

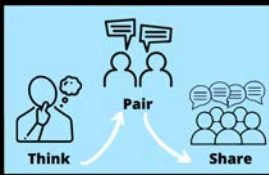




Weekly Overview of Learning

Year Group: 4 Week beginning: 11.03.24






Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	LI: We are learning to analyse and identify key elements of legends by examining example legends.	LI: We are learning to create our mythical creature using similes and expanded noun phrases.	LI: We are learning to write a character description for our mythical creature using similes and expanded noun phrases.	LI: We are learning to design a hero by using role-on the wall to explore inner struggles, powers, appearance, and others opinions	LI: We are learning to create a legendary setting description using prepositional sentence openers and descriptive language
Speaking and Listening Focus	Think, pair, share and class discussion 	Think, pair, share and class discussion Cold calling for ideas 	Feedback cold calling for ideas Think, Pair, Share 	Think, pair, share - Encouraging children to verbally express themselves by using sentence openers 	Think, pair, share and class discussion Cold calling for ideas 
Key vocabulary and Key Bloom's higher order thinking questions	Key vocabulary Retrieve Inference Evidence Grendel Beowulf Denmark Heorot Hrothgar Anglo-saxons legend Key Questions: What is a legend? Did the legend use any special words or phrases that create strong images or feelings? What do they mean? How does the legend start? Does it begin with action, description, or something else?	Key vocabulary legend analyse themes simile movement habitat hero villain mythical creature superpowers overcome Key Questions: How does your creature move? Does it slither through the darkness like a serpent hunting its prey? How does your beast interact with its environment?	Key vocabulary legend analyse themes simile movement habitat hero villain mythical creature superpowers overcome Key Questions: How does the use of similes enhance the description of your mythical creature? What impact do expanded noun phrases have on the reader's perception of your character?	Key vocabulary Protagonist Backstory Symbolism motivation heroism personality simile achievements perception Key Questions: Can you recall and describe the inner struggles your hero faces on their journey? How do the powers of your hero contribute to their ability to overcome challenges? How does your hero's appearance reflect their personality or values? What are some contrasting opinions others might have about your hero, and how do these perceptions	Key vocabulary beyond majestic ancient mystical epic Exalted Revered Enchanted Key Questions: Can you recall specific details about your chosen legendary setting, such as its location or key landmarks? How do the prepositional sentence openers help to establish the spatial relationships within your setting? How might you use descriptive language to evoke the mood or atmosphere of your legendary setting?

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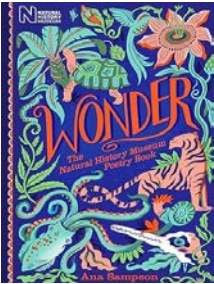
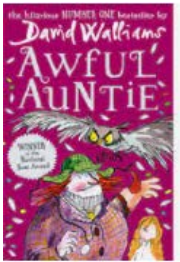
	<p>Who is the villain, mythical creature, or beast in the legend? What makes them a threat to the hero or others? What special powers or characteristics do they possess that make them a tough enemy?</p>	<p>What sets your legendary beast apart from others? What legends or myths surround your beast?</p>	<p>Can you justify why you chose specific adjectives to describe your creature's appearance? How does the chosen onomatopoeia reflect the personality or actions of your mythical being? What emotions or reactions do you aim to evoke in your readers through your character description?</p>	<p>influence their interactions with others? If your hero were to face a new challenge, how might they use their powers and qualities to navigate through it successfully?</p>	
<p>Activities</p>	<p>In today's lesson, we will delve into the captivating world of legends, focusing on the timeless tale of St. George and the Dragon. Our aim is to analyse and uncover the essential components that make up these fantastical stories. By closely examining this legendary narrative, we will identify its key elements, dissecting the intricate details that contribute to its enduring allure. Through interactive exploration and discussion, we will unravel the themes, characters, and plot devices embedded within the legend. By the end of the lesson, students will have gained a deeper understanding of legends as a literary form and honed their skills in identifying and analysing narrative elements.</p> 	<p>In today's lesson, we'll explore the art of crafting mythical creatures, delving into the world of legends and fantasy. We'll discover the role of an antagonist and how they drive narratives forward. Through similes and expanded noun phrases, we'll breathe life into our own unique mythical beings, each destined to become a central figure in our very own legends. Students will contemplate the fusion of human and animal traits or the amalgamation of two distinct creatures, allowing their imaginations to run wild. From majestic dragons to cunning serpents or powerful griffins, we'll explore the vast possibilities of our legendary beasts, each with its own captivating story waiting to be told.</p> 	<p>In today's lesson, children will embark on a creative journey to craft compelling character descriptions for their mythical creatures. Through the exploration of similes and expanded noun phrases, they will learn to vividly depict the unique traits and attributes of their creations. Drawing from yesterday's ideas, children will incorporate descriptive language to breathe life into their mythical beings, capturing their appearance, movements, and sounds with imaginative detail.</p> 	<p>In this lesson, children will engage in designing their hero by employing a role-on-the-wall technique. This method allows them to delve deep into the hero's inner struggles, uncover their extraordinary powers, contemplate their appearance, and consider how others perceive them. Through this interactive approach, children will explore the multifaceted aspects of heroism, fostering a deeper understanding of character development and empathy. By examining both internal and external perspectives, children will gain insights into the complexities of hero identity, enhancing their storytelling skills and fostering critical thinking about the nature of heroism.</p> 	<p>In this lesson, children will embark on an imaginative journey to create a legendary setting description using prepositional sentence openers. Through exploration and experimentation, they will learn to craft vivid and immersive landscapes, transporting readers to mythical realms filled with wonder and awe. By employing prepositional phrases as sentence openers, children will enhance their descriptive writing skills, bringing to life the sights, sounds, and sensations of their mythical settings. Through this creative process, children will deepen their understanding of narrative techniques and develop their ability to evoke mood and atmosphere in their writing.</p> 

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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Amber TEXT – Wonder: The Natural History Museum Poetry Book Author – Ana Sampson</p> 	<p>Obsidian TEXT – Matilda Author – Roald Dahl</p> 	<p>Amethyst TEXT – The broken Dragon Author – Karen McCombie</p> 	<p>Moonstone TEXT – Awful Auntie Author – David Walliams</p> 
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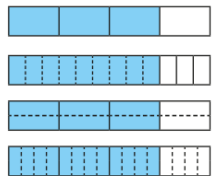

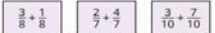
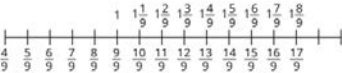
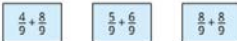
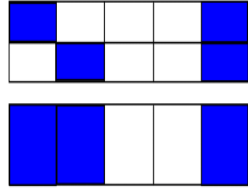

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Maths - Fractions	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to explore and develop our understanding of equivalent fractions by using bar models.</u></p>	<p><u>L.I. We are learning to add two or more fractions.</u></p>	<p><u>LI: We are learning to deepen our understanding of equivalent fractions and adding two or more fractions (Pixl therapy).</u></p>	<p><u>LI: We are learning to master our times tables and efficiently solve timed arithmetic questions with the skills we've acquired.</u></p>	<p><u>LI: We are learning to solve word problems involving fractions(PIXL therapy).</u></p>
<p>Key vocabulary and key questions</p>	<p>Key Vocabulary: equivalent fractions greater than bar models smaller parts fraction wall fraction families diagrams represent parts</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • How can you split each section into 2/3/4 equal smaller parts? How many other ways could you split each part? • If you split each part into equal smaller parts, what fraction does each part now represent? • Why do you need to split all of the existing parts? Why do they need to be equal in size? • Are there any fractions on the fraction wall that do not have any equivalent fractions shown? Does this mean they do not have any equivalent fractions? 	<p>Key Vocabulary: fraction numerator denominator addition bar model number line greater than smaller than improper fraction mixed number</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Are the denominators the same? Why is this important? • How can you show the addition in a diagram/bar model? • How could a number line help you? • Is your answer greater or smaller than 1? How do you know? • How do you convert an improper fraction to a mixed number? • How is adding three fractions different from adding two fractions? • How would you explain how to add fractions to someone who does not understand? 	<p>Key Vocabulary: fraction numerator denominator addition bar model number line greater than smaller than improper fraction mixed number equivalent compare</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is an improper fraction, and how does it differ from a mixed number? • What is an equivalent fraction? Can you give an example? • Why is it important to convert improper fractions to mixed numbers when adding fractions? • Can you demonstrate adding two or more fractions, at least one of which is an improper fraction? • How does the skill of converting improper fractions to mixed numbers in addition connect to other mathematical concepts we have learned? • How does the process of adding fractions change when dealing with improper fractions? 	<p>Key Vocabulary: Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What do you recognise about the * times tables? • Can we use our knowledge of the * times tables and the * times tables to help us with our * 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>Key Vocabulary: Reasoning Problem solving Fractions Numerator Denominator Together Give Estimate Altogether Calculate</p> <p>Key Questions:</p> <p>What is the question asking you to do? Can you summarise the problem? How do we determine the operations required to solve a given fraction word problem? What does how much tell you about the type of answer? What steps can we take to ensure accurate calculations when working with fractions in word problems? What common errors should we be cautious of when solving fraction word problems, and how can we avoid them?</p>

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<p>Activities</p>	<p>In this lesson, children will enhance their understanding of equivalent fractions, expanding on previous knowledge from Year 3.</p> <p>The emphasis is on exploring bar models to grasp the concept of equivalent fractions both within and greater than 1. Beginning with splitting models into smaller parts in various ways, children discover that as long as the existing parts are evenly divided into the same number of smaller sections, the fractions are equivalent. The use of fraction walls is introduced to aid in creating equivalent fraction families. Although the primary focus is on fractions within 1, children, once comfortable, may also explore equivalent fractions greater than 1.</p> <p>Use the bar models to find the equivalent fractions.</p>  <p>Which bar model method do you prefer for finding equivalent fractions?</p>	<p>In this lesson, children delve into the addition of fractions with the same denominator, beginning with proper fractions in this step and advancing to the addition of fractions and mixed numbers in the next. The lesson unfolds with a tactile approach as children start by folding strips of paper and shading equal parts, gradually transitioning this hands-on understanding to diagrams and bar models for adding two fractions. The exploration extends to adding more than two fractions, introducing the use of a number line and counting on as additional methods.</p> <p>Huan and Scott use bar models to represent $\frac{2}{5} + \frac{2}{5} = \frac{4}{5}$</p>  <p>Are their methods the same or different?</p> <p>Use your preferred method to work out the additions.</p>  <p>Use the number line to add the fractions.</p>  	<p>In this lesson, children will further their skills in adding two or more fractions together. They will also deepen their understanding of equivalent fractions.</p> <p>The lesson aims to deepen their understanding of fraction addition and equivalent fractions by using bar models.</p> <p>4. Taya has drawn bars to help her find an equivalent fraction to $\frac{4}{10}$.</p>  <p>She says, "$\frac{3}{5}$ is equal to $\frac{4}{10}$". Is she correct?</p>	<p>Today, children will log onto TTRS to compete in the year group tournament. The children will continue to practise recall and understanding of times tables with their teacher.</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 to support their learning.</p> 	<p>In this lesson, children will be going through a series of fraction word problems. They will need to use their problem solving skills to answer the questions. We will be looking at the language used in the word problem and then choose the appropriate method to solve the problem.</p>
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

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Replaced by DT WEEK - UNIT PAVILIONS

Lesson 1: LI: We are learning to explore pavilion structures

Children will embark on a journey exploring pavilion structures, starting with a prior knowledge activity to assess their understanding. Through examples and discussions employing technical language, they'll grasp the essence of pavilions. This immersive experience aims to ignite curiosity and deepen their comprehension of architectural marvels.

What is a Pavilion?

A Pavilion is a flexible architectural open space that invites people to come in and spend time in it.

It could be temporary or permanent and might even change its form and function. A Pavilion might be used as a: shelter, seating, meeting point, cafe, theatre, or for lectures, events, exhibitions, sports, play, relaxation, work and much much more.

Year 4 - Pavilions

Use the image to help you answer the questions.

1 What is a frame structure?

2 Describe the ways in which you could create different textures with cladding.

Replaced by DT WEEK - UNIT PAVILIONS

Lesson 2: We are learning to design a pavilion structure

Success criteria

- ✓ I can understand that different materials can create different effects.
- ✓ I can understand how to make a stable structure.
- ✓ I can design a structure that is stable and aesthetically pleasing.

Children learn how pavilions work better and what makes them unique. They study features like lighting and materials, understanding how they improve function. They also learn about design elements like shapes and materials, and eventually, they design their own pavilions, boosting creativity and problem-solving skills.



Pavilion design sheet

Design brief:

- ▶ My pavilion has a frame structure
- ▶ My pavilion must fit on an A4 sized base.
- ▶ My pavilion is an open space which provides shelter.
- ▶ My pavilion would be appealing to:

- ▶ My pavilion reflects the theme:

Unit: Gymnastics

Lesson 7

LI: To link actions that flow using the rolls I have learnt.

In their groups, pupils spend four minutes at each station. Pupils create a sequence that includes a jump, a balance and the given roll. Pupils in each group take turns to suggest a travelling action to perform safely around the outside of their station. Then the next pupil suggests a travelling action, pupils perform the first travelling action around the station followed by the second. Then the next pupil and so on.



Lesson 8

LI: To link actions that flow in a partner sequence using the rolls I have learnt.

Pupils work in pairs at their given station. Pupils will spend four minutes at each station to create a partner sequence that includes a jump, a partner balance and the given roll. Start in a straight position. Move to a tuck position, knees together, feet on the floor, hands flat on the floor either side of knees (not inside knees as this will prevent pupils from getting enough momentum to roll). Tuck chin to chest. Lift hips and bottom high, momentum comes from legs. Shoulder blades should touch the floor first. Aim to finish standing up.



Unit: Swimming
(Moonstone & Obsidian)

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: ART - Sculpture and mega materials

Lesson 4 - Recycle and Recreate (Across three lessons)

L.I. We are learning to select and join a variety of materials to make a sculpture.

Success criteria

- ✓ I can try different ways of joining materials to make something three dimensional.
- ✓ I can explore combinations of colour and texture.
- ✓ I can decide how to display my sculpture.

In this lesson, we will be looking at the artist, El Anatsui. He is a sculptor who was born in Ghana in 1944 and now lives in Nigeria. He uses materials that are usually thrown away like old mats, bottle tops and newspapers. His artwork is often based around how much we consume and the effect on the environment. Some of the sculpture aims to make us think about the way some people reuse things because they need to, not just for decoration.

Across these three lessons, children will explore different packaging materials, draw which decoration they would like to make and the purpose for it and finally create it.

Your task:

Today you will be using your recycling to create a hanging ancient Egyptian piece. You will be using the technique of weaving to create the texture on your pyramids for example and string to hang them.

Look at the example below.



Weaving

Unit: Habitats

Lesson 4

L.I: We are learning to explore which animals live in specific habitats and look at some of their adaptations using Spanish vocabulary.

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats. This is one of the first units to encourage slightly more complex and sophisticated writing using a wider range of vocabulary.

In today's lesson, the children will learn about why animals live in specific habitats and how they have adapted to these habitats. Teachers will use a brief discussion in English on what the children already know about animals and their habitats, before introducing Spanish vocabulary. Afterwards, the children will complete reading exercises to test their understanding of the learning covered today.

-  El camello vive en el desierto.
-  El tiburón vive en el océano.
-  El oso polar vive en el Ártico.
-  El conejo vive en el campo.
-  El mono araña vive en la selva tropical.

Replaced by DT WEEK - UNIT PAVILIONS

Lesson 3 - LI: We are learning to build a free standing structure

Success criteria

- ✓ I can build a free-standing structure.
- ✓ I can select appropriate materials to build a strong structure.
- ✓ I can use my knowledge of how to reinforce corners to strengthen my structure.
- ✓ I can refer to my design sheet to create my pavilion.




Children will engage in hands-on learning to construct freestanding structures. Through practical application and guidance, they'll grasp concepts of stability, balance, and structural integrity. This immersive experience fosters teamwork, problem-solving, and a deeper understanding of engineering principles, laying the groundwork for future exploration in architecture and design.



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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
<p align="center">Unit: States of matter</p> <p align="center">Lesson 4 - focus on water</p> <p><u>L.I. We are learning to explore and understand the water cycle.</u></p> <p><u>Skill - We are learning to measure in degrees Celsius (°C) and explain the process of the water cycle.</u></p> <p>Today we will be taking accurate measurements in standard units, using a range of equipment.</p> <p>Children will then observe and explain that some materials change state when they are heated or cooled and measure or research the temperature in degrees Celsius (°C) at which materials change state. The example we will focus on today will be the water cycle.</p> 	<p align="center">Replaced by DT WEEK - UNIT PAVILIONS</p> <p align="center"><u>Lesson 5: LI: We are learning to evaluate our pavilion structure</u></p> <p>Children will assess their pavilion frame structures, focusing on stability and functionality. They'll reflect on design choices, considering materials and attachment methods. Following this, they'll participate in a quiz to gauge their understanding of structural principles, reinforcing learning objectives and promoting critical thinking skills.</p> 	<p align="center">Replaced by DT WEEK - UNIT PAVILIONS</p> <p align="center"><u>Lesson 4: LI: We are learning to add cladding to a frame structure</u></p> <p align="center"><i>Success criteria</i></p> <ul style="list-style-type: none"> ✓ I can select appropriate materials for my cladding. ✓ I can add cladding which reflects my design. ✓ I can create different textural effects with my chosen material. <p>Children are provided with a variety of materials for cladding, including tissue paper, card, and ribbons. They consider attachment methods, time required, and weight impact on structure. Emphasising texture creation through cutting, folding, or weaving, they apply critical thinking to align choices with their design visions, fostering creativity and problem-solving skill</p> 

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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

Maths

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

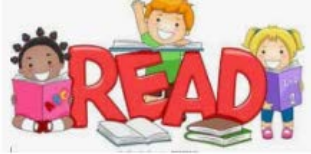
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Reading Tasks

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

KS2

Please check your spellings on Google Classroom. There is also a PowerPoint for you to go through.

Week 4

1. mountainous
2. momentous
3. scandalous
4. synonymous
5. poisonous
6. joyous
7. perilous
8. riotous
9. hazardous
10. Dangerous

Doodle Maths

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

Your homework will vary each week and be in the form of a worksheet or be set to your 'Doodle 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?

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 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:



Obsidian and Moonstone are now swimming:

Monday: Moonstone (Spelthorne Leisure Centre)

Tuesday: Obsidian (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