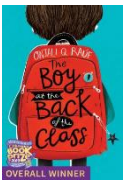
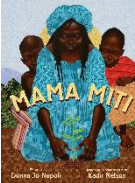






 <p><b>Carterhatch Junior School</b></p> <p><b>Year 4 Curriculum Newsletter Summer Term 2021</b></p>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• <b>The Boy at the Back of the Class</b> - Onjali Q Rauf</li> <li>• Non-chronological reports</li> <li>• Newspaper reports</li> <li>• <b>Mama Miti, Wangari Maathai and the Trees of Kenya</b> - Donna Jo Napoli</li> <li>• Poetry</li> </ul>  	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• <b>Number</b> – Place value, fractions, mental and written addition and subtraction, multiplication and division</li> <li>• <b>Measurement</b> – Money, Time, Perimeter and Area</li> <li>• <b>Geometry</b> – 2D, 3D shapes including angles, Position and moment</li> <li>• <b>Statistics</b> – bar charts, pictograms and tables</li> <li>• <b>Bank of London money lessons</b></li> </ul>	<p><b>Science</b></p> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity</li> <li>• Construct a simple series electrical circuit</li> <li>• Recognise some common conductors and insulators</li> </ul>  <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• Identify how sounds are made recognising that vibrations from sounds travel through a medium to the ear and investigate pitch of a sound</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases</li> </ul> 
<p><b>'Journeys to Britain'</b></p> 	<p><b>The Arts</b></p>	<p><b>PSHE</b></p>	<p><b>Computing</b></p>
<p><b>Learning Quest</b></p>	<p><b>The Arts</b></p>	<p><b>PSHE</b></p>	<p><b>Computing</b></p>
<p><b>History</b></p> <p><b>How did settlers shape Britain?</b> A study of migration in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>Why did Britain colonise Kenya?</b></p> <p><b>How did Medieval Europe shape Britain?</b> The "Founding" of Nairobi by the British Empire and Independence</p> <p><b>Geography</b></p> <p><b>How did the British Empire shape Britain?</b></p> <ul style="list-style-type: none"> <li>• Name and locate the United Kingdom and regions within Africa – Kenya</li> <li>• Name and locate mountain ranges, coasts and Oceans in Africa and South England</li> <li>• Use maps to locate how people travelled linking to British migration looking at similarities and differences over time</li> <li>• Investigate how human actions impact on the physical and human environment linking to global warming</li> </ul>	<p><b>Art &amp; Design</b></p> <p><b>Chiaroscuro – Light and shade effects</b></p> <ul style="list-style-type: none"> <li>• Drawing &amp; Photography inspired by Michelangelo artwork</li> </ul> <p><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>• <b>Sounds</b> - Making a musical instrument using recycled materials</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Radio jingles about food</li> <li>• Class Orchestra – Ukelele</li> </ul> <p><b>Composers of the term</b></p> <ul style="list-style-type: none"> <li>• <b>Hannah Kendall</b>, Contemporary Classical - The Spark Catcher performed by Chineke! Orchestra</li> <li>• <b>Bob Marley</b>, Reggae - Three Little Birds</li> </ul>	<p><b>Financial Capability and Responsibility</b></p> <ul style="list-style-type: none"> <li>• understand that we receive money in a variety of ways and can make choices about how we spend it</li> <li>• know about the work of a charity</li> <li>• be able to manage money effectively in real life</li> </ul> <p><b>RSE</b></p> <ul style="list-style-type: none"> <li>• To explore the human lifecycle</li> <li>• Describe the body changes that happen when a child grows up identifying basic facts about puberty</li> <li>• Discuss male and female body parts</li> <li>• Know about the physical and emotional changes that happen in puberty</li> </ul>	<p><b>Aural media</b></p> <ul style="list-style-type: none"> <li>• Radio jingles on food using Garageband</li> </ul> <p><b>Hopscotch coding</b></p> <ul style="list-style-type: none"> <li>• Create an animated representations of a circuit using IF THEN conditions</li> </ul>  <p><b>Blogging</b></p> <ul style="list-style-type: none"> <li>• Blog posting including hyperlinks, formatting and embedded images</li> </ul>
<p><b>Religious Education</b></p>	<p><b>Home Learning</b></p>	<p><b>Physical Exercise</b></p>	<p><b>Useful Information</b></p>
<p><b>Judaism</b></p> <p><b>What is the best way for a Jew to show commitment to God?</b></p> <ul style="list-style-type: none"> <li>• Investigate different ways Jews show commitment to God through special ceremonies and worship</li> </ul> <p><b>Christianity</b></p> <p><b>Do people need to go to church to show they are Christians?</b></p> <ul style="list-style-type: none"> <li>• Investigate how a church is special to Christians as a place of worship, a place to be baptised and receive Holy Communion</li> <li>• Consider how Christians lead their daily lives</li> </ul>	<p><b>Seesaw</b> – Word Homework should be a high-quality piece of work completed online.</p> <p><b>My Maths</b> – MyMaths Homework is completed online weekly.</p>  <p><b>Times Table Rock Stars</b></p> <p>– Times Table Rock Stars is completed online daily.</p> 	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Running, Jumping and Throwing</li> <li>• Striking and Fielding – Cricket</li> </ul> <p><b>Outdoor Adventurous Activity</b></p> <ul style="list-style-type: none"> <li>• Orientate themselves and move with increasing confidence and accuracy when following trails and simple orienteering courses</li> </ul> <p>Pupils must wear their PE kit on these days:</p> <p><b>Berners Lee</b> – Wednesdays and Fridays</p> <p><b>Goodall</b> – Tuesdays and Fridays</p> <p><b>Curie</b> – Tuesdays and Wednesdays</p>	<p>Good hygiene and regular washing of hands will be encouraged throughout the school day. Pupils should bring in a labelled water bottle. School uniform must be clearly labelled. No class assemblies are planned for this term.</p>