

| <u>Mathematics</u> | <u>Literacy</u> | <u>Science</u> |
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| <p>Place Value:</p> <ul style="list-style-type: none"> Count in multiples of 6,7,9,25 and 1000. Find 1000 more or less than a given number. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones). Order and compare numbers beyond 1000. Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 and 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Count backwards through zero to include negative numbers. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtractions two step problems in contexts, deciding which operations and methods to use and why. <p>Length and Perimeter</p> <ul style="list-style-type: none"> Measure and calculate the perimeter of a rectilinear figure (including squares) in | <p>Stories in Historical Settings:</p> <p>In this unit the children will be looking at stories set during the time period of the Ancient Egyptians and will study the story ‘The Egyptian Cinderella’ by:</p> <ul style="list-style-type: none"> Drawing inferences from reading. Discussing words and phrases that capture the imagination. Identifying the main features of stories in Historical settings. Creating characters and plots by using a range of descriptive phrases. Organising paragraphs around a theme. Writing sentences that include adverbs, adverbial phrases and conjunctions. <p>Newspapers/Recounts:</p> <p>In this unit the children will be looking at Howard Carter’s discovery of Tutankhamun and writing a newspaper article to present their findings. This will happen through:</p> <ul style="list-style-type: none"> Recalling and summarising main ideas. Retrieving and recording information from non-fiction texts. Drawing inferences such as inferring characters’ feelings, thoughts and | <p>Animals including humans</p> <p>In this unit the children will learn to:</p> <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. <p>The children will work scientifically by:</p> <ul style="list-style-type: none"> Comparing the teeth of carnivores and herbivores, suggesting reasons for differences. Finding out what damages teeth and how to look after them. Drawing and discussing their ideas about the digestive system and compare them with models or images. |

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| <p>centimetres and metres.</p> <ul style="list-style-type: none"> • Convert between different units of measure (for example, kilometre to metre). | <p>motives from their actions.</p> <ul style="list-style-type: none"> • Identifying how language, structure and presentation contribute to meaning. • Using organisation devices such as headings and sub-headings. • Organising paragraphs around a theme. • Sequencing paragraphs. <p>Persuasive Writing: All children in Year 4 will be given the opportunity to write a manifesto explaining why they feel they should be Simonside's Prime Minister for 2019-20. This will include:</p> <ul style="list-style-type: none"> • Looking at high quality examples of persuasive letters. • Identifying the features of persuasive letters. • Discussing the language that should be used to persuade. • Discussing reasons for being the next prime minister and how this can be backed up by evidence. | |
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