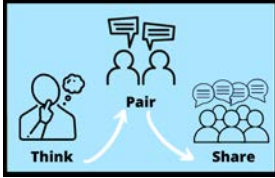



Weekly Overview of Learning

Year Group: 4 Week beginning: 18.03.24

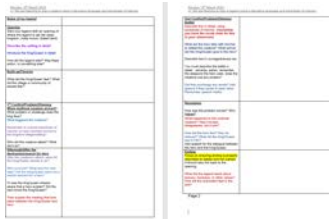
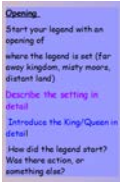

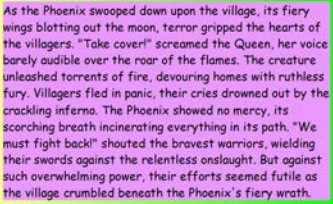



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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are learning to plan a legend using figurative language and adverbials of manner.</u>	<u>LI: We are learning to draft the opening and build up of our Anglo -Saxon legend, using prepositional sentence openers and figurative language.</u>	<u>LI: We are learning to draft the tension and conflict of our Anglo -Saxon legend, using direct speech and ambitious verbs</u>	<u>LI: We are learning to draft the aftermath and arrival of the hero for our Anglo -Saxon legend, using direct speech and adverbials of time.</u>	<u>LI: We are learning to draft the battle for our Anglo -Saxon legend, using powerful vocabulary</u>
Speaking and Listening Focus	Think pair share Use of lolly sticks and cold calling from teacher to allow contribution from all pupils	Think, pair, share Class collaboration Cold Calling	Feedback Peer Assess Think, Pair, Share 	Think, pair, share - Encouraging children to verbally express themselves by using the new vocabulary within sentences and short narratives. 	Think pair share Use of lolly sticks and cold calling from teacher to allow contribution from all pupils
Key vocabulary and Key Bloom's higher order thinking questions	<u>Key vocabulary</u> themes hero villain mythical creature lessons morals overcome hero problem <u>Key Questions:</u> What are the common themes in legends? How do these themes shape the stories' meanings? What writing techniques have we learned in legends? How do they enhance the storytelling process?	<u>Key vocabulary</u> Beyond Across Beneath Alongside Within Beside Eerie Creaking Shivery <u>Key Questions:</u> Where does the legend take place, and how is the setting described? Who is the King/Queen in the legend, and what details introduce them? How does the legend begin? Is there action or another type of introduction?	<u>Key vocabulary</u> entered approached intruded emerged ravaged struck attacked invaded threatened prowled <u>Key Questions:</u> What words did you use to describe how the beast attacked? How did you make the attack sound scary? What did the people in your legend do when the beast attacked? How did the story change after the attack happened?	<u>Key vocabulary</u> In the aftermath, Later that night, The following day, After the dust settled, In the days that followed, With dawn breaking, As time passed, <u>Key Questions:</u> How can you show what happens after destruction in your legend? Can you create dialogue for characters like the King, warriors, soldiers, or messengers to move the story forward? How will you use quotation marks and the right words to indicate what people say in your written story?	<u>Key vocabulary</u> conquer unleash slay defeat strong brave mighty fierce unstoppable courageous <u>Key Questions:</u> How did you use powerful vocabulary to describe the hero's actions during the battle in your legend? Can you describe the weapons the hero used to defeat the creature, and how they were effective in the battle? How did you incorporate adverbs and adverbials of manner to add detail and

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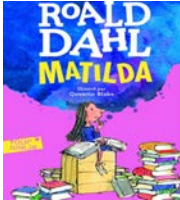
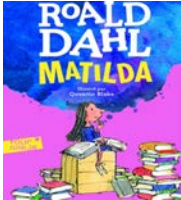
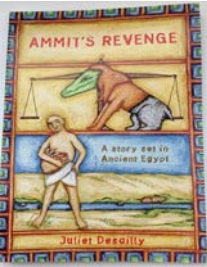
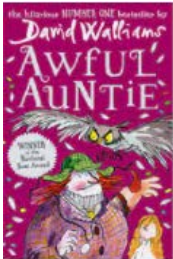
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		<p>What imagery or language is used to describe the setting? How does the opening sequence capture the reader's interest?</p>			<p>excitement to the battle scene in your legend?</p>
<p>Activities</p>	<p>In planning their legends, pupils will utilise the technique of "boxing up" to organise their narratives effectively. They'll break down the story into sections, considering adverbials of manner, figurative language, and distinct stages such as exposition, rising action, climax, and resolution. Each section will be crafted to build tension and suspense, incorporating vivid descriptions and actions to engage the reader. Crucially, they'll ensure the inclusion of their mythical creature and hero, linking back to the beast they created previously. This structured approach enables pupils to create compelling narratives with coherent plots, dynamic characters, and immersive storytelling.</p> 	<p>In this lesson, children will learn to draft the opening and develop the narrative of an Anglo-Saxon legend. They will focus on employing prepositional sentence openers to enhance sentence structure and incorporate figurative language to enrich their storytelling. Through drafting the opening and buildup, children will refine their ability to create vivid imagery and establish a captivating atmosphere in their narratives, reflecting the essence of Anglo-Saxon storytelling traditions. Children will be asked to look back at previous setting descriptions to aid their learning and to also refer to Friday's extension challenge task, where they sketched their legendary setting. They will be reminded to refer to the success criteria checklist and magpie from the WAGOLL shown.</p> 	<p>Children will learn to write the exciting tension and conflict, in our legend. They'll discover what sets off mythical creatures and see how the king faces challenges as they arrive. They'll use adverbs like quietly or fiercely to describe how the creatures show up. They'll also learn verbs like attack and destroy to show what the creatures do. Then, they'll practise writing direct speech, like when the king yells, "Sound the alarm!"</p> <p>Children will draft paragraphs for the beast's arrival and kingdom destruction, using verbs and direct speech. They'll refer to their box-up plan and checklist to ensure cohesion in their legend.</p>  	<p>During this lesson, children will learn to write their legend, focusing on showing what happens after destruction using talking and words for time. They'll act out scenes with characters like the King, warriors, soldiers, or messengers, making up talks that move the story forward. They'll use "quotation marks" and the right words when writing on boards, to show what people say. Using their plans, they'll make sure their story makes sense and goes smoothly. They'll get better at writing stories while they write their legend with exciting and clear words.</p>  	<p>In this lesson, children will learn to vividly describe a battle in their Anglo-Saxon legend, using words that show how things happen. They will outline the weapons the hero takes to defeat the creature and talk about the advice given by the King or Queen. Children will show the hero's courage and bravery through actions and talking, using strong words. They'll describe the battle in detail, including any special powers the creature may have and any talks between characters, using speech marks correctly.</p> 

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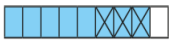
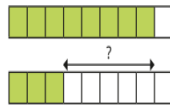


<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Amber TEXT – Matilda Author – Roald Dahl</p> 	<p>Obsidian TEXT – Matilda Author – Roald Dahl</p> 	<p>Amethyst TEXT - Ammit's Revenge Author – Juliet Desailly</p> 	<p>Moonstone TEXT – Awful Auntie Author – David Walliams</p> 
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Maths - Fractions	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>L.I. We are learning to add fractions and mixed numbers together.</u></p>	<p><u>LI: We are learning to retrieve and apply our knowledge of denominators to subtract two fractions.</u></p>	<p><u>L.I. We are learning to subtract fractions from whole amounts.</u></p>	<p><u>L.I. We are learning to subtract fractions from mixed numbers.</u></p>	<p><u>LI: We are learning to master our times tables and efficiently solve timed arithmetic questions with the skills we've acquired.</u></p>
<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary:</u> fraction numerator denominator addition bar model number line greater than smaller than improper fraction mixed number integer</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • Are the denominators the same? Why is this important? • How is adding two fractions different from adding a fraction 	<p><u>Key Vocabulary:</u> subtract denominator numerator fraction bar models partitioning improper proper fractions whole numbers compare greater smaller</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • Are the denominators the same? Why is this important? • How could you represent the 	<p><u>Key Vocabulary:</u> wholes equal fraction numerator subtract bar model number line partition integer</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • How many are equal to 1 whole/2 wholes/5 wholes? • What is the connection between the numerator in the question and the numerator in the answer when you subtract a fraction 	<p><u>Key Vocabulary:</u> subtract mixed numbers fractions bar model part whole partition integer number line bar model</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • How is subtracting from a mixed number different from subtracting from wholes or fractions? How is it the same? • How can you show the subtraction as a bar model? 	<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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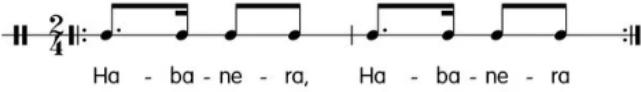
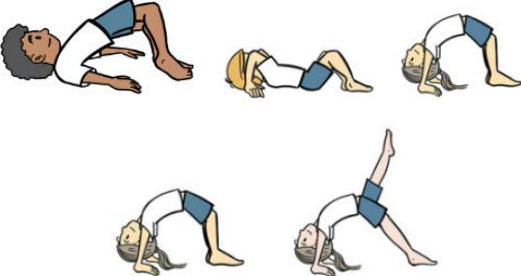
	<p>and a whole number? How is it different from adding a fraction and a mixed number?</p> <ul style="list-style-type: none"> • Do you prefer to use a bar model or a number line? Why? • How could you partition the fraction to help you work out the answer? • Do you have an improper fraction in your answer? How should you write the mixed number? 	<p>subtraction in a diagram/bar model?</p> <ul style="list-style-type: none"> • How would a number line help you? • Is your answer greater or smaller than 1? How do you know? • What is the same when you are adding or subtracting fractions with the same denominator? What is different? • How would you explain how to subtract fractions to someone who does not understand? 	<p>from 1?</p> <ul style="list-style-type: none"> • How can you show the problem using a bar model/number line? • How many of the wholes are affected when you subtract a fraction? • How can you partition the whole number to help with the subtraction? 	<p>Will you subtract whole bars or parts of bars?</p> <ul style="list-style-type: none"> • How can you show the subtraction on a number line? • How can you partition the mixed number/fraction to help you solve the calculation? • If you subtracted back to the previous whole number, why would this help? 	
<p>Activities</p>	<p>In this lesson, children combine knowledge of adding two or more fractions with their understanding of mixed numbers to add fractions and mixed numbers. Children start by adding fractions to whole numbers and, when this is secure, add mixed numbers and fractions. Bar models and number lines are useful tools to illustrate this process. Number lines are especially helpful when crossing a whole. Children look at two methods: partitioning the fraction to add to the next whole number, then adding the remaining fraction to the whole number, and adding the fractions separately, then adding the total to the whole number.</p> <p>Amir and Eva are working out $1\frac{7}{9} + \frac{5}{9}$</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Amir</p> <p>I will add the fractions first.</p> $\frac{7}{9} + \frac{5}{9} = \frac{12}{9} = 1\frac{3}{9}$ $1\frac{3}{9} + 1 = 2\frac{3}{9}$ </div> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p>Eva</p> <p>I will partition $\frac{5}{9}$ to make it easier to add.</p> $1\frac{7}{9} + \frac{2}{9} = 1\frac{9}{9} = 2$ $2 + \frac{3}{9} = 2\frac{3}{9}$ </div> </div> <p>Use your preferred method to work out the additions.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px;">$1\frac{7}{9} + \frac{5}{9}$</div> <div style="border: 1px solid black; padding: 2px;">$\frac{5}{9} + 1\frac{7}{9}$</div> <div style="border: 1px solid black; padding: 2px;">$2\frac{4}{9} + 1\frac{8}{9}$</div> <div style="border: 1px solid black; padding: 2px;">$\frac{6}{10} + 7\frac{7}{10}$</div> </div>	<p>In this lesson, children subtract two fractions with the same denominator. They should link this to adding fractions with the same denominator, realising that when the denominators are the same, they need to subtract the numerators. The questions in this step only explore subtracting from proper and improper fractions.</p> <p>Filip and Kim use bar models to work out $\frac{8}{9} - \frac{3}{9} = \frac{5}{9}$</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>Filip</p>  </div> <div style="text-align: center;"> <p>Kim</p>  </div> </div>	<p>This small step links the previous step and the next step together, helping children to make links between subtracting fractions and subtracting mixed numbers and fractions. Children need to know how many equal parts are equivalent to the whole and how this relates to whole numbers greater than 1. They use bar models and explore subtracting from the whole, initially when it is written as a fraction, for example $\frac{9}{9}$ rather than 1. They subtract from whole numbers greater than 1, comparing subtracting the fraction from one of the wholes with using improper fractions. Number lines are also used in this step, and children explore the difference between taking away and finding the difference.</p>	<p>In this lesson, children will advance their understanding of subtraction by working with mixed numbers. The focus is on subtracting from mixed numbers using visual aids such as bar models and number lines. The lesson unfolds with an exploration of subtracting a whole number from a mixed number, followed by subtracting a fraction that does not cross a whole. Once these concepts are firmly established, children progress to more complex subtractions involving fractions that cross a whole number, exploring various methods to solidify their grasp on subtracting from mixed numbers.</p> <p>Aisha uses a bar model to show that $2\frac{2}{3} - 1 = 1\frac{2}{3}$</p> <p>What do you notice?</p>  <p>Use Aisha's method to work out the subtractions.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px;">$3\frac{2}{3} - 2$</div> <div style="border: 1px solid black; padding: 2px;">$2\frac{4}{5} - 1$</div> <div style="border: 1px solid black; padding: 2px;">$5\frac{3}{10} - 3$</div> <div style="border: 1px solid black; padding: 2px;">$4\frac{6}{7} - 4$</div> </div>	<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. 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> <div style="text-align: center; margin-top: 20px;">  </div>

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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: Spain Lesson 4</p> <p style="text-align: center;">LI: We are learning to dance and play the habanera</p> <p><u>Unit Key Words:</u> conductor, , composer, Melody, Brass, Timbre, Rhythm, Impulse, Composition, Texture, Dynamics, timbre, dynamics, and texture</p>  <p style="text-align: center;">Ha - ba - ne - ra, Ha - ba - ne - ra</p> <p style="text-align: center;"><u>Success criteria:</u></p> <ul style="list-style-type: none"> • Listen to Chabrier's Habanera and create a simple dance to it. • Learn and perform the habanera rhythm. • Learn to count musically. • Play in two teams. <p>In this lesson, children will explore the habanera rhythm through interactive activities. They'll practise body percussion, counting musically, and playing in groups. Split into teams, they'll alternate performing the rhythm seamlessly. Transitioning to instruments, they'll choose unpitched or pitched instruments to play the rhythm. This hands-on approach enhances musical understanding and teamwork while fostering rhythmic proficiency and coordination.</p>	<p style="text-align: center;">Unit: Christianity- What religions are represented in our neighbourhood? Lesson 4</p> <p style="text-align: center;">LI: We are learning about the concept of the Golden Rule in different religions.</p> <p>In this lesson, children will discover the Golden Rule, which is about treating others the way you want to be treated. They will explore how this rule is found in various religions, learning about different cultures and traditions. By understanding the Golden Rule in different contexts, children will gain a deeper appreciation for empathy, kindness, and respect towards others, regardless of their beliefs or backgrounds. This lesson promotes tolerance, understanding, and the importance of treating everyone with fairness and compassion.</p>	<p style="text-align: center;">Unit: Gymnastics Lesson 9</p> <p style="text-align: center;">LI: To develop strength in inverted movements.</p> <p>Children will be demonstrated a bridge or shown the video resource. Pupils will practise step by step by using movement cards. Pupils only move on once they are confident performing the previous step. Pupils help their partner with feedback after each progression.</p> <p>Progression 1: supported bridge Lie on back with the soles of feet on the floor. Push hips upwards, keep knees in line with hips. Squeeze glutes to help lift.</p> <p>Progression 2: full bridge Lie on back, place hands on the floor above shoulders, fingertips pointing towards shoulders. Soles of feet flat on the floor. Push hips up and extend arms.</p> <p>Progression 3: full bridge, legs extended Make this harder by straightening legs and placing feet together. Push through the shoulders to hold the position. Can you lift one leg?</p> 

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	<div data-bbox="824 229 1126 416"><p>Christianity:</p><p>Do to others what you would want them to do to you.</p></div> <div data-bbox="1144 229 1447 416"><p>Buddhism:</p><p>Don't hurt others in ways that you would find hurtful yourself.</p></div> <div data-bbox="824 429 1126 616"><p>Hinduism:</p><p>Don't do anything to others which would cause you pain yourself.</p></div> <div data-bbox="1144 429 1447 616"><p>Judaism:</p><p>If something is hateful to you do not do it to your neighbour.</p></div> <div data-bbox="824 628 1126 815"><p>Sikhism:</p><p>As you think of yourself, so think of others.</p></div> <div data-bbox="1144 628 1447 815"><p>Islam:</p><p>No-one truly believes until they wish for others what they wish for themselves.</p></div>	<p>Lesson 10</p> <p><u>LI: To develop strength in inverted movements.</u></p> <p>Success criteria;</p> <ul style="list-style-type: none">● Focus on the quality of the movements.● Strong body tension will help you to hold balances with increased control. <p>Whole child Objective;</p> <ul style="list-style-type: none">● Social: To work safely around others.● Emotional: To work to my personal best.● Thinking: To understand that gymnastics helps to develop strength and flexibility. <p>Children will continue to practise outcomes from lesson 9.</p> <p>Unit: Swimming (Moonstone & Obsidian)</p> <p>Weekly sessions of swimming are delivered on Mondays and Tuesdays, by qualified instructors.</p> 
<p>Art</p>	<p>Spanish – Language Angels</p>	<p>PSHE - Jigsaw</p>

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Unit: ART - Sculpture and mega materials

Lesson 5 - Recycle and Recreate (Across three lessons)

L.I. We are learning to select and join a variety of materials to make a sculpture.

Success criteria

- ✓ I can try different ways of joining materials to make something three dimensional.
- ✓ I can explore combinations of colour and texture.
- ✓ I can decide how to display my sculpture.

In this lesson, we will be looking at the artist, El Anatsui. He is a sculptor who was born in Ghana in 1944 and now lives in Nigeria. He uses materials that are usually thrown away like old mats, bottle tops and newspapers. His artwork is often based around how much we consume and the effect on the environment. Some of the sculpture aims to make us think about the way some people reuse things because they need to, not just for decoration.

Across these three lessons, children will explore different packaging materials, draw which decoration they would like to make and the purpose for it and finally create it.

Your task:

Today you will be using your recycling to create a hanging ancient Egyptian piece. You will be using the technique of weaving to create the texture on your pyramids for example and string to hang them.

Look at the example below.



Weaving

Unit: Habitats

Lesson 5

L.I: We are learning to create presentations to consolidate which animal and which plant lives in a particular habitat using Spanish vocabulary.

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats. This is one of the first units to encourage slightly more complex and sophisticated writing using a wider range of vocabulary.

Key Language:

Los Hábitats - The habitats, La Groenlandia - The Greenland, Los animales y las plantas necesitan.. The animals and the plants need.. , El camello -The camel, Refugio - Shelter , A Vive (he/she/it) lives
La selva tropical - The tropical rain forest , Viven (they) live ...es un hábitat en... ..is a habitat in... , Crece (He/she/it) grows
El parque - national South Downs - The South Downs national park Crecen (They) grow

In this lesson pupils will consolidate all vocabulary taught so far in the unit by presenting in oral and written form which animals and which plants live in different habitats.



Unit: Healthy me!

Lesson 4

L.I : we are learning about alcohol and its effects on health and some of the reasons some people drink alcohol

L.I: we are learning to identify the feelings of shame and guilt and know how to act assertively to resist pressure from myself and others

In this lesson, children will learn about alcohol and its effects on health, focusing on the liver and understanding reasons why people choose to drink. The lesson will also empower them with assertiveness skills, helping them resist pressure from both themselves and others. By promoting self-confidence, healthy decision-making, and effective communication, the lesson equips children with valuable tools to navigate social situations responsibly and prioritize their well-being.



The Liver

- An adult's liver is about the size of a rugby ball
- It holds approximately half a litre of your total blood supply at any given moment
- It cleans the blood and gets rid of toxins
- It has over 500 functions
- It is the largest internal organ
- It is the body's factory
- If the liver did not function, we would not survive
- You've only got one!


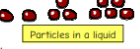

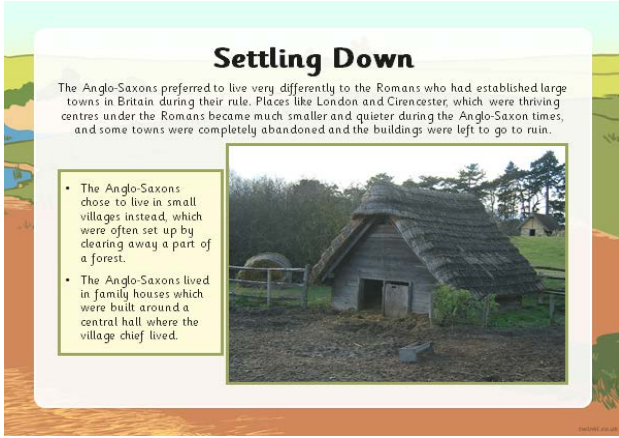


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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;">Unit: States of matter</p> <p style="text-align: center;">Lesson 5 - melting and boiling points</p> <p><u>LI: We are learning to observe and explain that some materials change state when they are heated or cooled.</u> <u>Skill - We are learning to research the temperature in degrees celsius at which materials change state.</u></p> <p>Today children will be learning about melting and boiling points of gas, liquid and solids. We will discuss that on Earth, temperatures range from around -80°C at their lowest to around 50°C at their highest.</p> <p>Children will use chrome books to research the different materials given to them on their worksheet to identify whether it is a natural state on Earth, the melting point, boiling</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;"> <p>Melting and boiling In a solid, the particles have little energy and are packed tightly together. This causes solids to tend to keep their shape.</p>  <p style="text-align: center; font-size: small;">Particles in a solid</p> <p>When we heat a solid, we are giving the particles more energy. When the particles get enough energy, they stop being packed together and start to slide over one another. The solid has become a liquid. When a solid is heated and changes state to become a liquid, it is called melting. The temperature at which this happens is called the melting point. Melting points vary from material to material. The melting point of water is 0°C.</p>  <p style="text-align: center; font-size: small;">Particles in a liquid</p> <p>If we keep on adding energy to this liquid, eventually the particles will have enough energy to change state again and become a gas. When a liquid becomes a gas, this is called evaporation. However, the temperature at which the bulk of the liquid boils into a gas is called the boiling point.</p>  <p style="text-align: center; font-size: small;">Particles in a gas</p> </div> <div style="width: 45%;"> <p style="text-align: center;">point and whether it is a metal.</p> </div> </div>	<p style="text-align: center;">Unit: Anglo Saxons</p> <p style="text-align: center;">Lesson 5</p> <p><u>LI: We are learning to describe a typical Anglo-Saxon village and explain what everyday life was like for the people who lived there.</u></p> <p><u>Skill: To present a thoughtful selection of relevant information by answering a range of historical questions.</u></p> <p>In this lesson we will share the enquiry question ‘What was everyday life like in Anglo-Saxon Britain?’ Children will be explained that they will use sources of evidence to find out the answer to the enquiry question.</p> <p>Children will be put in pairs with a Life in Anglo-Saxon Britain information pack and explain that they need to explore each source to help them answer the enquiry question. After the children have gathered their evidence, they will be encouraged to write their answer to the question in clear sentences and share their findings with the rest of the class.</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p style="text-align: center;">Unit: Data and information – Data logging</p> <p style="text-align: center;">Lesson 5</p> <p><u>LI: We are learning to identify the data needed to answer questions</u></p> <p>Data, data logger, logged, collection</p> <p>Success criteria:</p> <ul style="list-style-type: none"> - I can propose a question that can be answered using logged data - I can plan how to collect data using a data logger - I can use a data logger to collect data <p>Activity: In this lesson children will be earning valuable skills in data collection and analysis. They will learn to gather information to answer questions and solve problems effectively. Firstly, they will learn about data collection methods, understanding who collects data and why it's important. For example, they will explore how schools collect data through class registers to track attendance. Next, children will develop their questioning skills. They will brainstorm their own questions and learn to formulate them clearly. They will understand how data loggers can help find answers to their questions. Furthermore, they will learn to plan their data collection activities. They will select questions, determine where data loggers should be placed, decide when data collection starts and stops, and predict the outcomes of their data. Overall, children will gain practical experience in data collection, analysis, and critical thinking, preparing them for future challenges and opportunities.</p>

Weekly Overview of Learning

Year Group: 4 **Week beginning: 18.03.24**

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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**

Weekly Overview of Learning

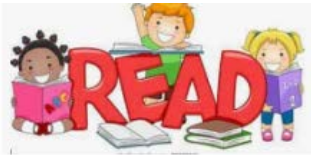
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Reading Tasks

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.

Try and login to **Bug Club**.



Bug Club

Remember there are a variety of online platforms to explore reading on too

Spelling and Dictation

Remember to try and use these words in sentences to show that you understand their meanings. Please also practise your handwriting using the spellings.

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



KS2

Please check your spellings on Google Classroom. There is also a PowerPoint for you to go through.

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

Week 5

1. mysterious
2. humorous
3. glamorous
4. victorious
5. various
6. furious
7. glorious
8. vigorous
9. odorous
10. rigorous

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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