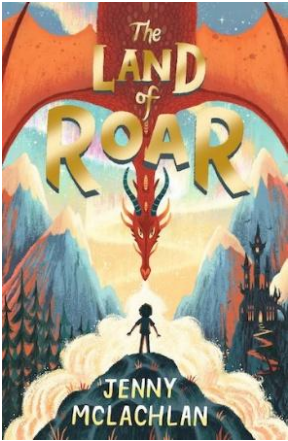


# Year 4 & 5 – Spring 2



Class  
Story

## Maths – Year 4:

### Number – Fractions

- Recognise and show, using diagrams, families of common equivalent fractions
- Recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$
- Convert between mixed numbers and improper fractions.
- Compare and order mixed numbers and improper fractions.
- Add and subtract fractions with the same and different denominators.
- Add fractions and mixed numbers.

### Measurements - Time

- Read, write and convert time between analogue and digital 12- and 24-hour clocks.
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

## Maths – Year 5:

### Measurements / Statistics

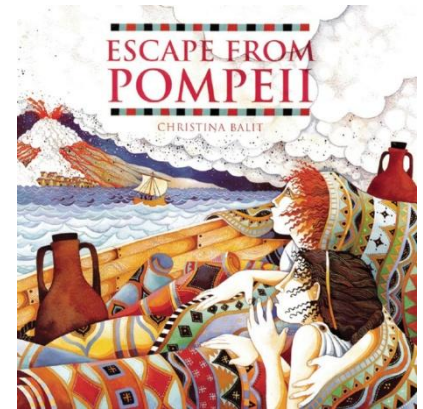
- Measure and calculate the perimeter of composite rectilinear shapes.
- Calculate and compare the area of rectangles and estimate the area of irregular shapes.
- Estimate volume and capacity.
- Convert between metric and imperial units.

### Number – Multiplication and Division

- Identify multiples and factors including all factor pairs of a number, and common factors of two numbers.
- Establish whether a number up to 100 is prime and recall prime numbers up to 19.
- Recognise squared and cube numbers.
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.

### Number – Fractions

- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths or hundredths.
- Recognise mixed numbers and improper fractions and convert between them.
- Add and subtract fractions with the same and different denominators.



## English:

### Recounts - diaries:

A diary extract based upon the narrative 'Escape from Pompeii' by Christina Balti.

### Narrative based upon Ruckus

### Autobiographies

### Rainbow Grammar:

*Subordinating clauses (starting -ed, -ing, to)*

*Using speech*

*Creative Grammar*

*-Double -ed opener*

*- Question, question, question*

*- Double -er*

*- The more..., the more....*