



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.

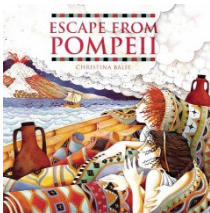
Year Group: 4
Terms: 3 & 4

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 30th January 2025
Visit to Canterbury Roman museum – term 4

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	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent	To explain the meaning of words in context. To retrieve and record information. To justify inferences using evidence. To summarise events. To become more fluent
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 leave on Britain?'	The Roman Empire in Great Britain: Introduce the Critical Question: '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.	Near and Far L.I. Use different sources to piece together understanding 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.	Checkpoint Explain a key difference before and after the Romans arrived in Britain. 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.	L.I: To understand the reasons Claudius wanted to invade Britain. Research and find answers to specific historical questions.	6.02.25 Roman workshop and follow up	<u>CHECKPOINT</u> What were the key differences between Caesar's and 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 Kapow unit drawing – power prints	LI: To improve the drawing of parts of the face	LI: To draw using tone to create a 3D effect.	LI: To explore proportion and tone when drawing.	LI: To plan a composition for a mixed-media drawing.	LI: To use shading techniques to create pattern and contrast.	LI: To work collaboratively to develop drawings into prints.
Music BBC 10 – Ride of the Valkyries.Sing up Play recorder.		LI To listen with attention to detail and recall sounds with increasing aural memory. LI To appreciate a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.		LI To improvise and compose music for a range of purposes using the elements of music.		LI To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Computing Purple Mash unit 4.7 internet searches	Preliminary Lesson Internet Safety LI: To understand the concept of 'Freedom of Expression' online	LI: To locate information on the search results page	LI: To use search effectively to find out information.	LI: To assess whether an information source is true and reliable.	LI: to present a piece of writing using the tools of word	LI: to use spell check and grammar tools in word
RE Judaism	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 To understand and complete each activity successfully, measuring and recording the scores To balance equipment on various body parts and balance on one leg	Table Tennis	Multi Skills To change direction at speed To co-ordinatemy body to perform a combination of movements or actions	Table Tennis	Multi Skills To balance an object while moving, roll, throwand catch two objects, travel and change direction at speed To complete each activity successfully and get one PB	Table Tennis

Forest School		Group work- creating a shelter using a rope		Using a tarpaulin and ropes to create a shelter independently (Making it waterproof)		Using a slackline and building shelters
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Term 4						
	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
English  LI: To use abstract nouns.	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 Subtrct 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 idenfyt 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.
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History 'What Legacy did the	LI: To understand how Rome expanded its empire. LI: To understand how and why the Roman Empire expanded	LI To understand factors why the Romans were such successful conquerors Evaluate the usefulness of different primary and	LI: To understand how the Roman Army was organized Look at a modern comparison of a testudo and riot police.	L.I. To understand the Roman Legacy on Britain Check point: Label the Roman soldier.	L.I. To understand the Roman Legacy on Britain	LI: To understand the Roman Legacy in Britain

Romans leave on Britain?’	Suggest sources of evidence to help answer questions.	secondary resources in understanding periods of time in history.	Check point: List 4 reasons why the Roman army was able to expand so much and conquer much of Europe.	Which part of his uniform/equipment do you think was most important? Why?		Review of the Critical Question posed at the beginning of term 2.
DT Kapow – Structures (pavilions)	Ll:	Ll:	Ll:	Ll:	Ll:	Ll:
Music	Ll To play melodies from a score (pitch notation) using B, A and G. Ll To identify the key features of a fanfare		Ll To improvise using a small selection of notes. Ll To compose a group fanfare melody using texture, melody, and rhythm for impact.		Ll To compose music for a specific purpose. Ll To perform as a group in more than one part.	
Computing Purple mash 4.6 animation	Preliminary Lesson Internet Safety Ll: To understand the concept of 'online reputation' and sharing information online					
RE	Ll: To explore what forgiveness means to me	Ll: To explore the Easter story.	Ll: To explore how Jesus and the deciples felt.	Ll: To explore forgiveness in Christianity.	Ll: To explore if forgiveness is always possible.	Ll: 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	Ll. 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					
Forest School	Looking at different types of trees (evergreen deciduous, names of trees)		Identifying trees by their leaves and bark		Identifying different types of flora and fauna	