

Medium Term Planning: Spring 1 2019

Year 4

The topic for this term is: Think like the Romans did		The launch event for this topic will be: Gladiator day						
The end of the term mini-project linking & applying knowledge is: Romans day during the final week					The visitor from employment, linked to the knowledge acquired this term, will be:			
Class trip/workshop linked to the topic:					Other information:			
Wk commencing	07.01.19	14.01.19	21.01.19	28.01.19	04.02.19	11.02.19		
English	<ul style="list-style-type: none"> Introduce the unit and the Big Question Compete in a quiz competition focused on key facts about sport Create and describe their own incredible sports Write a report describing different aspects of their own incredible sport 	<ul style="list-style-type: none"> Identify features of journalistic reports Compare different types of newspaper Explore the way language is used in the media Use nouns and pronouns effectively and appropriately to avoid repetition and ambiguity Read for information: non-chronological report, rules and interview 	<ul style="list-style-type: none"> Read for information: an interview Summarise and record relevant information Devise interview questions Write interview of their own incredible sport Distinguish between fact and opinion 	<ul style="list-style-type: none"> Practise linking clauses with conjunctions in multi-clause sentences Plan and discuss ideas for writing a newspaper report Draft and write a newspaper report Edit newspaper reports 	<ul style="list-style-type: none"> Explore the meaning and form of poems written in a Caribbean dialect Read and discuss kennings Write additional lines for a kenning Draft and write kennings Explore rap as a different form of poetry Perform a choral reading of a poem 	<ul style="list-style-type: none"> Explore rap as a different form of poetry Use improvisation to compose a whole-class rap poem based on a fairy tale Draft and write own poem based on a familiar fairy tale Evaluate own and partner's draft Review and edit own poem 		

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Mathematic	MEP	MEP	MEP	MEP	MEP	MEP		
Science Sound	<ul style="list-style-type: none"> To identify how sounds are made, associating some of them with something vibrating, by identifying and explaining sound sources around school. 	<ul style="list-style-type: none"> To identify how sounds are made, associating some of them with something vibrating, by performing a dramatisation of how sounds travel. To find patterns between the volume of a sound and the strength of the vibrations that produced it, by performing a dramatisation of how sounds travel. To recognise that vibrations from sounds travel through a medium to the ear, by performing a dramatisation of how sounds travel. 	<ul style="list-style-type: none"> To recognise that vibrations from sounds travel through a medium to the ear, by exploring how high and low sounds are created. To find patterns between the pitch of a sound and features of the object that produced it, by exploring and creating musical instruments, and explaining how they change pitch. 	<ul style="list-style-type: none"> To recognise that sounds get fainter as the distance from the sound source increases, by exploring how sounds change over distance. To recognise that vibrations from sounds travel through a medium to the ear, by making string telephones 	<ul style="list-style-type: none"> To recognise that vibrations from sounds travel through a medium to the ear, by investigating the best material for absorbing sound. 	<ul style="list-style-type: none"> To recognise that vibrations from sounds travel through a medium to the ear, by making a musical instrument and explaining how it works. To find patterns between the pitch of a sound and features of the object that produced it, by making a musical instrument and explaining how it works. 		

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History The Romans	<ul style="list-style-type: none"> Launch morning as gladiators. Children will compete in obstacles and other activities to win the role of emperor for the day To produce a general timeline of Roman Britain. To recognise the nature and size of the Roman Empire. To describe some reasons, with details, on why the Romans came to Britain. 	<ul style="list-style-type: none"> To give details of when and how the Romans invaded Britain. To describe how the Romans tried to gain control. To know who Boudicca was and why she was important. 	<ul style="list-style-type: none"> To describe features of life on Hadrian's Wall and in the towns and countryside. To describe features of different groups of people. To gather information about the lives of different people. 	<ul style="list-style-type: none"> To identify information about family life for the rich and poor. To describe important features of religion and leisure. To give opinions and support with information about how pleasant Roman life was. 	<ul style="list-style-type: none"> To about several different sources of evidence about Roman Britain. To describe Roman life from more than one source. To describe different Roman religious beliefs. 	<ul style="list-style-type: none"> To come to a decision about the achievements of the Romans with relevant information. To compare the Romans with one other society I have studied. To take an active part in a class debate. 		
Art / DT			<ul style="list-style-type: none"> Design and create a Roman head dresses 	<ul style="list-style-type: none"> Design and create a Roman head dresses 	<ul style="list-style-type: none"> Design and create a Roman shield 	<ul style="list-style-type: none"> Design and create a Roman shield 		
Religious Education World Views								
Computing We are musicians	<ul style="list-style-type: none"> Create and develop a musical composition, 	<ul style="list-style-type: none"> Create and develop a musical composition, 	<ul style="list-style-type: none"> Use one or more programs to edit music 	<ul style="list-style-type: none"> Create and develop a musical composition, 	<ul style="list-style-type: none"> Create and develop a musical composition, 	<ul style="list-style-type: none"> Develop an awareness of how their composition 		

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	refining their ideas through reflection and discussion	refining their ideas through reflection and discussion		refining their ideas through reflection and discussion • Develop collaboration skills	refining their ideas through reflection and discussion • Develop collaboration skills	can enhance work in other media.		
Music	Wider opps	Wider opps	Wider opps	Wider opps	Wider opps	Wider opps		
PE Tennis	<ul style="list-style-type: none"> Use a small range of racquet/hand skills Work with a partner / small groups to return a served ball 	<ul style="list-style-type: none"> Use a small range of racquet/hand skills Work with a partner / small groups to return a served ball 	<ul style="list-style-type: none"> Explore shots on both sides of the body and attempt with confidence 	<ul style="list-style-type: none"> Explore shots on both sides of the body and attempt with confidence Choose ways to send the ball to make it difficult for opponent to return 	<ul style="list-style-type: none"> Choose ways to send the ball to make it difficult for opponent to return 	<ul style="list-style-type: none"> Play competitively with others and against others in modified games Use basic defensive tactics to defend the court i.e. moving to different positions on the court 		
PSHE/RSE								
Handwriting	Nelson handwriting	Nelson handwriting	Nelson handwriting	Nelson handwriting	Nelson handwriting	Nelson handwriting		
MFL	<ul style="list-style-type: none"> To recall and repeat names for school subjects 	<ul style="list-style-type: none"> To express opinions likes/dislikes 	<ul style="list-style-type: none"> To say simple time phrases in Spanish 	<ul style="list-style-type: none"> To say simple time phrases in Spanish 	<ul style="list-style-type: none"> To ask and answer questions about the time 	<ul style="list-style-type: none"> To ask and answer questions about the time 		

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		about school subjects introducing 'y' and 'pero' to extend sentences			• To follow classroom instructions in Spanish	• To follow classroom instructions in Spanish		



Linking knowledge across subjects

Summarise where you will make links between the learning in different subjects

History-Science: Roman colosseum investigating how sound travels

History-English: Persuasive writing, recounts

Computing-History: Roman themed music

Computing-Science: Investigating different types of sounds and creating own music

Maths-History: Roman Numerals

PE-History: Competing in gladiator games



Learning about Liverpool

If applicable, summarise how this topic will develop pupil's knowledge on the city of Liverpool

Investigating how accomplishments by the Romans have affected Liverpool and modern day life.