

Wrawby St Mary's C of E Primary School

Class 4 Summer 2 2025



Class story and reading fluency book: Boy X is a heart-stopping Ks2 survival adventure where the only way to survive is to evolve.



Where is he, and what's he doing there? He sets out to cross the jungle to find out and rescue his mother. Soon he realises he's quicker and sharper than before. But there's something else ...why are the animals watching him, and how can he use the jungle to his advantage?

Geography

This term we will be exploring two ancient civilizations: The Shang Dynasty and Benin. We will learn where and when these civilizations took place. Who were their monarchs and how did they compare, as well as how each civilisation ended.

RE

This term we are looking at 'What did Jesus do to save human beings.' In this unit, we will explore the big story before exploring what Jesus' death meant for humans and how this is seen as a sacrifice amongst humans. They will also explore what impact the sacrifice had on life today.

Science

This term we will be looking at materials in science. We will:

- compare and group together everyday materials on the basis of their properties
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Know how to separate mixture.
- Understand reversible and irreversible changes.

DT

This term class 4 will be looking at structures and produce a range of free-standing frame structures of different shapes and sizes in the design of a castle, that is strong, stable and aesthetically pleasing. They will select appropriate materials and construction techniques to create a stable, free-standing frame structure and select appropriate materials and techniques to add cladding to their pavilion.

Literacy Skills

In the first part of half term, we will be continuing to write a biography. We will look at implementing writing features such as modal verbs, adverbials, subordinate and relative clauses. Then we will move onto fictional writing where we will create a narrative based on 'the alchemist's letter' before moving onto looking at haiku poems. In these units we will focus on high level and descriptive vocabulary, as well as the use of figurative language to build a picture in the reader's mind.

ICT

In this unit, pupils will begin to look at video creation. They will learn about different camera angles and what they are used for and how to plan a video. Before creating their own and editing their video based on the style of Dan TDM's video.

Maths Skills

This half term, we will be focusing on:

Y4	Y5
<ul style="list-style-type: none"> • convert between different units of measure [for example, kilometre to metre;] <i>Make links to finding the effect of multiplying a one- or two-digit number by 10 and 100 and now 1000 to support conversion of measures</i> • estimate, compare and calculate different measures • count from 0 in multiples of 25 • estimate, compare and calculate money in pounds and pence <i>Use number line to calculate change – shopkeeper's method – not column method. Also refer to Mental Strategies booklet P32&33 – partitioning bridging multiples of 10</i> • solve simple money problems involving fractions and decimals to two decimal places (Fractions POS) <p>Convert between different units of measure <i>e.g. convert £ and p</i></p>	<ul style="list-style-type: none"> • Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) (Measurement POS) <i>Including using common decimals and fractions.</i> • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. • Use all four operations to solve problems involving money using decimal notation, including scaling. • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • Draw given angles, and measure them in degrees (°) <i>Become accurate in drawing lines with a ruler to the nearest mm and with measuring using a protractor. Use conventional markings for right angles.</i> • Identify: <ul style="list-style-type: none"> - Angles at a point and one whole turn (total 360°) - Angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) - other multiples of 90° <i>Use angle sum facts and other properties to make deductions about missing angles and relate these to missing number problems.</i> • Use the properties of rectangles to deduce related facts and find missing angles • Distinguish between regular and irregular polygons based on reasoning about angles.
<ul style="list-style-type: none"> • identify acute and obtuse angles and compare and order angles up to two right angles by size <i>Use angles to decide if a polygon is regular or irregular</i> • compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes <i>Classify different triangles (e.g. isosceles, equilateral, scalene) and quadrilaterals (e.g. parallelogram, rhombus, trapezium) using knowledge of angles to support</i> • plot specified points and draw sides to complete a given polygon (Geom P&D POS) 	<ul style="list-style-type: none"> • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. <i>e.g. A recipe for 36 requires ... There are only 9 people, how much of each ingredient will I need? e.g. This term, I have earned 24 house points so far. Last term, I had $\frac{1}{4}$ more house points than I do now. Sue got 3 more house points than me last term. How many house points did Sue get?</i> • Identify, describe and represent the position of a shape following a reflection or translation using the appropriate language, and know that the shape has not changed.
<ul style="list-style-type: none"> • solve problems involving integer scaling problems and harder correspondence problems such as n objects are connected to m objects <i>Scaling using place value knowledge to known addition/subtraction facts (scaling by 10/100), e.g. 1500 ÷ 3 = 500 can be derived from 2 × 3 = 6</i> <i>Integer scaling problems e.g. Pack of pens has 2 blue pens and 5 red pens. If I buy 20 blue pens, how many red pens do I have?</i> <i>Correspondence problems e.g. There are some frogs and dogs together. There are 3 48 legs in total. What combination of frogs and dogs might there be? How many possibilities can you find?</i> • describe positions on a 2-D grid as coordinates in the first quadrant • Describe movement between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon. 	<ul style="list-style-type: none"> • Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal • Read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] • Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}$ and those fractions with a denominator of a multiple of 10 or 25.
<ul style="list-style-type: none"> • 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 <i>Fractions of number. Includes measures as a context linking to previous learning.</i> 	

PE

On Wednesday, class 4 will have Mrs Plange for PE where they will be looking at net and wall games and tennis. On Friday, class 4 will be doing invasion games and netball with sports coach Mr Battersby.