



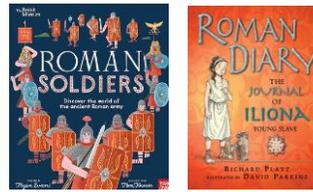
Hillcrest Primary School
Medium Term Plan

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.

Year Group: 4

Term: Spring 1

TLC Text: Roman soldiers



TLC Hook:
Roman visitor –
Titus Flavius

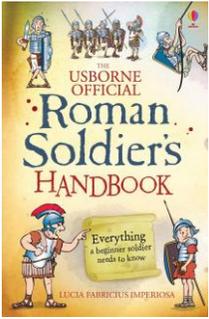
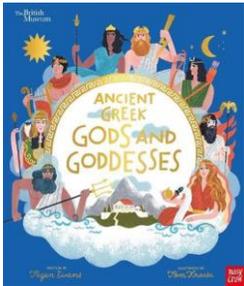
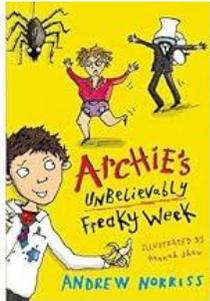
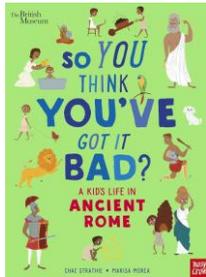
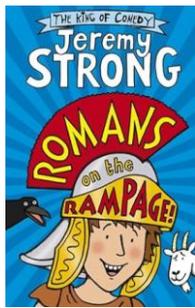
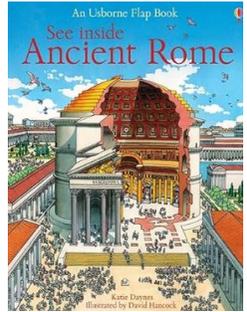


Spring Half Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	<p>I can retrieve information from the text</p> <p>I can create a glossary of Tier 3 words for my writing</p> <p>I can use a dictionary</p> <p>I know what an autobiography is and can name some features</p>	<p>I can write notes</p> <p>I can summarise information</p> <p>Roman Day – TLC hook</p> <p>I can create a story map of the hook day</p>	<p>I can take part in oracy activities linked to the text</p> <p>I can write notes on what I've learnt</p> <p>I can use notes to inform my planning</p>	<p>I can write in first person</p> <p>I can include personal thoughts and feelings</p> <p>I can use direct speech in my writing</p> <p>Author write - Life of a Roman Soldier – An autobiography</p>	<p>I can identify features of a diary</p> <p>I can include possessive apostrophes</p> <p>I can use pronouns</p>	<p>I can write in first person</p> <p>I can use prefixes and suffixes in my writing</p> <p>I can use pronouns to avoid repetition</p> <p>Author write - Roman diary</p>
Grammar & Punctuation	<p>Word classes</p> <p>Prefixes and suffixes</p>	<p>Writing in first person</p> <p>Possessive apostrophes (singular and plural)</p>	<p>Fronted adverbials</p> <p>Expanded noun phrases</p>	<p>Direct speech</p> <p>Writing in first person</p>	<p>Write in first person</p> <p>Use emotive detail</p>	<p>Pronouns</p>
Spelling	<p>Apostrophes for plural possession</p>	<p>Common exception words</p>	<p>Adverbs with -ily, -ly and -ally endings</p>	<p>Common exception words</p>	<p>Anti- prefixes</p>	<p>Inter- prefixes</p>
Maths <i>Multiplication and division</i>	<p>To use factor pairs.</p> <p>To multiply by 10 and 100.</p>	<p>To divide by 10 and 100.</p> <p>To use informal methods for multiplication.</p> <p>To multiply a 2- digit number by 1 number.</p>	<p>To multiply a 3-digit number by a 1-digit number.</p> <p>To divide 2- and 3- digit number by a 1-digit number.</p> <p>To use correspondence problems.</p>	<p>To use efficient multiplication.</p> <p>To measure in kilometres and metres.</p> <p>To calculate perimeter on a grid.</p>	<p>To calculate the perimeter of a rectangle and rectilinear shapes.</p> <p>To find missing lengths in rectilinear shapes.</p> <p>To find the perimeter of regular polygons.</p>	<p>To find the perimeter of polygons.</p>
Science Sound	<p>To create a sound survey.</p>	<p>To describe how sound travels.</p>	<p>To prove if the length of a ruler affects the pitch of the buzz.</p> <p>WS - Set up simple practical enquiries, comparative and fair tests.</p>	<p>To create our own scientific question to test string telephones.</p> <p>WS -To make systematic and careful observations, taking accurate measurements using standard units, using a sound meter.</p>	<p>To understand the anatomy of the ear.</p>	<p>To describe the journey of sound through the ear.</p>
Art	<p>I can design and make a Roman mosaic using different mediums</p>		<p>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.</p>			
Music	<ul style="list-style-type: none"> Continue to sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Sing rounds and partner songs in different time signatures (2-, 3-, and 4-time) and begin to sing repertoire with small and large leaps, as well as a simple second part to introduce vocal harmony. Listen to recorded performances. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 					
MFL (French)	<p>To learn and practise French phonics.</p>	<p>To learn how to recognise, recall and spell 5 different phrases for describing</p>	<p>To learn how to recognise, recall and spell a further 5 different phrases for</p>	<p>To learn the 4 compass points and will learn how to say the</p>	<p>To learn how to recognise and recall the 7 days of the week and times of day in the foreign language.</p>	<p>To present a weather forecast in the foreign language using all their knowledge learnt this unit.</p>

What's the weather like?		weather in the foreign language.	describing weather in the foreign language and will revise key conjunctions.	temperature in the foreign language.		
Outdoor P.E. Ball skills	To develop tracking and collecting skills.	To develop confidence and accuracy when tracking a ball.	To develop dribbling skills with hands and feet.	To develop catching skills using one and two hands.	To explore and develop a variety of throwing techniques.	To use tracking and sending skills with feet.
Indoor P.E. Dance	BBC Dance – The Romans To perform actions and skills with more consistent control and quality.	BBC Dance – The Romans To plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small group and small team activities.	BBC Dance – The Romans To identify what makes a performance effective.	BBC dance - South American Carnival To perform actions and skills with more consistent control and quality.	BBC dance - South American Carnival To plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small group and small team activities.	BBC dance - South American Carnival To identify what makes a performance effective.
R.E.	To explain who founded Christianity.	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.
Computing 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.
Life Skills (PSHE & RSHE)	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.
History	To create a timeline of Roman Britain.	To describe the Roman Invasion of Britain 55BCE	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.
Geography	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
					
					

Roman Soldier's Handbook Lesley Sims	Ancient Greek Gods and Goddesses Tegan Evans	Archie's Unbelievably Freaky Week Andrew Norriss	So you think you've got it bad? Chae Strathie	Romans on the rampage Jeremy Strong	Horrible Histories – Rotten Romans Terry Deary	See Inside Ancient Rome Katie Daynes
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