

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).

Geography – Climate Zones and Biomes

•Name countries of the world.

•Describe and understand key aspects of physical geography such as climate zones and weather.

•Describe and understands 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. •Understand how some of these aspects have changed over time.

PE – Athletics

To perform running techniques for short and long distances.

To perform a pull and push throw.

To perform a sling throw.

To perform a heave throw.

To take off and land using a hop, step and jump.

To take part in an athletics event and record times and distances.

DT Structures

.-Develop vocabulary related to the project.

-Create shell or frame structures.

-Strengthen frames with diagonal struts.

-Make structures more stable by giving them a wide base.

-Measure and mark square section, strip and dowel accurately to 1cm.



Class 4 Mrs Griffin Summer 2 2025-26



Maths

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

- Describe movements as turns clockwise and anti-clockwise.
- Describe movements left and right.
- Read coordinates in the first quadrant.
- reflect and translate shapes in the first quadrant.
- 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 – Growing and Changing I will:

- Know and understand the meaning of consent in relation to my body in an age-appropriate way. -Know how to manage challenging emotions by building my resilience. - Know how to manage challenging emotions by building my resilience.
- Know the emotions and feelings people have during the start of puberty and some respectful strategies to deal with conflict.

What if?

[Bringing God into all our learning](#)



What if God had created all climates equally? What would that mean for our world in 2026?



Diamond 9

[Creating Lifelong Learners](#)

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

Multicultural Links

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

What is life like for people in different climates?



British Values

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

RE – What is Prayer?

By the end of this unit, I will:

- Know that prayer affects a believer's life and can take different forms.
- Know the effects of prayer on the life of a believer.
- Know what Jesus taught his followers about prayer.
- Know prayer is the way in which believers communicate with God.
- Words to describe my own experience of prayer.
- Talk about my own experiences of prayer and what it means to me.
- Talk about prayer in different religions and compare.

Science –

By the end of this unit, I will:

- Report on findings, including written presentations in the context of Alexander Graham Bell's invention of the telephone.
- Compare and group materials together according to whether they are solids, liquids or gases by exploring the discovery of oxygen. -Take accurate measurements using standard units and a range of equipment, including thermometers by comparing the Kelvin scale with Celsius. -Accurately use a thermometer, with limited support. -Use scientific evidence from comparative tests to support their findings by comparing different toothpastes. -Investigate the invention of toothpaste.

Computing – Vector Drawings

To begin to identify that drawing tools can be used to produce different outcomes.

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To begin to recognise that vector drawings consist of layers.

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Music [Reflect Replay Rewind.](#)

[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 [On the Way to School](#)

Recognise the phrases for modes of transport.

To combine the phrase 'Je vais a lecole with transport modes.

To learn where French is spoken in the world.