



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
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.

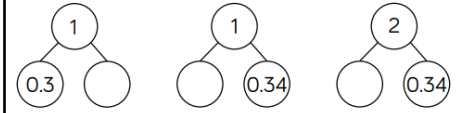
The length of each block of learning is given as a guide: we will adapt how long we spend on new objective in response to what the children need. There is time built into each term for practice and consolidation of previous learning.

1. Number: Decimals (2 weeks)

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

Here are some examples of the types of questions we will

Complete the part-whole models.



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
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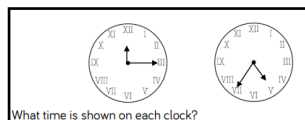
3. Measures: Time (2 weeks)

- 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

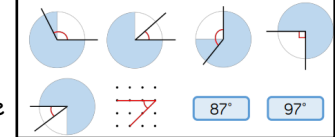
57 p

370 p

4. Geometry: Shape (2 weeks)

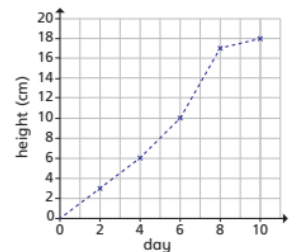
- Turns and angles
- Right angles in shapes
- Identify, compare and order angles
- Recognise and describe 2-D shapes
- Triangles and quadrilaterals
- Horizontal and vertical
- Lines of symmetry

Sort the angles into acute, obtuse and right angles.



5. Statistics (1 week)

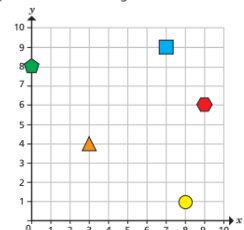
- Interpreting charts
- Line graphs



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?

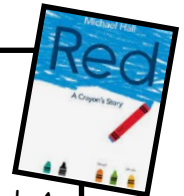
Grammar Focus: Expanded Noun Phrases and Conjunctions



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

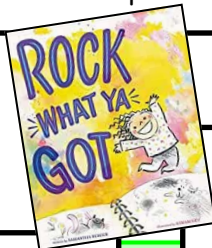
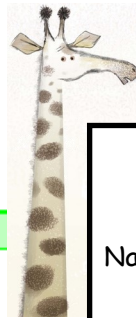
Grammar Focus: Punctuating direct speech



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

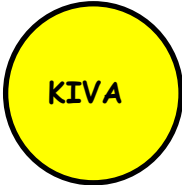




Changing States	Living Things and their Habitats
<p>We compare and group materials together, according to whether they are solids, liquids or gases and make observations about how some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). We identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature..</p>	<p>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.</p>
<p>Important Vocabulary: solid, liquid, gas, state, melting, boiling, cooling, freezing, evaporation, condensation, water cycle</p>	<p>Important Vocabulary: environment, flowering, non-flowering, dangers, human impact, classification</p>

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	No Outsiders	E-Safety
<p>KIVA means kind and we intend that all of our children will learn to be kind and recognise kindness in others and that they will use this learning to become positive members of our school and the wider community. Through progressive learning we will ensure that all children are aware of their own rights and responsibilities as members of the St Mary's family.</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>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 Story King 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 Identity Health, 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.

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



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! 