

Weekly Overview of Learning

Year Group: 4 Week beginning: 23.01.23


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English	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Reading and Writing</p>	<p><u>L.I. We are learning to draft and construct a Newspaper Report using the features we have learnt (Headline & Introduction including the 5Ws)</u></p>	<p><u>L.I. We are learning to draft and construct a Newspaper Report using the features we have learnt (Facts about main events in chronological order including quotes as direct speech)</u></p>	<p><u>L.I. We are learning to draft and construct a Newspaper Report using the features we have learnt (Picture, Caption & Conclusion)</u></p>	<p><u>L.I. We are learning to peer assess our work using a success criteria</u></p>	<p><u>L.I. We are learning to construct a Newspaper Report using the features we have learnt</u></p>
<p>Speaking and Listening Focus</p>	<p>THINK, PAIR, SHARE to answer the questions; <i>What are newspapers? Why do people read newspapers? Who are they written for?</i></p> <p>Children will listen and respond appropriately to adults and their pairs</p> <p>Children will ask relevant questions to extend their understanding and knowledge</p>	<p>Think, pair, share - Is it important to include facts and opinions in newspaper articles? Why? What does chronological mean?</p> <p>Children will listen and respond appropriately to adults and their pairs</p> <p>Children will ask relevant questions to extend their understanding and knowledge</p>	<p>Think, pair, share - Why are photos important in a newspaper?</p> <p>Children will listen and respond appropriately to adults and their pairs</p> <p>Children will ask relevant questions to extend their understanding and knowledge</p> <p>Children will learn to adapt their language to suit the purpose and audience</p>	<p>Think, pair, share - What is the most important feature of a newspaper report?</p> <p>How can ensure all the main points are included our report?</p> <p>How can we be sure they are the correct fact and opinions?</p> <p>How will we check our report to make sure all the points and features are included?</p>	<p>Children will listen and respond appropriately to adults and their pairs</p> <p>Children will ask relevant questions to extend their understanding and knowledge</p> <p>Children will learn to adapt their language to suit the purpose and audience</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p><u>Key Vocabulary:</u> Newspaper Headline Introduction 5Ws</p>	<p><u>Key Vocabulary:</u> 5Ws Facts Main Events Chronological Third Person Past Tense Quotes</p>	<p><u>Key Vocabulary:</u> Caption Main Events Chronological</p>	<p><u>Key vocabulary</u> Features Purpose audience layout language editing proofreading</p>	<p><u>Key vocabulary</u> Newspaper Headline Introduction 5Ws Facts Main Events Chronological Third Person Past Tense Quotes Conclusion</p>

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	<p>Key Questions: What are the features of a newspaper report?</p> <p>What is the most important feature of a newspaper report?</p> <p>How might journalists catch the reader's attention?</p> <p>What headline will you use to catch the reader's attention?</p> <p>WHO does the story involve?</p> <p>WHAT happened?</p> <p>WHEN did it happen?</p> <p>WHERE did it happen?</p> <p>WHY did it happen?</p>	<p>Key Questions: What are the features of a newspaper report?</p> <p>How do quotes as direct speech make the article more credible?</p> <p>How many quotes should you include?</p> <p>Why should the facts about main events be in chronological order?</p>	<p>Key Questions: What are the features of a newspaper report?</p> <p>How might journalists catch the reader's attention?</p> <p>What is the purpose of a caption?</p> <p>Why are photos important in a newspaper report?</p> <p>How does the conclusion give a hint as to what might happen next?</p>	<p>Key Questions: What are the features of a newspaper report?</p> <p>Can you explain what journalistic skills your partner has demonstrated?</p> <p>How might your partner improve their article?</p> <p>What was your favourite part about your partner's article?</p>	<p>Key questions: What are the features of a newspaper report?</p> <p>What is the most important feature of a newspaper report?</p> <p>How might journalists catch the reader's attention?</p> <p>How might you edit your report?</p>
<p>Activities</p>	<p>Starter - Children will remind themselves of the features of newspaper reports in a think, pair, share activity.</p> <p>Input - Children will then be shown an example of a <i>WAGOLL</i> and decide 'what makes this a good example?'</p> <div data-bbox="230 1157 600 1353" data-label="Image">  </div> <p>Independent Activity - Using the plans they made last week, children will construct and draft the headline and introduction paragraph (including the 5Ws) for their</p>	<p>Starter - To re-cap the meaning of chronological, children will tell their partner the events of their day in CHRONOLOGICAL order.</p> <p>Input - Children will then be shown an example of a <i>WAGOLL</i> and decide 'what makes this a good example?'</p>	<p>Starter - Children will remind themselves of journalistic words and phrases by writing down as many as they can on the whiteboard in 1 minute.</p> <p>Input - Children will then be shown an example of a <i>WAGOLL</i> and decide 'what makes this a good example?'</p>	<p>Starter - Children will read back through their newspaper articles and will pick out one sentence that they are really proud of. We will then share these as a class.</p> <p>Input - The class teacher will model on the board how to peer assess work using the success criteria provided. Children can add their thoughts and suggestions.</p> <p>Independent Activity - Using a ruler and a pencil, children will carefully underline their partner's article, identifying the key features that they have used using the colour coded success criteria.</p> <p>Plenary - Once their children have their book back from their partner,</p>	<p>In this lesson, children will use their drafts and their feedback to neatly write up their newspaper report as part of their HOT task. Children will then be assessed on this using the newspaper article success criteria and against the national curriculum for writing.</p>

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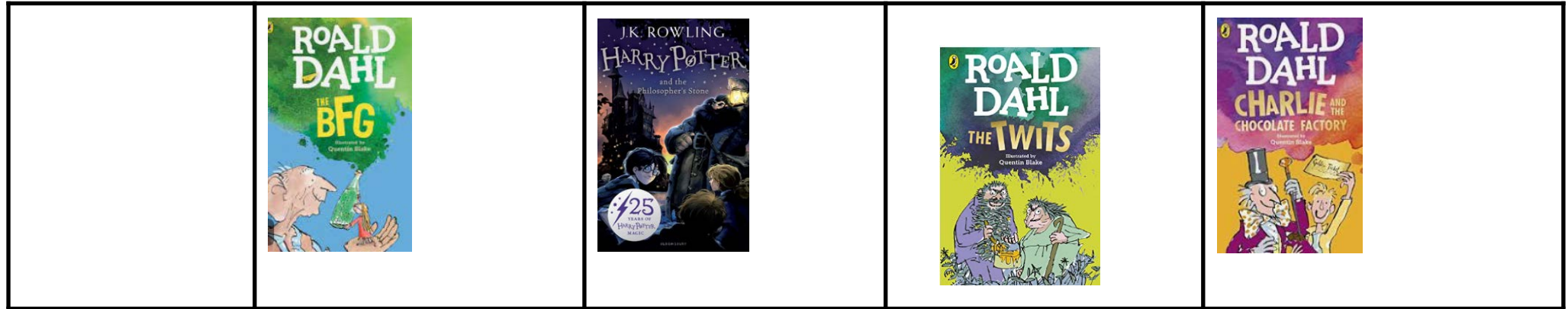
	<p>newspaper report, which will document the SHOCKING news that the Great Kapok tree has been cut down.</p> <p>Plenary - Children will check their work against a success criteria.</p> <p>Then, children will have the opportunity to share some of their examples.</p>	<p>Eye witnesses saw Chris head into the Rainforest with an axe in his hand yesterday afternoon. A Boa Constrictor, which lived in the tree, reported this morning. "I am devastated! I have lived here for many years and so have numerous of my ancestors before me. It is a very sad day indeed."</p> <p>Shortly after that, a heard of buzzing bees were seen frantically flying away from where the Great Kapok Tree used to stand. Cracks and bangs could be heard from across one of the forest's rivers.</p> <p>After the damage had been done, a troupe of monkeys scampered down from the tree's remains and confronted Chris on his disastrous act. One monkey wailed, "I told Chris that what he had done would be catastrophic for the future of our planet. You greedy men, come into the forest, day after day, chopping down our homes for your own selfish gain. Soon, there will be nothing left to hold the earth in place!" A second 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>Independent Activity - Using the plans they made last week, children will construct and draft the main events of the story (including quotes as direct speech) of the SHOCKING news that the Great Kapok tree has been cut down.</p> <p>Then, children will have the opportunity to share some of their examples.</p>	 <p>Chris and his greedy manager after cutting down the Great Kapok Tree.</p> <p>This has been awful 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>Reported by Miss Price, Journalist, Wellington Weekly Monday 16th January 2023</p> <p>Independent Activity - Using the plans they made last week, children will construct and draft the picture, caption and conclusion (giving a hint as to what might happen next) using journalistic words and phrases.</p> <p>Plenary - Children will check their work against a success criteria. Then, children will have the opportunity to share some of their examples.</p>	<p>they will, choose a feature they have not used a lot of and see if they can add this in using a green pen.</p>	
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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Amber TEXT – The BFG Author – Ronald Dahl</p>	<p>Obsidian Text - Harry Potter and the Philosopher's Stone Author – J.K Rowling</p>	<p>Amethyst Text – The Twits Author –Roald Dahl</p>	<p>Moonstone Text – Charlie and the Chocolate Factory Author – Roald Dahl</p>
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Maths - Multiplication and Division	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Key vocabulary and key questions</p>	<p>LI: We are learning to explore efficient methods to complete multiplication using prior knowledge.</p> <p>Key Vocabulary: Facts, strategy, method, efficient, factor, factor pair, calculate, multiply, adding, partition and mentally.</p> <p>Key Questions: -Which method do you find most efficient? Explain how this method works. -What is the most efficient way to work out ? -What happens if you double one factor and halve the other? -How could you use factor pairs to help you calculate?</p>	<p>LI: We are learning to consolidate our learning with multiplication and division by completing an end of unit assessment.</p> <p>Key Vocabulary: strategy, method, efficient, multiplication, arrays, calculate, place value, division, partition, part-whole model and total.</p> <p>Key Questions: -Which efficient method can we apply to this question? -What is the question you are being asked? - What do we already know that we can apply to answer this question? -What mistake has been made here? -How can I check if my answer is correct?</p>	<p>LI: We are learning to measure in kilometres and metres using the accurate unit of measure.</p> <p>Key Vocabulary: Centimetres, metres, kilometres, measure, unit, greater than, less than, abbreviations and accuracy.</p> <p>Key Questions: -What unit of measurement would you use to measure the length of a pencil ? Why? -What unit of measurement would you use to measure the length of a football stadium? Why? - Which is the greater length, 1 km or 1 m? How do you know? -Which is greater, 3 km and 200m or 4km and 750m? How do you know? - How many kilometres and metres</p>	<p>LI: We are learning to identify equivalent lengths.</p> <p>Key Vocabulary: Centimetres, Metres, Kilometres, Measure, Unit, Greater than, Less than, Abbreviations, Accuracy, equivalent, length and convert</p> <p>Key Questions: -How many metres are there in 1 km? -So how many metres are there in km? -How can you work out how many metres is equivalent to half a kilometre? -What other fractions of a kilometre can you convert to metres? -Which is greater, km or m ? How do you know?</p>	<p>LI: We are learning to develop fluency with our times tables. LI: We are learning to complete a range of arithmetic questions in a given time using our prior learning.</p> <p>Key Vocabulary: Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p>Key Questions: -What do you recognise about the eleven times tables? - Can we use our knowledge of the 10 times tables and the 2 times tables to help us with our 12 times tables? -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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			are there in 4 km and 500m?	-What is the same and what is different about converting metres to centimetres and converting kilometres to metres?													
<p>Activities</p>	<p>Today, children will consolidate their knowledge and understanding of multiplication and begin to make decisions regarding the most efficient or appropriate methods to use in a range of contexts. Children look at times-tables facts, building strategies for finding unknown facts that will support them to strengthen their fluency of times-tables. They then examine a range of strategies for multiplying a 2-digit number by a 1-digit number. Finally, they use arrays to explore multiplicative structure, in particular the associative law and distributive law.</p> <p>Jack and Sam are working out 7×6</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;"> <p>Jack</p> </div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;"> <p>Sam</p> </div> </div> <p>To work out 7×6, I do $7 \times 3 = 21$, then double $21 = 42$</p> <p>To work out 7×6, I do $7 \times 5 = 35$, then add $7 = 42$</p> <ul style="list-style-type: none"> ▶ Use Jack's method to work out 8×6 ▶ Use Sam's method to work out 9×6 	<p>Today, children will complete an end of unit assessment paper similar to the one below. Before doing this, the children will go over any gaps from the unit of learning, address misconceptions and be given time to look back in their books to remind themselves of all that they have covered.</p>	<p>Today, children are introduced to kilometres and the abbreviation "km". Children should understand that kilometres are greater than metres and are used to measure greater distances. The focus of this step is to partition measurements into the number of kilometres and metres and make links with addition. Bar models and part-whole models can be used to explore this relationship and to support children with their understanding. The fact that 1 km = 1,000 m can be discussed, but conversions are not explicitly covered until the next step. It is useful to make connections with real-life contexts, so that children are aware when different types of units are used.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>height of a door frame</td> <td>length of a room</td> </tr> <tr> <td>how far a plane travels</td> <td>length of a garden</td> </tr> <tr> <td>distance from one city to another</td> <td>length of a table</td> </tr> <tr> <td>distance from the bottom to the top of a mountain</td> <td></td> </tr> <tr> <td>Measured in kilometres</td> <td>Measured in metres</td> </tr> <tr> <td></td> <td></td> </tr> </table>	height of a door frame	length of a room	how far a plane travels	length of a garden	distance from one city to another	length of a table	distance from the bottom to the top of a mountain		Measured in kilometres	Measured in metres			<p>In Year 3, children converted between metres and centimetres, and between centimetres and millimetres. In this small step, children use the fact that 1 km is equal to 1,000 m to derive related facts using numbers up to 10,000. Children make links to counting in 1,000s as covered in their earlier learning on place value. Bar models, part-whole models and double number lines are useful representations to explore the connections between the two units and to support children with conversions. Children learnt to multiply and divide by 10 and 100 in the previous block and could extend their thinking to multiply and divide by 1,000; if this is not appropriate, they could count up and down in 1,000s instead.</p>	<p>Today, children will log onto TTRS to compete in the year group tournament. The children will practise recall and understanding of the 11 and 12 times tables with their teacher. The children can then select the relevant worksheet(11 or 12s) to further explore that time table at school, or at home.</p> <div style="border: 2px solid purple; border-radius: 20px; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p>$8 \times 8 = 64$</p> <p>I ate and ate until I was sick on the floor, 8 times 8 is 64!!</p> </div> <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 to support their learning.</p>
height of a door frame	length of a room																
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

Music – Ukulele

RE – Widening Horizons - Currently replaced by CUES

PE – Get Set 4 PE

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Whole class instrumental teaching from Hounslow Music Service.

Prior learning - last week, we learnt how to play a c chord as well as the single notes C and D, whilst playing along with a popular pop song from the 80s.



Check out the HMS resources which you can access from home:

<https://www.hounslowmusic.org.uk/learning-resources/>

Art

Unit: Catching thoughts - All about thoughts, have a think, make the link and helpful vs unhelpful thoughts (week 6).

This week, the children will be given the opportunity to understand the nature of thoughts and how they are different from emotions and behaviour. They will learn that thoughts, feelings and behaviour are all connected. What we think makes a difference to how we feel and what we do (or don't do). Lastly, the children will explore the difference between helpful and unhelpful thoughts. This is important because some thoughts really do get in our way...



Spanish – Language Angels

Unit: Dance

THEME: Carnival

Lesson 4 - LI: We are learning to develop a dance using matching and mirroring.



Unit: Gymnastics

Lesson 4 - LI: We are learning to develop the straight, barrel, forward and straddle roll.

Unit: Swimming (Moonstone & Obsidian)

Weekly sessions of swimming are delivered on Mondays and Tuesdays, by qualified instructors.



PSHE - Jigsaw

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L.I We are learning use different shades of one colour in a painting

(Lesson 4)

Skill development

PAINTING - Create different effects and textures with paint according to what they need for the task.

Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.

Question and make thoughtful observations about starting points and select ideas to use in their work.

Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Key Questions

- What do you think this painting is of?
- How many colours can you see in the picture?
- How many shades of blue can you see in the picture?
- Can you see the ground or bases of the building?
- What do we already know about Picasso?
- What colours can you see?
- How do you think the artist makes different shades of colour?
- How can we make different shades of one colour?
- How can we make a darker shade?
- How can we make a lighter shade?

Key words

- Abstract
- Colour
- Colour Mixing
- Landscape
- Picasso
- Shade
- Rainforest

Activities

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:

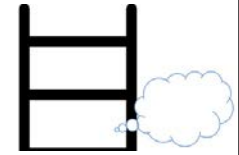
- Say and write in Spanish whether we live in a house or an apartment.
- Say what room we have and do not have at home using the key structure en mi casa hay... and en mi casa no hay...
- Use the connective/conjunction y to link two sentences together.

Lesson 4

LI: We are learning to develop further linguistic progression by understanding how to use the negative structure "En mi casa no hay..."



Puzzle 3 - Dreams and Goals



Lesson 3

LI: We are learning how to cope with disappointment and help others cope with theirs.

Starter

The rainforest game - This is very similar to pass the clap but requires more concentration and team work. The teacher will start the sounds off and the class will pass the sound along. Start with a quiet clap, then build in sounds like slapping your knees, stamping your feet and making quiet animal sounds. Increase in volume and speed to create a crescendo and then reduce this down to silence.

Activity

The class will be revisiting the scenarios from the last lesson. In groups, the class will act out the scenarios and include someone giving advice to the children on how to cope with their disappointment

Let's reflect!

Disappointment can be hard to deal with but there are always ways to help deal with it and make yourself and others feel better. If we stay positive we are more likely to find a positive outcome to our disappointment. We can treat disappointment as an emotion that will pass and as a stepping stone to achieving our dreams and goals.

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Starter - Children will be shown a picture of a painting with the question: What do you think this painting is of?



Input - the artist and context of the painting will be revealed. Children have previously researched Picasso. Children will now learn about Picasso's 'blue period.' Watch here: [Pablo Picasso's Blue Period - Facts and Images for All Ages - YouTube](#)

Children will then be informed that we are going to be creating our own piece of artwork inspired by Picasso's Roofs of Barcelona. However, we are going to be creating a rainforest landscape using different shades of green!

We will then explore how we can create different shades of green by adding white or black to the green. Children already practised this in last week's lesson.

Independent Activity - Children will paint their rainforest landscapes using only ONE colour with different shades like Picasso in his 'blue period'. They will be using the colour green.

Plenary/ Reflection - In pairs, children will take in turns putting on the yellow and black hat and complete the reflection stems by talking to their partner:

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LI: We are learning to investigate parts of the ear using our new scientific vocabulary.

In this lesson, the children will explore how we hear things and how our ears work.

The children will be completing a new topic frame, identifying what they already know about the topic of sound and writing new questions to find out answers to.

Then the children will label and annotate the parts of an ear using our new scientific vocabulary, as well as explaining how sound travels through the ear using time conjunctions.

This week the children will be using their oracy skills to present all of the amazing Rainforest Projects they have been working on over the holidays. We are very excited to see all of their hard work and new knowledge about the rainforest! We will be on the lookout for children who can link their project to recent Topic lessons.

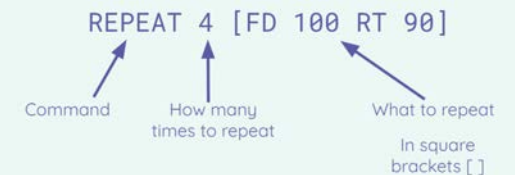


LI: We are learning create a program in a text-based language

To explain what 'repeat' means

- I can identify repetition in everyday tasks
- I can identify patterns in a sequence
- I can use a count-controlled loop to produce a given outcome

Using the repeat command in a count-controlled loop



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
REMINDERS – trips/events/items to bring in

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Reading Tasks

Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.

Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.

Doodle English and Doodle

Spell – log in to your account at least 3 times this week.

Please note that your child's book bag day may change this week due to guided reading. Your children will continue to have 2 weeks to complete their task, but will read with their teacher each week. Please ensure task books are in school every day.

Spelling and dictation –

Remember to try and use these words in sentences to show that you understand their meanings. Please also practise your handwriting using the spellings.

KS2

Nouns ending in the suffix 'ation'.

Week 4

1. creation
2. radiation
3. indication
4. ventilation
5. regulation
6. dedication
7. demonstration
8. abbreviation
9. translation
10. vibration



Doodle Maths – Log on to your account at least three times this week.

We will be checking to see who has accessed their account the most!!

Work to reach your target – are you in the **green** zone yet?

Doodle Extra: complete the set extra on your account.

Times Tables Rock stars:

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!



Please make sure your child has a glue stick and green pen for their pencil case at school - thank you.