

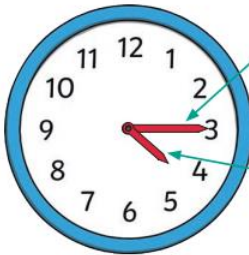


Subject: Maths Topic: Time

During this unit your children will cover the following during their Maths lessons, as well as weekly arithmetic tests.


- ▶ 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

Analogue and Digital Clocks




Minute Hand
The long hand points to the minutes past the hour.


Hour Hand
The short hand points to the hour. If this hand is pointing between the hours, it is the earlier hour of the two.




twelve o'clock





quarter past twelve






half past twelve





quarter to one





There are **60 seconds** in an minute.



There are **60 minutes** in an hour.



There are **24 hours** in a day

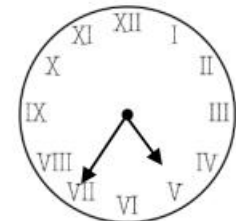
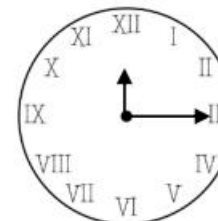


There are **7 days** in a week.



There are **12 months** in a year.

Which of the hands is the minute hand and which is the hour hand?
 Is the minute hand past or to the hour?
 How many minutes past/to the hour is the minute hand?
 If the minute hand is pointing at the 6, how many minutes have passed in this hour?
 What do you notice about the clocks?
 Which Roman numeral represents the number ___?
 Do we ever say "45 minutes to" the hour?



Key Vocabulary
12-hour time
24-hour time
Roman numerals
analogue
digital
hours
minutes
seconds
o'clock
half past
quarter past
quarter to
midday
midnight
noon
a.m.
p.m.



Unit Name – Lent

Key Vocabulary

Gospel, Easter, Thomas, disciple, Mary Magdalene, Ascension.

Learning Outcomes

- Children will know that the four Gospels contain accounts of the Resurrection of Christ.
- Children will be able to understand the transforming effect this had upon the disciples.
- Children will know that the Ascension reminds Christians of the promise of Christ to remain always with them.

Unit overview – In this unit the children will be introduced to accounts of the Resurrection appearances of Christ in the four Gospel. They will learn about the different reactions of people to the news that Christ was alive. In this unit the children will study the story of the Ascension and will learn about Christian belief in the presence of Christ in the world today.

Christians believe that Jesus Christ was the Son of God, given as a sacrifice so that humans would have the possibility of eternal life in Heaven. Jesus' crucifixion, resurrection and ascension are key events that shape Christian beliefs. For Christians, the resurrection is the belief that Jesus came back to life three days after he died on the cross. The Gospel of Matthew (28:1–10) includes a detailed account of how Jesus' followers discovered that he had been resurrected:

- Mary Magdalene and Mary, Jesus' mother, go to Jesus' tomb on the Sunday after the crucifixion.
- An angel appears like lightning and rolls away the stone covering the entrance to the tomb, causing an earthquake. The guards at the tomb are so afraid that they shake and become like dead men.
- The angel speaks to the women, telling them that Jesus is not there, that he has risen from the dead and that he is on his way to Galilee.
- The women rush away to tell Jesus' disciples.
- Jesus greets them on the way. The women clutch his feet and worship him. He tells them not to be afraid and tells his followers to go to Galilee to see him there.

Belief in the resurrection is central to Christianity. It shows that Jesus defeated death, and it is considered by many Christians to be proof of life after death. Many Christians also think of Jesus' resurrection as evidence of God's omnipotent and omnibenevolent nature.

batik	A technique to create patterns on fabric.
colour palette	A range of colours grouped together to look nice.
craft	Something creative and useful.
design	A decorative pattern or drawing of what something might look like.
industry	Companies and activities that design and make products, sometimes in a factory.
pattern	A design in which shapes, colours or lines are repeated.
repeat	When the same thing occurs more than once.
theme	Similar ideas that work together as a group.

Mood board

A collection of images and colours showing a project theme.

- ### Artists
- Ruth Daniels
 - Senaka Senanayake
 - William Morris
 - Megan Carter

Glue batik

Step 1

Paint the design onto fabric with PVA glue. Then allow it to dry completely.

Step 2

Use acrylic paints to add colour and patterns. Cover the entire piece of fabric, painting over and around the dry glue. Allow to dry.

Step 3

Wash out the glue. As it dissolves it will feel slimy. Keep going until you can't feel any more glue. Lay your fabric flat to dry.



Where did the Ancient Maya live?

The Ancient Maya were people who made their homes in an area known as Mesoamerica. Mesoamerica is the strip of land joining North and South America together. They lived for thousands of years.

The Ancient Maya people shared a common culture and religion but they lived in different city-states. Each city-state had its own ruler.

You can see some of the different city-states on this map.

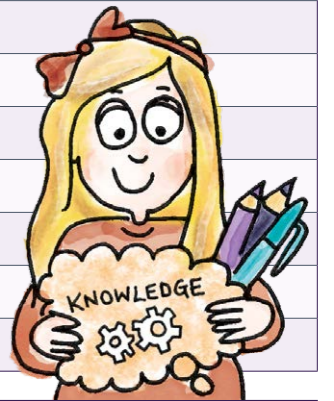


Timeline

- 2000BC
- c.1750BC – First settlements.
- 1000BC – Maya begin to form larger cities.
- 600BC – Successful farming means cities grow larger.
- 500BC – First pyramids built.
- 400BC – Evidence of writing.
- 300BC – Cities are now ruled by kings and queens.
- 400AD to 900AD – Maya golden age.
- 900AD – Some cities abandoned, new cities built.
- 1500AD – Europeans arrive.
- 2021AD – Descendants of the Ancient Maya still live today.

Glossary

1	Maya	the indigenous people of Yucatan and other areas of Central America
2	ancient	something in the very distant past and no longer in existence
3	civilization	a society, culture and particular way of life in a certain area
4	temple	a building devoted to the worship of a god or gods
5	city-states	a city and the surrounding areas which have their own ruler
6	archaeologist	a person who studies human history and prehistory by examining sites and artefacts
7	god/goddess	a superhuman being or spirit who is worshipped
8	ancestor	a person in your family that lived before you
9	worship	to show devotion to a person or a god/goddess
10	sacrifice	killing an animal or a person as an act of worship
11	corn	a plant originating in Central America — also known as maize
12	cacao	seeds from a tree that you can make chocolate from
13	codices	an ancient text in the form of a book
14	glyphs	a character or symbol that stands for a word or part of a word
15	base-20	a number system which works in groups of 20
16	Tzolk'in	the 260-day Maya calendar
17	Haab	the 365-day Maya calendar
18	Long Count	the Maya calendar which measures 1,872,000 days
19	invaders	people who enter a country or region so they can take it over
20	decline	to go down or decrease slowly



Significant People and Places



Central America	Tikal	Chichen Itza	Palenque
Central America is a region found in the southern tip of North America, where the continent joins with South America. The Ancient Maya were one of the great civilizations located in this part of the world.	Tikal is the ruin of a great Ancient Maya city which may have been called Yax Mutal. It is located in a rainforest in modern day Guatemala and was one of the most powerful Maya cities. The Tikal Temple is 47 metres high.	Chichen Itza was built by the Ancient Maya in the Northern Lowlands. It was one of the largest cities and in the centre is the Temple of Kukulcan.	Palenque was an Ancient Maya city-state found in modern day Southern Mexico. It is smaller than Tikal and Chichen Itza but has some of the best architecture and carvings. Pakal the Great ruled here.

Significant People and Places



Ix Chel and Chaac	Great Ball Court	Pakal the Great	The Red Queen
Two of the many Ancient Maya gods and goddesses. Ix Chel was the goddess of the moon, water and cycle of life. Chaac was the god of rain. He could strike with his lightning axe and thunder and rain would come.	The Great Ball Court is located in Chichen Itza but ball courts like this one were found in cities across the Maya lands. Here they played and watched the game of 'Pok-a-Tok'. The game was a life or death battle.	Pakal the Great ruled over the city-state of Palenque. He ruled for 68 years — the longest in history of any ruler in the Americas.	This mask was uncovered in the Tomb of the Red Queen in Palenque. The remains in the tomb are thought to belong to Lady Ix Tz'akbu Ajaw, the wife of Pakal the Great.

Year 4: Samba and carnival sounds and instruments (South America)

Musical style: Samba



Samba is a Brazilian music style which forms a part of everyday life in Brazil. It is used for celebrations, including the Rio Carnival, and even in football! It is a style of music which layers syncopated rhythms on multiple percussion instruments.

Instruments

Untuned percussion

Percussion instruments you **cannot** play a tune on.

Agogo



Caixa



Chocahlo



Ganza



Repique



Surdo



Tamborim



Vocabulary

Rhythm

A pattern of long and short sounds (and silences) within a piece of music.

Syncopation

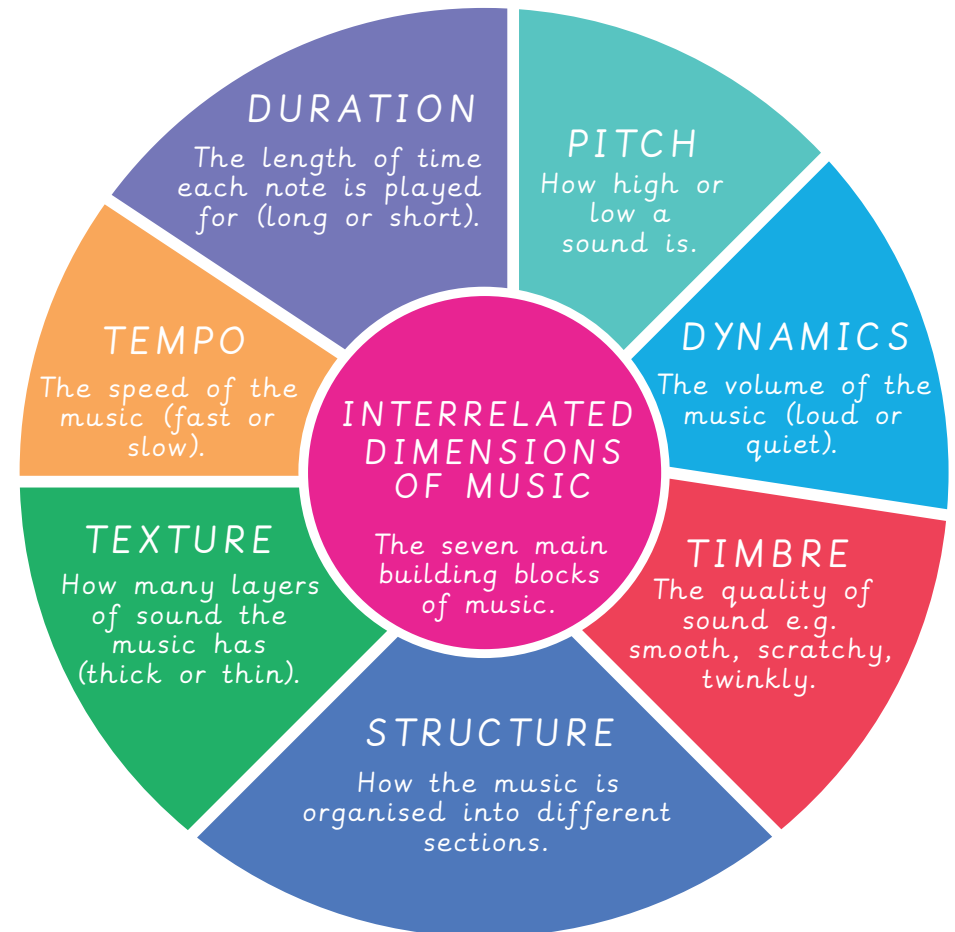
A type of musical rhythm in which the strong notes are not on the beat.

Off-beat

The beats in between the ones you would naturally clap on.

Break

A four or eight beat rhythm which is usually played once or twice.





Glossary

1	amplitude	the height of a sound wave — gives the volume
2	damage	to hurt or have a negative effect on something
3	distance	the space between two points
4	frequency	how often something happens — gives the pitch
5	gas	one of the three states of matter — air is a gas.
6	hear	when we recognise that there is a sound
7	inner ear	the most internal part of the ear
8	instrument	a tool that is sometimes designed to make sounds
9	liquid	one of the three states of matter — water is a liquid
10	middle ear	the middle part of the ear
11	outer ear	the first part of the ear — mostly on the outside
12	pitch	how we describe how high or low a sound is
13	protect	to keep something safe from harm or injury
14	solid	one of the three states of matter — ice is a solid
15	sound	something that can be heard — caused by vibrations
16	travel	when something moves from one place to another
17	tuning fork	a device which vibrates to make a sound
18	vibration	when something is moving quickly back and forth
19	volume	how we describe how loud or quiet a sound is
20	wave	how sounds travels — not in a straight line

What is sound?

Sound is a type of energy and travels in waves of vibrating particles. We learnt about these particles in our first science unit this year — States of Matter. We know that these particles are vibrating even though we cannot see them.

Sound waves can travel through solids, liquids and gases. This is why we can hear our friends playing in the playground, why we can hear when we are underwater and why we can hear sounds that are from something in another room.

Listen carefully to what is happening around you. What sounds can you hear? Where are they coming from? What have the waves needed to travel through to get to your ears?

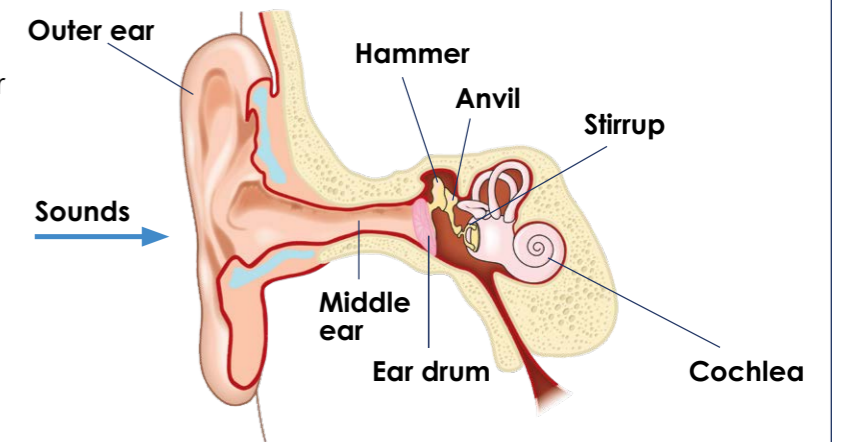


How do we hear?

Our ears are made up of three parts: the outer ear, the middle ear and the inner ear. These three parts work together carefully to turn sound waves into something we can hear.

Once the sound waves reach our outer ear, the vibrations move along the ear canal until they reach the eardrum. The eardrum then moves those vibrations to our middle ear. The middle ear is made up of three tiny bones. These three bones are called: the hammer, the anvil and the stirrup. The vibrations move through the bones to the inner ear.

Once in the inner ear, the vibrations reach the cochlea. This part of our ear is shaped like a snail and contains thousands of tiny hair cells. These hair cells turn the vibrations into electric signals and these signals are sent to the brain by the auditory nerve. The brain then lets you know that you can hear something and also what that something is.



What is pitch?

Pitch is how high or low a musical note or other sound is. If a sound wave is caused by quicker, more frequent vibrations, the pitch will be higher and if a sound wave is caused by slower, less frequent vibrations, it will have a lower sound.

Different instruments have been designed to have different pitches. For example, a xylophone has bars that are different sizes. When you play them, the longer bars will vibrate much more slowly than the shorter bars and this is why the pitch of the bars gets higher or lower as you move along.



What is volume?

Volume is how loud or quiet a sound is. If a sound wave has stronger, more intense vibrations, the sound will be louder. If a sound wave has weaker, less intense vibrations, the sound we hear will be quieter. We can change and control the volume of a sound ourselves. For example, if we hit a drum harder, the vibrations will be stronger, and the sound will be louder.

