



Year Four: Discover



Project Question:

Do you have to be a leader to make a difference?

Project Values:

Courage	Having the inner strength to do something when it is hard to do.
Service	To be of help to another person who is in need
Power	Having the ability to control or influence others
Change	Making something different happen by ending something or starting something new.
Belonging	Feeling accepted within a group. Fitting in and feeling important.

School Vision Statement:

Our school is committed to bringing out the best in each other so that every member of the school community can know 'life in all its fullness' (John 10:10). Through learning of the teachings of Jesus, we believe that our children can explore and develop their understanding of Core Christian values as markers and guides for their own lives. We aim for the school's Core Christian values to inform and influence our pupils' moral compass and allow them to enjoy 'life in all its fullness'. These values are known as the 'Sunshine 6'. They are: Forgiveness, Perseverance, Honesty, Compassion, Courage and Respect.

We also uphold Article 29 from the UN Convention of Rights of the Child 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.'



ST. MARY'S COFE PRIMARY SCHOOL
Bringing out the best in each other...



Year Four: Discover



Here are some ideas of activities you can try at home to help you learn more about this term's project.

Read it...

Read some non-fiction texts all about the Celts and Romans and then see if you can record any amazing facts that you read. You could also see if there are any fiction texts about the Iceni tribe or the Romans that you could read!

Write it...

In this topic we will be learning all about Boudicca who was Queen of the Iceni tribe. We will also learn about Augustus Caesar who became the first Roman Emperor. In RE we will also learn about Guru Nanak who was the founder of Sikhism. Research one, two or all of these leaders and think about what qualities they possessed that made them such successful leaders?

Draw it...

Celtic people lived in homes called round houses and rather simple buildings. Romans on the other hand lived in villas and had very impressive buildings such as temples and baths. Can you create or paint a picture of your own Celtic or Roman building?

Make it...

You could also always make a model of a Celtic roundhouse or a Roman building such as a temple, or maybe even the colosseum - using any material of your choice. This could be modelling clay, Lego, art straws, cardboard, paper, paint, felt tips or anything else that you have at home! These would be excellent to display in our classrooms!

Visit it...

There are lots of wonderful places you can visit in Birmingham full of Celtic and Roman history. Here is a list of some of the places you may want to go to:

Metchley Fort

Roman Alcester History Centre

And check out this museum site

<https://www.seums.org.uk/schools>



Memorise it...

As part of our learning we will be discovering Roman Numerals and how to use them. Memorise this song to see if it can help you!

<https://www.youtube.com/watch?v=z1UmAgekzbs>



During this project, the driving subject is History. We learn to ask questions about life in the past and to follow our lines of enquiry, using sources critically and analytically. We learn about different historical civilisations from all over the world, finding out about the contributions people in the past have made to life today. We learn about the history of Great Britain and the significant people and events that have shaped this country.

Project Launch: Religious Education Sikhism



We begin our project by finding out about the beginnings of the Sikh religion. We learn about Guru Nanak and how and why he founded the religion. We consider the sorts of leadership qualities he showed and why people followed him. We learn about some of the Guru's who followed him and investigate their similarities and differences. We find out about the important symbols Sikhs have to identify themselves and show that they belong to their faith.

History Sequencing events in the past: Celts and Romans in Britain

We get to know the key events in the histories of the Romans and Celts by plotting their time periods onto timelines. We use the language BCE and CE and BC and AD to place events correctly and consider why it is important for Historians to have a shared language when talking about dates of events in the past.

Geography Finding out about locations: The Roman Empire

Using maps and atlases, we find out about the location of Rome and the Roman Empire, mapping the way it grew and changed over time. We consider how other societies, including the Celts in Britain, would have felt about the Roman Empire at its different stages. We name European countries and locate them.

Year Four Discover Autumn Term



History
The impact of an historical figure: Augustus Caesar
Using research and historical sources, we find out about Augustus Caesar and the impact he had. We find out about his achievements and the things he is remembered for. We think about the sort of leader he was and how his actions give us clues to this, comparing him to our learning about Guru Nanak's leadership.

Project Launch

FOCUS 1

FOCUS 2

FOCUS 3

Design and Technology Roman Shields

We explore the way the Roman army made itself intimidating, learning about their armour and army. We use images to design our own Roman shields and then cut, shape and join materials to create our own out of cardboard and paper.



Values Exploration What makes a good leader?

We reflect on the different leadership styles, actions and motivations of Guru Nanak, Augustus Caesar and Boudicca and think about why people were prepared to follow them. We form our own judgements about what makes a good leader and think about how good any leader can be without followers.



History

Finding out about historical figures: Boudicca

We explore different primary sources including first hand accounts to build a picture of the Celtic leader, Boudicca. We consider the reliability of sources written by her enemies. We think about the challenges bias can present to historians and how to evaluate the usefulness of sources. We look for common themes to infer some things that are likely to be true about Boudicca. We think about her motivations for leading and why the people in her tribe were inspired to follow her.

FOCUS 4

FOCUS 5

FOCUS 6

FOCUS 7

History

Life for people in the past: Celtic life in Britain
We interpret different primary and secondary sources to find out about life for the Celts in Britain. We build a picture of their daily experiences by finding out about food and farming, religion, housing, clothing and weapons.

History

Life for people in the past: Roman soldiers
We ask what life was like for Roman soldiers and consider the reasons why they followed the leaders of the Roman army. We find out about the armour they wore, the reasons they'd become soldiers and the expectations of them once they had joined the army. We compare the experiences and expectations of Roman soldiers with Celtic warriors.

Art

Colour: Celtic Face Paints
We learn that Celtic warriors painted their faces in intricate patterns to show their belonging to their tribes and to intimidate their enemies. We design our own examples of this, mixing the right colours and turning ourselves into fearsome Celtic warriors!

History
Sequencing events in the past: Chronology of battles
To finalise our learning about the power struggle between the Romans and the Celts, we create a chronology of the battles between them. We reflect on the moments when each side needed to show courage and when their leaders needed to motivate and inspire them the most.

FOCUS 8

FOCUS 9

FOCUS 10

FOCUS 11

FOCUS 12

FOCUS 13

Religious Education: Incarnation

We find out what Christians believe about the Christmas story and the different sources of information there are about it. They find out about Christian ideas about God, including those that can be found in the Christmas story.



Art
Sculpture: Celtic Jewellery
We examine images of examples of Celtic jewellery and identify their common design features. We use this to design our own and then sculpt these using clay. We refine our ability to shape and join clay to recreate the intricate structures in Celtic designs.



Music: Traditional Roman music and instruments

We listen to music inspired by the Romans and made with instruments they also used. We use the vocabulary of dynamics, tempo and timbre to describe what we hear.

Answering the Project Question

We reflect on all of our learning during this project and think about our answers to our project question. We end our project by sharing our own responses to our question.

R.E.

Do you have to be a leader to make a difference?



Year Four: Maths



At St Mary's, mathematics is taught daily in a progressive and systematic way, beginning in Reception, all the way through to Year 6. The school uses White Rose Maths as a basis for this planning and sequencing of progression.

The length of each block of learning is given as a guide: we will adapt how long we spend on new objective in response to what the children need. There is time built into each term for practice and consolidation of previous learning.

Place Value

- Represent numbers to 10,000
- Round numbers to nearest 10, 100, 1000
- Find 1, 10, 100, 1000 more/ less
- Count in 1000s
- Count in 25s
- Compare and order 4-digit numbers to 10,000
- Partition numbers to 10,000
- Negative numbers
- Roman numerals

These are some of the representations we will be using when we teach place value.

What numbers are represented?

Which multiples of 100 do the numbers sit between?

Say whether each number on the number line is closer to 500 or 600.

Complete the part-whole models.

What numbers are the arrows pointing to?

Write <, > or = to compare the numbers.

Addition and Subtraction

- Add and subtract 1, 10, 100, 1000
- Add and subtract two 3-digit numbers (no exchange/ exchange)
- Add and subtract two 4-digit numbers (no exchange/ one exchange/ more than one exchange)
- Estimating and checking strategies

3,825 + 400 =

3,825 - 50 =

1,378 + 2148 =

3,775 + 30 = 3,805

3,805 + 20 = 3,825

Multiplication and Division

- Multiply and divide by 10, 100
- Multiply by 1 and 0
- Divide by 1 and itself
- Multiply and divide by 3, 6, 7 and 9
- 6, 7 and 9 times table and division facts

3 x 100 = 300 = 3 tens = 3

Complete the bar models.

£4

There are ___ lots of ___.

Complete the number line to show counting in multiples of 9.



Year Four : English



At St Mary's, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners. We believe that English learning is key to this. We aim to ensure that all of our children develop a genuine love of language and the written word, through a text-based, values rich approach.

We want our children to feel that their writing has a real purpose in the context our values based learning projects and to use their written work as an expression of their responses to challenging questions.



Writing to Entertain:

The story of Romulus and Remus

Grammar Focus: Direct speech and descriptive vocabulary

Writing to Inform

Who was Guru Nanak?

Grammar Focus: Using a range of conjunctions



Writing to Express

Boudicca: Character description

Grammar Focus: Expanded noun phrases



Writing to Persuade

Boudicca's Speech

Grammar Focus: Verbs and modal verbs

Writing to Inform

Celtic warriors and Roman Soldiers

Grammar Focus: Possessive apostrophe and conjunctions



Writing to Express

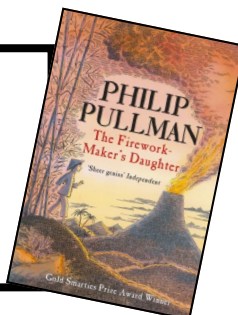
Diary on the eve of battle

Grammar Focus: Fronted Adverbials




Our Class Novel this term is:

The Firework Maker's Daughter by Philip Pullman





Year Four: Discover



Animals including Humans	Sound
In this unit, we find out about the different parts of the digestive system and how it works. We learn about teeth in humans and their different functions as well as how to keep them clean and healthy. We find out about food chains and learn about predators, prey, producers and consumers.	In this unit, we learn how sound travels in waves to our ears. We find out about how our ears receive sound and turn this into a signal our brains can understand. We think about the different qualities of sound including pitch and investigate how to make changes to this.
Important Vocabulary: stomach, intestines, canine, molar, premolar, incisor, digest, decay, producer, provider, food group	Important Vocabulary: vibration, pitch, sound wave, volume, frequency, auditory, ear drum, cochlea, transmit, auditory nerve, hammer, anvil, strirrup

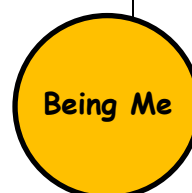


PSHE and Relationships Education

At St Mary's, our PSHE and Relationships Education Curriculum across the school seeks to prepare children for the rich, diverse and sometimes difficult experiences they will face both in school and in the wider world. During each term, children learn about the following aspects of PSHE:



KIVA & Anti-Bullying	Mental wellbeing and Self-Care	No Outsiders	E-Safety
Anti-Bullying and preventing Peer Abuse at St Mary's: Our children have lessons focussed on learning our values, demonstrating kindness and understanding that bullying, in any form, is unacceptable; -Two clear messages are taught through school: 1. To define bullying we say, "STOP -Several Times on Purpose." If this is what has happened, then it is bullying. 2. To encourage pupils to use their voice, we encourage them to: "Start Telling Other People." NSPCC—PANTS We use the NSPCC PANTS resources and activities to teach children the message that what is in their pants, is private. This is important for ensuring they know what is and isn't appropriate and empowering them to say no to anything that makes them feel uncomfortable. More information about these resources and lessons is available if you wish to speak to your child's teacher.	We explore the what is meant by mental health and understand that mental wellbeing is a normal part of daily life that we can take care of. We find out about different ways to care for our own wellbeing including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	The No Outsiders programme teaches children about the 2010 Equality Act through carefully selected stories. There are 5 stories used during each school year. This term, the No Outsiders texts are: The Flower	We follow the E-Safety programme written by National Online Safety. This programme includes two E-Safety themes to be explored each term. During this term, the themes are: - Online Relationships - Online Bullying



If you have concerns about bullying in our school, please inform any school based adult and we will follow our KIVA procedures to: investigate, understand, set targets, communicate clearly and review.

Help us to prevent bullying in our school—Thank you.



Year Four: Discover

These are some of the important words we will be learning about during this project.



RE	History
	Primary Source
	Secondary source
	reliable
	bias
	Accurate
	true
	objective
	opinion
	fact
	Timeline
	chronology
	sequence
	Celt
	Roman
	Emperor
	Empire
	ruler
	Legion
	Legionary
	armour
	sandal
	helmet
Sikhism	
Sikh	
Guru	
Gurdwara	
Langar	
community	
charity	
5Ks	
Kesh	
Kara	
Kanga	
Kaccha	
Kirpan	
Guru Granth Sahib	
holy	
sacred	