



# Year Four: Discover

Project Question:

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

Project Values:

|                  |                                                                                  |
|------------------|----------------------------------------------------------------------------------|
| <b>Courage</b>   | Having the inner strength to do something when it is hard to do.                 |
| <b>Service</b>   | To be of help to another person who is in need                                   |
| <b>Power</b>     | Having the ability to control or influence others                                |
| <b>Change</b>    | Making something different happen by ending something or starting something new. |
| <b>Belonging</b> | Feeling accepted within a group.<br>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

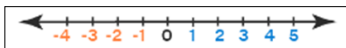


At St Mary's, mathematics is taught daily in a progressive and systematic way, beginning in Reception, all the way through to Year 6. The school uses White Rose Maths as a basis for this planning and sequencing of progression.

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.

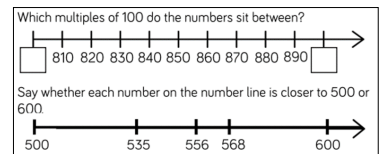
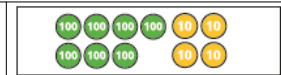
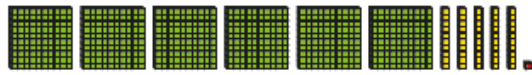
## Place Value

- 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

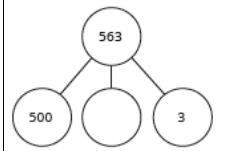


These are some of the representations we will be using when we teach place value.

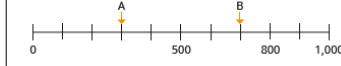
What numbers are represented?



Complete the part-whole models.



What numbers are the arrows pointing to?

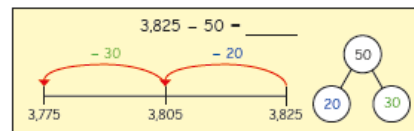
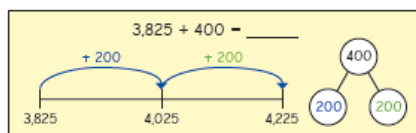


Write <, > or = to compare the numbers.

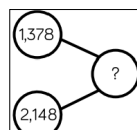
| Th | H | T | O |
|----|---|---|---|
| 4  | 2 | 5 | 1 |
| 3  | 1 | 8 | 9 |

## 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



| Thousands | Hundreds | Tens | Ones |
|-----------|----------|------|------|
| 3         | 8        | 2    | 5    |



|   |   |   |   |
|---|---|---|---|
| 1 | 3 | 7 | 8 |
| + | 2 | 1 | 4 |
| 3 | 5 | 2 | 6 |
| 1 | 1 |   |   |

| Th | H | T | O |
|----|---|---|---|
| 1  | 3 | 7 | 8 |
| 2  | 1 | 4 | 8 |
| 3  | 5 | 2 | 6 |

| Th | H | T | O |
|----|---|---|---|
| 2  | 3 | 4 | 3 |
| -  | 1 | 5 | 1 |
| 2  | 1 | 9 | 2 |

## 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

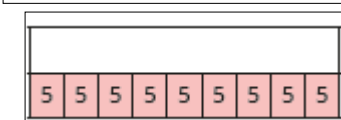
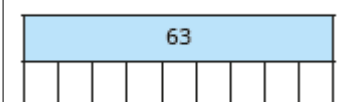
$$3 \times \text{one} = \text{one} + \text{one} + \text{one} = 3 \text{ ones} = 3$$

Complete:

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

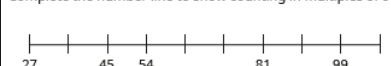
$$3 \times \text{hundred} = \text{hundred} + \text{hundred} + \text{hundred} = \text{hundreds} = \text{hundreds}$$

Complete the bar models.



|    |    |    |    |
|----|----|----|----|
| £4 |    |    |    |
| £1 | £1 | £1 | £1 |

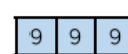
Complete the number line to show counting in multiples of 9



There are \_\_\_ lots of \_\_\_.

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

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

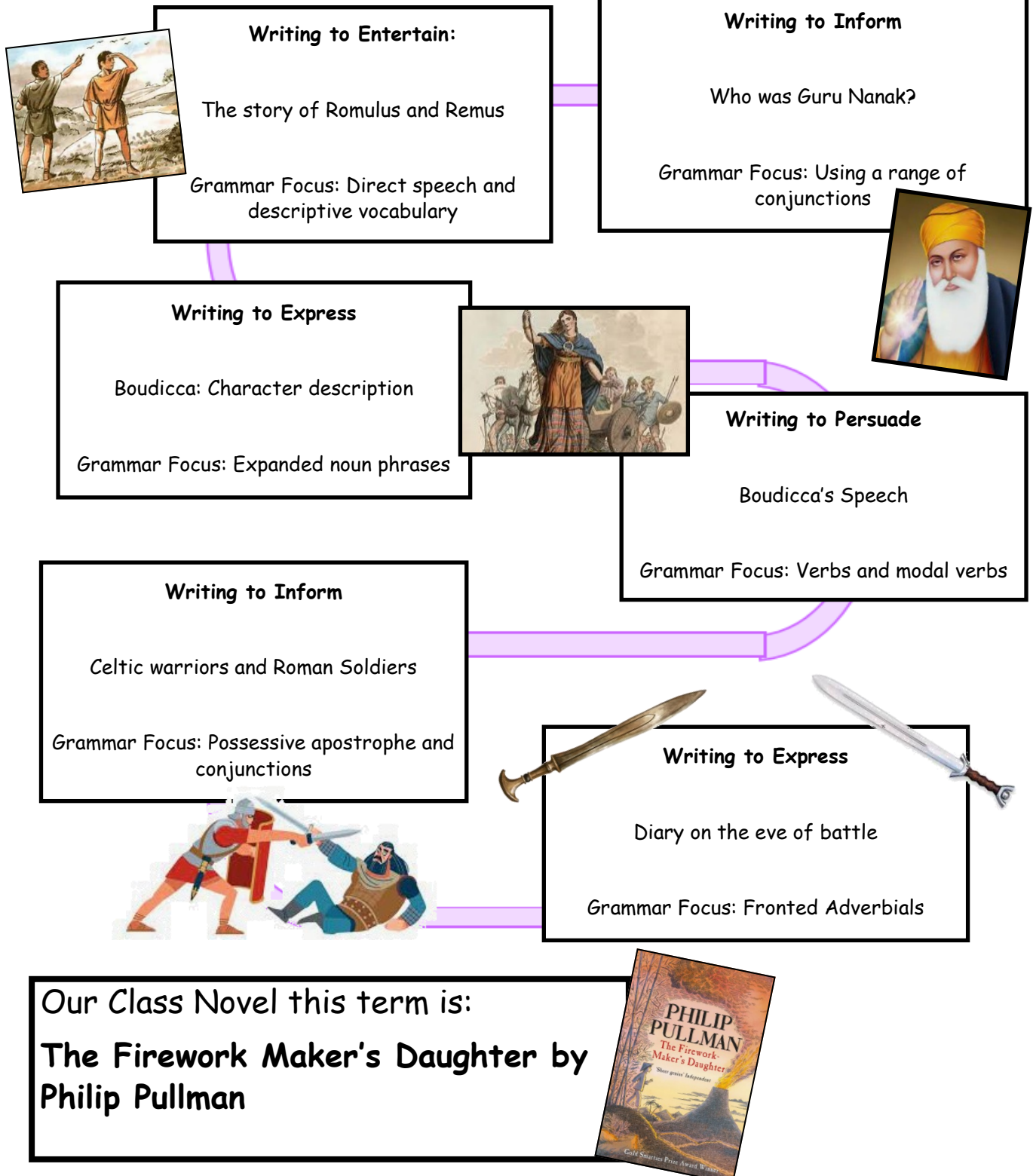




# Year Four : English

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 our values based learning projects and to use their written work as an expression of their responses to challenging questions.





# Year Four: Discover



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

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



## Year Four: Discover Science



| 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. |
| <b>Important Vocabulary:</b> stomach, intestines, canine, molar, premolar, incisor, digest, decay, producer, provider, food group                                                                                                                                                                 | <b>Important Vocabulary:</b> 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | My Happy Mind                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | No Outsiders                                                                                                                                                                                                                                                             | E-Safety                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Anti-Bullying and preventing Peer on Peer Abuse at St Mary's:</b></p> <p>Our children have lessons focussed on learning our values, demonstrating kindness and understanding that bullying, in any form, is unacceptable;</p> <p>-Two clear messages are taught through school:</p> <ol style="list-style-type: none"> <li>To define bullying we say, "STOP -Several Times on Purpose." If this is what has happened, then it is bullying.</li> <li>To encourage pupils to use their voice, we encourage them to: "Start Telling Other People."</li> </ol> | <p>During this term, we complete two My Happy Mind units during our PSHE lessons:</p> <p><b>Meet your Brain.</b></p> <p>In this unit, we learn about how different parts of our brains work together to help us think and feel. We find out about the different jobs of 3 important parts of our brains and how it feels when they are working well together.</p> <p><b>Celebrate.</b></p> <p>This module focusses on self-esteem, character strengths and celebrating what makes us special!</p> | <p>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:</p> <ul style="list-style-type: none"> <li>The Flower</li> </ul> | <p>We follow the E-Safety programme written by National Online Safety. This programme includes two E-Safety themes to be explored each term.</p> <p>During this term, the themes are:</p> <ul style="list-style-type: none"> <li>Online Relationships</li> <li>Online Bullying</li> </ul> |
| <p><b>NSPCC—PANTS</b></p> <p>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.</p> <p>More information about these resources and lessons is available if you wish to speak to your child's teacher.</p>                                                                                                                                | <div>    </div>                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                           |

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 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.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!

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

