



Perry Hall Primary School  
Long Term Planning 2018- 2019



Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	<b>Heroes</b> (Knights –Saint George and the Dragon and jousting clip)	<b>Heroes</b> (One Boys War) (Christmas truce)	<b>Cracking Contraptions</b> (Charlie and the chocolate factory)	<b>Cracking Contraptions</b> (Charlie and the Chocolate Factory)	<b>Travelling to distant Lands</b> (The lion, the witch and the wardrobe)	<b>Travelling to distant lands</b> (The lion, the witch and the wardrobe)
<b>Visits/visitor/residential (date and place/person)</b>	Harvington Hall	BK dressed a soldier	Cadburys World		Egyptian digs – Clever Clogs	
<b>Subjects</b>						
<b>Science</b>	Animals including humans  Link to English story – comparing human teeth to those on a sheep’s skull (eaten by dragon)	Sound  How is sound made? What sounds were heard in WWI? create war alarm/siren	States of matter  Making ice cream and melting chocolate	Electricity  Looking at the invention of electricity and creating circuits	Living things and their Habitats  Looking at animals and habitats from around the world (desert links to Egypt)	Living things and their Habitats  Looking at animals and habitats from around the world (desert links to Egypt)
<b>Geography</b>	Tudors – Places of significance in the United Kingdom	WWI – Places of significance in Europe  Compass grid references	Chocolate - Bean to Bar Life of a cocoa farmer Rainforests (climate zones, biomes and vegetation belts)	Chocolate - Bean to Bar Life of a cocoa farmer Rainforests (climate zones, biomes and vegetation belts)	Human and physical Geography of Egypt – River Nile	Deserts
<b>Art</b>	Tudor portraits Coats of arms Tudor Rose  Look at the work of Holbein  Recreate some of his drawings in sketch books using different techniques  Create Tudor roses using drawing, painting and craft skills	Remembrance day poppies  Look at the work of Paul Nash and other artists  Recreate images using paint techniques	Mayan Masks  Plan mask in sketch books. Review and revisit original ideas. Use a range of materials	Bonampak Murals  Understand the significance of the murals  Use collage and paints to create own mural	Egyptian Pottery, necklaces, papyrus paintings, cartouche  Explore new art and design techniques by drawing and painting with different materials	Egyptian Pottery, necklaces, papyrus paintings, cartouche  Build on evidence of work in sketch books. Record observations and use them to review and revisit ideas
<b>D&amp;T</b>	Creating a structure – Design and create Tudor housing.		Design, create and evaluate chocolate bar wrapper	Design, create evaluate Mayan temple  Evaluate ideas against own design criteria	Design, create evaluate a shadow  Select from and use a wider range of tools and equipment	
<b>Music</b>	Six Wives Song Tudor Kings – to the tune of three blind mice  Greensleeves – begin to develop an understanding of music history	Recreate noises of World War One	Charlie and the Chocolate Factory songs  improvise and compose music for a range of purposes	Charlie and the Chocolate Factory songs  improvise and compose music for a range of purposes	Charanga – Ancient Egypt Music and Lyrics by Donna Minto	
<b>PE</b>	Tudor Dance  develop technique, control and balance	Football	Basketball (mayan pitz game/pok a ta pok)	Basketball (mayan pitz game/pok a ta pok)	Gymnastics Dance	Athletics Rounders

<b>PSHE</b>	<p>Good to be me – Growth mind set.</p> <p>to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p>	<p>Getting on and falling out</p> <p>to deepen their understanding of good and not so good feelings, to extend their vocabulary</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p>	<p>Healthy Eating</p> <p>begin to understand the concept of a 'balanced lifestyle'</p>	<p>Fair Trade/philanthropy</p> <p>to consider the lives of people living in other places, and people with different values and customs</p> <p>to explore and critique how the media present information</p>	<p>Money</p> <p>how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p>	<p>Going for goals</p> <p>understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</p>
<b>Computing</b>	<p>Animation</p> <ul style="list-style-type: none"> <li>- Discuss a good animated film, paper and flip book.</li> <li>- Create animation using backgrounds and sounds (link to text)</li> </ul>	<p>Christmas Truce writing activity on Purple Mash</p> <ul style="list-style-type: none"> <li>• Letter from the front back home</li> <li>• Newspaper report about the Truce (font changes, imports, captions etc)</li> </ul>	<p>Online Safety</p> <p>Understand how to protect from identify theft</p> <p>Copyrighting/plagiarism</p> <p>Identify positive and negative on health and environment – game timing (balanced screen time etc)</p>	<p>2Code on Purple Mash – Coding and Logo</p> <p>Coding: Charlie to navigate around Chocolate Factory</p>	<p>Create a travel brochure on Egypt</p> <p>collect, analyse and evaluate data and information</p>	<p>Purple Mash – write a postcard from Ancient Egypt</p> <p>Spreadsheets – link to Maths.</p> <p>Number formatted tools, line graphs</p>
<b>E-Safety</b>	<p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>				<p>Use <b>effective search</b> technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	
<b>History</b>	<p>Tudors</p> <p>Place events from a period studied on a timeline</p> <p>Use terms related to the period and begin to date events.</p>	<p>WWI</p> <p>Use evidence to reconstruct life in time studied</p> <p>Identify Key features and events</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>The Mayans</p> <p>Understand more complex terms eg.BCE/AD</p> <p>Develop a broad understanding of ancient civilisations</p>	<p>Mayan inventions – chocolate</p> <p>Use evidence to reconstruct life in time studied</p>	<p>Ancient Egyptians</p> <p>Look at the evidence available, begin to evaluate the usefulness of different sources, use of text books and historical knowledge</p>	<p>Ancient Egyptians</p> <p>Look at the evidence available, begin to evaluate the usefulness of different sources, use of text books and historical knowledge</p>
<b>RE</b>	<p>Christianity</p> <p>Henry VIII's break from the Catholic Church</p> <p>Describe the key beliefs and teachings of religions</p>	<p>The Bible</p> <p>Use technical terminology</p>	<p>Creation Stories</p> <p>Show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.</p>	<p>Creation Stories</p> <p>Show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.</p>	<p>Pilgrimages</p> <p>Show an understanding of what belonging to religions involves</p>	<p>People of Faith</p> <p>Describe the key beliefs and teachings of the religions, connecting them with other features and making some comparisons between religions.</p>
<b>MFL</b>	Spanish – see overview					
<b>Opportunities for outdoor learning</b>		Compass grid references				