



**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.

**Year Group: 4**  
**Term: 3**

**Curriculum focus:** History – Romans in Britain – Medway area for **home** 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 and a visit to Canterbury Roman museum – Term 4

**Term 3**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>English</b>  	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.
<b>Reading</b>	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
<b>Maths</b>	<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
<b>Science</b>  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.

<b>History</b>  'What Legacy did the Romans leave on Britain?'	<b>The Roman Empire in Great Britain:</b>  <b>Introduce the Critical Question:</b> <b>'What Legacy did the Romans leave on Britain?'</b>  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.	<b>Near and Far</b>  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 Claudio wanted to invade Britain.  Research and find answers to specific historical questions.	6.02.25 Roman workshop and follow up	<b>CHECKPOINT</b>  What were the key differences between Caesar's and Claudio's 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.
<b>Art</b>  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.
<b>Music</b>  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
<b>Computing</b>  Purple Mash unit 4.7 Effective Searching	Preliminary Lesson Internet Safety  LI: To understand the concept of 'Freedom of Expression' online	LI: To understand what a search engine is, how it works and how to use simple keywords to find information online.	LI: To understand how search engines collect, sort and rank results, and why some results appear first.	LI: To learn advanced ways to improve searches so we can find the most accurate and useful results quickly.	LI: To develop strategies to judge whether information online is true and if sources can be trusted.	LI: to present a piece of writing using the tools of word  LI: to use spell check and grammar tools in word
<b>RE</b>  Just how important are our beliefs?	To make links between beliefs, promises and commitments demonstrated in some baby welcoming ceremonies.	To recognise the value of ceremonies of commitment to some religious and non-religious people.	To reflect on whether commitment to beliefs can be shown through outward appearance.	To investigate how commitment to beliefs can be demonstrated through diet by some people.	To explore why some people sacrifice time or money for their beliefs.	To describe what sacrifice can mean to some Sikh people.  Assessment
<b>PSHE</b>	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 achievement
<b>PE</b>	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-ordinate my body to perform a combination of movements or actions	Table Tennis	Multi Skills To balance an object while moving, roll, throw and catch two objects, travel and change direction at speed  To complete each activity successfully and get one PB	Table Tennis

<b>French</b> Cont at the tea rooms Begin In the classroom	LI: to learning some transactional language so that they can order what they would like to eat and drink in the salon de thé.	LI: 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.	LI: To understand French currency better, improving cultural understanding, and using mathematical knowledge to calculate a bill in a French salon de thé.	LI: To revise all language covered so far and complete assessment for the unit.	LI: To start the unit and introduce the nouns and articles/determiners for six common classroom objects.	LI 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
<b>Forest School</b>		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