

Wrawby St Mary's C of E Primary School

Class 4 Spring Term 2 2025



Class story will be: The boy at the back of the class

As the children are enjoying this story we will be continuing

through the next half term. This is the story about how one

ordinary nine-year-old child and three classmates are full of empathy for Ahmet, a boy that come to their school as a refugee from Syria. It is a heart-warming story written by Onjali Q Raúf that teaches children about the power of friendship, kindness and care towards others.



History

This term in history we will be looking at the Maya civilization. This half term we will be focusing on another pyramid society: the Maya Civilisation. We will learn about the legacy they left behind through their writing and number systems, whether they can be considered civilised when they carried out human sacrifice and what caused their decline.

RE

This half term we will be exploring 'Expressing beliefs through art' Where we will look at creativity and how artists represent Gods, How God is represented through architecture and sculptures and how this varies amongst different religions. We will also explore religion expressed through songs, drama and dance before creatin our own piece of art.

Science

This term, our science focus will 'Forces.' By the end of this term, children will be able to:

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

Literacy Skills

This term we will be writing a narrative based on 'pandoras box' and creating our own myth style narrative. We will be working on the use of direct speech, relative clauses, subordinating conjunctions and high level and descriptive vocabulary ensuring use of all of the senses. In the second half of the term we will be writing a set of instructions linking to our DT unit.

DT

This term in DT, we will be looking at cooking. Class 4 will be looking at budgeting and following a recipe and be cooking a spaghetti Bolognese. They will consider the price, the measurements and carefully prepare the food while also considering health and safety, ensuring the correct cutting skills, and hygiene when preparing food.

ICT This term, children will be learning about computing systems and networks. Children will: develop their understanding of computer systems and how information is transferred between systems and devices, explain the input, output, and process aspects of a variety of different real-world systems. Children will also discover how information is found on the Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.

Maths Skills

This half term, will be focusing on:

- Count in multiples of 6, 7 and 9(PV POS)
- Recall multiplication and division facts for multiplication tables up to 12×12
Secure and consolidate knowledge of 2, 5, 10, 3, 4 and 8x tables from Y2/3 and 6x and 7x from Autumn term. Secure 9x, 11x and 12x using anchor facts of 10x to support e.g. 9 is $10x - 1x$; 11x is $10x + 1x$; 12x is $10x + 2x$
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; Multiply / divide whole numbers by 10/100 (making numbers 10x / 100x bigger/smaller)
- Recognise and use factor pairs and commutativity in mental calculations
- Solve problems involving multiplying and adding, including using the distributive law e.g. Using anchor facts
- multiply three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit (Grid method)
Introduce HTO x O. Secure Y4 Build It- Draw It - Write it as appropriate (Grid into expanded for three digit by one digit) - Refer to appropriate sections P15-16 Mult Doc
- 'Divide' two-digit numbers by a one-digit number using formal written layout
- solve problems
Consolidate and secure understanding of place value scaling and building groups on a place value grid for 2digit numbers grouped - Build it (without the support of the teacher) - Draw It - Write It - short division 2 digit by 1 digit. Refer to P18 Division doc.
- Find the area of rectilinear shapes by counting squares
- add and subtract fractions with the same denominator
Including bridging one whole, e.g. $5/7 + 4/7 = 9/7$. Children do not need to convert this to a mixed number as this will be secured in Y5. However, they do need to understand that this has bridged a whole so show through visual representations such as bar with 7/7 shaded and then two more on another bar
- Recognise and show, using diagrams, families of common equivalent fractions
Using denominators of fractions and tables that they know. Understand equivalent fractions have the same value and position on a number line. Use factors and multiples to simplify where appropriate.
- Solve simple problems
- Identify multiples and factors including finding all factor pairs of a number and common factors of two numbers
Express a given number as a product of 2 or 3 factors
- Express a given number as a product of 2 or 3 factors
- Solve problems involving multiplication and division including using their knowledge of multiples and factors
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- Multiply numbers up to 4 digits by a one-digit or two-digit number using a formal written method, including long multiplication for two-digit numbers
- Solve problems involving multiplication
Refer to P20 and top of P21 multiplication booklet - two digit by two digit long multiplication
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- Solve problems involving division
Refer to p22/23 division booklet - ensure understanding of short formal division of 2-, 3-digit and 4-digit by 1 digit divisors is included building on learning as appropriate from Autumn term
- Recognise and use square numbers and the notation for squared (\square)
Construct equivalent statements, e.g. $4 \times 35 = 2 \times 2 \times 35$ OR $3 \times 270 = 3 \times 3 \times 9 \times 10 = 9^2 \times 10$
- Solve problems involving multiplication and division including using their knowledge of squares (Multiplication & Division POS)
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes (Measurement POS)
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]
Locate and position mixed numbers on a number line
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- Compare and order fractions whose denominators are all multiples of the same number
Practise counting forwards and backwards in simple fractions including bridging the whole and along a number line

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.