



Our main themes for work this term are outlined below.

We hope this will aid you in supporting your child in the work they do at school and with homework given.

<p><b>English</b></p>	<p><b>Stories with a theme / dilemma</b> –Children will have explored the features of a narrative text and ultimately they will plan and write their own using some of these techniques.</p> <p><b>Discussion / Explanation</b> – We will consider different sides of an argument and decide on a course of action, summarising reasons in a letter. In Explanation writing we will create a flowchart to explain how a new invention works and use the notes to write an explanation using an impersonal style.</p> <p><b>Poetry</b> – We will be reading, writing and performing a range of free verse poems. We will also be reading and writing our own riddles.</p>
<p><b>Mathematics</b></p>	<p>By the end of year 4, children will apply their understanding of maths to solve a wide variety of problems with more than one step and be expected to prove their thinking through pictures, jottings and conversations. This term they will use</p> <p><b>multiplication and division</b></p> <ul style="list-style-type: none"> <li>• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate using concrete resources to represent and understanding of place value 4C2</li> <li>• estimate and use inverse operations to check answers to a calculation 4C3</li> <li>• add and subtract mentally using concrete resources and pictorial representations to support understanding and to include:</li> <li>• know when and how to use jottings to support conservation of number</li> <li>• calculate what must be added to any three digit number to make the next multiple of 100</li> <li>• add and subtract a pair of 2 digit numbers e.g. 38 + 86</li> <li>• add and subtract 3 digit multiples of 10 e.g. 620 – 380</li> <li>• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why (within known number competency) 4C4</li> <li>• derive, use and be increasingly fluent when recalling multiplication and division facts for multiplication tables up to 12 x 12 (exploring the 6 and 9x tables and relating to the 3 x table) 4C6a</li> <li>• reason and generalise through investigation rules for divisibility for multiplication tables</li> <li>• use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers 4C6b</li> <li>• derive new facts from known facts with increasing fluency e.g. if 6 x 3 = 18 then 60 x 3 = 180 etc.</li> <li>• understand when it is and isn't possible to use the inverse operation to solve missing number questions e.g. 240 ÷ □ = 3</li> <li>• use known strategies e.g. partitioning before multiplying (distributive law) e.g. 36 x 4 = (30 x 4) + (6 x 4) = 120 + 24 = 144 ensuring the correct use of brackets</li> <li>• recognise and use factor pairs and commutativity in mental calculations 4C6c</li> <li>• use understanding that multiplication can be done in any order e.g. 20 x 3 x 4 = 3 x 4 x 20 = 4 x 3 x 20 = 240 (associative law)</li> <li>• multiply two-digit and three-digit numbers by a one-digit number using formal written layout using concrete resources and pictorial representation to support understanding and communication 4C7</li> <li>• divide two-digit and three-digit numbers by a one-digit number where the answer is exact i.e. no remainders</li> <li>• solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems e.g. making measurements 4 times longer or if one pack of sweets is £1.20 how much will sweets for 12 people cost? and harder correspondence problems such as n objects are connected to m objects e.g. numbers of choices of a meal on a menu or three cakes shared equally between 10 children 4C8</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• order and compare fractions of quantities and shape in practical contexts</li> <li>• recognise and show, using diagrams, families of common equivalent fractions 4F2</li> <li>• use concrete resources and pictorial representation to explore relationships between fraction families</li> <li>• use factors and multiples to recognise equivalent fractions and simplify where appropriate (e.g. 6/9 = 2/3 or 1/4 = 2/8)</li> <li>• add and subtract fractions with the same denominator 4F4</li> <li>• round decimals with one decimal place to the nearest whole number and relate to rounding whole numbers, money and decimal measures 4F7</li> <li>• find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the</li> </ul>

	<p>digits in the answer as ones, tenths and hundredths 4F9</p> <ul style="list-style-type: none"> <li>• solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number 4F10a</li> <li>• solve simple measure and money problems involving fractions and decimals to two decimal places</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• draw 2-D shapes with increasing accuracy</li> <li>• begin to identify simple nets 3-D shapes e.g. unfold packets which are cubes or cuboids</li> <li>• compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes 4G2a</li> <li>• describe movements between positions as translations of a given unit to the left/right and up/down 4P2</li> <li>• describe positions on a 2-D grid as coordinates in the first quadrant 4P3a</li> <li>• plot specified points and draw sides to complete a given polygon 4P3b</li> <li>• identify lines of symmetry in 2-D shapes presented in different orientations (and in a variety of contexts) 4G2b</li> <li>• complete a simple symmetric figure with respect to a specific line of symmetry (including where the line of symmetry does not dissect the original shape) 4G2c</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• find the area of rectilinear shapes by counting squares and link to arrays in multiplication 4M7b</li> <li>• convert different units of measure [e.g. kilometre to metre; hour to minute]</li> <li>• 4M5</li> <li>• solve simple problems involving converting between different units of measure [e.g. kilometre to metre]</li> <li>• calculate different measures including money in pounds and pence 4F9 • read, write and convert time between analogue and digital 12 and 24-hour clocks 4M4b</li> <li>• solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days 4M4c</li> </ul>
<b>Science</b>	<p><b>States of matter:</b> Children will learn about states of matter. They will compare and group materials together, according to whether they are solids, liquids or gases. They will observe that some materials change state when heated or cooled, and they will identify the part played by evaporation and condensation in the water cycle.</p> <p><b>Living things:</b> This half term, children learn about living things. This topic teaches the children to recognise that living things can be grouped in a variety of ways. They explore and use keys to identify and name a variety of living things. Finally, they look at how changes to habitats can pose dangers to living things.</p>
<b>Computing</b>	<p><b>Programming and Games:</b> Children explore simulations, investigating the structure and exploring how they might be programmed. They begin to note that abstraction can simplify them. They decompose tasks, creating and debug algorithms and understanding how algorithms support the programming process. They write, test, debug and refine programs to achieve specific objectives, using sequence, repetition and procedures. They explore selection in digital and natural systems.</p>
<b>History/Geography</b>	<p><b>How does water go round and round?</b> This unit focuses on rivers, the geographical feature of rivers from the source of rivers to the mouth, and is underpinned by the water cycle (Links with science). It looks at how people interact with rivers as well as how rivers shape the landscape.</p> <p><b>What happened when the Romans came?</b> <b>What was important to our local Victorians?</b></p>
<b>RE</b>	<b>Sacred Texts</b>
<b>DT</b>	<b>Pop Up Story Books</b>
<b>Art</b>	Linking to history and science
<b>Music</b>	Ukulele with specialist tutor
<b>Spanish</b>	Children will continue to rehearse and refine their pronunciation and use of questioning and answering skills in Spanish.
<b>PE &amp; Games</b>	<b>Games</b> – Outdoor PE lessons with sports coach
<b>PSHE (Personal, Social and Health Education)</b>	<p><b>Relationships</b> <b>Keeping safe online / off line</b> Pupils learn:</p> <ol style="list-style-type: none"> <li>1.about behaviour – online and offline – what is acceptable and unacceptable</li> <li>2.about the importance of keeping personal information secure</li> <li>3.how to be safe in their computer gaming habits</li> </ol>

**PE:** Please can children have PE kit in school every day, named, suitable for both indoor and outdoor activities. It should be stored in a school PE bag, with boots or trainers in a proper boot bag (no supermarket bags in the cloakrooms please).

**Homework** will be handed out every Thursday and will consist of English, Maths and spellings. Every 2 weeks children will

receive a piece of homework based on their history, geography, science or other creative work. Please also could we ask that children read at home every night and return their green reading record and book into school **every day**.