



Class 4
Mrs Griffin
Summer 1
2025-26



English

In reading, I will:

Y4 Identify and discuss the purpose, audience, structure, vocabulary and grammar of fiction and non-fiction. Use VIPERS to comprehend the text I am reading.

Y5 In narratives, describing settings, characters and atmosphere and integrating dialogue 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. Use standard English (was/were, has/have).

History – Ancient Egypt

- To understand that the past is represented & interpreted in different ways.

- To describe characteristic features of Ancient Egypt eg complex beliefs, importance of the Nile on farming, civilised society.

- To know why Egyptians built temples, tombs and pyramids.

- To describe features of Ancient Egypt and begin to make links between them and other ancient civilisations.

PE – Athletics

Can run, jump, throw and catch in isolation and in combination with some accuracy.

Can demonstrate some improved flexibility, technique, control, and balance.

Can use a baton/quoit in a relay.

Can use feedback to improve performances.

Art -Egyptian Art – Alaa Awad

- I can apply Egyptian artistic rules to create an original character.

- I can create a mural-style composition inspired by Alaa Awad.

- I can create more complex patterns and textures & combine ancient Egyptian elements with modern ideas.

- I can refine details and evaluate artistic choices.

- I can apply careful brush control and layering, manipulating.

Maths

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

- understand pounds and pence as decimals.

- order, compare and round decimals.

- add and subtract decimals.

- tell the time in minutes and hours.

- convert and calculate time in 12 and 24 hr clocks.

- draw and interpret line graphs. -read and interpret tables.

PSHE – Rights and Respect

- I know some responsibilities and rights that I have.

- I know how I can support others as a bystander.

- I can explain how others have a financial responsibility to their families and community.

- I know examples of choices and decisions with money that will affect me.

What if?

Bringing God into all our learning

What if there were no gravity?



Diamond 9

Creating Lifelong Learners

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

Multicultural Links

What are the experiences of others?

How did people in Ancient Egypt live? Are there any parts of this civilisation that we recognise elsewhere?



British Values

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

RE – Are All Churches the Same? Why Are Holy Buildings and Places Important to People of Faith?

By the end of this unit, I will understand that:

- not all church buildings are the same but have similar features according to the Christian denomination.
- Peter and the disciples 'built' the church after the events of Pentecost.
- Christianity is a world-wide multi-cultural faith.
- the Bible gives guidance to the church about behaviour and attitudes. World faiths have different places of worship
- there are similarities and differences between the places of worship they have explored. the symbol of light is used across several religions. beliefs. the features of the places of worship can be linked to Holy Scripture the Imam is the leader of the Mosque and the local Muslim community and the Rabbi of the Jewish community.

Science – Forces

By the end of this unit, I will:

- Investigate the effects of gravity on everyday objects and describe the force using scientific vocabulary.
- Use and read whole measures on a newton meter.
- Investigate air resistance in a range of contexts e.g. parachutes, spinners, sails on boats and be able to use some vocabulary to explain this.
- Explore how levers and pulleys work, talking about the mechanisms in some detail.
- Describe how the work of scientists such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.

Computing – Sharing Information

-To begin to explain that computers can be connected to form systems. -To begin to recognise the role of computer systems in our lives. -To begin to identify how to use a search engine. -To begin to describe how search engines select results. -To begin to explain how search results are ranked. -To begin to recognise why the order of results is important, and to whom.

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

- to recognise and say the body parts in French.
- to correctly identify colours in French.
- to read the words for body parts and colours.
- to describe a monster using the appropriate language structures.
- to draw a monster from a description.