

Maths

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.

Investigating Statistics

I can recognise discrete and continuous data and come up with appropriate categories for it. I can record discrete or continuous data in a frequency table. I can construct a bar chart or frequency diagram to represent discrete or continuous data correctly. I can interpret a bar chart, including reading several different values to answer a more complex question in the context of the original problem. I can explain and understand the limitations where data is grouped. I can construct line graphs and time graphs correctly. I can interpret a line graph and a time graph. I can select appropriate charts and read a range of charts to solve comparison problems.

Exploring Change

I can confidently read and read times using analogue and digital time, including 24hr clock. I can convert between 12-hour and 24-hour clock rapidly. I can solve problems that need me to convert hours to minutes. I can solve problems that need me to convert minutes to seconds. I can solve problems that need me to convert years to months. I can solve problems that need me to convert weeks into days.

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.

Geography- Rivers

To name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns; understand how some of these aspects have changed over time. To describe and understand key aspects of physical geography: rivers, water cycle. To use fieldwork to observe, record and explain human and physical features in the area using a range of methods including sketch maps, plans and graphs and digital technologies. To use 8 points of the compass, 4 figure grid references, symbols and key (including OS maps) to build knowledge of the UK.

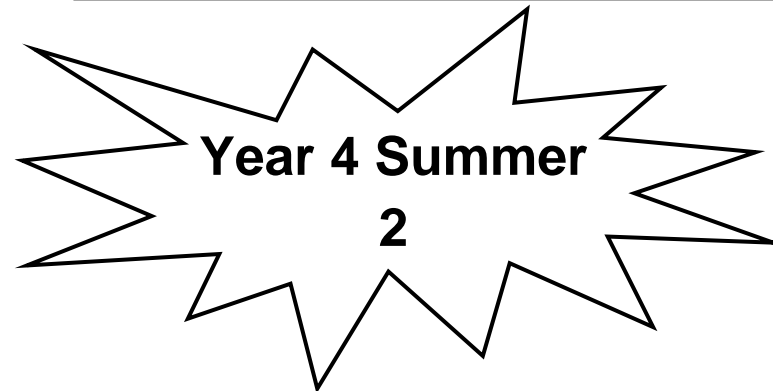
RE – Christianity

This unit investigates the Christian teaching of agape- a selfless love of others. Pupils will explore how important messages and guidance can be passed on through stories and will focus on Christian teachings contained in the parables that Jesus told to his followers. They will then discover examples of how modern Christians show a love for their neighbour and reflect on what they message they would want to pass on to future generations.

English

Writing - Create complex sentences with adverb starters e.g. *Silently trudging through the snow, Sam made his way up the mountain.* Create sentences with fronted adverbials for when e.g. *As the clock struck twelve, the soldiers sprang into action.* Create sentences with fronted adverbials for where e.g. *In the distance, a lone wolf howled.* Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, "Be back here at four o' clock."* Read and analyse narrative in order to plan and write their own. Identify and discuss the purpose, audience, language and structures of narrative for writing. Discuss and record ideas for planning. Develop settings and characterisation using vocabulary to create emphasis and humour. Plan and write an opening paragraph which combines the introduction of a setting and character(s). Link ideas within paragraphs e.g. *fronted adverbials for when and where.* Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Read and analyse non-fiction in order to plan and write their own. Identify and discuss the purpose, audience, language and structures of non-fiction and for writing. Discuss and record ideas for planning e.g. *story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.* Organise paragraphs in non-fiction. Link ideas within paragraphs. Generate and select from vocabulary banks e.g. *powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration* appropriate to text type.

Reading- Use prefixes to understand meanings e.g. *sub-, inter-, anti-, auto-*. Listen to, read and discussing a range of fiction in different forms. Analyse and evaluate texts looking at language, structure and presentation. Analyse and compare a range of plot structures. Retell a range of stories, including less familiar fairy stories, myths and legends. Identify, analyse and discuss themes e.g. *safe and dangerous, just and unjust, origins of the earth, its people and animals.* 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. Make predictions based on information stated and implied. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point : evidence. Identify main ideas drawn from more than one paragraph and summarising these e.g. *character is evil because... 1/2/3 reasons.* Use knowledge of root words to understand meanings of words. Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. *advertisements, formal speeches, leaflets, magazines, electronic texts.* Analyse and evaluate texts looking at language, structure and presentation. Explain the meaning of key vocabulary within the context of the text. Identify main ideas drawn from more than one paragraph and summarising 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 how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.* Explain how paragraphs are used to order or build up ideas, and how they are linked. Navigate texts to locate and retrieve information in print and on screen.



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.

Science – Living Things

To recognise that living things can be grouped in a variety of ways. To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. To recognise that environments can change and that this can sometimes pose dangers to living things.

Design Technology- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

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

PSHE – Relationships

Can you help?

Can you help your child with:-

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