

# Weekly Overview of Learning

Year Group: 4      Week beginning: 16.01.23

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English	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Reading and Writing</b>	<u>LI: We are learning to retrieve and record information/identify key details from fiction (2b)</u>	<u>LI: We are learning to identify the features of a newspaper report.</u>	<u>LI: We are learning to apply our knowledge of Newspaper Reports to collaboratively create our own features</u>	<u>L.I. We are learning build and produce a newspaper article plan using key features</u>	<u>LI: We are learning to examine and apply features of a Newspaper Report</u>
<b>Speaking and Listening Focus</b>	<p>Think, pair, share Shared write</p> <p>The children will gain, maintain and monitor the interest of the listener as we read through the text.</p>	<p>Think, pair, share Class collaboration</p> <p>The children will be able to participate in discussions to identify what features are important in a newspaper report.</p> <p>The children have written a cold task on a newspaper report and should apply their prior knowledge to the lesson today. We will be collectively as a class bringing together key features of a report. The children will look at newspaper reports with their peers and identify these features.</p>	<p>Cold Calling Shared write</p> <p>The children will listen and respond appropriately to adults and their peers.</p> <p>Pupils will build secure foundations by using discussion to probe and remedy their misconceptions.</p>	<p>Think, pair, share</p> <p>The children will consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>Think, pair, share Analysing a modelled example</p> <p>The children will use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>
<b>Key vocabulary and Key Blooms higher order thinking questions</b>	<p><u>Key Vocabulary:</u></p> <p>Non fiction Kapok Tree Continents Retrieve Evidence Rainforest</p>	<p><u>Key Vocabulary:</u></p> <p>Headline Newspaper Subtitle Reporter 5Ws Chronological Pictures Captions Past Tense Third Person inverted commas Speech</p>	<p><u>Key Vocabulary:</u></p> <p>Headline Newspaper Subtitle Reporter 5Ws Chronological Pictures Captions Past Tense Third Person Direct Speech Reported Speech appropriate language</p>	<p><u>Key vocabulary</u></p> <p>Headline Newspaper Subtitle Reporter 5Ws Chronological Pictures Captions Past Tense Third Person Direct Speech Reported Speech short and snappy</p>	<p><u>Key vocabulary</u></p> <p>Headline Newspaper Subtitle Reporter 5Ws Chronological Pictures Captions Past Tense Third Person Direct Speech Reported Speech facts</p>

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	<p><b>Key Questions:</b> How do we structure a good comprehension question?</p> <p>Where do all of the animals in the story live?</p> <p>Why was the man in the story going to cut down the Kapok tree?</p> <p>How did the animals try to convince the man not to cut down the Kapok tree? What reasons did they give him to save the tree?</p> <p>If the Kapok tree did get cut down, what would happen to the animals in the story?</p> <p>If you could be any animal from the story, what would you be? How does that animal depend on the Kapok tree?</p> <p>The animals in the book use the tree in many ways. What are some ways that people use trees?</p>	<p><b>Key Questions:</b> What are the features of a newspaper report?</p> <p>What is the most important feature of a newspaper report?</p> <p>How do journalists catch the reader's attention?</p>	<p><b>Key Questions:</b> What can we name our newspaper?</p> <p>How can we make our headline eye catching?</p> <p>Who? What? When? Where? Why?</p> <p>Why are captions important?</p> <p>What are the main events in chronological order?</p> <p>How might the animals be feeling now that their precious home has been cut down?</p> <p>What might happen next?</p>	<p><b>Key Questions:</b> How will you ensure your headline matches your subheading?</p> <p>Have you included the 5W's?</p> <p>Are your events in chronological order?</p> <p>How do quotes make your newspaper credible?</p>	<p><b>Key questions:</b> What features can you identify here?</p> <p>What makes the article standout?</p> <p>What can you take from this WAGOLL?</p> <p>How will you apply the skills and features in your own report?</p>
<p><b>Activities</b></p>	<p><b>Reading comprehension</b> The children will take turns to re-read the text - The Great Kapok Tree. The first time we read, children will have the chance to ask new questions and understand meanings of new vocabulary. The children will be reminded to use prior learning of pixl therapies last week to implement accuracy of capital letters and full stops whilst answering in full sentences.</p> <p>We will model as a class the first</p>	<p><b>Identifying the features of a newspaper report</b> Starter - Children will identify features of a newspaper by recapping and using their prior knowledge.</p> <p>Then we are going to be looking at the different features of a newspaper report. Pupils will have a copy of a newspaper report between them and their partner so that they can have a close look at the different features in more detail as we learn about them.</p>	<p><b>Collaboratively collecting feature examples for their own newspaper report</b></p> <p>This lesson will support the children develop ideas for their hot task. For the children's hot task, they will be writing a newspaper article on the SHOCKING news that the kapok tree has been cut down.</p> <p>We will be using sugar paper to collect ideas on what we can include in our newspaper reports based on</p>	<p><b>Collecting features from the sugar paper to plan their own newspaper report</b></p> <p>We will revisit the sugar paper activity from last lesson. The children will share their ideas with each other. The children will then have the opportunity to go round and collect their favourite examples of each feature of a newspaper report from the sugar paper which they will neatly write up onto their sheet. This will form part of the children's plan</p>	<p><b>Analyse/ annotate WAGOLL</b></p> <p><b>Starter</b> - The children will have 1 minute to write down as many features of a newspaper article as they can on their whiteboard.</p> <p>The children will then work in their partners to examining a WAGOLL and identify the features which have been used by annotating using their imaginary magnifying glasses! This will allow the children to see</p>

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<p>question of the comprehension: Why was the man in the story going to cut down the Kapok Tree? - Children will have a chance to discuss and listen to each other's answers. Then the children will use whiteboards to answer the second question independently.</p> <p>The children will then have a chance to apply this knowledge to their worksheets answering comprehension questions using full sentences.</p> <p>Plenary - The children will be given an answer and they will work together in tables to think of a question.</p>	<p><b>ROMAN COIN SURPRISE FOR MRS SHIP</b></p> <p><i>Reported by Owen Butcher, Media Correspondent, Glasstobury</i></p> <p>Nine Roman coins have been discovered in the Somerset garden of School Teacher Mrs Ship and are now to be put on public display.</p> <p>It was last year when Sally Ship, a 44-year-old secondary school art teacher from Somerset, decided to have an extension built on her home. 'We'd swapped our house but couldn't find another one as nice,' she explained. 'Instead of moving, we decided to extend.' The builders began work in March 2016 and a few days later Sally made a truly incredible find. 'I remember watching the builders dig up my lawn. As I was giving out their cups of coffee, I noticed something in the hole they were digging. I had a feeling it was something special.'</p> <p>'Sally asked me to stop working because I was about to disturb whatever she'd seen. I hadn't even spotted them', commented Butcher. Karl Walsh, Trading treasure is a find for me! Mrs Ship told reporters how Karl had helped her climb into history in our garden, well, it's unbelievable really.' Sally and Jenny have recently discovered that the nine coins are Roman and a mixture of bronze and silver. 'Mum and I were excited to find out that the coins were really old. It gets you thinking about why they were there. Had they been dropped by accident? What had they bought?'</p> <p>Mrs Ship explained that since her fantastic find, she has joined a local metal detectors group. 'It's great fun! After all, you never know what you're going to find.'</p> <p>Further excavations took place at Mrs Ship's property but no other finds were made. It is yet to be decided where the coins will be put on public display.</p> 	<p>The children will apply this knowledge by looking at the different colours given on their sheet and using colouring pencils to find and identify the features of a newspaper report.</p> <p>Challenge: Imagine you are a reporter in the Amazon Rainforest and you have just seen a man cut down The Great Kapok Tree. Write a headline and an introductory paragraph using the 5W's to tell the story and to catch the reader's attention.</p>	<p>the features we examined yesterday.</p> <p>The children will come up with some examples together as a class before they work in small groups.</p> <table border="1" data-bbox="1019 359 1377 518"> <tr> <td>Name of newspaper &amp; headline</td> <td>5 W's</td> <td>Captions</td> </tr> <tr> <td>Facts about the main events</td> <td>Quotes as direct speech</td> <td>Conclusion</td> </tr> </table> <p>Each table will have sugar paper with the different features of a newspaper report. In teams, they will work together to add ideas to each sugar paper before moving onto the next one on rotation.</p>	Name of newspaper & headline	5 W's	Captions	Facts about the main events	Quotes as direct speech	Conclusion	<p>for their own newspaper report.</p> <table border="1" data-bbox="1411 247 1769 646"> <tr> <td>Name of newspaper &amp; headline</td> <td></td> </tr> <tr> <td>5 W's</td> <td></td> </tr> <tr> <td>Captions</td> <td></td> </tr> <tr> <td>Facts about the main events</td> <td></td> </tr> <tr> <td>Quotes as direct speech</td> <td></td> </tr> <tr> <td>Conclusion</td> <td></td> </tr> </table>	Name of newspaper & headline		5 W's		Captions		Facts about the main events		Quotes as direct speech		Conclusion		<p>a good model of a newspaper article before they begin to write their own next week.</p> <div data-bbox="1803 303 2128 510"> <p><b>WELLINGTON WEEKLY</b></p> <p><b>KAPOK TREE DESTRUCTION!</b></p> <p>Yesterday afternoon, Chris the Tree Cutter cut down the Great Kapok Tree deep in the Amazon Rainforest. It is reported that Chris was forced to cut down the tree by his greedy manager or else he would lose his job. Chris, a brave man, who acted on the tree. For shelter and food so said to be in a traumatic state.</p>  <p>Chris and his greedy manager after cutting down the Great Kapok Tree.</p> </div> <p>Plenary - The children will have the opportunity to share their ideas and thoughts after they have closely looked at the WAGGOL newspaper report. As a class we will share and pick apart these features and children will be able to come up to the board and underline using colours.</p> <div data-bbox="1803 813 2128 1069"> <p>Eye witnesses saw Chris head into the Rainforest with an axe in his hand yesterday afternoon. A Big Constructor, which lived in the tree, reported this morning. 'I am devastated! I have lived here for many years and as have numerous of my ancestors before me. It is a very sad day indeed.'</p> <p>Shortly after that, a heard of hearing bees were seen frantically flying away from where the Great Kapok Tree used to stand. Chunks and logs could be heard from across one of the forest's rivers.</p> <p>After the damage had been done, a group of monkeys surprised down from the tree's remains and confronted Chris on his departure out. One monkey asked, 'I told Chris that what he had done would be catastrophic for the future of our planet. You greedy man, come onto the forest, stay after they chop down our homes for your own selfish gain. Soon, there will be nothing left to hold the earth together!' A second monkey expressed, 'Chris seemed to feel extremely guilty for what he had done. He told us that if he did not do this, he would be fired and would not have enough money to provide for his family.'</p>  <p>Chris and his greedy manager after cutting down the Great Kapok Tree.</p> <p>This has been our first time for all those living in the Amazon Rainforest. According to reliable sources, Chris the tree cutter is said to be feeling extremely guilty and is going to be planting a new tree. For the animals to live, tomorrow morning. We now hope that the greedy manager has learnt his lesson and nothing like this will happen again.</p> <p><i>Reported by Miss Price, Journalist, Wellington Weekly Monday 16<sup>th</sup> January 2023</i></p> </div>
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**Class Text – Reading Aloud**  
**10-15 mins each day**

**Amber**  
TEXT – The BFG  
Author – Ronald Dahl

**Obsidian**  
Text - Harry Potter and the Philosopher's Stone  
Author – J.K Rowling

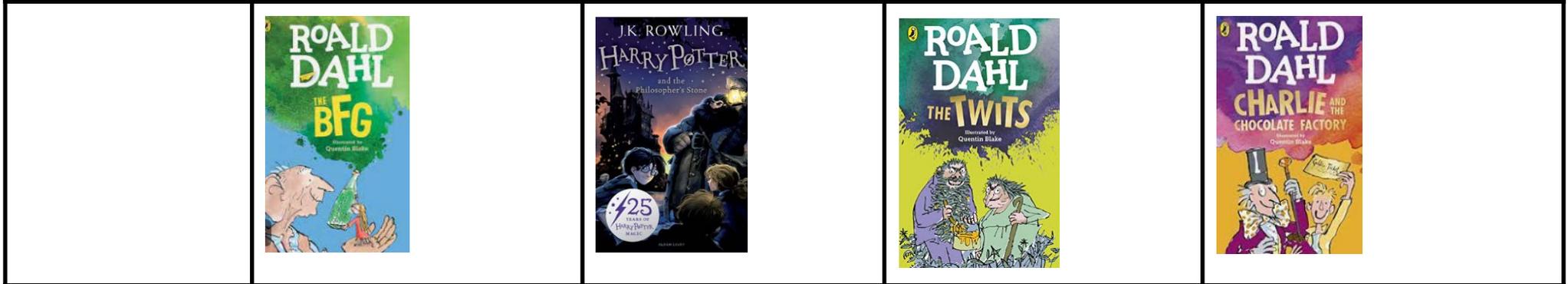
**Amethyst**  
Text – The Twits  
Author –Roald Dahl

**Moonstone**  
Text – Charlie and the Chocolate Factory  
Author – Roald Dahl

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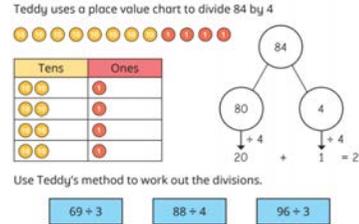
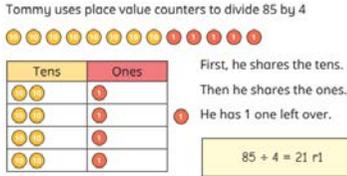
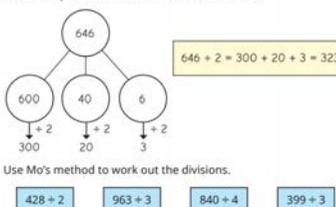
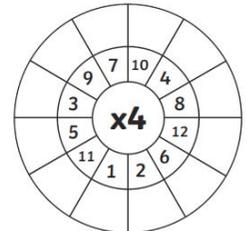


	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Maths - Multiplication and Division	<u>LI: We are learning to explore methods to divide a 2-digit number by a 1-digit number (1).</u>	<u>LI: We are learning to divide a 2-digit number by a 1-digit number using remainders (2).</u>	<u>LI: We are learning to divide a 3-digit number by a 1-digit number.</u>	<u>LI: We are learning to consolidate our understanding of corresponding problems using multiplication.</u>	<u>LI: We are learning to review our times tables knowledge and identify areas for development.</u> <u>LI: We are learning to complete a range of arithmetic questions in a given time using our prior learning.</u>
Key vocabulary and key questions	<p><b>Key Vocabulary:</b></p> <p>Ones, tens, digits, method, written, partition, multiplication, division, part-whole, place value and represent.</p> <p><b>Key Questions:</b></p> <p>-How do you partition a 2-digit number into tens and ones? -How else can you partition a 2-digit number? -Which is the most efficient way to partition the number so you can divide both parts by ___?</p>	<p><b>Key Vocabulary:</b></p> <p>Ones, tens, digits, method, written, partition, multiplication, division, part-whole, place value, remainders.</p> <p><b>Key Questions:</b></p> <p>-Can the counters be shared equally? If not, how many are left over? -What does remainder mean? -What is the greatest remainder you can have when you are dividing by ___?</p>	<p><b>Key Vocabulary:</b></p> <p>Ones, tens, hundreds, digits, method, written, partition, multiplication, division, part-whole, place Value and remainders.</p> <p><b>Key Questions:</b></p> <p>-How do you partition a 3-digit number into hundreds, tens and ones? -How else can you partition a 3-digit number? -What is the best way to partition the number to help you work out</p>	<p><b>Key Vocabulary:</b></p> <p>Systematic, Possibilities, Multiply, Combinations, Factor pairs, method and multiplication.</p> <p><b>Key Questions:</b></p> <p>-How can you use a table to help you find the possible combinations? -How can you be sure that you have listed all the possibilities? -How could you use a code to help you list the combinations?</p>	<p><b>Key Vocabulary:</b></p> <p>Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p><b>Key Questions:</b></p> <p>-Can you identify the fact family for this multiplication? -What do you already know that you can apply to this multiplication question?</p>

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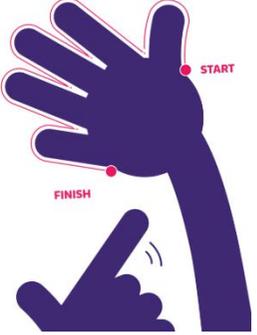
	<p>-If you cannot share all of the tens equally, what do you need to do? -How can you represent the division using a part-whole model?</p>	<p>-How can you partition a 2-digit number? -If you cannot share all the tens equally, what do you need to do? -How will you know that 43 divided by 2 will have a remainder?</p>	<p>the division? -If you cannot share all of the hundreds/tens equally, what do you need to do? -How can you represent the division using a part-whole model?</p>	<p>-What do you notice about the number of choices for each item and the total number of combinations? -How can you check your answer? -Does the order in which you make your choices matter?</p>													
<p><b>Activities</b></p>	<p>Today, children will use their division facts from the Autumn term to build on their knowledge of dividing a 2-digit number by a 1-digit number. Children will then carry divisions where the tens and ones are both divisible by the number being divided by without any remainders, for example 93 divided by 3 and 84 divided by 4. They will then move onto calculations where they need to exchange between tens and ones, for example 96 divided by 4.</p> <p>Teddy uses a place value chart to divide 84 by 4</p>  <p>Use Teddy's method to work out the divisions.</p> <p><math>69 \div 3</math>      <math>88 \div 4</math>      <math>96 \div 3</math></p>	<p>Today, children will continue to explore dividing a 2-digit number by a 1-digit number, but today's focus is on calculations with remainders. The children will have prior knowledge of remainders from year 3, but today's learning will reinforce their learning. When exploring remainders, the children will explore that a remainder can never be greater than the number they are dividing by.</p> <p>Tommy uses place value counters to divide 85 by 4</p>  <p>Use Tommy's method to work out the divisions.</p> <p><math>49 \div 2</math>      <math>95 \div 3</math>      <math>58 \div 5</math></p>	<p>In this small step, children continue to develop their understanding of division by extending from dividing 2-digit numbers in the previous two steps to dividing 3-digit numbers. Place value counters are again used to represent the calculations, so that children can make sense of exchanges that are needed to complete the division. Part-whole models are also used to show how flexible partitioning can support the process of division by looking for multiples of the number being divided by. The step starts with divisions that do not leave a remainder, before progressing to divisions with remainders. By the end of this step, children should have a good understanding of division that will support them when they move on to the formal written method in Year 5.</p> <p>Mo uses a part-whole model to work out <math>646 \div 2</math></p>  <p>Use Mo's method to work out the divisions.</p> <p><math>428 \div 2</math>      <math>963 \div 3</math>      <math>840 \div 4</math>      <math>399 \div 3</math></p>	<p>In this small step, children consolidate their understanding of correspondence problems from Year 3, using multiplication to work out the number of possible combinations of sets of items. Children use a range of representations and contexts to support them. Using tables helps to encourage children to adopt a systematic approach to finding all of the possible combinations in a given context. Children then generalise to make the link between the number of possibilities for each item and using multiplication to find the total number of combinations. Once confident with finding all possible combinations for two sets of items children may begin to explore finding all possible combinations for three sets of items.</p> <p>Esther is choosing what to wear on a snowy day.</p> <table border="1" data-bbox="1388 1157 1736 1236"> <thead> <tr> <th>Hat</th> <th>Scarf</th> <th>Gloves</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>How many different ways can Esther choose a hat and a scarf?</li> <li>How many different ways can Esther choose a hat and a pair of gloves?</li> <li>How many different ways can Esther choose a hat, a scarf and a pair of gloves?</li> </ul> <p>How can you check your answers?</p>	Hat	Scarf	Gloves										<p>Today, children will log onto TTRS to compete in the year group tournament. The children will recognise a particular times table that they can develop with fluency, or understanding. The children can then select the relevant worksheet to further explore that time table.</p>  <p>Children will complete their weekly arithmetic test paper. The class will then self-mark and go through misconceptions and revise core topics within the paper.</p>
Hat	Scarf	Gloves															

Please continue logging into Doodle Maths and Times-table Rockstars regularly!

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Music – Ukulele	RE – Widening Horizons - Currently replaced by CUES	PE – Get Set 4 PE
<p>Whole class instrumental teaching from Hounslow Music Service.</p> <p>Prior learning - over the past few weeks we have been exploring the strings and frets, whilst recapping our knowledge of musical notation. We have learnt to play the song 'My Dog Has Fleas'.</p>  <p>Check out the HMS resources which you can access from home:  <a href="https://www.hounslowmusic.org.uk/learning-resources/">https://www.hounslowmusic.org.uk/learning-resources/</a></p>	<p><b>Unit: Noticing feelings (week 5).</b></p> <p>This week, the children will explore handy breathing. By the end of this lesson, the children would have explored the physiological changes inside our bodies in response to strong emotions such as anxiety and anger. They will learn a simple but effective technique to calm this response when needed. After this, the children will complete a quiz in class.</p> <p style="text-align: center;"><b>Handy Breathing TRY AT HOME!</b></p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center;"> <p><b>Make sure you breath in through your nose...</b></p> <p><b>and out through your mouth.</b></p> </div>  </div>	<p><b>Unit: Dance</b>  <b>THEME: The Spy</b>  <b>Lesson 3 - LI: We are learning to develop a dance using matching and mirroring.</b></p>  <p><b>Unit: Gymnastics</b>  <b>Lesson 3 - LI: We are learning to develop the straight, barrel, forward and straddle roll.</b></p> <p><b>Unit: Swimming (Moonstone &amp; Obsidian)</b>          Weekly sessions of swimming are delivered on Mondays and Tuesdays, by qualified instructors.</p>
Art	Spanish – Language Angels	PSHE - Jigsaw

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## L.I. We are learning to mix primary and secondary colours

(Lesson 3)

### Skill development

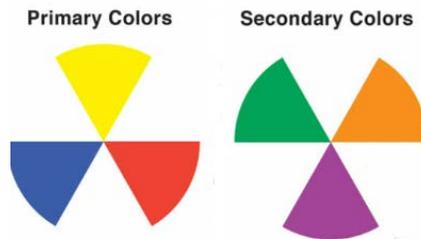
Children will learn how to create secondary colours by mixing primary colours

How to create and use different tones of colour

### Key Questions

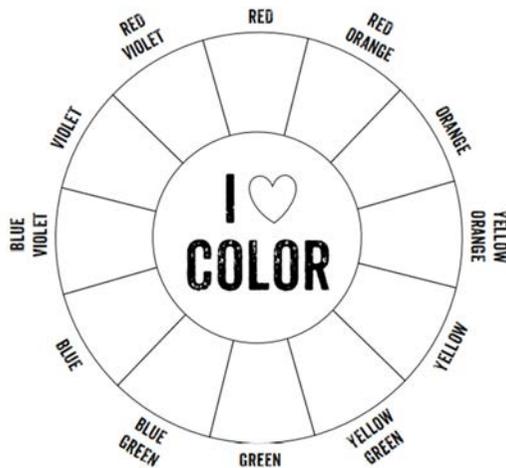
What is a primary colour?

What is a secondary colour?



### Activities

Children will try to complete a colour wheel with accuracy using their knowledge of mixing primary colours to create secondary colours.



## Unit: MI CASA

### Skills we will develop:

To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.

### By the end of this unit, we will be able to:

Say and write in Spanish whether we live in a house or an apartment.

Say what room we have and do not have at home using the key structure

en mi casa hay... and en mi casa no hay...

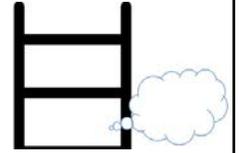
Use the connective/conjunction y to link two sentences together.

### Lesson 3

L.I: We are learning to identify and recognise 5 more nouns for rooms whilst consolidating 'Mi Casa' so far.



## Puzzle 3 - Dreams and Goals



### Lesson 2

L.I: We are learning to understand

that sometimes our hopes and dreams do not come true and that this is ok.

### Starter

Paired activities, using whiteboards to answer questions surrounding disappointments people may face. Children will need to use empathy and sympathy to relate and discuss how the children in the scenarios are feeling. Then, they will need to relate this to their own lives and discuss what it means to be resilient.

### Activity

The class will be writing a short letter to one of the children in the examples from the starter. They will be giving advice on the situation, what they could do next and tell them how to be more resilient.

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Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><b><u>LI: We are learning to identify the difference between flowering and non-flowering plants.</u></b>  <b><u>LI: We are learning to reflect and review our learning on 'living things and their habitats'.</u></b></p> <p>In this lesson, the children will explore flowering and non-flowering plants. They will be looking at their differences and additional groupings of plants within flowering and non-flowering.</p> <p style="text-align: center;">Write the name of these plants in the correct group below.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> Moss</div> <div style="text-align: center;"> Daisy</div> <div style="text-align: center;"> Pine Tree</div> <div style="text-align: center;"> Fern</div> <div style="text-align: center;"> Tulip</div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;"> Sunflower</div> <div style="text-align: center;"> Snake plant</div> <div style="text-align: center;"> Rose</div> <div style="text-align: center;"> Conifer</div> <div style="text-align: center;"> Orchid</div> </div> <p>The children will be completing differentiated worksheets by sorting plants into groups, before answering challenges and extension questions to deepen their knowledge.</p> <p>Later in the lesson, the children will conclude their learning of 'living things and their habitats' by completing their end of unit thinking frame.</p>	<p><b><u>LI: We are learning to describe and understand the features of the layers of a rainforest.</u></b></p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>• I can name the four layers of a rainforest.</li> <li>• I can tell you about the climate in each layer.</li> <li>• I can tell you about the plants found in each layer.</li> <li>• I can tell you some animals that live in each layer.</li> </ul> <p><b>Task 1:</b> Label the layers and their features using the numbers 1-4.  <b>Task 2:</b> Use the animal sheet to cut and stick one animal per layer.          Ensure you place the animal in the correct layer.</p> <div style="display: flex; flex-direction: column; align-items: center;">     </div>	<p><b><u>LI: We are learning to create a program in a text-based language</u></b></p> <p>To explain what 'repeat' means</p> <ul style="list-style-type: none"> <li>• I can identify repetition in everyday tasks</li> <li>• I can identify patterns in a sequence</li> <li>• I can use a count-controlled loop to produce a given outcome</li> </ul> <p>The children will be learning logo commands such as <b>FD — forwards. FD is always followed by a space and then a number of steps, eg FD 50.</b></p> <p>They will write algorithms and programme these using commands. They will then be using the repeat command in a count-controlled loop.</p> <div style="background-color: #e0f2f1; padding: 10px; border: 1px solid #ccc;"> <pre style="font-family: monospace; font-size: 1.2em;">REPEAT 4 [FD 100 RT 90]</pre> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>↑</p> <p>Command</p> </div> <div style="text-align: center;"> <p>↑</p> <p>How many times to repeat</p> </div> <div style="text-align: center;"> <p>↑</p> <p>What to repeat In square brackets [ ]</p> </div> </div> </div>

## Homework

Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday.

Reading/Spelling and Grammar

Maths

Topic/Other foundation subjects including writing

# Weekly Overview of Learning

Year Group: 4    Week beginning: 16.01.23

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		REMINDERS – trips/events/items to bring in	
<p><b>Reading Tasks</b></p> <p>Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.</p> <p>Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p> <p><b>Doodle English and Doodle Spell</b> – log in to your account at least 3 times this week.</p>	<p><u>Spelling and dictation –</u> Remember to try and use these words in sentences to show that you understand their meanings. Please also practise your handwriting using the spellings.</p> <p><b>KS2</b> <b>Nouns ending in the suffix 'ation'.</b></p> <p><b>Week 3</b></p> <div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> <li>1. Creation</li> <li>2. Radiation</li> <li>3. Indication</li> <li>4. Ventilation</li> <li>5. Regulation</li> <li>6. Dedication</li> <li>7. Demonstration</li> <li>8. Abbreviation</li> <li>9. Translation</li> <li>10. Vibration</li> </ol> </div>	<div style="text-align: center;">  </div> <p><b>Doodle Maths</b> – Log on to your account at least three times this week.</p> <p>We will be checking to see who has accessed their account the most!!</p> <p>Work to reach your target – are you in the <b>green</b> zone yet?</p> <p>Doodle Extra: complete the set extra on your account.</p> <p><b>Times Tables Rock stars:</b></p> <div style="text-align: center;">  </div> <p>Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!</p>	