



Upper school - Natural Disasters



Supporting your Child's Maths Learning

Written Methods

Year 4

By the end of Year 4, children should be:

- * Fluent with all times table up to 12×12
- * Pupils should connect hundredths to tenths and place value and decimal measure. *Can you see $1/10$ is 0.1 ?*

*Pupils should continue to classify shapes using geometrical properties, extending to classifying different triangles and quadrilaterals. *What do a square and a right angle have in common?*

*Pupils should draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry; and recognise line symmetry in a variety of diagrams

Year 5

By the end of Year 5, children must be:

- * Fluent with all the times tables up to 15×15
- * Pupils should know that percentages, decimals and fractions are different ways of expressing proportions.

*Pupils practise adding and subtracting fractions to become fluent through a variety of increasingly complex problems. $3/5 + 7/10 = ?$

*Pupils continue to practise counting forwards and backwards in simple fractions. $2/6, 7/12, 7/8$.

*Pupils should say, read and write decimal fractions and related tenths, hundredths and thousandths accurately

Year 6

By the end of Year 6, children must be:

- *Fluent with all times tables and speed tests
- * Pupils should practise, use and understand the addition and subtraction of fractions with different denominators by identifying equivalent fractions with the same denominator
- * Pupils draw shapes and nets accurately, using measuring tools and conventional markings and labels for lines and angles.

*Pupils use their understanding of the relationship between unit fractions and division to work backwards by multiplying a quantity that represents a unit fraction to find the whole quantity. *Can you see that if $1/4$ of a length is 36cm , then the whole length is $36 \times 4 = 144\text{cm}$?*

This term our topic is Natural Disasters, and the children will be learning and exploring many topics linked to this. Within Geography, the children will be exploring various different natural disasters which include: Earthquakes, Tsunamis and Volcanic Eruptions and the impact they have on the population and surroundings. They will also get the opportunity to create their own model building to sustain impact from an Earthquake and Tsunami. In Science, Children will focus on Chemistry and Physics this term. Children will complete a separate unit in History, which delves into what life was like in the Anglo-Saxon Era.

Maybe ask your child about their knowledge of the world events which resulted from natural disasters: Which countries were affected by Hurricane Katrina? Which natural disasters left Thailand in turmoil? What happened to the city of Pompeii?

Useful Websites! These websites are a great way to support your child learn about our topic!

[The natural world - KS2 Geography - BBC Bitesize](#)

[CBBC Newsround | LIFE FOR AFRICAN KIDS | Natural disasters](#)

[BBC Two - Pompeii: The Mystery of the People Frozen in Time -](#)

Supporting your Child's English Learning

Writing

During this term, we will be writing the following types of texts listed below; There is a link provided to help you support your child at home:

***Non-chronological Reports:** Explaining the causes and effects of natural disasters. [How to write a non-chronological report - BBC Teach](#) Children can discuss their findings of the eruption of Mount Vesuvius!

***Extended Traditional Stories:** creating their own volcanic eruption creature. [Fairy stories and traditional tales - Year 4 - P5 - English Collection - Home Learning with BBC Bitesize - BBC Bitesize](#) Children can get inspiration from traditional tales and enjoy reading them at home!

***Flashback Narratives:** stories which change tenses from present to past interchangeably. <https://www.standoutbooks.com/writing-flashbacks/> Children could write about past events from their own lives!

***Persuasion texts:** Creating travel brochures and leaflets persuading people to visit locations close to volcanoes. [How to write a persuasive text - BBC Teach](#) Children could discuss at home the positives and negatives about different volcanic locations over dinner!

Reading

*To support your child with their reading, please ensure that you are reading together at least 5 times a week and recording it in their reading record.

Spellings

*Please support your children to practice and learn their weekly spellings ready for assessments.