



Fairview Community Primary School
Medium Term Planner
At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect**, and **honesty** towards one another.

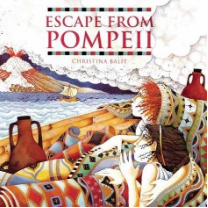
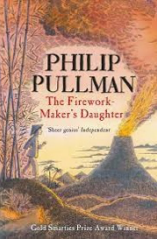
Year Group: 4
Terms: 3 & 4

Curriculum focus: History – Romans in Britain – Medway area for local then elsewhere for Near. Eventually look at whole empire in T4 for Far.


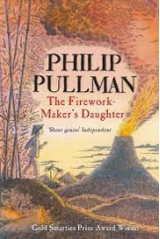
Critical Enquiry Question: What legacy did the Romans leave on Britain?

End of Unit Assessment Activity: Children produce a piece of writing which weighs up the different features the Romans left behind in Britain and if the Romans had a lasting effect on GB.

Wow moments:
Roman workshop on 25th January 2024
Roman Canterbury Museum trip on 18th, 19th and 21st March (Classes attending seperately)

Term 3						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English 	LI: To make inferences about the past. LI: To use verbs to describe.	LI: To use the present progressive form with -ing endings. LI: To write a setting description using prepositional phrases. LI: To make inferences about a character. LI: To identify the correct use of possessive apostrophe.	LI: To use the possessive apostrophe accurately. LI: To apply the possessive apostrophe. LI: To use empathy to write in role. LI: To use conditional sentences to give advice. LI: To make inferences about how a character's feelings have changed.	LI: To create vivid descriptive sentences. LI: To write a vivid description. Roman Workshop Day LI: To identify the features of a newspaper article.	LI: To ask and answer questions in role. LI: To punctuate direct speech. LI: To summarise main events. LI: To plan for writing. LI: To write a newspaper article.	LI: To write a newspaper article. LI: To write a newspaper article. LI: To edit writing for clarity. LI: To publish.
Reading 	Non-fiction text – Newspaper Article. Retrieval. Vocabulary and Inference for 3 lessons.	Fiction text – Firework Maker's Daughter Chapter 1 Retrieval. Vocabulary and Inference for 3 lessons. Inference from an image and PEE work.	Non-fiction text – Information text about Rivers (link to Year 3) Retrieval. Vocabulary and Inference for 3 lessons. Work on true or false technique	Fiction text – Firework Maker's Daughter Chapter 2 Retrieval. Vocabulary and Inference for 3 lessons.	Fiction text – Firework Maker's Daughter Chapter 3 Retrieval. Vocabulary and Inference for 3 lessons.	Non-fiction text – non-Chronological report on Sound Waves Retrieval. Vocabulary and Inference for 3 lessons.
Maths	<u>Multiplication and Division following the White Rose.</u> Arithmetic To understand factor pairs	<u>Multiplication and Division following the White Rose.</u> To use and apply factor pairs. To Multiply by 10 To Multiply by 100 To divide by 10 To divide by 100	<u>Multiplication and Division following the White Rose.</u> To use related division and multiplication facts Arithmetic Informal written methods for multiplication Multiply 2 digits by 1 digit Multiply 3 digits by 1 digit	<u>Multiplication and Division following the White Rose.</u> Divide 2 digit by 1 digit (part 1) Divide 2 digit by 1 digit (part 2) Divide 3 digit by 1 digit Division in formal short method	<u>Multiplication and Division following the White Rose.</u> Arithmetic Correspondence problems Efficient multiplication End of block assessment	<u>Length and Perimeter from White Rose</u> Measure in m and km Equivalent lengths Perimeter on a grid Perimeter of a rectangle
Science Sound	LI: To investigate how to make sounds.	LI: To identify how sounds travel from source to ear.	LI: To recognise that vibrations from sounds travel through a medium to the ear.	LI: To describe what happens to sound as it travels away from its source.	LI: To find patterns between the volume of a sound and the strength of the vibrations that produce it.	LI: To explore the link between pitch and the object producing the sound.
History 'What Legacy did the Romans	The Roman Empire in Great Britain: Introduce the Critical Question	Near and Far L.I. Use different sources to piece together understanding	Checkpoint Explain a key difference before and after the Romans arrived in Britain.	Lesson reflecting on Roman Workshop	L.I: To understand the reasons Claudius wanted to invade Britain.	CHECKPOINT What were the key differences between Caesar's and

leave on Britain?'	'What Legacy did the Romans leave on Britain?' LI: To recall what I know already To recall what I would like to find out LI: To be able to place periods of history studied so far on a timeline of Britain from Stone Age to modern day.	about key events or periods of time in history. This lesson will focus on Britain before the Romans arrived and how it was different afterwards – Canterbury focus.	LI: To understand the reasons Caesar failed to conquer Britain. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.		Research and find answers to specific historical questions.	Claudius' invasions of Britain and why was one successful when the other failed? LI: To understand the British resistance to Roman invasion- Who lead the Iceni tribe against the Romans? I can recall, select and organise historical information and use a range of media to present my understanding.
Art	LI: To improve the drawing of parts of the face	LI: To explore famous portraits	LI: To sketch my self portrait	LI: To mix colours to discover my skin colour and hair colour	LI: To add layers of detail to my portrait.	LI: To evaluate my portriat.
Music	LI: to sing with gradual dynamic graduations, including crescendo and decrescendo LI: to listen to music with gradual dynamic graduations, and identify these LI: to compose music on the ukulele / keyboard strumming and plucking, legato and staccato LI: follow and perform simple rhythmic notation to a steady beat					
Computing Coding PurpleMash	Preliminary Lesson Internet Safety LI: To understand the concept of 'Freedom of Expression' online <u>PurpleMash Coding- Crash Course</u> Intro to Coding: Objects, Actions and Events LI: To explain what coding is. <ul style="list-style-type: none"> Children know that for the computer to make something happen, it needs to follow clear instructions. Children can create a program using event, object and action code blocks. Children can explain what events, objects and actions do in a program. 	<u>PurpleMash Coding- Crash Course</u> LI: To be able to explain that an algorithm is a set of instructions. <ul style="list-style-type: none"> Children can describe the algorithms they created. Children can explain that for the computer to make something happen, it needs to follow clear instructions 	<u>PurpleMash Coding- Crash Course</u> LI: To understand how to create a computer program that includes different object types. <ul style="list-style-type: none"> Children can create a computer program that includes a button object. Children can modify the properties of an object and a button to fit their program design. Children can explain what a button does in their program 	<u>PurpleMash Coding- Crash course</u> Using Timers LI: To create a program that uses a timer- after command. <ul style="list-style-type: none"> Children can create a program that uses a timer-every command. 	<u>PurpleMash Coding- Crash course</u> Using If and IF else statements LI: To create a program that includes an IF and IF/ ELSE statement. <ul style="list-style-type: none"> Children can interpret a flowchart that depicts an IF and an IF/ ELSE statement. 	<u>PurpleMash Coding- Crash Course</u> LI: To explain what a variable is in programming. <ul style="list-style-type: none"> Children can create and use variables when programming.
RE	Key question: How important is it for Jewsih people to do what God asks them to do? LI: To explore our favourite foods and what meals we eat for special occassions.	LI: To explore the rules that Jewish people have about food	LI: To explore the story of Passover	LI: To explore the sedar plate and what each element symbolises.	LI: To evaluate rules Jewish people have and consider why they follow them.	Li: To consider what rules are important to me and why I follow them. Assessment
PSHE	LI. To know and understand what a goal is.	LI/ To understand the concept of broken dreams.	LI To understand how to overcome disappointment	LI To understand how to make new dreams/goals	LI To understand how to achieve a goal working as part of a team	LI To be able to recognise acheivement
PE	Multi Skills and Table Tennis					

Term 4						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English 	LI: To use abstract nouns. LI: To use the features of instructions. LI: To create expanded noun phrases to describe. SPaG – possessive pronouns	LI: To use sentence types to create an advertisement. LI: To use conjunctions to write a letter of advice. LI: To use inferences to identify a character's feelings. LI: To use the present perfect to write in role. SPaG – word families	LI: To use the present perfect to write a diary entry. LI: To create expanded noun phrases to describe.	LI: To plan dialogue. LI: To write dialogue. LI: To use adverbials to create an escape plan. LI: To use adverbials to create an escape plan. SPaG -	LI: To plan a brochure for a new shop. LI: To plan a brochure for a new shop. LI: To write for a purpose. (To write the opening of a brochure). SPaG -	LI: To write for a purpose. LI: To write for a purpose. LI: To edit. LI: To finish and publish a brochure. SPaG -
Maths	Length and Perimeter from White Rose Perimeter of Rectilinear shapes Finding missing lengths Perimeter of polygons Assessment	Fractions from White Rose Understand the whole Count beyond 1 Partition a mixed number Number lines with mixed numbers	Fractions from White Rose Compare and order mixed numbers Understand improper fractions Convert mixed to improper fractions Convert improper to mixed fractions Equivalent fractions on a number line	Assessment week Arithmetic lesson Add and subtract 2 or more fractions	Fractions from White Rose Add and subtract 2 or more fractions Add fractions and mixed numbers Subtrfact from whole amounts. Subtract from mixed numbers Assessment	Decimals A from White Rose Tenths as Fractions Tenths as decimals Tenths on a place value chart Tenths on a number line
Science Digestive System and Teeth	LI: To identfy and name parts of the human digestive system.	LI: To explain the functions of the organs in the digestive system.	LI: To identify and describe the differenet types of teeth in humans and their functions.	LI: To compare the teeth of carnivores and herbivore and suggest reasons for the differences.	LI: To explain how to look after teeth.	LI: To use food chains to identify producers, predators and prey. LI: To construct food chains.
Reading 	Fiction text – Firework Maker's Daughter Chapter 4 Inference, evidence and vocabulary for (3 lessons).	Fiction text – Firework Maker's Daughter Chapters 4 and 5 Retrieval, summarise (including ordering style test question to support with this), inference and retrieval. (4 lessons)	Fiction text – Firework Maker's Daughter Chapter 5 - 6 Prediction, followed by a mixture of vocabulary and inference mix. Please use assessment week gaps to finish the story. Assessment week. 2 lessons on the boy, the mole, the fox and the horse – inference from a picture and DEAR?		Poetry (song) - Bastille Pompeii Retreival and vocabulary	Poetry – the museum Vocabulary focus Retrieval focus PEE supporting evidence.
History 'What Legacy did the Romans leave on Britain?'	LI: To understand how Rome expanded its empire. LI: To understand how and why the Roman Empire expanded Suggest sources of evidence to help answer questions.	LI To understand factors why the Romans were such successful conquerors Evaluate the usefulness of different primary and secondary resources in understanding periods of time in history.	LI: To understand how the Roman Army was organized Look at a modern comparison of a testudo and riot police. Check point – List 4 reasons why the Roman army was able to expand so much and conquer much of Europe.	L.I. To understand the Roman Legacy on Britain Check point Label the Roman soldier. Which part of his uniform/equipment do you think was most important? Why?	L.I. To understand the Roman Legacy on Britain	LI: To understand the Roman Legacy in Britain Review of the Critical Question posed at the beginning of term 2.

DT	Focus: sewing 'Perfect pet' keychain LI: To investigate simple key chains and design my own.	LI: To learn key sewing skills and stitches	LI: To make my own 'Perfect pet' key fob using techniques learnt.	LI: To make my own 'Perfect pet' key fob using techniques learnt.	LI: To make my own 'Perfect pet' key fob using techniques learnt.	LI: To evaluate my 'Perfect pet' key fob.
Music	Week 1. Introduce and understand the difference and associated rests. values learned on untuned between minims and crotchets percussion and compose rhythms using these.		Week 3. Introduce paired quavers		Weeks 5. Practice all new note	
Computing Coding Purplemash	Preliminary Lesson Internet Safety LI: To understand the concept of 'online reputation' and sharing information online <u>PurpleMash Coding- Number Variables</u> LI: To explain what a variable is in programming. <ul style="list-style-type: none">Children can create and use variables when programming.	<u>PurpleMash Coding-</u> LI: To create a simple computer program.	<u>PurpleMash Coding-</u> LI: To begin to understand selection in computer programming.	<u>Purple Mash- Coding</u> LI: To understand how to use co-ordinates in computer programming. <ul style="list-style-type: none">To understand how an IF statement works.	<u>Purple Mash- Coding</u> LI: To understand the Repeat until command. <ul style="list-style-type: none">To begin to understand selection in computer programming	<u>Purple Mash- Coding</u> LI: To review vocabulary and concepts learnt in Year 4 Coding. <ul style="list-style-type: none">To create a playable game.
RE	LI: To explore what forgiveness means to me	LI: To explore the Easter story.	LI: To explore how Jesus and the deciples felt.	LI: To explore forgiveness in Christianity.	LI: To explore if forgiveness is always possible.	LI: To explore how I feel when I forgive? Assessment
PSHE	L.I. to recognise how different friendship groups are formed and how I fit within them	L.I. To understand the changing dynamics in friendship groups	L.I. To understand the facts about smoking and its effects on health	L.I. To understand the facts about alcohol and its effects on health, particularly the liver.	L.I. To recognise when people are putting me under pressure and to explain ways to resist this.	L.I. To understand myself and have a picture of right and wrong.
PE	Swimming and Gymnastics Unit 2					