

## Maths

### Decimals

- Recognise and write decimal equivalents of any number of tenths or hundreds
- Recognise and write decimal equivalents
- Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- Round decimals with 1 decimal place to the nearest whole number
- Compare numbers with the same number of decimal places up to 2 decimal places

### Measurement: Money

- Solve simple measure and money problems involving fractions and decimals to 2 decimal places
- Estimate, compare and calculate different measures, including money in pounds and pence

## English

Books – *Anglo-Saxon Boy* by Tony Bradman and *The Good Thieves* by Katherine Rundell

Writing – *Blue Umbrella*, *Anglo-Saxon Boy* and *The Iron Man*

- Children will explore the characters in the story.
- Understand how the decisions made by the character impact the plot.
- Children will use their knowledge from their History topic of the Anglo-Saxons to support their Guided Reading.

### Grammar Focus

- Consolidation of capital letters and full stops
- Inverted commas
- Commas
- Exclamation marks and question mark
- Fronted adverbials
- Relative clause

## PE

### Swimming

### Outdoor: Athletics

- To improve basic movement skills such as running, jumping, and throwing, with an emphasis on form and control.
- To practice activities that improve hand-eye coordination, balance, and agility.
- To refine their running techniques, focusing on posture, arm movement, and speed.
- To develop an awareness of space and learn how to move efficiently in a variety of directions.

## French – The body

- To understand simple features when prompted with images or gestures.
- To say and write something about their appearance, with help.
- To understand simple descriptions when given visual prompts.
- To read along with a story as it is read out in class.
- To play French word games, including forming simple sentences with verbal prompts.

## History – The Vikings

- I can order events on a scaled time line (centuries), including BC and AD.
- I can describe people's beliefs from the past, how that affected their actions and what was the result.
- I can compare lives of people from the distant past to our own and explain why there are differences.
- I can explain how individuals or events contributed to national change and identity.
- I can identify key features and events of time studied, looking for links and effects across the periods (such as invasion and settlement in Britain).
- I can evaluate the usefulness of different sources, looking at the evidence available.
- I can use a range of sources to build up a picture of a past event and choose relevant material to build up a picture of an aspect of life in the past.
- I can use primary and secondary sources together to justify inferences.



Year 4- Summer 1  
This term our Topic is The Vikings



## RE – What matters most to Humanists and Christians?

- I can think about my own values by doing some ranking of values
- I can find out who is a Humanist and how a Humanist and a Christian might have some similar and some different values
- I can join in discussions about what matters most, e.g. by ranking, sorting and ordering a list of 'valuable things'
- I can learn from the actions and ideas of Christians about what makes an action good or bad
- I can learn from the actions and ideas of Humanists about what makes an action good or bad
- I can study the actions and words of Humanists and Christians, expressed in some stories of key people or leaders
- I can reflect on what we do because of our values

## Design and Technology – Viking Longboats

- To select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- To research to develop a design specification for a functional product that responds automatically to changes in the environment.
- To communicate ideas through annotated sketches, pictorial representations of Viking Longboats.
- To design for a given purpose, based on design criteria.
- To follow simple rules to keep safe.
- To explain choices in relation to required tools and techniques and use with increasing accuracy.
- To try new and/or different ideas.
- To work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales
- To generate and develop innovative ideas and share and clarify these through discussion.
- To competently select and accurately assemble materials, and securely connect

## Science – Biology Living things and their habitats

- To sort living things in a variety of ways and give reasons
- To use classification keys to identify and name living things.
- To create a classification key and use it to identify, name and group living things.
- To recognise that environments can change and that these changes can endanger living things.
- To collect, record, sort and present data to answer scientific questions.
- To use simple scientific language to record my findings.
- To use drawings, labelled diagrams, keys, bar charts and tables to record my findings.

## Computing Photo editing

- To explain that the composition of digital images can be changed
- To explain that colours can be changed in digital images
- To explain how cloning can be used in photo editing
- To explain that images can be combined
- To combine images for a purpose
- To evaluate how changes can improve an image

## Music:

### Charanga – Unit 5: Expression and Improvisations

- I can copy increasingly challenging rhythms using body percussion and untuned instruments.
- I can perform with an understanding of simple time signatures.
- I can move in time with a beat, recognising the accentuated first beat of the bar.
- I can copy back more complex melodic patterns as a call and response exercise, both aurally and visually.

## PSHE: IDecision – Chores at home

- Recognizing that being part of a family or household involves shared responsibilities.
- Identifying that household chores are necessary to maintain a safe, healthy, and happy living environment.
- Understanding the concept of "contribution"—why it is important to "do one's bit" to help those who look after us.
- Exploring the idea of fairness and how sharing tasks can reduce pressure on parents/carers.
- Recognizing that learning to perform simple tasks (e.g., tidying, washing up, organizing) is a step toward future independence.
- Understanding that these skills are essential for managing one's own life as they grow older.
- Developing empathy by considering how a messy or chaotic home might make others feel.
- Identifying the positive emotional impact that helping others can have on relationships within the home.
- Reflecting on the natural consequences of not helping (e.g., clutter, extra work for others, frustration) versus the benefits of teamwork