

English

In reading, I will:

Y4 Identify and discuss the purpose, audience, structure, vocabulary and grammar of fiction and non-fiction.

Y5 In narratives, describing settings, characters and atmosphere and integrating dialogue (as a playscript) to convey character and advance the action.

In writing, I will:

Y4 Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.

-Use nouns for precision, e.g. burglar rather than man, bungalow rather than house.

Y5: Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when.

-Use commas to clarify meaning or avoid ambiguity in writing

Y4 and 5: Use appropriate intonation, tone and volume to present my writing to a range of audiences



Class 4
Mrs Griffin
Spring 1
2025-26



Maths

Through the mastery approach of White Rose Maths, I will:

-Use short division to divide 4 digit by 1 digit numbers.

-find and use equivalent fractions.

-convert improper fractions into mixed number fractions.

-compare and order fractions.

-add and subtract fractions.

-add and subtract mixed numbers.

-apply my knowledge to problem solve using my skills.

PSHE – Being My Best

Y4 · I understand the meaning of consent and can tell someone if I do not like what they or someone else are doing · I can identify ways we look after our environment

Y5 · I am able to identify my talents and celebrate the talents of others · I am beginning to show independence and know how I can improve further. · I am able to appropriately tell someone if I do not agree with their actions

What if?

Bringing God into all our learning



What if there were no records of Jesus? Why do people believe? Do we have to see to believe?

History- The Romans

• To understand what the Roman Empire was and why Britain was so attractive. • To learn how the Romans invaded Britain under Emperor Claudius in AD 43. • To explore the causes, events & outcomes of Boudicca's revolt against Roman rule. • To discover how Romans changed life in Britain through towns, roads & buildings. • To understand Roman gods, beliefs & cultural practices. • To identify what the Romans left behind and how it still affects Britain today.

PE – Gymnastics

-Perform partner balances. -Create a sequence of matched and mirrored partner balances. -Perform a counter-balance action with a partner. -Perform a counter-balance and counter-tension action with a partner. -Create a gymnastic sequence with counter-balances and counter-tension with a partner

Y5 BORWICK HALL RESIDENTIAL

DT– Textiles

· Join different textiles in different ways
· Choose textiles considering appearance, functionality and user.

· Think about how to make a product strong and look good.

· Begin to devise own template.

· Begin to understand that a simple fabric shape can be used to make a 3D textiles project.

Diamond 9

Creating Lifelong Learners

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

Multicultural Links

What are the experiences of others?



British Values

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

RE – Jesus, son of God.

By the end of this unit, I will:

-To know Jesus, who he was, his teaching and behaviour.

-Use the events covered in the stories in this unit to illustrate and emphasise the Christian belief that Jesus is the Son of God; that he was God and man, both human and divine.

-Retell the Bible stories covered in this unit.

-Make links between the Bible texts and Christian beliefs and values.

-Talk about people who have inspired them and why.

-Think about how I could be inspirational to others, to follow in the footsteps of Jesus.

Science – Earth and Space

By the end of this unit, I will:

-Know that the sun is a star at the centre of the solar system. -

Know there are 8 planets and can name some. -Know it takes 365

and 1/4 days to complete an orbit around the sun. -Know that 24

hour day is because of the Earth's rotation. -Know why we have

night and day. -Know that the sun, Earth and moon are approx.

spherical. -Demonstrate the movement of the Earth around the

sun. -Demonstrate the movement of the Moon around the Earth.

-Demonstrate how day and night occur. -Talk about the sun as an

energy source. -Describe the legacy of Tim Peake and his impact

on life in space.

Computing – The Internet

By the end of this unit, I will be able to:

-Describe how networks physically connect to other networks.

-Recognise how networked devices make up the internet.

-Describe how content can be added and accessed on the World

-Wide Web (WWW).

-Recognise how the content of the WWW is created by people.

Music

Using a glockenspiel, I will:

-understand the structure of a song.

-Hold a beater correctly.

-Play using C and D

independently.

-Improvise using CD, in time.

-Compose using CD, in time.

-I can attempt to use CDAG independently to create my own piece of music.

French

-Take part in a French nursery rhyme and recognise that there are masculine and feminine nouns in French.

-Understand and use numbers from 11-20.

-Answer simple questions about favourite playground games.

-Read and recognise some familiar words.