

# Year 4 Long Term Intent

## Summer 2

Key Texts	The Thief Lord
Genres	Narrative
Trips/Visits/Visitors/Experiences	Camp / Sing Up / Roman museum Sandy / Church visit to Baptistry
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Write effectively for a range of purposes and audiences, using some organisational and presentational devices appropriate to persuasive writing</li> <li>• Use headings and subheadings to aid presentation in a non-chronological Italy report</li> <li>• Use paragraphs to organise ideas around a theme within persuasive writing</li> <li>• Use Standard English forms of verb inflections instead of local spoken forms</li> <li>• Consistently use the correct form of 'a' and 'an'</li> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• 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</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Understands how authors use a variety of sentence constructions within The Thief Lord</li> <li>• Evaluates texts for their appeal for the intended audience</li> <li>• Identifies the structure and features of a narrative</li> <li>• Identify how specific words and phrases link sections, paragraphs and chapters in The Thief Lord.</li> <li>• Explore alternative outcomes to an issue</li> <li>• Identifies events that are presented in more detail and those that are skimmed over</li> <li>• Explain similarities and differences with own experiences</li> <li>• Identify underlying themes in a range of narrative texts.</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Adding the suffix –ion (2)</li> <li>• 100 High frequency words</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Recap units</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>• Solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs</li> <li>• Identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>• Identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>• Complete a simple symmetric figure with respect to a specific line of symmetry</li> <li>• Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>• Describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>• Describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>• Plot specified points and draw sides to complete a given polygon</li> </ul>
<b>Science Classification</b>	<ul style="list-style-type: none"> <li>• Use classification keys to group, identify and name living things</li> <li>• Know how changes to an environment could endanger living things</li> <li>• Group information according to common factors e.g. mammals, reptiles, amphibians, birds, fish.</li> </ul> <p><b>Working Scientifically</b> Identify differences, similarities or changes related to simple scientific ideas and processes</p>
<b>History Ancient Romans</b>	<ul style="list-style-type: none"> <li>• Know how the Roman occupation of Britain helped to advance British society</li> <li>• Know what evidence there is in Sandy that Romans settled here</li> <li>• Know what archaeologists have discovered about the settlement of Sandy in Roman times</li> </ul>

	<ul style="list-style-type: none"> <li>• Know what trades, work and everyday life was like for Romans living in Sandy</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>• Identify and describe changes between specific time periods</li> <li>• Discuss historical changes in Britain, what caused them and the impact on life in Britain</li> <li>• Discuss that the same time in History may be presented in different ways</li> <li>• Give simple reasons as to why key events happened in History</li> <li>• Discuss the impact of significant historical events, people and places</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>• Create historically valid questions about cause and significance</li> </ul>
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>• Know the names of and locate at least eight European countries</li> <li>• Know the names of four countries from the northern hemisphere</li> <li>• Know at least five differences between living in the UK (Bedfordshire) and Italy (Venice)</li> <li>• Use maps and atlases to locate European countries and capitals.</li> <li>• Locate places on an OS map using four-figure grid reference</li> <li>• Use the key to interpret symbols and marks on an OS map and follow a route on a small scale map</li> <li>• Identify and interpret relief maps</li> <li>• Create simple scale drawings</li> </ul>
<p><b>Religious Education</b></p>	<ul style="list-style-type: none"> <li>• Identify and describe the core beliefs of Christianity</li> <li>• Make clear links between bible stories in Christianity</li> <li>• Make links between Christian stories and teachings, and how people live in communities</li> <li>• Identify the impact of religion on Christians everyday lives</li> <li>• Respond to questions that cause wonder, staying respectful to others' beliefs</li> <li>• Respond sensitively to questions about their own and others experiences and feelings</li> <li>• Ask important questions about beliefs</li> <li>• Make links between own and others responses</li> </ul>
<p><b>Physical Education Swimming / Outdoor and adventurous activity</b></p>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• Swim a complete length of the pool, on front and back without stopping.</li> <li>• Use the correct arm and leg movements to swim breaststroke.</li> <li>• Tread water for at least 2 minutes.</li> <li>• Put head in the water when using different strokes.</li> <li>• Climb out of the pool unaided.</li> <li>• Swim 10 meters on front and back without stopping</li> <li>• Use the correct arm and leg movements to swim front crawl and back stroke</li> </ul> <p><b>Outdoor and adventurous activity</b></p> <ul style="list-style-type: none"> <li>• Follow a school map to navigate around a small course</li> <li>• Design a small course by themselves</li> <li>• Follow a route within a time limit</li> <li>• Read basic symbols on an orienteering map and create own symbols</li> <li>• Use verbal and non – verbal communication to solve problems</li> <li>• Follow the instructions of others when working in a team</li> <li>• Evaluate own performance within a group</li> </ul>
<p><b>Computing Unit 4.5 Logo Unit 4.6 Animation</b></p>	<p><b>Logo</b></p> <ul style="list-style-type: none"> <li>• To learn the structure of the language of 2Logo.</li> <li>• To input simple instructions in 2Logo</li> <li>• To use 2Logo to create letter shapes.</li> </ul>

	<ul style="list-style-type: none"> <li>• To use the Repeat command in 2Logo to create shapes</li> <li>• To use and build procedures in 2Logo.</li> </ul> <p><b>Animation</b></p> <ul style="list-style-type: none"> <li>• To decide what makes a good, animated film or cartoon and discuss favourite animations.</li> <li>• To learn how animations are created by hand.</li> <li>• To find out how 2Animate animations can be created in a similar way using technology.</li> <li>• To learn about onion skinning in animation.</li> <li>• To add backgrounds and sounds to animations.</li> <li>• Introducing 'stop motion' animation.</li> <li>• To share animation the class blog.</li> </ul>
<p align="center"><b>Art</b> <b>Create a sketch of Jesus</b></p>	<ul style="list-style-type: none"> <li>• Know how to use marks and lines to show texture in art</li> <li>• Know how to show facial expressions and body language in sketches and colour sketches of Jesus.</li> <li>• Know how to use line, tone, shape and colour to represent figures and forms in movement</li> <li>• Know how to use a sketchbook to record observations and develop ideas</li> <li>• Know how to integrate digital images into artwork.</li> <li>• Use photographs to help create reflections</li> </ul>
<p align="center"><b>Music</b> <b>Sing Up</b></p>	<ul style="list-style-type: none"> <li>• Sing and perform from memory various songs from Inspiring Music Coaches.</li> <li>• Sing and perform songs to an audience</li> <li>• Explain why silence is often needed in music and explain why it is needed</li> </ul>
<p align="center"><b>Personal, Social, Health Education</b> <b>Personal hygiene routines</b></p>	<ul style="list-style-type: none"> <li>• Understand how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li> <li>• Know where to get more information, help and advice about growing and changing</li> <li>• Look at water safety and how to keep safe in and around water.</li> </ul>
<p align="center"><b>Modern Foreign Languages</b></p>	<ul style="list-style-type: none"> <li>• name and describe seasons and weather</li> <li>• have a short conversation, saying 3 to 4 things about the weather</li> <li>• Memorise and present a short spoken text</li> <li>• Respond to weather related questions</li> <li>• Use generally accurate pronunciation when reading aloud using words about the weather</li> <li>• read and understand a short passage using language about weather</li> <li>• write phrases from memory</li> <li>• write 2-3 short sentences about the weather</li> <li>• Understand instructions and everyday classroom language</li> <li>• Begin to adapt and substitute single words and phrases into written work</li> <li>• Read a passage independently</li> </ul>