Weekly Overview of Learning

Year Group: 4 **Week beginning: 19.02.24**

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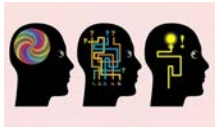
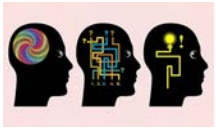
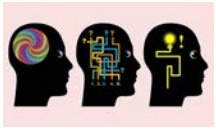
	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	**LI: We are learning to develop essential life skills by recording, interpreting information in tabulated forms across subjects**	**PIXL ASSESSMENT** SPAG	**PIXL ASSESSMENT** Reading	**PIXL ASSESSMENT** Spelling	**LI: We are learning to explore our new class text using See Wonder Infer.**
Speaking and Listening Focus	**Children will also be encouraged to share their insights, ask questions, and collaboratively explore any challenging concepts encountered in today's therapy.** **They will be asked to share their sentences with the class - using cold calling.**	**Children will have opportunities to discuss any misconceptions from today's paper.** 	**Once again. We as a class will discuss misconceptions.** 	**Children will listen carefully to the audio and write down the spelling.** 	**Think, pair, share** **Class collaboration** **Cold Calling** **Pupils will work in pairs construction sentences which include a subject, verb and adverb and explore modal verbs.** **They will be asked to share their sentences with the class - using cold calling.**
Key vocabulary and Key Bloom's higher order thinking questions	**Key vocabulary** row column tabulated table past tense present tense features **Key Questions:** What are the key components of tabulated forms, and how do they help organise information? Can you explain why the beech tree got into trouble after the ivy climbed up? What could the beech tree and the ivy do differently so that they both stay happy and healthy?	**Key Vocabulary** Tenses Adverbs Relative clauses Expanded noun phrases Adjectives Nouns Verbs Modal verbs Commas Parenthesis Adverbials Punctuation Spelling	**Key vocabulary** Define Explain Retrieve Identify Record Summarise Predict Meaning Choice of words comparison	**Key Vocabulary** Tenses Adverbs Relative clauses Expanded noun phrases Adjectives Nouns Verbs Modal verbs Commas Parenthesis Adverbials Punctuation Spelling	**Key vocabulary** mysterious Figure, stormy Backdrop, landscape, expression, blurb, narrative first, then, later maybe perhaps might, could **Key Questions:** Why do we make predictions? How can they help us to understand? Do predictions always need to be right? What do you think this book is about? What can you see in the picture?

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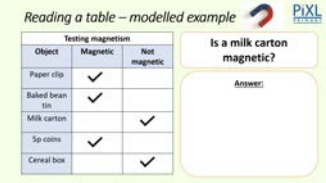
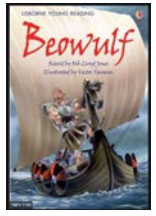
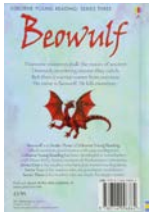
					What can the picture tell you about what is going to happen in the book?
Activities	In this lesson, children are learning important skills for understanding and organising information in tables, which is useful for their current PIXL assessments. The activities help them prepare for different types of tests and also improve their overall performance. The lesson provides a practical approach that empowers children to use these skills in various subjects and real-life situations. By practising these skills, children not only get better at organising information but also develop a broader ability to analyse and understand different kinds of information, getting them ready for the upcoming assessments.  *Reading a table – modelled example* Testing magnetism Object / Magnetic / Not magnetic Paper clip ✓ Baked bean tin ✓ Milk carton ✓ 5p coins ✓ Cereal box ✓ Is a milk carton magnetic? Answer:	In this assessment session, children will be required to show their understanding of their reading skills they have covered thus far. They will be answering a variety of questions from the reading domains. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups. 	In this assessment session, children will be required to show their understanding of their spelling skills they have covered thus far. They will be writing the correct spelling for each word as it is called out. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.	In this lesson, children will	In this lesson, children will harness the power of observation and imagination to predict story outcomes based on the front cover and blurb of our new text, Beowulf. Using engaging sentence starters, like "Looking at the front cover, I think," and incorporating time connectives ('first,' 'next,' 'lastly'), children will structure their predictions. Modal verbs such as 'might,' 'could,' and 'maybe' will introduce a layer of uncertainty, enhancing their speculative thinking. Employing the "See, Wonder, Infer" approach, children will carefully observe, pose questions, and draw inferences to formulate nuanced predictions. This comprehensive strategy aims to deepen critical thinking, descriptive writing, and foster a rich understanding of narrative elements, preparing them to make informed predictions in their literary explorations.  

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	Reading Long ago, there lived a huge and extremely strong bird. Normally, it would eat sheep or small dinosaurs, but for a special snack, it loved to catch giant worms. One day, it spied a juicy one on the ground beneath its massive nest, so it flew down and pulled and pulled at the worm with all its strength. The more it tugged, the fatter the worm became, but the bird couldn't drag it out completely, so it gave up. When it turned back, however, the entire tree, including its nest, had mysteriously disappeared into a large hole in the ground. **Read the extract above. Use the information to tick (✓) true or false next to the statements below.** True / False Normally, the bird eats worms. The bird lived in a small nest. The bird really enjoyed eating worms. Only part of the tree disappeared into the hole.				Writing a prediction 1. Start with a good sentence starter - • *Looking at the front cover, I think this book might be about....* • *Based on the front cover...* • *Perhaps the main character will...* • *Seeing the mysterious figure, I predict...* • *Judging by the stormy backdrop, I anticipate..* • *Observing the landscape, I envision...* • *The central image hints at...* • *In light of the character's expression on the front cover, I believe...* • *The blurb suggests a narrative centered around* 2. Use time connectives - first, next, then, lastly, later...

Class Text – Reading Aloud 10-15 mins each day	**Amber** TEXT – Matilda Author – Roald Dahl 	**Obsidian** TEXT – Matilda Author – Roald Dahl 	**Amethyst** TEXT – Matilda Author – Roald Dahl 	**Moonstone** TEXT – Matilda Author – Roald Dahl 

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Maths - Fractions	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
	LI: We are learning to understand the whole and recap the part-whole relationship of fractions.	**LI: We are learning to build on our knowledge of the whole to explore fractions greater than 1.**	**LI: We are learning to explore partitioning mixed numbers using different strategies**	**LI: We are learning to understand how mixed numbers can be represented on a numberline**	**LI: We are learning to master our times tables and efficiently solve timed arithmetic questions with the skills we've acquired.**
Key vocabulary and key questions	**Key Vocabulary:** fractions, whole, parts, divided, diagrams,equal, shape, denominator, numerator **Key Questions:** Has the whole been divided into equal parts? How do you know? In this diagram, how many equal parts has the whole been divided into? How many equal parts has the whole been divided into for 1 5? Is this a large or small part of the whole? How do you know? How many more parts are needed to make the whole? What fraction would this be?	**Key Vocabulary:** fractions, Greater than, Number lines, visual, pictorial, bar models, numerator, denominator, equivalent **Key Questions:** What fraction comes next after 4 7, 5 7, 6 7 ? How do you know? What fraction comes before ? How do you know? What do you know about a fraction with the same numerator and denominator? What is 1 whole plus another 1 3? How could you draw that as a bar model? What is 3 and 5 5 the same as? What is the sequence counting forwards/backwards in?	**Key Vocabulary:** fraction, mixed number, represent partition, wholes, numerator, denominator, equivalent , pictorial **Key Questions:** What is a mixed number? What does each part of a mixed number represent? How many wholes are there in the mixed number ? What is the fractional part of ? How can you partition the mixed number into wholes and a fraction? How many other ways could you partition the mixed number?	**Key Vocabulary:** fraction, mixed number, represent partition, wholes, numerator denominator, equivalent, interval number line, efficient, difference **Key Questions:** On the number line, how many intervals are there between these two consecutive whole numbers, _____ and _____? What is each interval worth on the number line? Is it more efficient to count on from the previous whole number or back from the next whole number when labelling _____? What is the whole number before and after _____ ? Is _____ closer to the previous or the next whole number? How do you know?	**Key Vocabulary:** Multiplication, multiply, times, groups of, product, division, divide, shared equally and share. **Key Questions:** -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?
Activities	Children begin this block by understanding the whole. They covered this in Year 3, but may need to recap the part-whole relationship of fractions. Children use diagrams to identify how many equal parts a shape has been split into and move on to thinking about how many more parts are needed to make the whole. They use the denominator to identify how many equal parts a whole has been divided into.	In this small step, children build on their knowledge of the whole to explore fractions greater than 1 In Year 3, children counted forwards and backwards in fractions within 1 and this is now extended to fractions greater than 1. Children first count in unit fractions, using their knowledge that a fraction with the same numerator and denominator can be written as 1.	In this lesson, the children will further develop their understanding of mixed numbers. The children will explore partitioning mixed numbers in different ways – a skill that will be vital for later steps in this block. We will focus on ensuring that the children can confidently partition a mixed number into its whole and fractional parts. Part-whole models and bar models will be used as key	In this lesson, the children will build on their prior learning from this unit, developing a deeper understanding of how mixed numbers are represented on a number line. The children will label the fractions on any given number line by identifying the number of intervals between each of the whole numbers.	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.

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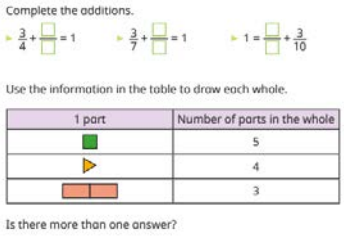
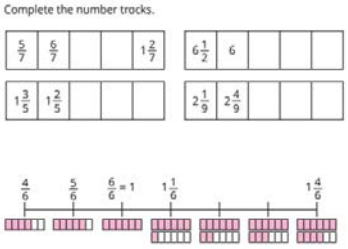
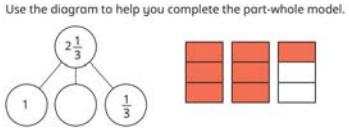
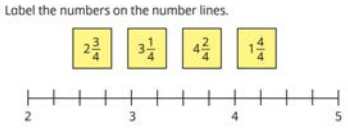
	For example, for the fraction 3 7, the whole has been split into 7 equal parts because the denominator is 7. Children explain whether a fraction is a small (for example, 1/10) or large (for example, 9/10) part of the whole. 	In this step, children count in mixed numbers only. It is vital, that children are secure with the fact that when the numerator is equal to the denominator then the fraction is equivalent to 1. 	representations that allow children to see how a mixed number is being partitioned. Once confident with this form of partitioning, the children will partition a mixed number into a whole number and a mixed number (for example, 3 1 4 = 2 + 1 1 4) or a mixed number and a fraction (for example, 2 3 4 = 2 1 4 + 2 4). 	The children will also estimate the positions of mixed numbers on blank number lines. To support this, it is important that children understand which integer a mixed number is closer to, and the mixed number's relationship to the point halfway between the two wholes either side of it. 	

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

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Music –

Unit: Fanfare for the common man

Lesson 1

LI: We are learning to Explore the features of Aaron Copland's Fanfare for the common man

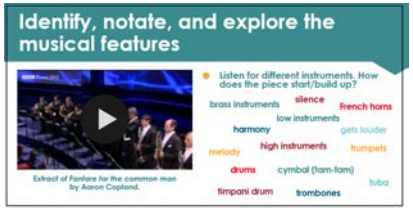
Unit Key Words:

Rhythms, duration, articulation, crotchet, minim, teamwork, patterns, comprehension

Success criteria:

- Listen to a fanfare and begin to explore the musical features.
- Recognise the effects of timbre and texture in music.
- Use body percussion to create a suggested effect.

In this lesson, children will embark on a musical adventure filled with engaging activities. They will begin by participating in a dynamic warm-up, synchronising their claps while following a leader. Following this, they will engage in a vocal warm-up, learning and singing a traditional Ghanaian song. The highlight of the session will be the exploration of "Fanfare for the Common Man," where they will analyse its musical features and historical significance. Additionally, they will delve into the layers of music, playing sound games and creating imaginative rainstorm soundscapes. The lesson will conclude with a reflective discussion, ensuring a deep understanding of the musical concepts explored.



RE

Unit: Christianity- What religions are represented in our neighbourhood

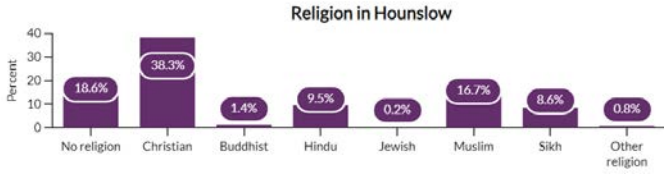
Lesson 1

LI: We are learning to identify religions which are represented in my local area.

In this lesson, children will focus on identifying the various religions present in their local area, Hounslow. The primary focus will be on Christianity, the predominant denomination in Hounslow. Students will engage with data to understand the religious landscape of the community. They will then use Google Maps to explore and visually examine churches and statues associated with Christianity in Hounslow as well as mosques, gurdwaras and temples. This lesson aims to foster awareness and understanding of the diverse religious representation in their immediate surroundings.

Key Vocabulary

community, commitment, local area, religions, worship, celebrate, denomination, Christianity, traditions



PE – Get Set 4 PE

Unit: Gymnastics

Lesson 1

LI: To develop individual and partner balances.

Children will be reminded that balances are one of the key skills within gymnastics. Pupils discuss how they will get into and out of the balance and identify which parts of their body will need to have good body tension to hold the shape.

Move slowly into and out of the balance. Hold the balances for 5 seconds. Consider which body parts need extending to create the balance.

In pairs, pupils finish the sentence to their partner;
In gymnastics, balances are…
To create a good balance in gymnastics I need to…
To create a safe partner balance I need to…

Lesson 2

LI: To develop individual and partner balances using apparatus.

In this lesson children will need to demonstrate strong body tension to help them to hold balances with increased control. Pupils create a sequence that includes their two partner balances and two individual balances. Pupils will need to consider where on their mat they want to start in relation to their partner and the order to put their balances in so that they flow from one to the next. They will need to connect their balances using travelling action.

Unit: Swimming

(Moonstone & Obsidian)

Weekly sessions of swimming are delivered on Mondays and Tuesdays, by qualified instructors.

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Unit - Ukulele Amethyst and Moonstone will be learning how to play the Ukulele with a specialist music teacher. 		
Art	**Spanish – Language Angels**	**PSHE - Jigsaw**

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Unit: ART - Sculpture and mega materials

Lesson 1: Shadow sculpture

L.I. We are learning to consider the effect of how sculpture is displayed.

In this lesson, children will make decisions about how to display my sculpture and compose photographs that present shadow sculptures as a finished piece.

Children will be looking at a new artist called - Sokari Douglas Camp. Sokari Douglas Camp is a sculptor whose works are influenced by her Nigerian background and often include a political message. Many sculptures are made from welded metals, found objects and reused waste materials. Children will be creating their own sculptures, using the idea of a figure casting a shadow made up of words, as in the piece, 'All the world is Now Richer'.

Unit: Habitats

Lesson 1

LI: We are learning to identify essential elements that all plants and animals need to survive using cognates (words that are similar in Spanish and English).

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.

The children will be starting a new unit in Spanish called 'Los Hábitats'. In today's lesson, the children will start to explore essential elements that all plants and animals need to survive in Spanish. A big focus will be to look out for cognates (words that are similar in Spanish and English). They will then use simple Spanish supported listening and reading activities to consolidate our new learning and improve our listening and reading skills in Spanish.

Unit: Healthy me!

Lesson 1

LI: We are learning to recognise how different friendship groups are formed, how I fit into them and the friends I value the most.

In this lesson, children will be exploring the formation of various friendship groups, understanding their own placement within these groups, and identifying the friends they hold in high regard.
They will be completing a friendship chart- In the innermost circle are the friends/family that are closest to you; your best friends, and closest family members;
In the second circle your good friends, next closest family, (but who you regard as not the closest);
In the third circle friends who you know less well (perhaps people at groups or societies, relatives you see occasionally etc.
In the fourth circle, acquaintances (for example, neighbours, friends of friends etc.)

Key vocabulary:
Friendships
Emotions
Healthy
Relationships
Friendship groups
Value

Key questions:
Where do you know your friends from?
Do you like all of your friends in the same way?
Do you like doing the same things with all of your friends?
Do you see some friends only in certain situations/places?
Would you want to see all of your friends all of the time?

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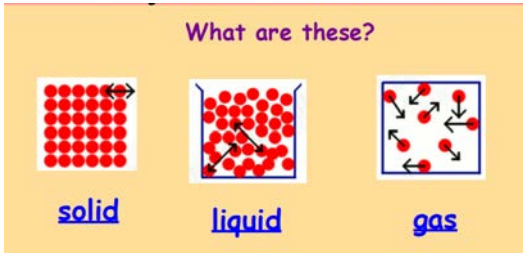
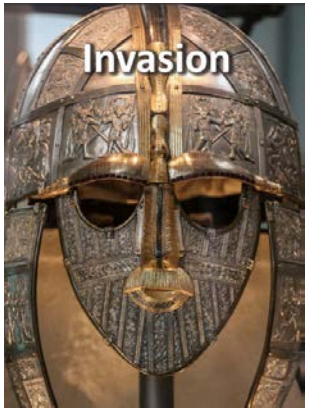
Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
Unit: States of matter **Lesson 1 - classifying solids, liquids and gases** **LI. We are learning to identify and understand what we already know about different states of matter.** **Skill - We are learning to identify the properties of solids, liquids and gases.** Today, we will be beginning our new topic of states of matter. The children will begin the lesson by completing a defining frame to recall all existing knowledge before we begin this unit. Then, the children will understand what the different states of matter are. We will develop our understanding of their properties and show these changes using drama. Children will group together to show their understanding of how close particles are in each matter. 	**Unit: Invasions** **Lesson 1** **LI: We are learning to understand what impact Anglo-Saxons had on Britain.** **Skill: To explain the cause, consequences and impact of invasion and settlement in Britain** In this lesson, children will be introduced to a new topic 'Invasion' and discuss what they think these words mean. Children will view a number of images to help with completing their defining frame to identify what they already know about Invasions and what they would like to know. Children are expected to draw on prior knowledge of; Iron Age, Bronze Age and Romans from Year 3. 	**Unit: Data and information – Data logging** **Lesson 1** **LI: We are learning to explain that data gathered over time can be used to answer questions** **Key vocabulary** Data, table, layout **Success criteria:** - II can choose a data set to answer a given question - I can suggest questions that can be answered using a given data set - I can identify data that can be gathered over time **Activity:** In this lesson, children will explore the concept of data in their surroundings. They'll analyse class registration data to understand who's present, absent, and the reasons for absence. They'll then examine various data tables, including weather records and fitness tracker data, to understand how information is organised. Later, they'll engage in activities like collecting data on vehicles from a video and discussing the usefulness of census data. The lesson aims to enhance their understanding of data collection and its significance in various contexts. 

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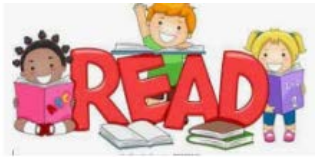
Homework

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

Reading/Spelling and Grammar

Reading Tasks

Please read for at least 20 minutes every day and complete tasks in your 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 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

Week 1

Maths

Doodle Maths

Log on to your account at least three times this week.

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

We will be checking to see who has accessed their account the most!!

Will a year 4 class take the Doodle trophy this week in assembly?

Work to reach your target – are you in the green zone yet?

Times Tables Rock stars:

Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

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

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

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

Moonstone and Obsidian are now swimming:

Monday: Moonstone (Spelthorne Leisure Centre)
Tuesday: Obsidian (Heston Leisure Centre)

Please ensure your child comes to school

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	1. science 2. crescent 3. discipline 4. fascinate 5. scent 6. scissors 7. ascent 8. descent 9. scientist 10. scenery		wearing their PE kit and brings the correct swimming kit on the appropriate day. - Swimming Hat - Goggles - Swimming costume/ Shorts - A towel