
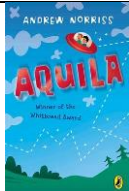

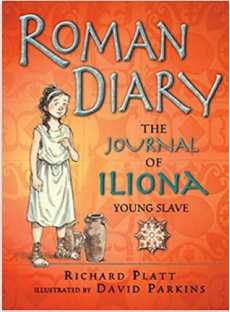
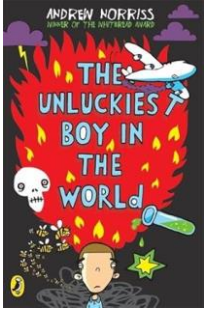
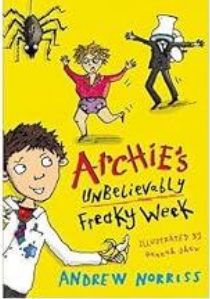

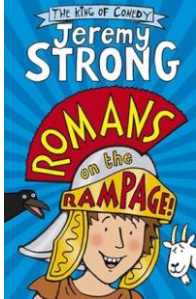
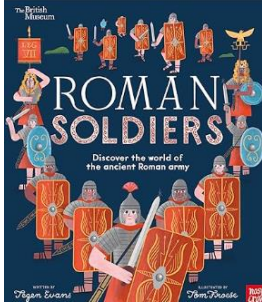
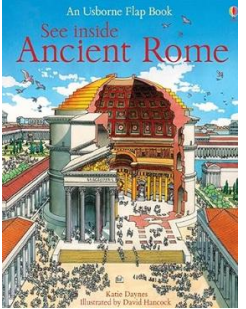


<div><b>Hillcrest Primary School</b> <b>Medium Term Plan</b> <i>At Hillcrest, we nurture a love of reading to empower the children to unlock the full wonders of the curriculum, supporting them to unleash their creativity and champion their independence, helping them to achieve their full potential.</i></div>			<div><b>TLC Text:</b> Aquila By Andrew Norriss</div> <div></div>		<div> <b>TLC Hook:</b> A discovery of bones</div>	
<div><b>Year Group: 4</b></div>		<div><b>Term: Spring 1</b></div>				
<div><b>Spring Half Term 1</b></div>						
	<div><b>Week 1</b></div>	<div><b>Week 2</b></div>	<div><b>Week 3</b></div>	<div><b>Week 4</b></div>	<div><b>Week 5</b></div>	<div><b>Week 6</b></div>
<div><b>English</b></div>	<div>I can write a newspaper report.  I can identify the structure and features of a newspaper report.  I can correctly punctuate speech.</div>	<div>I can write a newspaper report.  I can use the 5Ws to describe who, what, where, when and how.  I can use direct and reported speech.</div>	<div>I can write a newspaper report.  I can structure my writing into paragraphs in chronological order.</div>	<div>I can write a persuasive text.  I can identify and use superlatives.</div>	<div>I can write a persuasive text.  I can use expanded noun phrases to describe.  I can use fronted adverbials.</div>	<div>I can write a persuasive text.  I can edit and improve my writing with a purple pen.</div>
<div><b>Grammar &amp; Punctuation</b></div>	<div>Inverted commas Direct and reported speech Prefixes and suffixes Exclamation marks</div>	<div>Possessive apostrophes Commas in lists</div>	<div>Fronted adverbials</div>	<div>Possessive apostrophes Prefixes and suffixes</div>	<div>Commas in lists Question marks</div>	<div>Exclamation marks</div>
<div><b>Spelling</b></div>	<div>To spell /g/ sound spelt 'gu'</div>	<div>To spell words ending in 'ture'</div>	<div>To spell plural words with possessive apostrophes</div>	<div>To spell homophones</div>	<div>To spell homophones</div>	<div>To spell Y3/4 statutory spellings</div>
<div><b>Maths</b> <i>Multiplication and division</i></div>	<div>To use factor pairs.  To multiply by 10 and 100.</div>	<div>To divide by 10 and 100.  To use informal methods for multiplication.  To multiply a 2- digit number by 1 number.</div>	<div>To multiply a 3-digit number by a 1-digit number.  To divide 2- and 3- digit number by a 1-digit number.  To use correspondence problems.</div>	<div>To use efficient multiplication.  To measure in kilometres and metres.  To calculate perimeter on a grid.</div>	<div>To calculate the perimeter or a rectangle and rectilinear shapes.  To find missing lengths in rectilinear shapes.  To find the perimeter of regular polygons.</div>	<div>To find the perimeter of polygons.</div>
<div><b>Science</b></div>	<div>To create a sound survey.</div>	<div>To describe how sound travels.</div>	<div>To prove if the length of a ruler affects the pitch of the buzz.  <b>WS - Set up simple practical enquiries, comparative and fair tests.</b></div>	<div>To create our own scientific question to test string telephones.  <b>WS -To make systematic and careful observations, taking accurate measurements using standard units, using a sound meter.</b></div>	<div>To understand the anatomy of the ear.</div>	<div>To describe the journey of sound through the ear.</div>
<div><b>Art</b></div>	<div>I can design and make a Roman mosaic.</div>		<div>Please note that additional time is dedicated to Art lessons in the first part of the half-term to ensure we cover all objectives effectively.</div>			
<div><b>Music</b></div>	<div>To learn how to play an instrument. <b>Disclaimer:</b> For the next 10 weeks, the children will be taught how to play the ukelele by an external provider.</div>					
<div><b>MFL (French)</b> <i>Boucle d'or et les Trois Ours (Goldilocks and the Three Bears)</i></div>	<div>To learn and practise French phonics.</div>	<div>To read the story of 'Goldilocks and the Three Bears' in French.</div>	<div>To learn and retain new vocabulary related to 'Goldilocks and the Three Bears' using word cards.</div>	<div>To learn and retain new vocabulary related to 'Goldilocks and the Three Bears' using phrase cards.</div>	<div>To write their own Goldilocks story in French.</div>	<div>To write their own Goldilocks story in French.  To revise and consolidate all language covered in the unit.</div>
<div><b>Outdoor P.E.</b> <i>Ball skills</i></div>	<div>To develop tracking and collecting skills.</div>	<div>To develop confidence and accuracy when tracking a ball.</div>	<div>To develop dribbling skills with hands and feet.</div>	<div>To develop catching skills using one and two hands.</div>	<div>To explore and develop a variety of throwing techniques.</div>	<div>To use tracking and sending skills with feet.</div>
<div><b>Indoor P.E.</b></div>	<div>BBC Dance – The Romans</div>	<div>BBC Dance – The Romans</div>	<div>BBC Dance – The Romans</div>	<div>BBC dance - South American Carnival</div>	<div>BBC dance - South American Carnival</div>	<div>BBC dance - South American Carnival</div>

<b>Dance</b>	To perform actions and skills with more consistent control and quality.	To plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small group and small team activities.	To identify what makes a performance effective.	To perform actions and skills with more consistent control and quality.	To plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small group and small team activities.	To identify what makes a performance effective.
<b>R.E.</b>	To explain who founded Christianity and where it was founded.	To explain the main beliefs of Christianity.	To identify special places and explain why they are special.	To name and explain the main Christian festivals.	To understand how the Bible is organised and navigate my way around it.	To name and explain the key symbols of Christianity.
<b>Computing</b> Unit 4.3 We are musicians	To create a piece of music in GarageBand.	To experiment with the touch instruments in GarageBand.	To create a tune in Piano Roll View.	To create a piece of music using Live Loops.	To create a multi-track composition in GarageBand.	To refine and perform a piece of music.
<b>Life Skills (PSHE &amp; RSHE)</b>	To understand and plan for a healthy lifestyle including physical activity, rest and diet.	To perform a range of relaxation stretches.	To understand the different aspects of my identity.	To identify my own strengths and begin to see how they can affect others.	To break down barriers into smaller, achievable goals.	To recognise when to give consent.
<b>History</b>	To create a timeline of Roman Britain.	To describe the Roman Invasion of Britain 55BCE to 4.	To understand the structure of the Roman Army.	To describe Roman society and life.	To understand Roman infrastructure.	To describe the lasting impact of the Roman invasion on Britain.
<b>Geography</b>	To use 4- and 6-digit grid references.		To locate Roman Settlements within the United Kingdom.		To locate countries that were part of the Roman Empire.	

*We would love for children to experience first-hand the surprise and mystery of the TLC text when we first read it together in class.  
Therefore, here are some supplementary texts they may enjoy alongside!*

Supplementary Texts	Same Author		Readers also liked...		Non-Fiction	
						
<b>Roman Diary – The Journal of Iliona</b>  Tamsin Cooke	<b>The Unluckiest Boy in the World</b>  Andrew Norriss	<b>Archie's Unbelievably Freaky Week</b>  Andrew Norriss	<b>Tom's Midnight Garden</b>  Philippa Pearce	<b>Romans on the rampage</b>  Jeremy Strong	<b>Roman Soldiers</b>  Tegan Evans	<b>See Inside Ancient Rome</b>  Katie Daynes