

Weekly Overview of Learning

Year Group: 4 Week beginning: 18.09.23

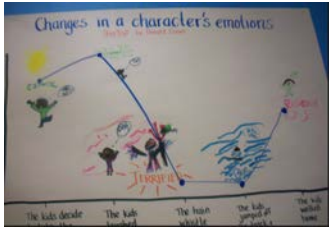

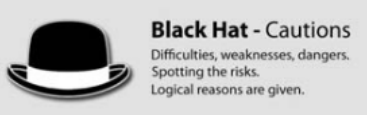
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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	LI: We are learning to summarise key events from a chapter using sequencing	LI: We are learning to understand a character's perspective by analysing emotions and events through Emotion Mapping.	LI: We are learning to draft our thought bubble from Qen's perspective in the prison cell, using emotive language and varied sentence starters.	LI: We are learning to edit and uplevel our drafted thought bubble from Qen's perspective in the prison cell, using emotive language and varied sentence starters.	Children WILL HAVE A LIVE ZOOM SESSION WITH THE AUTHOR OF MA'AT'S FEATHER JULIET DESAILLY
Speaking and Listening Focus	Think, Pair, Share Opinions, recalling facts	Speaking and Listening activities Responding appropriately to our peers Presenting to an audience Our speaking and listening focus today will be to articulate and justify answers	Cold Calling Think, Pair, Share Justifying our opinions	Feedback Peer Assess Think, Pair, Share	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	<p>Key vocabulary friendlier mummified cemetery cautiously courtyard wealth riches doomed cursed</p> <p>Key Questions: Why didn't Qen recognise Amen? What is Qen being forced to do? Why is Amen happy? What will happen next?</p>	<p>Key vocabulary fearless brave bullied pressured traumatised frightened fearful daring imprisoned trapped fooled resentment</p> <p>Key Questions: Why did Qen not speak up against his brother? How is Qen feeling in the prison cell? Is Qen guilty?</p>	<p>Key vocabulary guilt uncertainty fearful scared doubtful devastated lonely depressed petrified terrified</p> <p>Key Questions: How did Qen get here? What could he have done differently? What does he regret? How and why is he in the prison cell? What hope does he have? Does he miss his parents?</p>	<p>Key vocabulary Success Criteria First Person Emotive language Thoughts Sentence Starters Personal feelings</p> <p>Key Questions: Which features from the success criteria have I included in my thought bubble? How can I improve my thought bubble further? Which synonym can I use instead? How can I uplevel my writing? Is there a flow to my writing?</p>	<p>Key vocabulary</p> <p>Key Questions: These will be formulated by the children prior to meeting the author.</p>

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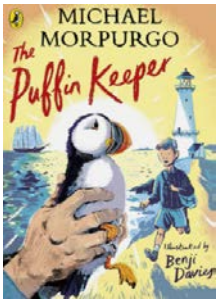
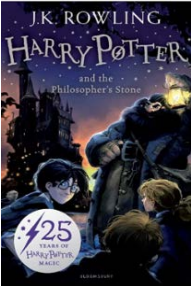
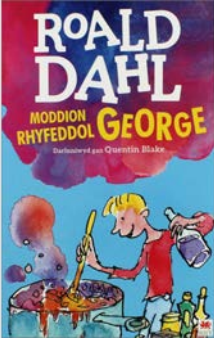
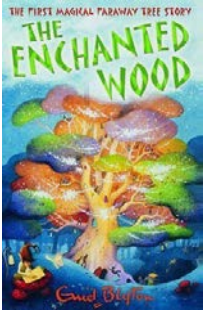
<p>Activities</p>	<p>Shared class read of chapter 9. Lots of rich vocabulary, stopping and pausing to discuss meanings of new words in context.</p> <p>After reading chapter 9, children will be asked to recall the key events after THink, Pair, Share. Class teacher scribe on board, cold calling.</p> <p>children then complete a sequencing frame, highlighting the key events within the chapter. Illustrations to be drawn of each key event to help summarise the chapter in a sequence.</p> <p>Challenge - what do you think of Amen's actions? Think of what Qen may be going through as he is persuaded to steal from the rich, dead man. Think, Pair, Share</p>	<p>Children will work in groups of 5-6 children and be assigned one chapter of the book that deals with Qen's situation. (e.g. 2-3 groups will be given chapter 10 and 2-3 groups will be given chapter 11).</p> <p>Groups will create a visual representation (drawing illustrations) on sugar paper that illustrate the key events, emotions, and interactions in the chapter. Children will be encouraged to use drawings, symbols, and brief descriptions to depict the scene of key events: where Amen is calling Qen names, his encounter with them, Khon being authoritative, when Qen gets into the hole, locked up and his internal conflict.</p> <p>On sticky notes, ask each pupil to write down their interpretation of what the character might be thinking and feeling at different points within the assigned chapter.</p>  <p>Have the groups place these sticky notes on their sugar paper in the relevant areas to show the character's evolving thoughts and emotions.</p> <p>After completing the visual representation, gather the class</p>	<p>Task: Following on from yesterday's group work and presentation, children individually draft 2-3 paragraphs sharing thoughts and emotions from Qen's perspective, describing what he might be thinking and feeling while in the prison cell. Encourage them to reflect on the reasons behind his choices and his emotional state.</p> <p>Encourage children to use their group work to help them form sentences.</p> <p>Reminding children of the success criteria, emotive language, first person perspective, varied sentence starters, adverbs, cohesion in their writing</p> <p>Ask children to check their work against the checklist and success criteria. Class Teacher to go through this with examples modelled and provided.</p> <ul style="list-style-type: none"> • Use First-Person Language. • Emotive Language. • Show, Don't Tell. • Thought Questions: • Personal Reflection. • Grammar and Punctuation • Cohesion- my thought bubble flows • Paragraphs • End with what may happen to me (Qen) in the future 	<p>children have a discussion with their learning partner about their, and compare ideas. Partners will then give suggestions on WWW and EBI to aid in the editing process.</p> <p>children are reminded to check their partner's work against the success criteria checklist.</p> <p>Then children receive their own work, using a green uplevel it and further improve their thought bubble.</p> <p>They will then need to read aloud their bubble, to check for cohesion and a flow. Moving on to finally writing this up levelled thought bubble onto Hot Task Paper.</p> <p>Thinking hats - Yellow and Black Hat</p>  	<p>Juliet will share the background to her book Ma'ats Feather and share her love for reading and writing. She will also share her motivations to becoming a writer, with a special focus on why she wrote the book based on Ancient Egypt.</p> <p>children will have the opportunity to ask questions.</p>
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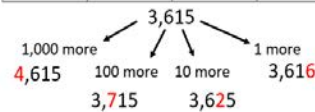
		<p>and have each group present their sugar paper and explain their choices for the character's thoughts and emotions.</p> <p>Engage the students in a discussion about the character's decisions, Qen's reasons for not admitting the truth, and the possible consequences of his actions.</p>			
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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>TEXT – The Puffin Keeper Author – Michael Morpurgo</p> 	<p>Obsidian Text - Harry Potter and the Philosopher's Stone Author – J.K Rowling</p> 	<p>Amethyst Text – George's Marvellous Medicine Author – Roald Dahl</p> 	<p>Moonstone The Enchanted Wood Author – Enid Blyton</p> 
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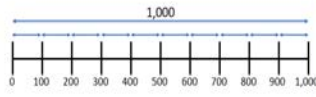
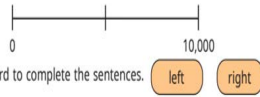
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Maths - Place Value	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5																																																
	<p>L.I: We are learning to find 1, 10, 100 and 1000 more or less than a number.</p>	<p>L.I: We are learning to identify numbers to 10,000 using a number line.</p>	<p>L.I: We are learning to estimate numbers to 10,000 on a number line.</p>	<p>L.I: We are learning to compare numbers using less than, more than and equal to.</p>	<p>L.I: We are learning to develop fluency with our times tables.</p>																																																
<p>Key vocabulary and key questions</p>	<p>Key Vocabulary: ones, tens, hundreds thousands, more, less, column, exchange, compare, equal to, greater than, less than</p> <p>Key Questions: How many ones/tens/hundreds/thousands are in ? How will the number change if you add an extra 1/10/100/1,000? Which column changes if you find 1,000 more/less than a number? Can finding 1/10/100 more/less change more than one column? When does this happen?</p>	<p>Key Vocabulary: number line, values, start, end, intervals, point, halfway, divide, difference</p> <p>Key Questions: What are the values at the start and end points of the number line? What is the difference in value between the start and end points? How many intervals are there? How can you work out what each interval is worth? How can you work out the halfway point of an interval? What other numbers can you mark on the number line? Why are the start and end values of a number line important?</p>	<p>Key Vocabulary: number line, estimate, values, start, end, intervals, point, midpoint, halfway, divide, difference, accurate</p> <p>Key Questions: What is the midpoint of the number line? How does knowing the midpoint help you to place the number on the number line? What other numbers could you mark on accurately? Which division is the arrow close to? Is the number greater than or less than this value? How would splitting the line into more intervals help? How accurate do you think your estimate is?</p>	<p>Key Vocabulary: value, digit, thousands, hundreds, tens, ones, column, compare, greatest value, value, represent</p> <p>Key Questions: What is the value of the first digit in...? What is the value of the digit in...? How many thousands/hundreds/tens/ones are there? Which column do you start comparing from? Which digit in each number has the greatest value? What is the value of these digits? When comparing two numbers, if the first digits are equal in value, what do you look at next? Which is the greater number? How do you know?</p>	<p>Key Vocabulary: Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p>Key Questions: What do you recognise about the nine 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>																																																
<p>Activities</p>	<p>Children will be comparing numbers using greater than and less than symbols. Children will be working out 1,000, 100, 10 and 1 more or less of a number.</p> 	<p>Children will label, identify and find missing values on blank or partially completed number lines. We will be discussing how to work out the value of each interval by working out the start and end values and intervals of the number line.</p>	<p>Children discuss suitable estimates from the information given on the number line and the value of each interval, justifying their choices. They will learn to identify the midpoint and to mark on additional points, for example one-quarter and three-quarters of the way along, to help them position the numbers.</p>	<p>This small step focuses on comparing numbers up to 10,000 using language such as greater/smaller than, less/more than. Children will be using the inequality symbols, <, > and =.</p> <p>Write <, > or = to compare the numbers.</p> <p>a) <table border="1" data-bbox="1400 1308 1736 1372"> <tr><td>Th</td><td>H</td><td>T</td><td>O</td></tr><tr><td>1</td><td>4</td><td>9</td><td>0</td></tr> </table> ○ <table border="1" data-bbox="1601 1308 1736 1372"> <tr><td>Th</td><td>H</td><td>T</td><td>O</td></tr><tr><td>2</td><td>0</td><td>7</td><td>5</td></tr> </table></p> <p>b) <table border="1" data-bbox="1400 1380 1736 1444"> <tr><td>Th</td><td>H</td><td>T</td><td>O</td></tr><tr><td>6</td><td>2</td><td>0</td><td>1</td></tr> </table> ○ <table border="1" data-bbox="1601 1380 1736 1444"> <tr><td>Th</td><td>H</td><td>T</td><td>O</td></tr><tr><td>6</td><td>2</td><td>3</td><td>5</td></tr> </table></p> <p>c) <table border="1" data-bbox="1400 1452 1736 1516"> <tr><td>Th</td><td>H</td><td>T</td><td>O</td></tr><tr><td>7</td><td>0</td><td>0</td><td>5</td></tr> </table> ○ <table border="1" data-bbox="1601 1452 1736 1516"> <tr><td>Th</td><td>H</td><td>T</td><td>O</td></tr><tr><td>6</td><td>9</td><td>2</td><td>7</td></tr> </table></p>	Th	H	T	O	1	4	9	0	Th	H	T	O	2	0	7	5	Th	H	T	O	6	2	0	1	Th	H	T	O	6	2	3	5	Th	H	T	O	7	0	0	5	Th	H	T	O	6	9	2	7	<p>Today, children will log onto TTRS to compete in the year group tournament. The children will practise recall and understanding of the 6 and 7 times tables with their teacher. The children can then select the relevant worksheet to further explore that time table at school, or at home.</p>
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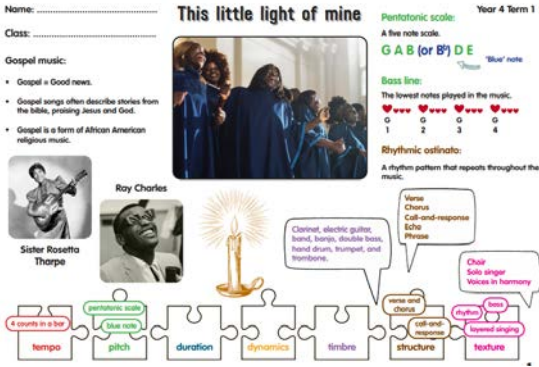

	<p>Complete the sentences.</p>  <p>The number is <input type="text"/></p> <p>1 more than the number is <input type="text"/> 1 less than the number is <input type="text"/></p> <p>10 more than the number is <input type="text"/> 10 less than the number is <input type="text"/></p> <p>100 more than the number is <input type="text"/> 100 less than the number is <input type="text"/></p>	<p>Complete the number line.</p>  <p>The difference in value between the start and the end of the number line is <input type="text"/></p> <p>There are <input type="text"/> intervals.</p> <p>$1,000 \div 10 = 100$</p>	<p>Rosie is estimating the positions of some numbers on the number line.</p>  <p>Choose a word to complete the sentences. <input type="text"/> left <input type="text"/> right</p> <p>a) 3,000 will be to the _____ of the midpoint.</p> <p>b) 9,000 will be to the _____ of the midpoint.</p> <p>c) 999 will be to the _____ of the midpoint.</p> <p>d) 5,001 will be to the _____ of the midpoint.</p>		
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

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Music –	RE	PE – Get Set 4 PE
<p style="text-align: center;">Unit: This little light of mine Lesson 2</p> <p style="text-align: center;">L1: We are learning to invent actions to accompany the singing and move in time together.</p> <p>Unit Key Words: Pentatonic scale, gospel music, off-beat, rhythm, call-and-response, progression snapshot 1.</p> <p>This little light of mine is an expressive call-and-response Gospel song based on a pentatonic scale. The origin of the song is not 100% clear – some believe that it was written in the 1920s as a song for children by Harry Dixon Loes, but he never claimed credit for it. Some believe the lyrics are taken from one of Jesus's speeches to his followers in the Bible.</p> 	<p style="text-align: center;">Unit: Sikhism Lesson 3</p> <p>L1.1: We are learning to develop empathy in Guru Nanak's journey, reflecting on his interactions with diverse people, and understanding the universal appeal of his message.</p> <p>L1.2: We are learning to link things that are important to me and other people with the way I think and behave.</p> <p>Discuss what modern technology means that today, when something happens, it is not long before the whole world knows about it. Gauge ideas from the children on how people may have spread or sent messages and how it would have taken months and even years to travel around sharing messages. Guru Nanak travelled for 30 years spreading the message about the oneness of God. Children will learn that Guru Nanak wanted to spread his message; the only tools he had at his disposal were his words and his deeds. Put the word 'hypocrisy' on the board. Does anyone know what it means? Explain that it is used to describe when someone says they believe in one thing but they do another. Explain how Guru Nanak was never accused of hypocrisy because the way he told others to live their lives was how he lived his. Sharing information about his travels, these travels are often called 'yatras'. The word 'yatra' means a journey or pilgrimage. Children will explore the different places Guru Nanak travelled to and his mannerisms of spreading the message.</p>	<p style="text-align: center;">Unit: Hockey Lesson 3</p> <p style="text-align: center;">L1. To develop dribbling to beat a defender.</p> <p>This week children should continue to be able to keep their head up to see the space and only use one side of the stick. They will practise moving into a space away from a defender by starting with a ball at the start cone they dribble up to the defender cones, around them and then attempt to score through the goal.</p> <p style="text-align: center;">Unit: Football Lesson 3</p> <p style="text-align: center;">L1. To develop passing and begin to recognise when to use different skills.</p> <p>In this week's lesson children will be reintroduced to the four 'S's: stop, step, see, send. They will practise passing with both feet.</p> <ul style="list-style-type: none"> ● STOP: stop the ball by placing your foot on top. ● STEP: step next to the ball with your non-kicking foot. ● SEE: look up to see where you are going to pass. ● SEND: send (pass) to your target using the inside of your foot. <p>When receiving the ball, children will try to track it by moving their feet to it and control it by cushioning the ball with the inside of their foot to take the power out of the pass.</p> <p style="text-align: center;">Unit: Swimming (Amber & Amethyst)</p> <p>Weekly sessions of swimming are delivered on Mondays and Tuesdays, by qualified instructors.</p> 
Art	Spanish – Language Angels	PSHE - Jigsaw

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Unit: Drawing - Powerprints

Lesson 2 - Across two lessons

L.I. We are learning to explore proportion and tone when drawing.

In Art across two weeks, children will be looking at two Artists: Alberto Giacometti and Fernando Botero.



The figures have features of unusual sizes; Giacometti's man has very long, thin limbs and Botero's people are all of different sizes within one painting.

Children will be using rubbers and charcoal to draw objects. First, we will create a 'base' of charcoal on the page by crushing some charcoal inside a paper towel and smoothing the dust over the paper using the towel or some tissue. Then, we will choose one large object to draw first using the rubber to draw in the light areas.



Unit: ME PRESENTO

Lesson 2

L.I: We are learning to learn how to ask and answer the question '¿Cómo te llamas?' (What is your name?) in Spanish.

By the end of this unit, the children will be able to:

- Count to 20 in Spanish.
- Ask somebody how they are feeling, their age, name and where they live in Spanish.
- Say how we are feeling, how old we are, what our name is and where we live in Spanish.
- Apply rules of adjectival agreement when saying our nationality in Spanish.

One of the main aims of this lesson is to consolidate all the language from last week's lesson and to integrate it with the new language. We want to build on the foundations set in the previous lesson. That is why there is significantly less vocabulary introduced this week.

Children will be learning how to say 'my name is'



Unit: Being me in my world!

Lesson 3

L.I: We are learning to understand who is in my school community, the roles they play and how I fit in.

L.I: We are learning to take on a role in a group and contribute to the overall outcome.

Today, children will be learning about all the important members of the school community, many adults have jobs in the community which help us learn and that children have responsibility to learn and help each other learn.

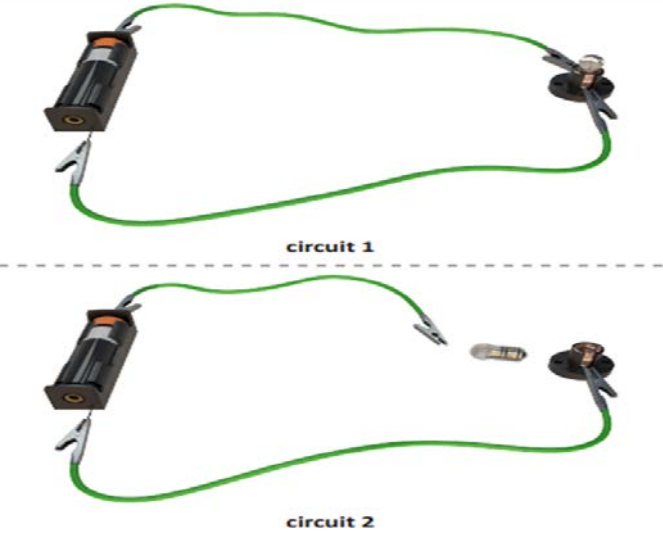
Children will be understanding how the people that surround them help and support them.



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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
<p>Unit: Electricity, Circuits and Conductors Lesson 3</p> <p><u>LI: We are learning to investigate whether circuits are complete or incomplete.</u></p> <p>In this lesson children will be learning about complete and incomplete circuits. Children will be using the picture cards and have a go at making the different circuits. They will need to predict whether the circuit is complete or incomplete. Then they will make the circuits to check whether they were correct or not. They will need to find solutions to incomplete circuits. Children will also learn about conductors.</p>  <p>circuit 1</p> <p>circuit 2</p>	<p><u>Unit: Ancient Civilisation</u> Lesson 3</p> <p>LI: <u>We are learning to</u></p> <p><u>Skill:</u></p>	<p>Unit: Lesson 3- Sharing Information</p> <p>LI: To outline how websites can be shared via the World Wide Web (WWW).</p> <p><u>Success criteria:</u></p> <ul style="list-style-type: none">• I can describe where websites are stored when uploaded to the WWW• I can describe how to access websites on the WWW• I can explain the types of media that can be shared on the WWW <p>In this lesson children will be learning what can be shared on the Internet. They will also be looking at different web hosts.</p>

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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

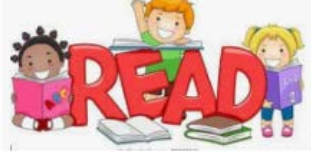
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Reading Tasks

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

Week 3

1. immature
2. impatient
3. impossible
4. impolite
5. immeasurable
6. immovable
7. immortal
8. important
9. imperfect
10. improper

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!



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: Amethyst (Spelthorne Leisure Centre)

Tuesday: Amber (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