

# Weekly Overview of Learning

Year Group: 4 Week beginning: 13.11.23

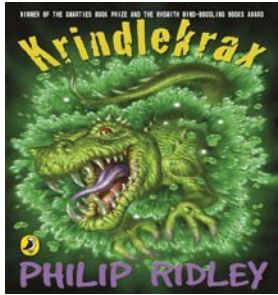


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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<p><b>LI: We are learning to develop the skill of making predictions by examining and making inferences from the front cover and blurb.</b>  <b>Lesson moved over from last week due to HLP</b></p>	<p><b>L.I. We are learning to retrieve and infer to identify key details from a fiction text.</b></p>	<p><b>L.I. We are learning to apply our knowledge of retrieval and inference to understand key details from a fiction text.</b></p>	<p><b>L.I. We are learning to reflect on our cold tasks using teacher feedback.</b></p>	<p><b>LI: We are learning to use exclamation marks effectively in written language.</b></p>
Speaking and Listening Focus	<p>Justify their predictions, making plausible predictions based on the front cover and blurb.</p> <p>Children are encouraged to rehearse and develop good language speaking skills.</p>	<p>Think, pair, share.                      The children will gain, maintain and monitor the interest of the listener as we read through the text.</p>	<p>Our speaking and listening focus today will be to articulate and justify answers, arguments and opinions.</p>	<p>The children will consider and evaluate different pieces of work and contribute and build on a WAGOLL</p>	<p>Think, pair, share.                      Encouraging students to incorporate appropriate and expressive use of exclamation marks when speaking.                      Encouraging active listening.</p>
Key vocabulary and Key Bloom's higher order thinking questions	<p><b>Key vocabulary</b>                      Analyse                      Predict                      Infer                      Blurb                      Moreover                      Because                      In addition                      illustrations</p> <p><b>Key Questions:</b>                      What do you think this story is going to be about?                      Where do you think the story might be set?                      Who might the characters be?                      Does this book remind you of another story?                      What similarities and differences might the stories have?                      Do predictions always need to be right?</p>	<p><b>Key vocabulary</b>                      Inference                      questions                      retrieve                      details                      explain                      identify                      evidence                      interpretation</p> <p><b>Key Questions:</b>                      How can you describe Ruskin?                      Who does Ruskin live with?                      What does Ruskin want to be the hero of?                      What do you think of Elvis?                      Using the P.E.E structure can you write an answer to the questions?</p>	<p><b>Key vocabulary</b>                      Infer                      retrieve                      details                      explain                      inform                      tell                      identify                      evidence                      interpretation</p> <p><b>Key Questions:</b>                      "G-g-give him his ball back" –                      What does this tell us about how Winston is feeling? Why has the author included this?                      What do you think about how Ruskin stands up to Elvis?                      Why did Ruskin's Dad collect toy animals?                      How does Mr. Splinter's perception of his son's abilities influence his belief that Ruskin</p>	<p><b>Key vocabulary</b>                      Reflect                      Feedback                      WWW                      EBI                      Errors                      Misconceptions                      Expectation</p> <p><b>Key Questions:</b>                      Have you remembered to check your work?                      Have you included figurative language?                      How can you uplevel your vocabulary?                      Have you used punctuation accurately?                      Have you used the correct tense and person?                      How can you reorganise your sentences so that they have maximum impact on the reader?</p>	<p><b>Key vocabulary</b>                      exclamation marks                      punctuation                      tone                      speech                      writing                      communication                      expressive                      apply</p> <p><b>Key Questions:</b>                      Why do we use exclamation marks in our writing and speech?                      Can you identify situations where using an exclamation mark would be more appropriate than a period?                      Can you share an example of a sentence where using an exclamation mark changes the tone or meaning?                      Why is it important to review your writing to ensure that exclamation marks are used appropriately?</p>

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<b>Activities</b>	<p><u>Activity:</u> Today's lesson focuses on children's predictions.</p> <p>Children will be using the see, wonder and infer chart to write a prediction from what they can infer from the front cover and the blurb of 'Krindlekrax'.</p> <p>Writing a prediction</p> <ol style="list-style-type: none"> <li>1. Start with a good sentence starter - Looking at the front cover. I think this book might be about....</li> <li>2. Use time conjunctions - first, next, then, lastly, later...</li> <li>3. Use modal verbs - might, could maybe</li> </ol> 	<p><u>Activity:</u> This lesson focuses on reading and understanding the text through comprehension.</p> <p>Children will be reading chapters 1 to 5. As they go along they will be answering questions. The children will also challenge themselves and answer a PEE paragraph as a class!</p> <table border="1" data-bbox="600 767 922 1075"> <thead> <tr> <th>P</th> <th>E</th> <th>E</th> </tr> <tr> <th>Point</th> <th>Evidence</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>I strongly believe...</td> <td>For example...</td> <td>This shows...</td> </tr> <tr> <td>Another point to consider is...</td> <td>This is illustrated by...</td> <td>This means...</td> </tr> <tr> <td>First of all...</td> <td>This can be seen...</td> <td>Therefore...</td> </tr> <tr> <td>It is quite obvious that...</td> <td>Data shows...</td> <td>Because of this...</td> </tr> </tbody> </table>	P	E	E	Point	Evidence	Explanation	I strongly believe...	For example...	This shows...	Another point to consider is...	This is illustrated by...	This means...	First of all...	This can be seen...	Therefore...	It is quite obvious that...	Data shows...	Because of this...	<p><u>Activity:</u> Today's lesson focuses on children's comprehension skills. The children will be answering questions in their books. The children will need to remember all the key parts of identifying an inference question from our discussions.</p> 	<p><u>Activity:</u> At the beginning of the lesson, the children will be shown a range of anonymous example cold tasks on the board. We will identify together as a class what is good about them and what could be better.</p> <p>Once we have created a success criteria, the children will reflect on their own cold tasks using a reflection sheet where they will make targets for their hot tasks.</p> 	<p><u>Activity:</u> Today's lesson focuses on using exclamation marks effectively in their spoken communication and written language.</p> <p>The lesson aims to teach students the purpose of exclamation marks, how to incorporate them to convey enthusiasm, excitement, or emphasis in speech, and how to apply them appropriately in written communication.</p>
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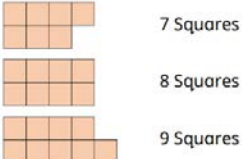
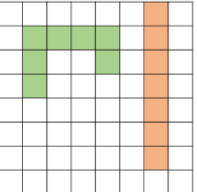
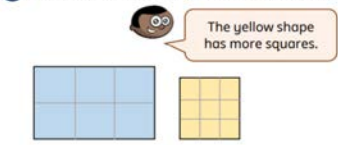


<p><b>Class Text – Reading Aloud</b> <b>10-15 mins each day</b></p>	<p>TEXT – Ammit’s Revenge Author – Juliet Desailly</p> 	<p><b>Obsidian</b> Text - Harry Potter and the Philosopher’s Stone Author – J.K Rowling</p> 	<p><b>Amethyst</b> Text – The Invisible Man Author – Based on the novel by H.G. Wells. Illustrated by Daniele Dickmann</p> 	<p><b>Moonstone</b> TEXT – Ammit’s Revenge Author – Juliet Desailly</p> 
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Maths - Measurement/ Area	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Key vocabulary and key questions	<p><b><u>LI: We are learning to make rectilinear shapes using a given number of squares.</u></b></p> <p><b><u>Key Vocabulary:</u></b> Rectilinear shape straight sides right angles area squares systematically odd/even</p> <p><b><u>Key Questions:</u></b> How many different shapes can you make with four squares? How can you work systematically? Should you overlap the squares when making your shapes? How many of these shapes are rectilinear? Explain why. Is it possible to make a rectangle with</p>	<p><b><u>LI: We are learning to compare the area of rectilinear shapes</u></b></p> <p><b><u>Key Vocabulary:</u></b> Area Centimetre Millimetre Total space Greatest Smallest 2D-shape Measure Altogether Rectilinear Compare Equal to</p> <p><b><u>Key Questions:</u></b> How can you find out which shape has the greater area? How much greater/smaller is the area of the first/second shape?</p>	<p><b><u>LI: We are learning to consolidate our unit learning of area.</u></b></p> <p><b><u>Key Vocabulary:</u></b> Area Rectilinear shape straight sides right angles area squares systematically odd/even 2D-shape Compare Centimetre</p> <p><b><u>Key Questions:</u></b> How many of these shapes are rectilinear? Explain why What is different about the numbers of squares covered by the</p>	<p><b><u>LI: We are learning to revisit learning around multiplying by 3 and 3 times-table using unfamiliar representations.</u></b></p> <p><b><u>Key Vocabulary:</u></b> Multiples 3 times-table representation number sum Even/Odd multiplication</p> <p><b><u>Key Questions:</u></b> What is the next multiple of 3?  What is the multiple of 3 before ____?  How many 3s are there in ____?</p>	<p><b><u>LI: We are learning to master our times tables and efficiently solve timed arithmetic questions with the skills we've acquired.</u></b></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 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>

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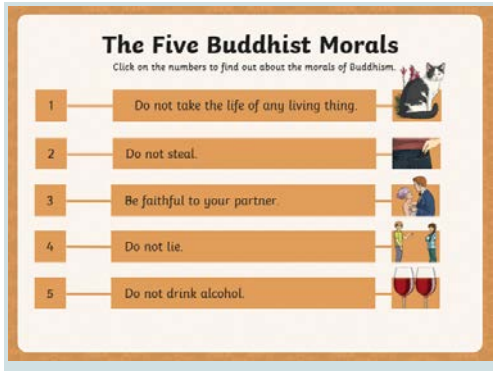

	<p>an odd number of squares? Is it possible to make a square with an odd number of squares?</p>	<p>What is different about the numbers of squares covered by the two shapes? What is the difference in area between the shapes? How can you order the shapes?</p>	<p>two shapes? What happens if you use a different unit of measure to find the area? Does your knowledge of times-tables help you to find the area? Can you use arrays to find the area of any shape? Which method is easier?</p>	<p>How do you find the digit sum of a number?  How can you tell if a number is a multiple of 3?  Are the multiples of 3 odd or even?</p>	
<p><b>Activities</b></p>	<p>In this lesson, children make rectilinear shapes using a given number of squares.</p> <p>Children will learn that a rectilinear shape is a shape that has only straight sides and right angles. We will then explore the idea that rectilinear shapes need to touch at the sides and not just at the corners.</p> <p>We will be noticing that these shapes look like two rectangles joined together but when calculating area, it is important to not count the squares with this thought as there will sometimes be an overlap.</p>  <p>You cannot make a rectangle from an odd number of squares.</p> 	<p>Building on previous steps, children will compare the areas of rectilinear shapes where the same size square has been used.</p> <p>We will be marking and noting which squares we have already counted to support our learning with accuracy whilst finding the area of more complex shapes.</p> <p>We will then begin using the symbols <math>&lt;</math>, <math>&gt;</math> and <math>=</math> to compare the areas of different shapes.</p> 	<p>In this lesson, children will put their knowledge of place value into practice. They will tackle various questions and exercises related to this topic, applying what they have learned. This lesson serves as an opportunity for students to reinforce their understanding of shapes and areas and demonstrate their ability to show working out.</p> <p>8 Mo says that the yellow shape has a greater area.</p>  <p>Is Mo correct? Explain your answer.</p>	<p>In this lesson, children will be revisiting their learning from year 3 around multiplying by 3 and the 3 times-tables.</p> <p>Children will explore the link between counting in 3s and the 3 times tables to understand multiples of 3 in a range of contexts.</p> <p>We will be using familiar representations such as number tracks and hundred squares to represent multiples of 3.</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>

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

Music –	RE	PE – Get Set 4 PE
<p style="text-align: center;"><b>Unit: My fantasy football team</b> <b>Lesson 3</b></p> <p><u>LI: We are learning to perform movement to one duration while others perform different durations.</u></p> <p><b>Unit Key Words:</b> Rhythms, duration, articulation, crotchet, minim, teamwork, patterns, comprehension</p> <p style="text-align: center;"><u>Success criteria:</u></p> <ul style="list-style-type: none"> <li>● Practise moving to 'walk' and 'stride' durations, switching between them during a piece of music.</li> <li>● Perform movement to one duration while others perform different durations.</li> <li>● Invent 4-beat rhythms, and work out 4-beat rhythms from notation.</li> </ul> <p>In this dynamic and engaging music session, children embark on an invigorating journey through rhythms, duration, and articulation. They refine their grasp of music by honing their walk and stride movements, aligning with various durations. The class is segmented into crotchet and minim groups, enabling them to harmonise their motions with the musical rhythm. Through a creatively devised system of duration cards, children delve into rhythm comprehension, memory, and timing. This not only hones their musical prowess but also fosters collaboration. They further explore football team rhythms, immersing themselves in rhythmic patterns inspired by team names, cultivating a profound link between music and everyday life. This lesson seamlessly melds entertaining activities with educational musical elements, ensuring a lively and absorbing learning experience.</p>	<p style="text-align: center;"><b>Unit: Humanism and Multi Faith</b> <b>Lesson 3</b></p> <p><u>LI: We are learning to identify the importance of the 5 Buddhist Morals. (A,B,C)</u></p> <p><u>LI 2: We are learning to understand discuss how we benefit from keeping rules (D,E,F)</u></p> <p>This week the children will explore 5 important rules of the Buddhist faith. Just like Sikhs, Buddhists have 5 important rules they follow all of which are meant to minimise suffering and reflect the understanding that actions have consequences.</p> <p>Children will explore a key word 'karma' and the importance of it in the Buddhist religion. We will explore the 5 rules and answer these key questions;</p> <ul style="list-style-type: none"> <li>● What do these rules mean to you?</li> <li>● How can we all benefit from keeping these rules?</li> <li>● Can anyone suggest when they have applied any of these rules?</li> </ul> <div data-bbox="893 954 1384 1326" data-label="Image">  </div> <p>In pairs children will create a short sequencing sketch in which one of the rules is applied and then, in the same context identify a variety of consequences when breaking the rule.</p>	<p style="text-align: center;"><b>Unit: OAA</b> <b>Lesson 3</b></p> <p><u>LI: To develop observational skills, listening to others and following instructions.</u></p> <p>In this lesson children will play a game of locks and keys. The class will be split into two groups (locks and keys). Children will be given a 'Key Document' which will help them to know which colour cone represents which piece of equipment e.g. blue cone represents a tennis ball.</p> <ul style="list-style-type: none"> <li>● Players around the outside (locks) collect four cones (one of each colour) and place them in any order, to create their lock.</li> <li>● Pupils in the middle (keys) choose any lock to unlock. They use their 'Key Document' to find objects that match their chosen 'lock' e.g. blue cone = tennis ball, red cone = green team band. They must start at one end of the lock and work in order of the cones to the other end.</li> <li>● They can only collect one item at a time, show it to the lock player who verifies if it is correct, then place it back in any hoop.</li> <li>● Every time a key player gets an object correct, the lock player completes 5 star jumps.</li> </ul> <p>Once a key player has completed a lock, they choose a new one. How many locks can they open in 5 minutes?</p> <p>Focus will be placed on staying calm and being patient.</p> <div data-bbox="1624 1321 2042 1549" data-label="Image">  </div>

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'Colonel Hathi's march' from the Jungle Book by Robert B. Sherman and Richard M. Sherman.

Move in the following ways when you see the card:



walk



stride

## Unit: Dodgeball

### Lesson 3

LI: To develop catching and learn the rules of the skill within this game.

In this lesson children will continue to use two hands to catch the ball and watch the ball as it comes towards them. In groups of four with one ball and four cones children will create two gates with the cones and stand opposite each other. They will throw to their teammate opposite who moves through the gate to catch it then runs to join the back of the queue opposite.

## 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: ART- Painting & mixed media - Light and dark

### Lesson 2

#### L.I. We are learning to create tint and shade of a colour.

In this lesson, children will learn that an artist creates tone by adding darker or lighter colours to the original colour. The simplest way of creating tones of colour is by adding black or white to the paint. Adding white creates a tint and adding black creates a shade. Children will then apply this same technique using one of the Christmas-themed shape templates. The emphasis will be on careful mixing to achieve a tonal transition from one shade or tint to the next, while smoothly blending tones from dark to light.



## Unit: Mi Familia

### Lesson 3

#### LI: We are learning a new target question ¿tienes un hermano /tienes una hermana? (Do you have any siblings?)

In this lesson pupils will learn the language required to be able to say how many brothers and sisters you have/don't have. There will also be an opportunity to revise the language covered in previous lessons.

#### Key Language:

Tengo - I have ...  
y - and  
hermano - brother  
hermanas - sister

¿Tienes hermanos?

↓

Do you have any siblings?

Tengo un hermano + y tengo dos hermanas

↓      ↓      ↓

I have a brother      and      I have two sisters.

Tengo un hermano.

Tengo dos hermanos.

Tengo tres hermanos.

## Unit: Celebrating Difference!

### Lesson 3

#### LI: We are learning to understand what influences us to make assumptions based on how people look.

In this lesson, children will be looking at making assumptions and understanding what may influence these assumptions. We will be looking at pictures and then the children will write their first impressions and why they think this eg. what has influenced you to make these assumptions.



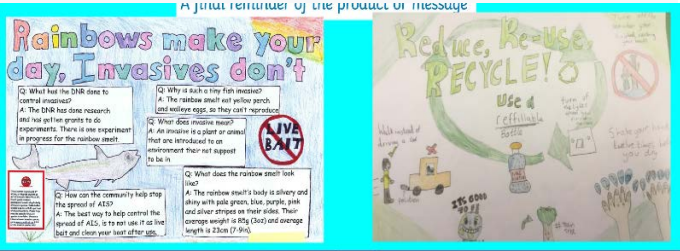
	Box 2 - My Thoughts • • •	Box 3 - Influences • • •
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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
<p align="center"><b>Unit: Food and the Digestive System</b></p> <p align="center"><b>Lesson 3</b></p> <p>LI: We are learning to investigate and recognise positive and negative changes to the environment.</p> <p>Skill: We are learning to create informative posters on how we can create positive impacts to local habitats.</p> <p>Today we will explore the concept of a positive change in the environment. We will discuss examples such as planting trees, recycling and conserving water. We will actively engage in discussions and share ideas on a healthier planet. Then, we will focus on the negative changes in the environment, exploring concepts such as pollution, deforestation and habitat destruction. We will critically think about the consequences of our actions and how they can be mitigated.</p> <p>By the end of the lesson, the children would have investigated as well as deeply understood the positive and negative changes occurring in the environment.</p> 	<p align="center"><b>Unit: Ancient Civilisation</b></p> <p align="center"><b>Lesson 2</b></p> <p align="center">Lesson moved over due to VR workshop</p> <p>LI: We are learning about the lifestyle of Ancient Egyptian wealthy people</p> <p>Skill: Explain how artefacts provide evidence of everyday life in the past.</p> <p>In this lesson, children explore the stark differences in the daily lives of ancient Egyptians, specifically focusing on the disparities between the wealthy and the poor in ancient Egyptian cities.</p> <p>They begin with a visual journey, examining images from Egyptian scrolls, wall paintings, drawings, and tombs that depict various aspects of daily life. The students are encouraged to observe, make notes, and engage in deductive reasoning, ultimately fostering critical thinking skills. Subsequently, a classroom discussion allows them to share their findings and ideas, refining their deductions. By comparing and amending their recording sheets, children learn about the contrast between the comfortable lives of wealthy Egyptians in spacious houses with gardens and pools, who enjoyed hunting, banquets, music, dancing, and games, and the more modest existence of poorer Egyptians in small, flat-roofed houses, often working in specialised roles or on farms. This lesson offers a window into the diversity within ancient Egyptian society, fostering a richer comprehension of this historical civilization.</p>	<p align="center"><b>Unit: Creating Media - Audio Production</b></p> <p align="center"><b>Lesson 3</b></p> <p><u>LI: We are learning to To recognise the different parts of creating a podcast project</u></p> <p><u>Key vocabulary</u></p> <p>Audio, sound, layer, import</p> <p><u>Success criteria:</u></p> <ul style="list-style-type: none"> <li>- I can explain how sounds can be combined to make a podcast more engaging</li> <li>- I can save my project so the different parts remain editable</li> <li>- I can plan appropriate content for a podcast</li> </ul> <p><b>Activity:</b> In this lesson, children will be making their own layered recording. First they will record a short voice track and import a sound effect and move it using the time shift tool. Children will then listen to their recording and adjust the volume of the tracks if needed, it's important to listen to their project after they make each change. Children will be demonstrating how to import an audio file into Audacity and then play the project.</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**

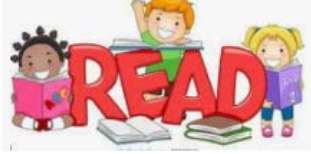
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## Reading Tasks

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.

Your English homework will vary each week and may be in the form of a worksheet and handed out to you or set to your Doodle extras each week. This will be set on a Thursday and due on a Monday.



KS2

### Week 3

1. invention
2. injection
3. action
4. question
5. mention
6. attraction
7. translation
8. devotion
9. position
10. solution

## 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:



**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