

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:

Plan and write an opening paragraph which combines setting and character/s.

Use different sentence structures (see VGP). Use paragraphs to organise writing in fiction and non-fiction texts.

Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration. Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.

Geography- Italy

I can begin to develop the ability to locate the world's countries, using maps to focus on Europe. I can describe and understand key aspects of physical geography including; climate zones, rivers and mountains. I can describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.

PE – Gymnastics (2)

To begin to create a gymnastic sequence with counterbalances and counter tension with a partner using canon. To begin to create a gymnastic sequence with counterbalances and counter tension with a partner in canon using apparatus. To begin to create a gymnastic sequence with counterbalances and counter tension with a partner in canon and unison using apparatus.

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:

- find fractions of amounts.
- understand tenths and hundredths as decimals.
- understand fraction and decimal equivalents.
- understand fractions as percentages and equivalents.
- x and divide by 10, 100 and 1000, including below 1.
- adding and subtracting decimals within one.

PSHE – Keeping Myself Safe

I know strategies for dealing with a risky situation. I know what might happen if people take unsafe or inappropriate risks. I know which images are safe or unsafe to share online. I know what someone should do when faced with a risky situation. I know how to protect my personal information online. I can recognise disrespectful behaviour online.

What if?

[Bringing God into all our learning](#)

What if Judas had never identified Jesus?



Diamond 9

[Creating Lifelong Learners](#)

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

Multicultural Links

[What are the experiences of others?](#)

How do people in Italy celebrate Easter?



British Values

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

RE – Easter: A Story of Betrayal or Trust?

By the end of this unit, I will:

- Identify and explain the significance of the incidents in some detail of betrayal and trust in the Easter story.
- Ask good questions about people's values and commitments.
- Use religious vocabulary to make considered links between Christian beliefs and the stories of Lent, Holy Week and Easter.
- Use key religious vocabulary to describe and talk showing sound understanding about the importance of forgiveness in Christianity.
- Describe and show good understanding of the Christian value of forgiveness in relation to the story of Peter.
- Use religious vocabulary to make links between religious teachings.

Science – Plants

By the end of this unit, I will:

Identify and describe the functions of different parts of flowering plants: roots; stem/trunk; leaves; and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Explain the function of the parts of a flowering plant. Describe the life cycle of flowering plants, including pollination, seed formation, seed dispersal, and germination.

Computing – Audio Editing

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

- Identify that sound can be recorded.
- Explain that audio recordings can be edited.
- Recognise the different parts of creating a podcast project.
- Apply audio editing skills independently.
- Combine audio to enhance my podcast project.
- Evaluate the effective use of audio.

Music

[Using a glockenspiel, I will:](#)

- Know how to find and demonstrate the pulse.
- Know the difference between pulse and rhythm.
- Know how pulse, rhythm and pitch work together to create a song.
- Know that every piece of music has a pulse/steady beat.

French

Understand and communicate using a wider range of familiar nouns (including the correct article) (e.g. classroom items, animals, musical instruments, food and drink). Understand and use adjectives to describe people, places, things and themselves. Understand and use verbs in the first person "I" form