

Year 4 Long Term Intent

Autumn 2

	Asha and the Spirit Bird														
Key Texts	Asha and the Spirit Bird														
Genres	Persuasive argument, letter writing and narrative														
Trips/Visits/Visitors/Experiences	Cooking a vegetable curry and food tasting														
Writing	<ul style="list-style-type: none"> Write effectively to the purposes and audiences using organisational presentational devices appropriate to fiction writing Use a varied and rich vocabulary appropriate to the context Jasbinder Bilan's writing Use paragraphs to organise ideas around a theme Produce a narrative based on Asha and the spirit bird with coherent setting, characters and plots Use a range of adverbs and adverbial phrases to begin sentences Consistently use the correct form of a and an Use commas after fronted adverbials Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition Double the last consonant before adding the suffix where needed Maintain legible and joined handwriting 														
Reading	<ul style="list-style-type: none"> Notes examples of descriptive language and explains the mood or atmosphere they create in Asha and the Spirit Bird Identifies the way descriptive language and small details are used to build an impression of an unfamiliar place Identifies figurative and expressive language that builds a fuller picture of a character of characters in Asha and the spirit bird Predicts on the basis of mood or atmosphere how a character will behave in a particular setting Summarises the way that the setting affects characters' appearance, actions and relationships Comments on the way key characters respond to problems in Asha and the spirit bird Listens to the opinions of others and adjusts own thinking/understanding where appropriate Identifies how authors use precise vocabulary to meet the intended purpose/effect e.g. They slipped into the room unnoticed 														
Spelling	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Unit</th> <th style="width: 45%;">Title of unit</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>Adding the suffix -ly</td> </tr> <tr> <td>4</td> <td>Adding the suffix -ly</td> </tr> <tr> <td>5</td> <td>Adding the prefix inter-</td> </tr> <tr> <td>5</td> <td>Adding the prefix inter-</td> </tr> <tr> <td>Special Focus 2</td> <td>Homophones</td> </tr> <tr> <td>6</td> <td>Words with the ay sound spelt eigh, ei and ey</td> </tr> </tbody> </table>	Unit	Title of unit	4	Adding the suffix -ly	4	Adding the suffix -ly	5	Adding the prefix inter-	5	Adding the prefix inter-	Special Focus 2	Homophones	6	Words with the ay sound spelt eigh, ei and ey
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Maths	<ul style="list-style-type: none"> Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers Recognise and use factor pairs and commutativity in mental calculations Recall multiplication and division facts for multiplication tables up to 12 x 12 Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Count backwards through zero to include negative numbers 														
Science The Digestive System	<p>Topic intentions</p> <ul style="list-style-type: none"> Identify and name the parts of the human digestive system Know the functions of the organs in the human digestive system Identify and know the different types of human teeth 														

	<ul style="list-style-type: none"> • Know the functions of different human teeth <p>Working Scientifically</p> <ul style="list-style-type: none"> • Use research to find out how much time it takes to digest most of our food • Ask relevant questions and plan scientific enquiries to answer them, such as: Why is brushing our teeth important? • Present findings using written explanations and include diagrams, when needed • Make sense of findings and draw conclusions which helps them understand more about the scientific information that has been learned • Write up findings using a planning, doing and evaluating process
<p align="center">History Unearthing Egypt's Hidden Treasures</p>	<p>Topic intentions</p> <ul style="list-style-type: none"> • 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 <p>Historical Skills</p> <ul style="list-style-type: none"> • 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
<p align="center">Geography Flooding – A Natural Disaster</p>	<ul style="list-style-type: none"> • 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
<p align="center">Religious Education</p>	<ul style="list-style-type: none"> • Identify and describe the core beliefs in Hinduism and Sikhism • 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 and Sikhs 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. • Recognise similarities and differences in the key features of Hinduism and Sikhism • Make links between religious stories and sacred texts • Describe a range of beliefs, symbols and actions within Hinduism and Sikhism • Use religious words and phrases to identify some features of religion • Retell religious stories and suggest possible meanings. • Recognise symbols and other verbal and visual forms of religious expression. • Explore similarities and differences in how religion is expressed in different world religions. • Describe some key features of religions, including religious celebrations and worship. • Describe simple similarities between religious beliefs and ideas • Suggest meanings for religious actions and symbols and notice similarities between religions

<p>Physical Education</p>	<p>Line Dancing</p> <ul style="list-style-type: none"> • Take the lead when working with a partner or group • Use dance to communicate an idea • Choreograph motifs using repetition, direction, level, speed & space • Choreograph short routines in time with a given piece of music. • Explore different styles of dance and copy steps from them with increasing accuracy. <p>Gym-fit circuits</p> <ul style="list-style-type: none"> • Develop personal fitness levels, particularly strength and stamina • Know how to dribble a ball, change direction and maintain control
<p>Computing Unit: 2.5 Coding</p>	<ul style="list-style-type: none"> • To review coding vocabulary and knowledge. • To create a simple computer program. • To begin to understand selection in computer programming. • To understand how an IF statement works. • To understand how to use coordinates in computer programming. • To understand how an IF statement works • To understand the Repeat until command. • To begin to understand selection in computer programming. • To understand how an IF/ELSE statement works. • To understand what a variable is in programming. • To use a number variable. • To review vocabulary and concepts learnt in Year 4 Coding. To create a playable game.
<p>DT Make a Vegetable Curry</p>	<ul style="list-style-type: none"> • Know how to be both hygienic and safe when using food • Bring a creative element to the product being designed • Use the right tools to slice and mix • Evaluate products for purpose and appearance • Evaluate taste of existing product • Use ideas from other people when designing
<p>Music</p>	<ul style="list-style-type: none"> • Perform simple rhythmic and melodic patterns on a glockenspiel to accompany a song. • Perform as part of a group and individually to an audience. • Evaluate others' work, thinking about pitch, mood, rhythm and tempo. • Use notation to record compositions in a small group or individually • Create own symbols to represent different sounds and instruments in compositions.
<p>Personal, Social, Health Education Respecting Ourselves and Others</p>	<ul style="list-style-type: none"> • Be able to respect the differences and similarities between people and recognise what they have in common with others e.g. physically, in personality or background • Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • 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.
<p>Modern Foreign Languages</p>	<ul style="list-style-type: none"> • Use generally accurate pronunciation when reading aloud types of transport in French • Write phrases from memory about how they get to school • Name and describe different modes of transport • Respond to questions about direction and movement