

Maths

Discovering Equivalences

I can recognise representations of equivalent fractions. I can draw diagrams to show equivalent fractions. I can count up and down in tenths. I can group sets of objects into tenths by splitting them into 10 equal groups. I can write tenths as decimals by using their place value headings; I can write hundredths as decimals by using their place value headings. I can write the decimal equivalents of 1/4, 1/2 and ¾. I can round decimals with one decimal place to the nearest whole number. I can order and compare numbers with up to two decimal places, using the signs <, > (and =) to show this comparison.

Reasoning with Fractions

I can add fractions with the same denominator. I can subtract fractions with the same denominator. I can solve problems involving fractions to calculate quantities where the answer is a whole number. I can use my knowledge of fractions to divide quantities to solve problems involving whole numbers. I can solve problems involving non-unit fractions to calculate quantities, where the answer is a whole number. I can use my knowledge of non-unit fractions to divide quantities to solve problems involving whole numbers. I can solve measure problems involving fractions and decimals to 2 decimal places. I can solve money problems involving fractions and decimals to 2 decimal places.

Solving Number Problems

I can multiply a 2-digit or 3-digit numbers by a single-digit number. I can divide a 2-digit (or simple 3-digit) number mentally with jottings. I know and can use the distributive law to partition a multiplication or division or recombine one that has been partitioned. I can divide a 2-digit number by a single-digit number using a written method. I can divide a 3-digit number by a single-digit number using a written method. I can divide a single-digit or two-digit number by 10 or 100 to get a decimal answer. I can solve problems involving multiplication and division, including word problems and missing number problems. I can solve problems involving measures and money as well as scaling and correspondence by multiplying and dividing.

Physical Education-

Using running and jumping in isolation and in combination. Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics). Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

History- Ancient Egypt

Children will compare and contrast the historical occurrence of ancient Egyptians. We will look at the main traits and how their way of living effects how we live today. We will look closely at mummification and how this links to religion. Children will use artefacts to study the achievements of the early civilisation. Children will build questions based on their prior knowledge about Ancient Egypt and we will use this as our learning focuses.

RE – Why do Muslims fast during Ramadhan?

This unit enables pupils to examine the structures that underpin Islamic beliefs and practices in greater depth. Through a study of Ramadhan, opportunities are provided for pupils to understand the key values of Islam of submission to Allah and service to God through charitable life and actions. They will consider the role of commitment as part of religious life and reflect on the wider human value of being committed to ideas, to self-improvement or to other people. Pupils will have opportunities to think about their own commitments and the extent to which these have a positive impact on their lives.

English

Writing - Read and analyse narrative, non-fiction and poetry in order to plan their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Discuss and record ideas for planning e.g. *story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan*. Drafting and 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, alliteration*. Use different sentence structures (see VGP). Use paragraphs to organise writing in fiction and non-fiction texts. Use organisational devices in non-fiction writing, e.g. *captions, text boxes, diagram, lists*. Link ideas across paragraphs using fronted *adverbials* for when and where e.g. *Several hours later..., Back at home...* Evaluating and Editing. Proofread to check for errors in spelling, grammar and punctuation. Discuss and propose changes to own and others' writing with partners/small groups.

Improve writing in light of evaluation. Performing. Use appropriate intonation, tone and volume to present their writing to a range of audiences

Reading- Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. *metaphors, similes*.

Explain the meaning of key vocabulary within the context of the text.

Use dictionaries to check meanings of words in the texts that they read.

Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Make predictions based on information stated and implied.

Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.

Justify responses to the text using the PE prompt (Point + Evidence). Identify, analyse and discuss themes e.g. *safe and dangerous, just and unjust, origins of the earth, its people and animals*. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Identify main ideas drawn from more than one paragraph and summarise these e.g. *character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text*. Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. Recognise and analyse different forms of poetry e.g. *haiku, limericks, kennings*.

Science -Sound

To identify how sounds are made, associating some of them with something vibrating by identifying sound sources around school. To identify how sounds are made, associating some of them with something vibrating, by performing a dramatisation of how sounds travel. To find patterns between the volume of a sound and the strength of the vibrations that produced it, by performing a dramatisation of how sounds travel. To recognise that vibrations from sounds, travel through a medium to the ear, by performing a dramatisation of how sounds travel. To recognise that vibrations from sounds, travel through a medium to the ear, by exploring how high and low sounds are created. To find patterns between the pitch of a sound and features of the object that produced it, by exploring and creating musical instruments, and explaining how they change pitch. To recognise that sounds, get fainter as the distance from the sound source increases, by exploring how sounds change over distance. To recognise that vibrations from sounds, travel through a medium to the ear, by making string telephones. To recognise that vibrations from sounds, travel through a medium to the ear, by investigating the best material for absorbing sound. To recognise that vibrations from sounds, travel through a medium to the ear, by making a musical instrument and explaining how it works. To find patterns between the pitch of a sound and features of the object that produced it, by making a musical instrument and explaining how it works.

Computing- Data Handling

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting analysing, evaluating and presenting data and information.

French - This Unit introduces children to vocabulary and language for themes connected to the Time. Children will look at specially how to express the time both using analogue and digital timings.

Class - Year 4

Mr Holt

Year 4 Summer 1

Music

Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

PSHE – Relationships

Can you help?

Can you help your child with:-

- Listening to them read regularly
- Practising their times tables
- Learning their spellings