

Mathematics

In mathematics this term we will be making links between our previous fraction learning and last term's decimal work. We will then use our decimal work to help answer problems involving money. At the end of the term, we will be moving on to looking at time. You can help your child at home by practicing the common fraction-decimal equivalents and asking your child to read an analogue clock when required.

Decimals

This term, students will explore tenths and hundredths and be able to match common fractions to their decimal equivalent. They will be able to explain how to divide whole numbers by 10 and 100 using a place value chart.

We will then apply this decimal knowledge to reasoning based questions that challenge the children's understanding. An example of a reasoning problem for this term is below.

Complete the number sentences.

$$4 \div 10 = 8 \div \underline{\quad} \div 10$$

$$15 \div 3 \div 10 = \underline{\quad} \div 10$$

$$64 \div \underline{\quad} \div 10 = 32 \div 4 \div 10$$

$$\underline{\quad} \times 10 = 6$$

Use five counters and a place value grid. Place all five counters in either the ones or the tenths column.

How many different numbers can you make?

Describe the numbers you have made by completing the stem sentences.

There are ones and tenths.

ones + tenths =



Money

Pupils will use their decimal knowledge to help answer problems involving money.

Here is an example:

Dani has £3

Nijah has 75p

Huan has £2 and 20p

How much money do they have altogether?

Write your answer as a decimal.

Within this unit, children will be comparing analogue times to digital times. We will also be introducing the 24-hour clock

An example of a task your child may try this term is below:

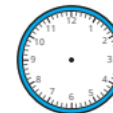
Complete the clocks so that the analogue clocks and digital clocks show the same time.



3:35



:



10:20



:

Year 4 Multiplication Check—you can support your child with their learning by encouraging them to play TT Rockstars regularly at home. Quick recall of multiplication and division facts helps children with so many areas of maths and will prepare them for the statutory check in June.

English

In English our two main writing genres will be **newspaper writing** and **persuasive writing**

Writing Genre:	Newspaper writing	Persuasive writing
Work:	Pupils will be looking at the story <i>The Iron Man by Ted Hughes</i> and will write a newspaper article based on the first chapter.	Pupils will write persuasive arguments based on the later chapters of <i>The Iron Man by Ted Hughes</i> . They will need to decide if the Iron Man should be freed and allowed to live with the villagers.
Main skills covered	Pupils will look at the key features of newspaper writing and learn how to write formally focusing on: Writing in the past tense Paragraph structure Use of fronted adverbials Quotations Rhetorical questions And the impact images and captions can have on the audience	Pupils will be taught how to write persuasive arguments either for or against the freeing of <i>The Iron Man</i> . They will learn: How to hook their reader How to emphasize their point Variety of persuasive language Repetition Rhetorical questions
Ways to help at home:	Look out for interesting newspaper articles that you can read with your child at home and pick out the key features. Can they spot the headline and the introductory paragraph? If so, ask them if they can spot the 5Ws (what, why, where, who and when)	When we teach this skill, discuss with your child whether they are persuading for or against <i>The Iron Man's</i> release. Talk to them about their reasons either for or against and help them form structured arguments.

Spelling: This term we will be covering: the c sound spelt -que and the g sound spelt -gue and adding the ir- to words beginning with r. Every fortnight, your child will be set spelling homework on Doodle which links to the spelling pattern we are learning in class.

Guided Reading: Our guided reading book this term will be *The Iron Man by Ted Hughes*. It tells the story of a young boy called Hogarth who discovers an Iron Man eating all the metal in his village. This is an exciting book with a fantastic twist and moral discussion at the end. We will be making predictions about what we think will happen, summarising key events and answering retrieval questions about the characters, plot and setting. With home reads please also ask your child lots of questions about what they think is going to happen, ask them to sum up what they have read and also ask questions about the characters and setting.

Other Subjects: This term, our science topic is electricity. In computing, pupils will be learning about *Creating Media—photo editing*. In RE we will be continuing the unit answering the question – ‘Why is Jesus inspiring to some people?’ In PE we will be learning outdoor adventurous activities and tennis. Our PE days will be Monday and Wednesday. In history we will be answering the question “How did the achievements of the ancient Maya impact their society and beyond?” . Our PSHE lessons ask the question “How can our choices make a difference to others and the environment?” In music, children will compose using the pentatonic scale.

History - How did the achievements of the Maya civilisation impact their society and beyond?



achievement*	A significant accomplishment or contribution that had a lasting impact.
ancient*	From a very long time ago.
archaeologist	Someone who studies the buildings, graves, tools and other objects of people who lived in the past.
civilisation*	A large group of people with a common language, way of life and governance.
creation*	Something being made.
currency*	The type of money that a country uses for buying and selling goods and services.
decline*	A situation where something becomes less important or successful.
Mesoamerica	The historical region that is now Mexico and Central America.
ritual*	A set of actions or ceremonies performed in a fixed way, sometimes for religious purposes.
theory	An idea that is intended to explain facts or events, often based on some evidence.

Maya settlements in a rainforest

The Ancient Maya faced many challenges settling in the rainforest, including dangerous animals, dense vegetation and shady conditions, which made growing crops difficult. They solved these problems by slashing and burning trees to clear rainforest areas, becoming adaptable hunters and developing crops that could grow successfully in the conditions, such as cacao and maize.



Ancient Maya vocabulary bank

*key vocabulary

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Maya inventions

The Ancient Maya developed many things and each invention was linked to their beliefs about the world. Some examples include the ball game, which was a form of telling stories about heroes and gods; calendars to know when to plant their crops and celebrate festivals that honoured the stars and the seasons; temples where people went to give gifts to their gods and writing used to write down important things, including stories about gods and goddesses.

Credit: Heritage Image Partnership Ltd / Alamy Stock Photo



Maya city states

Ancient Maya cities such as Tikal thrived in the Classic period. The cities had a grand plaza (main street) on which the most important buildings (such as temples, observatory towers, ball courts and palaces) were found. Ordinary people lived in houses on the outskirts of the city and the cities themselves were connected by roads. Historians have learned more about these cities from recent archaeological discoveries in the rainforest (e.g. hieroglyphics were discovered in the buildings).

Ancient Maya periods

Pre-Classic period

From 2000 BC to AD 250, the Ancient Maya went from hunter-gatherers (hunting animals and gathering food from nature) to living in cities.

Classic period

From AD 250 to AD 900, the Ancient Maya thrived, invented and flourished.

Post-Classic period

From AD 900 to 1524, this period saw the development of Chichen Itza, one of the largest and most magnificent Ancient Maya cities.

Contact and Spanish conquest period

From 1524 to 1697, the Ancient Maya had more contact with the Europeans and the Spanish took control.

Living things and their habitats

Prior Learning Year 2

- I can explore and compare the differences between things that are living, dead, and things that have never been alive
- I can identify that most living things live in habitats to which they are suited
- I can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- I can identify and name a variety of plants and animals in their habitats, including micro-habitats
- I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.

I can Living things and their habitats - Year 4

I can recognise that living things can be grouped in a variety of ways

I have explored and can use classification keys to help group, identify and name a variety of living things in their local and wider environment

I can recognise that environments can change and that this can sometimes pose dangers to living things

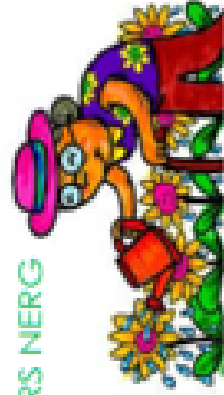
Key Vocabulary

Habitat	The natural home or environment of an animal, plant or other organism (e.g. pond, meadow, log pile, woodland, river, lake, beach or cliff)
Micro-habitat	A small habitat different to the surrounding habitat
Environment	The air, water and land in/on which people, animals and plants live
Classify	Sorting people/things according to certain criteria
Classification key	A set of questions about the characteristics of living things
Vertebrate	An animal that has a backbone
Invertebrate	An animal that does not have a backbone

13.4 SCIENCE: LIVING THINGS AND THEIR HABITATS

What is special about living things? Are all living things the same?

Movement
Respiration
Sensitivity
Nutrition
Excretion
Reproduction
Growth



Vertebrates
have a backbone

- mammals
- reptiles
- fish
- amphibians
- birds

Invertebrates
do not have a backbone

- insects
- arachnids
- crustaceans
- molluscs
- annelids

We can sort or classify animals using a sorting tree branch...



Environments change all the time, e.g. leaves fall from the trees during Autumn. Sometimes the changes are not expected and have a drastic effect on the living things there.



forest fire



flooding



air pollution



water pollution

Term 5 Spelling list

Unit <u>11</u> word list	Unit <u>12</u> word list	Year 3 and 4 statutory words
antique	disconnect	regular
cheque	illogical	reign
dialogue	impractical	remember
catalogue	illegible	sentence
colleague	imperfect	separate
fatigue	incorrect	special
grotesque	irregular	straight
tongue	irresistible	strange
league	misspell	strength
unique	irrelevant	suppose
	irresponsible	
	unfair	
	untidy	