

Weekly Overview of Learning

Year Group: 4 Week beginning: 02.10..23



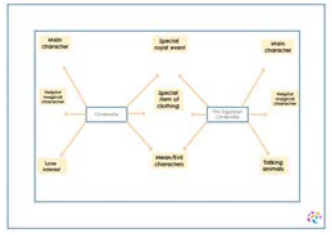


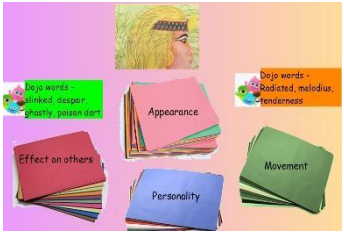
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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are learning to understand our new text, The Egyptian Cinderella through Questioning</u>	<u>LI: We are learning to compare and contrast the traditional tale of Cinderella to The Egyptian Cinderella.</u>	<u>LI: We are learning to apply our knowledge of retrieval and inference to understand key details from a fiction text.</u>	<u>LI: We are learning to reflect on our cold tasks using teacher feedback</u>	<u>LI: We are learning to explore a character from different perspectives. (2d)</u>
Speaking and Listening Focus	<p>Today, we will be focussing on how we can listen and respond appropriately to adults and our peers.</p> <p>The children will gain, maintain and monitor the interest of the listener as we read through the text.</p>	Our speaking and listening focus today will be to articulate and justify answers, arguments and opinions	<p>Can you ask questions about what you can see?</p> <p>-What do you wonder about the text?</p> <p>-How can you use your questions to make inferences?</p> <p>Our speaking and listening focus today will be to articulate and justify answers, arguments and opinions.</p>	The children will consider and evaluate different pieces of work and contribute and build on a WAGOLL	Group work - We will be using Think, pair, share and class discussions as our focus today. Ask relevant questions to extend their understanding and knowledge, using the Q matrix.
Key vocabulary and Key Bloom's higher order thinking questions	<p><u>Key vocabulary</u></p> <p>Analyse Predict Infer retrieve identify reason meaning</p> <p><u>Key Questions:</u></p> <p>Where was Rhodipis born and how did she get to Egypt? Can you identify and infer 3 ways that Rhodopis looked different to the other servant girls? How did the servant girls feel about Rhodopis? What evidence in the text tells you that? How did the Egyptian servants feel when they saw Rhodopis's slippers and why? What word or phrase shows that Rhodopis was crying after the Falcon took her slipper?</p>	<p><u>Key vocabulary</u></p> <p>Analyse Predict Infer retrieve identify reason meaning compare contras</p> <p><u>Key Questions:</u></p> <p>Who are the main characters? What happens in the beginning/middle and end of the story? Can you think of a different ending? What are the similarities and differences between the traditional Cinderella and the Egyptian Cinderella? Can we categorise these</p>	<p><u>Key vocabulary</u></p> <p>Infer retrieve details explain inform tell identify evidence interpretation</p> <p><u>Key Questions:</u></p> <p>Who are the characters in the Egyptian Cinderella? Why do you think the other servant girls teased Rhodopis? What does the word 'hurried' suggest about Rhodopis? What does the phrase 'sparkled like fireflies' suggest about the shoes? Explain what the main theme is in this book. Can you think of another book that deals with themes like this?</p>	<p><u>Key vocabulary</u></p> <p>Reflect, Feedback, WWW, WBI, Errors, Misconceptions and Expectation</p> <p><u>Key Questions:</u></p> <p>Have you remembered to check your work? Have you included figurative language? How can you uplevel your vocabulary? Have you used punctuation accurately? Have you used the correct tense and person? How can you reorganise your sentences so that they have maximum impact on the reader?</p>	<p><u>Key vocabulary</u></p> <p>Infer retrieve details explain inform tell identify evidence interpretation perspective positive negative</p> <p><u>Key Questions:</u></p> <p>What features do we need to focus on when writing a character description? Can you spot the features of a good character description? What are the features called? Why do you think 'Rhodopis found friends among the animals instead'?</p>

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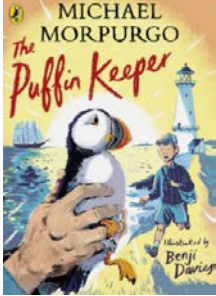
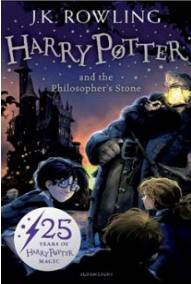
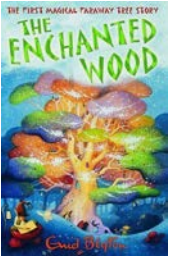
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	<p>Why did Amasis think Rhodopis was 'the most Egyptian of all'?</p>	<p>similarities and differences under subheadings?</p>			
<p>Activities</p>	<p>This lesson focuses on reading and understanding the text through comprehension.</p> <p>Today we will be reading The Egyptian Cinderella. As we read, we will be answering some key questions to understand the text better.</p> <p>The children will also challenge themselves and answer a PEE paragraph as a class!</p> 	<p>Today, children will begin with watching a snippet of the traditional Cinderella story. They will then have the opportunity to discuss as a class to spot similarities and differences!</p> <p>Then, independently children will use the double bubble map to compare and contrast both stories.</p>  	<p>To begin the week, we will have a group discussion on recapping the story of Egyptian Cinderella.</p> <p>The children will work together and complete a PIXL therapy through a PowerPoint. We will be recognising what inference is and how we can read between the lines.</p> <p>Then we will be answering inference questions in our books. The children will need to remember all the key parts of identifying an inference question from our discussions .</p> 	<p>At the beginning of the lesson, the children will be shown a range of anonymous example cold tasks on the board. We will identify together as a class what is good about them and what could be better.</p> <p>Once we have created a success criteria, the children will reflect on their own cold tasks using a reflection sheet where they will make targets for their hot tasks.</p> <p>SIX THINKING HATS</p> 	<p>This lesson, children will be exploring the character of Rhodopis through a negative and positive light.</p> <p>Some children will focus on You will focus on writing about Rhodopis from the perspective of the horrible servants. Whilst others will focus on Rhodopis from the Pharaoh's perspective.</p> <p>There will be a push for children to include a range of interesting adjectives through dojo words!</p> 

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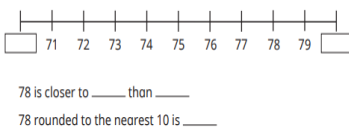
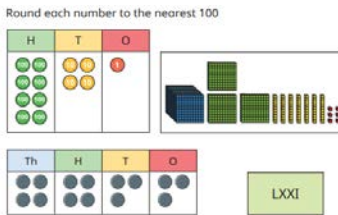

<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>TEXT – The Puffin Keeper Author – Michael Morpurgo</p> 	<p>Obsidian Text - Harry Potter and the Philosopher's Stone Author – J.K Rowling</p> 	<p>Amethyst Text – George's Marvellous Medicine Author – Roald Dahl</p> 	<p>Moonstone Text – The Enchanted Wood Author – Enid Blyton</p> 
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Maths - Place Value	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Key vocabulary and key questions	<p>L.I: We are learning to build on our knowledge of Roman numerals from 1 to 12, and learn that L represents 50 and C represents 100</p> <p>Key Vocabulary: Roman numerals Represent I V X XX L C D M</p> <p>Key Questions: What patterns can you see in the Roman number system? What rules do you use when converting numbers to Roman numerals?</p>	<p>L.I: We are learning to round to the nearest 10.</p> <p>Key Vocabulary: Ones Tens Represent Compare Rounding Estimate Nearest</p> <p>Key Questions: What is the multiple of 10 after ? What is the multiple of 10 before ? Which multiple of 10 is closer to? How do you know? Which numbers rounded to the nearest 10 result in zero? Which place value column do you need to look at to decide which</p>	<p>L.I: We are learning to round to the nearest 100.</p> <p>Key Vocabulary: Ones Tens Hundreds Represent Compare Rounding Estimate Nearest</p> <p>Key Questions: What is the multiple of 100 after ? What is the multiple of 100 before? Which multiple of 100 is closer to? How do you know? Which numbers rounded to the nearest 100 result in zero? Which place value column do you</p>	<p>L.I: We are learning to round to the nearest 1,000.</p> <p>Key Vocabulary: Ones Tens Hundreds Thousands Represent Compare Rounding Estimate Nearest Column Multiple</p> <p>Key Questions: What is the multiple of 1,000 after? What is the multiple of 1,000 before? Which multiple of 1,000 is closer</p>	<p>L.I: We are learning to develop fluency with our times tables. L.I: We are learning to complete a range of arithmetic questions in a given time using our prior learning</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 ___ 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?</p>

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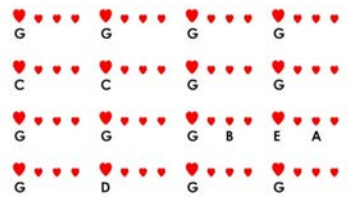

	<p>What letters are used in the Roman number system? What does each letter represent? How do you know what order to write the letters in when using Roman numerals? What is the same and what is different about representing the number twenty-nine in the Roman number system and our number system?</p>	<p>multiple to round to? What numbers when rounded to the nearest 10 give the result 50/500?</p>	<p>need to look at to decide which multiple to round to? What is the same and what is different about rounding to the nearest 10 and rounding to the nearest 100?</p>	<p>to? How do you know? Which numbers rounded to the nearest 1,000 result in zero? Which place value column do you need to look at to decide which multiple to round to? What is the same and what is different about rounding to the nearest 10, 100 and 1,000?</p>																					
<p>Activities</p>	<p>Children build on their knowledge of Roman numerals from 1 to 12 on a clock face, and learn that L represents 50 and C represents 100. Children explore the similarities and differences between the Roman number system and our number system, understanding that the Roman system does not have a zero and does not use placeholders. They are already familiar with the idea that, for example, 4 is written as IV rather than IIII, and they apply the same concept to write 40 as XL and 90 as XC.</p>	<p>In this small step, children are introduced to rounding for the first time, starting with rounding to the nearest 10. Children begin by focusing on rounding 2-digit numbers, as it is clearer what the previous and next multiples of 10 are. It is important to include examples that have zero as a placeholder in the tens column, for example 304, as children can often think that 300 is not a multiple of 10 because it is a multiple of 100. Children should understand the convention that when the ones digit is 5, they round to the next multiple of 10. Avoid using language such as “round up” and “round down”, as this can create misconceptions.</p> 	<p>Building on the previous step, children now begin to round numbers to the nearest 100. Children begin by focusing on rounding 3-digit numbers, as it is clearer what the previous and next multiples of 100 are. Children will use examples that are less than 50, so children see that these round to the previous multiple of 100, which is zero. As in the previous step, avoid using language such as “round up” and “round down”, as this can create misconceptions.</p> 	<p>Building on the previous small steps, children round numbers to the nearest 1,000. They begin by discussing which multiple of 1,000 a number is closest to. They can then identify that if the digit in the hundreds column is between zero and 4, they round to the previous multiple of 1,000, but if the digit in the hundreds column is 5 or above, they round to the next multiple of 1,000. Children make links with rounding numbers to the nearest 10 or 100. Examples that are less than 500 will be explored, so children see that these round to the previous multiple of 1,000, which is zero. As in the previous steps, avoid language such as “round up” and “round down”, as this can create misconceptions.</p> <p>Complete the table.</p> <table border="1" data-bbox="1400 1268 1736 1436"> <thead> <tr> <th>Number</th> <th>Rounded to the nearest 10</th> <th>Rounded to the nearest 100</th> <th>Rounded to the nearest 1,000</th> </tr> </thead> <tbody> <tr> <td>755</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2,904</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5,997</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2,003</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Number	Rounded to the nearest 10	Rounded to the nearest 100	Rounded to the nearest 1,000	755				2,904				5,997				2,003				<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.</p>  <p>Children will complete their weekly arithmetic test paper. The class will then self-mark and go through misconceptions and revise core topics within the paper to support their learning.</p>
Number	Rounded to the nearest 10	Rounded to the nearest 100	Rounded to the nearest 1,000																						
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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 4</p> <p>LI: We are learning to make up a rhythmic ostinato to accompany the song.</p> <p>Unit Key Words: ostinato, performance track, off-beat, rhythm, chorus, bass, backing track. Success criteria:</p> <ul style="list-style-type: none"> • Play a bass part along with the song. • Make up a rhythmic ostinato to accompany the song. • Try to play together the bass and rhythmic parts along with the backing track and the singing. <p>In this musical lesson, children will explore note reading and rhythm coordination through a grid of musical notes. The grid contains four bars of music per line, with hearts denoting the beat and letters indicating the notes. Children will be grouped by their playing experience, either in smaller groups for shorter sections or collectively for all 16 bars. They will begin by practising the first line, emphasising synchronisation on beat 1 and achieving a harmonious sound. As they progress through each line, they can use vocal counting to maintain rhythm. Finally, they will play along with a performance track, using lyrics as a guide and adjusting the tempo as necessary with the Song Bank whiteboard, with the overarching goal of enhancing their musical skills and ensemble playing abilities.</p> 	<p style="text-align: center;">Unit: Sikhism Carried over from last week Lesson 5</p> <p>LI.1: We are learning to make links between the beliefs teachings and sources of different religious and other groups and show how they connected to believer's lives LI. 2: We are learning about things that are important to me and other people with the way I think and behave</p> <p>Following on from last week, children will start to analyse some poems referring to how Guru Nanak spread his message and will be composing their own poems today. They will look at some examples composed by teachers and today they will compose their own poem.</p> <div style="border: 1px solid black; padding: 10px; background-color: #fff9c4; margin: 10px auto; width: fit-content;"> <p>I've got a secret to share, you see, Just like Guru Nanak, spreading love is the key.</p> <p>With every smile and helping hand, We'll make this world a better land.</p> <p>In every village and town, he'd roam, Guru Nanak made kindness his home.</p> <p>He taught us to serve with hearts so pure, In his footsteps, our love will endure.</p> </div>	<p style="text-align: center;">Unit: Hockey Lesson 5</p> <p>L.I. To apply attacking skills to move towards goal and find space.</p> <p>In this lesson children should be dribbling towards the goal if they have the space to, remembering to keep their head up to see the space. They will play a 4 v 4 game with the following rules;</p> <ul style="list-style-type: none"> • Feet: you cannot kick the ball. Try not to let the ball touch your feet. • Sticks: the stick cannot be lifted higher than waist height, and you can only use the flat side. • Tackles: only one player can tackle at a time <p style="text-align: center;">Unit: Football Lesson 5</p> <p>L.I: To use defending skills to delay an opponent and gain possession.</p>  <p>This week the teacher will act as a defender while all children are attackers. Attackers attempt to run to the other end without being tagged by the defender. The defender will attempt to delay attackers and catch them. If caught, attackers join hands with the pupils on the line.</p> <p>Q: As a defender, what movement actions could you use on the line to catch the attackers? <i>Sidesteps to track where the attackers are running and running to try to catch attackers.</i></p> <p>Q: How does this link to defending in football? <i>You may sidestep to track an opponent or slow them down.</i></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>

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Art	Spanish – Language Angels	PSHE - Jigsaw
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Unit: Drawing - Powerprints

Lesson 4

L.I. We are learning to plan a composition for a mixed-media drawing.

Today, we will be looking at a collage created by an artist called Henri Matisse. Here is a piece of art he has created called 'The Circus'.



Children will be selecting a range of pictures they want to use and will carefully cut these out following drawn lines with scissors. Then they will arrange their cut out pieces in different ways to explore what makes an interesting composition. Finally, they will glue down the images in one chosen composition.



Unit: ME PRESENTO

Lesson 4

L.I: We are learning to consolidate knowledge of numbers 1-20 in Spanish and to learn how to ask and answer the question '¿Cuántos años tienes?' (How old are you?).

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.

In this lesson children will be focusing to further their scope of role play by being introduced to the question '¿Cuántos años tienes?' (How old are you?) We will be using our knowledge from last lesson to say our age.

Key Language:

¿Cuántos años tienes? = How old are you?

Tengo ... años = I am ... years old

When you want to say how old you are in Spanish, the phrase you would use is...

Tengo + (number) + años

Unit: Being me in my world!

Lesson 5

L.I: We are learning to understand that our actions affect ourselves and others.

In this lesson, we will learn about understanding how our actions make others feel.

The children will be working in groups and acting out different scenarios. They will then come up with a freeze frame that shows exactly what is going on in the scenario. Then possible consequences to the actions would be discussed.



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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
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Unit: Electricity, Circuits and Conductors

Lesson 4

LI: We are learning to investigate which materials are electrical conductors or insulators.

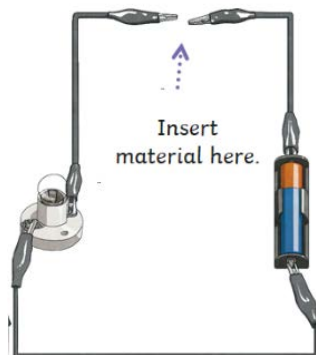
Skill- We are learning to independently plan, set up and carry out a range of comparative and fair tests.

Children will learn the definitions of conductors and insulators.

Conductor: A conductor of electricity is a material that will allow electricity to flow through it.

Insulator: Materials that are electrical insulators do not allow electricity to flow through them.

In this lesson, children will engage in an experiment to investigate the question of whether certain materials are electrical conductors or insulators. They will conduct a fair test by testing various materials, recording their observations and results. They will then write a short conclusion about which materials were conductive and which were not. This hands-on activity will help them explore the properties of different materials in terms of their ability to conduct electricity, fostering a deeper understanding of conductivity and insulation.



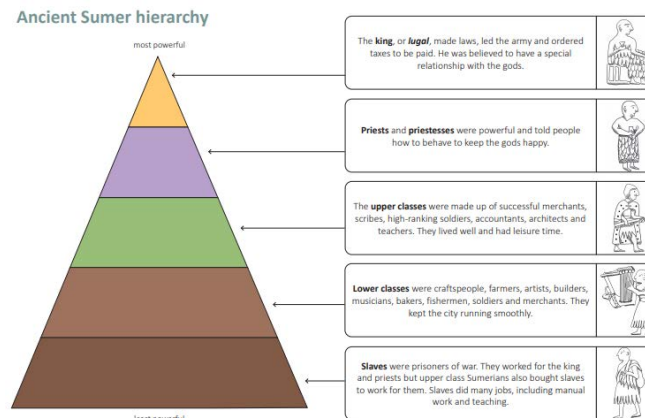
Unit: Ancient Civilisation

Lesson 5

LI: **We are learning to understand the hierarchical structure of Ancient Sumer times.**

Skill: To describe the hierarchy and different roles in ancient civilisations.

In this lesson children will listen to a 'Hierarchy in ancient Sumer' podcast. After listening, children will be shown the Ancient Sumer hierarchy diagram and talk about the structure of society, including people's different roles. Questions such as, 'Why do you think there was a king at the top of the hierarchy? Why did the priests have so much power? Why do you think there were slaves at the bottom of the hierarchy? Were slaves important? How did the king rely on the people lower down the hierarchy? Does this hierarchy seem odd to you today? Why?' will be discussed with the children as a whole class. They will then complete a hierarchy recording sheet to identify and describe roles during Ancient Sumer times.



Unit: The Internet

Lesson 4- What is a website?

LI: **We are learning to describe how content can be added and accessed on the World Wide Web (WWW)**

Key vocabulary

World Wide Web, internet, content, website, web page, links, files

Success criteria:

- I can explain what media can be found on websites
- I can recognise that I can add content to the WWW
- I can explain that internet services can be used to create content online

Children will be introduced to the term 'web' as a shortened version of World Wide Web. They will draw on their previous experience to identify websites which allow content to be added. The lesson will be based on the school's website — the content on it has been added by someone, this could be by teachers, office staff and administrators. We will discuss the advantages and disadvantages of adding such content. Examples may include:

Advantages

- Easy for people to add content to the web
- Enables the sharing of knowledge
- Makes the World Wide Web accessible to all


Disadvantages

- Not everything on the web is accurate

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Material	Prediction (conductive or non-conductive)	Test (conductive or non-conductive)																		

Homework

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

Reading/Spelling and Grammar

Maths

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

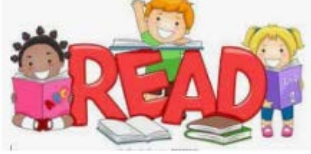
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Reading Tasks

Please read for at least 20 minutes every day and complete tasks in your purple task book.



Remember there are a variety of online platforms to explore reading on too, such as Bug Club and Reading Eggs.



Spelling and Dictation

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

Your English homework will 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 5

1. medal
2. meddle
3. missed
4. mist
5. scene
6. seen
7. board
8. bored
9. which
10. witch

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:



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