

## 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

## 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.



**Class 4**  
**Mrs Griffin**  
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## 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?

## Diamond 9

### Creating Lifelong Learners

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



## 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.