Perry Hall Primary School

Long Term Planning 2020 - 21

Year 4

Knowledge and skills objectives

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic title** |  | **Romans** | **Anglo Saxons – Feasts and Fortunes Found** | **Vikings** |
| **Key question** |  |  |  |  |
| **Visits/visitor/residential****(date and place/person)**  |  | Wall Roman site – Lectocetum (closed for Covid)Lunt - Roman fort, near Coventry. | Birmingham museum – Staffordshire Hoard  | Timezones – Viking Day |
| **Books that link** | Tin ForestThe WingVarjack Paw  | **Escape from Pompeii – Christina Balit**The Orchard Book of Roman Myths Rotten Romans – Horrible HistoriesBoudicca Sharkespeare - Julius Caesar  | **Beowulf (Usborne)**George and the Dragon  King Arthur (Knights of the Round Table) - Marcia Williams Anglo-Saxon Boy -Tony Bradman Class reader - The Jungle Book | **How to Train Your Dragon**Arthur and the golden ropeThe Dragon’s Hoard – Stories from Viking Sagas  |
| **Subjects**  |  |  |  |  |  |  |
| **Science**  | Habitats – link to The Wing - Habitats within a Forest Habitats of Big Cats **The Wing** – The Catapult (forces behind catapult – gravity, air resistant, aero dynamics etc) Cats Eyes in the Road – link to Science Varjak PawBones in a Dog - 319, Human - 206 and Cat – 230 (comparisons of skeletal systems) | Sound – link to Roman musical instruments, Roman invasion – how to remain unheard.  | States of matter - including irreversible changes with Saxon food (bread making, butter churning) | Animals including humans – teeth and digestion – continuation of Saxon food | Living things and their Habitats – animal *settlements* and food chains | Electricity – create an invasion alarm – circuits and buzzer.  |
| **Geography**  | **The Wing** is set in a forest setting = **Map Work**Locating Forest and Greenland on maps in the local area. **(The Wing)****Varjak Paw** Big Cats – located in the world **(Varjak Paw)****Countries that worship Cats** | Locating Europe’s countries, capital cities and Rome’s location – maps to locate. Physical geography – rivers, seas, mountains (inc Vesuvius).Map to show expansion of the Roman empire.Compare modern Rome and Wolverhampton.  | Main counties/cities in West Midlands (Mercia as Anglo Saxon settlement – Wolverhampton Pillar remains outside Art Gallery) Human geography - reasons for settlement (resources – food, minerals, water). Fieldwork to observe, measure and record the human and physical geography.  | Viking’s location of origin –identify seas, coast lines, rivers, mountains of Scandinavian countries – comparison to then and now; where they settled in Viking Britian and where they are in modern Britain. Maps to locate including eight-point compass points.  |
| **Art**  | Sketch using chalk a setting of the Forest from The Wing Create the Mask of a Crow – link to History/Plague in Britain | Roman tile mosaics Roman emperor clay statue | Sketching Staffordshire Hoard jewellery / treasure | Viking knot sketching Norse art – replicate using printing. |
| **D&T** | Build a catapult – during The Wing the main character builds a catapult to help him fly. Design, create and evaluate a Catapult Varjak Paw – Design, create and evaluate a 3D City | Plan, make and evaluate a model aqueduct (structures) (H)Plan, make and evaluate Roman sandals | Plan, make and evaluate own Saxon brooch. (H) | Plan, make and evaluate food for a Saxon feast (food tech) (H) | Plan, make and evaluate Viking long boat – design brief: floats, waterproof, holds X lego figures, attractive, sail.  |
| **Music**  | CHARANGAAnti Bullying song – STOP by Joanna Mangona | CHARANGARoman musical instruments, compose music for Romans to march to.  | CHARANGA | CHARANGA | CHARANGA | CHARANGA |
| **PE**  | Illinois Agility Run Track children’s progression of Agility – exercises and activities to improve Agility (Link to Varkak Paw Book) Dodgeball (Links to Agility and Varjak Paw dodging Gangs of Cars and Dangerous Dogs) |  |  |  |  |  |
| **PSHE**  | Anti-Bullying – links to ‘The Wing’ Varjak Paw – ‘He’s never left home’ link to Lockdown and how the children haven’t left home during lockdown and are now coming back into school – feelings/emotions | Good to be me – Growth mind set.  to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals | Getting on and falling out to deepen their understanding of good and not so good feelings, to extend their vocabulary To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support 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 | Healthy Eating  begin to understand the concept of a ‘balanced lifestyle’ | Money 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’ | Going for goals 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 |
| **Computing**  | PURPLE MASH Create an animation from The Scene – ‘The Catapult’ | PURPLE MASH  | PURPLE MASH  | PURPLE MASH  | PURPLE MASH  | PURPLE MASH  |
| **History** | Plague – crow mask linked to the wing Cat Gods – Link to Cats and importance of them in Ancient History | **Roman Empire** and its impact on Britain **(Roman Britain – 753BC-746AD)**  *Build on Y3 previous learning from Stone Age – chronologically next; first invader/settler of Britain*  | **Anglo-Saxon** invasion and settlement in Wolverhampton **(985AD)** (inc local area study)  - Saxon Hoard study of artefacts *Chronologically next invader/settler of Britain following Romans*  | **Viking**struggle with Anglo-Saxons for the Kingdom of England to the time of Edward the Confessor **(450AD – 1066AD – Battle of Hastings)**  *Chronologically next invader/settler of Britain following Saxons*  |
| **RE** | Stand-alone Lesson: SACRE – 2.2 Exploring Sikh Leaders  Gods associated with Cats  Cat Mythology  Superstitions and Beliefs | Comparison of Roman beliefs and ChristianitySACRE – 2.1 What do people believe about Christianity  | Standalone:SACRE – 2.2 Exploring Sikh Leaders  | Standalone- SACRE 2.7 and 2.8  |
| **MFL** | Spanish – see overview |
| **Opportunities for outdoor learning**  |  |  |  |  |  |  |