

Mathematics

White Rose Maths

Fractions

Decimals

Money

Statistics

Length

Mass

Capacity

Time

Summer Term 2025

RE & PSHE

How do people make moral decisions?

What do many Buddhists believe about God?

Core theme 1, Unit 4: aspirations

Core theme 1, Unit 5: Emotions

Core theme 2, Unit 4: Similarities and differences

Core theme 3, Unit 4: Economic awareness

English

How to be a Viking (fact file, information)

The Night Bus Hero (character profile, writing in role, informal letter)

The Boy who Biked the World, Part Three (Haiku, Biography, Magazine article)

Science

Rocks

Plants



Context for Learning

Journeys

Year 3/4



History

What happened to the boy behind the golden mask? (Ancient Egypt)

Design & Technology

Pavilions

PE

Striking and fielding

Football

Sports day

Swimming

Art & Design

Drawing: growing artists

Music

Joseph Bologne, Chevalier de Saint-Georges

Strike up the band: Unit B

Languages

German:

Describing me and others

Talking about things and things to do

Computing

Creating media – photo editing

Programming B – Repetition in games

Geography

How and why is my local area changing?

Endpoints of Learning

Mathematics

Fractions

Year 3

- Add and subtract fractions with the same denominator within one whole
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

Year 4

- Add and subtract fractions with the same denominator

Decimals

Year 3

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10 (Y3)

Year 4

- Recognise and write decimal equivalents of any number of tenths or hundredths
- Compare numbers with the same number of decimal places up to 2 decimal places
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10
- Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$

- Solve simple measure and money problems involving fractions and decimals to 2 decimal places
- Round decimals with 1 decimal place to the nearest whole number
- Find the effect of dividing a 1- or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths

Money

Year 3

- Add and subtract amounts of money to give change, using both £ and p in practical contexts

Year 4

- Estimate, compare and calculate different measures, including money in pounds and pence

Statistics

Year 3

- Interpret and present data using bar charts, pictograms and tables
- Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables
- Solve one-step and two-step questions [for example “How many more?” and “How many fewer?”] using information presented in scaled bar charts and pictograms and tables
- Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables

Year 4

- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Length

Year 3

- Measure the perimeter of simple 2-D shapes
- Measure, compare, add and subtract lengths (m/cm/mm)

Year 4

- Convert between different units of measure
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

Mass

Year 3

- Measure, compare, add and subtract mass (kg/g)

Year 4

- Convert between different units of measure

Capacity

Year 3

- Measure, compare, add and subtract volume/capacity (l/ml)

Year 4

- Convert between different units of measure

Time

Year 3

- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Compare durations of events

Year 4

- Read, write and convert time between analogue and digital 12- and 24-hour clocks
- Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

English

How to be a Viking (fact file)

- To explore fact files and their purpose
- To identify and understand the features of a fact file
- To identify the layout and structure of a fact file
- To identify the difference between facts and opinions
- To ask appropriate questions
- To locate information which answers a given question
- To produce a factual piece of writing
- To edit and improve writing

The Night Bus Hero (character profile, writing in role, informal letter, poetry)

- To examine and compare 'bully' characters from different stories.
- To create a character profile for a bully.
- To learn how to use the prefixes un, dis and mis.
- To learn about and examine the character of Hector
- To create a comic-strip plan of revenge.

- To use an apostrophe to mark plural possession (regular and irregular words).
- To study and discover more about the character of Hector.
- To write in first person as Hector in response to a question.
- To write a poem from Hector's perspective using words with the prefixes un, dis and mis.

The Boy who Biked the World, Part Three (Haiku, Biography, Magazine article)

- To articulate and justify my opinions.
- To write a Haiku
- To use apostrophes for plural possession
- To identify the features of a biography
- To plan a biography.
- To write a biography
- To retrieve and record information from non-fiction.
- To identify the features of a magazine article.
- To write a magazine article.
- To use inference about a character's feelings, thoughts and actions in my writing

History

What happened to the boy behind the golden mask? (Ancient Egypt)

- Describe the discovery made by the archaeologist Howard Carter in Egypt in 1922 and explain its historical importance;
- Explain who the pharaoh Tutankhamun was and identify and describe some of the many artefacts found by Carter in Tutankhamun's tomb; make judgements and justify their opinion as to their purpose and what they indicate about life in Ancient Egypt;
- Make a judgement as to which of the artefacts might be considered of most significance in terms of understanding the life and times of Tutankhamun and justify their views;

- Consider the evidence of how ancient Egyptians portrayed the stages of entry into the afterlife in a number of murals and make a reasoned and justified judgement as to what they might represent;
- Describe and explain the most likely cause of Tutankhamun's death at just eighteen years of age and make and justify a judgement as to most plausible explanation;
- Understand through explanation and reasoning why the cause of the death of Tutankhamun is a contentious issue through critiquing the available evidence and evaluating the conflicting arguments;
- Present their hypothesis as to what may have happened to cause the death of Tutankhamun in the form of a speech with prepared notes.

Science

Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter

Working Scientifically: Explaining Science and Classification

Year 3

- I remember science words I have used before
- I begin to use science models to describe
- I add science labels and information to diagrams
- I use a large spider key with obvious differences
- I create groups for sorting (create criteria)
- I combine properties required for an application

Year 4

- I remember and use science words correctly
- I use science models to describe
- I annotate diagrams to help describe and explain
- I use a range of spider keys with fine differences
- I create appropriate groups for sorting (create criteria)
- I describe combined properties required for an application

Plants

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Working Scientifically: Explaining Science and Designing Experiments

Year 3

- I remember science words I have used before
- I begin to use science models to describe
- I add science labels and information to diagrams
- I predict cause and effect (science prediction)
- I identify cause and effect in an investigation
- I suggest a suitable data range for the cause variable

Year 4

- I remember and use science words correctly
- I use science models to describe

- I annotate diagrams to help describe and explain
- I predict a trend (relationship prediction)
- I plan investigations by selecting variables to change
- I suggest a data range and interval for the cause variable

Computing

Photo Editing

- Explain that the composition of digital images can be changed
- Understand how and why colours can be changed in digital images
- Know how cloning can be used in photo editing
- Explain that images can be combined and know how to combine images for a purpose
- Understand how to evaluate how changes can improve an image

Repetition in Games

- Use of count-controlled loops in different programming environments developed
- Explain that there are infinite loops and count-controlled loops in programming
- Ability to develop a design that includes two or more loops at the same time
- Ability to modify an infinite loop in a given program
- Ability to design and create a project that includes repetition

Art

Drawing: growing artists

- Use shapes identified within in objects as a method to draw.
- Create tone by shading.

- Achieve even tones when shading.
- Make texture rubbings.
- Create art from textured paper.
- Hold and use a pencil to shade.
- Tear and shape paper.
- Use paper shapes to create a drawing.
- Use drawing tools to take a rubbing.
- Make careful observations to accurately draw an object.
- Create abstract compositions to draw more expressively

Design and Technology

Pavilions

- Produce a range of free-standing frame structures of different shapes and sizes
- Design a pavilion that is strong, stable and aesthetically pleasing, including a range of materials to create a desired effect
- Select appropriate materials and construction techniques to create a stable, free-standing frame structure for the pavilion which clearly reflects the design
- Select appropriate materials and techniques to add cladding to their pavilion which clearly reflects the chosen theme and the design criteria

Music

Strike up the Band! Unit B

Year 3: Guitar

- Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes
- Copy stepwise melodic phrases with accuracy at different speeds: allegro and adagio, fast and slow.

Year 4: Glockenspiel

- Read and perform pitch notation within a defined range (C-G)
- Follow and perform simple rhythmic scores to a steady beat. Maintain individual parts accurately.

Joseph Bologna, Chevalier de Saint-Georges

Year 3

- Listen with attention to detail and recall sounds with increasing aural memory
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Understand the terms stave, staff, lines, spaces and clef. Use dot notation to show higher or lower pitch. Understand the differences between crotchets and paired quavers.

Year 4

- Listen with attention to detail and recall sounds with increasing aural memory
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Understand the differences between minims, crotchets, paired quavers and rests
- Read and perform pitch notation within a defined range (5 notes)

R.E.

How do people make moral decisions?

- Talk about the difference between knowing and believing.
- Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work.

- Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.

What do many Buddhists believe about God?

- Identify ways in which the Buddhist view of God is similar to and different from the Christian view of God.
- Recognise ways in which the Buddhist view of God influences the way Buddhists live their lives and view other people.
- Recognise that there are many different answers to the question, 'What is God like?'
- Identify different types of writing and give an example of how a believer might interpret a source of authority

PSHE

- Understand that everyone has different strengths and weaknesses.
- Recognise own strengths and how they can contribute to different groups.
- Identify and talk about own and others' strengths and weaknesses and how to improve.
- Self-assess, understanding how this will help future actions.
- Begin to reflect on own worth as an individual by identifying positive things about themselves and their achievements.
- Learn about the importance of self-respect and how this links to their own happiness.
- Recognise what they are good at.
- Recognise, name and manage feelings in a positive way.
- Know how to set realistic targets.
- Understand how to break down the steps needed to achieve a goal.
- Reflect on the range of skills needed in different jobs.
- Recognise why people work.
- Begin to make responsible choices and consider consequences.
- Understand how we are all connected by our similarities.
- Work co-operatively, showing fairness and consideration to others

- Recognise and respect similarities and differences between people.
- Empathise with another viewpoint.
- Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- Know and understand how the make-up of family units can differ.
- Form and maintain appropriate relationships with a range of different people.
- Understand and appreciate the range of different cultures and religions represented within school.
- Learn about the need for tolerance for those of different faiths and beliefs.
- Recognise stereotyping and discrimination.
- Listen to, reflect on and respect other people's views and feelings.
- Challenge stereotyping and discrimination.
- Talk about views on issues that affect the class.
- Know what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- Understand the term 'diversity' and appreciate diversity within school.
- Learn about the need for tolerance for those who are different from us

Geography

How and why is my local area changing?

- Identify, describe and give reasons for why environments change
- Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life
- Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment
- Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development, or the work of a significant individual
- Demonstrate understanding of how the quality of the environment may change within the local area and make judgements to explain observations

- Recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and identify and explain specific examples of change from NASA images of locations around the world
- Describe and explain the impact of environmental change in one threatened region of the world.

German

Describing me and others

- Describing what things are like
 - Negation with nicht + adjective, adverb
 - Negation with nicht + definite article + noun
 - Subject-verb inversion yes/no questions
- Welcome, Friendship sentences
 - Possessive adjectives mein, dein
- Talking about possessions
 - Negation with nicht + possessive adjectives
 - Negation with nicht + proper nouns
 - Possessive adjectives mein, dein

Talking about things and things to do

- Donating items to a charity sale
 - to have - I have, s/he, it has
 - haben - ich habe, er, sie, es hat
 - definite articles (Row 2 accusative)
 - den, die, das
 - Compound nouns
- What you have at home
 - to have - I have, you have
 - haben - ich habe, du hast
 - indefinite articles (accusative)

einen, eine, ein

Negation with kein + noun (keinen, keine, kein)

- Talking about favourites

to have - I have, you have, s/he has

haben - ich habe, du hast, er/sie/es hat

Subject-verb inversion yes/no questions

Negation with nicht + adjective | kein + noun

- Activities in school

Present tense - weak verbs (singular persons - I, you, s/he, it)

Infinitive and s/he, it

- Activities at home

Present tense - weak verbs (singular persons - I, you, s/he, it)

Ich and du