

## Hesleden Primary School – Medium Term Plan – [Class 4/Aut 2]

### History

Identify the key features of a global empire. Develop use of appropriate subject terminology (ie. Empire) and put events, people, places and artefacts on a timeline (*chronology*). Ask and answer questions about the past considering aspects of change, cause, similarity and difference (rich/poor; men/women/children; slave/free). Analyse a range of source material to promote evidence about the past (*Historical Enquiry*). Identify and give reasons about why people acted as they did (*Causes and Consequences*)

Links to Statements: Y4: 1, 2, 3, 4 & 7 Y5: 1, 2, 3, 4 & 6 Maths: Y4 & 5 – 2,5

Articles / GGoals: Goal 11 - Sustainable cities & communities; Goal 5 - Gender Equality A:32

### Geography

Locate countries on maps to show the expansion of the Roman Empire. Use maps, photographs and text to compare the physical and human geography of UK and Italy. Describe the main and human and physical features of the Bay of Naples.

Links to Statements: Geog.Y4 - 1, 7, 8 10, 11 & 12 Y5 – 1, 7, 8, 9, 10, 11 & 12

Ma: 25

### Art / D&T

Art: Compare Pietro Cavallini's mosaic designs with modern artists work such as Pamela Irving and Ed. Chapman.

D&T: (Link to History)

Create a Roman catapult. Generate, develop, model ideas through discussion, annotated sketches and cross-sectional diagrams.

D&T – 1, 2, 3, 4 & 5

Articles/GGoals: A:29

### Music

Complete a series of lessons based on a bullying rap 'STOP!' (Charanga). Study music and instruments (tuba) played during the Ancient Roman period. Learn to describe and identify the different purposes of music. Music: Y4 - 6, 7 & 8) Y5 - 3 & 4

Articles/GGoals: A:29

### English

Text: **The Storm Keeper's Island** by Catherine Doyle & **The Nowhere Emporium** by Ross MacKenzie

Writing genres:

- Letter (Fionn)
- Narrative (Island Adventure)
- Advertisement (persuasive text) – Travel Brochure

Spelling: Y4 & 5 Use the first two or three letters of a word to check its spelling in a dictionary & thesaurus to find synonyms

Y4: Focus on commonly misspelt words and multi-syllabic words

Y5 – Focus on words with silent letters and suffixes –ible, -able, ably, -ibly

Links to Statements: Y4: 1, 3, 4, 7, 8, 9, 19, 22 & 23 Y5 – 2, 5, 6, 9, 10, 11, 22, 23, Articles / GGoals: A – 24 & 28

### The Roman Empire

Key question: What was daily life like in Rome?



Outcome: **Blackhall Library Display**

### Maths

**Calculation Y4:**

Recognise and use factor pairs and commutativity in mental calculations. Use inverse operations to check answers to a calculation. Use formal written methods of columnar addition and subtraction. Multiply 2 & 3 digit numbers by a one – digit number using formal written layout. Count backwards through zero to include negative numbers and find 1000 more or less than a given number. x and ÷ facts for tables up to 12 x 12.

**Place value and calculation Y5:**

Multiply / divide numbers mentally using known facts and use formal written methods for 4 digit x 1 or 2 digit and 4 digit ÷ 1 digit short division (interpreting remainders in context). Multiply / divide whole numbers and those involving decimals by 10, 100 and 1000. Recognise and use square numbers and cube numbers, and the notation for squared and cubed.

Identify multiples and factors, find factor pairs of a number and common factors of two numbers. Recall prime numbers up to 19. Links to Statements: Y4: 1, 2,3,4,6 & 7 Y5: 1, 2, 4, 5 & 6 Articles /G. Goals: A 28

### RE *Belief, Authority, Impact of Belief*

*Key question: How do Sikhs believe and how are these beliefs expressed?*

Develop knowledge about practices within religious traditions and their links to belief and sources.

*Key question: What are the themes of Christmas? Understand beliefs and practices within Christianity and how beliefs make a difference to individual and communal life.* RE: Y4 & Y5 1, 2 & 3 Article: 30

### MFL

Use short sentences when asking and answering questions.

Listen to a story or poem and identify key words.

Build a bank of French vocabulary and understand numbers in multiples of 10 up to 100.

Links to Statements: Y4 – 5 & 6 Y5 – 5 & 7

Articles /GGoals: A- 8 & 30

### Science

(Link to D & T and PE)

Study the force of gravity acting between earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. To identify friction as a force that may prevent objects from starting to move and investigate different forces acting on a body. Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.

Links to Statements Y5: 21, 22, 23, 24 & 25 Y4: 1, 2, 3, 4,5, 6 & 7 Ma: Y4&5 - 25 Articles / G.Goals: A: 28

### Computing

Computer science (programming): Use logical reasoning to explain how their code executes and to detect and correct errors as they work. Use 'Hour of code' to create a simple game which uses a score variable.

Links to Statements: Comp: Y5- 4, 5, 6, 7, & 8 Y4- 4, 5, 6 & 7 Ma: Y4 & 5 – 25 Articles / GGoals: A 24 & 28

### PE

*Swimming*

Work towards swimming 25 -50 metres unaided.

*Dance*

Study Pyrrhic dance (invented by the Greeks but polarized by the Romans)

Show an awareness of dance and use simple dance vocabulary; Learn to compare and evaluate their own and others' work.

Links to Statements: 1, 2, 3, 4 & 5

Articles /GGoals: A24 & 29

### PSHCE (etc.)

Focus on the following themes:

- Mental health and Wellbeing
- Emotions

Links to Statements: RE Y4 & Y5 - 7 & 8

Articles /GGoals: A 1, 2, 4, 5, 7, 34 & 39