

English

Reading – I will:

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Read books that are structured in different ways and reading for a range of purposes.
- Draw inferences such as inferring characters; feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Writing - I will:

- Use nouns for precision
- Create complex sentences with adverb starters
- Use apostrophes for singular and plural possession
- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- Use conjunctions, adverbs and prepositions to express time and cause.

Geography– Rivers I will:

- Identify the rivers on a world map.
- Identify key features of a river e.g. river mouth, source, bank, bed.
- Recognise the role of the river in the water cycle.
- List the main events in a water cycle (evaporation, condensation, precipitation)
- Identify how rivers have changed over time and how they have impacted on humans (farming, tourism, erosion, settlement).

PE Rugby I will:

- Perform a swing pass.
- Perform a swing pass accurately.
- Run and pass a rugby ball.
- Run and pass a rugby ball with control.
- Use a simple tactic to outwit an opponent.
- Use simple tactics to outwit an opponent when attacking and defending.

Art Clay - I will:

- Use my sketchbook to explore ideas.
- Understand the unique properties of clay and know which aspects of my design will be most successful.
- Use tools and techniques to add surface patterns and textures into the clay, in addition to adding them with paint.



Class 4
Mrs Griffin
Autumn 2
2025-26



Maths *Through the mastery approach of White Rose Maths I will be able to:*

Year 4:

- Identify multiples and factors using factor pairs.
- Identify some prime numbers.
- Multiply by 10 and 100.
- Divide by 10 and 100.
- Understand tenths and hundredths as fractions.
- Convert improper fractions.
- Understand equivalent fractions.

Year 5:

- Identify multiples and factors using a factor T.
- Identify prime, square and cube numbers.
- Multiply by 10, 100 and 1000.
- Divide by 10, 100 and 1000.
- Convert improper fractions.
- Calculate equivalent fractions.

PSHE Me and My Relationships–I will:

- Suggest qualities of a healthy relationship.-Understand the meaning of consent in relation to the body in an age appropriate way.Recognise factors which will affect our emotional needs and know how to respond to these factors appropriately.

What if?

Bringing God into all our learning

What if there were no light?



Diamond 9

Creating Lifelong Learners

Challenge, Collaborative, Courage, Creativity, Flourish,
Independent, Inspirational, Relevant, Unique

Multicultural Links

What are the experiences of others?

Festivals of Light in Different Religions



British Values

Democracy, Individual Liberty, Mutual Respect,
Rule of Law, Tolerance of Different Faiths

RE Jesus as the Light –I will:

- Understand that Christians believe that Jesus is the light of the world
- Know that the light of Jesus brings hope in dark places.
- Know that different faiths celebrate festivals of light in ways that are both similar and different to Christians.
- Explain that light is used as a metaphor to describe Jesus and his impact on the world.
- Show understanding that the light of Jesus brings hope in dark places.
- Talk with understanding about the ways in which Jesus' followers bring His light into the world.
- Talk about and describe why people belong to religious communities and how following a way of life can present both challenges and opportunities.

Science States of Matter (1) –I will:

- Talk about the properties of solids, liquids and gases in some detail .- Classify materials based on their properties.
- Investigate a change in state using PLAN DO REVIEW.
- Identify the melting point of a range of materials.
- Compare solids, liquids and gases.
- Observe that some materials change state by heating and cooling. - Describe the processes of evaporation and condensation. -Know the stages of the water cycle.

Computing– Stop Frame Animation I will:

- To explain that animation is a sequence of drawings or photographs.
- To relate animated movement with a sequence of images.
- To plan, sketch out and revise an animation.
- To work consistently and carefully.
- To review, improve and extend an animation.
- To evaluate the impact of adding other media to an animation.

Music – I will:

- Move to the pulse.
- Understand what the words of a song are telling me. -Sing in two parts, across a larger group. - Sing solo. -Sing in tune. - Choose what to perform based on musical skill and sound. -Talk about what makes a good performance based on positioning and acoustics.

French – I will:

- Recognise some family words in French; introduce my own family and sing a song about families.
- Count up to 12 in French; sing a counting song. -Say my age and ask others how old they are.