

Summer Term

Class 4

**Cooperation**

 **Enquiry Question: Is change inevitable?**

**Tolerance**

Key concepts

**Compromise**

**Acceptance**

**Curriculum**

Welcome to an exciting and question-rich summer term. Through our project question, we aim to explore, in more depth, many elements of the wider curriculum. The question will also seek to help children think about challenges and failures, and introduce a more positive mindset to tasks they might face in school and in the real world.

**Literacy**

**Maths**

* Fractions Compare and order fractions whose denominators are multiples of the same number. Compare and order fractions, including fractions > 1
* Identify, name and write equivalent fractions of a given fraction,
* Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
* Recognise mixed numbers and improper fractions and convert between
* Add and subtract fractions with the same denominator
* Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions.
* Multiply proper fractions and mixed numbers by whole numbers
* Multiply simple pairs of proper fractions, writing the answer in its simplest form
* Divide proper fractions by whole numbers
* Read and write decimal numbers as fractions
* Associate a fraction with division and calculate decimal fraction equivalents
* Solve problems involving multiplication and division
* Read, write, order and compare numbers with up to three decimal places.
* Recognise and use thousandths and relate them to tenths, hundredths
* Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
* Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000
* Round decimals with two decimal places to the nearest whole number
* Multiply one-digit numbers with up to 2 decimal places by whole numbers.
* Use written division methods in cases where the answer has up to 2 decimal places.
* 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,
* Solve problems involving the calculation of percentages
* Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
* Recognise and use square numbers and cube numbers
* Know and use the vocabulary of prime numbers, prime factors and composite numbers
* Establish whether a number up to 100 is prime and recall prime numbers up to 19
* Y6 Use simple formulae Generate and describe linear number sequences.
* Express missing number problems algebraically.
* Find pairs of numbers that satisfy an equation with two unknowns.
* Enumerate possibilities of combinations of two variables. Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.
* Solve problems involving similar shapes where the scale factor is known or can be found.
* Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
* Children will plan their writing by identifying the audience, noting and developing initial ideas and consider how authors have developed characters and settings.
* Draft and write by selecting appropriate grammar and vocabulary, using a wide range of device, describing settings, characters and atmosphere, and summarising longer passages.
* Evaluate and edit by assessing the effectiveness of their own and others’ writing, proposing changes to vocabulary, grammar and punctuation,
* Proofread for spelling and punctuation errors.
* Piece 1 – Non-chronological reports
* Piece 2 – Story writing – based on the book ‘Journey’
* Piece 3 – Newspaper article
* Piece 4 – script and playwriting

 **Launch day**

* Creating a mould for melted chocolate then observing (reversible) change when left overnight – and of course eating our creations!

**Other curriculum areas**

* Geography:
	+ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America
* History
	+ Britain’s settlement by Anglo-Saxons and Scots
		- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
		- Scots invasions from Ireland to north Britain (now Scotland)
		- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
		- Anglo-Saxon art and culture
		- Christian conversion – Canterbury, Iona and Lindisfarne
* Art and Design
	+ J.M.W.Turner – use of watercolour and light
	+ Medieval art to renaissance
	+ Andy Warhol – art not having to be about the big and powerful, but to be about ordinary objects. His focus on throwaway and fickle society.
	+ The Berlin Wall - the meaning of the wall from struggle, restriction and hardship to beauty, freedom and expression.
* Music
	+ Improvise and compose music for a range of purposes using the interrelated dimensions of music
	+ develop an understanding of the history of music
* Computing
	+ Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
* PE
	+ Basketball, rounders and games

**Science**

* Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
* Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
* Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
* Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
* demonstrate that dissolving, mixing and changes of state are reversible changes
* explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
* Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

**Intended Outcome**

Children to learn and develop skills that will enable them to critically discuss, form their own opinions and prepare them for key issues as they progress through school and beyond.

**Important Diary dates**

* 28th May - Break up for half-term

This overview shows the intended learning, which may change due to pupil interests and questions.