

Weekly Overview of Learning

Year Group: 4 Week beginning: 13.05.24

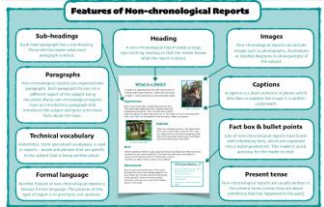
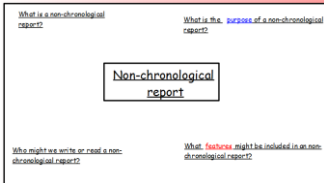
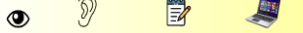
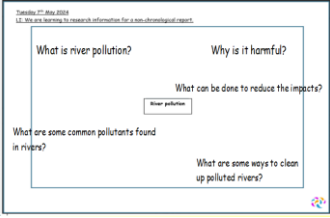


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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to identify the features of a non-chronological report.</u></p>	<p><u>LI: We are learning to research information for a non-chronological report.</u></p>	<p><u>LI: We are learning to draft the introduction and one main paragraph of a non-chronological report, focusing on engaging language to introduce the topic.</u></p>	<p><u>LI: We are learning to draft the main paragraphs for a non-chronological report, including factual information.</u></p>	<p><u>LI: We are learning to draft the conclusion of a non-chronological report.</u></p>
Speaking and Listening Focus	<p>Group discussion Collaborative work Critical thinking</p>	<p>Think, pair, share and class discussion sharing information and facts they have researched</p>	<p>Class discussion Think, pair, share Ask questions, seek clarification, and express their ideas</p>	<p>Think, pair, share Ask questions, seek clarification, and express their ideas They will be asked to share key facts and information with the class - using cold calling.</p>	<p>Think, Pair, Share Feedback</p>
Key vocabulary and Key Bloom's higher order thinking questions	<p><u>Key vocabulary</u> title/heading introduction paragraph paragraphs subheading third person formal language pictures fact boxes captions technical and factual language present tense conclusion/summary</p> <p><u>Key Questions:</u> What is a non-chronological report? What is the purpose of a non-chronological report? Who might write a non-chronological report? Who might read one? What features are included in a non-chronological report?</p>	<p><u>Key vocabulary</u> river pollution chemicals impact reduce research information facts evidence</p> <p><u>Key Questions:</u> What is river pollution? Why is it harmful? What are the consequences of river pollution for wildlife, plants, and human health? What are some common pollutants found in rivers? What can be done to reduce the impacts? What are some ways to clean up polluted rivers? What role can individuals play in preventing and mitigating river pollution in their communities?</p>	<p><u>Key vocabulary</u> contamination river pollution grave threat catastrophic introduction question subheading paragraph title</p> <p><u>Key Questions:</u> Why is it important to use engaging language in our introduction to draw readers into our report? What key information should we include in the first main paragraph about "what is river pollution"? What are the main sources of river pollution, and how do they contribute to environmental degradation? What are some examples of pollutants commonly found in</p>	<p><u>Key vocabulary</u> paragraph subheading factual information third person combat effects solution</p> <p><u>Key Questions:</u> What features can you recall to include in your non-chronological report? How can we use literary devices to engage and captivate the reader? Why is it important to keep river water clean for people to use? What are the main effects of river pollution on the environment, wildlife, and human health? What evidence can you find to support the effects of river pollution on wildlife and ecosystems?</p>	<p><u>Key vocabulary</u> conclusion fact box images caption summarise reinforce main point effective reader</p> <p><u>Key Questions:</u> Why is this image relevant? What does it show? What interesting facts did you find out? What is the purpose of a conclusion in a non-chronological report? What key information should be included in the conclusion to effectively summarise the main points of the report? How can we ensure that the conclusion leaves a lasting impression on the reader and reinforces the importance of our findings? What literary devices can we use to effectively wrap up our report?</p>

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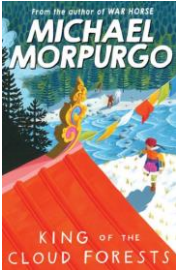
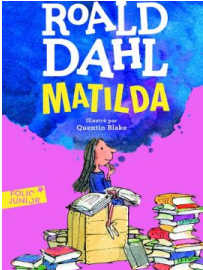
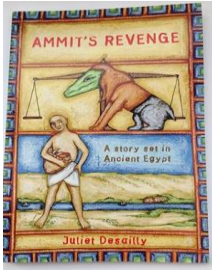

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			<p>rivers, and how do they impact the environment? What literary devices can we use to make our writing engaging and compelling for our audience?</p>	<p>Why do you think certain solutions to combat river pollution might be more effective than others? How can individuals, communities, and governments work together to prevent and reduce river pollution?</p>																			
<p>Activities</p>	<p>In this lesson, children will explore the features of a non-chronological report by first understanding its purpose, intended audience, and key features. Through research and investigation, they will identify elements such as headings, subheadings, factual information, and illustrations, essential for organising and presenting information effectively. They will then analyse examples, to understand how these features work together to engage readers.</p>  	<p>In this lesson, children will be researching information for a non-chronological report focused on river pollution. They will gather relevant facts and details about the causes, effects, and solutions related to river pollution. Through various research methods, such as reading articles, watching videos, and examining data, students will collect valuable information to include in their reports. By the end of the lesson, children will be well-equipped to incorporate their findings into their non-chronological reports, effectively communicating their knowledge and insights on this important environmental issue.</p> <p>Task 2: Using the Chromebooks, in pairs or groups research what is river pollution and add any additional information to your defining frame!</p>  	<p>In this lesson, children will start to draft the introduction and the first main paragraph of their non-chronological report on river pollution. They will focus on crafting an engaging opening for their introduction, capturing the reader's attention and setting the tone for their report. Through brainstorming and creative thinking, students will develop compelling language to introduce the topic of river pollution in an interesting and informative way. Additionally, they will draft the first main paragraph, on "what is river pollution", using descriptive language.</p> <p>Your introduction needs to include:</p> <ul style="list-style-type: none"> - Engaging opening- a question or a surprising fact - A little explanation of the topic - The purpose of the non-chronological report. - Give a little preview about the report <table border="1" data-bbox="952 1268 1153 1428"> <thead> <tr> <th>Success Criteria</th> <th></th> </tr> </thead> <tbody> <tr> <td>Rich vocabulary</td> <td>✓</td> </tr> <tr> <td>Factual language</td> <td></td> </tr> <tr> <td>Sub-heading</td> <td></td> </tr> <tr> <td>Rhetorical question</td> <td></td> </tr> <tr> <td>AWHITEBUS</td> <td></td> </tr> <tr> <td>Paragraphs</td> <td></td> </tr> <tr> <td>Informal/Formal language</td> <td></td> </tr> <tr> <td>Third person/Past tense</td> <td></td> </tr> </tbody> </table> 	Success Criteria		Rich vocabulary	✓	Factual language		Sub-heading		Rhetorical question		AWHITEBUS		Paragraphs		Informal/Formal language		Third person/Past tense		<p>In this lesson, children will be drafting the rest of the main paragraphs for their non-chronological reports on river pollution. With a focus on including factual information, students will dive into writing about two crucial aspects: the effects of river pollution and solutions to combat it. They will explore the various ways pollution impacts river ecosystems, wildlife, and human health, using factual evidence to support their points. Through this process, children will be incorporating literary devices to engage and inform the reader effectively.</p> 	<p>In this lesson, children will focus on drafting their fact box and conclusion of their non-chronological reports. They will learn about the purpose and key elements of a conclusion, which involves summarising the main points of their report and providing a closing statement or reflection. Students will engage in discussions about the importance of a strong conclusion in leaving a lasting impression on the reader and reinforcing the significance of their findings. They will also add images and captions. Through guided activities and peer feedback, children will practise crafting concise and impactful conclusions that effectively wrap up their reports on river pollution.</p>
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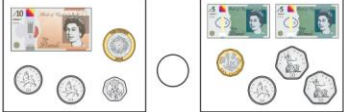



<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Amber TEXT – King of the cloud forests Author – Michael Morpurgo</p> 	<p>Obsidian TEXT – Matilda Author – Roald Dahl</p> 	<p>Amethyst TEXT - Ammit's Revenge Author – Juliet Desailly</p> 	<p>Moonstone TEXT – Awful Auntie Author – David Walliams</p> 
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Maths - Decimals	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to convert between pounds and pence using the correct unit of measure.</u></p>	<p><u>LI: We are learning to compare amounts of money.</u></p>	<p><u>LI: We are learning to estimate with money.</u></p>	<p><u>LI: We are learning to calculate using money.</u></p>	<p><u>L.I: We are learning to develop fluency with our times tables.</u> <u>L.I: We are learning to complete a range of arithmetic questions in a given time using our prior learning</u></p>
<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary:</u> Money, Decimals, Units, Convert, Pounds, Pence, Part Whole Model and Value.</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What is the value of each digit in the number? • What place value column is the in? • How many pounds and pence are there? • Which digit tells you which amount is greater? • What amount could go in between these amounts? 	<p><u>Key Vocabulary:</u> Money, Decimals, Units, Convert, Pounds, Pence, Part Whole Model and Value, Compare, Greater than, Less than, Equal to</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What is the value of each digit in the number? • What place value column is in? • How many pounds and pence are there? • Which digit tells you which amount is greater? • What amount could go in between these amounts? • What does 	<p><u>Key Vocabulary:</u> Money, Decimals, Units, Convert, Pounds, Pence, Part Whole Model and Value, Compare, Greater than, Less than, Equal to, estimation</p> <p><u>Key Questions:</u> What does it mean to estimate with money and why is it important? Can you give an example of a situation where you might need to estimate the cost of something? What strategies can we use to make quick and reasonable estimates with money? How can estimation help us make</p>	<p><u>Key Vocabulary:</u> Pence, Pounds, Money, Calculate, Add, Subtract, Difference, Partition, Part-whole, Estimate and Compare.</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> - How many pounds are there altogether? - How many pence are there altogether? -How can you use partitioning to help with the calculation? - How can a number line help you to add/subtract the amounts? - Are you going to count on or count back on the number line? 	<p><u>Key Vocabulary:</u> Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p><u>Key Questions:</u></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?

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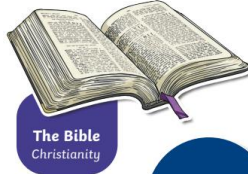

	<ul style="list-style-type: none"> • What does “ascending”/“descending” mean? • Are the amounts in the same units? Why does this matter? 	<p>“ascending”/“descending” mean?</p> <ul style="list-style-type: none"> • Are the amounts in the same units? Why does this matter? 	<p>better financial decisions?</p> <p>Can you think of a real-life scenario where accurate estimation with money would be crucial?</p>	<p>Does it matter which method you use?</p> <ul style="list-style-type: none"> - Do you need to exchange any pounds for pence? - How can you use estimation to check your calculation? 																
<p>Activities</p>	<p>In this small step, children use the fact that £1 = 100p to compare amounts of money. Children begin by comparing amounts represented in the same format, for example 4,562p and 3,750p or £45.62 and £37.50, and make their choices based on their knowledge of place value. They then compare amounts written in different formats, using their learning from the previous two steps to convert to a common format. Discuss the range of possible formats children can choose between and which they find easier to compare. The physical or pictorial representation of notes and coins, as well as number lines, can support children’s visualisation and understanding of place value. Once children are comfortable comparing two amounts in different formats they can begin to order a set of amounts.</p> <p>Match the amounts that are equal.</p> <p>Work out the missing digits.</p> <table border="0" data-bbox="264 1220 607 1444"> <tr> <td>460p</td> <td>£__ and __p</td> <td>£4.62</td> </tr> <tr> <td>420p</td> <td>£4 and 62p</td> <td>£4.06</td> </tr> <tr> <td>__p</td> <td>£4 and 6p</td> <td>£4.20</td> </tr> <tr> <td>462p</td> <td>£4 and 20p</td> <td>£__</td> </tr> <tr> <td>426p</td> <td>£4 and 26p</td> <td>£4.60</td> </tr> </table>	460p	£__ and __p	£4.62	420p	£4 and 62p	£4.06	__p	£4 and 6p	£4.20	462p	£4 and 20p	£__	426p	£4 and 26p	£4.60	<p>In this small step, children use the fact that £1 = 100p to compare amounts of money. Children begin by comparing amounts represented in the same format, for example 4,562p and 3,750p or £45.62 and £37.50, and make their choices based on their knowledge of place value. They then compare amounts written in different formats, using their learning from the previous two steps to convert to a common format. Discuss the range of possible formats children can choose between and which they find easier to compare. The physical or pictorial representation of notes and coins, as well as number lines, can support children’s visualisation and understanding of place value. Once children are comfortable comparing two amounts in different formats they can begin to order a set of amounts.</p> 	<p>Children will learn the valuable skill of estimating with money today.. We will explore the importance of estimation in everyday life, particularly when dealing with finances. Estimation involves making educated guesses about the cost of items or the amount of money needed for certain purchases.</p> <p>Children will discover that estimation can help us quickly assess whether we have enough money for a purchase.. We will discuss various strategies for estimating, such as rounding prices to the nearest dollar, grouping items into categories to estimate totals, and using mental math to make quick calculations.</p> <p>By the end of the lesson, children will gain confidence in their ability to estimate with money.</p> <p><i>Estimation</i></p> 	<p>Today, the children will extend their learning to include multiplying and dividing with money, which is developed further in the next step. Although children are not expected to formally add and subtract decimals in Year 4, informal methods such as partitioning and number lines can be used to support them when calculating with money. A part-whole model allows them to partition an amount into pounds and pence and then add the pounds and pence separately. A number line is a useful representation for children to count on, or to count back, in order to calculate the difference between two amounts. Encourage children to use their estimating skills from the previous step to check their answers.</p> <p>Complete the workings to find the total cost of a hat and a scarf.</p>  <p>£2 + £3 = £ ____ 45p + 25p = ____p £ ____ + ____p = £ ____</p> <p>Use this method to work out the cost of:</p> <ul style="list-style-type: none"> • a pair of mittens and a hat • a scarf and a pair of mittens 	<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;">Unit: The horse in motion Lesson 5</p> <p style="text-align: center;">LI: We are learning Hooves and rider – orchestrated</p> <p>Unit Key Words: Ostinato, Orchestrated, Graphic score, Ensemble, Percussion</p> <p style="text-align: center;"><u>Success criteria:</u></p> <ul style="list-style-type: none"> Orchestrate their ideas (choose which instruments play which parts). Fit two contrasting rhythms together. Follow a graphic score. <p>In this lesson, children are learning to create orchestrated body percussion patterns inspired by horse movements. They revisit warm-up exercises, producing sounds for different horse gaits. They orchestrate these sounds into two distinct ostinatos, aligning them using a graphic score. Through group performances, they practice starting and stopping together, refining their ensemble skills.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The horse in motion – perform body percussion</p>  <ul style="list-style-type: none"> Recap the two ostinatos 'hooves' and 'rider' inspired by the film. Play a game with the leader in the middle of a circle. When they shout 'hooves' everyone has to perform the 'hooves' ostinato. The same for 'rider'. Then try and layer up the two ideas on top of each other. Practise starting and stopping together. </div> <p>Moonstone and Amethyst are learning how to play the Ukulele with Mr Oliver</p>	<p style="text-align: center;">Unit: Sacred Texts Lesson 3 (Carried over from last week due to bank holiday weekend)</p> <p style="text-align: center;">LI To understand the different sacred texts in each religion</p> <p>Over the next 3 lessons children will be working on a collaborative task, in groups of 4/5 to research a sacred text more deeply in order to prepare a presentation to the rest of the class. They will create a presentation using Google Slides, and showcase key facts about their sacred text.</p> <p>Lesson 1 – Research; Questions to think about: What is the sacred text called? When was it created? What language is it written in? What type of writing is used in the text – poems, songs, rules? Where is it kept? When is it used? Can you give any examples of things written in it?</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p>Guru Granth Sahib Ji Sikhi</p> </div> <div style="text-align: center;">  <p>The Bible Christianity</p> </div> </div>	<p style="text-align: center;">Unit: Athletics Lesson 5</p> <p><u>LI: To develop a pull throw for distance and accuracy.</u></p> <p>In this lesson children should be able to begin with a straight arm, create power in their throw by transferring their weight from their back to their front leg and point the javelin tip slightly up.</p> <p style="text-align: center;">Unit: Fitness Lesson 4</p> <p><u>LI: To develop agility.</u></p> <p>Agility is the ability to change direction quickly. Agility is helpful in lots of activities that require you to change direction quickly whilst keeping your balance.</p> <p>In groups of four, pupils create a box using four cones, approx. 6m by 6m. Pupils are only allowed to use the space inside their box. Pupils play 1 v 1 whilst the other two pupils rest.</p> <p>Two pupils begin at opposite cones. One pupil is the runner, the other is the chaser.</p> <p>Chaser tries to catch the runner. Each time the runner is caught, pupils re-start by standing at opposite cones.</p> <p>How many times can the catcher catch the runner in 1 minute? After one minute, change over with the other pair.</p> <p>Repeat four times so that all pupils play the role of both runner and chaser.</p> <p style="text-align: center;">Unit: Swimming (Moonstone & Obsidian)</p> <p>Weekly sessions of swimming are delivered on Mondays and Tuesdays, by qualified instructors.</p> <div style="text-align: center; margin-top: 10px;">  </div>

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Art	Spanish – Language Angels	PSHE - Jigsaw																																													
<p style="text-align: center;"><u>Unit: Craft and design</u></p> <p style="text-align: center;">Lesson 5</p> <p>LI: We are learning to explore batik to further develop our patterns.</p> <p>In this lesson children will be using batik to develop their patterns. The children will copy the pattern they have created from the previous lesson, onto the fabric using glue. For a more precise finish, the children can faintly draw their design, with a pencil, onto the fabric, before going over it with the glue. In this stage children will be focusing on adding glue to the fabric.</p> <p>Once this has dried the children will be painting their fabric.</p> 	<p style="text-align: center;"><u>Unit: La clase</u></p> <p style="text-align: center;">Lesson 5</p> <p>LI: We are learning to understand how to use the negative structure 'No tengo...' (I do not have) to create a more detailed description of what we have and do not have in our pencil cases.</p> <p>This lesson will show the pupils how to build a sentence in Spanish. They will have a greater understanding of how all words in a sentence have a role/job and how to put words together to communicate a personalised response to the question '¿Qué tienes en tu estuche?' They will focus on the negative structure.</p> <p><u>Key Language</u></p> <table border="0"> <tr> <td>No tengo...</td> <td>=</td> <td>I do not have...</td> </tr> <tr> <td>No tengo bolígrafo.</td> <td>=</td> <td>I do not have a pen.</td> </tr> <tr> <td>No tengo lápiz.</td> <td>=</td> <td>I do not have a pencil.</td> </tr> <tr> <td>No tengo sacapuntas.</td> <td>=</td> <td>I do not have a sharpener.</td> </tr> <tr> <td>No tengo libro.</td> <td>=</td> <td>I do not have a reading book.</td> </tr> <tr> <td>No tengo cuaderno.</td> <td>=</td> <td>I do not have an exercise book.</td> </tr> <tr> <td>No tengo estuche.</td> <td>=</td> <td>I do not have a pencil case.</td> </tr> <tr> <td>No tengo regla.</td> <td>=</td> <td>I do not have a ruler.</td> </tr> <tr> <td>No tengo goma.</td> <td>=</td> <td>I do not have a rubber.</td> </tr> <tr> <td>No tengo calculadora.</td> <td>=</td> <td>I do not have a calculator.</td> </tr> <tr> <td>No tengo mochila.</td> <td>=</td> <td>I do not have a rucksack.</td> </tr> <tr> <td>No tengo barra de pegamento.</td> <td>=</td> <td>I do not have a glue stick.</td> </tr> <tr> <td>No tengo tijeras.</td> <td>=</td> <td>I do not have any scissors.</td> </tr> </table>	No tengo...	=	I do not have...	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No tengo tijeras.	=	I do not have any scissors.	<p style="text-align: center;"><u>Unit: Relationships</u></p> <p style="text-align: center;"><u>Lesson 4/ Puzzle 4</u></p> <p>LI: We are learning to recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p>LI: We are learning to know how to stand up for ourselves and how to negotiate and compromise.</p> <p>In this lesson children will be learning about friendship groups. They will get the opportunity to discuss how friendship groups may change or end and reasons for this. The children will be learning about the 'mending friendship' technique and apply their knowledge to solve different scenarios.</p> <p>Challenge - The children will also be able to write a letter in the role of an agony aunt to someone seeking advice.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 20%;"></td> <td> <p>Stop</p> <p>Think about how you're feeling. Angry? Upset? Disappointed? Let down? Try to calm these feelings so you can think about what's gone wrong.</p> </td> </tr> <tr> <td style="text-align: center;"></td> <td> <p>Get Ready</p> <p>Look at each other's point of view. Listen to how the other person sees it. Talk calmly about how you see it. Work out what's gone wrong.</p> </td> </tr> <tr> <td style="text-align: center;"></td> <td> <p>Mend The Friendship</p> <p>Say sorry if you need to (even if it's hard). Agree how to put it right. Do something fun together. Have a special 'make friends' sign, gesture or phrase (touch little fingers, say "make friends, make friends...").</p> </td> </tr> </table> </div>		<p>Stop</p> <p>Think about how you're feeling. Angry? Upset? Disappointed? Let down? Try to calm these feelings so you can think about what's gone wrong.</p>		<p>Get Ready</p> <p>Look at each other's point of view. Listen to how the other person sees it. Talk calmly about how you see it. Work out what's gone wrong.</p>		<p>Mend The Friendship</p> <p>Say sorry if you need to (even if it's hard). Agree how to put it right. Do something fun together. Have a special 'make friends' sign, gesture or phrase (touch little fingers, say "make friends, make friends...").</p>
No tengo...	=	I do not have...																																													
No tengo bolígrafo.	=	I do not have a pen.																																													
No tengo lápiz.	=	I do not have a pencil.																																													
No tengo sacapuntas.	=	I do not have a sharpener.																																													
No tengo libro.	=	I do not have a reading book.																																													
No tengo cuaderno.	=	I do not have an exercise book.																																													
No tengo estuche.	=	I do not have a pencil case.																																													
No tengo regla.	=	I do not have a ruler.																																													
No tengo goma.	=	I do not have a rubber.																																													
No tengo calculadora.	=	I do not have a calculator.																																													
No tengo mochila.	=	I do not have a rucksack.																																													
No tengo barra de pegamento.	=	I do not have a glue stick.																																													
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Weekly Overview of Learning

Year Group: 4 Week beginning: 13.05.24

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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;">Unit: Grouping and Classifying</p> <p style="text-align: center;">Lesson 5</p> <p style="text-align: center;"><u>L1: We are learning to identify vascular, non-vascular, flowering and cone-bearing plants.</u></p> <p style="text-align: center;"><u>Skill: Understand living things from a range of environments, in a variety of ways, based on observable features and behaviour.</u></p> <p>In this lesson, children will explore the importance of plants and distinguish between vascular and non-vascular types. They'll delve into the characteristics of flowering, cone-bearing, and spore-producing plants. Through identifying these plants, they'll develop the skill of understanding living things across various environments, based on observable features and behaviours. They will also create posters highlighting key facts about these plants, enhancing their understanding and creativity.</p> <div data-bbox="297 1082 696 1230" style="text-align: center;"> </div>	<p style="text-align: center;"><u>Unit: Misty Mountains and Winding river</u></p> <p style="text-align: center;">Lesson 5</p> <p style="text-align: center;"><u>L.I. We are learning to identify and describe the formation of different mountain types.</u></p> <p style="text-align: center;"><u>Skill - L.I. We are learning to explain and compare the aspects of physical features.</u></p> <p>In this lesson children will be identifying mountain types and describing the formation of them. We will also be explaining and comparing aspects of physical features.</p> <p>By the end of this lesson children should know:</p> <ul style="list-style-type: none"> • A mountain is a natural elevation of the Earth's surface, rising to a summit. • Mountains have an elevation greater than that of a hill, usually greater than 610m. • Mountains are made when the Earth's tectonic plates push together, move apart or when magma underneath the Earth's crust pushes large areas of land upwards. <div data-bbox="947 1090 1391 1390" style="text-align: center;"> </div>	<p style="text-align: center;"><u>Unit: Photo Editing</u></p> <p style="text-align: center;">Lesson 5</p> <p style="text-align: center;"><u>L1: We are learning combine images for a purpose</u></p> <p>Image, made up, real, composite, cut, copy, paste, alter, background, foreground</p> <p><u>Success criteria:</u></p> <ul style="list-style-type: none"> - I can describe the image I want to create - I can choose suitable images for my project - I can create a project that is a combination of other images - <p><u>Activity:</u></p> <p>In this task, children will learn to create composite images for imaginary publications such as book covers or posters. They'll select a theme from options provided and learn to combine multiple images to form a cohesive scene. Through slides and instructions, they'll understand the concept of composite images and consider layout choices like landscape or portrait orientation. They'll practise opening, combining, and editing images using tools like rotate, crop, and clone. Finally, they'll reflect on their creations, considering the process and implications of composite imagery.</p>

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Homework

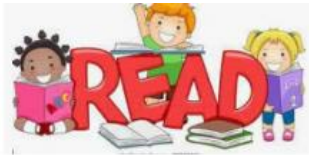
Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday.

Reading/Spelling and Grammar

Reading Tasks

Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.

Your teacher will check and sign your work once a week.



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.



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.

Spelling and dictation – Remember to try and use these words in sentences to show that you understand their meanings.

Doodle English and Doodle Spell – log in to your account at least 4-5 times this week

Week 11

Maths

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!

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

Please make sure your child has their purple task and reading book in school every day. Your child will be reading with their teacher each week.

Please ensure your child has a **water bottle** and a pencil case with the correct equipment. This should also include:



Moonstone and Obsidian 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

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	<ol style="list-style-type: none">1. comprehension2. expansion3. extension4. tension5. suspension6. division7. invasion8. confusion9. decision10. television		<p>swimming kit on the appropriate day.</p> <ul style="list-style-type: none">- Swimming Hat- Goggles- Swimming costume/ Shorts- A towel
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