

# Weekly Overview of Learning

Year Group: 4 Week beginning: 13.03.23


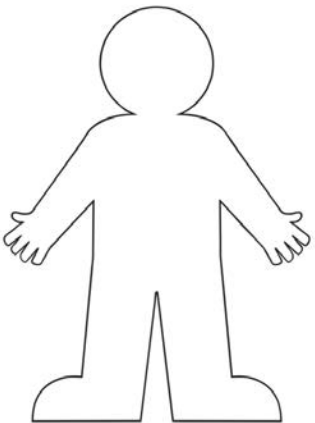
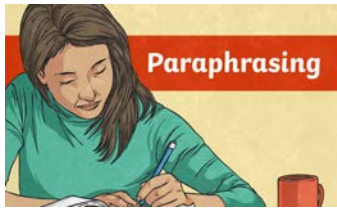

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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	L.I. We are learning to explore informal language from the past.	L.I. We are learning to reenact a scene from Shackleton's journey.	Year group closed due to industrial action	L.I. We are learning to create a timeline of Ernest Shackleton's expedition, using paraphrasing.	L.I. We are learning to improve and edit a piece of text using literary devices - COLD TASK FEEDBACK.
Speaking and Listening Focus	During this lesson, the class will be participating actively in collaborative conversations, ensuring they stay on topic and initiate/respond to questions and ideas.	We will be using Think, pair, share and class discussions as our focus today.		Our speaking and listening focus today will be to articulate and justify answers, arguments and opinions.	Today, we will be focussing on how we can listen and respond appropriately to adults and our peers.
Key vocabulary and Key Blooms higher order thinking questions	<p><b>Key vocabulary</b> Colloquial Idioms Slang Informal Communication Historic Shackleton 1900's</p> <p><b>Key Questions:</b> Can you locate the definition of colloquial and idiom in the dictionary? What is the definition of colloquial? What is the definition of idiom? Can you identify examples of colloquial language and idioms? Can you compare today's slang to slang in the past? When was Shackleton's journey set?</p>	<p><b>Key Vocabulary:</b> Slang Informal Shackleton Reenact Thoughts Feelings Internal External</p> <p><b>Key Questions:</b> How might the crew be feeling? How would you pass the time if you were them? What sounds could they hear? How might their behaviour change? How can we transform the classroom and ourselves to reenact the scene? Why might they think the opposite to what they said?</p>		<p><b>Key Vocabulary:</b> Timeline Paraphrasing Thesaurus Rearrange Shackleton Endurance Antarctic</p> <p><b>Key Questions:</b> What is paraphrasing? Can you identify when paraphrasing might be a useful tool? How can you avoid plagiarism? Can you define plagiarism? What are the steps for paraphrasing? Why might it be helpful to create a timeline of the book? Can you think of a real life situation when you might use a timeline? Which is the most significant event?</p>	<p><b>Key vocabulary</b> Identify Reflect Evaluate Analyse Improve Targets Misconception Features Structure</p> <p><b>Key Questions:</b> Why is it important to reflect on our work? What went well with this piece of writing? Can you identify an even better if? How can you ensure you include your target in your hot task? What tense is it written in? Have you included all features of a diary entry? Can you now include subordinating conjunctions?</p>

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<p><b>Activities</b></p>	<p>Today, we will be exploring informal language from the past. We will begin by discussing colloquial language and idioms that we may know and recognise, such as 'a piece of cake' or 'LOL'.</p> <p>Then, we will move on to discuss how around the time of Shackleton's journey informal language would have been very different.</p> <p>The task today will be to explore the '1900 Slang Dictionaries' and find the definitions for the words.</p> 	<p>During today's lesson, we will be reenacting a scene from Shackleton's Journey. By exploring the 5 senses, we will transform the classroom into Shackleton's camp.</p> <p>Whilst in our reimagined camp, we will complete a role on the wall worksheet. On the inside of the figure, we will write what we imagine the crew members to be internally thinking and feeling. On the outside, we will write how the character acts externally and what they say to others. An extra challenge will be to incorporate some of the informal language we explored yesterday.</p> 		<p>We are going to be reading until the end of the book today. We will explore the whole book by paraphrasing the key events throughout, and ordering them chronologically.</p> 	<p>The children will reflect and assess their own cold task (diary entry) written in week 1 using a success criteria. They will then have the opportunity to peer assess, this will enable them to take responsibility for their own learning and progression, creating independent and analytical learning.</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 – The BFG Author – Roald Dahl</p>	<p><b>Obsidian</b> Text - Harry Potter and the Philosopher's Stone Author – J.K Rowling</p>	<p><b>Amethyst</b> Text – The Twits Author –Roald Dahl</p>	<p><b>Moonstone</b> Text – Charlie and the Chocolate Factory Author – Roald Dahl</p>
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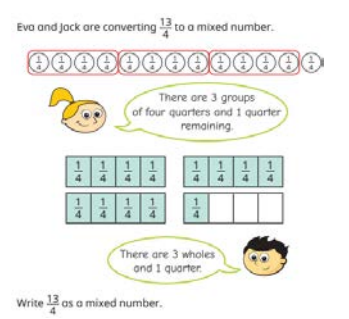
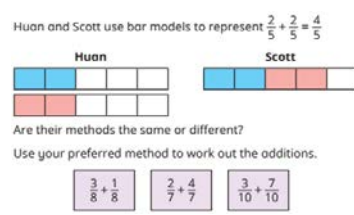



Maths - Fractions	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Key vocabulary and key questions</b></p> <p><b>Key Vocabulary:</b> fractions improper fractions mixed numbers convert numerator denominator integer wholes times-tables equivalent</p> <p><b>Key Questions:</b> How do you know _____ is an improper fraction? How many quarters are there in 15/4?</p>	<p><b>LI: We are learning to convert improper fractions to mixed numbers</b></p> <p><b>Key Vocabulary:</b> fractions improper fractions mixed numbers convert numerator denominator integer wholes times-tables equivalent</p> <p><b>Key Questions:</b> How do you know _____ is an improper fraction? How many quarters are there in 15/4?</p>	<p><b>LI: We are learning to identify and explore equivalent fractions using a fraction wall.</b></p> <p><b>Key Vocabulary:</b> equivalent half quarter third divide equal parts equivalent fraction whole numerator denominator intervals consecutive integers</p> <p><b>Key Questions:</b> What are equivalent fractions? How do you know that is equivalent to ? Why do the integers have to be in</p>	<p><b>Year group closed dur to industrial action</b></p>	<p><b>LI: We are learning to add two or more fractions</b></p> <p><b>Key Vocabulary:</b> fraction numerator denominator addition bar model number line greater than smaller than improper fraction mixed number</p> <p><b>Key Questions:</b> 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?</p>	<p><b>LI: We are learning to consolidate our times table knowledge.</b></p> <p><b>Key Vocabulary:</b> Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p><b>Key Questions:</b> -What is a multiplication fact? -What is a division fact? -What is a fact family? - If you know <math>4 \times 5 = 20</math>, what do you also know? - if <math>77 \div 11 = 7</math>, what else do you know? -What is the question asking you? How do you know? -What method can you use to help you work this question out?</p>

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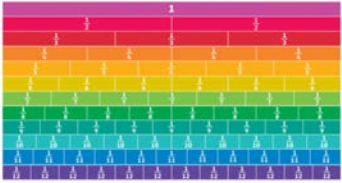
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	<p>How many quarters are there in <math>1\frac{2}{3}</math> wholes?</p> <p>How many groups of 4 are there in 15? What is the remainder? So how many groups of <math>\frac{4}{4}</math> are there in <math>15\frac{4}{4}</math>? What is the remainder? How can you write that as a mixed number?</p>	<p>line with each other? How do you know that <math>2\frac{1}{3}</math> cannot be equivalent to <math>4\frac{2}{6}</math>? What is a mixed number/improper fraction?</p>		<p>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>	
<p><b>Activities</b></p>	<p>On Friday, the children converted mixed numbers to improper fractions. Leading on from that in today's lesson,, they will convert the other way, from improper fractions to mixed numbers.</p> <p>The children will explore this concept predominantly through the use of pictorial representations and concrete manipulatives, for example counters and bar models, linking back to work done on division with remainders in Spring Block 1. The children will also use their times-tables knowledge to find the integer part of a mixed number, with the remainder as the fractional part. The learning from this step will be revisited and built on in Year 5.</p> 	<p>In today's lesson, the children will create a fraction wall. This will be a great visual activity for the children to become familiar with different fractions.</p> <p>The children will follow a step by step guide in cutting and folding strips of coloured paper which they will then stick onto a blank sheet. The children will have the opportunity to identify which fractions they can easily spot and write these in. We will be working together as a class to complete the fraction wall.</p> <p>This will then be used over the next few lessons, acting as a useful visual aid, in helping children make associations between pieces of information, and help them retain the information.</p>		<p>Building from Year 3, in this small step the children will add two or more fractions with the same denominator. First, they will add proper fractions and then add fractions and mixed numbers in the next step.</p> <p>To prepare the children, we will start by folding strips of paper and shading the equal parts. They will then transfer this knowledge to using diagrams and bar models to add two fractions, before progressing to adding more than two fractions.</p> <p>The children will also explore adding by using a number line and counting on.</p> 	<p>Today, the children will compete in the year group TTRS battle. This battle runs every week and the children can compete in it during their times tables lesson, as well as at home. This lesson will focus on recall and fluency with the children's multiplication and division facts.</p>  <p>The children will also practise on the online test, which will provide familiarity and will support them ahead of their summer term times table test, which will also be complete on a computer.</p> <p>The link for this time table testing can also be found on your child's Google Classroom.</p>

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		 <p>Fractions Wall</p>			
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

Music – Ukulele	RE – Widening Horizons - Currently replaced by CUES	PE – Get Set 4 PE
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## L.I. We are learning to explore the notes and sounds of a ukulele

Whole class instrumental teaching from Hounslow Music Service.

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



Check out the HMS resources which you can access from home:

<https://www.hounslowmusic.org.uk/learning-resources/>

Art

## Unit: - Our amazing brains (week 12).

This week the children will learn to acknowledge that life is full of obstacles - and remember to do the things they can DO to get them through.



Next, the children will explore their brain boost plan exploring what they have learnt and how this can apply to their CUEs learning as it starts to draw to a close.

Spanish – Language Angels

## Unit: Rounders

**Lesson 4 - LI: We are learning to field a ball using a two handed pick up and a short barrier.**

Children will be applying their knowledge of rounders over the last 3 weeks, and now moving forward to moving their feet to stay in line with the ball as it comes towards them.

## Unit: Cricket

**Lesson 4 - LI: We are learning to be able to field a ball using a two handed pick up and a short barrier.**

Children will be applying their knowledge of cricket over the last 3 weeks, alongside adding a new skill of moving to stay in line with the ball as it comes towards them.

## Unit: Swimming (Amber & Amethyst)

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

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












PSHE - Jigsaw

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<p style="text-align: center;"><b>Sculpture and mega materials</b></p> <p style="text-align: center;"><b>Carried over due to pantomime</b></p> <p><b>Lesson 3: Soap Sculptures</b></p> <p>L.I. We are learning to experiment by shaping materials using more complex techniques such as carving tools.</p> <p>This lesson will run across two weeks.</p> <p><b>(Week 2)</b> In the first lesson, children will be looking at an artist called Barbara Hepworth. They will be inspired by her work to draw a simple design for a three-dimensional piece which then will be moulded onto a soap bar.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><small>Pierced form, Amulet, 1962 (bronze with green and brown patina)</small></p>  </div> <div style="text-align: center;"> <p><small>Upright forms (Conversation), 1972 (white marble, base)</small></p>  </div> </div> <p><b>(Week 3)</b> In the second lesson, the children will then use tools and their hands to carve, model and refine their soap into the design they drew last week.</p>	<p style="text-align: center;"><b>Los Hábitats</b></p> <p><b>Lesson 4:</b></p> <p><b>LI: We are learning to explore which animals live in specific habitats and look at some of their adaptations using Spanish vocabulary.</b></p> <p>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.</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="text-align: center;">  <p>El camello vive en <u>el desierto.</u></p> </div> <div style="text-align: center;">  <p>El tiburón vive en <u>el océano.</u></p> </div> <div style="text-align: center;">  <p>El oso polar vive en <u>el Ártico.</u></p> </div> <div style="text-align: center;">  <p>El conejo vive en <u>el campo.</u></p> </div> <div style="text-align: center;">  <p>El mono araña vive en <u>la selva tropical.</u></p> </div> </div>	<p style="text-align: center;"><b>Unit: Healthy Me</b></p> <p style="text-align: center;"><b>Lesson 4/ Puzzle 4</b></p> <p>LI : we are learning about alcohol and its effects on health and some of the reasons some people drink alcohol</p> <p>LI: we are learning to identify the feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</p> <p>In this lesson, the children will learn about the negative effects that alcohol has on the body and the laws surrounding alcohol.</p> <div style="display: flex; justify-content: center; gap: 20px;">   </div>
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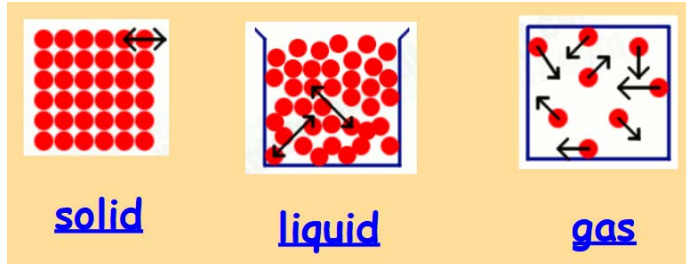
Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><b>Unit: States of Matter</b></p> <p><b>Lesson 1</b></p> <p>L.I. We are learning to understand the different states of matter</p> <p>In this introductory lesson, the children will begin by identifying what they already know about states of matter (solids, liquids and gases)</p>	<p><b>Polar Biomes Lesson 3</b></p> <p><b>LI: We are learning to understand the causes of the polar climate and seasons.</b></p> <p>Success criteria:</p>	<p><b>Lesson 2: Data collection</b></p> <p><b>LI: We are learning to use a digital device to collect data automatically</b></p> <p>Success criteria:</p>

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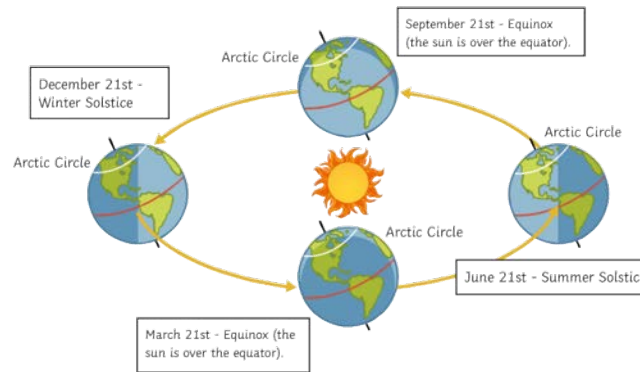
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and what they would like to find out. After that, the children will be introduced to the different states of matter and then they will take part in an activity where they will identify the properties of each state and categorise different examples of each state using a categorising frame. Finally, the children will reenact the particles of each state of matter in a fun drama activity.



- To explain the causes of the polar seasons.
- To annotate diagrams to explain the causes of the polar climate.
- To construct and interpret a climate graph.

We will be exploring the Svalbard Islands in the Arctic circle. Here, the sun doesn't rise for 4 whole months! This will lead us to explore the polar climate and seasons. We will learn to construct, interpret and annotate diagrams to help us explain the causes of the polar climate.




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

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



## Homework

Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday.

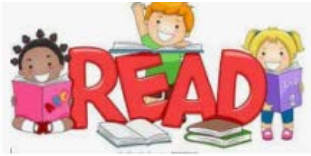
Reading/Spelling and Grammar		Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
<p><b>Reading Tasks</b></p> <p>Please read for at least 20 minutes every day and complete tasks in your purple task book.</p>	<p><b>Spelling and dictation</b> – Remember to try and use these words in sentences to show that you understand their meanings. Please also practise your handwriting using the spellings.</p> <p>Log onto your Doodle Spell to practise your</p>	<p><b>Doodle Maths</b> – Log on to your account at least three times this week.</p> <p>Your homework will be set to your 'extras' each week. This will be set on a Thursday and due on a Monday.</p> 	<p>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.</p> <p>Please ensure your child has a <b>water bottle</b> and a pencil case with the correct equipment. This should also</p>



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

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



spellings each week.

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



**KS2**

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

**Week 5**

1. solve
2. sign
3. insoluble
4. assign
5. solution
6. signature
7. dissolve
8. design
9. solvent
10. signal

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!



include:



**Amethyst and Amber are now swimming:**

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

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

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

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