

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

Text Structure, Sentence,

Useful Vocabulary, Word Classes, Punctuation

Story

Year 4

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Link between opening and resolution. Links between sentences help to navigate the reader from one idea to the next, e.g. contrasts in mood, angry mother, disheartened Jack. Paragraphs organised correctly to build up to key event. Repetition avoided through using different sentence structures and ellipsis.	Variation in sentence structures, e.g. while, although, until. Use embedded/relative clauses, e.g. Marcus, who grinned slyly at the teacher,... Include adverbs to show how often or add subtlety of meaning, e.g. exactly, suspiciously. Tense changes appropriate; verbs may refer to continuous action, e.g. will be thinking.	Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	<u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. <u>Verbs</u> Standard English forms for verbs. <u>Adjectives</u> Choose appropriate adjectives. <u>Connectives/conjunctions</u> Use a wide range of connectives. <u>Tense</u> Correct use of past and present tense. <u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.

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 journey



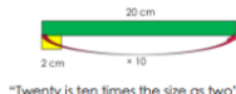
Ratio and Proportion: Overview

Concepts: Early correspondence, Solving problems that relate to scaling and ratio, Connecting fractions, decimals and percentages to proportion, Solve scaling problems in the context of measures or shape

Statements for Ratio and Proportion only appear in the Year 6 National Curriculum but should be connected to previous learning on multiplication and division, fractions, decimals and percentages and solving problems in context that involve scaling. These connections from the other curriculum strands have been mapped in Reception-Year 5 in this document.

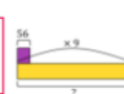


Countries visited	
Each represents 10 people	
France	
Germany	
America	



"The mole is ten times the size. For every one, I need to use a ten."

A square of chocolate weighs 56 g. The packet weighs nine times as much as a square. How much does one packet weigh?



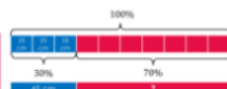
Year 3

- Solve problems involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
- Understanding scaling by 10 as 'ten times as many'
- Pupils solve simple problems in contexts, deciding which of the four operations to use and why. These include measuring and scaling contexts.
- The comparison of measures includes simple scaling by integers (for example, a given quantity or measure is twice as long or five times as high) and this connects to multiplication.

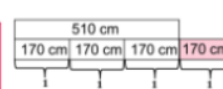
Year 4

- Solve problems involving multiplying and adding, including 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.
- Pupils solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. This should include correspondence questions.
- Solve problems involving scaling by 10 and 100
- Begin to understand that decimals and fractions are different ways of expressing numbers and proportions.

Fred cuts 30% from a length of wood. The length of wood he has cut is 25 cm. What was the original length of wood?



Iain jumped 5 m and 10 cm. The length of the sand pit is $\frac{1}{3}$ of this distance again. How long is the sand pit?



"The ratio of triangles to squares is 1:2"



Year 6

- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- Solve problems involving similar shapes where the scale factor is known or can be found

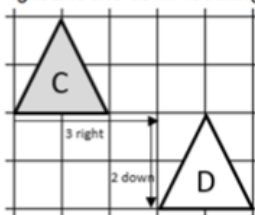
Year 5

- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.
- Apply understanding of scaling to multiply and divide by 10, 100, and 1000
- Pupils connect multiplication by a fraction to using fractions as operators (fractions of), and to division, building on work from previous years. This relates to scaling by simple fractions, including fractions > 1 .
- Pupils should be taught throughout that percentages, decimals and fractions are different ways of expressing proportions
- Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.

Key Vocabulary

Mathematics Mastery vocabulary list

Year 4	Definition	Example
axis	A real or imaginary reference line. The y-axis (vertical) and x-axis (horizontal) on charts and graphs are used to show the measuring scale or labels for the variables.	The y-axis on this bar graph shows you how many pupils preferred each colour.
equilateral	Having all sides the same length.	An equilateral triangle has three equal sides.
vertices	The point at which two or more lines intersect.	This shape has five vertices.
isosceles	Having two sides of equal length. Isosceles triangles have two equal sides; isosceles trapezia have two equal, nonparallel sides.	
Right angle	An angle of 90 degrees	A square has four right angles.
Scalene	A scalene triangle has three unequal sides and three unequal angles	

translation	When a shape moves so that it is in a different position but retains the same size, area, angles and side length and so is congruent.	Triangle C has been translated three right and two down resulting in triangle D. 
face	One of the plane surfaces of a solid shape.	A cube has six faces.
edge	A line segment joining two vertices of a plane figure (2-D shape) and the intersection of two plane faces (in a 3-D shape).	A triangle has three edges and a cube has 12 edges.
2D	Abbreviation for two-dimensional.	A figure is two-dimensional if it lies on a plane.

3D	Abbreviation for three-dimensional.	A solid is three-dimensional and occupies space.
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Timetables

This half term, year 4 are revisiting all times tables learnt.

	Year 3	Year 4	Year 5	Year 6
Autumn 1	1 & 2	9		Primes