

Weekly Overview of Learning

Year Group: 4 Week beginning: 20.11.23

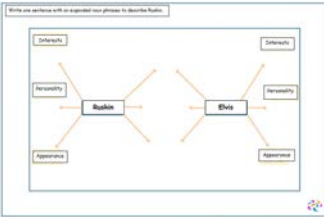
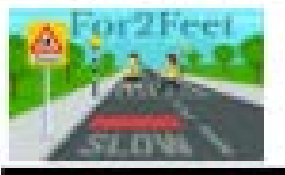

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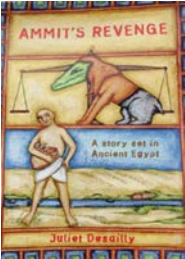
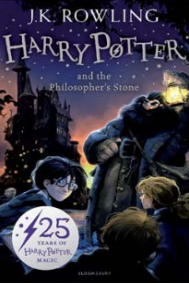
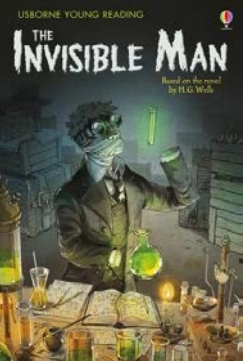
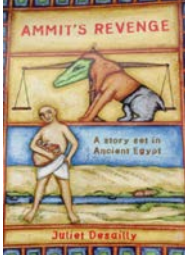
	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are learning to summarise key events in chapter 4 using fronted adverbials and expanded noun phrases.</u>	<u>LI: We are learning to explore the similarities and differences between the two main characters in the story.</u>	<u>LI: We are learning to compare the characters of Elvis and Ruskin by using comparative conjunctions.</u>	PEDESTRIAN TRAINING	INSET
Speaking and Listening Focus	Think, pair, share Developing active listening skills as students engage in discussions about the key events.	Promoting collaborative communication, allowing students to learn from each other and refine their understanding through group interactions.	Children will use relevant strategies to build on their vocabulary.		
Key vocabulary and Key Bloom's higher order thinking questions	<p><u>Key vocabulary</u> emotions sequencing characters key events fronted adverbial expanded noun phrase summarise</p> <p><u>Key Questions:</u> When do we use fronted adverbials? What are expanded noun phrases? Can you sequence the key events? Can you summarise this chapter? How do the events from these chapters impact the characters in the story? Which events do you consider the most significant?</p>	<p><u>Key vocabulary</u> compare contrast similarities differences appearance personality interests friendship</p> <p><u>Key Questions:</u> What are the differences between Ruskin and Elvis? What are some similarities? How do they differ in appearance? What are their friendship groups like? Do they have the same interests? Why do you think there was a change in Elvis's character?</p>	<p><u>Key vocabulary</u> comparative language on the contrary in comparison to similarly One difference is</p> <p><u>Key Questions:</u> What are some key similarities between Ruskin and Elvis, and how do they differ from each other? Can you identify specific traits or characteristics that make each character unique? How can you use comparative language to effectively describe the similarities and differences between Ruskin and Elvis?</p>	<p>For2feet will be visiting Wellington Primary School to provide Pedestrian Skills Training for children in Year 4 today.</p> <p>All children that participate in this training will learn essential road safety skills that will make them safer pedestrians.</p> <p>The training reminds the children of Stop, Look, Listen and includes:</p> <ul style="list-style-type: none"> ● Finding a safe place to cross the road ● The correct use of pedestrian crossings such as zebra/pelican/island that are close to the school ● How to cross at junctions and near parked cars ● The importance of wearing bright clothing ● The dangers of cars reversing from driveways, across the pavement. ● The dangers of being distracted such as wearing headphones or using a mobile phone. 	

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<p>Activities</p>	<p>In this lesson children will be looking at some key chapters and they will be sequencing the key events from that chapter. The focus of this lesson is to enhance their comprehension skills and analytical skills.</p> <table border="1" data-bbox="241 427 566 564"> <tr> <td>After that,</td> <td>As quickly as possible,</td> <td>Without reason,</td> </tr> <tr> <td>In the morning,</td> <td>Back at the house,</td> <td>Unexpectedly,</td> </tr> <tr> <td>Fortunately,</td> <td>Once a year,</td> <td>While I was waiting,</td> </tr> </table>	After that,	As quickly as possible,	Without reason,	In the morning,	Back at the house,	Unexpectedly,	Fortunately,	Once a year,	While I was waiting,	<p>In this lesson children will be analysing the similarities and differences between Ruskin and Elvis (the two main characters in the story).</p> 	<p>In this lesson, children will engage in a comparative analysis, employing descriptive language to explore the similarities and differences between two characters, Ruskin and Elvis. The focus will be on developing their ability to articulate these observations using comparative language. Through writing paragraphs, children will write about their characteristics, traits, and appearances of both characters, aiming to highlight the contrasting elements that make them distinct, as well as the shared qualities that may connect them.</p>		
After that,	As quickly as possible,	Without reason,												
In the morning,	Back at the house,	Unexpectedly,												
Fortunately,	Once a year,	While I was waiting,												

<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>TEXT – Ammit’s Revenge Author – Juliet Desailly</p> 	<p>Obsidian Text - Harry Potter and the Philosopher’s Stone Author – J.K Rowling</p> 	<p>Amethyst Text – The Invisible Man Author – Based on the novel by H.G. Wells. Illustrated by Daniele Dickmann</p> 	<p>Moonstone TEXT – Ammit’s Revenge Author – Juliet Desailly</p> 
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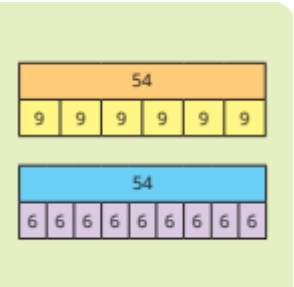
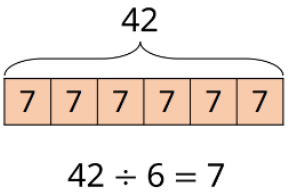



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Maths - Multiplication and division A	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to build our knowledge of the 3 times-table to explore the 6 times-table using multiplication facts.</u></p>	<p><u>LI: We are learning to develop our fluency within the 6 x tables.</u></p>	<p><u>LI: We are learning to develop our fluency within the 9 x tables.</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>INSET</p>
<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary:</u> 3 times-table 6 times-table fluency multiplication facts double link division inverse</p> <p><u>Key Questions:</u> How many equal groups do you have? How many are there in each group? How many are there altogether? What does each number in the calculation represent? What does commutative mean? Is multiplication/division commutative? How can you use facts from the 3 times-table to work out facts from the 6 times-table?</p>	<p><u>Key Vocabulary:</u> 6 times-table fluency multiplication facts double link division inverse multiple</p> <p><u>Key Questions:</u> How can you use facts from the 3 times-table to work out facts in the 6 times-table? How can you use facts from the 5 times-table to work out facts in the 6 times-table? If you know a multiplication sentence, what division sentences can you find? What is the fact family for the calculation?</p>	<p><u>Key Vocabulary:</u> 9 times table fluency multiplication facts double link division inverse multiple</p> <p><u>Key Questions:</u> How many equal groups are there? How many are there in each group? How many are there altogether? How can you use the 10 times-table to work out the 9 times-table? How can you use the 3 times-table to work out the 9 times-table? What does each number in the calculation represent? What patterns can you see in the 9 times-table?</p>	<p><u>Key Vocabulary:</u> Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p><u>Key Questions:</u> -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>Activities</p>	<p>In this small step, children will build on their knowledge of the 3 times-tables to explore the 6 times-tables.</p> <p>This step aims to embed the children's fluency skills with the 6 times-tables, while also providing them with strategies to use the multiplication facts they know to find unknown facts.</p> <p>We will be understanding that multiplication is commutative and exploring fact families.</p> 	<p>Building on the previous step, children use known facts to become more fluent in using the 6 times-tables.</p> <p>As in the previous step, they apply knowledge of the 3 times-tables and understand that each multiple of 6 is double the corresponding multiple of 3.</p> <p>Children will use their knowledge of other times-tables to find values for the 6 times-tables, for example finding that $6 \times 7 = 42$ because $5 \times 7 = 35$ and $1 \times 7 = 7$, so $35 + 7 = 42$</p> 	<p>In today's lesson, children will be introduced to the 9 times-tables.</p> <p>We will be using a range of strategies to support their fluency, such as looking for number patterns and finding unknown number facts from known facts, for example subtracting from the 10 times-table or tripling the 3 times-table.</p> <p>Children will explore the structure of the 9 times-tables using a range of models and pictorial representations. We will find division facts and explore fact families to embed our understanding of division as the inverse of multiplication.</p> 	<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>
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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: My fantasy football team Lesson 4</p> <p><u>LI: We are learning to create a body percussion pattern for a well-known rhythm.</u></p> <p>Unit Key Words: Rhythms, duration, articulation, crotchet, minim, teamwork, patterns, comprehension</p> <p style="text-align: center;"><u>Success criteria:</u></p> <ul style="list-style-type: none"> ● Create a body percussion pattern for a well-known rhythm. ● Match Football team name cards to their accompanying rhythms. ● Create a rhythm sequence. 	<p style="text-align: center;">Unit: Humanism Lesson 4</p> <p><u>LI 1: We are learning to analyse the significance of the Ten Commandments in Judaism and Christianity (A, B, C)</u> <u>LI 2: We are learning to understand stories, compare values and talk about moral lessons carefully. (D, E, F)</u></p> <p>This week children will explore the 10 rules (commandments) important to both Jews and Christians. We will discuss the story of Moses receiving the tablets of law on Mt Sinai given directly from God, which indicates how important these rules are for Jews and Christians. Key questions; If there was one rule that you would like to be written in stone, something which everyone had to obey, what would it be? Would it be one of the 10 commandments?</p>	<p style="text-align: center;">Unit: OAA Lesson 4</p> <p><u>LI: To develop trust whilst listening to others and following instructions.</u></p> <p>In this lesson, children will focus on listening carefully to their team members, share their ideas with their team and think about their role in supporting other team members.</p> <p>Whole child objectives;</p> <ul style="list-style-type: none"> ● Emotional: To show honesty when playing ● Thinking: To create, use and adapt tactics. <p style="text-align: center;">Unit: Dodgeball Lesson 4</p> <p><u>LI: To develop catching and learn the rules of the skill within this game.</u></p>

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In this music lesson, children engage in various activities to enhance their musical skills and creativity. They start by internalising a beat through a game of "Walk and Freeze" while listening to a performance track, improving their sense of rhythm and timing. They then invent actions for different animal characters in the song, adding a creative and physical dimension to their musical experience. In the main activity, children match football teams with their corresponding rhythm cards, fostering rhythm comprehension and collaboration. They create rhythm sequences and transfer them to untuned percussion instruments, combining creativity with musical engagement. The lesson concludes with singing the song "My fantasy football team," focusing on proper singing behaviour and diction. This well-rounded lesson offers an engaging and comprehensive musical learning experience for children.

Can you echo the rhythm of these football teams?

Tottenham Hotspur	(jogging, walk, walk, walk).
Chelsea	(walk, walk, shh, shh).
Aston Villa	(jogging, jogging, shh, shh).
Birmingham City	(skip-ty, walk, jogging, shh).

Which teams work best for each rhythm?

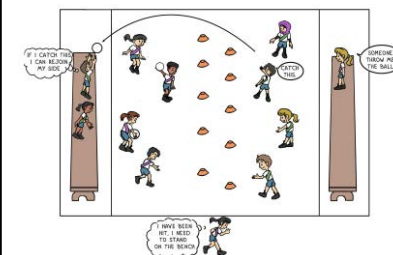


Tottenham Hotspur?
Chelsea?
Aston Villa?
Birmingham City?

Children will then write in their books their rules that they would like everyone to follow and explain WHY they would like it to be followed.



In this lesson, children will use two hands to catch the ball and watch the ball as it comes towards them. In their groups of four pupils number themselves 1-4 this will create four teams (all number ones together, all number twos together etc). Two games will be going on at the same time. Children will play with normal dodgeball rules, except in this version of the game, if a player gets hit, they stand on the bench on the opposing side. To re-enter the game, they must catch a ball thrown to them by a teammate. The winning team is the first team to get all of the opposition on the bench.



Unit: Swimming (Amber & Amethyst)

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



Art

Spanish – Language Angels

PSHE - Jigsaw

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Unit: ART- Painting & mixed media - Light and dark

Lesson 3

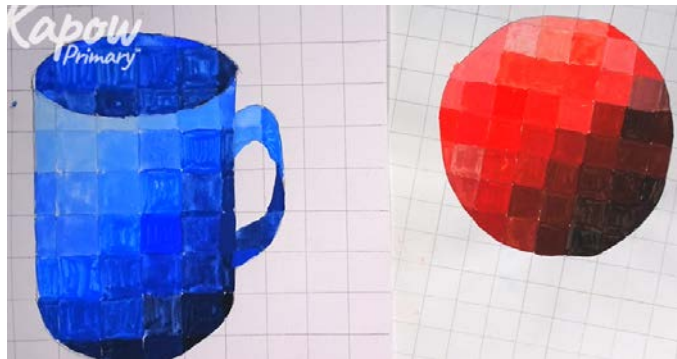
L.I. We are learning to use tints and shades to give a three-dimensional effect when painting

Recap - Key questions:

What do you call a colour that has been made darker by adding black? (*A shade*)

What do you call a colour that has been made lighter by adding white? (*A tint*)

In this week's lesson, children will describe the way colours change in different lights. They will explore by adding black to make a colour darker and adding white to make a colour lighter to change one original colour in their painting. The children will start by drawing an outline of their chosen object on the grid. They will mix tints and shades to paint each square a slightly different colour. They are aiming to show light and shadow on their painted object.



Unit: Mi Familia

Lesson 4

L.I: We are learning the question ¿Cómo se llama? (what is he/she called). To learn how to ask the question but also to formulate the answer by moving from 1st person singular (me llamo) to 3rd person singular (se llama).

In this lesson pupils will learn how to ask and answer the target question: '¿Cómo se llama?' (What is he/she called?), when talking about their family members.

Key Language:

Mi familia- My family
la madre- the mother
el padre- the father
la hermana- the sister
la abuela- the grandmother
el abuelo- the grandfather
la tia- the aunty
la tio- the uncle

¿Cómo se llama?- What is he/she called?

1st person singular - me llamo

3rd person singular- se llama

How would Andrés say:

I am called Andrés. I have one brother and two sisters.



Me llamo Andrés. Tengo un hermano y dos hermanas.

Se llama... 

↓

His/her name is...

What is the difference?

Me llamo... 	Se llama... 
↓	↓
My name is...	His/her name is...

Unit: Celebrating Difference!

Lesson 4

L.I: We are learning to understand that sometimes bullying is hard to spot and to know what to do if we think bullying is going on.

In this lesson, children will be understanding what bullying is and how to spot when it is happening. We will also be looking at knowing what to do and how to deal with it.

The lesson will begin with us listening to a story about Maya. Whilst we listen, we will be answering the following questions: How did the bullying start?

Why was it hard to spot that she was being bullied?
How do you think Maya is feeling throughout the story?

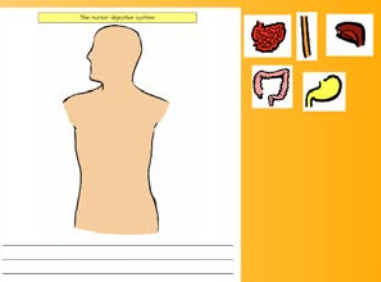

Then, the children will apply their understanding to their worksheet where they will imagine being a bystander and witness bullying. The task will allow children to discuss their feelings as well as their actions which can then be applied to everyday life.



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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;">Unit: Food and the Digestive System Lesson 4</p> <p><u>L1: We are learning to describe and explain how food is digested using functions and parts of the digestive system.</u></p> <p><u>Skill- We are learning to label the main parts of the digestive system and each of their functions.</u></p> <p>Today we will be learning more about the different parts and functions of the digestive system. Children will be introduced to different parts of the digestive system and they will be learning about what the purpose of these parts are. They will engage in learning through matching parts to its function and then applying their learning to correctly positioning the parts on a human body.</p> <div data-bbox="197 879 703 1161" style="border: 1px solid black; padding: 5px;"> <p>Label the body with the pictures and labels. At the bottom explain how food is digested at each stage of the digestive system. Use the help sheet if needed!</p>  </div>	<p style="text-align: center;">Unit: Ancient Civilisation Lesson 3</p> <p><u>L1: We are learning to analyse the ancient Egyptian social hierarchy, identifying roles and understanding community structure</u></p> <p><u>Skill: Describe the hierarchy and the different roles in ancient civilisations</u></p> <p>In this lesson, on the hierarchy of ancient Egypt, children will delve into the social structure that defined this civilization. They will uncover that the ancient Egyptian society was structured in a pyramid-like manner, featuring the pharaoh at the apex, followed by the elite class, priests, scribes, artisans, and ultimately, the majority comprising farmers and labourers.</p> <p>As the children investigate the parallels and distinctions between the social hierarchies of ancient Sumer and ancient Egypt, they may observe the commonality of having a ruler at the pinnacle – a pharaoh in Egypt and a king in Sumer. Additionally, they will discuss the existence of a priestly class in both societies, responsible for overseeing religious ceremonies and practices.</p> <p>Nevertheless, variations will also come to light, such as the more centralised and god-like role of the pharaoh in ancient Egypt, contrasting with the kingship in Sumer, often viewed as a mediator between city-states and deities.</p>	<p style="text-align: center;">Unit: Creating Media - Audio Production Lesson 4</p> <p><u>L1: We are learning to apply audio editing skills independently</u></p> <p><u>Key vocabulary</u></p> <p>Audio, sound, record, playback, edit, selection</p> <p><u>Success criteria:</u></p> <ul style="list-style-type: none"> - I can record content following my plan - I can review the quality of my recordings - I can improve my voice recordings <p><u>Activity:</u></p> <p>In this lesson, learners will record the voice tracks for their podcast. They will review their recordings and re-record if necessary. Learners will edit, trim, and align their voice recordings, and then save their project so they can continue working on it in the next lesson.</p> <div data-bbox="1514 1078 1771 1286" style="text-align: center;">  </div>

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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

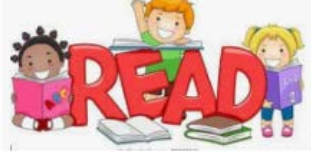
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Reading Tasks

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 4

1. musician
2. politician
3. electrician
4. magician
5. mathematician
6. dietician
7. statistician
8. technician
9. clinician
10. beautician

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