

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 the 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.