

Weekly Overview of Learning

Year Group: 4 Week beginning: 17.04.23

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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are learning to evaluate and improve our Hot tasks using feedback.</u>	<u>LI: We are learning to write a historical traditional tale on Little Red Riding Hood (COLD TASK).</u>	<u>LI: We are learning to make predictions based on what we infer from the front cover of The Egyptian Cinderella (2d and 2e).</u>	<u>LI: We are learning to understand our new text, The Egyptian Cinderella through Questioning.</u>	<u>LI: We are learning to compare and contrast the traditional tale of Cinderella to The Egyptian Cinderella.</u>
Speaking and Listening Focus	During this lesson, we will be focusing on how we can listen and respond appropriately to adults and our peers.	Think, pair, share and class discussion -What can you remember from the traditional tale of a little red riding hood? How can this differ from a historical tale?	We will be using Think, pair, share and class discussions as our focus today. Ask relevant questions to extend their understanding and knowledge, using the Q matrix.	Today, we will be focussing on how we can listen and respond appropriately to adults and our peers. 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 to articulate and justify answers, arguments and opinions.
Key vocabulary and Key Bloom's higher order thinking questions	<u>Key vocabulary</u> Identify Reflect Evaluate Analyse Improve Targets Misconception Features Structure <u>Key Questions:</u> 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 uplevel your work using the success criteria? What tense is it written in? Have you included all features of a diary entry? Can you now include subordinating conjunctions?	<u>Key vocabulary</u> fantasy plot dilemma quest resolution ending beginning description <u>Key Questions:</u> Can you explain what has happened in the story? How powerful are the sentence openers? Can you select any expanded noun phrases or exciting adjectives? Can you identify the use of figurative language? What can we recall about direct speech?	<u>Key vocabulary</u> Analyse Predict Infer Moreover Because In addition illustrations <u>Key Questions:</u> 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?	<u>Key vocabulary</u> Analyse Predict Infer retrieve identify reason meaning <u>Key Questions:</u> Where was Rhodipis born and how did she get to Egypt? Can you identify and infer 3 ways that Rhodopis looked different to the other servant girls? How did the servant girls feel about Rhodopis? What evidence in the text tells you that? How did the Egyptian servants feel when they saw Rhodopis's slippers and why? What word or phrase shows that Rhodopis was crying after the Falcon took her slipper? Why did Amasis think Rhodopis was 'the most Egyptian of all'?	<u>Key vocabulary</u> Analyse Predict Infer retrieve identify reason meaning compare contrast <u>Key Questions:</u> Who are the main characters? What happens in the beginning/middle and end of the story? Can you think of a different ending? What are the similarities and differences between the traditional Cinderella and the Egyptian Cinderella? Can we categorise these similarities and differences under subheadings?

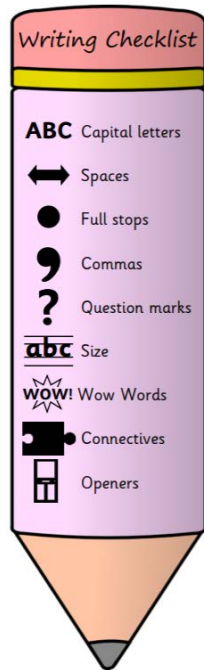
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Activities

To begin the week, the children will be evaluating and improving their hot tasks.



Today, children will be writing their cold tasks focusing on our new topic of traditional tales. Children will be writing a historical traditional tale on Little Red Riding Hood.

Children should use a checklist to support them in their writing. This lesson consists of little support with their writing as this lesson is created for teachers to identify how much children already know.

Fantasy Story Writing Checklist

A beginning, Middle and End	<input type="checkbox"/>
A main character going on a Quest or search	<input type="checkbox"/>
Magical, peculiar and sometimes menacing characters	<input type="checkbox"/>
A descriptive setting with expanded noun phrases	<input type="checkbox"/>
Build up to hint at a dilemma	<input type="checkbox"/>
A dilemma where the main character has a problem	<input type="checkbox"/>
A resolution to the dilemma	<input type="checkbox"/>
A resolution where the dilemma has been resolved	<input type="checkbox"/>
A mysterious ending	<input type="checkbox"/>
Paragraphs	<input type="checkbox"/>
Metaphors	<input type="checkbox"/>
Similes	<input type="checkbox"/>
Fronted Adverbials	<input type="checkbox"/>
Subordinate conjunctions	<input type="checkbox"/>
Direct Speech	<input type="checkbox"/>

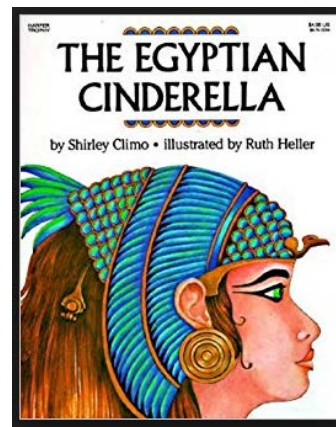
Today's lesson focuses on children's predictions!

Children will be using the K-W-L chart to write a prediction from what they can infer from the front cover of The Egyptian Cinderella

The chart is split into what children know, what they want to know and what they learnt from the front cover.

For instance - From the front cover, I know this woman is Egyptian because in the title it says 'Egyptian Cinderella'. This is what children know.

I would like to know why this woman is wearing a headpiece? - This is an example of what children may want to know. Finally, children may not know that Egyptian women wore eyeliner. This would be what children have learned.



This lesson focuses on reading and understanding the text through comprehension.

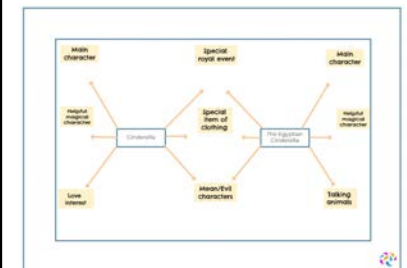
Today we will be reading The Egyptian Cinderella. As we read, we will be answering some key questions to understand the text better.

The children will also be able to answer a PEE paragraph as a class which will support them for year 5 English!



Today, children will begin with watching a snippet of the traditional Cinderella story. They will then have the opportunity to discuss as a class to spot similarities and differences!

Then, independently children will use the double bubble map to compare and contrast both stories.



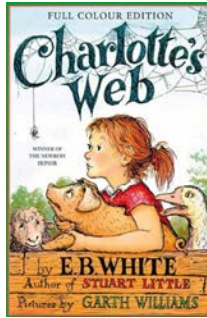
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Class Text – Reading Aloud
10-15 mins each day

Amber
TEXT – Charlotte's Web
Author – E.B White



Obsidian
Text - Harry Potter and the
Philosopher's Stone
Author – J.K Rowling



Amethyst
Text – The Twits
Author –Roald Dahl



Moonstone
Text – Stitch Head
Author – Guy Bass



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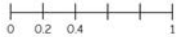
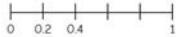






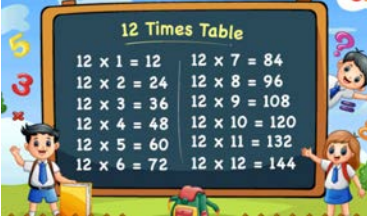



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Maths - Decimals A	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to identify and understand tenths using a place value chart.</u></p>	<p><u>LI: We are learning to identify and understand tenths using a number line.</u></p>	<p><u>LI: We are learning to divide 1 and 2 digit numbers by 10 using place value charts.</u></p>	<p><u>LI: We are learning to understand hundredths as fractions and decimals.</u></p>	<p><u>LI: We are learning to develop fluency with our times tables.</u> <u>LI: 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> Decimals, tenths, ones, whole, exchange, place value chart, represent, greater than and less than.</p> <p><u>Key Questions:</u> -What is a tenth? -What is a decimal point? - If you have in the tenths column, what number do you have? -How many tenths make 1 whole? -If you have 10 in the tenths column, can you make an exchange? -How many wholes/tenths are in the number ?</p>	<p><u>Key Vocabulary:</u> Decimals, tenths, ones, whole, number line, interval, represent, order and estimate.</p> <p><u>Key Questions:</u> -How can you show these numbers on a number line? - If there are 10 intervals between two whole numbers, what is each interval worth? -How can you work out the missing number in the sequence? -What intervals does the number line go up in? -How do you count in 0.1s past a whole number?</p>	<p><u>Key Vocabulary:</u> Decimals, tenths, ones, whole, represent, place value, divide.</p> <p><u>Key Questions:</u> -What number is represented on the place value chart? -When dividing a number by 10, how many equal parts is the number split into? - How can you use counters and a place value chart to show dividing a number by 10? -When dividing a number by 10, how many equal parts are you splitting it into? -How can you use a part-whole model to help you divide a 2-digit number by 10? -What could a 2-digit number look like once it has been divided by 10?</p>	<p><u>Key Vocabulary:</u> Decimals, tenths, ones, whole, represent, place value, divide, fractions, decimals.</p> <p><u>Key Questions:</u> -How is a decimal similar to/different from a fraction? -How many hundredths are there in 1 whole? - How can you write 1 hundredth as a decimal number? -Are 1/100 and 0.01 the same or different? - How many hundredths are equivalent to 1 tenth? -How many hundredths are there in 1 whole? -How is a hundredth similar to/different from a tenth? - How many hundredths are equivalent to 1 tenth? -How can you partition into tenths and hundredths?</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>Today, the children will continue to explore the tenths column in a place value chart, extending their previous learning to include numbers greater than 1. It is important that children understand that 10 tenths are equivalent to 1 whole, and therefore 1 whole is equivalent to 10 tenths. Children use this knowledge when counting both forwards and backwards in tenths. When counting forwards, children should know that 1 comes after 0.9, and when counting backwards that 0.9 comes after 1. Links can be made to the equivalence of 10 ones and 1 ten to support understanding</p> <p>Complete the sentences for the number in the place value chart.</p> <table border="1" data-bbox="376 802 495 842"> <tr> <td>Ones</td> <td>Tenths</td> </tr> <tr> <td>3</td> <td>2</td> </tr> </table> <p>There are ____ ones and ____ tenths. ____ ones + ____ tenths = 3 + 0.2 = 3.2</p> <p>Brett has drawn this number line.</p>  <p>Complete the sentences to describe Brett's number line.</p> <p>The start point is ____ The end point is ____ The number line is counting up in ____</p> <p>Label the missing numbers on the number line.</p>	Ones	Tenths	3	2	<p>Today, the children will extend their understanding of tenths by exploring them on a number line. Number lines help children to see the relationship between tenths and whole numbers. They find missing decimal numbers in a sequence, deepening their understanding of the value of 1 tenth. The sequences initially go up and down in steps of 1 tenth and then in varying intervals, including crossing the whole. Seeing this modelled on a number line helps children with their understanding. From their learning in the fractions block earlier in Year 4, children should be able to see fractions greater than 1 as mixed numbers, but for this step the numbers will be kept as decimals.</p> <p>Brett has drawn this number line.</p>  <p>Complete the sentences to describe Brett's number line.</p> <p>The start point is ____ The end point is ____ The number line is counting up in ____</p> <p>Label the missing numbers on the number line.</p>	<p>Today, the children will divide a 1-digit number by 10, resulting in a decimal number with 1 decimal place. To begin with, they see that the number is shared into 10 equal parts. This can be shown by exchanging each place value counter worth 1 for ten 0.1 counters. They recognise that when using a place value chart, they move all of the digits one place to the right when dividing by 10. Then, the children will divide 2-digit numbers by 10, building on their learning from the previous step. Children make the number using counters, then move all the counters one place to the right. The key learning is that both digits of the number move in the same direction by the same number of places. The digits are together before dividing and are still together after dividing.</p> <p>Write <, > or = to make the statements correct.</p> <p>5 ÷ 10 ○ 10 ÷ 5 3 tens ○ 3 ÷ 10 50 ÷ 10 ○ 45 ÷ 10 85 ÷ 10 ○ 90 ÷ 10</p>	<p>Today, the children will build on their previous learning of tenths as they begin to explore hundredths. They learn that a hundredth is 1 whole split into 100 equal parts. This idea can be explored using a variety of representations, including hundred squares, bead strings, Rekenreks and number lines. Place value charts representing hundredths are introduced in a later step. Children relate this learning to the previous steps by understanding that 1 tenth is equivalent to 10/100. Now that children have an understanding of hundredths as fractions, they will explore hundredths as decimals. Children explore the idea that ten 0.01s are equivalent to 0.1, meaning that decimal numbers can be partitioned into tenths and hundredths, for example 0.12 = 0.1 + 0.02. When confident with this, they also explore flexible partitioning of numbers, for example 0.23 = 0.2 + 0.03 or 0.1 + 0.13.</p> <table border="1" data-bbox="1395 1070 1736 1230"> <thead> <tr> <th>Picture</th> <th>Words</th> <th>Fraction</th> <th>Decimal</th> </tr> </thead> <tbody> <tr> <td></td> <td>fifty-six hundredths</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>$\frac{17}{100}$</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Picture	Words	Fraction	Decimal		fifty-six hundredths					$\frac{17}{100}$						<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>  <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>
Ones	Tenths																								
3	2																								
Picture	Words	Fraction	Decimal																						
	fifty-six hundredths																								
		$\frac{17}{100}$																							
																									

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

Music – Ukulele

RE

PE – Get Set 4 PE

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Unit: Global Pentatonics

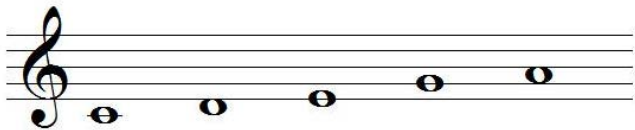
Lesson 1

L1: We are learning listen to and compare extracts of music based on the pentatonic scale

In this lesson the children will:

- Listen to and compare extracts of music based on the pentatonic scale.
- Use musical language to discuss and compare listening extracts.
- Track the pitch shape of a melody showing where it goes up and down.

Pentatonic scales



Unit Key Words:

- Pitch: pentatonic, scale, melody, phrase, shape, ascending, descending, drone, raga, pitch matching.
- Timbre: electric and traditional instruments from a range of countries including: dholak, tabla, sitar, tanpura, santoor, guzheng, electric guitar and mandolin, bass guitar, krar, masinko, percussion.
- Texture: solo, accompaniment.

Unit: Should we be sad when someone dies?

Lesson 1

L1: We are learning to identify what we already know about what happens when someone dies.

L1: We are learning to understand that different religions have different death rites.

To begin our lesson today we will complete a defining frame, to help us identify what we already know about our new topic. We will ask some in depth questions to deepen our understanding.



In this lesson we will be exploring the death rites of the five main religions. This includes Islam, Hinduism, Christianity, Judaism and Sikhism. We will look at what happens at funerals and how people from these religions bury their loved ones.

Unit: Tennis

Lesson 1

L1: We are learning to develop hitting the ball using a forehand.

The focus of this lesson is to hit the ball when the racket face is facing your partner. Children should be able to recognise and apply that the racket starts low with one hand and finishes high over their opposite shoulder with two hands.



Unit: Hockey

Lesson 1

L1: We are learning to develop sending the ball with a push pass.

The focus of this lesson is for children to step forward with their opposite foot to push the ball when passing.



Unit: Swimming

NO SWIMMING THIS WEEK

(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: Craft and design: Fabric of nature

Lesson 1

LI: We are learning to understand the starting points in the design process, by creating mood boards.

Success criteria

- ✓ I can describe images and objects using art vocabulary.
- ✓ I can select images that interest me to draw.
- ✓ I can gather images, shapes and colours together, identifying a mood/theme.

In this lesson, we will be exploring mood boards. We will look at imagery that relates to Ancient Egypt and consider how to select images that interest and inspire us. We will use newspapers and printed pictures to carefully select what we want on our mood board. We will also create a colour scheme by highlighting the main, recurring colours from our board.

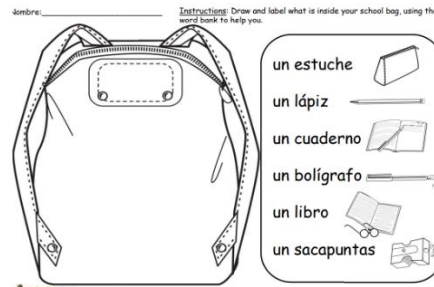


Unit: La clase

Lesson 1

LI: We are learning to identify the nouns and articles/determiners for six common classroom objects.

This week the children will be introduced to their new unit of learning 'La clase' (The classroom). Throughout the lesson the children will be introduced to the nouns and articles/determiners for **six common classroom objects**. The children will then complete a variety of listening and reading tasks as a class to develop their understanding. Afterwards, the children will complete a written activity to resemble which of the items explored today that they have in their school bag.



As the weeks continue, the children will start to explore all of the items below.



Unit: Relationships

Lesson 1/ Puzzle 1

LI: We are learning to recognise situations which can cause jealousy in relationships.

LI: We are learning to identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.

In this lesson children will begin with completing a frame to recognise how much knowledge they have surrounding the topic of relationships.




Then the lesson will move forward to children discussing the emotion of jealousy and whether this is a positive or negative feeling. Children will look at scenarios and analyse whether the situation could result in a lot of jealousy or fewer jealous feelings. The children will pick apart the question of whether there is a way to manage the jealousy so it doesn't result in unhelpful behaviour.



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Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;">Unit: States of Matter Lesson 2</p> <p>LI: We are learning to investigate gases and explain their properties.</p> <p>In this lesson, the children will be exploring the common misconception that 'gases do not weigh anything.' They will take part in a fun experiment where they will enquire which drink is the fizziest and the fizziest one will be taken to a party. This is a comparative investigation to find out which fizzy drink has the most carbon dioxide in it, as this is likely the fizziest drink. We will weigh each fizzy drink, then shake it until it is flat and weigh it again. The difference between the two weights will tell us how much carbon dioxide is in each drink.</p> 	<p style="text-align: center;">Unit: Ancient Egyptians Lesson 1</p> <p>LI: We are learning to identify what we already know about the Ancient Egyptians.</p> <p>Firstly, in this lesson, we will take some time to share the Easter projects that the children have been working on about the Ancient Egyptians. This is a time for us to share our learning and successes.</p>  <p>After that, we will complete a defining frame to identify what we already know about Ancient Egyptians and what we would like to know.</p>	<p style="text-align: center;">Unit: Photo Editing Lesson 1</p> <p>LI: We are learning to explain that the composition of digital images can be changed.</p> <p>In this lesson, children will be introduced to the concept of editing images. They will go on to explore when they need to rotate and crop an image as well as how to use an image editor to make these changes. Learners will then discuss image composition.</p> <p>Success criteria:</p> <ul style="list-style-type: none">• I can improve an image by rotating it• I can explain why I might crop an image• I can use photo editing software to crop an image 

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	<p>What questions do you have about your new topic?</p> <p>What do you already know about Ancient Egypt?</p> <p>Ancient Egypt</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

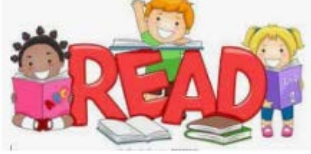
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Reading Tasks

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



KS2

Adding the prefix inter- (meaning 'between' or 'among')

Week 1

1. interact
2. interfere
3. intercity
4. international
5. intermediate
6. internet
7. intergalactic
8. interrupt
9. intervene
10. interlude

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!



The Year 4 times table multiplication check is upcoming!

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: 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