, Christians and Muslims?</p> <p>TLC: Can I understand the meaning of pilgrimage for Christians? (Use different denominations)</p> <p>TLC: Can I make connections between Canterbury Tales and the Christian way of life?</p> <p>TLC: Can I understand the meaning of pilgrimage and the festival of Kumbh Mela, for Hindus? (Spiritual)</p> <p>TLC: Can I identify the positive and negative impacts on the environment that pilgrimages have?</p> | <p>Focus: <u>Sound</u></p> <p>TLC: Can I recognise how vibrations from sounds travel to the ear?</p> <p>TLC: Can I record findings using drawings? (WS)</p> <p>TLC: Can I identify how sounds are made?</p> <p>TLC: Can I make links (find patterns) between the pitch of a sound and the object that made it?</p> <p>TLC: Can I find links (find patterns) between the volume of a sound and the vibrations that produced it?</p> <p>TLC: Can I record data to help answer question (WS - data loggers)</p> <p>TLC: Can I recognise that sounds get fainter as the distance between the sound source increases?</p> <p>TLC: Can I make careful observations?</p> | |



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