



Additional information - Reading, Writing and Maths units - Spring 2

Reading

Reading includes a focus on key reading comprehension skills: vocabulary, inference, predicting, explaining, retrieval and summarising.

Children will learn strategies and recognise when to apply these to corresponding skills whilst also improving their reading fluency with exposure to an engaging, vocabulary-rich text.

A reading teaching and learning cycle will include:

- the text as a whole (where context and understanding as whole is applied to achieve higher order thinking)
- exploring and analysing extracts of a text (with a skill focus primarily being word meaning, retrieval and inference)
- understanding the themes and conventions of a text and understanding its purpose
- applying learnt strategies to multi-skills lessons

Writing unit

Year 4 Spring 2

Text Structure, Sentence,

Useful Vocabulary, Word Classes, Punctuation

Non-Chronological Reports

Year 4

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion.	Variation in sentence structures, e.g. While the eggs hatch female penguins ...	This report will...	<u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.	Apostrophe to mark singular and plural possession.
Links between sentences help to navigate the reader from one idea to the next.	Use embedded/relative clauses e.g. Dinosaurs, which are very strong,	The following information...	<u>Verbs</u> Standard English forms for verbs.	Commas after fronted adverbials.
Paragraphs organised correctly into key ideas.	Include adverbs to show how often, e.g. daily, regularly, rarely.	Usually...	<u>Adjectives</u> Choose appropriate adjectives.	Use inverted commas and other punctuation to indicate direct speech.
Subheadings are used to organise information. E.g. Qualities, body parts, behaviour.	Sentences build from a general idea to more specific.	Normally...	<u>Connectives/conjunctions</u> Use a wide range of connectives.	
	Use technical vocabulary to show the reader the writer's expertise.	Even though...	<u>Tense</u> Correct use of past and present tense.	
		Despite the fact...	<u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials.	
		As a rule...	Comma after fronted adverbials.	

Year 4 Spring 2

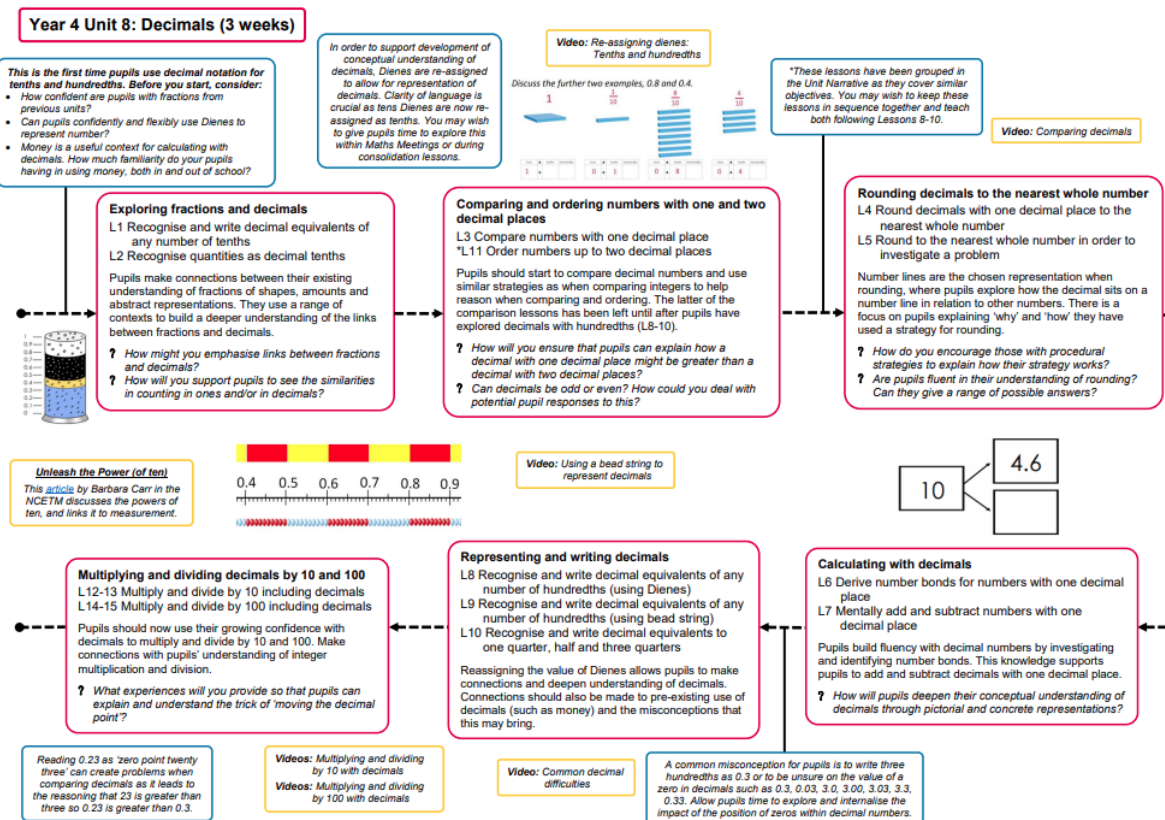
Spelling list

Word list – years 3 and 4

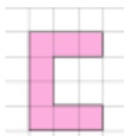
accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Maths unit - Year 4

Unit journey



Key vocabulary

Year 4 - Fractions	Definition	Example
Fraction	- A part of a whole number, quantity or shape. - Expressing a division relationship between two integers in the form $\frac{a}{b}$. I have <u>shared</u> my sweets into four equal parts.	Everyone will get a fraction of the whole quantity of sweets. One group is a quarter of the whole.
Decimal fraction	A fraction expressed in its decimal form.	Half written as a decimal fraction is 0.5.
Area	The space a surface takes up inside its perimeter.	Area is always measured in square units. The area is 8 square units. 

Strategies and representations

Year 4 Key Representations

Equations

The phrase 'is equal to' is used consistently to refer to the = symbol. Equations should be presented with symbols and missing numbers in different positions:

$$38 = 25 + 13$$

$$\square = 37 + 44$$

$$12 \div \square = 4$$

Representations of number

Pupils are familiar with a range of concrete and pictorial representations of number with and without a place value chart. These are used to represent a number or calculation and should not be used as a counting tool. Pupils also make use of these when comparing numbers.

234 is two hundreds, three tens and four ones.

Part-whole language and representations

A part-whole model is used to represent the relationship between numbers in all four operations. The model is made of a whole and two or more parts.

We know the whole is 312 and the value of one part is 190. We can use subtraction to find the missing part.

Number lines

Number lines can be used to represent and compare, demonstrating the continuous nature of the number system. When calculating, number lines may act as a jotting of the steps of a mental calculation and may begin 'empty' i.e. not have numbered divisions. They are also used as a representation for rounding.

Number fact knowledge

Pupils know number bonds to 100 and apply to other multiples of 10. Pupils are increasingly fluent in a range of number facts including partitioning in different ways to discuss number.

136 is multiple of 4 because I can see 120 and 16 which are both multiples of 4.

They are also familiar with multiplication tables for 2, 3, 4, 5, 6, 8 and 10 and related division facts.

$$6 \times 8 = 48 \quad 48 \div 8 = 6$$

Make use of transitions and Maths Meetings to develop this.

Deriving facts and inverse relationships

Pupils use known facts such as number bonds and understanding of place value and magnitude to derive further facts.

If I know $12 + 5 = 17$ then $222 + 5 = 227$

If I know $3 \times 4 = 12$ then I know $6 \times 4 = 24$

Inverse relationships have also been explored.

If I know $12 + 5 = 17$ then $17 - 12 = 5$

If I know $3 \times 4 = 12$ then I know $12 \div 4 = 3$

Multiplication and division by powers of 10

Pupils have experienced the concept of ten times greater and smaller through exchanging Dienes, linking this to the apparent move of digits in a place value chart.

30 is ten times greater than 3.

Mental strategies

Pupils have experienced a range of mental strategies for all four operations, including:

- Applying number bonds to 10 and 100 to calculate how many more/less to the next multiple of ten, extending to 100 and 1000, using the 'make 10' strategy.
- Identifying numbers close to a multiple of ten or 100 e.g. 28, 201 and using a round and adjust strategy, including for multiplication, 'If I know 20×4 is 80, then 19×4 is 76'.
- Identifying near doubles for addition, 43 and 45 can be seen as 'double 43 plus two.'
- Subtracting numbers close together in value, through counting on to find the difference.

Representing fractions

A range of concrete and pictorial representations have been used for fractions including fractions of a whole, as part of a set of objects and as part of a quantity such as a length or volume. Pupils can apply these representations to comparing, finding simple equivalence and adding and subtracting with the same denominator, as well as fractions of sets or quantities.

One third is one of three equal parts.

One third of 36 is 12.

Representing multiplicative relationships

Pupils have represented multiplicative relationships concretely and pictorially, primarily through arrays, Cuisenaire and bar models. A focus on equal parts, the number of equal parts and the value of each part supports understanding of commutativity and inverse relationships. The representations and language structures support written strategies.

There are four groups each with a value of 3. There are three groups each with a value of 4. I can see three, four times. I can see four, three times.

12 divided into groups of 4 gives three groups. 12 shared into four groups gives 3 in each group.

Bar models

Pictorial bar models and concrete Cuisenaire as bar models are used to represent part-whole relationships and knowns and unknowns within problems in all four operations. See PD videos for further exemplification.

I know the whole is 346, and one of the parts is 112. I do not know the value of the missing part. I can subtract 112 from 346.

Timetables

This half term year 4 are learning their 9- times-table

	Year 3	Year 4	Year 5	Year 6
Autumn 1	1 & 2	9	Mixed times and divide	Primes
Autumn 2	5 & 10	7		Square
Spring 1	3	(9) 12		Cubes
Spring 2	6	11		Mixed
Summer 1	4	Mixed		
Summer 2	8			