Year 4 Autumn 2:

Seeking Sanctuary: *Why did the Strangers come to Norwich, and how did they change the city and Britain?*

What we're reading: The Boy at the Back of the Class by Onjali Q. Rau´f.

On a perfectly ordinary school day, something extraordinary happens: a boy with pale skin, lion eyes and a tattered red rucksack walks in.
Unable to speak English and seated at the back of the class, Ahmet 'the refugee kid' becomes the perfect target for bullies and rumours alike.
But Ahmet has also captured the attention and empathy of a fellow classmate, who will do anything to help him find his family. Even if that involves a plan - or five, and the Queen herself!
Told with heart and humour, The Boy at the Back of the Class is a child's perspective on the refugee crisis, highlighting the importance of friendship and kindness in a world that doesn't always make sense.

What we're writing:	A diary entry and a Newspaper Report.

Humanities: History, Geography, Art, Modern Foreign Languages, RE, Music, RSHE

As Historians, we will explore why people settled in Norwich during the 1500s and investigate why the Strangers left their homes to come here. We will learn about the Strangers' lives and discover how refugees were received in the city. We will use evidence and historical sources to understand how people in Norwich reacted to the arrival of the Strangers and how their presence changed the city. Finally, we will evaluate different sources to draw our own conclusions about how migration shaped Norwich and Britain over time. This will lead us to understand their legacy.

As Geographers, we will begin to explore the different reasons people migrate. This will be tied to our work in English on refugees and our work in History on the Strangers.

As Artists, we will explore the use of cubes and 3D structures, creating light boxes with a wide variety of materials.

RE Enquiry: What do we mean by truth? Is seeing believing?
We will be exploring the idea of becoming philosophers, and what philosophy is. We will discuss the concept of truth and axioms (something we accept as true without needing to have proof).

Humanities Vocabulary	Definition
Migration	The movement from place, region or country to another.
Refugee	A person who has been forced to leave their country to escape war, persecution, or natural disasters.
Trade	Buying and selling goods; an important reason why Norwich was a successful city.
Strangers	Refugees from the Low Countries (Belgium and the Netherlands) who came to Norwich in the 1500s.
Sanctuary	Refuge or safety from pursuit, persecution, or other dangers.
Evidence	Information from the past (like letters, maps, or artefacts) that helps us understand history.
Source	Something that tells us about the past. Primary source: From the time (e.g. letters, maps, artefacts). Secondary source: Created later by historians (e.g. books, websites).

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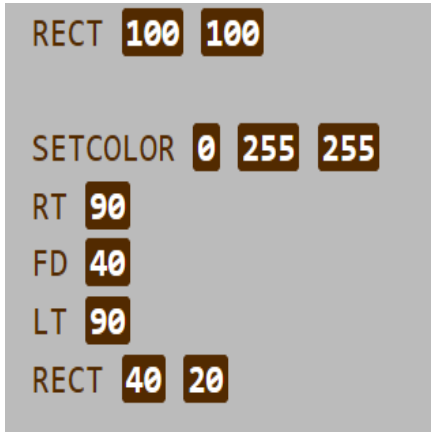
As Mathematicians, we will be learning about area, multiplication & division. We will explore the relationship between the 3, 6 and 9 times tables before learning and using the 7, 11 and 12 times tables. We will then apply this knowledge to solve problems.
We will then look at what happens when we multiply by one and zero, how to divide a number by 1 and itself, before finishing up with multiplying three numbers together.

As Sportspeople, we will develop and apply sending and receiving and counterbalance with a partner through focused skill development sessions, healthy competition, fitness, dance and group Personal Best challenges.

Science, Technology, Engineering and Mathematics (STEM): Computing, Design Technology, Maths, PE, Science

As Scientists, we will be learning all about electricity and how the lives we are accustomed to is dependent on it. We will explore where electricity comes from, how it is generated and transported, as well as its uses. We will also build and test circuits to understand how to change the brightness of a bulb, and we will explore what materials are conductors and insulators.

As Computer Scientists, we will create programs by planning, modifying, and testing commands to create shapes and patterns. To achieve this, we will use Logo, which is a text-based programming language.



STEM Vocabulary	Definition
Multiply	The repeated addition of groups of equal sizes.
Divide	Grouping or sharing an amount into equal parts.
Area	The amount of space taken up by a 2D shape.
Product	The result (answer) of two or more numbers that have been multiplied together.
Multiples	Numbers we get when we multiply one whole number by another whole number
Commutative	Where changing the order of multiplying (or adding) two numbers does not affect the result.
Fact families	A collection of math facts that express the relation between the same set of numbers. E.g. 2x3=6, 3x2=6, 6÷3=2, 6÷2=3
Renewable energy	Energy from renewable natural resources that are replenished on a human timescale. E.g. solar energy, wind power, and hydropower.
Conductor	A material or an object that conducts heat, electricity, light, or sound.
Insulator	A material that blocks the flow of electric or thermal currents (heat and electricity).

Optional Activities:

Whilst we don't set any formal homework at Avenue Junior School, we are passionate about reading and therefore ask that your child reads for at least 10 minutes a day. The benefits of this are wide ranging and can be felt across the curriculum. The children can take their library books home with them to read, but they must bring them in to school each day!

It can sometimes be nice to do some additional activities at home linked to our work in school and so below, we've given a few suggestions of activities you might like to try:

Maths:
- Regular practice on Times Tables Rockstars (as often as possible, please)
- Topmarks Times Tables games: https://www.topmarks.co.uk/maths-games/7-11-years/times-tables
- Regular practice of addition and subtraction calculations

English:
- Any writing children produce at home will be celebrated at school. Children could write a story about a journey – either fictional or biographical
- 5 minute writes – show your children an interesting picture (fantasy landscapes work well) and give them 5 minutes to write a story about it

Other areas of the curriculum:
- To find out about the lives of famous refugees
- Create a welcoming poster for refugees to the UK.

Class Dojo:

We love to see the work children and families have been doing at home.

Please do upload pictures via Class Dojo and we will make sure that these are celebrated in class and rewarded with team points or certificates.

Likewise, if children have any notable achievements or events outside of school (swimming medals, football tournaments etc), we love to hear about these too!

ClassDojo