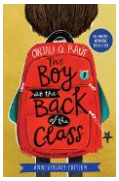
Wrawby St Mary's C of E Primary School

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.

Geography

This term we will be exploring 'could we survive without the coral reef?' we will look at what coral reefs are, how they are formed and where they can be found. Understand the importance and the understand why the coral reef is under threat and what impact this could have on the planet.

RE

This term we will be looking at the unit 'What would Jesus do?' where we will explore the values Jesus shows, how Christians can bring good news to life, what would Jesus do about ill health and can enemies become friends, before exploring 'what would Jesus do to make a better world?'

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.

Literacy Skills

This term we will be writing a newspaper report looking at adapting our writing for a different purpose. We will focus on skills such as parenthesis, passive voice, apostrophes and conjunctions. Year 5's can begin to add in a shift in formality within the direct speech. In the second part of half term we will be writing a biography. We will look at implementing writing features such as modal verbs, adverbials, subordinate and relative clauses.

ICT

In this unit, pupils will begin to look at writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program. They will learn how to select different outcomes depending on whether a condition is 'true' or 'false' and then by construct programs in the Scratch programming environment.

Art

This term class 4 will be focusing on painting skills. They will be researching the work of 'Hokusai' thinking about the features within his work such as tone, depth and shade. They will then be producing their own piece of art lining to the coral reef in the style of Hokusai.

Maths Skills

This half term, will be focusing on:

Y4	Y5
• Count in multiples of 6, 7 and 9(PV POS) • Recall multiplication and division facts for multiplication tables up to 12 × 12 *Consolidate and secure multiplication tables in preparation for Y4 MTC*	• Multiply proper fractions by whole numbers, supported by materials and diagrams • Multiply mixed numbers by whole numbers, supported by materials and diagrams *Consider if this can be done mentally using knowledge of connections to multiplication language. E.g. 1 ½ x 20 is the same as 1 and a half lots of 20 so can be as 1 x 20 and ½ of 20 which is far easier than converting fractions etc first*
• add numbers with up to 4 digits using the formal written methods of columnar addition where appropriate • solve addition two-step problems in contexts, deciding which operations and methods to use and why. *4-digit calculations including **more than one exchange** applying write it stage but using build it-draw it if not secure. to appropriate sections of pages 28-30 doc. Encourage chn to consider if calculation can be done mentally first before going to a written method. Choice making.*	• Add whole numbers with more than 4 digits, including using formal written methods • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • Solve addition multi-step problems in contexts, deciding which operations and methods to use and why. • Solve problems involving number up to three decimal places *Refer to pages 38 of addition calc booklet focusing on numbers including decimals with a different number of places. Secure decimals with the same number of places first, if necessary.* • Solve problems involving addition, subtraction and a combination of these, including understanding the meaning of the equals sign *(Multiplication and Division POS)* *Use and explain the equals sign to indicate equivalence, including in missing number problems E.g. 13 + 24 = 12 + 25*
• subtract numbers with up to 4 digits using the formal written methods of columnar subtraction where appropriate • solve subtraction two-step problems in contexts, deciding which operations and methods to use and why. *4-digit calculations including **more than one exchange**. refer to appropriate sections of pages 36-38 doc applying write it stage but using build it-draw it if not secure. encourage chn to consider if calculation can be done mentally first before going to a written method. Choice making. Ensure zero is used as a place holder in some calculations e.g. 1304 - 175*	• Subtract whole numbers with more than 4 digits, including using formal written methods • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy *Build on PV learning from last term rounding to the nearest 10, 100, 1000, 10,000 and 100,000 from last week* • Solve subtraction multi-step problems in contexts, deciding which operations and methods to use and why. • Solve problems involving number up to three decimal places *Refer to pages 46 of - policy focusing on numbers including decimals with a different number of places. Secure decimals with the same number of places first, if necessary* • Solve problems involving addition, subtraction and a combination of these, including understanding the meaning of the equals sign *(multiplication and division POS)* *Use and explain the equals sign to indicate equivalence, including in missing number problems E.g. 13 + 24 = 12 + 25*
• Interpret and present discrete and continuous data using appropriate graphical methods, including **bar charts** • solve comparison, sum and difference problems using information presented in **bar charts, pictograms and tables** *Use a greater range of scales, e.g. divide 1000 with 2, 4, 5 and 1000 equal parts.* *Use as an opportunity to secure multiples and times tables knowledge* *Use other opportunities across the curriculum for further learning too*	• Solve comparison, sum and difference problems using information presented • Complete, read and interpret information in tables
• 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)	• 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 *Refer to p21-22 multiplication booklet – long multiplication, 3 and 4 digit by 2 digit multiplication. Model with build-it, draw-it initially moving chn on to expanded notation, as appropriate.* • Solve problems involving multiplication • Solve problems involving addition.

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.