

# Year 4 Long Term Intent

## Autumn 1

<b>Key Text</b>		<i>Flooding – A Natural Disaster</i>															
		Fierce Floods & Rickshaw Girl															
<b>Genres</b>		Diary Entry, Narrative, Non-Chronological Report															
<b>Trips/Visits/Visitors/Experiences</b>		N/A															
<b>Writing</b>		<ul style="list-style-type: none"> <li>Write narratives with developed, coherent settings, characters and plots</li> <li>Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition</li> <li>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases</li> <li>Use a range of adverbs and adverbial phrases to begin sentences</li> <li>Start a new line for dialogue for a new speaker</li> <li>Use inverted commas and other punctuation to indicate direct speech</li> <li>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Proofread for spelling and punctuation errors</li> <li>Use paragraphs to organise ideas around a theme</li> <li>Use the past tense consistently and appropriate to a diary entry</li> </ul>															
<b>Reading</b>		<ul style="list-style-type: none"> <li>Note examples of descriptive language and explain the mood or atmosphere they create</li> <li>Identifies the way descriptive language and small details are used to build an impression of an unfamiliar place</li> <li>Predicts on the basis of mood or atmosphere how a character will behave in a particular setting</li> <li>Makes deductions about the motives and feelings that might lay behind characters' words</li> <li>Recognises the introduction, build-up, climax or conflict and resolution in narrative</li> <li>Understands how authors use a variety of sentence constructions e.g. relative clauses to add detail</li> </ul>															
<b>Spelling</b>		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Unit _</th> <th style="width: 45%;">Title of unit</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Adding the prefix mis- and revising un-, in- and dis-</td> </tr> <tr> <td>2</td> <td>Adding the prefix mis- and revising un-, in- and dis-</td> </tr> <tr> <td>3</td> <td>Words ending in zhuh spelt -sure</td> </tr> <tr> <td>4</td> <td>Words ending in zhuh spelt -sure</td> </tr> <tr> <td>5</td> <td>The short u should spelt ou</td> </tr> <tr> <td>6</td> <td>Adding the prefix auto-</td> </tr> </tbody> </table>		Unit _	Title of unit	1	Adding the prefix mis- and revising un-, in- and dis-	2	Adding the prefix mis- and revising un-, in- and dis-	3	Words ending in zhuh spelt -sure	4	Words ending in zhuh spelt -sure	5	The short u should spelt ou	6	Adding the prefix auto-
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<b>Maths</b>		<ul style="list-style-type: none"> <li>Count in multiples of 6, 7, 9, 25 and 1000</li> <li>Identify, represent and estimate numbers using different representations</li> <li>Read Roman numerals to 100</li> <li>Find 1000 more or less than a number</li> <li>Recognise the place value of each digit in a 4-digit number</li> <li>Order and compare numbers beyond 1000</li> <li>Round any number to the nearest 10, 100 and 1000</li> <li>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</li> </ul>															

	<ul style="list-style-type: none"> <li>• Add and subtract numbers with up to 4 digits using formal written methods of columnar addition and subtract where appropriate.</li> <li>• Estimate and use inverse operations to check answers to a calculation to check answers to a calculation.</li> <li>• Solve addition and subtraction 2 step problems in contexts, deciding which operations and methods to use and why</li> <li>• Find the area of rectilinear shapes by counting squares</li> </ul>
<p style="text-align: center;"><b>Science</b> <b>States of Matter</b></p>	<ul style="list-style-type: none"> <li>• Compare and group materials as solids, liquids or gases</li> <li>• Know the temperature at which materials change state</li> <li>• Know about and explore how some materials can change state</li> <li>• Know the part played by evaporation and condensation in the water cycle</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• Carry out tests to see, for example, if a glass of ice weighs the same as a glass of water</li> <li>• Use a thermometer to measure temperature and know there are two main scales used to measure temperature</li> <li>• Write up findings using planning, doing and evaluating process.</li> <li>• Explain to others why a test that has been set up is fair for example, how quick ice melts in different temperatures</li> </ul> <p>Identify differences, similarities and changes in simple scientific ideas</p>
<p style="text-align: center;"><b>History</b> <b>Unearthing Egypt's Hidden Treasures</b></p>	<p><b>Topic intentions</b></p> <ul style="list-style-type: none"> <li>• Know the importance of the River Nile to the Ancient Egyptians.</li> <li>• Know the time period for Ancient Egypt and understand its location in relation to the modern day</li> <li>• Know why farming was vital to the Ancient Egyptians</li> <li>• Know that archaeology helps us to find out about the past.</li> <li>• Know what hieroglyphics can tell us about life in Ancient Egypt.</li> <li>• Know about Howard Carter and his discoveries</li> <li>• Know that Pharaohs were Ancient Egyptian rulers.</li> <li>• Know what Ancient Egyptian believed about life after death</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• Create historically valid questions about similarities and differences</li> <li>• Examine and compare artefacts</li> <li>• Explain the achievements of ancient civilizations and their impact on the world in the past and today</li> <li>• Use dates and vocabulary relating to the passing of time</li> <li>• Choose appropriate sources to answer questions</li> </ul>
<p style="text-align: center;"><b>Geography</b> <b>Flooding – A Natural Disaster</b></p>	<ul style="list-style-type: none"> <li>• Know Bangladesh, India, Pakistan and Nepal from the Northern Hemisphere</li> <li>• Know how and why flooding occurs in Bangladesh</li> <li>• Know the impact flooding has on humans and the environment in Bangladesh</li> <li>• Know main human and physical differences between the UK and Bangladesh</li> <li>• Know how to use graphs to record features such as rainfall across Asia</li> <li>• Describe and understand the key aspects of the Water Cycle</li> </ul>
<p style="text-align: center;"><b>Religious Education</b> <b>How is faith expressed in Hindu and Sikh traditions?</b></p>	<ul style="list-style-type: none"> <li>• Identify and describe the core beliefs in Hinduism and Sikhism</li> <li>• Make clear links between texts/sources of wisdom and authority and the core concepts studied</li> <li>• Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>• Describe how people show their beliefs in how they worship and in the ways they live</li> <li>• Identify some differences in how Hindus and Sikhs put their beliefs into practice</li> <li>• Give good reasons for the views they have and the connections they make</li> <li>• Identify how religion is expressed in different ways.</li> <li>• Recognise that some questions cause people to wonder and are difficult to answer.</li> <li>• Recognise similarities and differences in the key features of Hinduism and Sikhism</li> <li>• Make links between religious stories and sacred texts</li> </ul>

	<ul style="list-style-type: none"> <li>Describe a range of beliefs, symbols and actions within Hinduism and Sikhism</li> <li>Use religious words and phrases to identify some features of religion</li> </ul>
<p><b>Physical Education</b></p>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>Vary tactics and adapt skills depending on what is happening in a game</li> <li>Move to control a ball within a game of football, maintaining eye contact with the ball.</li> <li>Pass a ball accurately when moving around during a game.</li> <li>Use a range of techniques to help keep possession of a football in a team game.</li> <li>Know how to dribble a ball, change direction and maintain control.</li> <li>Play a game using all the skills learned.</li> </ul> <p><b>Fitness boot camp</b></p> <ul style="list-style-type: none"> <li>Understand the importance of a warm up</li> <li>Understand what happens to the heart during exercise</li> <li>Develop balance, agility and coordination</li> </ul>
<p><b>Computing</b>  <b>Unit 4.2 Online Safety</b>  <b>Unit 4.8 Hardware</b>  <b>Investigators</b></p>	<p><b>Online safety</b></p> <ul style="list-style-type: none"> <li>To understand how children can protect themselves from online identity theft.</li> <li>To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.</li> <li>To identify the risks and benefits of installing software including apps.</li> <li>To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.</li> <li>To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.</li> <li>To identify the positive and negative influences of technology on health and the environment.</li> <li>To understand the importance of balancing game and screen time with other parts of their lives.</li> </ul> <p><b>Hardware Investigators</b></p> <ul style="list-style-type: none"> <li>To understand the different parts that make up a desktop computer.</li> </ul> <p>To recall the different parts that make up a computer.</p>
<p><b>Art</b>  <b>Create a piece of work</b>  <b>inspired by Milind Mulick</b></p>	<ul style="list-style-type: none"> <li>Know how to integrate digital images into artwork</li> <li>Know how to use a sketchbook to record observations and develop ideas about water artwork</li> <li>Use a sketch book to experiment with different texture</li> <li>Know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections in water</li> <li>Know how to print onto different materials using at least four colours to show the movement of water</li> <li>Experiment with the styles used by other artists such as Milind Mulick</li> <li>Know how Mulick developed their specific techniques and create artwork</li> </ul>
<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>Perform as part of a group and individually to an audience.</li> <li>Sing 'Mamma Mia' from memory with accurate pitch</li> <li>Perform simple rhythmic and melodic patterns on a glockenspiel to accompany a song.</li> <li>Evaluate others' work, thinking about pitch, mood, rhythm and tempo.</li> <li>Create own symbols to represent different sounds and instruments in compositions.</li> <li>Identify and describe the different purposes of music</li> <li>Compare pieces, thinking about pitch, mood, rhythm and tempo.</li> </ul>
<p><b>Personal, Social, Health</b>  <b>Education</b>  <b>Families &amp; Friendships</b></p>	<ul style="list-style-type: none"> <li>Understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</li> <li>Know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</li> <li>Recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</li> <li>Understand the importance of seeking support if feeling lonely or excluded</li> <li>Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</li> <li>Have strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</li> <li>Consider why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</li> </ul>

	<ul style="list-style-type: none"><li>• Know what it means to keep something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</li><li>• How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li></ul>
<b>Modern Foreign Languages</b>	<ul style="list-style-type: none"><li>• Name and describe people, a place and an object</li><li>• Have a short conversation, saying 3 to 4 things</li><li>• Give response using a short phrase</li><li>• Respond to topic related questions</li><li>• Write phrases from memory</li><li>• Name major cities in France</li><li>• Say and order multiples of 10</li><li>• Ask and give a simple address in French</li></ul>