

Weekly Overview of Learning

Year Group: 4 Week beginning: 11.09.23

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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are learning to write about Qen's emotions when he is promoted, using adjectives, verbs and a range of fronted adverbials.</u>	<u>LI: We are learning to write a thought bubble in the role of Qen using emotive language and first person - cold task feedback</u>	<u>LI: We are learning to identify and retrieve important details from chapters 5 and 6</u>	<u>LI: We are learning to identify themes in from a range of texts</u>	<u>LI: We are learning to reinforce our understanding of themes by informing a year 3 audience about the themes in Ma'ats Feather</u>
Speaking and Listening Focus	Think, Pair Share Cold Calling	Think, Pair, Share Feedback responses	We will be using Think, pair, share and peer assessment opportunities.	The children will gain, maintain and monitor the interest of the listener as we read through the text.	Our speaking and listening focus today will be displayed by discussion of our viewpoints on the themes in the book.
Key vocabulary and Key Bloom's higher order thinking questions	<p><u>Key vocabulary</u></p> <p>Emotion words Verbs Adverbs Fronted Adverbials Worrisome Ecstatic Thrilled Nervous Elevated proudly nervously</p> <p><u>Key Questions:</u> What can you remember from Chapter 3? How did Qen feel once he had found Kathy? What discouraged/stopped him from being angry with her? What was Qen's emotion when he was told he can help with the temple project.</p>	<p><u>Key vocabulary</u></p> <p>features emotions verbs adjectives feelings adverbs synonyms</p> <p><u>Key Questions:</u> How can this piece of writing be improved further? What features has this pupil included in their work? What could the pupil include to improve their work? Which feature has the pupil used several times in the thought bubble?</p>	<p><u>Key vocabulary</u></p> <p>overseer procession embalmers chanting befuddled whirling stumbling drawn together plough glanced</p> <p><u>Key Questions:</u> Who is Da? What had the overseer promised? Who had cooked food for the feast? What are embalmers? Why were the fields water-logged? What special memories did Qen share?</p>	<p><u>Key vocabulary</u></p> <p>procession silt gruffly countered ploughing heaved relieve dreadfully groaned sore-looking grinding</p> <p><u>Key Questions:</u> What key message do we get from this chapter? Do you notice the theme of strength and courage? How does Qen show us the theme/message of never giving up? What is the theme and where did you find evidence of the theme?</p>	<p><u>Key vocabulary</u></p> <p>courage, honour, respect, family values, love, temptations, consequences of actions</p> <p><u>Key Questions:</u> What did Qen notice at night? Where had Amen gone? Why is Amen behaving this way? How is Amen showing he is giving in to his temptations?</p>

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Activities

Lots of focus on emotive vocabulary
Whilst reading chapter 4 today, children will be asked to list Qen's emotions at different points within the chapter.



Challenge - when writing down the emotions - scribe why Qen may be feeling this way.

Post reading chapter 4, discussion and sharing of emotions as a class.

Class teacher will model a paragraph on the range of emotions Qen experiences in chapter 4 when he is offered the role of helping at the temple site. Emphasis on emotive vocabulary, Verbs, Adverbs, Examples from the text, varied sentence starters

Task - children to write their paragraph linked to Qen's emotions focusing on how he is feeling when he is promoted to

Highlight features that have been used and excellence from using the highlight tool.

Discuss these pieces of work with the class before they complete the feedback sheet.

Allow children to give their feedback, can they identify any features that have been used from the samples of work provided on the flipchart?

They will then mark their work against the teacher feedback sheet - opportunity for self-reflection and familiarity with key features for writing a thought bubble for the character of Qen, when he loses his sister Khaty.



Today children will read chapter 6 as a class - shared reading. They will then complete comprehension questions for chapter 6 focussing on key points and events.
They can peer assess using the answers and this peer assessment is good practice and great for retention of knowledge

- Wednesday 13th September 2023
We are learning to summarise and retrieve important details from chapters 5 and 6.
Answer these questions in full sentences, giving evidence/examples from the text to support your answers.
1. What happened to Da? Summarise in 3-4 sentences using evidence from chapter 5.
 2. Who joined the funeral procession, apart from the family? (page 33)
 3. What items did Amen and Qen place around their father's coffin? (page 34)
 4. What made Qen sob during the funeral? (page 34)
 5. Find the words from the text that tell us the water had not completely drained away from the fields yet, leaving them soaked and muddy. (page 33)
 6. Why did the temple official visit Amen and Qen after the funeral?

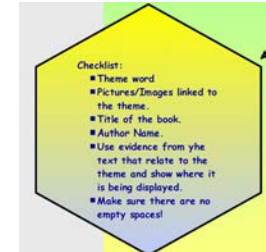
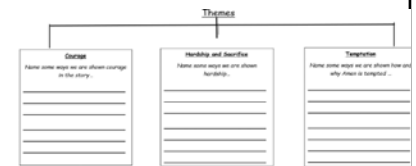
- Wednesday 13th September 2023
We are learning to summarise and retrieve important details from chapters 5 and 6.
Read Chapter 6 and answer these questions in full sentences in your book:
1. What happened to Da in chapter 5?
 2. Who joined the funeral procession other than the family? (Look at the start of page 33)
 3. Looking at page 34, what happened after the priest led the prayers for the dead? What did everyone do?
 4. Why was Amen silent and troubled after the funeral? (See last paragraph on page 35)
 5. What does 'I drew up stools for them' mean on page 36?

Today we will be reading chapter 7. Children will be shown different extracts from different texts. These extracts will give clues on some very important themes. They will identify which theme is presented in each separate extract.



Extension – can children order the themes in terms of importance? Explain their choices.

After reading chapter 8, go through themes of Ma'ats Feather as a class. (courage, honour, respect, family values, love, temptations consequences of actions)
Using a categorising frame - pupils give details on the themes by giving evidence from the book.



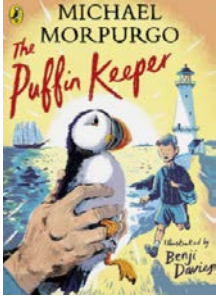
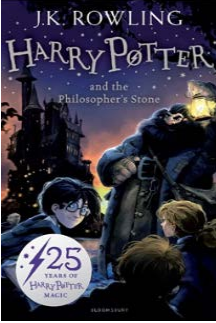
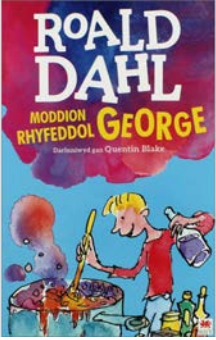
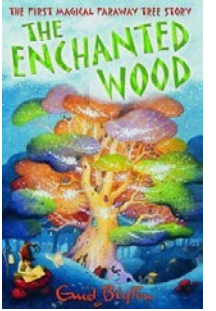
Children will then create a poster for a year 3 audience encouraging them to be brave, courageous, make new friends. This poster must advise the audience how this can be achieved using examples from the book which have displayed these themes.

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	work at the temple site.				
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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Amber TEXT – The Puffin Keeper Author – Michael Morpurgo</p> 	<p>Obsidian Text - Harry Potter and the Philosopher's Stone Author – J.K Rowling</p> 	<p>Amethyst Text – George's Marvellous Medicine Author – Roald Dahl</p> 	<p>Moonstone Text – The Enchanted Wood Author – Enid Blyton</p> 
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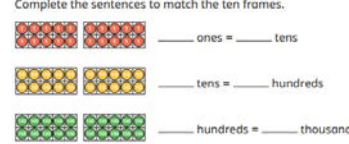
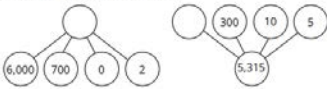
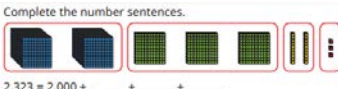
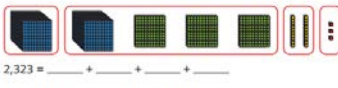
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Maths - Place Value	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Key vocabulary and key questions	<p><u>Lesson 1</u></p> <p><u>L.I: We are learning to explore numbers beyond 1000.</u></p> <p><u>Key Vocabulary:</u> Ones, Tens, Hundreds, Thousands, Represent, Partition, Part-whole model, Base ten, Value, Equal to</p> <p><u>Key Questions:</u> Counting in 1,000s from 3,000, what is the next number? Counting back in 1,000s from 7,000, tell me a number you would say. How do you know? How many thousands are there in 6,000? How many hundreds are there in 1,000? How many hundreds are there in 6,000?</p>	<p><u>Lesson 2</u></p> <p><u>L.I: We are learning to identify and represent numbers to 10,000.</u></p> <p><u>Key Vocabulary:</u> Ones, Tens, Hundreds, Thousands, Ten Thousand, Represent, Partition, Part-whole model, Base ten, Value, Equal to Gattegno charts, Place Value Counters</p> <p><u>Key Questions:</u> What number is represented? What is the value of each digit? Represent 4,672 using base 10/place value counters. How many thousands, hundreds, tens and ones are in the number? How would you represent $6,000 + 0 + 60 + 9$ in the place value chart? How do you know the counter in the thousands column has a greater value than the counter in the ones column?</p>	<p><u>Lesson 3</u></p> <p><u>L.I: We are learning to partition numbers to 10,000.</u></p> <p><u>Key Vocabulary:</u> Ones, Tens, Hundreds, Thousands, Ten Thousand, Represent, Partition, Part-whole model, Base ten, Value, Equal to Gattegno charts, Place Value Counters, Partitioning</p> <p><u>Key Questions:</u> What number is represented? How many thousands/hundreds/tens/ones are there in the number ? What is the value of each digit in 4,715? Does the order in which you partition the number matter? What number is equal to $7,000 + 0 + 30 + 4$? What does a zero in a place value column tell you?</p>	<p><u>Lesson 4</u></p> <p><u>L.I: We are learning to flexibly partition numbers to 10,000.</u></p> <p><u>Key Vocabulary:</u> Flexible Partitioning, Ones, Tens, Hundreds, Thousands, Ten Thousand, Represent, Partition, Part-whole model, Base ten, Value, Equal to Gattegno charts, Place Value Counters</p> <p><u>Key Questions:</u> How can you write the number using a part-whole model? What different multiples of 1,000 could be the first part? How does this affect the values of the other parts? What can you exchange the thousands/hundreds/tens/ones digit for? How do you work out the whole, given the parts?</p>	<p><u>Lesson 5</u></p> <p><u>L.I: We are learning to develop fluency with our times tables. L.I: We are learning to complete a range of arithmetic questions in a given time using our prior learning.</u></p> <p><u>Key Vocabulary:</u> Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p><u>Key Questions:</u> -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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Activities																																																	
<p>Activities</p>	<p>Building on previous steps children explored numbers up to 1,000, they will now explore numbers beyond 1,000. Children will look at the composition of multiples of 1,000 by exploring how many hundreds they are made of. They utilise the hundred, being able to state the number of hundreds that make up any 4-digit multiple of 100 or 1,000 such as "20 hundreds are equal to 2,000".</p> <p>Complete the sentences to match the ten frames.</p>  <p>Complete the sentences.</p> <ul style="list-style-type: none"> 3 thousand = 3,000 There are _____ hundreds in 3 thousand. _____ thousand = 5,000 There are 50 hundreds in _____ thousand. 	<p>Today, children will use different representations such as place value charts and Gattegno charts, which highlight the place value of the digits in the numbers. Children explore the relationship "both ways" between the place value columns, for example, 100 is 10 times the size of 10 and a tenth the size of 1,000</p> <p>We will discuss with children how and why we use a comma when writing numbers, to help with reading and writing larger numbers. Children will experience questions that include zero as a placeholder to represent a blank column in a place value chart.</p> <p>Complete the Gattegno chart to represent the number 5,326</p> <table border="1" data-bbox="638 853 974 981"> <tr> <td>1,000</td> <td>2,000</td> <td>3,000</td> <td>4,000</td> <td>5,000</td> <td>6,000</td> <td>7,000</td> <td>8,000</td> <td>9,000</td> </tr> <tr> <td>100</td> <td>200</td> <td>300</td> <td>400</td> <td>500</td> <td>600</td> <td>700</td> <td>800</td> <td>900</td> </tr> <tr> <td>10</td> <td>20</td> <td>30</td> <td>40</td> <td>50</td> <td>60</td> <td>70</td> <td>80</td> <td>90</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> </table>	1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000	100	200	300	400	500	600	700	800	900	10	20	30	40	50	60	70	80	90	1	2	3	4	5	6	7	8	9	<p>The focus of this small step is to ensure that children have a secure understanding of place value with 4-digit numbers. Children partition a number up to 10,000 by identifying the number of thousands, hundreds, tens and ones. They should give their answers using numerals, words and expanded form, for example 5,346 = 5 thousands, 3 hundreds, 4 tens and 6 ones or 5,000 + 300 + 40 + 6</p> <p>Complete the part-whole models.</p>  <p>Complete the sentences.</p> <ul style="list-style-type: none"> 7,812 is equal to _____ thousands, _____ hundreds, _____ tens and _____ ones. _____ is equal to 3 thousands, 4 hundreds, 0 tens and 9 ones. _____ = 8,000 + 40 + 3 	<p>In this small step, children explore flexible partitioning of numbers up to 10,000, understanding that the whole number can be split into parts in many different ways. Children use numerals, words and expanded form in their partitioning. A key focus should be appreciating that, for example, 6,000 + 400 + 20 + 9 = 5,000 + 1,400 + 20 + 9</p> <p>Complete the number sentences.</p>  <p>2,323 = 2,000 + _____ + _____ + _____</p>  <p>2,323 = _____ + _____ + _____ + _____</p> <p>How else can 2,323 be partitioned?</p> <p>Use the place value chart to complete the number sentences.</p> <table border="1" data-bbox="1433 821 1713 917"> <thead> <tr> <th>Thousands</th> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>●</td> <td>●●●</td> <td>●●●</td> <td>●●●●</td> </tr> </tbody> </table> <p>2,339 = 2,000 + _____ + 30 + 9</p> <p>2,339 = 2,000 + 300 + _____ + 19</p> <p>2,339 = 1,000 + _____ + 30 + 9</p>	Thousands	Hundreds	Tens	Ones	●	●●●	●●●	●●●●	<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 data-bbox="1780 518 2128 790" style="border: 2px solid purple; padding: 10px; text-align: center;"> <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>
1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000																																									
100	200	300	400	500	600	700	800	900																																									
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

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Music –	RE	PE – Get Set 4 PE
<p style="text-align: center;">Unit: This little light of mine Lesson 1 (Continued over)</p> <p><u>L1: We are learning to recite and perform our new song and practise moving in time to a beat.</u></p> <p><u>Unit Key Words:</u> Pentatonic scale, gospel music, off-beat, rhythm, call-and-response, progression snapshot 1.</p> <p>This little light of mine is an expressive call-and-response Gospel song based on a pentatonic scale. The origin of the song is not 100% clear – some believe that it was written in the 1920s as a song for children by Harry Dixon Loes, but he never claimed credit for it. Some believe the lyrics are taken from one of Jesus's speeches to his followers in the Bible.</p> 	<p style="text-align: center;">Unit: Lesson 2</p> <p><u>L1.1 We are learning to sequence the Guru Nanak story. (A,B)</u></p> <p><u>L1.2 We are learning to ask questions about things that are important to me and other people and suggest answers which relate to our lives (D,E)</u></p> <p>The children will begin by watching the story of Sikhism and make notes of what they retain. They will then create a sequencing frame for the story.</p> <p><u>Key questions to think about</u> When was sikhism first formed? What language do sikhs speak? How many Gurdwaras are in Hounslow? What was the name of their god? Why do some sikhs wear turbans?</p>	<p style="text-align: center;">Unit: Hockey Lesson 2</p> <p><u>L1. To develop the attacking skill of dribbling.</u></p> <p>In this lesson children should be able to keep their head up to see the space and only use one side of the stick. They will practise rotating the stick fully over the ball to change direction of the ball when playing in 1v1 game.</p> <p style="text-align: center;">Unit: Football Lesson 2</p> <p><u>L1. To develop changing direction and speed when dribbling.</u></p> <p>Children dribble their ball around the area, exploring different ways to change speed and direction with the ball. Q: Which part of the foot do you use to move the ball when changing direction? Inside, outside or sole could be used. Q: What do you have to do to change the speed you are moving at? Take bigger or smaller steps to speed up and slow down. Move the ball slightly further away from you when speeding up.</p> <p style="text-align: center;">Unit: Swimming (Amber & Amethyst)</p>

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



Art

Spanish – Language Angels

PSHE - Jigsaw

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Unit: Drawing - Powerprints

Lesson 1 (Continued over)

LI: We are learning to draw using tone to create a 3D effect.

Our topic in Art this term will be looking at drawing and powerprints. This first lesson, children will be looking at creating tone using different pencils. Children will be understanding that artists use layers of shading to achieve light, medium and dark tones.

The activity will include us using a ribbon to create an interesting shape. Then we will use a HB pencil to sketch the outlines of our designs in our books! As children draw, they will focus on adding shading and observing where light/dark tones are used.



Unit: ME PRESENTO

Lesson 1 (Continued over)

LI: We are learning to present ourselves and ask how people are in Spanish.

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

- Count to 20 in Spanish.
- Ask somebody how they are feeling, their age, name and where they live in Spanish.
- Say how we are feeling, how old we are, what our name is and where we live in Spanish.
- Apply rules of adjectival agreement when saying our nationality in Spanish.

To introduce the unit 'Me presento'. In this lesson pupils will revise basic greetings and will learn how to ask someone how they are feeling as well as answer the question themselves in Spanish.



Unit: Being me in my world!

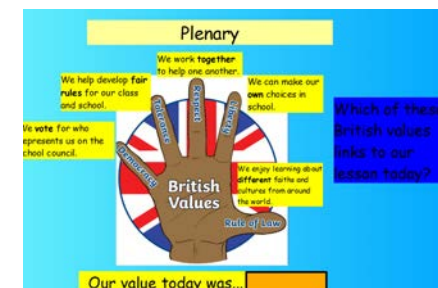
Lesson 2

LI: We are learning to know my actions make a difference to the class team.

In this lesson, children will be learning to be kind to others and how their actions can impact their classmates or other people. We will be discussing the terms 'inclusion' and 'exclusion' and what we can do to make everyone feel values in the class. Children will be linking these to British values.




1) What is happening? 2) Who is feeling what?



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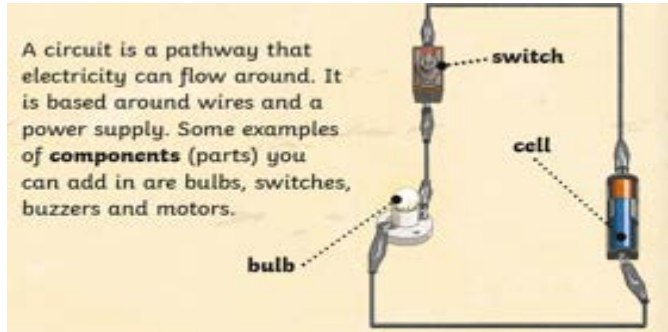
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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing																
<p style="text-align: center;">Unit: Electricity, Circuits and Conductors Lesson 2</p> <p><u>LI: We are learning to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</u></p> <p>In this lesson children will be learning about electrical circuits, the different components and they will build their own working circuit. They will learn about the functions of each component and what they are used for. They will then build their own circuits using different components. They will reason why the circuit works and find a solution to a circuit that does not work.</p> <p>Components All electrical items are made up of components, which make them work.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>switch lamp cell battery</p> <p>wire buzzer motor</p> </div>	<p style="text-align: center;">Unit: Ancient Civilisation Lesson 2</p> <p><u>LI: We are learning to explore when and where the Ancient Sumer lived, using a timeline.</u> <u>Skill: Construct a chronological account of a past civilisation, focusing on their features and achievements.</u></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="font-size: small;">Sumerian People move into Mesopotamia.</td> <td style="font-size: small;">The Sumerians build temples for their gods.</td> <td style="border: 1px solid black; padding: 5px;">2700 BC</td> <td style="border: 1px solid black; padding: 5px;">2700 BC</td> </tr> <tr> <td style="font-size: small;">Pottery starts to be mass produced.</td> <td style="font-size: small;">The Sumerians start to inscribe on tablets.</td> <td style="border: 1px solid black; padding: 5px;">3000 BC</td> <td style="border: 1px solid black; padding: 5px;">3200 BC</td> </tr> <tr> <td style="font-size: small;">The wheel is invented.</td> <td style="font-size: small;">The Sumerians start to use mathematics.</td> <td style="border: 1px solid black; padding: 5px;">3300 BC</td> <td style="border: 1px solid black; padding: 5px;">4000 BC</td> </tr> <tr> <td style="font-size: small;">The wheel is invented.</td> <td style="font-size: small;">The Sumerians start to use mathematics.</td> <td style="border: 1px solid black; padding: 5px;">5000 BC</td> <td style="border: 1px solid black; padding: 5px;">4000 BC</td> </tr> </table> <p>In this lesson children will navigate a map to understand the location of ancient Sumer and explore a timeline to understand dates and duration of the Sumerian civilisation. Children will explore how and why the ancient civilisation of Sumer grew, including the geography of the area, such as the Fertile Crescent, rivers and floodplains and Ancient Sumer inventions. They will create a timeline using images and dates on a sequencing frame.</p>	Sumerian People move into Mesopotamia.	The Sumerians build temples for their gods.	2700 BC	2700 BC	Pottery starts to be mass produced.	The Sumerians start to inscribe on tablets.	3000 BC	3200 BC	The wheel is invented.	The Sumerians start to use mathematics.	3300 BC	4000 BC	The wheel is invented.	The Sumerians start to use mathematics.	5000 BC	4000 BC	<p style="text-align: center;">Unit: Lesson 2- What is the internet made of?</p> <p><u>LI: To recognise how networked devices make up the internet.</u></p> <p style="text-align: center;">Success Criteria:</p> <ul style="list-style-type: none"> ● I can describe networked devices and how they connect ● I can explain that the internet is used to provide many services ● I can recognise that the World Wide Web contains websites and web pages <p>In this lesson children will understand the different components the internet is made of and what the internet can do.</p> <p>Children will be going on to three different websites and researching what they can find on these websites.</p>
Sumerian People move into Mesopotamia.	The Sumerians build temples for their gods.	2700 BC	2700 BC															
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Weekly Overview of Learning

Year Group: 4 Week beginning: 11.09.23

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Website	List three things you could find on this website
www.bbc.co.uk/newsround	
www.horrible-histories.co.uk	
Your school's website www.-----	

Weekly Overview of Learning

Year Group: 4 **Week beginning: 11.09.23**

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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

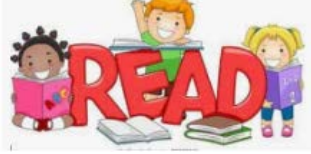
Weekly Overview of Learning

Year Group: 4 Week beginning: 11.09.23

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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.

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



KS2
Week 2

1. inactive
2. incomplete
3. inaccurate
4. inedible
5. incorrect
6. infinite
7. insecure
8. inability
9. indefinite
10. indecisive

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?

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:



Amethyst and Amber are now swimming:

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