



Year 4, Summer 1 - Medium Term Plan



How did Britain change between the end of the Iron Age and the end of the Roman occupation?

Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Maths	<p>Time: Children will have learned to read and write the time to the nearest 5 minutes, including using terms such as quarter past and quarter to. They should be able to tell and write the time using analogue clocks, including those with Roman numerals. They have experience in estimating and comparing durations of time (e.g. seconds, minutes, hours). Pupils have begun to understand how to calculate simple time intervals, such as how much time has passed between two given times.</p> <p>Roman Numerals: Children have been introduced to Roman numerals up to 12, mainly through telling the time on clocks. They will have explored how symbols represent values (e.g. I = 1, V = 5, X = 10). Pupils may have begun to recognise patterns in how Roman numerals are formed and used in contexts like history and clocks.</p> <p>Money: Children have learned to recognise and use different denominations of coins and notes. They should be able to combine amounts of money to make a total and find different combinations of coins that equal the same amount. Pupils have been introduced to simple addition and subtraction of money, giving change in practical scenarios. They have begun to solve simple problems in contexts involving money, including using decimal notation to record pounds and pence.</p>	Pre and post assessment. Assessment through observation and marking work from lessons.	Kagan activities Class discussions Explaining methods Vocabulary and talk frames (sentence stems). Problem solving and partner talk	Time Can I tell the time using both analogue and digital clocks? Can I convert between hours, minutes, and seconds? Can I calculate time intervals accurately? Roman Numerals Can I read and write Roman numerals up to 100? Can I spot Roman numerals in everyday life (like on clocks)? Can I explain how Roman numerals are formed? Money Can I add and subtract amounts of money? Can I use decimal notation for money confidently? Can I solve problems involving money, including giving change?	<p>Time 'clock, half past, quarter past, quarter to AM/PM, noon, midnight 24-hour clock, digital, analogue Duration, interval, elapsed time Hour, minute, second Roman Numerals Roman numeral, symbol, value I, V, X, L, C Clock face, pattern, order Money Pound (£), pence (p), cost, price Change, total, value, amount Decimal, coin, note, transaction Estimate, budget, spend, save</p>	Resilience
Writing	Study of Year 3 & 4 writing techniques. Fronted adverbials, expanded noun phrases, possessive apostrophe, plural nouns, punctuating speech	Cold Write: Diary entry about my Easter break . Hot write:	Readers theatre, poetry jam performance, kagan based learning activities, dialogic teaching	How can I write a recount? How can I read and explore the model text? How can I explore the perspective of Luca the elephant? How can direct speech enhance the retelling of a recount? How can I use informal speech? How can I describe a character's emotions? How can I co-create a writer's toolkit? How can I box up the model text? How can I write my diary entry? How can I edit and publish?	invaded, centurian, legion, legionary, warlord, stakes	Collaboration
Reading	Study of fiction and non-fiction texts Understanding of key reading skills: vocabulary, inference, prediction, explanation, retrieval, summarising	Continous assessment of understanding and	Oracy skills that will be taught through the CSF programme Physical - tone, volume, clarity and voice projection Body Language - Gesture posture, body language and eye contact Cognitive - Choice of words to convey meaning Social and emotional - Working with others, listening and responding, confidence i	See The Tempest Scheme of Work written by North West Drama Company Overarching KQ: How can I demonstrate my understanding of the Tempest through a range of dramatic reenactments? How can develop and apply my oracy skills to represent a range of different characters?	power, authority, supernatural, ship, sailor, bosun, storm, tempest, elements, slavery, love, family, betrayal, conjure, duke	Creativity
Science	To make simple scientific observations and to record their fin To know how to compare and classify materials according to	Cartoon concepts forstart of unit assaessment an	Kagan activities Class discussions Explaining methods Vocabulary and talk frames (sentence stems). Problem solving and partner talk	How can you classify solids, liquids and gases? What is melting? How can water be a solid, liquid and a gas? How does the water cycle work? How do some materials change state when they are heated or cooled?	Solids, Liquids, Gases, States, Matter, Evaporation, Condensation, Heating, Cooling, Freezing	



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History	To ask relevant questions and using different types of historical sources to answer them (y3) Use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, and during to describe the passing of time. I use dates and times accurately. (y3) Describe how some of the things I have studied from the past affect life today. I make links between some of the features of past societies. (e.g. religion, houses, society) (y3)	Pre-Assessment Cold Task, Post-Assessment Presentation.	Kagan collaborative learning activities Class discussions In-class presentations Drama and event re-enactments	Hook and Cold task Pictures showing how the Romans changed Britain after the Iron age How can I show the expansion of the Roman Empire? How will I locate the Roman Period on a timeline? Why was the third Roman invasion successful? How can we use historical sources to learn about Boudicca? What is Hadrian's wall and why was it built? What impact has the Roman invasion had on Britain? Who were the gladiators and how did they provide entertainment?	Roman, Roman Empire, Rome, Chariot, Gladiator, Myth, Barbarian, Pantheon, Baths, Amphitheatre	
DT						
Art	Visual texture and pattern Repeated pattern, use of layering Links to mathematics Colour wheel and relationships	Mind map collection of ideas and current knowledge Revisiting mind-map adding an overlay of new knowledge	Expressing personal preferences Discussions and appraising artistic pieces Kagan cooperative learning	How can I explore patterns in sensory drawings? How can I devise my own rules to create inspired-by Islamic art? How can I explore tessellations and shapes to begin to create patterns? How can I begin to use colour, composition and shape to make my own digital pattern? How can I use colour, composition and shape to make my own digital pattern?		Fairness
Computing	This unit progresses students' knowledge and understanding of digital photography and using digital devices to create media. Learners will have had some exposure to images and their manipulation through the Teach Computing Digital Photography - Year 2 unit. Following this unit, learners will further develop their image editing skills in Year 5 - Vector drawing.	Assessment opportunities detailed in each lesson plan provided by the NCCE. The learning objective and success criteria are introduced at the beginning of each lesson and then reviewed at the end. Learners are invited to assess how well they feel they have met the learning objective using thumbs up, thumbs sideways, or thumbs down.	Continuous formative assessment through a variety of Kagan structures used in each lesson including Times Pair Share and Quiz Quiz Trade.	Photo editing I can improve an image by rotating it I can explain why I might crop an image I can use photo editing software to crop an image I understand that editing images can be unethical I can explain that different colour effects make you think and feel different things I can experiment with different colour effects I can explain why I chose certain colour effects I can add to the composition of an image by cloning I can identify how a photo edit can be improved I can remove parts of an image using cloning I can experiment with tools to select and copy part of an image I can use a range of tools to copy between images I can explain why photos might be edited I can describe the image I want to create I can choose suitable images for my project I can create a project that is a combination of other images I can review images against a given criteria I can use feedback to guide making changes I can combine text and my image to complete the project	composition crop unethical cloning	Collaboration
RE	How Jesus is inspiring to some people Why festivals are important to some religious communities Why some people think life is a journey	Pre & post assessment, weekly lesson retrieval	Kagan cooperative learning, debate, formal presentation of ideas	What rules are important? Why is the Golden rule important? What messages are in the 10 commandments? How do they help Jewish people? What does Christianity say about how to live a good life? How do people decide what is right or wrong without God's help? What do religious stories tell believers about temptation? How have religious teachings helped to affect somebody's actions?	religion, world wide view, right, wrong, believes and non-believes, 10 commandments, Beatitudes, temptation, sin, Golden Rules, belief system, paying it forward	Kindness
PSHE	Personal Space and consent Basic physical needs - sleep, nutrition Science link 0 humans and animals	Pre-assessment How do we grow and change? What do we know about ourselves?	Muti perspective taking Creating a safe talking space co-creating ground rules Article 12 focus	What are the physical and emotional changes during puberty? How can I keep clean and maintain good personal hygiene? What is menstruation? How do we grow and change? What do we know now?	Puberty Anatomy Hygiene Changes Hormones Respect	
Music	Call and response vocal patterns Understanding of rhythm vs beat African drumming	weekly ensemble security of rhythms	Dialogic teaching multi perspective taking Kagan	how everyday things can affect feelings how feelings change over time and can be experienced at different levels the importance of expressing feelings and how they can be expressed in different ways how to respond proportionately to, and manage, feelings in different circumstances ways of managing feelings at times of loss, grief and change how to access advice and support to help manage their own or others' feelings how to recognise early signs of physical or mental ill-health and what to do about it that anyone can experience mental ill-health and to discuss concerns with others	mental health emotional literacy triggers toxic positivity grief bereavement	Collaboration
PE	Experience of a range of throwing events and techniques Experience of running and jumping events	Children will take the same tests and compare results from week 1 and see if there are any improvements.	Collaborative work Kagan Instructional work	How can you increase your sprint time? How can we increase our hurdle time? When we release the javelin, how should our body finish? The children are going to enhance their understanding of the triple jump and be able to perform it	running, jumping, throwing and catching in isolation and in combination, attacking and defending Develop flexibility, strength, technique, control and balance	Collaboration



Year 4, Summer 1 - Medium Term Plan



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Subject

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Learning Questions

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Dance
Gymnastics



Year 4, Summer 1 - Medium Term Plan



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Year 4, Summer 1 - Medium Term Plan



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Assessment

Oracy Opportunities

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Year 4, Summer 1 - Medium Term Plan



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Prior Learning

Assessment

Oracy Opportunities

Learning Questions

Key Vocabulary

House Value



Year 4, Summer 1 - Medium Term Plan



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Prior Learning

Assessment

Oracy Opportunities

Learning Questions

Key Vocabulary

House Value



Year 4, Summer 1 - Medium Term Plan



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Prior Learning

Assessment

Oracy Opportunities

Learning Questions

Key Vocabulary

House Value



Year 4, Summer 1 - Medium Term Plan



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Prior Learning

Assessment

Oracy Opportunities

Learning Questions

Key Vocabulary

House Value



Year 4, Summer 1 - Medium Term Plan



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Prior Learning

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Oracy Opportunities

Learning Questions

Key Vocabulary

House Value



Year 4, Summer 1 - Medium Term Plan



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Prior Learning

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Oracy Opportunities

Learning Questions

Key Vocabulary

House Value



Year 4, Summer 1 - Medium Term Plan



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Prior Learning

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Oracy Opportunities

Learning Questions

Key Vocabulary

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Year 4, Summer 1 - Medium Term Plan



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Prior Learning

Assessment

Oracy Opportunities

Learning Questions

Key Vocabulary

House Value



Year 4, Summer 1 - Medium Term Plan



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Subject

Prior Learning

Assessment

Oracy Opportunities

Learning Questions

Key Vocabulary

House Value



Year 4, Summer 1 - Medium Term Plan



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Prior Learning

Assessment

Oracy Opportunities

Learning Questions

Key Vocabulary

House Value



Year 4, Summer 1 - Medium Term Plan



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Subject

Prior Learning

Assessment

Oracy Opportunities

Learning Questions

Key Vocabulary

House Value



Year 4, Summer 1 - Medium Term Plan



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Subject

Prior Learning

Assessment

Oracy Opportunities

Learning Questions

Key Vocabulary

House Value



Year 4, Summer 1 - Medium Term Plan



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Subject

Prior Learning

Assessment

Oracy Opportunities

Learning Questions

Key Vocabulary

House Value



Year 4, Summer 1 - Medium Term Plan



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Prior Learning

Assessment

Oracy Opportunities

Learning Questions

Key Vocabulary

House Value



Year 4, Summer 1 - Medium Term Plan



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Subject

Prior Learning

Assessment

Oracy Opportunities

Learning Questions

Key Vocabulary

House Value



Year 4, Summer 1 - Medium Term Plan



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Subject

Prior Learning

Assessment

Oracy Opportunities

Learning Questions

Key Vocabulary

House Value



Year 4, Summer 1 - Medium Term Plan



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Subject

Prior Learning

Assessment

Oracy Opportunities

Learning Questions

Key Vocabulary

House Value



Year 4, Summer 1 - Medium Term Plan



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Subject

Prior Learning

Assessment

Oracy Opportunities

Learning Questions

Key Vocabulary

House Value



Year 4, Summer 1 - Medium Term Plan



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Subject

Prior Learning

Assessment

Oracy Opportunities

Learning Questions

Key Vocabulary

House Value



Year 4, Summer 1 - Medium Term Plan



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Subject

Prior Learning

Assessment

Oracy Opportunities

Learning Questions

Key Vocabulary

House Value



Year 4, Summer 1 - Medium Term Plan



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Prior Learning

Assessment

Oracy Opportunities

Learning Questions

Key Vocabulary

House Value



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Oracy Opportunities

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