



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 **creative** and **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, and **respect** towards one another.

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

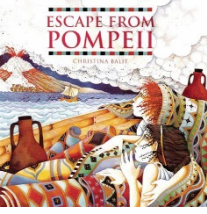
End of Unit Assessment Activity: Children produce a piece of writing which weighs up the different features the Romans left behind in Britain and if the Romans had a lasting effect on GB.

Wow moments:
 Roman workshop and a visit to ... – term 4

Year Group: 4
Terms: 3 & 4

Curriculum focus: History – Romans in Britain – Medway area for **home** then elsewhere for **near**. Eventually look at whole empire in T4 for **far**.


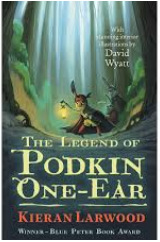
Term 3

	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 the pitch and the object producing the sound.

<p>History</p> <p>'What Legacy did the Romans leave on Britain?'</p>	<p>The Roman Empire in Great Britain:</p> <p>Introduce the Critical Question: 'What Legacy did the Romans leave on Britain?'</p> <p>Ll: To recall what I know already To recall what I would like to find out</p> <p>Ll: To be able to place periods of history studied so far on a timeline of Britain from Stone Age to modern day.</p>	<p>Near and Far</p> <p>L.I. Use different sources to piece together understanding about key events or periods of time in history.</p> <p>This lesson will focus on Britain before the Romans arrived and how it was different afterwards – Canterbury focus.</p>	<p>Checkpoint</p> <p>Explain a key difference before and after the Romans arrived in Britain.</p> <p>Ll: To understand the reasons Caesar failed to conquer Britain.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p>	<p>L.I: To understand the reasons Claudius wanted to invade Britain.</p> <p>Research and find answers to specific historical questions.</p>	<p>CHECKPOINT</p> <p>What were the key differences between Caesar's and Claudius' invasions of Britain and why was one successful when the other failed?</p> <p>Ll: To understand the British resistance to Roman invasion- Who lead the Iceni tribe against the Romans?</p> <p>I can recall, select and organise historical information and use a range of media to present my understanding.</p>	<p>Ll: To understand how Rome expanded its empire.</p> <p>Ll: To understand how and why the Roman Empire expanded</p> <p>Suggest sources of evidence to help answer questions.</p>
<p>Art</p> <p>Kapow unit drawing – power prints</p>	<p>Ll: To improve the drawing of parts of the face</p>	<p>Ll: To draw using tone to create a 3D effect.</p>	<p>Ll: To explore proportion and tone when drawing.</p>	<p>Ll: To plan a composition for a mixed-media drawing.</p>	<p>Ll: To use shading techniques to create pattern and contrast.</p>	<p>Ll: To work collaboratively to develop drawings into prints.</p>
<p>Music</p> <p>BBC 10 – Ride of the Valkyries. Sing up Play recorder.</p>		<p>Ll To listen with attention to detail and recall sounds with increasing aural memory. Ll To appreciate a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>		<p>Ll To improvise and compose music for a range of purposes using the elements of music.</p>		<p>Ll To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
<p>Computing</p> <p>Purple Mash unit 4.7 Effective Searching</p>	<p>Preliminary Lesson Internet Safety</p> <p>Ll: To understand the concept of 'Freedom of Expression' online</p>	<p>Ll: To understand what a search engine is, how it works and how to use simple keywords to find information online.</p>	<p>Ll: To understand how search engines collect, sort and rank results, and why some results appear first.</p>	<p>Ll: To learn advanced ways to improve searches so we can find the most accurate and useful results quickly.</p>	<p>Ll: To develop strategies to judge whether information online is true and if sources can be trusted.</p>	<p>Ll: to present a piece of writing using the tools of word</p> <p>Ll: to use spell check and grammar tools in word</p>
<p>RE</p> <p>Just how important are our beliefs?</p>	<p>To make links between beliefs, promises and commitments demonstrated in some baby welcoming ceremonies.</p>	<p>To recognise the value of ceremonies of commitment to some religious and non-religious people.</p>	<p>To reflect on whether commitment to beliefs can be shown through outward appearance.</p>	<p>To investigate how commitment to beliefs can be demonstrated through diet by some people.</p>	<p>To explore why some people sacrifice time or money for their beliefs.</p>	<p>To describe what sacrifice can mean to some Sikh people.</p> <p>Assessment</p>
<p>PSHE</p>	<p>Ll. To know and understand what a goal is.</p>	<p>Ll/ To understand the concept of broken dreams.</p>	<p>Ll To understand how to overcome disappointment</p>	<p>Ll To understand how to make new dreams/goals</p>	<p>Ll To understand how to achieve a goal working as part of a team</p>	<p>Ll To be able to recognise achievement</p>
<p>PE</p>	<p>Multi Skills To understand and complete each activity successfully, measuring and recording the scores</p> <p>To balance equipment on various body parts and balance on one leg</p>	<p>Table Tennis</p>	<p>Multi Skills To change direction at speed</p> <p>To co-ordinatemy body to perform a combination of movements or actions</p>	<p>Table Tennis</p>	<p>Multi Skills To balance an object while moving, roll, throwand catch two objects, travel and change direction at speed</p> <p>To complete each activity successfully and get one PB</p>	<p>Table Tennis</p>

<p>French</p> <p>Cont at the tea rooms Begin In the classroom</p>	<p>Ll: to learning some transactional language so that they can order what they would like to eat and drink in the salon de thé.</p>	<p>Ll: To consolidate the previously learnt vocabulary and expand by learning how to ask for the bill and how to say thank you and goodbye in French.</p>	<p>Ll: To understand French currency better, improving cultural understanding, and using mathematical knowledge to calculate a bill in a French salon de thé.</p>	<p>Ll: To revise all language covered so far and complete assessment for the unit.</p>	<p>Ll: To start the unit and introduce the nouns and articles/determiners for six common classroom objects.</p>	<p>Ll To learn a further five classroom object nouns with their indefinite articles/determiners (one in plural form) and consolidating the seven nouns from last week</p>
<p>Forest School</p>		<p>Group work- creating a shelter using a rope</p>		<p>Using a tarpaulin and ropes to create a shelter independently (Making it waterproof)</p>		<p>Using a slackline and building shelters</p>

Term 4

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>English</p>  <p>LI: To use abstract nouns.</p> <p>LI: To use the features of instructions.</p> <p>LI: To create expanded noun phrases to describe.</p> <p>SPaG – possessive pronouns</p> <p>LI: To use abstract nouns.</p>	<p>LI: To use abstract nouns.</p> <p>LI: To use the features of instructions.</p> <p>LI: To create expanded noun phrases to describe.</p> <p>SPaG – possessive pronouns</p>	<p>LI: To use sentence types to create an advertisement.</p> <p>LI: To use conjunctions to write a letter of advice.</p> <p>LI: To use inferences to identify a character's feelings.</p> <p>LI: To use the present perfect to write in role.</p> <p>SpaG – word families</p>	<p>LI: To use the present perfect to write a diary entry.</p> <p>LI: To create expanded noun phrases to describe.</p>	<p>LI: To plan dialogue.</p> <p>LI: To write dialogue.</p> <p>LI: To use adverbials to create an escape plan.</p> <p>LI: To use adverbials to create an escape plan.</p> <p>SpaG</p>	<p>LI: To plan a brochure for a new shop.</p> <p>LI: To plan a brochure for a new shop.</p> <p>LI: To write for a purpose.</p> <p>(To write the opening of a brochure).</p> <p>SpaG</p>	<p>LI: To write for a purpose.</p> <p>LI: To write for a purpose.</p> <p>LI: To edit.</p> <p>LI: To finish and publish a brochure.</p> <p>SpaG</p>
<p>Maths</p> <p>Every week – Times tables</p>	<p>Fractions from White Rose</p> <p>Understand the whole Count beyond 1 Partition a mixed number Number lines with mixed numbers</p>	<p>Fractions from White Rose</p> <p>Compare and order mixed numbers Understand improper fractions Convert mixed to improper fractions Convert improper to mixed fractions Equivalent fractions on a number line</p>	<p>Fractions from White Rose</p> <p>Add and subtract 2 or more fractions Add fractions and mixed numbers Subtract from whole amounts. Subtract from mixed numbers Assessment</p>	<p>Assessment week</p> <p>Arithmetic lesson</p>	<p>Decimals A from White Rose</p> <p>Tenths as Fractions Tenths as decimals Tenths on a place value chart Tenths on a number line</p>	
<p>Science</p> <p>Digestive System and Teeth</p>	<p>LI: To identify and name parts of the human digestive system.</p>	<p>LI: To explain the functions of the organs in the digestive system.</p>	<p>LI: To identify and describe the different types of teeth in humans and their functions.</p>	<p>LI: To compare the teeth of carnivores and herbivores and suggest reasons for the differences.</p>	<p>LI: To explain how to look after teeth.</p>	<p>LI: To use food chains to identify producers, predators and prey.</p> <p>LI: To construct food chains.</p>
<p>Reading</p> 	<p>To explain the meaning of words in context.</p> <p>To retrieve and record information.</p> <p>To justify inferences using evidence.</p> <p>To summarise events.</p> <p>To become more fluent</p>	<p>To explain the meaning of words in context.</p> <p>To retrieve and record information.</p> <p>To justify inferences using evidence.</p> <p>To summarise events.</p> <p>To become more fluent</p>	<p>To explain the meaning of words in context.</p> <p>To retrieve and record information.</p> <p>To justify inferences using evidence.</p> <p>To summarise events.</p> <p>To become more fluent</p>	<p>To explain the meaning of words in context.</p> <p>To retrieve and record information.</p> <p>To justify inferences using evidence.</p> <p>To summarise events.</p> <p>To become more fluent</p>	<p>To explain the meaning of words in context.</p> <p>To retrieve and record information.</p> <p>To justify inferences using evidence.</p> <p>To summarise events.</p> <p>To become more fluent</p>	<p>To explain the meaning of words in context.</p> <p>To retrieve and record information.</p> <p>To justify inferences using evidence.</p> <p>To summarise events.</p> <p>To become more fluent</p>
<p>History</p> <p>'What Legacy did the Romans leave on Britain?'</p>	<p>LI To understand factors why the Romans were such successful conquerors</p> <p>Evaluate the usefulness of different primary and secondary resources in</p>	<p>LI: To understand how the Roman Army was organized</p> <p>Look at a modern comparison of a testudo and riot police.</p>	<p>L.I. To understand the Roman Legacy on Britain</p> <p>Check point: Label the Roman soldier.</p> <p>Which part of his uniform/equipment do you</p>	<p>Roman Day</p> <p>LI: to understand aspects of Life in Roman times</p>	<p>L.I. To understand the Roman Legacy on Britain</p>	<p>LI: To understand the Roman Legacy in Britain</p> <p>Review of the Critical Question posed at the beginning of term 2.</p>

	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.	think was most important? Why?			
DT Kapow – Structures (pavilions)	Lesson 1: Exploring frame structures LI: To create a range of different shaped frame structures.	Lesson 2: Designing a pavilion LI: to design a structure	Lesson 3: Pavilion frame LI: To build a frame structure.	Lesson 4: Pavilion cladding LI: To add cladding to a frame structure.	LI: To evaluate a structure	Easter activities
Music	To create a range of different shaped frame structures.		LI To improvise using a small selection of notes. LI To compose a group fanfare melody using texture, melody, and rhythm for impact.		LI To compose music for a specific purpose. LI To perform as a group in more than one part.	
Computing Purple mash 4.6 animation	Preliminary Lesson Internet Safety LI: To understand the concept of 'online reputation' and sharing information online					
RE	LI: To explore who Jesus was and how he has been represented in different ways.	LI: To explore Jesus' significance to many of his followers using passages from the Bible.	LI: To consider how different people interpreted Jesus' parables using Bible passages.	LI: To identify the different names some Christians use for Jesus using images and Bible passages.	LI: To create deductions about Jesus by interpreting Bible stories.	LI: To explore what the Easter story might suggest about Jesus for many Christians. 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	LI. 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.
French In the classroom	LI: to recap the 11 classroom object nouns with their indefinite articles/determiners (one in plural form)	LI: To learn the question 'Qu'est-ce qu'il y a dans ta trousse ?' and have the knowledge and skills in French to formulate an answer using the structure 'Dans ma trousse j'ai...' both in spoken (role-play) and written form.	LI: To consolidate the previously learnt language and introduce the possessive adjectives 'mon', 'ma' and 'mes' in French, thus moving from using the indefinite article/determiner with the classroom object nouns to the possessive adjectives to allow for more personalised responses.	LI: To learn how to use the negative structure 'Je n'ai pas de...' (I do not have) in French so that pupils will be able to produce in spoken and written form a more detailed description of what they have and do not have in their pencil cases.	LI: To revise all language covered so far and complete assessment for the unit.	Extra lesson – Linked to History LI: to improve reading and listening skills by learning how to decode unknown language in longer pieces of French text, such as the story of Romulus and Remus.
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	