



Robert Mellors Primary Academy – Medium Term Plan

Phase: LKS2 Term: Autumn 1

Topic: The Romans						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	Bridging Unit	Bridging Unit	Class biography: Features and research	Class biography: Writing and editing	Balanced Argument- Trust	Balanced Argument- Trust
Maths Y3	Place value	Place value	Place value	Addition and subtraction	Addition and subtraction	Addition and subtraction
Y4	Place value	Place value	Place value	Place value	Addition and subtraction	Addition and subtraction
Science Forces and Magnets	I can explore and describe how objects move on different surfaces	I can explain how some forces require contact and some do not, giving examples	I can explore and explain how objects attract and repel in relation to objects and other magnets.	I can predict whether objects will be magnet and carry out an inquiry to test this out.	I can describe how magnets work	I can predict whether magnets will attract and repel and give a reason.
History The Romans	I understand how we know about the past. I Can make inferences about the past from different artefacts		I can describe the iron age way of life I can create a timeline of Roman Britain.	I can explain how powerful the Roman army was	I can say why the Romans wanted to invade Britain. I can recall the events from the first Roman invasion by Julius Caesar	I can describe the successful invasion by Claudius (Harriidans wall)



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Geography		To begin to understand how 'The Roman' era began		I can locate the Roman empire on a map.		
PSHRE AREP- Y3	To know recognise individuality and personal qualities	To understand what is meant by identity.	To understand what makes our skin the colour that it is.	To discover what it means to be anti-racist.	To understand ways in which I can deal with racism if I see it or experience it.	To recognise an example of where racism has occurred.
AREP- Y4	To recognise the importance of self-respect and how this can affect our thoughts and feelings about ourselves	To recognise that everyone, should expect to be treated politely and with respect by others no matter what their skin colour	To know about diversity: what it means and the benefits of living in a diverse community	To know about strategies to respond to hurtful behaviour experienced or witnessed	To create a charter to show antiracist values.	To consolidate AREP learning.
RE Christianity	What are we committed to?	What is the holy trinity?	How might Christian person behave?	How do Christians believe the world began?	Which values do Christians show when celebrating festivals?	Why do Christians celebrate harvest?
PE	Swimming Fitness/ football	Swimming Fitness/ football	Swimming Fitness/ football	Swimming Fitness/ football	Swimming Fitness/ football	Swimming Fitness/ football
Art						
Music		Charanga		Charanga		Charanga
Computing	My online life	My online life	My online life	My online life	My online life	My online life



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DT 2D shape to 3D product	I can research a range of textile products that have a range of stitches, joins and fabrics	To discuss the purpose of a product and write the aims and success criteria	I can design a product which meets the criteria of the design brief	I can experiment with a range of sewing techniques, joining two pieces of material together	To create my final product of a Roman purse/wallet	I can evaluate my design
French Phonetics/I'm learning French	I can find France on a map and be able to recall at least 1 Francophone country.	I can use key greetings.	I can ask and answer the question 'How are you?' in French.	I can ask and answer the question 'What is your name?' in French.	I can count to 10 in French.	I can read, write, say and recognise 10 colours in French.