

**English**

Reading

Identify the audience and purpose. · Select the appropriate language and structures. · Note and develop ideas. · Draw on reading and research. · Think how authors develop characters and settings.

Writing

Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.

·Plan and write an opening paragraph which combines setting and character/s.

·Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. · Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases.

**RE – Exploring the joy and sadness of Easter.**

Y4: -Describe the impact of the events of Palm Sunday, Holy Week and Easter on the lives of people then and today, including believers in Jesus.

-Explain how for Christians, Jesus answers the big questions in life, and gives them salvation

Y5 as above and: **-**Write / give an explanation that Christians believe that because of the events of Easter, their lives are changed by Jesus, both now and for eternity

-Explain why the events of Easter, brought joy and sadness to a range of people throughout Holy week (eg Mary the Mother of Jesus, Mary Magdalene, the Centurion at the cross, Peter, Judas, Pilot).



[This Photo](https://www.freeimageslive.co.uk/free_stock_image/easter-calvary-jpg) by Unknown Author is licensed under [CC BY](https://creativecommons.org/licenses/by/3.0/)

Class 4

Mrs Griffin

Spring 2

2024-25

**British Values**

Democracy, Individual Liberty, Mutual Respect,

Rule of Law, Tolerance of Different Faiths

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**Multicultural Links**

What are the experiences of others?

How do people in South America live? How does this compare to life in Preston?

**Diamond 9**

Creating Lifelong Learners

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

**What if?**

Bringing God into all our learning

What if you were at the tomb when Jesus had risen from the dead? How would you feel? What if he had not risen? What was God’s plan?

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Maths

Through the mastery approach of White Rose Maths:

Y4 and 5: Multiply and divide using formal written methods.

Y4 and 5:To identify equivalent fractions.

To add and subtract fractions.

To multiply by an integer.

To calculate quantities and fractions of an amount.

Y4 – To count in unit fractions.

Y5- To change improper fractions to mixed numbers and inverse.

To add and subtract mixed numbers.

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**French**

-To use ‘il y a’ to describe places that are in your town

-To use ‘il n’y a pas’ to describe what isn’t in your town.

-To say where in town you are going and what transport you are taking there.

-To say what you like in town and why.

**Music**

-I can identify the parts of a drum pattern. -I can talk about the difference between a drum pattern, bassline and riff. -I can collaborate in a group. -I can identify texture.

**Art – Printing**

• Children will become familiar with different printing techniques and will create individual images and repeating patterns.

• Children will begin to create depth in their work by manipulating light and dark shades.

• Children will learn some elements of the work of Henri Rousseau and give more complex opinions of it.

**PSHE** – **Valuing Difference**

To know the qualities of friendship and respect.

To know about the diversity of their own school community.

To know how to keep themselves safe online.

To know the meaning of the word ‘consent’.

**Science – Materials**

-To name materials based on prior knowledge.

-I can talk about melting and freezing and the process involved in basic detail. - I can describe a reversible change to a material using scientific vocabulary.- I can describe an irreversible change to a material using scientific vocabulary.-I can talk about a famous scientist and how scientists impact our lives today.-I can talk about the impact of land fill and what this means for our planet.

**Computing – Repetition in Games**

Explain that there are infinite loops and count-controlled loops and say what is similar and different about them.

Can develop a design that uses two or more loops and modify it to improve it.

Can design and create and test a project that includes repetition.

**PE** – Rounders

Can throw underarm with accuracy.

Can catch a ball in a striking and fielding game.

Can strike a ball from a tee or drop feed.

Can bowl underarm accurately.

Can apply simple tactics in a modified game.

**Geography South America**

-I can identify the continent South America on a map of the world. -I can name some key features of South America including rivers, mountains, cities, oceans. -I can identify the use of South America and talk about the uses of South America such as tourism and food production. -I can recognise similarities and differences between South America and the United Kingdom.