

# Weekly Overview of Learning

Year Group: 4 Week beginning: 06.03.23

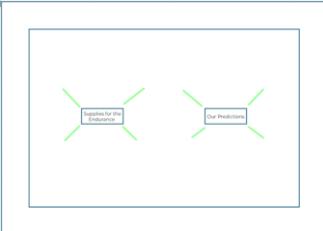
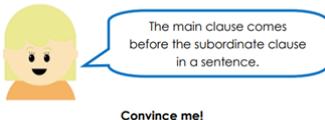
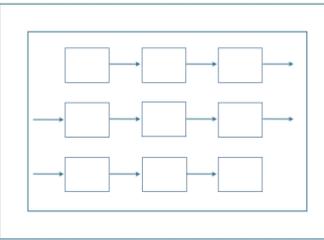
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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Speaking and Listening Focus</b></p>	<p>L.I. We are learning to compare and contrast our predictions with the book.</p>	<p>L.I. We are learning to understand and identify main and subordinate clauses.</p>	<p>L.I. We are learning to recount events from Shackleton's journey.</p>	<p>L.I. We are learning to write an informal letter, using subordinate conjunctions</p>	<p>L.I. We are learning to write an informal letter, using subordinate conjunctions</p>
<p><b>Key vocabulary and Key Blooms higher order thinking questions</b></p>	<p><b>Key vocabulary</b></p> <p>Shackleton Endurance Expedition Compare Contrast Predictions Conjunctions Comparative</p> <p><b>Key Questions:</b></p> <p>Can you decode what supplies Shackleton took on the Endurance using the image? What similarities and differences can you identify? What is a comparative conjunction? What is a contrastive conjunction?</p>	<p><b>Key Vocabulary:</b></p> <p>Conjunctions Main Subordinate Clauses Commas Detail Sentences FANBOYS AWHITEBUS</p> <p><b>Key Questions:</b></p> <p>Can you identify the coordinating and subordinating conjunctions used in each sentence? What is the difference between a main and subordinate clause? Can you remember when to use a comma when writing a sentence with a main and subordinate clause? Are coordinating (FANBOYS) conjunctions and subordinating conjunctions (AWHITEBUS) the same? Can you remember at least 5 subordinating conjunctions?</p>	<p><b>Key Vocabulary:</b></p> <p>Recount Chronological Sequence Adverbials Explain Conclude Uplevel Improve</p> <p><b>Key Questions:</b></p> <p>What would you have done if you were Ernest Shackleton? What do you think might happen next? How do you think the crew were feeling? What was the most shocking thing that happened? Can you help to reorder this sequencing frame so that it is in chronological order?</p>	<p><b>Key vocabulary</b></p> <p>Recount Chronological Sequence Adverbials Explain Conclude Uplevel Improve Subordinating</p> <p><b>Key Questions:</b></p> <p>Can you identify what makes this letter informal? Can you reorder the WAGOLL so that it is in chronological order? What is the definition of chronological? What are subordinating conjunctions? Can you identify the subordinating conjunctions in the WAGOLL? Can you summarise the events from your recount?</p>	<p>This lesson will be stretched over two days. Our speaking and listening focus will be to ask relevant questions and answer them.</p>

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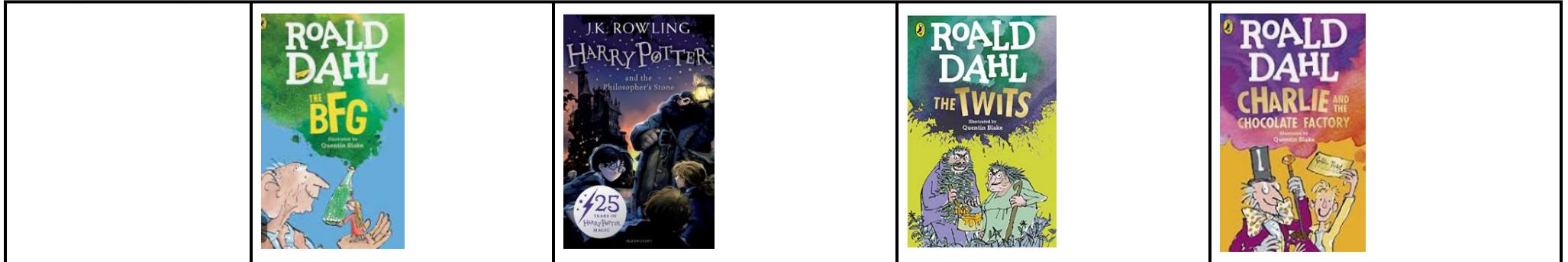
<p><b>Activities</b></p>	<p>Following on from yesterday's lesson where we worked as a team to identify what we would take on a polar expedition, we will continue to read Shackleton's Journey and uncover what supplies Shackleton chose to take on board the Endurance.</p> <p>We will be using a compare and contrast frame to spot differences and similarities between our choices and Shackleton's.</p> <p>Then, we will use comparative and contrastive conjunctions to write sentences to elaborate on our thinking frames.</p> 	<p>To begin this lesson, we will be revisiting prior learning of conjunctions such as coordinating (FANBOYS) and subordinating (A WHITEBUS).</p> <p>The children today will be introduced to main and subordinating clauses, their differences, how they can be ordered, the impact this has on use of punctuation and how they help to extend and add detail to our sentences.</p> <p>The lesson includes an interactive song, opportunities to answer key questions and worksheets that allow the children to showcase their understanding using 'because' to develop their answers.</p> <p><i>Always, Sometimes or Never?</i></p> 	<p>Last term, the children began learning about writing a recount. They were able to recount the events of how the Great Kapok Tree got cut down, during their hot task.</p> <p>In this lesson, we will further our understanding of recounts and explore how we can improve and uplevel them to make them more interesting, using adjectives, adverbials and more.</p> <p>We will be using a sequencing frame to recount the events from a section of our class text Shackleton's journey, in chronological order. This will help us for tomorrow's lesson where we will begin to construct an informal letter recounting the events.</p> 	<p>Linking last weeks and this week's learning together, today the class will be writing informal letters, using subordinating conjunctions. Last week, the class wrote amazing formal letters to Ernest Shackleton applying to be a part of his crew. Now, they are going to imagine they got the job and they are writing letters home to their loved ones from on board the Endurance.</p> <p>Using their prior learning from last weeks formal vs informal lesson, Tuesday's subordinating clauses lesson and yesterday's recount lesson, they will be striving for excellence as they write detailed letters to their loved ones.</p> 
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<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p><b>Amber</b> TEXT – The BFG Author – Ronald Dahl</p>	<p><b>Obsidian</b> Text - Harry Potter and the Philosopher's Stone Author – J.K Rowling</p>	<p><b>Amethyst</b> Text – The Twits Author –Roald Dahl</p>	<p><b>Moonstone</b> Text – Charlie and the Chocolate Factory Author – Roald Dahl</p>
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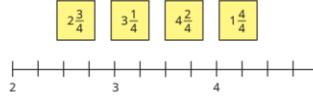
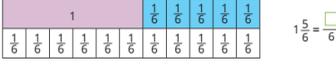


	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Maths - Measurement and Length	<p><b><u>LI: We are learning to understand how mixed numbers can be represented on a numberline (carried over from last week)</u></b></p>	<p><b><u>LI: We are learning to compare and order mixed numbers using our knowledge of numerators and denominators.</u></b></p>	<p><b><u>LI: We are learning to write mixed numbers as improper fractions using greater than and less than</u></b></p>	<p><b><u>LI: We are learning to convert mixed numbers into improper fractions</u></b></p>	<p><b><u>L.I. We are learning to consolidate our times table knowledge.</u></b></p>
Key vocabulary and key questions	<p><b><u>Key Vocabulary:</u></b> fraction mixed number represent partition wholes numerator denominator equivalent interval number line efficient difference</p> <p><b><u>Key Questions:</u></b> On the number line, how many intervals are there between these</p>	<p><b><u>Key Vocabulary:</u></b> compare mixed numbers fractions denominators more than less than whole number number line</p> <p><b><u>Key Questions:</u></b> How is comparing mixed numbers similar to comparing proper fractions? How is it different? Are the whole numbers the same? Which is the greater whole number? If the whole numbers are the same,</p>	<p><b><u>Key Vocabulary:</u></b> Improper numerator denominator equal whole integers times-tables groups mixed numbers</p> <p><b><u>Key Questions:</u></b> How many (for example, thirds) are there in 1 whole? So how many (for example, thirds) will there be in 2/3/4 wholes? What do you think comes next in this count: 3 fifths, 4 fifths, 5 fifths?</p>	<p><b><u>Key Vocabulary:</u></b> fractions improper fractions mixed numbers convert numerator denominator integer wholes times-tables equivalent</p> <p><b><u>Key Questions:</u></b> What is the integer in the mixed number ? What is the fractional part of the mixed number ? How do you know if a fraction is</p>	<p><b><u>Key Vocabulary:</u></b> Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p><b><u>Key Questions:</u></b> -What is a multiplication fact? -What is a division fact? -What is a fact family? - If you know <math>4 \times 5 = 20</math>, what do you also know? - if <math>77 \div 11 = 7</math>, what else do you know? -What is the question asking you? How do you know? -What method can you use to help you work this question out?</p>

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	<p>two consecutive whole numbers, _____ and _____?                  What is each interval worth on the number line?                  Is it more efficient to count on from the previous whole number or back from the next whole number when labelling _____?                  What is the whole number before and after _____?                  Is _____ closer to the previous or the next whole number? How do you know?</p>	<p>what do you need to compare?                  Which is the greater fraction? How do you know?                  How do you know the mixed numbers are in order?</p>	<p>What is the same about mixed numbers and improper fractions?                  What is different?                  If there are 10 tenths in 1 whole, how many tenths are there in 1 10?                  Which of these are improper fractions? How do you know?</p>	<p>improper?                  How many fifths are there in 2/3/4 wholes? What do you notice?                  If there are 8 quarters in 2, how many more quarters do you need to add for the mixed number 2 3/4?</p>	
<p><b>Activities</b></p>	<p>In this lesson, the children will build on their prior learning from this unit, developing a deeper understanding of how mixed numbers are represented on a number line.</p> <p>The children will label the fractions on any given number line by identifying the number of intervals between each of the whole numbers.</p> <p>The children will also estimate the positions of mixed numbers on blank number lines. To support this, it is important that children understand which integer a mixed number is closer to, and the mixed number's relationship to the point halfway between the two wholes either side of it.</p> <p>Label the numbers on the number lines.</p> 	<p>In today's lesson, the children will be comparing and ordering mixed numbers.</p> <p>The children will begin the lesson looking at and understanding denominators being the same. We will be using bar models and number lines to see this in practice.</p> <p>Then the children will compare mixed numbers where the whole number is different, recognising that the greater the whole number, the greater the mixed number.</p> <p>Once the children are secure in their understanding of comparing mixed numbers, they will then move on to putting them in order.</p>	<p>In this lesson the children will now be confident with fractions being greater than 1 and would have experienced these as mixed numbers.</p> <p>In this small step, children will begin to write these as improper fractions and understand that this is a fraction where the numerator is greater than or equal to the denominator.</p> <p>Children will be using their prior learning to extend their knowledge of exploring other integers using their times-tables. For example - <math>3/3 = 1</math>, they will be able to realise they can repeat groups of <math>3/3</math> to see that <math>6/3 = 2</math> and <math>9/3 = 3</math>.</p>	<p>In today's lesson, the children will learn how to convert a mixed number into an improper fraction.</p> <p>The children will explore this concept predominantly through the use of pictorial representations and concrete manipulatives such as interlocking cubes. Bar models and number lines will be used as they are useful representations to allow children to see the links between mixed numbers and improper fractions.</p> <p>The children will use their times-tables knowledge to find the improper fraction equivalent to the integer part of a mixed number before adding on any remaining fractional parts.</p> <p>Use the bar model to convert the mixed number to an improper fraction.</p> 	<p>Today, the children will compete in the year group TTRS battle. This battle runs every week and the children can compete in it during their times tables lesson, as well as at home. This lesson will focus on recall and fluency with the children's multiplication and division facts.</p>  <p>The children will also practise on the online test, which will provide familiarity and will support them ahead of their summer term times table test, which will also be complete on a computer.</p> <p>The link for this time table testing can also be found on your child's Google Classroom.</p>

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		<p>Tiny is comparing mixed numbers.</p> <p><math>3\frac{1}{10} &lt; 2\frac{9}{10}</math></p> <p><math>2\frac{9}{10}</math> is greater, because <math>\frac{9}{10}</math> is greater than <math>\frac{1}{10}</math></p>  <p>Do you agree with Tiny? Explain your answer.</p>	<p>Here is a bar model.</p>  <p>The bar model shows <math>3\frac{1}{10}</math></p> <p>The bar model shows <math>2\frac{9}{10}</math></p> <p>Who do you agree with? Explain your reasons.</p>		
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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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## L.I. We are learning to explore the notes and sounds of a ukulele

Whole class instrumental teaching from Hounslow Music Service.

Prior learning - over the past few weeks, the children have been learning more chords to play on the ukulele (chords C & F). We have also been using our new skills to play along to a new song called 'rock those chords.'



Check out the HMS resources which you can access from home: <https://www.hounslowmusic.org.uk/learning-resources/>

## Unit: - Our amazing brains (week 11).

This week the children will learn about jumping to conclusions - and that sometimes we need to wait for more information before making a decision.



Next, the children will consolidate the 3 important questions we can ask ourselves when our brain is tricked or we have jumped to conclusions.

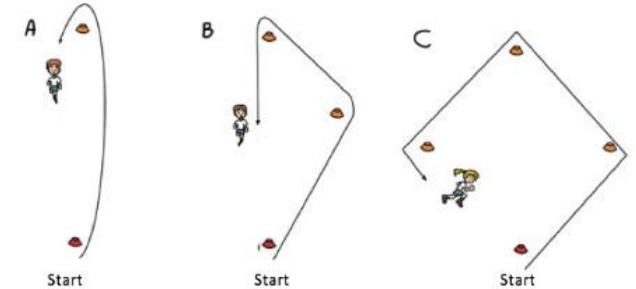


After, the children will re-cap your learning with a quiz and summary.

## Unit: Rounders

### **Lesson 3** - LI: We are learning to run around the outside of the bases and make decisions about when to stop and when to run.

Children will be learning to keep the bases on their left hand side and watch where the ball is to help them decide when to stop running,



## Unit: Cricket

### **Lesson 3** - LI: We are learning to learn how to grip the bat and develop batting technique.

Children will be learning to make a 'V' using their thumb and forefinger in line with the spine of the bat.



## Unit: Swimming (Amber & Amethyst)

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

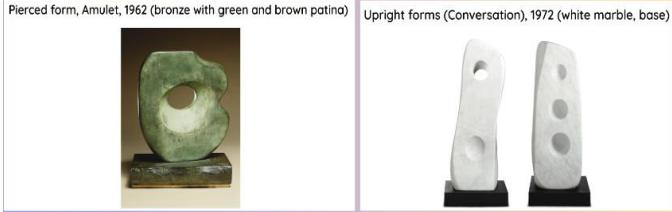
This is the **third session** for Amber and Amethyst.



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Art	Spanish – Language Angels	PSHE - Jigsaw
<p style="text-align: center;"><b>Sculpture and mega materials</b></p> <p><b>Lesson 2/3: Soap Sculptures</b></p> <p>L.I. We are learning to experiment by shaping materials using more complex techniques such as carving tools.</p> <p>This lesson will run across two weeks.</p> <p><b>(Week 2)</b> In the first lesson, children will be looking at an artist called Barbara Hepworth. They will be inspired by her work to draw a simple design for a three-dimensional piece which then will be moulded onto a soap bar.</p> <div data-bbox="107 758 779 970">  <p>Pierced form, Amulet, 1962 (bronze with green and brown patina)    Upright forms (Conversation), 1972 (white marble, base)</p> </div> <p><b>(Week 3)</b> In the second lesson, the children will then use tools and their hands to carve, model and refine their soap into the design they drew last week.</p> <div data-bbox="107 1129 739 1348">  <p>Simple organic shapes, inspired by the Hepworth sculptures, or maybe something linked to your own interests.</p> </div>	<p style="text-align: center;"><b>Los Hábitats</b></p> <p><b>Lesson 3:</b> LI: We are learning to understand which plants grow in specific habitats using spanish vocabulary.</p> <p>In today's lesson, the children will learn about which plants grow in specific habitats. For example a cactus in the desert. The children will then build on this knowledge using Spanish vocabulary to complete a variety of reading and writing exercises.</p> <p>This lesson is similar to lesson 2 where the children explored different types of habitats, but instead of looking at specific habitats and plants that now grow there.</p> <div data-bbox="840 782 1433 1005">  <p>Cactus grow in <u>the desert.</u></p> <p>Los cactus crecen en el desierto.</p> </div>	<p style="text-align: center;"><b>Unit: Healthy Me</b></p> <p><b>Lesson 3/ Puzzle 3</b></p> <p>LI: We are learning to understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>LI: We are learning to relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</p> <p>This week, the children will be exploring the dangers of smoking and looking at reasons why some people start to smoke. The children will then take part in a roleplay activity where they will act out solutions to overcome 'peer pressure,' which is one of the reasons why young people start to smoke.</p> <div data-bbox="1534 821 2105 1117">  </div>

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## Unit: Sound

### Lesson 5

**LI: We are learning to identify what we now know about sound and what we have enjoyed about this unit**

In this lesson, the children will reflect on what they have learnt about sound and what they have enjoyed about the unit. The children will also put their knowledge to the test by taking part in a fun quiz about sound.



## Polar Biomes Lesson 2

**Lesson carried over due to World Book Day!**

**LI: We are learning to understand the effect of climate change on polar biomes.**

In this lesson, we will be exploring all of the different effects climate change is having on polar biomes. We will use our cause and effect frames to look at what causes climate change and the effect this has.

The three main areas we will be focussing on are animal habitats, the Albedo effect and fresh water stores.

Our task for the lesson will be to write a letter to the Arctic Council, persuading them to do more to help stop climate change. The class will need to include the causes and effects of climate change that they identified earlier in the lesson and use AFOREST persuasive features that they learned last term in English.

### Brief from Dr Helen Findlay



Hi, my name is Helen and I am a scientist working in the Arctic. Since the 1700s humans have been changing the Earth on a large scale.

The Arctic Ocean is like an early warning system. We think that changes are happening here faster than anywhere else.

I want you to look at how the Arctic is changing, what some of the reasons may be, and how it could affect the rest of the Earth.

Polar explorer

## Lesson 2: Data collection

**LI: We are learning to use a digital device to collect data automatically**

**Success criteria:**

- I can explain what data can be collected using sensors
- I can use data from a sensor to answer a given question
- I can identify that data from sensors can be recorded

Children will build on the idea of collecting data over time, and be introduced to the idea of collecting data automatically using computers such as data loggers. They will also be introduced to the concept that computers can capture data from the physical world using input devices called 'sensors'. Children will establish that sensors can be connected to data loggers, which can automatically collect data while not attached to a computer.



## 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

#### Reading Tasks

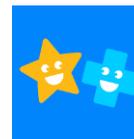
Please read for at least 20 minutes every day and complete tasks in your purple

**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.

### Maths

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

Your homework will be set to your 'extras' each week. This will be set on a Thursday



### Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in

Please make sure your child has their purple task and reading book in school every day. Your child will be reading with their teacher each week.

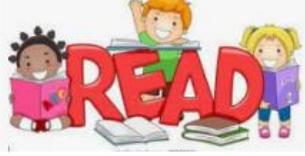
Please ensure your child has a **water bottle** and a pencil

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task book.



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

Remember there are a variety of online platforms to explore reading on too, such as Bug Club and Reading Eggs.



Log onto your Doodle Spell to practise your spellings each week.

Your English homework will additionally be set to your extras each week. This will be set on a Thursday and due on a Monday.



KS2

**Word Families Based on Common Words, Showing How Words Are Related in Form and Meaning**

**Week 4**

1. phone
2. real
3. microphone
4. realistic
5. phonics
6. reality
7. telephone
8. unreal
9. homophone
10. realisation

and due on a Monday.

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

Will a year 4 class take the Doodle trophy this week in assembly?

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

**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!



case with the correct equipment. This should also include:



**Amethyst and Amber are now swimming:**

**Monday: Amber (Spelthorne Leisure Centre)  
Tuesday: Amethyst (Heston Leisure Centre)**

Please ensure your child comes to school wearing their PE kit and brings the correct swimming kit on the appropriate day.

- Swimming Hat
- Goggles
- Swimming costume/ Shorts
- A towel

**Moonstone's PE days will now be Mondays and Thursdays.** Please ensure your children come in wearing their PE kit on the necessary days.