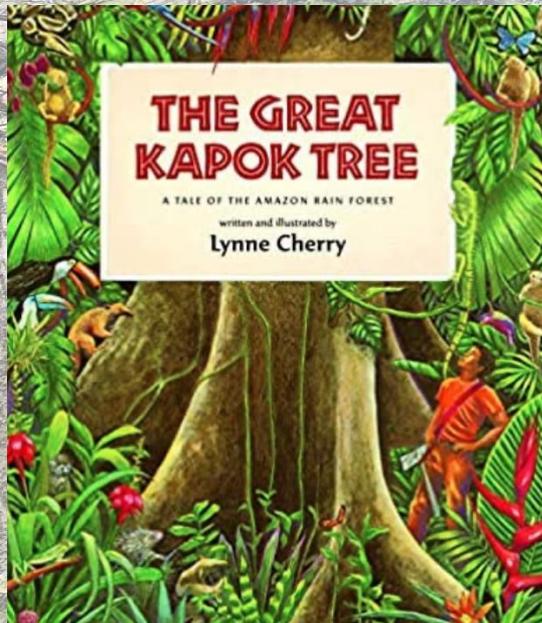




Be all you can be
Hayes School



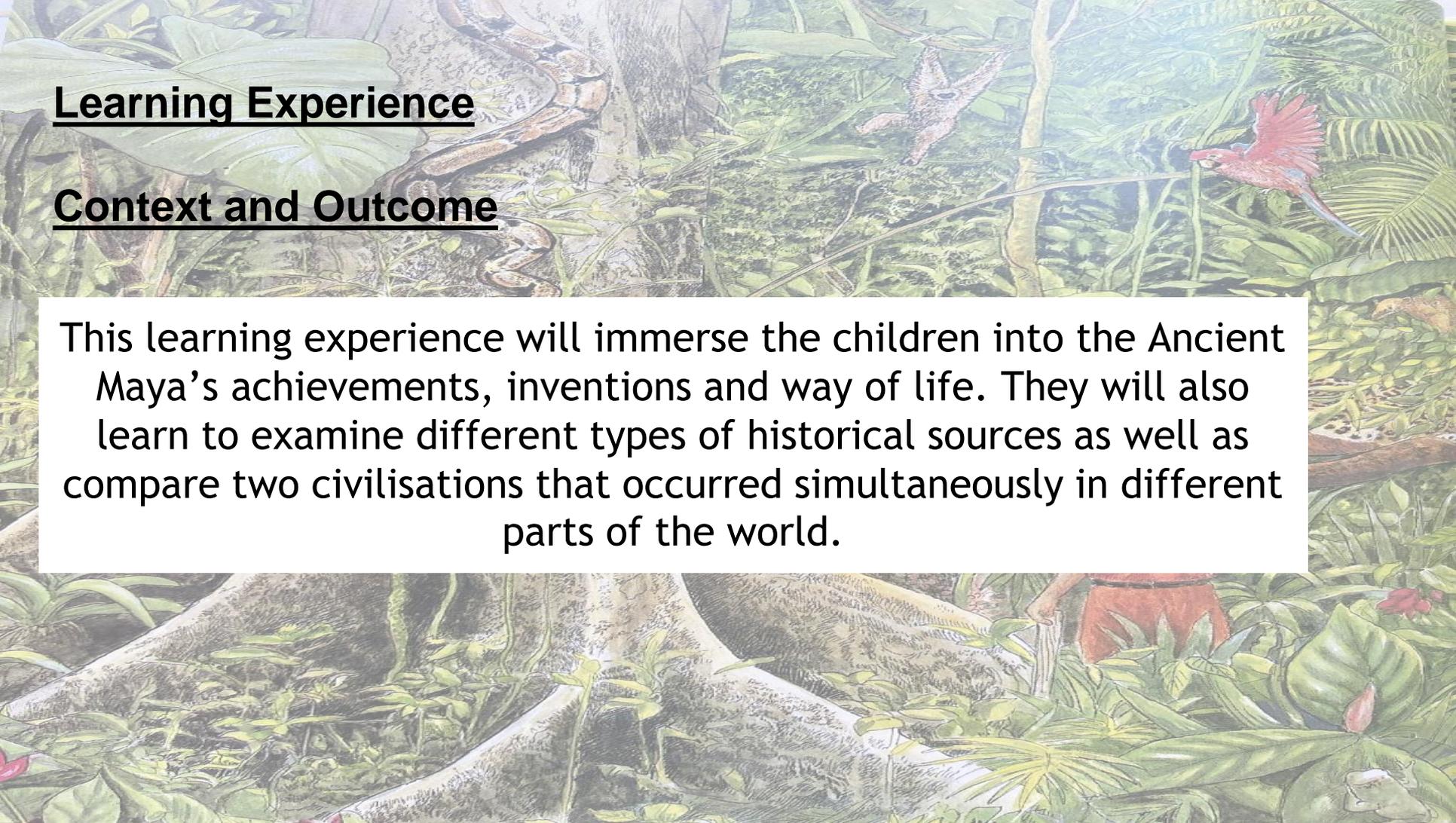
Responsibility Success Aspirations Resilience Discovery **Friendship**



Be all you can be

Hayes School

At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background in order that they leave us as good human beings - happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. At Hayes, we also aim to equip our children with the ability to 'think' in order to make sense of an ever-changing world. Our curriculum has been designed, with thinking at its heart, to achieve our ultimate vision: all children will live fulfilling and happy lives, being all they can be.



Learning Experience

Context and Outcome

This learning experience will immerse the children into the Ancient Maya's achievements, inventions and way of life. They will also learn to examine different types of historical sources as well as compare two civilisations that occurred simultaneously in different parts of the world.

Curriculum Questions

BIG Question

Were the Maya an advanced civilisation?

History Questions

Who was alive at the same time as the Ancient Maya?

Why were maize and chocolate so important to the Maya people?

What did the Maya believe in?

How did the Maya writing and number systems work?

How do we know about the Maya civilization?

How do the achievements of the Ancient Maya compare with that of Roman Britain?

What dates did significant events occur within the Maya Civilisation?

Geography Question

Where were the great city states of the Maya people?



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Year 4: Summer 2 2022

ENGLISH

In English this half term, we will be creating a wide variety of writing outcomes based on our book *The Kapok Tree*. Firstly, we will be working collaboratively to create a poem based on the sights and sounds of the rainforest. We will also be creating presentations based on the rainforest and the dangers they face today. Further to this, we will take part in a whole class debate leading us on to creating our own argument piece of writing.

The *Kapok Tree* story ends with the man dropping his axe and leaving the forest, we will be writing our own individual continuation of this story. These will be filled with descriptive phrases and rich vocabulary

MATHS

We have lots of maths left to learn in the final two months of Year 4! Beginning with time, the children will be reading, writing and converting time between 12 and 24 hour clocks, both digital and analogue. They will also solve problems between units of time (e.g hours to minutes).

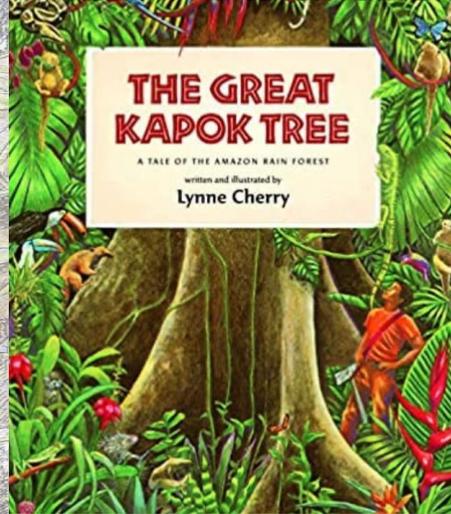
The children will also complete a week of statistics, presenting and interpreting data on different charts. Finally, they will learn the names of some new triangles and quadrilaterals, discover how to draw shapes onto a 2D grid using coordinates to plot points, and describe movements between positions as translations of a given unit using left/right and up/down.

English- Texts

Main text:

The Great Kapok Tree by Lynne Cherry

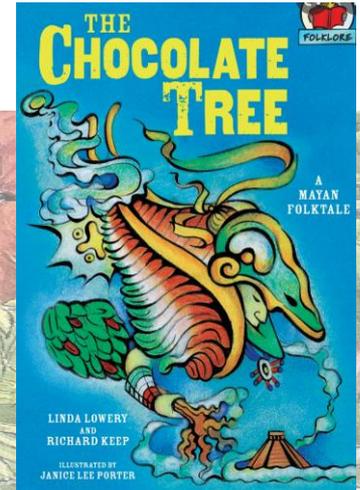
A man is ordered to cut down a great Kapok tree. He begins the task and when he tires, falls asleep at its foot. Successive animals, birds, insects and finally a child of the Yanomamo tribe all whisper in his ear cogent reasons for why he should not continue. When he awakes, will they have influenced him and what choice will he make? The book begins and ends with a map showing whereabouts in the world there are tropical rainforests and a diagram demonstrating the layers of such a forest.



Supporting texts:

The Chocolate Tree by Linda Lowery and Richard Keep

For Forest by Grace Nichols



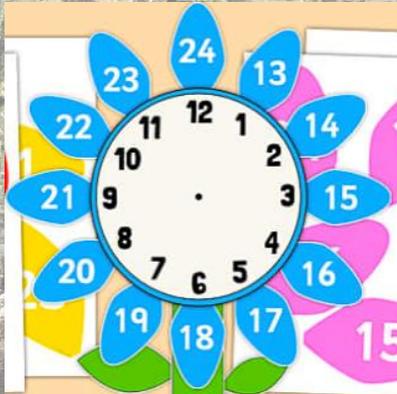
Vocab Dozen

Cacao beans	A seed from a small tree, which cocoa and chocolate are made
Chichen Itza	A large pyramid/city built by the Maya people over 1,500 years ago
Glyphs	Symbols used in the Mayan writing system
Kukulcan	The serpent God of the Maya people
Maya people	Indigenous people of Mexico and Central America (Mesoamerica)
Mexico	A country in the continent of North America, where the Maya people lived many years ago.
Monument	A statue, a building, or a structure, that is built to remember a certain person or event.
Rainforest	An area of tall, mostly evergreen trees and a high amount of rainfall
Supply and demand	The idea that the price of goods will go up, if more people want to buy the goods. Or go down, if less people want to buy the goods.
Temple	A building used for religious worship of Gods and Goddesses.
Timeline	A line used to show the years in which important events occurred, in time order, with the oldest events to the left of the line.
Trade links	Buying and selling of goods that happens between countries.

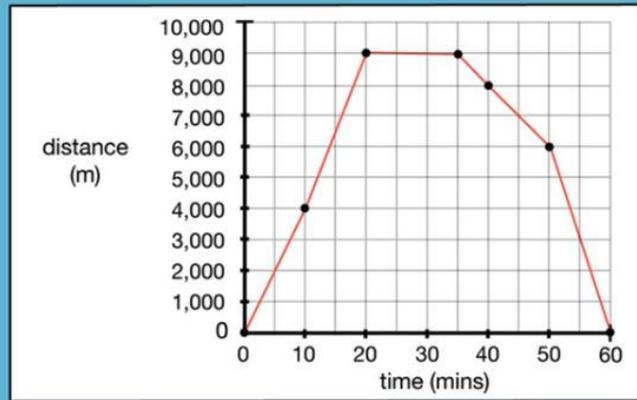
Maths- models and images

Statistics

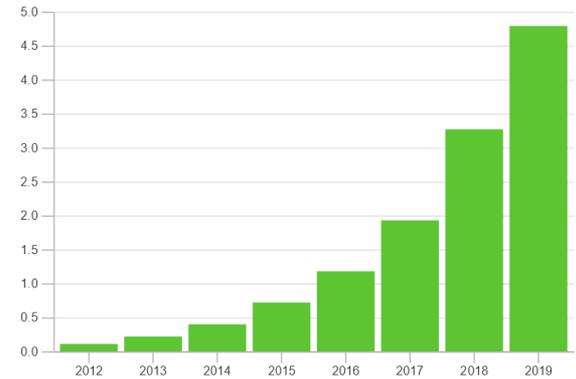
Time



Altitude of an Aeroplane Flying From London to Manchester



Worldwide Number of Electric Cars



Source: Statista.com

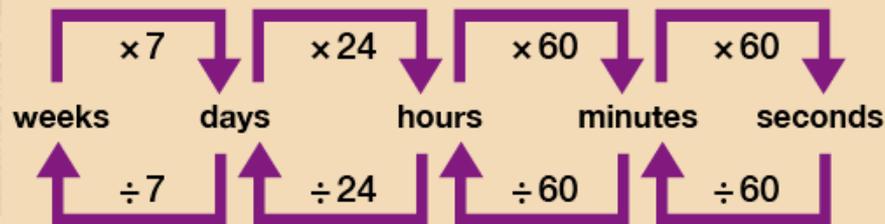
Analogue



am

Digital

9:13 am



Maths- models and images

Geometry



Square



Rectangle



Rhombus



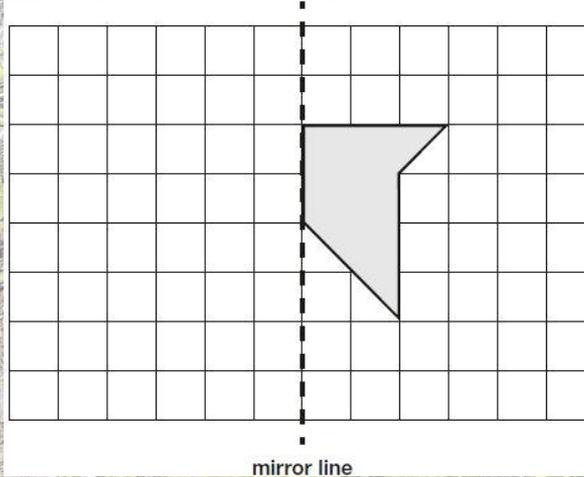
Trapezium



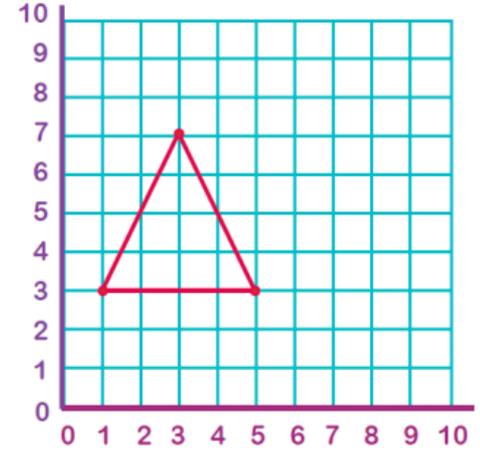
Parallelogram



Kite



mirror line



Equilateral triangle



All 3 sides are an equal length. All 3 angles are an equal size.

Right-angled triangle



Has one right angle.

Isosceles triangle

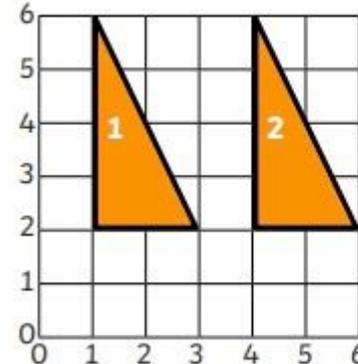


2 sides are an equal length. 2 angles are an equal size.

Scalene triangle



All sides and angles are a different



This right-angled triangle is translated **right 3**.

Draw the triangle in its new position.



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Year 4: Summer 2 2022

Driver Subject: History

We will learn about the Ancient Maya Civilisation and the impact that this society had on the world as well as why they were considered an advanced society.

We will examine and compare a range of historical sources as well as develop our chronological understanding of the past.

The children will compare the achievements of the Maya people with that of the Romans.

Supporting Driver Subject: Geography

As part of our Mayan learning, we will explore trade links that sees products travel from countries in North and South America to be made into chocolate in the United Kingdom. In addition, they will learn about supply and demand.

Locational knowledge will be developed through naming eight major capital cities, four countries from both the northern and southern hemispheres. They will also learn about some of the differences of life between the UK and Mexico.



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SCIENCE

This term in Science, we are learning all about sound. How are sounds made? How do sounds travel all the way into our ears? How are different types of sounds made, such as high and low pitches, or different volumes? Why is it that a sound gets fainter the further away we travel from it?

The children will explore and test with different instruments to help them acquire some of this knowledge. We will also be doing our best to give children every opportunity to remember previous learning across the whole year, through lots of discussion, games and quizzes.

Year 4: Summer 2 2022

COMPUTING

In this unit, pupils will learn about hardware and software. Pupils will be able to explore the different parts and functions of a desktop computer.

MUSIC

The children will learn how to read notation composed of two or three 4-beat bars of crotchets (1 beat), paired quavers (1/2 beat per quaver), minims (2 beats) and crotchet rests on a musical stave using the pentatonic scale notes C, D, E, G and A. They will play these melodies on either a xylophone or marimba. The children will also continue to learn 'In the Jungle' on the xylophones and marimbas in 3 parts: alto, tenor and bass. Together with Y3, Y4 will also have a weekly Singing Assembly, where they will develop their ability to sing in rounds.



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Year 4: Summer 2 2022

R.E

This term in R.E., we will be looking at the question 'How and why do people try to make the world a better place?' We will explore religious and non-religious ways individuals try to make the world a better place.

PSHE

In PSHE this term, we will be exploring how everyone is unique and special and how these physical differences come from our birth parents. We will also look at the changes that occur when we reach puberty, introduce vocabulary linked to the reproductive system and explain how a baby is created.

P.E

In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.

MfL (French)

In French this term, pupils will learn how to name and recognise up to 10 different flavours for ice cream. Pupils will be able to ask for what flavour they would like and if they would like it in a cone or pot.