



# ORLEANS PRIMARY SCHOOL

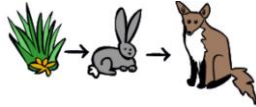


Year 4

## Summer 2 Curriculum Overview

2018

### SCIENCE



#### Animals including Humans & Digestion

Children will find out about food groups & healthy balanced diets. They will study the human digestive system and how food is transported around the body. They will discuss functions of the various organs involved in the digestive process and what happens when we eat poisonous or bad food & how illnesses can be caused by poor diets. Children will compare diets of herbivores, carnivores & omnivores. They will investigate teeth & what causes decay and finish by looking closely at food chains/webs.

### D.T. Money Containers

In this unit children learn how textiles containers *e.g. purses, wallets and belt bags* are designed for different purposes and different users. They design patterns/templates, and join and reinforce fabrics.

Children develop their designing skills when evaluating products and use this information to generate their own ideas and identify design criteria.

They communicate their early ideas through modelling with paper or inexpensive fabric, and use decorative techniques *e.g. dyeing and embroidery*.



### GEOGRAPHY

#### Our European Neighbours

Children will take a trip across the English Channel and discover the continent of Europe. They will discover some fascinating facts about Europe and also find out the names, locations and features of European countries and capitals.



### PSHE Taking More Control & Growing Up

We will continue this unit, helping children to make informed choices and understand what might influence these choices. They will understand persuasive language, threats and pressure from others and learn to express their feeling in a positive way.

During this final term, children will also explore the human life cycle and describe the changes that happen as we grow up. They will identify some basic facts about puberty, discussing male and female body parts using agreed words. They will also learn how puberty is linked to reproduction.

**P.E.** Our two sports for this term are **Athletics** and **Dance**. **Wednesday** and **Friday** will continue be our P.E. days. Athletics skills will be built up with Sports Day in mind and so will include a combination of running, throwing and jumping events. In dance we will link in our WWII topic and learning some war-time dances such as the Lambeth walk, Jitterbug and the Waltz.



### Computing

#### Data Handling

Children explore how to use excel to create spreadsheets. They will collect and enter data and use this to create bar charts, line graphs and pie charts. Children will also use databases to answer questions and retrieve information.

### RE

Children will learn about **Judaism** by exploring Jewish celebrations. They will learn about Passover, Sukkot, Purim, Hanukkah and Rosh Hashanah, and how each of these festivals reveals and explains Jewish beliefs and teachings.

### MUSIC

Children will focus on composition using notated score. Children will use picture/sound stimuli and tuned/untuned instruments. They will showcase a class performance of current and topic related pieces.



### TRIPS & VISITORS

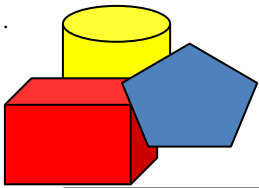
Science Museum: *Friday 15<sup>th</sup> June*

WWII Song and Dance performance: *Thursday 28<sup>th</sup> June 2.30pm*

Year 4 Sleepover: *Friday 7<sup>th</sup> July*

Year 5 Residential briefing: *Tuesday 3<sup>rd</sup> July 1.45pm* & Year 5 Transition meeting: *Tuesday 3<sup>rd</sup> July 2.15pm*





# ORLEANS PRIMARY SCHOOL



## MATHS

### Fractions

We will be continuing our learning of fractions this term.

#### Equivalent fractions

- Children use strip diagrams to investigate and record equivalent fractions. They start by comparing two fractions before moving on finding more than one equivalent fraction on a fraction wall.

How many fractions that are equivalent to one half can you see on the fraction wall? Can you draw any extra rows to show other equivalent fractions?



How many equivalent fractions can you see in this picture?



- Children continue to understand **equivalences** through diagrams. They move onto using proportional reasoning to find equivalent fractions. Attention is drawn to the method of multiplying the numerators and denominators by the same number to ensure that fractions are equivalent.

#### Fractions greater than 1

Children use manipulatives and diagrams to show that a fraction can be split into wholes and parts. They focus on how many equal parts make a whole dependent on the number of equal parts altogether. This learning will lead on to Year 5 where children learn about improper fractions and mixed numbers.



$$\frac{1}{4} = \frac{\square}{12} \quad \frac{1}{3} = \frac{3}{6} \quad \frac{3}{4} = \frac{\square}{8} \quad \frac{5}{12} = \frac{\square}{24}$$



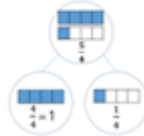
Using the pie chart, complete the equivalent fractions.

$$\frac{1}{3} = \frac{\square}{6} = \frac{\square}{12} = \frac{\square}{24}$$

Complete the part whole models and sentences.

There are  quarters altogether.

quarters =  whole and  quarter.



- Children explore fractions greater than one on a number line and start to make connections between improper and mixed numbers. They use cubes and bar models to represent fractions greater than a whole. This will support children when adding and subtracting fractions greater than a whole.

- Children use practical equipment and pictorial representations to add two or more fractions. They explore using a number line to add fractions where they can add on from a given fraction. They could also explore adding fractions more efficiently by using known facts or number bonds to help them e.g.

$$\frac{5}{9} + \frac{7}{9} + \frac{5}{9} = \frac{10}{9} + \frac{7}{9} = \frac{17}{9}$$

Take two identical strips of paper. Fold your paper into quarters. Can you use the strips to solve:  $\frac{1}{4} + \frac{1}{4}$   $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$   $\frac{2}{4} + \frac{2}{4}$   $\frac{3}{4} + \frac{1}{4} = \frac{7}{4}$  what other fractions can you make and add?

Use the models to add the fractions:

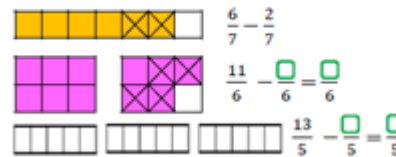


#### Subtract 2 fractions

- Children use practical equipment and pictorial representations to subtract fractions. They explore using a number line to subtract fractions. They will also explore partitioning fractions to help subtract more efficiently by using known facts or number bonds to help them e.g.

$$\frac{12}{9} - \frac{7}{9} = \frac{12}{9} - \frac{2}{9} = \frac{5}{9}$$

Use the bar models to subtract the fractions.



Rachel uses the number line to solve  $\frac{17}{11} - \frac{9}{11}$



Use a number line to solve:

$$\frac{16}{13} - \frac{9}{13} \quad \frac{16}{9} - \frac{9}{9} \quad \frac{16}{7} - \frac{9}{7} \quad \frac{16}{16} - \frac{9}{16}$$

- Subtract fractions from a whole amount.** Children need to understand the relationship between the whole number and the denominator. For example,
- Fractions of a quantity.** Children build on their understanding from Year 3 that the denominator tells us how many equal parts a whole has been split into and the numerator tells us how many equal parts of the whole there are. They use concrete and pictorial representations to find fractions of a quantity. They link bar modelling to the abstract method in order to understand why the method works.
- Subtract fractions from a whole amount.** Children need to understand the relationship between the whole number and the denominator. For example,  $\frac{9}{9} = 1, \frac{18}{9} = 2$  etc.
- Solve more complex problems for fractions of an amount.** Children continue to use practical equipment and pictorial representations to help them work out what the whole is when a fraction is given. Children continue to only use proper fractions within this step.

## Decimals

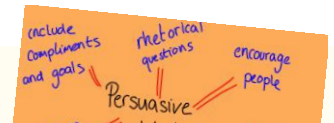
- Subtract 2 fractions.** Children see that ten hundredths are equivalent to one tenth and use a part whole model to partition a fraction into tenths and hundredths.

## Persuasive Writing

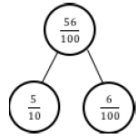
### Persuasive Language

- also
- although
- for that reason
- however

## English



We can partition 56 hundredths into tenths and hundredths.



Partition:

- 65 hundredths
- 31 hundredths
- 82 hundredths

Here is a one-digit number on a place value chart.

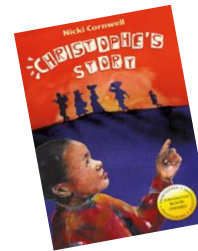


When dividing by 100, we move the digits 2 places to the

$72 \div 100 = \square$

Use this method to solve:

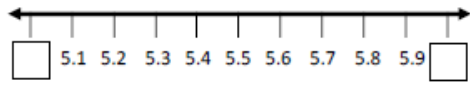
$82 \div 100 = \square$     $\square = 93 \div 100$     $0.23 = \square \div 100$



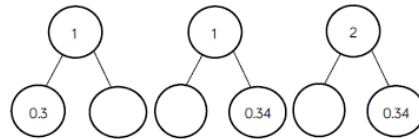
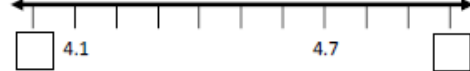
Write the decimals and compare using < or >



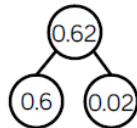
Which whole numbers do the decimals lie between?



Complete the sentences to describe each decimal.



Sally says there is only one way to partition 0.62



Prove Sally wrong by finding at least 3 different ways to partition 0.62

Whi