

ENGLISH

Class novel: The Origin of Species – Sabina Radeva (based on the book ‘Charles Darwin’s On the Origin of Species’)

Guided Reader: Holes – Louis Sachar

Writing composition: non-chronological report; short narrative; argument; witness statement; personal statements (reports) explanation; poetry; playscript.

Spoken Language: debate

Poetry: Hope is the Thing with Feathers & The Mountain, Emily Dickinson (Metaphorical Poetry)

Reading – AR, Guided and Shared.

Grammar and punctuation – revision: relative clauses; commas to clarify meaning; modal verbs; adverbials; passive voice; formal and informal language; cohesive devices; colons, semi-colons and dashes to mark independent clauses; colons and semi-colons to write lists; and hyphens to avoid ambiguity.

Spellings & handwriting – **CEW S1:** opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, develop, equipment **S2:** pronunciation, queue, recognise, sincerely, sufficient, acquire, fulfil, calendar.

SCODE SPELLING: /s/ sound coded by s, ss, c, -se, -ce and sc – secretary, sacrifice, signature, sincere, persuade, restaurant, especially, suggest, nuisance, soldier, system, symbol, stomach, sufficient, address, possible, possess, pressure, aggressive, embarrass, necessary, harass, cemetery, circle, cereal, centre, medicine, certain, decide, bicycle, bruise, suppose, increase, purpose, pause, mouse, reverse, applause, conscience, existence, convenience, hindrance, sentence, office, convince, device, muscle, science, scent, scissors, discipline, fascinate, crescent; /n/ sound coded by n, nn, kn and gn – natural, naughty, notice, answer, necessary, neighbour, language, interrupt, guarantee, finger, explanation, lightning, definite, determined, signature, bargain, interfere, connect, anniversary, funnel, innocent, annoy, announce, channel, innovation, knowledge, knuckle, kneed, knickers, knave, knight, knapsack, knelt, reign, sign, design, campaign, feign, gnarl.

GEOGRAPHY

Where does our energy come from?

As geographers we will: describe the significance of energy; give examples of sources of energy and their trading routes; define renewable and non-renewable energy; discuss the benefits and drawbacks of different energy sources; describe the significance of the Prime Meridian; identify human features on a digital map; discuss how transport links have changed over time; locate UK cities on a map; use six-figure grid references to identify features on an OS map; consider and justify the location of energy sources. Design and use interview questions; and plot points on a sketch map.

HISTORY

Unheard histories: Who should go on the banknote?

As historians we will: name the features of a banknote; make inferences about a person using a banknote; explain the significance of historical figures; make inferences from sources; apply criteria to decide if a person is historically significant and explain why; explain the significance of William Tuke; research important aspects of a person’s life; and explain what makes a person significant.

MATHEMATICS

Decimals and Percentages: Order and compare numbers up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. x and \div whole numbers & decimals by 10/100/1000. Identify digit value in numbers given to 3 decimal places. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems which require answers to be rounded to specified degrees of accuracy. Solve problems involving number up to three decimal places. \times one-digit numbers with up to 2 decimal places by whole numbers. Use written \div methods in cases where the answer has up to 2 decimal places. Recognise % symbol and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of and those fractions with a denominator of a multiple of 10 or 25. **Position & Direction:** identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. **Measurement:** convert between different units of metric measure. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Solve problems involving converting between **units of time**. Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares), and including using standard units, cm², m² estimate the area of irregular shapes. Estimate volume (for example using 1cm³ blocks to build cuboids (including cubes) and capacity (for example, using water). Use all four operations to solve problems involving measure.



**Summer
2025.26
Class 4**



RE – What might it mean to ‘Live well’? - By the end of this unit, we will understand that people show their worldview through rituals and by following values like the Golden Rule. Dharmic traditions teach dharma as the path to moksha, while Sikhi and Islam look to key figures and teachings for guidance. Non-religious people may also pray.

How can following God bring freedom and Justice? (People of God) - We will know that the Old Testament tells the story of God’s people, including how God rescued them in the Exodus. We will understand that Christians see this as linked to Jesus’ rescue from sin and that this inspires Christians today to help and care for others.

French

À L’École (At School) - As linguists, we will be learning the vocabulary for school subjects. We will learn how to say what subjects we like and dislike. We will also learn how to tell the time (hours) in French and say what time we study certain subjects.

Le Week-end (The Weekend) - We will further develop our knowledge of asking what the time is in French. We will also learn how to say what we do at the weekend in French.

PE

As sportspeople, we will continue to develop and refine our skills in athletics, tennis, cricket, and rounders.

SCIENCE

Plant and animal life cycles

As scientists we will explain the differences in the life cycles of a mammal, an amphibian, an insect and a bird and describe the life process of reproduction in some plants and animals.

Human growth

As scientists we will identify the stages of the human life cycle, from birth to death including puberty in girls and boys. Also, to describe the life process of reproduction in humans.

COMPUTING

Modelling (5.6) – we will design a 3D model to fit certain criteria.

Concept Maps (5.7) – we will create a collaborative concept map and present this to an audience.

ART & DESIGN

Digital world: Navigating the world

Programming a navigation tool to produce a multifunctional device for trekkers. Combining 3D objects to form a complete product in CAD 3D modelling software and presenting a pitch to ‘sell’ their product.

DESIGN & TECHNOLOGY

Sculpture and 3D: Making memories

Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.

MUSIC

Theme and variation (Theme: Pop Art)

As musicians, we will explore **theme and variations**, comparing how they change in The Young Person’s Guide to the Orchestra. Perform the theme using complex rhythms, including TIKI-TIKI, TI-TIKI, and TIKI-TI in 3/4 time, and represent these patterns using music notation.

Class 4 Summer Show

Christian Values – Compassion & Respect
PHSE/JIGSAW – Relationships & Changing Me

BLP – Resilience, Resourcefulness, Reciprocity & Reflectiveness