

Year 4 Long Term Intent

Summer 1

Key Texts	Spotlight on Italy													
Genres	Non- Chronological reports													
Trips/Visits/Visitors/Experiences	Interview with Jenny from the church													
Writing	<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, using some organisational and presentational devices appropriate to persuasive writing • Use headings and subheadings to aid presentation in a non-chronological Italy report • Use paragraphs to organise ideas around a theme within persuasive writing • Use Standard English forms of verb inflections instead of local spoken forms • Consistently use the correct form of 'a' and 'an' • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Use an extended range of sentences with more than once clause by using a wider range of conjunctions, changing the order of clauses within sentences when writing persuasively 													
Reading	<ul style="list-style-type: none"> • Summarises the main ideas of a non-fiction text about Italy • Evaluates texts for their appeal for the intended audience • Identifies the structure and features of a range of non-fiction, narrative • Analyses how the structure of non-fiction relates to its purpose • Retrieves information from text where there is competing (distracting) information within Italy information texts. • Identify how specific words and phrases link sections, paragraphs and chapters in The Thief Lord. • Explore alternative outcomes to an issue • Identifies events that are presented in more detail and those that are skimmed over • Explain similarities and differences with own experiences • Identify underlying themes in a range of narrative texts. 													
Spelling	<table border="1"> <tr><td>13</td><td>Homophones</td></tr> <tr><td>14</td><td>Adding ir- to words beginning with r</td></tr> <tr><td>14</td><td>Adding ir- to words beginning with r</td></tr> <tr><td>15</td><td>Adding the suffix -ion (1)</td></tr> <tr><td>16</td><td>Adding the suffix -ion (1)</td></tr> <tr><td>17</td><td>Adding the suffix -ion (2)</td></tr> </table>	13	Homophones	14	Adding ir- to words beginning with r	14	Adding ir- to words beginning with r	15	Adding the suffix -ion (1)	16	Adding the suffix -ion (1)	17	Adding the suffix -ion (2)	
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Maths	<ul style="list-style-type: none"> • Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ • Round decimals with one decimal place to the nearest whole number • Compare numbers with the same number of decimal places up to two decimal places • 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 • Solve simple measure and money problems involving fractions and decimals to two decimal places • Estimate, compare and calculate different measures, including money in pounds and pence. • Read, write and convert time between analogue and digital 12- and 24-hour clocks • Solve problems involving converting hours to minutes; minutes to seconds; years to months; weeks to days 													
Science Food Chains	<ul style="list-style-type: none"> • Know how changes to an environment could endanger living things • Understand adaptation of living things to suit their environment <p>Working scientifically</p>													

	<ul style="list-style-type: none"> • Use and construct food chains to identify producers, predators and prey • Use classification keys to group, identify and name living things
<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 A Tour of Italy</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 • Ask important questions about beliefs • Make links between own and others responses
<p style="text-align: center;">Physical Education</p>	<p>Athletics</p> <ul style="list-style-type: none"> • Sprint over a short distance and show stamina when running over a long distance • Learn the pull technique for throwing. • Throw and retrieve implements safely. • Jump in different ways • Throw in different ways and hit a target, when needed • Sprint for up to 80ms • Run at least 800m without stopping and at a steady pace • Use a push throw • Jump: one foot to the other; one foot to two feet

	<p>Tennis</p> <ul style="list-style-type: none"> • Play a variety of shots, demonstrating correct technique. • Use the correct technique for holding the racket • Hit a ball with a range of different racquets • Learn how to drop and hit the ball • Be aware of the correct body position and contact point for an accurate shot • Practice the volley technique • Play a variety of shots demonstrating the correct technique • Play a game using all the skills learned
<p>Computing Unit 4.7 Effective Searching Unit 4.8 Hardware Investigators</p>	<p>Effective Searching</p> <ul style="list-style-type: none"> • To locate information on the search results page. • To use search effectively to find out information. • To assess whether an information source is true and reliable. <p>Hardware Investigators</p> <ul style="list-style-type: none"> • To understand the different parts that make up a desktop computer. • To recall the different parts that make up a computer.
<p>Design & Technology Murano Glass Lamps (Venice)</p>	<ul style="list-style-type: none"> • Use ideas from other people when designing • Produce a plan and explain it • Persevere and adapt work when original ideas do not work • communicate ideas in a range of ways, including by sketches and drawings which are annotated • Know which tools to use for a particular task and show knowledge of handling the tool • Know which material is likely to give the best outcome • Measure accurately • links scientific knowledge by using lights, switches or buzzers • use electrical systems to enhance the quality of the product • use IT, where appropriate, to add to the quality of the product • make a product which uses both electrical and mechanical components
<p>Music Sing Up</p>	<ul style="list-style-type: none"> • Sing and perform from memory various songs from Inspiring Music Coaches. • Sing and perform songs to an audience • Take part in two – part songs and harmonies
<p>Personal, Social, Health Education Maintaining a balanced healthy lifestyle/medicines and household products (drugs)</p>	<ul style="list-style-type: none"> • Identify the elements of a balanced, healthy lifestyle. • Know what good physical health means; how to recognise early signs of physical illness. • Know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) • Understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed • Consider how to predict, assess and manage risk in different situations • Understand the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) • Know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break • Understand what is meant by first aid; know basic techniques for dealing with common injuries

Modern Foreign Languages

- Give responses using short phrases
- Respond to questions about time
- Use generally accurate pronunciation when reading aloud or using familiar words or phrases
- Explain the main points in a short passage
- Use sounds to identify written words