



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.'





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.

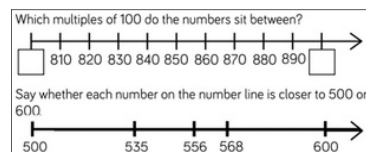
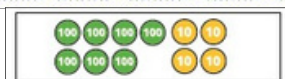
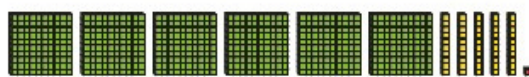
The length of each block of learning is given as a guide: we will adapt how long we spend on new objective in response to what the children need. There is time built into each term for practice and consolidation of previous learning.

Place Value

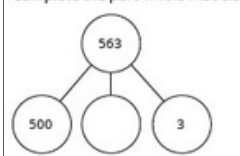
- Represent numbers to 10,000
- Round numbers to nearest 10, 100, 1000
- Find 1, 10, 100, 1000 more/ less
- Count in 1000s
- Count in 25s
- Compare and order 4-digit numbers to 10,000
- Partition numbers to 10,000
- Negative numbers
- Roman numerals

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

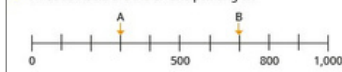
What numbers are represented?



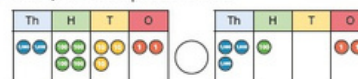
Complete the part-whole models.



What numbers are the arrows pointing to?

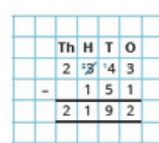
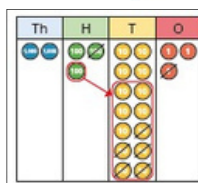
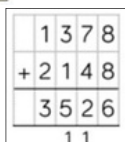
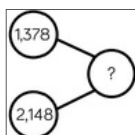
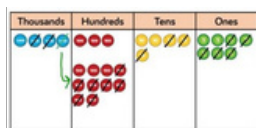
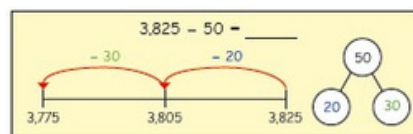
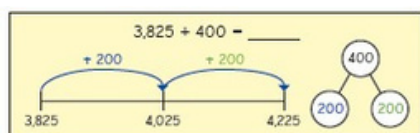


Write <, > or = to compare the numbers.



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



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

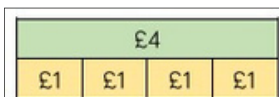
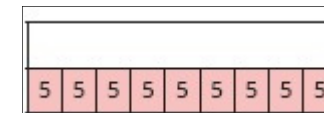
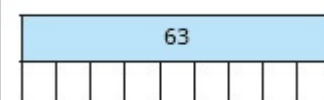
$$3 \times \text{one} = \text{one} + \text{one} + \text{one} = 3 \text{ ones} = 3$$

Complete:

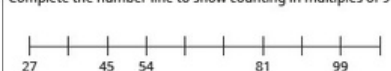
$$3 \times \text{ten} = \text{ten} + \text{ten} + \text{ten} = \text{tens} = \text{tens}$$

$$3 \times \text{hundred} = \text{hundred} + \text{hundred} + \text{hundred} = \text{hundreds} = \text{hundreds}$$

Complete the bar models.



Complete the number line to show counting in multiples of 9



There are ___ lots of ___.

$$\text{ } \times \text{ } = \text{ }$$

$$\text{ } \div \text{ } = \text{ }$$





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 of 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 Persuade

Boudicca's Speech

Grammar Focus: Verbs and modal verbs



Writing to Inform

Roman Soldiers

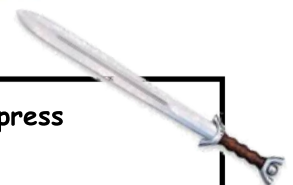
Grammar Focus: Possessive apostrophe and conjunctions



Writing to Express

Diary on the eve of battle

Grammar Focus: Fronted Adverbials



Our Class Novel this term is:

Pizazz

by Sophy Henn





Year Four: Discover



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

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



Year Four: Discover Science



States of Matter 	Sound 
In this unit, we learn that matter can be solid, liquid or gas. We find out how materials can change from one state of matter to another. We discover why it rains, learning about the water cycle. We think about when it might be useful to know about melting, and apply this knowledge to cooking.	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: solid, liquid, gas, evaporate, condense, freeze, melt, particle, water cycle.	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:

Friendships and Respectful Relationships	Being Safe and Developing Bodies	Prevention and Protection
Explain the value of friendship to wellbeing Be able to repair conflict or resolve a disagreement Practice negotiation and repair conversations How to include everyone when friends want different things Develop strategies to keep happy and calm by myself Know what is meant by peer pressure Describe my own emotional boundaries Take on different roles in a team Plan ways to include others. Describe some strategies to choose if I think I am being bullied. Know what to do if I think someone else is being bullied.	 NSPCC PANTS Recognise an inappropriate request or an unsafe action.	When and why we need to wash our hands
	First Aid	Online Safety 
	What to do if you see someone in an emergency?	iPrivate: Distinguish what information is safe to share online and what is unsafe. iPower: Generate solutions for dealing with cyberbullying.

No Outsiders	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 text is:	The Flower by John Light What choices do we have? 
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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

Here are some ideas for 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 and 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.birminghammuseums.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!

