

Year 4 Long Term Intent

Spring 2

Key Texts		The boy who stepped through time												
Genres		Historical fiction												
Trips/Visits/Visitors/Experiences		N/A												
Writing	<ul style="list-style-type: none"> Consistently use bullet points to list information Use headings, subheadings, columns, bullets or tables to aid presentation Write narratives with developed, coherent settings, characters and plots Use headings and subheadings to aid presentation Use paragraphs to organise ideas around a theme Use the past and present tense consistently and appropriate to genre Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases Use a range of adverbs and adverbial phrases to begin sentences and include a comma afterwards to separate from the rest of the sentence Use Standard English forms of verb inflections instead of local spoken forms Use inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials Consistently use the correct form of 'a' and 'an' Discuss writing similar to The boy who stepped through time in order to understand and learn from its structure, vocabulary and grammar Assess the effectiveness of their own and other's writing, suggesting improvements Propose changes to grammar and vocabulary to improve consistency 													
Reading	<ul style="list-style-type: none"> Notes examples of descriptive language and explains the mood or atmosphere they create Predicts on the basis of mood or atmosphere how a character will behave in a particular setting in The boy who stepped through time. Justifies opinions of particular characters in The boy who stepped through time. Identifies key words and phrases as evidence when making a point Listens to the opinions of others and adjusts own thinking/understanding where appropriate Explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them Summarises the way that the setting (Roman times) affects characters' appearance, actions and relationships The boy who stepped through time. Makes deductions about character's motives and explain if their behaviour was predictable or unexpected. Analyse dialogue and make judgements about the extent to which characters reveal their true feelings or motives. Comment on differences between what characters say and what they do 													
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Maths	<ul style="list-style-type: none"> Add and subtract fractions with the same denominator 													

	<ul style="list-style-type: none"> • Solve problems involving increasingly harder fractions to calculate quantities and fractions to divide quantities, including non-unit fractions where the answer is a whole number • Recognise and write decimal equivalents of any number of tenths and hundredths • Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answers as ones, tenths and hundredths • Count up and down in hundredths; recognise hundredth arise when dividing an object by one hundred and a tenth by ten.
<p style="text-align: center;">Science Electricity</p>	<ul style="list-style-type: none"> • Construct a series circuit • Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) • Predict and test whether a lamp will light within a circuit • Know the function of a switch • Identify main appliances that require electricity to function • Know the difference between a conductor and an insulator; giving examples of each <p>Working Scientifically</p> <ul style="list-style-type: none"> • Use research to find out which materials make effective conductors and insulators of electricity • Group information according to common factors e.g. materials that make good conductors or insulators • Present findings using written explanations and include diagrams, when needed
<p style="text-align: center;">History Roman Sandy</p>	<ul style="list-style-type: none"> • Know how Britain changed from the iron age to the end of the Roman occupation • Know how the Roman occupation of Britain helped to advance British society • Know what evidence there is in Sandy that Romans settled here • Know what archaeologists have discovered about the settlement of Sandy in Roman times • Know what trades, work and everyday life was like for Romans living in Sandy • 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 • Identify and describe changes between specific time periods • Discuss historical changes in Britain, what caused them and the impact on life in Britain • Discuss that the same time in History may be presented in different ways • Give simple reasons as to why key events happened in History • Know the past can be divided in different periods of time • Discuss the impact of significant historical events, people and places • Create historically valid questions about cause and significance
<p style="text-align: center;">Geography</p>	<ul style="list-style-type: none"> • Know the names of and locate at least eight European countries • Know the names of four countries from the northern hemisphere • Know at least five differences between living in the UK (Bedfordshire) and Italy (Venice) • Use maps and atlases to locate European countries and capitals. • Locate places on an OS map using four-figure grid reference • Use the key to interpret symbols and marks on an OS map and follow a route on a small scale map • Identify and interpret relief maps • Create simple scale drawings
<p style="text-align: center;">Religious Education</p>	<ul style="list-style-type: none"> • Identify and describe the core beliefs of Christianity • Make clear links between bible stories in Christianity • Offer informed suggestions about what bible stories can mean to Christians • Make links between Christian stories and teachings, and how people live in communities • Identify the impact of religion on Christians everyday lives • Recognise symbols and other verbal and visual forms of religious expression • Describe some key features of Christianity including Christian celebrations • Respond to questions that cause wonder, staying respectful to others' beliefs • Respond sensitively to questions about their own and others experiences and feelings

	<ul style="list-style-type: none"> • Ask important questions about beliefs • Make links between own and others responses
Physical Education	<p>Cricket</p> <ul style="list-style-type: none"> • Throw and catch accurately with one hand both under and overarm • Be able to field a ball in a variety of ways in order to stop it travelling further. • Be able to return the ball accurately including a cricket bat • Hit a ball with a range of different bats/racquets • Move to catch a ball within a game, maintaining eye contact with the ball. • Practise the correct technique for batting and use it in a game situation. • Be aware of the correct body position and contact point for an accurate shot • Play a variety of shots demonstrating the correct technique • Play a game using all the skills learned <p>Boxercise</p> <ul style="list-style-type: none"> • Learn the value of completing a full boxercise workout • Learn footwork movement patterns showing coordination • Master basic movements • Develop personal fitness levels, particularly strength and stamina
Computing Audiences	<ul style="list-style-type: none"> • To explore how font size and style can affect the impact of a text. • To use a simulated scenario to produce a news report. • To use a simulated scenario to write for a community campaign.
Art Clay Knucklebones	<ul style="list-style-type: none"> • Know how to sculpt clay and other mouldable materials. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (clay)
Music Lean on me	<ul style="list-style-type: none"> • Sing 'Lean on me' from memory with accurate pitch • Perform as part of a group and individually to an audience. • Express opinions about music from the past • Begin to identify how many beats are in a bar
Personal, Social, Health Education Money	<ul style="list-style-type: none"> • Identify the different ways to pay for things and the choices people have about this. • Recognise that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) • To recognise that people make spending decisions based on priorities, needs and wants • Identify different ways to keep track of money
Modern Foreign Languages	<ul style="list-style-type: none"> • Name and describe people, a place and an object • Have a short conversation about where other countries are • Give response using a short phrase • Memorise and present French names of countries • Respond topic related questions • Write phrases from memory • Write 2-3 short sentences on animals