

English

In reading, I will:

Y4 Identify and discuss the purpose, audience, structure, vocabulary and grammar of fiction and non-fiction.

Y5 In narratives, describing settings, characters and atmosphere and integrating dialogue (as a playscript) to convey character and advance the action.

In writing, I will:

Y4 Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.

-Use nouns for precision, e.g. burglar rather than man, bungalow rather than house.

Y5: Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when.

-Use commas to clarify meaning or avoid ambiguity in writing

Y4 and 5: Use appropriate intonation, tone and volume to present my writing to a range of audiences

Geography- France

By the end of this unit, I will be able to:

-Identify France on a map of Europe and the world.

-Name some key features of France including rivers, mountains, towns.

-Identify the use of France and talk about the uses of France such as tourism and food production.

-Use a range of appropriate geographical skills such as reading maps, recognising map symbols and grid references. (Y5 6→8 figure grid references).

-Match boundaries (e.g find the same border of a country on different scale maps).

PE – Orienteering

By the end of this unit, I will be able to:

-Explain what orienteering is.

-Follow a map.

-Work as a team.

Y5 BORWICK HALL

Art – Paper sculpture

By the end of this unit, I will:

-Create 3D paper/card architectural models of French buildings/monuments.

• Understand the job of an architect in designing buildings/monuments. Showing an awareness of proportion & scale, geometric forms.



Class 4
Mrs Griffin
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Maths

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

Y4 and 5: Multiply and divide by 10, 100 and 1000.

Y4 – To measure the area and perimeter of a grid and rectilinear shapes.

Y5-Recall prime numbers.

-Identify square and cube numbers.

-To measure the area and perimeter of rectilinear, compound and irregular shapes.

PSHE – Me and My Relationships

By the end of this unit, I will be able to:

Y4 Be aware of others and my needs when working together.

-Say 'no' in a calm and controlled way.

-Name suggest strategies that help team-work.

Y5 - Manage my own emotional needs in an age - appropriate way, solving conflict and seeking resolution.

What if?

Bringing God into all our learning



What if there were no record of Jesus' parables?
How would this impact us today?

Diamond 9



Creating Lifelong Learners

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

Multicultural Links

What are the experiences of others?



How are people in France impacted by tourism?
What impact does Jesus have upon **modern day society**?



British Values

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

RE – Jesus, the man who changed lives.

By the end of this unit, I will be able to:

-Understand that Christians believe Jesus has the power to change lives.

-Know that Jesus' teaching makes an impact on people's lives.

-Know that Christians believe their lives are changed by Jesus for ever.

-Talk about several people whose lives Jesus changed then and people whose lives Jesus has changed today

-Explain how for Christians, Jesus answers the big questions in life.

Science – Materials

By the end of this unit, I will be able to:

-Talk about dissolving and the process involved in basic detail.

- Describe reversible and irreversible changes 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 (Stephanie Kwolek) and how scientists impact our lives today.

-I can talk about the impact of global warming on my world and think about how we can tackle this issue.

Computing – Data Logging

By the end of this unit, I will be able to:

-Interpret data that has been collected using a data logger.

-Ask and pose questions and test them using a data logger.

-Draw conclusions from the data that I have collected.

-Explain the benefits of using a data logger.

Music

-I can sing using pitch, tone and tempo, working alongside peers in an ensemble.- I can use musical vocabulary. -I can sing in a range of contexts, honing my skills in 3-part round singing.

-I can listen to and appraise performances. -I can use the chords GABCD on tuned percussion instruments.

French

-Understand basic grammar and conjugate high-frequency verbs
-To know French pronunciation of the alphabet

-Accurately read and understand familiar written words, phrases and short sentences.