

**Medium Term Plan Term 1 – Year 4**

Term 1 Invasion	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>History</b>	<ul style="list-style-type: none"> <li>-Interpret a primary source and understand how the context in which it was written influences the writer’s viewpoint.</li> <li>-Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</li> <li>-Explain in detail the multiple causes and effects of significant events.</li> <li>- Sequence significant dates about events within a historical time period on historical timelines</li> <li>-Sequence significant dates about events within a historical time period on historical timelines.</li> <li>-Explain the cause, consequence and impact of invasion and settlement in Britain.</li> <li>-Explain the cause, consequence and impact of invasion and settlement in Britain.</li> <li>-Explain the cause, consequence and impact of invasion and settlement in Britain.</li> <li>-Describe a series of significant events, linked by a common theme, that show changes over time in Britain.</li> <li>-Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</li> <li>-Explain the cause, consequence and impact of invasion and settlement in Britain.</li> <li>-Describe the significance and impact of power struggles on Britain.</li> </ul>			<ul style="list-style-type: none"> <li>- Interpret a primary source and understand how the context in which it was written influences the writer’s viewpoint.</li> <li>- Identify bias in primary and secondary sources.</li> <li>- Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</li> <li>-Compare and contrast two civilisations.</li> </ul>	<ul style="list-style-type: none"> <li>-Construct a profile of a significant leader using a range of historical sources.</li> <li>- Sequence significant dates about events within a historical time period on historical timelines</li> <li>-Explain in detail the multiple causes and effects of significant events.</li> </ul>		

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<b>Geography</b>						Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.	
<b>Art</b> Contrast and Complement							<ul style="list-style-type: none"> <li>-Create a series of sketches over time to develop ideas on a theme or mastery of a technique.</li> <li>-Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</li> <li>- Compare and contrast artwork from different times and cultures.</li> <li>-Give constructive feedback to others about ways to improve a piece of artwork.</li> </ul>
<b>English</b>	Talk 4 Writing - Big Write				Assessment Week		
<b>Maths</b>	Place Value, Addition & Subtraction – See White Rose				Assessment Week	Place Value, Addition & Subtraction – See White Rose	
<b>WCGR</b>	Classroom Secrets						

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<b>RE</b>						What does it mean to be a Hindu in Britain today?	
<b>PE</b>	Swimming/ Athletics – see PE HUB						
<b>Spanish</b>	Recap on last year's learning	Where is Spanish spoken?	All about Spain.	Numbers 0-20	How are you?	What is your name?	Assessment
<b>Music</b>	Recorder Unit						
<b>PSHE</b>	<a href="#">Healthy Lifestyles</a> What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs			<a href="#">Growing &amp; Changing</a> Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change			
<b>Computing</b>	<a href="#">Coding</a> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. (CS) -Use sequence, selection and repetition in programs; work with variables and various forms of input and output. (CS) -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. (CS) -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. (IT)						