

Year 4 Medium Term Plan – Autumn Term

The Big Question: Did the Roman invasion benefit Britain? Class Trip: Option of the Year 4 residential Class Reader: The Thieves of Ostia/Clockwork Significant People: Julius Caesar/Emperor Claudius



Copy, paste, crop, edit and manipulate photos for different effects

The Shevington Federation

Explore Share a story Connections **Resilience** Creative expression Perspectives Investigate HISTORY **GEOGRAPHY** LEVEL Migration Rivers **Roman Britain** Students will explore the questions: Students will explore the questions: Students will explore the questions: How did the Romans change . Britain? Where are the world's rivers? What is migration? How did the Roman Empire become so powerful? What did the Romans believe? How do rivers shape the land? • How do migrants vary? Who was Julius Caesar? How were Roman beliefs similar to How does migration affect people and places? What was Britain like before the . What landforms do rivers create? . . those of the Ancient Greeks? What is economic migration and what is a • Romans? Why are rivers important to people? . Why did the Romans leave Britain? . refugee How did the Romans conquer Britain? What happens when a river floods? . In what ways did life in Britain How will climate change affect migration? How are the rivers Ribble and Nile • Why did Boudicca lead a revolt against the remain the same after the Roman similar and different? Romans? invasion? **FNGLISH** MFL LEVEL Learn & apply: Learn & apply: Asking someone for Parts of the body Student will compose, edit and revise: A diary in role as a Roman slave girl clarification Instructions about A narrative based upon a Disney short A poem, based on The River by Valerie Bloom Personal questions & actions Simple adjectives answers A narrative based on Float by Daniel Miyares ESSAY - discussion about the legacy of the Roman Personal information in (agreement & position) a short conversation/ Explaining that a part of An explanation of the water cycle written piece the body hurts empire in Britain **DESIGN & TECHNOLOGY** COMPUTING SCIENCE I FVFI •identify common appliances that run on Data logging Students will: Electrical systems: Torches electricity • construct a simple series electrical circuit Organise data in different ways. • Students will use their knowledge of •identify whether or not a lamp will light in a compare and group materials Collect data and identify where it could be inaccurate. electrical systems to construct a simple • observe that some materials change simple series circuit, Plan, create and search a database to answer questions. circuit with a switch; they will house their state when they are heated or cooled •recognise that a switch opens and closes a Choose the best way to present data to my friends. circuit in a housing of their own design. circuit • identify the part played by I can use a data logger to record and share my readings •recognise some common conductors and evaporation and condensation in the with my friends. insulators, and associate metals with being water cycle Photo editing good conductors

MUSIC

LEVEL

LEVEL

LEVEL

Through our wider opportunities in music instrumental teaching, students will:

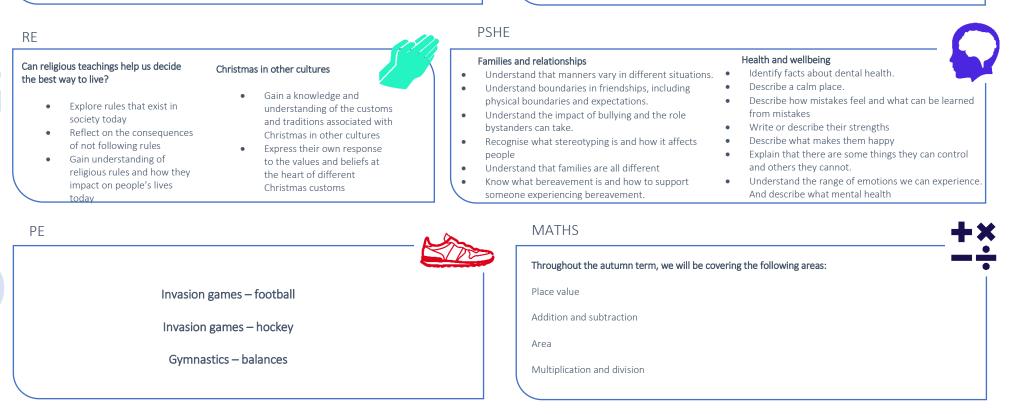
- Play and perform melodies from staff notation
- Develop ability in basic skills of playing selected instrument
- Read notation for a performance
- Understand how music can be represented through signs and symbols using musical . notation
- Perform with an increasing awareness of the audience .
- Sing with sensitivity, expression and control particularly of **pitch** and pulse •

ART

Storytelling through drawing

Student will:

- Record shapes and lines from observation with increasing accuracy •
- Observe and record details, textures and tone using a range of marks •
- Show where objects overlap and create a sense of perspective
- Draw for a more sustained period, refining and reviewing •
- Use line and shape to record figures and objects in movement and body language •
- Select and record from first hand observation, experience and imagination to develop own ideas .
- Explore an Artist's technique to develop in their own way •





Perspectives **Explore** Share a story

Connections

Resilience Creative expression

Enterprise

Justify