

**Launch**  
P4C enquiry 'our home'

Explore

Evaluate

Care

Would you  
settle for  
less?

Longitudinal study visits.  
Returning to Hill View  
Farm to continue our Feed  
the Birds project!

## English Year 4 and Year 5

### Stone Age Boy-TEXT

#### Description and Narrative Diaries

- Use fronted adverbials followed by a comma
- Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character)
- In narratives, creates settings, characters and plot
- Description or detail in narrative is expanded through an appropriate and precise range of vocabulary
- In narratives, describe settings, characters and atmosphere
- Use expanded noun phrases to convey complicated information concisely
- Make deliberate choices of sentence length and structure for impact on the reader
- Use effective fronted prepositional phrases

### Great discovery newspaper article

- Use fronted adverbials followed by a comma
- Non-narrative material uses simple organizational devices
- Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on an issue)
- Extend the range of sentences types with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"
- Use modal verbs or adverbs to indicate degrees of possibility
- Linking ideas across paragraphs using adverbials of time, place or number
- Linking ideas across paragraphs through tense choice
- Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports
- Use a wide range of clause structures, sometimes varying their position within the sentence

### Discussion text- which historical era was most important?

- Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on an issue)
- Openings and closings are clearly signaled and well developed
- Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences
- Use a colon to introduce a list
- Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining
- Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports
- Use a wide range of clause structures, sometimes varying their position within the sentence
- Linking ideas across paragraphs using adverbials of time, place or number

### Stand Alone Grammar Focus:

- Standard English forms for verb inflections instead of local spoken forms
- Use commas to clarify meaning or avoid ambiguity in writing
- Ensure correct subject and verb agreement when using singular and plural

## Mathematics Year 4 and Year 5

### Measure: Time

- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
- Read, write and convert time between analogue and digital 12 and 24-hour clocks
- Solve problems involving converting between units of time
- Statistics: complete, read and interpret information in timetables.

### Addition and subtraction problem solving

- Add and subtract numbers with up to 4 digits
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
- Count forwards or backwards in steps of powers of 10 up to 1,000,000
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Solve comparison, sum and difference problems using information presented in a line graph

### Multiplication and division problem solving

- Count in multiples of 25 and 1000
- Recall 2/3/4/5/6/8 multiplication and division facts for multiplication tables
- Use place value, known and derived facts to multiply and divide mentally, to multiply by 0 and 1 and multiply 2-digit and 3-digit numbers by a one-digit number
- Solve problems involving multiplying and adding using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
- Multiply numbers up to 4 digits by a 1- or 2-digit number
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- Recognise and use square numbers, and the notation for squared
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

### Fractions Decimals and Percentages

- Solve problems involving to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- Recognise and show, using diagrams, families of common equivalent fractions
- Recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.
- Solve problems involving number up to three decimal places
- Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 or those with a denominator of a multiple 10 or 25.
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- Read and write decimal numbers as fractions (e.g. 0.71 = 71/100)
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction and as a decimal fraction.

## Final Products

Design and  
technology,  
Iron Age  
Weapons and  
Tools

### Science:

#### Living things and their habitats with our Longitudinal study

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things.
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.

### Computing:

#### Spreadsheets- analysing data and making graphs

- Select, use and combine a variety of software to accomplish given goals, including collecting, analysing, evaluating and presenting data and information

### Geography:

#### Developing location knowledge, tourism focus

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Europe

### R.E.

#### Gospel through Christianity and Islam

### PE.

#### Outdoor: Football

#### Dance: Zumba Integr8

### French:

#### My Home

- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe places orally and in writing

### DT:

#### Iron Age construction

- use research and develop design criteria to inform the design of a new tool/weapon for Iron Age Farmers
- Explore designs of existing tools to identify how they work
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes
- Choose appropriate tools to perform practical tasks, such as cutting, shaping, joining and finishing, accurately
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work