




Castercliff Primary Academy – Medium Term Plan.



Year Group: 4	Overarching Question: What was life like in Roman Britain?	
Term: Spring 1	Topic Driver: History – Roman Britain	
History: Romans	PSHE: My Happy Mind	
Science: Materials, changes of materials	RE: Sikhism, How do Sikhs express their beliefs and values?	
DT: Textiles, Fastening	Computing: Computing systems and networks for online safety	
PE: Dance super heroes	Music: Guitar, Lancashire. Adapting and transposing motifs	
		Enrichment
Class Novel	English	
The Outlaw of Varjak Paw by SF Said Varjak Paw by SF Said	The Pied Piper of Hamelin by Michael Morpurgo Genres: Speech Letter	GPAS: Complex Sentences Fronted Adverbials Expanded Noun Phrases Apostrophes to show single and plural possession Prepositional Phrases Direct Speech



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Week: 1	Subsidiary question: What was life like in Roman Britain?
<p>Topic Driver knowledge & skills</p> <p>History</p> <p>Know how Britain changed from the iron age to the end of the Roman occupation.</p> <p>Arrange events on a timeline and relate these events/times to present day and other major events.</p>	<p>Secondary Subject knowledge & skills</p> <p>Science- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Setting up and enquiry</p> <p>DT- To identify and evaluate different types of fastenings</p> <p>PSHE – My Happy Mind</p> <p>Music - Guitars</p> <p>PE – To explore movement, communicating character.</p>
<p>Vocabulary- Chronology, timeline, emperor, empire, legion, Colosseum, invade, Mediterranean, era, Romans.</p>	<p>Science – Temperature ,heat (heating), cool (cooling), water cycle, evaporation, condensation, melting, freezing</p> <p>DT – Criteria, Fabric, Fastening, Fix, Mock-up, Stitch, Template</p> <p>PSHE – Brain, Cells, Hippocampus, Amygdala, Prefrontal Cortex, Mind, Focus, Neuroplasticity, Neuron, Neural Pathway, Happy Breathing, Fight, Flight, Freeze, Oxygen, real danger, perceived danger, trigger</p> <p>Music – Tempo, Treble Clef, base clef, notes, beat, rest, repeat</p>



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PE -
 Movement, communication, gesture, expression, choreography, narrative, evaluation, sequence, character.

Week: 2	Subsidiary question: What was life like in Roman Britain?	
<p>Topic Driver knowledge & skills</p> <p>History Know how the Roman occupation of Britain helped to advance British society.</p>	<p>Secondary Subject knowledge & skills</p> <p>Science- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Setting up and enquiry</p> <p>DT- To design a product to meet design criteria</p> <p>PSHE – My Happy Mind</p> <p>Music - Guitars</p> <p>PE – To explore movement, communicating character</p>	
<p>Vocabulary- Chronology, timeline, emperor, empire, legion, Colosseum, invade, Mediterranean, era, Romans.</p>	<p>Vocabulary –</p> <p>Science – Temperature, heat (heating), cool (cooling), water cycle, evaporation, condensation, melting, freezing</p> <p>DT – Criteria, Fabric, Fastening, Fix, Mock-up, Stitch, Template</p>	



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	<p>PSHE – Brain, Cells, Hippocampus, Amygdala, Prefrontal Cortex, Mind, Focus, Neuroplasticity, Neuron, Neural Pathway, Happy Breathing, Fight, Flight, Freeze, Oxygen, real danger, perceived danger, trigger</p> <p>Music – Tempo, Treble Clef, base clef, notes, beat, rest, repeat</p> <p>PE - Movement, communication, gesture, expression, choreography, narrative, evaluation, sequence, character.</p>
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Week: 3	Subsidiary question: What was life like in Roman Britain?
Topic Driver knowledge & skills History Know how there was resistance to the Roman occupation and know about Boudica.	Secondary Subject knowledge & skills Science- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Setting up and enquiry DT- To make and test a paper template PSHE – My Happy Mind Music - Guitars PE - To use simple choreographic principles and perform a more complex dance phrases to communicate narrative with a partner.



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	<p>To describe interpret and evaluate their own and others dance. Character Communication - To use dance to communicate a story.</p>
<p>Vocabulary- Chronology, timeline, emperor, empire, legion, Colosseum, invade, Mediterranean, era, Romans.</p>	<p>Vocabulary – Science – Temperature, heat (heating), cool (cooling), water cycle, evaporation, condensation, melting, freezing</p> <p>DT – Criteria, Fabric, Fastening, Fix, Mock-up, Stitch, Template</p> <p>PSHE – Brain, Cells, Hippocampus, Amygdala, Prefrontal Cortex, Mind, Focus, Neuroplasticity, Neuron, Neural Pathway, Happy Breathing, Fight, Flight, Freeze, Oxygen, real danger, perceived danger, trigger</p> <p>Music – Tempo, Treble Clef, base clef, notes, beat, rest, repeat</p> <p>PE - Movement, communication, gesture, expression, choreography, narrative, evaluation, sequence, character.</p>

Week: 4	Subsidiary question: What was life like in Roman Britain?
Topic Driver knowledge & skills	Secondary Subject knowledge & skills
History	Science- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
Know about at least one famous Roman emperor	



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	<p>Setting up and enquiry</p> <p>DT- To assemble a book jacket</p> <p>RE - Shared Human Experience</p> <p>PSHE – My Happy Mind</p> <p>Music – Guitars</p> <p>PE - Use simple choreographic principles and perform a more complex dance phrases to communicate narrative with a partner Character Communication - To work individually to communicate a villain through dance.</p> <p>Computing- To understand that software can be used collaboratively online to work as a team</p> <p>To understand how to contribute to someone else’s work effectively</p>
<p>Vocabulary- Chronology, timeline, emperor, empire, legion, Colosseum, invade, Mediterranean, era, Romans.</p>	<p>Vocabulary</p> <p>Science – Temperature ,heat (heating), cool (cooling), water cycle, evaporation, condensation, melting, freezing</p> <p>DT – Criteria, Fabric, Fastening, Fix, Mock-up, Stitch, Template</p>



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	<p>PSHE – Brain, Cells, Hippocampus, Amygdala, Prefrontal Cortex, Mind, Focus, Neuroplasticity, Neuron, Neural Pathway, Happy Breathing, Fight, Flight, Freeze, Oxygen, real danger, perceived danger, trigger</p> <p>Music – Tempo, Treble Clef, base clef, notes, beat, rest, repeat</p> <p>RE – The 5 K's of Hinduism, Kesh (uncut hair), Kara (a steel bracelet), Kanga (a wooden comb), Kaccha - also spelt, Kachh, Kachera (cotton underwear)</p> <p>PE - Movement, communication, gesture, expression, choreography, narrative, evaluation, sequence, character.</p>
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Week: 5	Subsidiary question: What was life like in Roman Britain?
Topic Driver knowledge & skills History Know about, and name, some of the advanced societies that were in the world about 3000 years ago.	Secondary Subject knowledge & skills Science- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature Setting up and enquiry PSHE – My Happy Mind RE - Shared Human Experience



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	<p>Music - Guitars</p> <p>Computing- To understand how to create effective presentations</p> <p>To understand how to create and share Google Forms</p> <p>PE – Create a sequence conveying more than one character. Convey a narrative involving two characters. Character Communication - To communicate with a small group to create a group sequence.</p>
<p>Vocabulary- Chronology, timeline, emperor, empire, legion, Colosseum, invade, Mediterranean, era, Romans.</p>	<p>Vocabulary</p> <p>Science – Temperature ,heat (heating), cool (cooling), water cycle, evaporation, condensation, melting, freezing</p> <p>DT – Criteria, Fabric, Fastening, Fix, Mock-up, Stitch, Template</p> <p>PSHE – Brain, Cells, Hippocampus, Amygdala, Prefrontal Cortex, Mind, Focus, Neuroplasticity, Neuron, Neural Pathway, Happy Breathing, Fight, Flight, Freeze, Oxygen, real danger, perceived danger, trigger</p> <p>Music – Tempo, Treble Clef, base clef, notes, beat, rest, repeat</p>



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	<p>RE – The 5 K's of Hinduism, Kesh (uncut hair), Kara (a steel bracelet), Kanga (a wooden comb), Kaccha - also spelt, Kachh, Kachera (cotton underwear)</p> <p>PE - Movement, communication, gesture, expression, choreography, narrative, evaluation, sequence, character.</p>
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Week: 6	Subsidiary question: What was life like in Roman Britain?
Topic Driver knowledge & skills History Know about the key features of: Romans	Secondary Subject knowledge & skills Science- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature Setting up and enquiry PSHE – My Happy Mind RE - Living Religious Traditions Computing- To understand how to use a shared spreadsheet to explore data Music - Guitars PE – Work as a group to combine movements to create a sequence. To combine sequences to create a final performance.



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	<p>Character Communication - To understand how communicating well can help us in PE.</p>
<p>Vocabulary- Chronology, timeline, emperor, empire, legion, Colosseum, invade, Mediterranean, era, Romans.</p>	<p>Vocabulary Science – Temperature ,heat (heating), cool (cooling), water cycle, evaporation, condensation, melting, freezing</p> <p>DT – Criteria, Fabric, Fastening, Fix, Mock-up, Stitch, Template</p> <p>PSHE – Brain, Cells, Hippocampus, Amygdala, Prefrontal Cortex, Mind, Focus, Neuroplasticity, Neuron, Neural Pathway, Happy Breathing, Fight, Flight, Freeze, Oxygen, real danger, perceived danger, trigger</p> <p>Music – Tempo, Treble Clef, base clef, notes, beat, rest, repeat</p> <p>RE – The 5 K's of Hinduism, Kesh (uncut hair), Kara (a steel bracelet), Kanga (a wooden comb), Kaccha - also spelt, Kachh, Kachera (cotton underwear)</p> <p>PE - Movement, communication, gesture, expression, choreography, narrative, evaluation, sequence, character.</p>



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