

Weekly Overview of Learning

Year Group: 4 Week beginning: 17.06.24

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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are learning to write a thought bubble from Sylvan's perspective using emotive language and varied sentence starters.</u>	<u>LI: We are learning to enhance our comprehension skills by summarising key events from 'The River Singers' through text analysis.</u>	<u>LI: We are learning to apply retrieval and inference skills to understand a text</u>	<u>LI: We are learning to recall key events from a story by writing a script and acting it out</u>	SPORTS DAY
Speaking and Listening Focus	Think, Pair, Share Feedback	Think, Pair, Share Cold calling - recalling key events, vocabulary	Developing clear verbal responses to comprehension questions, using evidence from the text to support answers and enhance understanding	Developing speaking and listening skills through discussions, presentations, and performances to support comprehension and communication	
Key vocabulary and Key Bloom's higher order thinking questions	<p><u>Key vocabulary</u> river burrow worry concerned creature fear frightened mother family afraid anxious</p> <p><u>Key Questions:</u> How do you think Sylvan is feeling right now? What might have caused Sylvan to feel this way? Can you describe a time when you felt similar to Sylvan? How did you handle it? What clues from the text help you understand Sylvan's emotions? How do you think Sylvan's emotions might change as the story progresses?</p>	<p><u>Key vocabulary</u> find synonym burrow approaches explain rank teary exhaustion River Sinethis</p> <p><u>Key Questions:</u> What did Sylvan and his siblings see as they came out of the burrow? Can you find a synonym for awful, terrible or dreadful on page 50? What does Sylvan see fallen from the tunnel wall? What does it mean 'recalled the note of discord' on page 57?</p>	<p><u>Key vocabulary</u> find synonym burrow approaches explain Point Evidence Explanation leadership implacable inner conflict</p> <p><u>Key Questions:</u> What evidence did Sylvan find on the tunnel wall that caused him concern? Can you identify the sound that made the young voles rush back to the burrow while they were feeding? Can you summarise how Mistress Valera interacted with Sylvan and the other young voles?</p>	<p><u>Key vocabulary</u> defiance chase sacrifice narrative plot scene dialogue performance interpretation script</p> <p><u>Key Questions:</u> How do Sylvan and the other young voles react to the danger? What emotions do you think Sylvan experiences during the chase? Why does Sylvan refuse to run away when Mistress Valera tells him to? How does Sylvan's refusal impact the situation? What does Sylvan's defiance reveal about his character?</p>	

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Activities

In today's lesson, children will step into Sylvan's shoes, imagining his thoughts and feelings in a thought bubble after his encounter with the creature. Show how his emotions change and what he plans to do next. They'll use emotive language and varied sentence starters to express his emotions. Predicting Sylvan's actions based on what happened, they'll consider his complex feelings and potential reactions. This activity fosters empathy and understanding of the story's characters while honing their writing skills and ability to interpret characters' perspectives.

- Fury boils within me as I recall what I heard.
- A deep sense of worry gnaws at me as I consider my mother's safety.
- Anxiety tightens its grip on me as I ponder the implications.
- Confusion swirls around me, clouding my thoughts like a thick fog.
- Resentment burns within me, fueled by their deceit.
- Fear grips me tightly, its icy fingers sending shivers down my spine.
- The sting of betrayal cuts deep, leaving me reeling in disbelief.
- Determination burns bright within me, driving me forward despite the obstacles.
- Sadness washes over me like a wave, leaving me feeling hollow and empty.



In this lesson, children are learning to actively engage with the text as they read pages 48-59. They will share copies of the book and stay alert for cold calling by the teacher, which ensures everyone participates. The teacher will ask questions to check their understanding and discuss any difficult words. Specific questions about the story will help them think critically about the plot and vocabulary. For instance, they'll look for synonyms, understand key events, and interpret phrases like "recalled the note of discord." This discussion fosters comprehension, vocabulary skills, and a deeper understanding of the reading material.



In this lesson, children are learning to apply retrieval and inference skills to understand a text. They will answer a set of questions in full sentences based on pages 48-59 of "The River Singers," which they read yesterday. The learning intention (LI) is to enhance their comprehension by finding information directly from the text (retrieval) and drawing conclusions based on evidence (inference). They will use the PEE (Point, Evidence, Explanation) structure to organise their answers, helping them provide clear and detailed responses. This approach strengthens their ability to understand and analyse the text deeply.

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...

- Remember we read pages 48-59. Recap and answer these questions below using evidence from the book.
1. What evidence did Sylvan find on the tunnel wall that caused him concern?
 2. Can you identify the sound that made the young voles rush back to the burrow while they were feeding?
 3. Summarise Sylvan's inner conflict when he discovered the evidence in the tunnel.
 4. Can you summarise how Mistress Valera interacted with Sylvan and the other young voles?
 5. Based on the text, how do you think Sylvan feels about Mistress Valera?
 6. What conclusions can you draw about their mother's fate from the scratches on the tunnel wall?
 7. How would you analyse Sylvan's leadership qualities as shown in the text?

In this lesson, children are learning to recall key events from a story through scriptwriting and dramatisation. They will use the book to identify important scenes, discuss them with peers, and write a script on sugar paper. Rehearsing multiple times, they will focus on delivering lines with appropriate body language and tone. During the performance, they'll act with enthusiasm, maintaining character roles and possibly using props or costumes. A Q&A session follows, where they'll explain themes, character motivations, and their creative process. The lesson emphasises creativity, clarity in performance, teamwork, engagement, and understanding of the story's depth and messages.



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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 – King Of The Cloud Forests Author – Michael Morpurgo</p> 	<p>Amethyst TEXT – King Of The Cloud Forests Author – Michael Morpurgo</p> 	<p>Moonstone TEXT – King Of The Cloud Forests Author – Michael Morpurgo</p> 
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Maths - Decimals	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to understand angles as a turn using language of clockwise and anticlockwise.</u></p>	<p><u>LI: We are learning to identify and understand different angles.</u></p>	<p><u>LI: We are learning explore angles as a measure of a turn by comparing and ordering angles.</u></p>	<p><u>LI: We are learning to compare and classify different types of triangles using their properties.</u></p>	<p>SPORTS DAY</p>
<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary</u> Full turn half turn quarter turn three-quarter turn anti-clockwise clockwise</p> <p><u>Key questions</u></p> <ul style="list-style-type: none"> • What is a full turn? • What is the difference between a half turn and a quarter turn? • Which way do the hands move around a clock? • What does 	<p><u>Key Vocabulary</u> Angle Acute Right Obtuse Degree Full turn half turn quarter turn three-quarter turn anti-clockwise clockwise acute obtuse</p> <p><u>Key questions</u></p>	<p><u>Key Vocabulary</u> compare angle acute obtuse smaller larger greater order right angle</p> <p><u>Key questions</u></p> <ul style="list-style-type: none"> • What is the difference between an acute and an obtuse angle? • What type of angle is this? 	<p><u>Key Vocabulary</u> properties triangle equilateral triangle scalene triangle isosceles triangle equal sides angles perimetre acute obtuse</p> <p><u>Key questions</u></p> <ul style="list-style-type: none"> • What are the properties of a triangle? • How many equal sides/angles 	

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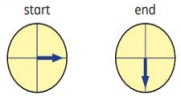

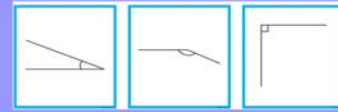

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	<p>“clockwise”/“anticlockwise” mean?</p> <ul style="list-style-type: none"> • What direction will you be facing if you complete a turn clockwise/anticlockwise? • If you were facing and are now facing , what turn have you made? Is there more than one answer? 	<p>What is an angle?</p> <ul style="list-style-type: none"> • What type of angle is created by a quarter turn? • What type of angle is created by a turn less than a quarter turn? • What type of angle is created by a turn that is greater than a quarter turn, but less than a half turn? • What type of angle is made by this turn? • Are all right/acute/obtuse angles the same amount of turn? 	<p>How do you know?</p> <ul style="list-style-type: none"> • Which of these two angles is greater? How do you know? • Are all acute angles less than obtuse angles? <p>Why/why not?</p> <ul style="list-style-type: none"> • How can you work out which angle is the greatest/smallest? • Does the length of the arms of the angle make a difference to the amount of turn? Why/why not? 	<p>does this triangle have?</p> <ul style="list-style-type: none"> • Why is this a triangle? <p>Why is this not a triangle?</p> <ul style="list-style-type: none"> • What type of triangle is this? • What is the difference between a(n) triangle and a(n) triangle? • If one side of an equilateral triangle is long, what is the perimeter of the triangle? 	
<p>Activities</p>	<p>In this lesson, children will learn to identify and understand different angles. The lesson begins with a recap of full, half, and quarter turns, using physical movement to reinforce these concepts. Children will practise turning both clockwise and anticlockwise, discussing the significance of these directions with the help of a clock if needed. They will explore various turns from different starting points, including compass directions, and work out the resulting position after a given turn. Additionally, they will learn to recognise pictorial representations of angles and understand how these relate to</p>	<p>In this lesson, children will learn that a completed turn creates an angle, with a quarter turn forming a right angle. Any angle smaller than a right angle is called an acute angle, and children will see various examples of these, with the largest acute angle being just shy of a right angle. Conversely, they will learn that an angle greater than a right angle but less than a half turn is known as an obtuse angle. A right-angle finder will help children accurately identify and distinguish between acute and obtuse angles.</p>	<p>In this lesson, children will focus on identifying and comparing different types of angles. They will begin by recapping three key types of angles: acute angles (less than 90 degrees), right angles (exactly 90 degrees), and obtuse angles (greater than 90 degrees but less than 180 degrees). The lesson will emphasize that a right angle is larger than any acute angle but smaller than any obtuse angle. Children will practice identifying these types of angles and use this understanding to compare and order them. The practical application will involve ordering sets of angles from smallest to greatest, grouping angles by type before making detailed comparisons, and drawing angles that are greater or less</p>	<p>In this lesson, children will learn to identify and describe the characteristics of triangles by examining examples. They will summarise that a triangle is a closed, 2-D shape with three straight sides. Children will explore different types of triangles, learning that a scalene triangle has three sides of different lengths, an isosceles triangle has two sides of the same length, and an equilateral triangle has all three sides equal. They will also be introduced to right-angled triangles. Additionally, children will discover that the number of equal angles in a triangle corresponds to the number of equal sides. This lesson will introduce new terminology, which will be revisited regularly to reinforce understanding.</p>	



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	<p>the physical turns they practised</p> <p>Rosie and Amir spin an arrow on a spinner.</p> <p>start end</p>  <p>The turn could be a quarter turn clockwise.</p> <p>The turn could be a three-quarter turn anticlockwise.</p> <p>Why are both children correct?</p>	<p>I make a full turn clockwise and then another half turn clockwise.</p>  <p>How many quarter turns clockwise has Ron made? Describe Ron's turns another way. How many ways can you find?</p>	<p>than given angles to reinforce their understanding.</p> <ul style="list-style-type: none"> Acute Angles: Angles less than 90 degrees Right Angles: Exactly 90 degrees Obtuse Angles: Angles greater than 90 degrees but less than 180 degrees 	<p>True or false?</p> <p>If each of the small triangles is an equilateral triangle, the large triangle is also an equilateral triangle.</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;">Sky Arts week</p> <p>Lesson 1: LI: We are learning to explore how photos can connect us to characters.</p> <p><u>Key vocabulary:</u> connection, photography, images, characters, storytelling, emotion, composition, expression, narrative, perspective</p> <p><u>Key questions:</u></p> <ul style="list-style-type: none"> -What elements in the photo (e.g., setting, body language, objects) contribute to the narrative? -What story is the image telling us? -What do you feel connected to? -Can you think of a time art helped you connect to a friend, a place or a character? -Why do people take photos? Is photography art? <p>In this lesson, children will learn how photos can tell stories and connect us to characters, people, and places. They will explore the concept of visual storytelling by examining images to uncover the narratives within them. Through a video presentation by Shiv Leadbetter, children will see how to discover stories in photos by identifying and interpreting various clues. They will then apply this knowledge by choosing a scenario and taking their own photos that convey a story. This process will help them</p>	<p style="text-align: center;">This year's theme is</p>  <p style="text-align: center;">We are going on an adventure to discover the meaning of artistic connection and what connections mean to you. What do you feel connected to?</p> <p style="text-align: center;">Photography</p>	<p style="text-align: center;"><u>SPORTS DAY</u></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> 

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understand how elements such as setting, body language, and expressions contribute to the narrative and emotional impact of an image.

Lesson 2:

Key vocabulary:

setting, body language, synopsis, character, portray, facial expression, body language, angles, lighting

In this lesson, children will learn how characters are portrayed through film and photography. They will begin by watching a Creative Careers video that introduces three professionals who collaborated on Sky's "The Secret Garden" to bring characters to life on screen. Following this, children will visit a photography studio, using Photography Prompts to explore how different techniques can depict characters in various ways. For the activity, children will choose a photograph of a character from "The Secret Garden" and recreate it using different photographic techniques, such as changing angles, lighting, distance, and facial expressions. Through these activities, children will gain an understanding of how visual elements contribute to character portrayal and storytelling.



Your Explore Challenge

Sketchbooks

In groups of three, pick a photo-portrait from the photography studio and recreate it using the same techniques as the photographer.

Before you get started, ask yourselves:

- Why are you drawn to this character?
- What is the photographer telling us about this character?
- What are the clues?
- What techniques have they used?

Take it in turns to be:

- The photographer
- The character
- The editor

Art

PSHE - Jigsaw

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Sky Arts Week

Lesson 3

In this lesson, children will learn about the process of creating key art posters and how to visually represent characters through photography. They will start by watching a video featuring a film cinematographer who sets the 2024 Connection Challenge: creating a key art poster that includes up to three new characters from "The Secret Garden" or another story. To help with this, children will use Photo Expert Cards to gather inspiration and ideas for their poster. They will then plan and create their Key Art Poster, experimenting with and adjusting various photographic techniques to capture the perfect shots of each character. Through this activity, children will develop skills in visual storytelling, composition, and character representation.



Lesson 4

In this lesson, children will learn how to critically evaluate and present visual art, as well as how to reflect on their creative process. The lesson begins with a gallery exhibition where children display their key art posters. They will use sticky notes to record their impressions of each character depicted in the posters and then share feedback as a class, enhancing their skills in observation and interpretation.

Next, during the "Chill out" session, children will watch a scene from "The Secret Garden" and then close their eyes to visualize what they have seen, which encourages them to use their imagination and enhances their ability to picture scenes and characters vividly. Optionally, they can reflect on their experiences by creating a 'photo studio' mood board in their sketchbooks, which helps them process and organize their thoughts creatively.

Finally, children will receive a Take Home Activity Sheet filled with ideas and activities to extend their creative journey beyond the classroom. This will encourage them to continue exploring visual storytelling and character portrayal at home, fostering ongoing engagement with the arts. Through these activities, children will learn to appreciate visual art, develop their interpretive skills, and reflect on their creative work.

Unit: Changing me

Lesson 3/ Puzzle 3

LI: We are learning to understand that having a baby is a personal choice and express how I feel about having children when I am an adult.

In this lesson, children will be learning about and understanding why some people may choose to have a baby. We will also be discussing reasons for some people to choose not to have a baby. The idea behind this lesson is for children to understand that it is a personal choice and not everyone has to have a baby.






Task - Write 5 reasons on each side for why some people chose to have/ not have a baby.

Reasons people chose to have a baby	Reasons people chose not to have a baby
To Create a Family	It might be expensive and some people may not be able to afford having a baby.
To Carry on the Family Name and Values	
_____	_____
_____	_____
_____	_____
_____	_____

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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 Brought forward due to Welli Fest.</p> <p style="text-align: center;">Lesson 7</p> <p style="text-align: center;"><u>LI: We are learning to carry out research for a new species</u> <u>Skill - To report and answer questions about a new species based on evidence collected.</u></p> <p>This lesson is a continuation from last weeks lesson where the children used higher order questioning and generated a number of research questions for their new species. First the children will find out the answers to their research questions using chromebooks. They will make notes and then create Google Slide presentations to report their findings, using a classification key to describe and classify their discovery. Children will then present their findings and show off their new discoveries.</p> 	<p style="text-align: center;">Spanish – Language Angels</p> <p style="text-align: center;"><u>Unit: Ricitos de Oro y los tres osos</u></p> <p style="text-align: center;">Lesson 3</p> <p style="text-align: center;"><u>LI: We are learning to revise new vocabulary using phrase cards from the well recognised story Ricitos de Oro y los tres osos.</u></p> <p>In today's lesson, we will be focusing on explaining to the children that they will be using phrase cards from the story to show them how much new language they have already learnt using the picture and word cards.</p> <p style="text-align: center;"> A Mientras estaban en el bosque, una niña llegó a la casa. La niña se llamaba Ricitos de Oro.  </p> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;"> E El tazón grande estaba demasiado salado. El tazón mediano estaba demasiado dulce. El tazón pequeño estaba muy bien.  </p>	<p style="text-align: center;"><u>Sky Arts Week</u></p> <p style="text-align: center;">Please see above for the lesson outlines.</p>

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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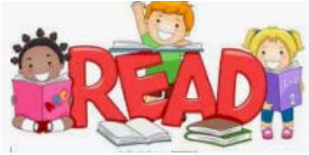
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Reading Tasks

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 3

submerge,
subheading,
submarine,
subordinate,
subtitle,
supersonic,
supervise,
supersede,
superpower,
superhuman

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:



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 swimming kit on the appropriate day.

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

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