

## English

### Reading

**Y4 and Y5** I will: -Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.- Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.-Predict what might happen from information stated and implied.- Through close reading of the text, re-read and read ahead to locate clues to support understanding.-Scan for key words and text mark to locate key information.

### Writing

**Y4** will; discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces.  
**Y5** will; describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. - Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

## History – Stone Age to Iron Age I will:

- Learn about changes in lifestyles between the Palaeolithic and Mesolithic periods.
- Know some causes for the adoption of agriculture during the Neolithic period.
- Know some possible explanations for the building of Stonehenge.
- Begin to understand the significance of some archaeological sites, eg Must Farm, Starr Carr, Skara Brae.
- Know that Britain was divided into tribes in the Iron Age.

## PE – Badminton I will:

- Begin to demonstrate a forehand and backhand shot.
- Demonstrate a forehand and backhand shot with some consistency.
- Begin to direct the shuttlecock reasonably well to a partner to continue a rally.
- Begin to incorporate tactics to score points in a simple game.

## Art- Drawing (Charcoal) I will:

- Explore drawing media including graphite sticks, charcoal, crayons. -Describe, copy, and imagine how things might have looked in the past or in another culture. -Understand chiaroscuro and use simple elements of this technique in their work in their work.- Make progress in controlling line & shading with graphite and charcoal to describe shape, form and light.



**Class 4**  
**Mrs Griffin**  
**Summer 2**  
**2024-25**



## Maths

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

**Year 4:** -Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes - Identify lines of symmetry in 2-D shapes presented in different Orientations.- Complete a simple symmetric figure with respect to a specific line of symmetry..-Identify acute and obtuse angles and compare and order angles up to two right angles by size

### **Year 5:**

-Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.-Use the properties of rectangles to deduce related facts and find missing lengths and angles. -Identify 3-D shapes from 2-D representations.- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.

## PSHE – Being My Best I will:

-Know some basic functions of the human body. -Know what the word community means and be able to say which communities they belong to.- Know how to respond and react in an emergency situation; know how to contact them and what to say.

## What if?

Bringing God into all our learning

What if we were all exactly the same?



## Diamond 9

Creating Lifelong Learners

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



## Multicultural Links

What are the experiences of others?

How do Muslims express their identity in their religion?



## British Values

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

## RE – Which Rules Should We Follow? I will:

- Describe the impact of the rules / law for Christians and Jews on believers' lives
- Use religious language to talk with some understanding about what motivates Christians, Jews and Muslims to follow the rules of their faith.
- Make some links between the beliefs of Christian, Jewish and Muslim laws and rules on the impact and action.
- Use religious language to talk with good understanding about why believers have a set of rules to live by.
- Be able to describe similarities and differences between the rules/laws of Christianity, Judaism and Islam.

## Science – Animals and Their Habitats I will:

- Name some of the reproductive organs of a flowering plant (i.e. stamen (male flower part) or pistil (female flower part)).
- Describe a life cycle of some mammals.
- Describe the process of metamorphosis.
- Compare three/four life cycles in some detail.
- Know who Jane Goodall is and why she is a significant biologist.

## Computing – Selection in Quizzes I will:

- Begin to explain how selection is used in computer programs.
- Design a simple program that uses selection.
- Create a simple program that uses selection.
- Begin to evaluate my program.

## Music

- Create a piece of rhythmic music using percussion.
- Sing a two part harmony.
- Describe the musical styles of India.
- I can keep a steady beat.

## French

- Speak in a sentence to state which sports they play or don't play. – Say whether sports nouns are masculine or feminine. - Use the correct determiner: either le, la, du or au.