Stonebow Primary School

<u>The Year 4 Curriculum Statement for Summer 2017</u>

The following information is to give you an outline of some of the work your child will be covering during this term. We hope you will actively encourage your child in the work being undertaken so that learning can be both pleasurable and rewarding.

The skills and concepts on which we will be concentrating are:-

English	<u>Reading</u> An explanation of the different types of reading in class can be found in your child's Reading Journal. <u>Author of the term:</u> Class Seven – Roald Dahl Class Eight – Anne Fine Class Nine – Michael Morpurgo Certificates are awarded to encourage children to read at least one book by this author. Bronze – 1 book Silver – 3 books Gold – 5 books Bug Club – each child has a log in to access ebooks If you don't enjoy reading, you've just not found the right book yet! <u>Class Texts</u> Letter from a tourist who has visited Chester
	<u>Text Types:</u> This term we will be writing: • Poetry • Non-fiction – Persuasive – Loughborough letter • Recounts – postcards from Ironbridge/ school
	<u>Grammar & Punctuation</u> Adjectives Noun phrases Onomatopoeias Verbs Fronted adverbials Subordinate clauses Dialogue Prepositions

<table>
<tr><td></td><td colspan="2">Commas after fronted adverbials and for subordinate clauses
Apostrophes – possession single and plural
Inverted commas</td></tr>
<tr><td></td><td><u>Handwriting</u>
Practise writing legibly, fluently and with increasing speed</td><td><u>Spelling</u>
Please see your child's Reading Journal for an explanation of how we teach spelling
See Y 3/4 word list
See Lwr KS2 spelling programme</td></tr>
<tr><td>Mathematics</td><td colspan="2">Number and place value
• Count in multiples of 6, 7, 9, 25 and 1000
• Find 1000 more or less than a given number
• Count backwards through zero to include negative numbers
• Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
• Order and compare numbers beyond 1000
• Identify, represent and estimate numbers using different representations including measures and measuring instruments
• Round any number to the nearest 10 or 100, or 1000
• Solve number and practical problems that involve place value and rounding and with increasingly large positive numbers
• Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. e.g. 49 = XLIX

Addition and Subtraction
• Use both mental and written methods with increasingly large numbers to aid fluency e.g. mentally calculate 540 + 270 or 900 – 365
• Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
• Estimate and use inverse operations to check answers to a calculation
• Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why e.g. Mr Smith sets out on a 619 mile journey; he drives 320 miles before lunch and 185 miles after lunch; how much farther does he need to drive?

Multiplication and Division
• Recall multiplication and division facts for multiplication tables up to 12 × 12
• 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
• Recognise and use factor pairs and commutativity in mental calculations e.g. factor pairs of 20 are 1 and 20, 2 and 10, 4 and 5; addition and multiplication are commutative e.g. 2×6×5=2×5×6=10×6
• Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
• Use the formal written method for short division with exact answers when dividing by a one-digit number e.g. 736 ÷ 8
• Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects e.g. 3 cakes shared equally between 10 children.</td></tr>
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	Fractions • Know that decimals and fractions are different ways of expressing proportions • Recognise and show, using diagrams, families of common equivalent fractions • Count using simple fractions and decimal fractions, both forwards and backwards and represent fractions and decimals on a number line • Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten • Identify, name and write equivalent fractions of a given fraction, including tenths and hundredths • **Add and subtract fractions with the same denominator e.g. $^{2}/_{5} + {}^{4}/_{5} = {}^{6}/_{5}$** • 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 e.g. 1/5 of ___ is 9 • Recognise and write decimal equivalents of any number of tenths or hundredths • Recognise and write decimal equivalents to $^{1}/_{4}$; $^{1}/_{2}$; $^{3}/_{4}$ • 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 units, tenths and hundredths • Round decimals with one decimal place to the nearest whole number • Compare numbers with the same number of decimal places up to two decimal places • Solve simple measure and money problems involving fractions and decimals to two decimal places e.g. Ben buys a toy costing £4.55 and ¼ kg of sweets costing £3.20 per kilo; how much change does he receive from £10? **Measurement** • Convert between different units of measure (e.g. kilometre to metre; hour to minute) • Estimate, compare and calculate different measures, including money in pounds and pence e.g. put in order: 4.2kg, 4700g, 4½kg, 490g • 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 • **Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres e.g. find the perimeter of an L-shape where the lengths are given or can be measured** • **Find the area of rectilinear shapes by counting squares e.g. find the area of an L-shape drawn on squared paper** **Geometry** • Compare and classify geometric shapes, including quadrilaterals (e.g. parallelogram, rhombus, trapezium) and triangles (e.g. isosceles, equilateral, scalene), based on their properties and sizes • Complete a simple symmetric figure with respect to a specific line of symmetry • Identify acute and obtuse angles and compare and order angles up to two right angles by size, without using a protractor • **Compare lengths and angles to decide if a polygon is regular or irregular. e.g. regular polygons have edges with the same lengths and angles all the**

	same size e.g. a square is the only regular quadrilateral • **Identify lines of symmetry in 2-D shapes presented in different orientations** **Position and Direction** • Describe positions on a 2-D grid as coordinates in the first quadrant • Plot specified points and draw sides to complete a given polygon. • Describe movements between positions as translations of a given unit to the left/right and up/down **Statistics – use and interpret data** • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs, using a greater range of scales • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
Science	Sounds and investigations
Computing	Polls and questionnaires
History	History of Loughborough
Geography	Mapping skills Urban changes
Art	Still life drawing
D&T	Electrical devices
Music	Singing with accurate pitch and diction using control of breathing, posture and mouth shape.
RE	Why do people pray?
PSHCE	Growth Mindset - Stonebow Learning Powers <u>UNICEF Rights of the Child</u> Living in peace with others and showing respect
French	This term's topic is called 'Au cafe!' We will looking at some authentic cafe menus (sent to us from our friends in Epinal) and building conversations set in a cafe. We will also be learning numbers up to 100 so that we are able to understand and say prices in French. To complete the topic we will be designing our own French cafe menus.
PE	Athletics Rounders Cricket

Visits for this term:

Location	Date	Approx. Cost

Loughborough	7th/ 9th June 2017	£8.0 per child