

## English

### Reading



- I will read and analyse non-fiction in order to plan and write my own version.
- I will be able to identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction
- I will be able to identify how language, structure, and presentation contribute to meaning

### Writing

- I will generate and select from vocabulary banks
- I will group related material into paragraphs.
- I will use headings and sub headings to organise information.

## History – Mayan Civilisation

- I will understand the Maya perspective of time & the calendar system.
- I will learn about Maya trade goods.
- I will learn about the ancient Maya ball game and its cultural significance, and compare it with other spectator sports past and present.
- I will know what the hieroglyphs tell us of Maya culture and society.
- I will understand the difficulties of sustaining a civilization in a rainforest environment.

## PE – Rounders

I will throw underarm with accuracy.  
I will be able to catch a ball in a striking and fielding game.  
I will strike a ball from a tee or drop feed.  
I will bowl underarm accurately.  
I will apply simple tactics in a modified game.

## DT- Food Preparation

I will be able to cut, peel and grate safely with support.

I will suggest and develop ideas for a healthy meal/snack or drink.

I will know where some of our foods come from.



**Class 4**  
**Mrs Griffin**  
**Summer 1**  
**2024-25**



## Maths

*Through the mastery approach of White Rose Maths I will be able to:*

Year 4:

Recognise decimals as tenths and hundredths.  
To make whole numbers using fractions and decimals.  
Begin to understand the concept of money as 100p = £1  
To use the 4 operations with money (to 2 decimal places).

Year 5:

Begin to understand percentages.  
Recognise decimals as tenths, hundredths and thousandths.  
To add and subtract decimals.  
To round decimals (money).

## PSHE – Rights and Respect

- I will know some responsibilities and rights that I have.
- I will know how I can support others as a bystander.
- I will know the meaning of consent and how to say no to something I feel uncomfortable about.
- I will give my own opinion respectfully, based on facts, opinions and other influences.

## What if?

### Bringing God into all our learning

What if there were no light?



## Diamond 9

### Creating Lifelong Learners

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

## Multicultural Links

### What are the experiences of others?

What is it like to live in a rainforest? How did the beliefs of the Maya compare to our beliefs today?



## British Values

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

## RE – Daniel

I will be able to:

- describe the experiences and actions of others that inspire and influence me.
- express my opinion about the actions of others.
- use religious language to talk with understanding about what motivates Christians during times of persecution.
- ask quality questions about commitment, belief and truth.
- make links between sacred text, belief and actions.
- ask some important questions about beliefs and values and the impact on believers' lives.

## Science – Light

I will give a simple explanation about light and dark.  
I will name properties of surfaces that reflect light.  
I will know definitions for the words; translucent, transparent and opaque.  
I will be able to name some ways to protect myself from the sun.

I will know what SPF is used for.



## Computing – Flat-File Databases

I will compare paper and computer-based databases.

I will be able to outline how you can answer questions by grouping and then sorting data.  
I will be able to explain that tools can be used to select specific data.

I will use a real-world database to answer questions.

## Music



I will piece an accompaniment together using support.  
I will use my voice as part of a harmony,  
I will use an instrument as part of a harmony.  
I will add my ideas to a soundtrack.

## French

- To say whether country nouns are masculine or feminine.
- To use the correct preposition: either en for feminine, au for masculine countries, 'en' for continents and 'il' or 'elle' for animals.
- I can use an English/French dictionary to translate a country name and use the translation in a sentence.