

# Year 4

## Summer Term 1

### Mathematics—New objectives

- Solve problems, involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
- Solve simple measure and money problems involving fractions and decimal problems to two decimal places
- 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
- Solve problems involving multiplying and adding, the distributive law to multiply two digit numbers by one digit, integer scaling problems and more difficult Correspondence problems such as N objects are connected to M objects

### • Mathematics—Basic skills (revision)

- Recognise decimal equivalents of fractions with a denominator of ten and one hundred and also decimal equivalents of half, one quarter and three quarters
- Round decimals with one decimal place to the nearest whole number
- Tell and write the time from a 12-hour analogue clock and a clock with
- Read, tell and write the time from a 24-hour clock
- Convert between 12 and 24-hour clocks
- Convert between money and measures including time
- Recognise right angles, straight angles, half and full turns and relate the turn
- to a measurement in degrees
- Identify different types of angles including acute and obtuse

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### Literacy

#### Formal Persuasive Text

- Read, compare and contrast a range of persuasive texts.
- Discuss and record common features of the text-types. Express views about the persuasive nature of different texts.
- Express personal opinions to compare and contrast a range of texts using evidence for the text to support their opinion.
- Identify key language features in persuasive texts.
- **Writing/ Presentation**
- Demonstrate how to combine words, music and images to convince the reader.
- Write a persuasive voice-over text using informal language and a range of simple connectives.
- Plan, draft, edit and review.
- **Produce a persuasive text, applying all the learning from this block.(cc:Romans)**

### Issues and Dilemmas

- Identify the features of a story with issues and dilemmas.
- Watch an extract from TV or video which shows a character facing a dilemma; talk about how the mood and atmosphere are achieved with music, images and words.
- Read another story (or link with the serial story) and focus on a problem faced by the main character.
- Identify and discuss evidence in the text that suggests the character's point of view and their possible actions.
- Discuss different characters and alternative views on the problem. In drama, children create scenes from the story and then explore characters' thoughts and motives using freeze-frame.
- **Writing / Presentation**
- Write in role as a character from the story, advising the main character about what they should do.
- Present the children with a setting and characters and an issue or dilemma.
- They discuss the problem and possible solutions.
- This is used to plan a longer story arranged into chapters.
- Demonstrate how to write the opening part of the story to set the scene and consider ways to draw

### Spelling, grammar and punctuation

- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Use the present perfect form of verbs in contrast to the past tense
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use conjunctions, adverbs and prepositions to express time and cause
- Use fronted adverbials
- Use commas after fronted adverbials
- Know the grammatical difference between **plural** and **possessive**
- Use and punctuate direct speech

## **RE—Come and See**

Good News—The Pentecost  
Building Bridges

## **Science**

### **Electricity**

- Identify common appliances
- Construct simple circuits including switches
- Common conductors and insulators
- Alternative sources of energy

## **P.E**

### **Swimming and water safety**

- Swim competently, confidently and proficiently.
- Use a range of stroke effectively (for example , front crawl, backstroke and breast stroke.

## **Computing**

- Use a search engine to find a specific website.
- Use note-taking skills to decide which text to copy and paste into a document.
- Use tabbed browsing to open two or more web pages at the same time.
- Open a link to a new window.
- Open a document (PDF) and view it.

## **History**

### ***Children will visit the Dewa Museum in Chester on Friday 6th May***

- The Roman empire and its impact on Britain
  - Invasions and attempts to invade by Julius Caesar and Claudius, and British resistance led by Boudicca
- Aspect of everyday Ancient Roman life including positions in Roman Society, religion, food, and the Roman army.

### **Art & Design**

- Examine features of Roman life, such as pots, mosaics and shields
- Pattern—including designing 'mosaics'
- Investigate Roman weapons- make a sling shot

Maths links: Measure, shape, problem solving, analytical thinking.

## **Languages -Spanish**

### **Children will be taught to:**

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore patterns and sounds of language through songs and rhymes
- Engage in conversation
- Ask and answer questions.