

## St Mary's Catholic Primary School

2021-22



|                             | Autumn                                                                                                                                                                 |                                                                                                                                                                      | Spring                                                                                                                                                                                                                                                                                                                                                   | Summer                                                                                                                                                                      |  |
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|                             | Roman Rule                                                                                                                                                             | City of a Thousand<br>Trades                                                                                                                                         | World Kitchen                                                                                                                                                                                                                                                                                                                                            | Reign Over Us                                                                                                                                                               |  |
| Y4                          | (History)                                                                                                                                                              |                                                                                                                                                                      | (Geography)                                                                                                                                                                                                                                                                                                                                              | (History)                                                                                                                                                                   |  |
| Deep Question               | What does it mean for man to have dominion?                                                                                                                            | How should we use our<br>God-given gifts?                                                                                                                            | Why are some parts of our world richer or poorer than others?                                                                                                                                                                                                                                                                                            | What does 'servant leadership'<br>truly mean?                                                                                                                               |  |
| Catholic Social<br>Teaching | Theme 1: Dignity of the HumanPersonWhy do we follow the rule of law?What rules our hearts?The Romans – were they good orbad for us?Roman rule's impact onChristianity. | Theme 1: Dignity of the<br>Human Person<br>How do we value the gifts<br>we have been given by<br>God?<br>How can we use these<br>gifts for the benefit of<br>others? | Theme 5: Options of the Poor &VulnerableWhy are some parts of our area<br>richer or poorer than others?Recognise what the needs of those<br>in a poor area (material needs; food<br>and drink; opportunity; education)<br>are. How difficult is it to their<br>change their circumstances for the<br>better? What is the role of a<br>Christian in this? | Theme 7: Stewardship<br>How do people in power fairly<br>distribute wealth and resources?<br>How do those in power act as<br>stewards for our environment and<br>our world? |  |
| Core Text                   | The Orchard Book of Roman Myths by Geraldine McCaughrean                                                                                                               | Victorian Christmas Poem                                                                                                                                             | Oliver Twist by Charles Dickens<br>(Treetops)                                                                                                                                                                                                                                                                                                            | Hutchinson Book of Kings and<br>Queens – Tony Robinson                                                                                                                      |  |

|           | The Leopard in Golden Cage by<br>Julia Edwards                                                                                                                           |                                                                                                                                      | Fairtrade<br>Folk tales                                                                                                                                                                                                                                                                      | Robin Hood (Treetops)<br>Treason – Bernie Doherty                                                                                                                                                                                                                                                                                        |
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|           |                                                                                                                                                                          |                                                                                                                                      |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                          |
| Launch    | Artefacts 'found' in the grounds of<br>the school grounds – children to<br>assist as archeologists. Who do<br>artefacts belong to and to whom<br>may they have belonged. | Victorian walking tour of<br>Harborne.                                                                                               | Food tasting experience and global cultural activities/dance                                                                                                                                                                                                                                 | Class party for a Royal occasion                                                                                                                                                                                                                                                                                                         |
| Celebrate | (Parent sharing afternoon)<br>Children to work together to create<br>a virtual museum to showcase<br>their learning to parents via e-<br>Schools.                        | Victorian Christmas Day-<br>make<br>orange Victorian<br>decorations.                                                                 | Food festival – sharing our different<br>cultural foods. Swapping recipes.                                                                                                                                                                                                                   | Timeline of events displayed<br>around school                                                                                                                                                                                                                                                                                            |
| English   | Roman Myths and Legends<br>Myth<br>Recounts: Letters and Newspaper<br>Reports<br>Adventure Stories<br>Explanation Texts                                                  | Classic Poems<br>Playscripts                                                                                                         | Issues and dilemmas<br>Information texts<br>Poems on a theme<br>Folk tales<br>Persuasion (advertisements)                                                                                                                                                                                    | Story as a theme<br>Classic narrative poetry<br>Non-chronological reports                                                                                                                                                                                                                                                                |
| Maths     | Place value<br>Place value - decimals<br>Written addition and subtraction<br>Written addition and subtraction<br>(problems and inverse)<br>2D shape<br>Time              | Mental multiplication<br>incl. 6x and 9x tables<br>Mental division<br>Written multiplication<br>Length incl. perimeter<br>Statistics | Place valueStatisticsCounting incl. negative numbersFractions and decimalsFractions, decimals anddivisionPosition and directionAreaMultiplication(measures and money)Mental multiplication and writtendivision incl. 7x and 11x tablesPlace valueWritten multiplication2D shape and position | Counting and sequences<br>(statistics)<br>Fractions and decimals<br>(measures)<br>Fractions and written division<br>Measure<br>Volume/capacity and mass<br>Position and area<br>Multiplication facts incl. 12x table<br>and time<br>Place value<br>Statistics<br>Addition and subtraction<br>(statistics)<br>Multiplication and division |

|           |                                                                                                                                                                                                                                                            |                                                                                       | Addition and subtra                                                                                                                                                                                                                                                                                                   | action (statistics)   | Shape                                                                         |                         |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------|-------------------------|
| Science   |                                                                                                                                                                                                                                                            | iving things and their<br>abitats                                                     | Animals including humansSoundScience AdventuresElectricity                                                                                                                                                                                                                                                            |                       | Sound<br>Electricity                                                          |                         |
| Art       | Autumn 1                                                                                                                                                                                                                                                   | Autumn 2                                                                              | Spring 1                                                                                                                                                                                                                                                                                                              | Spring 2              | Summer 1                                                                      | Summer 2                |
|           | Self Portrait Lichtenstein felt tips                                                                                                                                                                                                                       | <b>Eli Helman</b> : tree black felt<br>tips                                           | Cezanne; still life<br>wax crayons                                                                                                                                                                                                                                                                                    | Wheel of colour paint | <b>Picasso</b> :<br>portraits wax<br>crayons                                  | Aboriginal art<br>paint |
| Computing | We Are Software Developers<br>(Developing a simple educational<br>game)<br>Programming                                                                                                                                                                     | We are Toy Designers<br>(prototyping an interactive<br>toy)<br>Computational thinking | We Are Musicians We are Co-Authors                                                                                                                                                                                                                                                                                    |                       | ki)<br>/ collaboration<br>ditors<br>ting HTML)                                |                         |
| DT        | Create and design a Roman sandal.                                                                                                                                                                                                                          |                                                                                       | Taste and evaluate different food<br>Create insulated container                                                                                                                                                                                                                                                       |                       | How key events shaped the world:<br>generate own designs of regency<br>houses |                         |
| Geography | Use maps and atlases to locate<br>where Romans travelled from and<br>settled<br>Roman place names with Britain.                                                                                                                                            | Review an ordinance<br>survey map for<br>Birmingham.                                  | Countries / continents and oceansBritish Empire:Key aspects of human geography<br>(food)-Using maps – understand<br>British colonies where an<br>she had most influence.Extend knowledge beyond local area<br>& the UK to Europe, North & South<br>America.Compare the culture of the<br>countries – draw out British |                       | where and where<br>fluence.<br>Iture of these                                 |                         |
| History   | Use evidence to ask and answer<br>questions about the Roman's<br>impact on Britain.<br>Use primary and secondary sources<br>to learn about who, where and<br>were the Romans.<br>Explore key concepts 'invading' and<br>'settling'.<br>Black History Month | happened in the locality throughout history.                                          |                                                                                                                                                                                                                                                                                                                       |                       | ritish Monarchy<br>he history of                                              |                         |

| MFL                         | *tu aimes ?                                                       |           | *sentences with être and positions    | *la tête                         |  |
|-----------------------------|-------------------------------------------------------------------|-----------|---------------------------------------|----------------------------------|--|
| Games:                      | *Tu as?                                                           |           | *dans la boite il y a                 | *mon monstre                     |  |
| -Pictionary                 | *Le verbe être ( to be) understanding the French pronouns         |           | *Où est la fille                      | *Le verbe avoir: to have         |  |
| -Jacques a dit              |                                                                   |           | *la famille                           | *counting to 50                  |  |
| -Hangman                    | Questions                                                         |           | *possessives: mon, ma, mes            | 5                                |  |
| I'm thinking of a number je |                                                                   |           | *counting to 40                       | Questions                        |  |
| pense à un chiffre)         | Quel est ton animal préféré?                                      |           |                                       | Comment ça va? Ça va mal, j'ai   |  |
| (higher/lower)              |                                                                   |           | Questions                             | mal                              |  |
| Boys versus girls (les      | Songs                                                             |           |                                       |                                  |  |
| garcons contre les filles)  |                                                                   |           | Comment s'appelle ton/ta              | Story:                           |  |
| Silent counting             | Être fatigué                                                      |           | II/Elle s'appelle                     | Boucle d'or et les 3 ours        |  |
| 21                          | Christmas song                                                    |           | .,                                    |                                  |  |
| Nots and crosses            |                                                                   |           |                                       | Songs:                           |  |
|                             |                                                                   |           |                                       |                                  |  |
|                             |                                                                   |           |                                       | Avoir une tête                   |  |
|                             |                                                                   |           |                                       | Alouette                         |  |
| Music                       | Mamma Mia                                                         |           | Lean On Me                            | Blackbird                        |  |
|                             |                                                                   |           |                                       |                                  |  |
| PE                          | Cricket                                                           | Athletics | Swimming                              | Football                         |  |
|                             |                                                                   |           |                                       | Tennis                           |  |
| RE                          | A. Creation & the story of                                        | C. Advent | D. Christmas                          | I. Easter                        |  |
|                             | Abraham to Joseph                                                 |           | K. Sharing the life of Christ G. Lent | L. Special Roles and             |  |
|                             | E: Jesus light of the world &                                     |           |                                       | Responsibilities                 |  |
|                             | Beloved Son                                                       |           | H. Holy Week                          | J. Pentecost                     |  |
|                             | B. Jesus teaches us how to pray                                   |           |                                       | F. Old testament: Moses to King  |  |
|                             |                                                                   |           |                                       | David                            |  |
| RSHE                        | Created and Loved by God                                          |           | Created to Love Others                | Created to Live in Community     |  |
|                             | Religious Understanding                                           |           | Religious Understanding               | Religious Understanding          |  |
|                             | Session 1: Get up!                                                |           | Story Sessions: Jesus, My Friend      | Session 1: A Community of Love   |  |
|                             | Session 2: The Sacraments                                         |           |                                       | Session 2: What Is The Church?   |  |
|                             | Me, My Body, My Health<br>Session 1: We Don't Have To Be The Same |           | Personal Relationships                |                                  |  |
|                             |                                                                   |           | Session 1: Friends, Family and        | Living in the Wider World        |  |
|                             |                                                                   |           | Others                                | Session 1: How Do I Love Others? |  |
|                             | Session 2: Respecting Our Bodies                                  |           | Session 2: When Things Feel Bad       |                                  |  |
|                             | Session 3: What Is Puberty?                                       |           |                                       |                                  |  |
|                             | Session 4: Changing Bodies                                        |           | Keeping Safe                          |                                  |  |
| L                           | Jession 4. Changing boules                                        |           | Rechille Sale                         |                                  |  |

| En<br>Se<br>Se<br>Lif | ssion 5: Discussion Groups<br>notional Well-Being<br>ssion 1: What am I Feeling?<br>ssion 2: What Am I Looking At?<br>ession 3: I Am Thankful<br>fe Cycles<br>ssion 1: Life Cycles | Session 1: Sharing Online<br>Session 2: Chatting Online<br>Session 3: Safe In My Body<br>Session 4: Drugs, Alcohol and<br>Tobacco<br>Session 5: First Aid Heroes |                         |  |  |  |
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|                       | Additional learning                                                                                                                                                                |                                                                                                                                                                  |                         |  |  |  |
| Additional Learning   | Autumn                                                                                                                                                                             | Spring                                                                                                                                                           | Summer                  |  |  |  |
|                       | Super Science Learning Day                                                                                                                                                         | National Geography                                                                                                                                               | Health and Fitness Week |  |  |  |
| National Railway      | National Railway Mental Health Week                                                                                                                                                |                                                                                                                                                                  | Money Week              |  |  |  |
| Project (STEM)- TBC   | Anti-Bullying Week                                                                                                                                                                 | E-Safety Day                                                                                                                                                     |                         |  |  |  |
|                       | National Poetry Day                                                                                                                                                                |                                                                                                                                                                  |                         |  |  |  |
|                       | Roald Dahl                                                                                                                                                                         |                                                                                                                                                                  |                         |  |  |  |
|                       | Inspire Workshop                                                                                                                                                                   |                                                                                                                                                                  |                         |  |  |  |
|                       |                                                                                                                                                                                    |                                                                                                                                                                  |                         |  |  |  |
|                       |                                                                                                                                                                                    |                                                                                                                                                                  |                         |  |  |  |