

This term we are *working as historians*

Essential Question: Who benefitted from the Strangers coming to Norwich and how?

REAL	Reading	Writing	Oracy
<p>REAL</p> <p>This term, we are <i>working as historians</i>, using songs from The Common Lot's 2017 show <i>Come Yew In!</i> as inspiration for exploring stories of migration and settlement from Norwich's past. Year 4 are learning about the impact that the arrival and eventual settlement of the Strangers has had on Norwich, from Tudor times to the present day. The project will culminate in a School's Research Conference on March 23rd where projects are presented to peers, families and project partners.</p>	<p>Reading</p> <p>As the children work <i>as historians</i> they will be engaging with a range of fiction and non-fiction text to deepen their understanding of the themes associated with their project focus. There will be a visit from an educator from the Records Office who will enable the children work directly with relevant texts, documents and other archival artefacts.</p>	<p>Writing</p> <p>Children will write for a range of purposes and audiences and across a range of genres throughout the project. These include diary entries, newspaper articles, stories and drama. They will also carry our incidental writing (blog posts) and reflective, evaluative short burst writes.</p>	<p>Oracy</p> <p>The project provides regular planned opportunities for the children to continue to develop powerful oracy skills through a range of activities under the elements of powerful and purposeful talk:</p> <ul style="list-style-type: none"> Physical – voice and body language Linguistic – Vocabulary, language Cognitive – content and structure of talk, seeking information and clarification through questions Social and emotional – working with others, listening and responding, audience awareness
<p>Maths</p> <p>Children will continue to develop their mastery of the core mathematical skills of fluency, reasoning and problem solving across the 4 main operations (addition and subtraction, multiplication and division), area, perimeter and geometry.</p>	<p>Homesteading</p> <p>Thursday is Homesteading day for Year 4 where they are engaged in a range of activities on a 4 week carousel throughout the year. The carousel includes gardening and growing, animal care, seasonal cooking and crafts.</p>	<p>Thrive</p> <p>All children have three 30-minute whole class Thrive sessions each week. The sessions are age-appropriate and activities are set based on the teacher's knowledge of the children</p>	<p>Philosophy</p> <p>Starting in April 2020</p> <p>What's in the news?</p> <p>Weekly discussion on the big issues in the news</p>
<p>Music</p> <p>30-minute singing and general musicianship lesson with Sistema (whole class)</p> <p>Additional music opportunities</p> <p>Sistema orchestra (1.5 hours after school on Tuesday and Friday weekly) Bandwagon (Thursday mornings)</p>	<p>Sex & Relationship Education (SRE)</p> <p>Growing up</p> <p>Lesson 2: What is puberty?</p> <p>Discuss male and female body parts using agreed words</p> <p>Know some of the changes that happen to the body during puberty</p>	<p>Physical Education</p> <p>60 minutes of physical education each week</p> <p>Spring term</p> <p>Invasion games (team games - hockey) Invasion games (tag rugby - football)</p>	<p>Forest Schools</p> <p>60 minutes of outdoor learning each week</p> <p>Spring term</p> <p>Dens and shelters / mud kitchen / tarps, ropes and knots / swings and hammocks / natural art introducing the hand drill and bow saw / fire lighting / pond dipping</p>
<p>Art and Design</p> <p>Children engage in a range of art activities. Some of these form part of early morning work and some relate to the REAL project of <i>working as historians</i></p>	<p>Computing</p> <p>Children use computers for a range of research and presentational activities in support of their independent and team projects</p> <p>Internet safety</p> <p>Children explore how to stay safe online during their year team circle</p>	<p>Modern Primary Languages</p> <p>Each class will have 30 minutes of Rigolo Primary French teaching each week</p>	<p>Homework</p> <p>We don't set homework, but do expect children to read daily and to record this in their Reading Record.</p> <p>Opportunities to follow-up REAL learning from class will be explored with individuals and activities will be self-set. These may or may not link directly to the Pupil Outcome</p>