Year 4 Long Term Intent

Autumn 1

Key Tex	Fierce Floods Rickshaw Girl
Genres	Diary Entry, Narrative, Non-Chronological Report
Trips/Visits/Visitors/Experiences	N/A
Writing	• Write narratives with developed, coherent settings, characters and plots • Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition • Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases • Use a range of adverbs and adverbial phrases to begin sentences • Start a new line for dialogue for a new speaker • Use inverted commas and other punctuation to indicate direct speech • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Proofread for spelling and punctuation errors • Use paragraphs to organise ideas around a theme • Use the past tense consistently and appropriate to a diary entry
Reading	• Note examples of descriptive language and explain the mood or atmosphere they create • Identifies the way descriptive language and small details are used to build an impression of an unfamiliar place • Predicts on the basis of mood or atmosphere how a character will behave in a particular setting • Makes deductions about the motives and feelings that might lay behind characters' words • Recognises the introduction, build-up, climax or conflict and resolution in narrative • Understands how authors use a variety of sentence constructions e.g. relative clauses to add detail
Spelling	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-
Handwriting	Unit 1: practising joining from the letter e Unit 2: practising joining to and from the letter s Unit 3: practising writing letters at the correct size/height Unit 4: practising writing double letters Unit 5: practising consistency in spacing Unit 6: practising using a diagonal join Unit 7: practising the horizontal join
Maths	• Count in multiples of 6, 7, 9, 25 and 1000 • Identify, represent and estimate numbers using different representations • Read Roman numerals to 100 • Find 1000 more or less than a number • Recognise the place value of each digit in a 4-digit number • Order and compare numbers beyond 1000 • Round any number to the nearest 10, 100 and 1000 • Solve number and practical problems that involve all of the above and with increasingly large positive numbers.

	• Add and subtract numbers with up to 4 digits using formal written methods of columnar addition and subtract where appropriate. • Estimate and use inverse operations to check answers to a calculation to check answers to a calculation. • Solve addition and subtraction 2 step problems in contexts, deciding which operations and methods to use and why • Find the area of rectilinear shapes by counting squares
Science **States of Matter**	• Compare and group materials as solids, liquids or gases • Know the temperature at which materials change state • Know about and explore how some materials can change state • Know the part played by evaporation and condensation in the water cycle ***Working Scientifically*** • Carry out tests to see, for example, if a glass of ice weighs the same as a glass of water • Use a thermometer to measure temperature and know there are two main scales used to measure temperature • Write up findings using planning, doing and evaluating process. • Explain to others why a test that has been set up is fair for example, how quick ice melts in different temperatures Identify differences, similarities and changes in simple scientific ideas
History **Unearthing Egypt's Hidden Treasures**	***Topic intentions*** • Know the importance of the River Nile to the Ancient Egyptians. • Know the time period for Ancient Egypt and understand its location in relation to the modern day • Know why farming was vital to the Ancient Egyptians • Know that archaeology helps us to find out about the past. • Know what hieroglyphics can tell us about life in Ancient Egypt. • Know about Howard Carter and his discoveries • Know that Pharaohs were Ancient Egyptian rulers. • Know what Ancient Egyptian believed about life after death ***Historical Skills*** • Create historically valid questions about similarities and differences • Examine and compare artefacts • Explain the achievements of ancient civilizations and their impact on the world in the past and today • Use dates and vocabulary relating to the passing of time • Choose appropriate sources to answer questions
Geography **Flooding – A Natural Disaster**	• Know Bangladesh, India, Pakistan and Nepal from the Northern Hemisphere • Know how and why flooding occurs in Bangladesh • Know the impact flooding has on humans and the environment in Bangladesh • Know main human and physical differences between the UK and Bangladesh • Know how to use graphs to record features such as rainfall across Asia • Describe and understand the key aspects of the Water Cycle
Religious Education **How is faith expressed in Hindu traditions?**	• Identify and describe the core beliefs in Hinduism • Make clear links between texts/sources of wisdom and authority and the core concepts studied • Make simple links between stories, teachings and concepts studied and how people live, individually and in communities • Describe how people show their beliefs in how they worship and in the ways they live • Identify some differences in how Hindus put their beliefs into practice • Give good reasons for the views they have and the connections they make • Identify how religion is expressed in different ways. • Recognise that some questions cause people to wonder and are difficult to answer. • Make links between religious stories and sacred texts • Describe a range of beliefs, symbols and actions within Hinduism and Sikhism

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- Use religious words and phrases to identify some features of religion

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<tr><td>Physical Education</td><td>

Football

- Vary tactics and adapt skills depending on what is happening in a game
- Move to control a ball within a game of football, maintaining eye contact with the ball.
- Pass a ball accurately when moving around during a game.
- Use a range of techniques to help keep possession of a football in a team game.
- Know how to dribble a ball, change direction and maintain control.
- Play a game using all the skills learned.

Fitness boot camp

- Understand the importance of a warm up
- Understand what happens to the heart during exercise
- Develop balance, agility and coordination

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<tr><td>Computing
Unpacking Hardware and Software
Animation</td><td>

Unpacking Hardware and Software

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<tr><td>Children will know that:</td><td>Children will know how to:</td></tr>
<tr><td>To know that the word ‘technology’ describes using scientific knowledge to design and make tools, systems or machines that help solve problems or make tasks easier.</td><td>• Identify whether an item is an example of technology.</td></tr>
<tr><td>To know that electrical, digital and smart technology are sub-sets of technology.</td><td>• Decide whether an item is an example of electrical, digital or smart technology.</td></tr>
<tr><td>To know that hardware describes the physical parts of a computer.</td><td>• Define what is meant by hardware, components and peripherals.
• Name hardware components of a computer system.
• Describe the function of these different parts.</td></tr>
<tr><td>To know that software describes the programs that instruct a computer to complete computational tasks.</td><td>• Identify the functions and common components of different software tools and relate them to the tasks those tools perform</td></tr>
<tr><td>To know that software and hardware operate together to follow processes that assist in completing tasks.</td><td>• Describe a process in terms of inputs, hardware and software processing and outputs.</td></tr>
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Animation

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<tr><td>Children will know that:</td><td>Children will know how to:</td></tr>
<tr><td>To know that some animations are created by hand and others with the help of technology.</td><td>• Describe how hand drawn animation is created.
• Make a simple flick animation book.
• Contrast the process of animating by hand to the use of animation technology.</td></tr>
<tr><td>To know that animation software has specific functions that support the animation of still images such as static backgrounds, onion skinning and copying frames.</td><td>• Use 2Animate to make simple animations using the specific animation functionality.</td></tr>
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<tr><td>Art
Create a piece of work inspired by Milind Mulick</td><td>

- Know how to integrate digital images into artwork
- Know how to use a sketchbook to record observations and develop ideas about water artwork
- Use a sketch book to experiment with different texture
- Know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections in water
- Know how to print onto different materials using at least four colours to show the movement of water
- Experiment with the styles used by other artists such as Milind Mulick
- Know how Mulick developed their specific techniques and create artwork

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<tr><td>Music</td><td>

- Perform as part of a group and individually to an audience.
- Sing ‘Mamma Mia’ from memory with accurate pitch
- Perform simple rhythmic and melodic patterns on a glockenspiel to accompany a song.
- Evaluate others' work, thinking about pitch, mood, rhythm and tempo.
- Create own symbols to represent different sounds and instruments in compositions.
- Identify and describe the different purposes of music

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	• Compare pieces, thinking about pitch, mood, rhythm and tempo.
Personal, Social, Health Education **Families & Friendships** **E-safety**	• Understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing • 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 • 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 • Understand the importance of seeking support if feeling lonely or excluded • 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. • 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. • 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. • How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. **E-safety** • Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary • Describe strategies for safe and fun experiences in a range of online social environments • Give examples of how to be respectful to others online and how to recognise healthy and unhealthy online behaviours.
Modern Foreign Languages	• Name and describe people, a place and an object • Have a short conversation, saying 3 to 4 things • Give response using a short phrase • Respond to topic related questions • Write phrases from memory • Name major cities in France • Say and order multiples of 10 Ask and give a simple address in French