

**Riverside Primary School
Medium-Term Curriculum Plan
2025-2026
LKS2**

Term: Spring 2 2026
Theme: Revolutionary Romans

	Unit	Skills	Week 1 objectives and brief outline of learning 23.02.26	Week 2 objectives and brief outline of learning 02.03.26 <i>World Book Day - 5th March</i>	Week 3 objectives and brief outline of learning 09.03.26 <i>Assessment Fortnight Science week</i>	Week 4 objectives and brief outline of learning 16.03.26 <i>Assessment Fortnight</i>	Week 5 objectives and brief outline of learning 23.03.26
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Wow finish:

English

Writing:	<p>Portal Story and Fantasy Description: Elf Road — Writing to persuade</p> <p>Letter to PTA - Playground equipment/Mrs Smith</p>	<p>Riverside Sentence Types: Inverted commas Apostrophes for contractions Apostrophes for singular possession Apostrophes for plural possession Exclamation sentences</p> <p>Writing to entertain Text Features Detailed description</p> <p>Use paragraphs to organise in time sequence</p> <p>Other Style Ideas Opportunities for comparing different forms of past tense (progressive and simple)</p> <p>Grammar and Sentences Use fronted adverbials to show how/when an event occurs</p> <p>Use expanded noun phrases to add detail & description</p> <p>Use subordinate clauses to add detail or context</p> <p>Use nouns & pronouns for</p>	<p>Day 1: Story mapping</p> <p>Day 2: Underlying structure & Creating a toolkit</p> <p>Day 3: Label their realm with rich vocabulary</p> <p>Day 4: Gathering vocabulary - Spine Poem</p> <p>Day 5: Box up plan</p>	<p>Day 6: Modelled write</p> <p>Day 7: Modelled write</p> <p>Day 8: Edit and improve</p> <p>Day 9: World Book Day</p> <p>Day 10: Visual Options & Box up plan</p>	<p>Day 11: Hot write</p> <p>Day 12: Hot write</p> <p>Day 13: Edit and improve</p> <p>Day 1: Top copy</p> <p>Day 2: Story mapping</p>	<p>Day 3: Underlying structure & Creating a toolkit</p> <p>Day 4: Class Discussion - What would we like and what will be the benefits?</p> <p>Day 5: Short burst - 5 sentences/The language of debate</p> <p>Day 6: Box up plan</p> <p>Day 7: Modelled write</p>	<p>Day 8: Modelled Write</p> <p>Day 9: Modelled Write</p> <p>Day 10: Edit & improve</p> <p>Day 11: Top copy</p> <p><i>AR Quiz</i></p>
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		<p>clarity and cohesion</p> <p>Adverbials Soon Meanwhile As... The next day... Later... Carefully Without a thought...</p> <p>Conjunctions if when because while as until whenever once</p> <p>Punctuation Content Use full punctuation for direct speech, including punctuation within and before inverted commas.</p> <p>Secure use of apostrophes for possession, including for plural nouns.</p> <p>Use commas after fronted adverbials and subordinate clauses May begin to use dashes for emphasis</p>					
Reading:	<i>The Thieves of Ostia</i> – Caroline Lawrence	<ul style="list-style-type: none"> • Immersion & Vocabulary • Characters & Motivation • Plot & Suspense • Setting & Context • Inference & Author's Choice • Summarising & Performance 	<p>Day 1: I can talk about what I notice about the setting and time period of the story.</p> <p>Day 2: I can explain the meaning of new Roman words using pictures and definitions.</p> <p>Day 3: I can answer questions about who, where, and what happens in the story.</p> <p>Day 4: I can make sensible predictions using clues from the text.</p> <p>Day 5: I can identify important information and clues in the text.</p>	<p>Day 1: I can describe characters using evidence from the text.</p> <p>Day 2: I can infer how a character is feeling and explain how I know.</p> <p>Day 3: I can compare characters and explain how they are similar and different.</p> <p>Day 4: I can discuss reasons for people's actions and how they affect others.</p> <p>Day 5: I can explore characters' thoughts and feelings through role play.</p>	<p>Day 1: I can sequence key events in the correct order.</p> <p>Day 2: I can summarise a chapter using only the most important information.</p> <p>Day 3: I can identify words and phrases that create suspense.</p> <p>Day 4: I can predict what might happen next and explain my thinking.</p> <p>Day 5: I can explain which parts of the story are most exciting and why.</p>	<p>Day 1: I can describe what life was like in Roman Ostia.</p> <p>Day 2: I can compare life in Roman times with life today.</p> <p>Day 3: I can find evidence in the text that shows what Roman life was like.</p> <p>Day 4: I can visualise a setting using clues from the text.</p> <p>Day 5: I can ask thoughtful questions about life in Roman times.</p>	<p>Day 1: I can infer a character's motives and evaluate their actions.</p> <p>Day 2: I can understand and discuss the author's choices and emerging themes</p> <p>Day 3: I can predict, explain, and reflect on story outcomes</p> <p>Day 4: I can summarise and retell the story accurately</p> <p>Day 5: I can communicate understanding through discussion and performance</p>
Class Reader:		The Polar Bear Explorers Club by Alex Bell (Continued)					
Handwriting	Penpals Year 4	Unit 12: Revising parallel ascenders and break letters	Unit 13: Relative size of letters	Unit 14: Proportion of letters	Unit 15: Spacing between letters	Unit 16: Spacing between words	Unit 17: Writing at speed
Y4 Spelling:		<p><u>Word Study Spelling</u></p> <ul style="list-style-type: none"> • More prefixes: inter, anti, auto, super • early, earth, experiment, group, guard, forward, 	More prefixes: inter, anti, auto, super		Year 3&4 spelling list: other words: answer, build, calendar, complete, consider, continue		

		<p>forwards, fruit, heard, heart, history, imagine, important, increase, island</p> <ul style="list-style-type: none"> • other words: answer, build, calendar, complete, consider, continue 					
Maths Year 4:			<p>Fractions Day 1: I can add fractions and mixed numbers Day 2: I can subtract two fractions Day 3: I can subtract from whole amounts Day 4: I can subtract from mixed numbers Day 5: End of block assessment</p>	<p>Decimals A Day 1: I can understand tenths as fractions Day 2: I can understand tenths as decimals Day 3: I can understand tenths on a place value chart Day 4: I can understand tenths on a number line Day 5: I can divide a 1-digit number by 10</p>	<p>Day 1: Assessment week -Arithmetic Paper Day 2: Assessment week -Reasoning Paper 2 Day 3: Assessment week -Reasoning Paper 3 Day 4: Assessment week -Reading Paper Day 5: End of block assessment</p>	<p>Day 1: I can divide a 2-digit number by 10 Day 2: I can understand hundredths as fractions Day 3: I can understand hundredths as decimals Day 4: I can understand hundredths on a place value chart Day 5: I can divide a 1- or 2-digit number by 100</p>	<p>Decimals B Day 1: I can make a whole with tenths Day 2: I can make a whole with hundredths Day 3: I can partition decimals Day 4: I can flexibly partition decimals Day 5: I can compare decimals</p>
History:	The Romans	<p>To investigate and interpret the past Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Suggest causes and consequences of some of the main events and changes in history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>To understand chronology Place events, artefacts and historical figures on a timeline using dates. To communicate historically • Use appropriate historical vocabulary to communicate, including:</p>	What was the Roman Empire?	What does the chronology of Roman Britain look like?	What was the reaction to the Roman invasion?	What are the most significant Roman achievements?	What is the legacy of Roman Britain?

		<ul style="list-style-type: none"> • dates • time period • era • change • chronology. 					
Science:	Sound	<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • making systematic and careful observations and, where appropriate, taking accurate • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 	<p>Good Vibrations</p> <p>I can describe and explain sound sources</p>	<p>Hearing Sounds</p> <p>I can explain how different sounds travel.</p>	<p>Higher and Lower</p> <p>I can explore ways to change the pitch of a sound.</p>	<p>String Telephones</p> <p>I can investigate ways to absorb sound.</p>	<p>Making Music</p> <p>I can make a musical instrument to play different sounds.</p>
Computing:	Word processing	<ul style="list-style-type: none"> • understand which games are safe to play; • understand how 	<p>I can format images for a purpose.</p>	<p>I can use formatting tools to create an effective layout.</p>	<p>I can use the spellcheck tool.</p>	<p>I can insert and format a table in a word processing document.</p>	<p>I can change a page layout for a purpose.</p>

		<p>games use persuasion to keep people playing;</p> <ul style="list-style-type: none"> • know strategies to help limit how much time is spent playing games; • understand what scams are and know how to avoid them while gaming online; • understand what 'fake news' is and know strategies to notice it online; • understand that not everyone online is who they say they are; • know strategies for keeping personal information private; • understand what respectful online gaming behaviour looks like. 					
Music:	Charanga - Feelings Through Music	<ul style="list-style-type: none"> • Listening • Finding and keeping a steady beat • Copy-back • Improvisation • Singing • Playing instruments • Reading notation 	Let your spirit fly (part 1)	Let your spirit fly (part 2)	Frere Jacques (Part 1)	Frere Jacques (Part 2)	Assessment Checkpoint
MfL:	Les Legumes (Vegetables)	<ul style="list-style-type: none"> • Name, recognise and recall from memory up to 10 vegetables in French. • Attempt to spell some of these nouns with their plural article/determiner. • Learn and use the high frequency verb je voudrais from the verb vouloir, to want in French. 	To introduce the aim of the unit "Les légumes". In this lesson, pupils will learn how to name (with accurate pronunciation) and remember the first five (of a total of ten) vegetables in French. The next lesson will focus on the remaining five.	Five more nouns for vegetables in French using	To revisit all ten vegetables in French and learn how to say "a kilo of..." plus a vegetable in French	Develop further linguistic progression by learning how to formulate a short phrase using "Je voudrais ..." ("I would like...") plus a quantity of various vegetables.	End of unit assessment
Indoor PE	Y3/4 Fitness - Get Set 4 PE	<p>Physical: agility, balance, coordination, speed, stamina, strength</p> <p>Social: support others, work safely, communication</p> <p>Emotional: perseverance,</p>	District Trials	LESSON 1 To develop coordination.	LESSON 2 To develop agility.	LESSON 3 To develop stamina.	LESSON 4 To develop agility.

		determination, honesty Thinking: identify areas of strength and areas for development					
Outdoor PE	Year 4 Tennis - Get Set 4 PE	Physical: throwing, catching, forehand, backhand, rallying Social: co-operation, support and encourage others, collaboration, respect Emotional: perseverance, honesty, determination Thinking: identifying strengths and areas for improvement, reflection, select and apply, comprehension, use tactics	District Trials	LESSON 1 To develop racket and ball control.	LESSON 2 To develop returning the ball using a forehand and understand when to use it.	LESSON 3 To develop the backhand and understand when to use it.	LESSON 4 To keep a continuous rally going showing increased technique.
PSHCE:	Core Theme: Living in the wider world Money and Work Making decisions about money; using and keeping money safe	<ul style="list-style-type: none"> • how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	Zones of Regulation	I can understand how people make different spending decisions based on their budget, values and needs	I can learn how to keep track of money and why it is important to know how much is being spent	I can learn about different ways to pay for things and why	I can understand how people spend money can have positive or negative effects on others
No Outsiders					Dogs Don't Do Ballet by Anna Kemp and Sarah Oglivie		
DT			I can recognise the power & success of the Roman army through their knowledge of tactics and weapon design.	I can describe how levers can make difficult work easier.	I can make our catapults	I can testing the catapults	I can evaluate
RE:	Human and social science lens Enquiry: Why is there so much diversity of belief within Christianity?	<ul style="list-style-type: none"> • Understand the Church as a global community of Christian believers. • Awareness of the concept of denominations within Christianity, along with examples e.g. 	I can examine and describe different Christian denominations	I can investigate the impact of a significant individual on Christian faith and beliefs	I can analyse a range of factors which have contributed to diversity within Christianity	I can compare and contrast commonalities and unique practices across denominations	I can compose a text explaining the reasons for diversity within Christianity

		<p>Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army.</p> <ul style="list-style-type: none"> • Describe different expressions of Christian worship including for example the Eucharist and pilgrimage. • The diverse ways in which people celebrate festivals such as Christmas, Easter and Pentecost; in particular contrasting two different contexts such as local/global or rural/urban. 					
<p>Trips, visitors and experiences:</p>	<ul style="list-style-type: none"> • World Book Day - 5th March 						