

# Weekly Overview of Learning

Year Group: 4    Week beginning: 10.07.23






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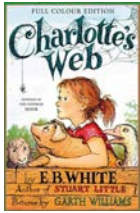

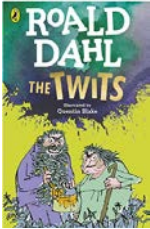

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are learning to recognise and use subordinating conjunctions</u>	<u>LI: We are learning to explore creative writing skills</u>	<u>LI: We are learning to improve our reading skills using summarising</u>	<u>LI: We are learning to make inferences from the text / explain and justify inferences with evidence from the text (2d)</u>	<u>LI: We are learning to write at will and independently</u>
Speaking and Listening Focus	In this lesson the children will use relevant strategies to build on their vocabulary.	We will be using Think Pair Share to explore deeper questions	Use spoken language to develop understanding	We will be using 'Think Pair Share' to explore deeper questions	In this lesson the children will use relevant strategies to build on their vocabulary.
Key vocabulary and Key Bloom's higher order thinking questions	<p><u>Key vocabulary</u> If Since As When Although While After Before Until Because</p> <p><u>Key Questions:</u> How can you use subordinating conjunctions to add information to a sentence? Where does the comma go in the sentence? Can you identify the subordinating conjunction in this passage?</p>	<p><u>Key vocabulary</u> Adjectives Adverbs Figurative language Creativity Explore</p> <p><u>Key Questions:</u> What effect does creative writing have on the reader? How can figurative language be used to describe?</p>	<p><u>Key vocabulary</u> Reading Summarising Key points Sum up Ideas Theme Message</p> <p><u>Key Questions:</u> How would you sum up what we have read? What are the key points? What's the message? True or false? Can you order the events of the story? Can you describe what happened in three short sentences? Can you write a new blurb for this story using 20 words or less?</p>	<p><u>Key vocabulary</u> Reading Inference Explain Assumptions Online Offline Information Evidence</p> <p><u>Key Questions:</u> What is inference? How might we 'join the dots'? How can we 'read between the lines'? What can you infer/guess is happening? What is the difference between online and offline inference? Who is <i>it</i> in the sentence? How do you know? What clues are surrounding the text?</p>	<p><u>Key vocabulary</u> Write Compose Independently Habit</p> <p><u>Key Questions:</u> Why is it important for us to write at will? What are your writing habits? What makes a good writer? What makes you a good writer? What would make you a better writer? What was the last thing you wrote? At school? At home? How many different reasons can you think of to write?</p>

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<p><b>Activities</b></p>	<p>In this lesson, we will be recapping subordinating conjunctions. We will begin by recognising these conjunctions in sentences and then progressing to using and applying them in our own work.</p> 	<p>We will be using the image below as an impetus to complete a variety of activities to explore creative writing. We will be transporting ourselves to another world by using adjectives, adverbs and figurative language.</p> 	<p>Following our recent PIXL tests, the content domain 'summarising main ideas from more than one paragraph (2c)' is something we need to work on as a year group. In this lesson, the children will deepen their understanding and skill of 'summarising' through whole class practice and then they will extend it further with independent practice.</p>  <p><small>© CanStockPhoto.com - cap22943117</small></p>	<p>Following our recent PIXL tests, making inferences and justifying inferences is a skill we need to further develop across the year group. In this lesson, the children will deepen their understanding and practise the skill of inferring through whole class practice and discussion.</p> 	<p>To prepare the children for their transition into Year 5, in this lesson, we will look at and discuss the importance of writing independently and at will. We will discuss what makes a good writer and the different things we write about. The children will then have the opportunity to write something of their own will and leisure.</p> 
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<p><b>Class Text – Reading Aloud</b> <b>10-15 mins each day</b></p>	<p><b>Amber</b> TEXT – Charlotte's Web Author – E.B White</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 – Stitch Head Author – Guy Bass</p> 
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><b><u>LI: We are learning to explore comparison, sum and difference using statistics.</u></b></p>	<p><b><u>L.I: We are learning to interpret line graphs.</u></b></p>	<p><b><u>LI: We are learning to draw line graphs.</u></b></p>	<p><b><u>LI: We are learning to consolidate our learning of statistics.</u></b></p>	<p><b><u>LI: We are learning to identify and plot coordinates on a grid.</u></b></p>
<p><b>Key vocabulary and key questions</b></p>	<p><b><u>Key Vocabulary:</u></b> compare sum difference addition subtraction questions pictogram data represents bar chart</p> <p><b><u>Key Questions:</u></b> What does each symbol represent on the pictogram? How do you know? What questions could you ask about the pictogram? What do you notice about the scale of the bar chart? What do you know? What can you find out? What is the total number of ? How many more/fewer people chose than ?</p>	<p><b><u>Key Vocabulary:</u></b> line graph variable temperature scales accurately representing values estimate trend exact</p> <p><b><u>Key Questions:</u></b> How is a line graph different from a bar chart? What do the horizontal and vertical axes represent? What is the best way to represent the data? What times do you know exact values for? At what time on the graph is it only possible to estimate the value of ? Why? How would you estimate the time it was when ? What do you know? What can you find out?</p>	<p><b><u>Key Vocabulary:</u></b> line graphs represent continuous data scales draw axes plotting coordinates</p> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>• What do the two axes represent?</li> <li>• What is the best way to show this data?</li> <li>• What data is going to be shown on the horizontal/ vertical axis?</li> <li>• What scale will you use for the axes?</li> <li>• How can you accurately plot this point?</li> <li>• How are you going to join your points together?</li> <li>• What questions can you ask about your graph?</li> </ul>	<p><b><u>Key Vocabulary:</u></b> graphs data represent scale estimate value key pictogram</p> <p><b><u>Key Questions:</u></b></p> <p>What do you notice about the scale of the bar chart? How many more/fewer people chose than ? What is the best way to represent the data? How can you accurately plot this point? What questions can you ask about your graph?</p>	<p><b><u>Key Vocabulary:</u></b> Coordinates plot points lines space pair x - axis y - axis grid corresponds</p> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>• Which value in a pair of coordinates tells you how far horizontally/vertically the point is?</li> <li>• Do you plot a point on the line or in the space between the lines?</li> <li>• Does the order of the numbers in a pair of coordinates matter? Why?</li> <li>• How far along the x-axis is the point ( , ) ?</li> <li>• How far up the y-axis is the point ( , ) ?</li> <li>• Where does the point ( , ) go on the grid?</li> </ul>

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<p><b>Activities</b></p>	<p>In this small step, children build on their learning from the previous step to solve comparison, sum and difference problems using discrete data. Recap key vocabulary, such as “difference”, before looking at questions that use this terminology. Children use key skills from the addition and subtraction block in the Autumn term to answer questions. Give children the opportunity to ask their own questions about the data in pictograms, bar charts and tables. Although examples of data are given in this step, children can also collect their own data and represent it as pictograms, bar charts and tables, and then ask and answer questions relating to their own data.</p> <p>The pictogram shows the points scored by a school's houses.</p> <table border="1"> <thead> <tr> <th>House</th> <th>Number of points</th> </tr> </thead> <tbody> <tr> <td>Savile</td> <td></td> </tr> <tr> <td>Grange</td> <td></td> </tr> <tr> <td>Heath</td> <td></td> </tr> <tr> <td>Manor</td> <td></td> </tr> </tbody> </table> <p>Key:  = 20 points</p> <ul style="list-style-type: none"> <li>How many more points does Savile have than Manor?</li> <li>How many points do Heath and Grange have altogether?</li> <li>How many more points does Manor need to be equal to Grange?</li> <li>How many points do the houses have altogether?</li> </ul>	House	Number of points	Savile		Grange		Heath		Manor		<p>In today's lesson, the children build on their understanding of lines of symmetry from the previous step by completing symmetric figures.</p> <p>We will begin by considering squares on a grid shaded with a horizontal or vertical line of symmetry. The children will then move to completing simple 2D shapes by drawing the reflection.</p> <p>Once children get used to the idea of drawing a single line of reflection, we will move on to using grids with more than one line of symmetry.</p> <p>Triangles</p> <p>Scalene: No line of Symmetry          Isosceles: One line of Symmetry          Equilateral: Three lines of Symmetry</p>	<p>In today's lesson, children use their knowledge of scales to accurately draw line graphs, ensuring that they label the axes correctly. It may be useful for children to use pre-drawn axes rather than constructing their own, as this will save time as well as enable them to focus on accurately plotting data and choosing appropriate scales. Children will develop their knowledge of axes by looking formally at coordinates in the next block. Encourage children to use a ruler when drawing the lines between points on a line graph, using dashed lines in most cases and solid lines only when the change between given points is definitely happening at a constant rate.</p> <p>Fill in the missing labels.</p>	<p>Today, the children will revise their learning from the unit of statistics.</p> <p>They will work through gaps in learning from the unit and continue to apply prior learning to trickier questions.</p> <p>Afterwards, the children will complete their end of unit assessment independently and will be able to see the progress that they have made.</p>	<p>Recap the axes of a coordinate grid and how these relate to the values in a set of coordinates, with the x-value coming first. Then model plotting a point from given coordinates. Ask children how they know which coordinate corresponds to which axis. This could be modelled on a large grid in the playground, asking children to go and stand at points with given coordinates by moving horizontally from (0, 0) and then vertically. Ensure that children see that points are plotted on the lines and not in the spaces between the lines. Discuss how it can be known where coordinates will go on a grid without plotting them first. For example, if two coordinates have the same x-value, then they are on the same vertical line, or if one of the coordinates is zero, then the point is on one of the axes.</p> <p>Follow Mo's instructions for plotting the point (4, 1) on the grid.</p> <ol style="list-style-type: none"> <li>Find 4 on the x-axis and draw a vertical line.</li> <li>Find 1 on the y-axis and draw a horizontal line.</li> <li>Where the two lines meet, draw a cross.</li> </ol> <p>How could you plot the point without drawing lines?</p>
House	Number of points														
Savile															
Grange															
Heath															
Manor															

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

Music – Sing Up

RE

PE – Get Set 4 PE

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## Unit: Favourite Song

### Lesson 3 - Carried over from last week due to Egyptian Day

L.I. We are learning to sing and play *Favourite Song*

#### In this lesson, children will:

- Perform the partner song *I wanna sing scat* in two parts, rhythmically and from memory.
- Make a video of their singing.



#### Unit Key Words

- **Duration:** steady beat/pulse, 3/4 and 4/4 time signatures, beats in the bar.
- **Pitch:** triads/chords: C, F, and G major, A minor.
- **Structure:** introduction, verse, chorus, instrumental

## Unit: Humanism

### Lesson 5

L.I. We are learning to create a symbol representing a value

L.I. We are learning to reflect on our learning of Humanism

In this lesson, the children will discuss the importance of values and their links to the ideas of humanist thinkers. We will relate this to our class and school values. We will also explore what the Happy Human symbol represents. As a task, the children will create a symbol representing a value that is of highest importance to them. They will then annotate the symbol explaining its features and promoting their value. Finally, the children will reflect on their learning of Humanism by completing a defining frame on everything they have learnt in this unit. They will then answer the question within the reflective lens of the frame 'How is Humanism the same as and different to a religion?'

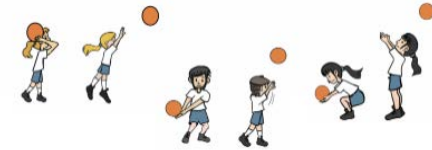


## Unit: Athletics

### Lesson 6

L.I. We are learning to develop officiating and performing skills.

In this lesson children measure from the start line to where the object or performer first lands.

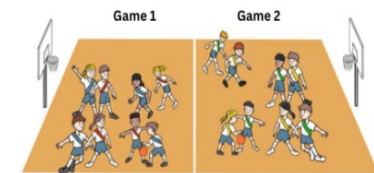


## Unit: Basketball

### Lesson 6

L.I. We are learning to apply skills and knowledge to compete in a tournament.

In this lesson children will be clear and fair when refereeing, as well as use the double dribble, travelling and contact rules.



## Unit: Swimming (Amber & Amethyst)

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



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Art	Spanish – Language Angels	PSHE - Jigsaw
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## Unit: Craft and design: Fabric of nature

### Lesson 6

LI: We are learning to explore batik to further develop our patterns.

## Success criteria

- ✓ I can discuss the work and patterns created by William Morris.
- ✓ I can create a pattern using a drawing.
- ✓ I can develop a pattern using inspiration taken from research.

In art this week we are focussing on the technique; Batik. We will explore an Egyptian artist called Samar Hassanein, who uses batik to create beautiful and unique designs. Over 3 weeks, we will create our own batik designs, using our work from the previous 3 weeks.

Working tirelessly in a small workshop in el-Fustat area in Old Cairo, the self-inspired artist is one of the few designers in Egypt to use the batik technique.



A young woman applies patterns on fabric at the workshop.

## Unit: Ricitos de Oro y los tres osos

### Lesson 6

LI: We are learning to revise all language covered so far and complete an end of unit assessment.

In today's lesson, we will be focusing on ALL language from the unit, which will be revised, before the children complete their assessment tasks.

Speaking Exercise	Listening Exercise
<p>Can you say any of the following in Spanish?</p> <p><i>Goldilocks</i></p> <p><i>the three bears</i></p> <p><i>Goldilocks and the three bears</i></p> <p><i>the small chair</i></p> <p><i>Once upon a time there were three bears.</i></p>	<p>From the extended listening exercise on the PowerPoint slide, write any of the numbers that correspond to the five different characters or items you hear spoken. Listen carefully!</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; height: 40px; border: 1px solid black; margin: 5px;"></div> <div style="width: 50%; height: 40px; border: 1px solid black; margin: 5px;"></div> <div style="width: 50%; height: 40px; border: 1px solid black; margin: 5px;"></div> <div style="width: 50%; height: 40px; border: 1px solid black; margin: 5px;"></div> </div>
Reading Exercise	Writing Exercise
<p>Can you read the passage in Spanish below and then answer any of the questions in English?</p> <p>Un día mamá osa cocinó una sopa. La sopa estaba muy caliente. Los tres osos fueron a dar un paseo en el bosque. Mientras estaban en el bosque, una niña llegó a la casa. La niña se llamaba Ricitos de Oro.</p> <p>From the passage pick out the Spanish words for the following?</p> <p>cooked <input type="text"/></p> <p>very hot <input type="text"/></p> <p>The three bears went for a walk. <input type="text"/></p> <p>the forest <input type="text"/></p> <p>The little girl was called ... <input type="text"/></p>	<p>Can you write any of the following three phrases in Spanish? (The word bank will help you).</p> <p><i>Goldilocks</i> <input type="text"/></p> <p><i>the three bears</i> <input type="text"/></p> <p><i>the big bed</i> <input type="text"/></p> <p><i>the small chair</i> <input type="text"/></p> <p><i>Once upon a time there were three bears ...</i> <input type="text"/></p>
<p><b>Word Bank</b> mamá osa, los tres osos, el tazón, una casa, un bebé oso, Ricitos de Oro y los tres osos, la silla, el bosque, la silla pequeña, la cama, papá oso.</p>	<p><b>Word Bank</b> mamá osa, los tres osos, el tazón, una casa, un bebé oso, Ricitos de Oro y los tres osos, la silla, el bosque, la silla pequeña, la cama, papá oso, la cama grande.</p>

## Unit: Changing me

### Lesson 6/ Puzzle 6

LI: We are learning to identify what I am looking forward to when I move to a new class

LI: We are learning to reflect on the changes I would like to make next year and can describe how to go about this

In this lesson, the children will be reflecting on their learning throughout the term. Children will engage in questioning and refer back to circles of change. This time, children will complete a reflection sheet to show the process they will go through to make their highlighted change happen, or to manage a change that is coming.



In talking with partners, the children will make a list of the changes they think might happen to them during the next school year. These might be personal changes e.g. moving house, or having a new baby in the family; or they might be changes that are going to happen in school e.g. the first time staying away from home on a residential, starting swimming lessons etc. They could also include changes they want to make for themselves e.g. getting better at maths, trying not to fall out with friends, etc.



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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;"><b>Unit:</b> <b>Lesson 5</b></p> <p><b>LI: We are learning how to explain how a switch works in a circuit, build switches and report our findings.</b></p> <p>In this lesson, we will be working in groups to construct our own switches. We will be making slide, toggle, selector and push switches. Each group will have a different switch to construct and then they will present their ideas to the rest of the class.</p> <p style="text-align: center;"><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• I can explain what a switch is and the job it does in a circuit.</li> <li>• I can name some different types of switches.</li> <li>• I can build a switch and use it in a circuit.</li> <li>• I can report my findings through giving a presentation.</li> </ul> <p style="text-align: center;"><b>Building Switches Presentation</b></p> 	<p style="text-align: center;"><b>Unit: Ancient Egyptians</b> <b>Lesson 5</b></p> <p><b>LI: We are learning to identify what we have learned about the Ancient Egyptians</b></p> <p>Today is our final lesson on Ancient Egypt. We have been studying this topic for 12 weeks! Throughout this time, we have learned so much about The River Nile, the Pharaohs, their language and even more! This lesson will be a great opportunity to summarise what we have learned and remind ourselves of all the great lessons we have had.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p style="text-align: center; color: green;">What have you enjoyed most about this topic?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p style="text-align: center; font-size: small;">What do you already know about Ancient Egypt and the Ancient Egyptians?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 60%; text-align: center;"> <p>Ancient Egyptians</p> </div> </div> </div>	<p style="text-align: center;"><b>Unit: Repetition in games</b> <b>Lesson 5</b></p> <p><b>LI: We are learning to design a project that includes repetition.</b></p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>• I can evaluate the use of repetition in a project</li> <li>• I can select key parts of a given project to use in my own design</li> <li>• I can develop my own design explaining what my project will do</li> </ul> <p>In this lesson, learners look at a model project that uses repetition. They then design their own games based on the model project, producing designs and algorithms for sprites in the game. They share these designs with a partner and have time to make any changes to their design as required.</p> <p style="text-align: center;"><b>Planning – what will the algorithm look like?</b></p> <ul style="list-style-type: none"> <li>• How do you want your game to start?</li> <li>• How do you want the sprites to move?</li> <li>• What else could the sprites do?</li> <li>• How will their actions be repeated?</li> </ul> 



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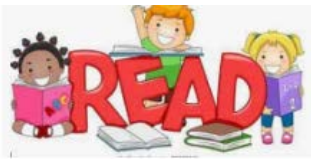
## Homework

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 task book.



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



#### 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.

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



#### KS2

#### Statutory Spelling Challenge Words

Please also remember to practise previous spellings from all weeks.

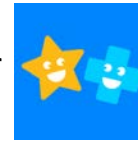
#### Week 6

### 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 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?**

### 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 case with the correct equipment. This should also include:



Whilst the weather is warm, please ensure your child comes to school wearing sun cream, plenty of water and a sun hat/ cap.

**Upcoming events:** please ensure you have checked parent mail and made any contributions as necessary.

- Summer Fair 14/07: 3.30-4.45 – Infant

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	<p style="text-align: center;"><b>Silent Letters Revision</b></p> <p style="text-align: center;"><small>Practise your weekly spelling words using cursive handwriting.</small></p> <p><i>build</i></p> <p><i>guide</i></p> <p><i>guard</i></p> <p><i>wheat</i></p> <p><i>whale</i></p> <p><i>honest</i></p> <p><i>whirl</i></p> <p><i>gnome</i></p> <p><i>gnaw</i></p> <p><i>surprise</i></p>		<p>field</p> <ul style="list-style-type: none"><li>● Final day of school 22/23: 19/07/23</li></ul>
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