



Year Four: Express



Project Question:

Is identity how others see us or how we see ourselves?

Project Values:

Identity	The qualities and features that make you, you.
Pride	Feeling satisfaction and pleasure in your own achievements or those of others.
Self-Respect	Pride and confidence in yourself.
Belonging	Feeling accepted within a group. Fitting in and feeling important.
Compassion	Treating others with love and understanding.

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



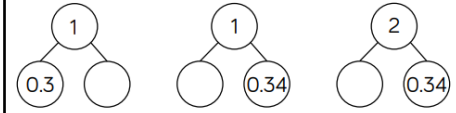
At St Mary's, mathematics is taught daily in a progressive and systematic way, beginning in Reception, all the way through to Year 6. The school uses White Rose Maths as a basis for this planning and sequencing of progression.

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.

1. Number: Decimals (2 weeks)

- Bonds to 10 and 100
- Make a whole
- Write decimals
- Compare decimals
- Order decimals
- Round decimals
- Halves and quarters

Complete the part-whole models.



Here are some examples of the types of questions we will

Ones	Tenths	Hundredths
0	1	3

There are ___ ones,
___ tenths and
___ hundredths.
The number is ____

Place the numbers in descending order.

46.2

9.64

46.02

40.46

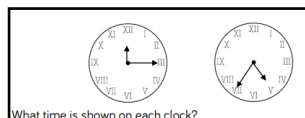
3. Measures: Time (2 weeks)

- Telling the time to 5 minutes
- Telling the time to the minute
- Using a.m. and p.m.
- 24-hour clock
- Hours, minutes and seconds
- Years, months, weeks and days
- Analogue to digital - 12 hour
- Analogue to digital - 24 hour

Write each of these times in the digital format.



Destination	Departs
York	07:10 a.m.
New Pudsey	09:25 a.m.
Bramley	09:42 a.m.
Leeds	10:03 a.m.



2. Measurement: Money (2 weeks)

- Pounds and pence
- Ordering money
- Estimating money
- Convert pounds and pence
- Add and subtract money
- Find change

Convert these amounts to pounds and pence:

357 p

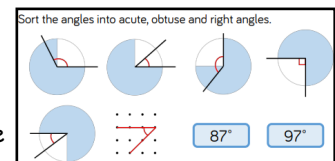
307 p

57 p

370 p

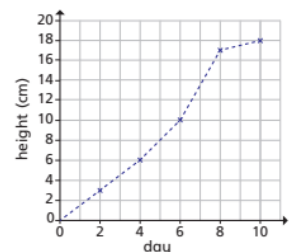
4. Geometry: Shape (2 weeks)

- Turns and angles
- Right angles in shapes
- Identify, compare and order angles
- Recognise and describe 2-D shapes
- Triangles and quadrilaterals
- Horizontal and vertical
- Lines of symmetry



5. Statistics (1 week)

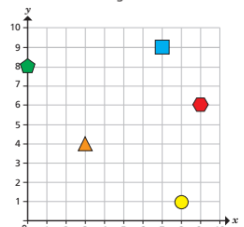
- Interpreting charts
- Line graphs



6. Geometry: Position and Direction (2 weeks)

- Describe position using coordinates
- Drawing and moving on a grid

Some shapes are drawn on a grid.





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 Inform

What was a Viking Warrior like?

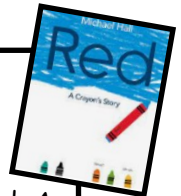
Grammar Focus: Expanded Noun Phrases and Conjunctions



Writing to Express

Narrative writing based on Red: A Crayon's Story by Michael Hall

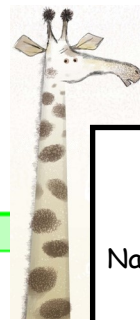
Grammar Focus: Conjunctions and commas for clarity



Writing to Entertain and Express

Retelling the story of Pentecost

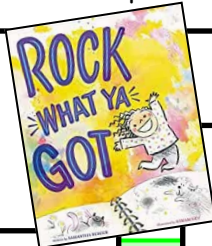
Grammar Focus: Punctuating direct speech



Writing to Entertain

Narrative inspired by Giraffe Problems by Jory John

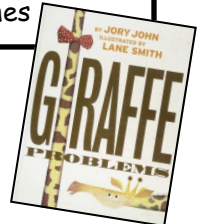
Grammar Focus: Possessive apostrophes



Writing to Express and Entertain

Poetry inspired by Rock What Ya Got by Samantha Berger

Grammar Focus: Vocabulary and rhyme



Answering the Project Question

Is identity how others see us or how we see ourselves?

Writing to Inform

Information writing based on our Science knowledge of Living Things and their Habitats

Grammar Focus: Recap of Y4 Grammar





Year Four: Express



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

RE	PSHE RSE
Hindu Hinduism Atman Brahman <u>Symbol</u> <u>Soul</u> Reincarnation Karma Dharma	Identity Community Belonging Self-awareness

Art & Design	Music
Explore Mix Experiment Apply tone three dimensions shading hatching stippling portrait proportion surface detail abstract	improvise compose combine organise rehearse tempo timbre texture silence staff semibreve minim crotchet quaver rest forte (f) mezzo-forte (mf) piano (p) mezzo-piano (mp) Fortissimo (ff) Pianissimo (pp)

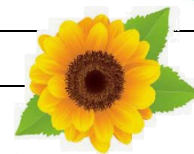


Year Four: Express

Science



Living Things and their Habitats



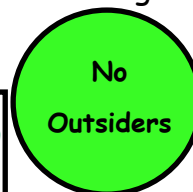
This Science unit is all about Living Things and their Habitats. We discover the different ways that living things can be grouped and classified and how this can be represented using classification keys. We identify living things within our local environment and consider the ways that changes to an environment can be harmful to the animals and plants that live there.

Important Vocabulary: environment, flowering, non-flowering, dangers, human impact, classification

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:

Respectful Relationships & Anti-Bullying	My Happy Mind	No Outsiders	E-Safety
<p>We learn about what it means to have happy and safe relationships. We explore how we can be a good friend and what this means for us at school. Our PSHE learning helps us to identify our special and important relationships and know who we can talk to if we have a worry or problem.</p> <p>Anti-Bullying and preventing Peer on Peer Abuse at St Mary's:</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">To define bullying we say, "STOP -Several Times on Purpose." If this is what has happened, then it is bullying.To encourage pupils to use their voice, we encourage them to: "Start Telling Other People."	<p>During this term, we explore two different My Happy Mind modules.</p> <p>Relate:</p> <p>In this module we find out how to be a good friend. We think about how to listen actively to others and how to see things from a different perspective.</p> <p>Engage:</p> <p>In this module, we think about our future goals and how to set Big Dream Goals that support our happiness and achievements.</p> <p><i>You can access the Parent Portal of the My Happy Mind app for more information about My Happy Mind.</i></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">Red: A Crayon's StoryKing and King	<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">Self-Image and IdentityHealth, Wellbeing and Lifestyle



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.



Year Four: Express



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

Read it...

Read about and research an artist or a musician that expresses themselves through their art. You could then create an information leaflet or a poster on your chosen person.



Write it...

Create an acrostic poem about yourself using your first and last name. Think about including in your poem all the things that make you, you!



Draw it...

Draw, paint, collage or model an image of yourself to express what identity or self love means to you.



Make it...

Make a playlist of songs that are important to you and help show part of your identity. We can show who we are through the songs we love and the lyrics that help us express ourselves.



Visit it...

Research and create your family tree by visiting members of your family. Think about how this impacts your sense of identity and belonging!



Memorise it...

Search for poems about self love or self expression. Learn one off by heart to share with you class!

All of Me

by Jessica McDonald

My hands are for clapping
My arms can hug tight
My fingers can snap
Or can turn out the light

My legs are for jumping
My eyes help me see
This is my body,
And I love all of me!