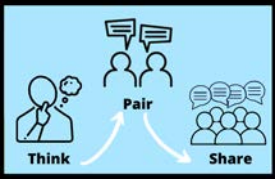



Weekly Overview of Learning

Year Group: 4 Week beginning: 22.01.24


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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are learning to predict what might happen from details stated and implied using the front cover.</u>	<u>LI: We are learning to retrieve information from a piece of non fiction text.</u>	<u>L.I. We are learning to explore the structure of dilemma stories.</u>	<u>L.I. We are learning to identify and use direct speech in our writing.</u>	<u>LI: We are learning to retrieve and record information to identify key details from our class text 'The Kapok Tree'(2b)</u>
Speaking and Listening Focus	<p>Think, pair, share Class collaboration Cold Calling</p> <p>Children will be able to participate in discussions to construct plausible sentences based on the front cover of the text.</p> <p>They will be asked to share their sentences with the class - using cold calling.</p>	<p>Think, pair, share Class collaboration Cold Calling</p> <p>The children will gain, maintain and monitor the interest of the listener as we read the text information page of the text.</p> <p>Children will be encouraged to share their cross curricular knowledge of continents and the location of the equator.</p>	<p>Cold Calling – feedback develop and deepen understanding</p> <p>Children will be able to participate in discussions to construct plausible sentences and discuss overall themes.</p> 	<p>Think, pair, share - Encouraging children to use expressions when seeing inverted commas in a piece of writing.</p> 	<p>Our speaking and listening focus today will be to articulate and justify answers, arguments and opinions.</p>
Key vocabulary and Key Bloom's higher order thinking questions	<p>Key vocabulary prediction inference word classes punctuation noun subject verb adverb fronted adverbial expanded noun phrase subordinating conjunction</p> <p>Key Questions: What do you already know about the Amazon Rainforest? Do you know what 'the rainforest' is? Can you predict what might happen in the text?</p>	<p>Key vocabulary Kapok Tree non-fiction retrieve facts continents rainforest continents equator canopy understory environment</p> <p>Key Questions: What do you already know about the Amazon Rainforest? Do you know what 'the rainforest' is? Do you know where in the world we find the Amazon rainforest?</p>	<p>Key vocabulary theme dilemma period of waiting resolution inference retrieve</p> <p>Key Questions: What is a dilemma? Can you identify the main dilemma in the story? How do the characters feel when they're confronted with a dilemma? What options do the characters have, and what are the consequences of each choice?</p>	<p>Key vocabulary inverted commas punctuation reporting clauses speech speech verbs</p> <p>Key Questions: What are inverted commas, and why do we use them in writing? Can you give examples of when we use inverted commas in sentences? How do we use inverted commas with direct speech? What happens when a quotation is divided into two parts by the reporting clause? Do we always use inverted commas with direct speech?</p>	<p>Key vocabulary Non fiction Kapok Tree Continents Retrieve Point Evidence Explain Rainforest</p> <p>Key Questions: Where do all of the animals in the story live? Why was the man in the story going to cut down the Kapok tree? How did the animals try to convince the man not to cut down the Kapok tree? What reasons did they give him to save the tree? Give any three reasons.</p>

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	<p>Do you know where in the world we find the Amazon rainforest? Why do they think this? Why do we make predictions? Do predictions always need to be right? How does the picture help you infer what is going to happen in the book? Looking at the two examples of predictions, which one is written better and why? What do you think the man is looking up at? How would you describe the tree?</p>	<p>Can you locate some of today's rainforests from the map at the back of the book? Are there any continents without rainforests? What do you notice about where rainforests are located? What would you like to know more about? What are the different layers of the rainforest? What animals live in each layer?</p>	<p>If you were in the character's shoes, what choice would you make and why? Do you think there is a right or wrong choice in the dilemma? Why or why not? How does the author build tension and suspense around the dilemma? Are there any real-life situations that are similar to the dilemma in the story? Can you think of alternative solutions to the dilemma that the characters didn't consider? What lessons or messages can we learn from the characters' choices and the resolution of the dilemma?</p>	<p>Can you rewrite a sentence using inverted commas to convey sarcasm or irony? What are some common mistakes to avoid when using inverted commas? What are speech verbs? Can you identify a speech verb for a snake, monkey, bee and frog?</p>	<p>If the Kapok tree did get cut down, what would happen to the animals in the story? If you could be any animal from the story, what would you be? How does that animal depend on the Kapok tree? The animals in the book use the tree in many ways. What are some ways that people use trees? Explain the importance of trees and protecting our environment.</p>																								
<p>Activities</p>	<p>The children will be introduced to their new class text 'The Kapok Tree'. In today's lesson the children will be predicting what they think the book will be about using the front cover. They will infer from the pictures to understand what the theme of the story will be about. The children will make cross curricular links between their topic in geography to gain a better understanding of where the book is set and different types of ecosystems to make plausible predictions.</p>	<p>In this lesson children will be introduced to the first page of the book, which is a piece of nonfiction text all about rainforests. This will be read aloud by the teacher who will ask children retrieval and inference questions from key questions above. They will then be asked to turn to the back of the book where they will find a map of the world. These pages will help them to create an information page on what they have learnt about rainforests. Task; Children will be presented with a set of questions, they will use the pages highlighted above to answer those questions to create an information page ready to explore the book further over the next few days.</p>	<p>Today children will read the book as a class - shared reading. They will then answer key questions focussing on the dilemma and resolution and character choices. Children will then assess how 'The Great Kapok Tree' is a dilemma story by filling in a dilemma stories table. If the story fits the 3 criteria (dilemma, period of waiting and resolution), it is most likely a dilemma story. They will be given four different stories that involve a dilemma and will complete the table below.</p> <table border="1" data-bbox="952 1308 1276 1452"> <thead> <tr> <th>Dilemma Story</th> <th>Dilemma (What dilemma does the character face?)</th> <th>Period of waiting (What happens while the character waits? Who gives advice?)</th> <th>Resolution (What does the character decide to do in the end?)</th> </tr> </thead> <tbody> <tr> <td>The Great Kapok Tree</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Dilemma Story	Dilemma (What dilemma does the character face?)	Period of waiting (What happens while the character waits? Who gives advice?)	Resolution (What does the character decide to do in the end?)	The Great Kapok Tree				<p>In this lesson, children will revisit rules of inverted commas and how and when to use them. We will practise rewriting speech on mini white boards from our class text and address any misconceptions ensuring children use a capital at the start of direct speech and close speech correctly. Task; They will then use a thesaurus, to find speech verbs for each animal in the text. Then practise writing sentences for each animal, using direct speech.</p> <p><small>BLUESHREIN - THURSDAY</small> Cut each image and stick in your book. Using a thesaurus, find speech verbs for each animal and write them around their animal. Then write 2 sentences for each animal, using direct speech. Cut and stick the snake example in your book.</p> <table border="1" data-bbox="1321 1324 1635 1396"> <tr> <td>hissed</td> <td>murmured</td> <td>spat</td> <td rowspan="2">The snake murmured into the man's ear, "My family has lived in this tree for years and years."</td> </tr> <tr> <td>uttered</td> <td>whispered</td> <td></td> </tr> </table> 	hissed	murmured	spat	The snake murmured into the man's ear, "My family has lived in this tree for years and years."	uttered	whispered		<p>Today we will be answering some reading comprehension questions about The Great Kapok Tree. Questions will be modelled to children using PEE (point, evidence, explain) to ensure they use this method when answering questions in their books. Task; To answer comprehension questions based on the text using their inferring and predictions skills and use PEE in their writing.</p> <div data-bbox="1713 1189 2094 1484"> <table border="1"> <tr> <td>P Point</td> <td>Sum up the main idea in your paragraph.</td> <td> <ul style="list-style-type: none"> In my opinion... Arguably... The writer uses... Finally... Secondly... Best... In contrast... One of the language features used is... </td> </tr> <tr> <td>E Evidence</td> <td>Provide Evidence for the point you are making.</td> <td> <ul style="list-style-type: none"> For example... An example of this is... This is shown... This can be seen... This is demonstrated when... Only know this because... The evidence for this is... </td> </tr> <tr> <td>E Explanation</td> <td>Why is the quotation significant? What effect does the quotation have on the reader? Why has the writer used this technique?</td> <td> <ul style="list-style-type: none"> This shows... This suggests... This implies... 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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Amber TEXT – Matilda Author – Roald Dahl</p> 	<p>Obsidian TEXT – Matilda Author – Roald Dahl</p> 	<p>Amethyst TEXT – Matilda Author – Roald Dahl</p> 	<p>Moonstone TEXT – Matilda Author – Roald Dahl</p> 
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Weekly Overview of Learning

Year Group: 4 Week beginning: 22.01.24

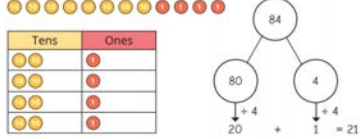
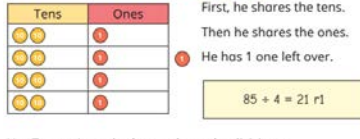
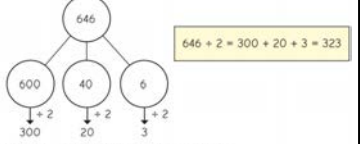









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	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Maths - Length and perimeter	<u>LI: We are learning to explore methods to divide a 2-digit number by a 1-digit number (1).</u>	<u>LI: We are learning to divide a 2-digit number by a 1-digit number using remainders (2).</u>	<u>LI: We are learning to divide a 3-digit number by a 1-digit number.</u>	<u>LI: We are learning to consolidate our understanding of corresponding problems using multiplication.</u>	<u>LI: We are learning to master our times tables and efficiently solve timed arithmetic questions with the skills we've acquired.</u>
Key vocabulary and key questions	<p>Key Vocabulary:</p> <p>Ones, tens, digits, method, written, partition, multiplication, division, part-whole, place value and represent.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> -How do you partition a 2-digit number into tens and ones? -How else can you partition a 2-digit number? -Which is the most efficient way to partition the number so you can divide both parts by ___? -If you cannot share all of the tens equally, what do you need to do? -How can you represent the division using a part-whole model? 	<p>Key Vocabulary:</p> <p>Ones, tens, digits, method, written, partition, multiplication, division, part-whole, place value, remainders.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> -Can the counters be shared equally? If not, how many are left over? -What does remainder mean? -What is the greatest remainder you can have when you are dividing by ___? -How can you partition a 2-digit number? -If you cannot share all the tens equally, what do you need to do? -How will you know that 43 divided by 2 will have a remainder? 	<p>Key Vocabulary:</p> <p>Ones, tens, hundreds, digits, method, written, partition, multiplication, division, part-whole, place Value and remainders.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> -How do you partition a 3-digit number into hundreds, tens and ones? -How else can you partition a 3-digit number? -What is the best way to partition the number to help you work out the division? -If you cannot share all of the hundreds/tens equally, what do you need to do? -How can you represent the division using a part-whole model? 	<p>Key Vocabulary:</p> <p>Systematic, Possibilities, Multiply, Combinations, Factor pairs, method and multiplication.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> -How can you use a table to help you find the possible combinations? -How can you be sure that you have listed all the possibilities? -How could you use a code to help you list the combinations? -What do you notice about the number of choices for each item and the total number of combinations? -How can you check your answer? -Does the order in which you make your choices matter? 	<p>Key Vocabulary:</p> <p>Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> -What do you recognise about the * times tables? - Can we use our knowledge of the * times tables and the * times tables to help us with our * times tables? Can you identify the fact family for this multiplication? What do you already know that you can apply to this multiplication question?
Activities	Today, children will use their division facts from the Autumn term to build on their knowledge of dividing a 2-digit number by a 1-digit number. Children will then carry divisions where the tens and ones are both divisible by the number being divided by without any remainders, for example 93 divided by 3 and 84 divided by 4. They will then move onto calculations where they need to	Today, children will continue to explore dividing a 2-digit number by a 1-digit number, but today's focus is on calculations with remainders. The children will have prior knowledge of remainders from year 3, but today's learning will reinforce their learning. When exploring remainders, the children will explore that a remainder can never be greater than the number	In this lesson, children continue to develop their understanding of division by extending from dividing 2-digit numbers in the previous two steps to dividing 3-digit numbers. Place value counters are again used to represent the calculations, so that children can make sense of exchanges that are needed to complete the division. Part-whole models are also used to show how flexible partitioning can support the process of division by looking for	In this lesson, children consolidate their understanding of correspondence problems from Year 3, using multiplication to work out the number of possible combinations of sets of items. Children use a range of representations and contexts to support them. Using tables helps to encourage children to adopt a systematic approach to finding all of the possible combinations in a given context. Children then	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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<p>exchange between tens and ones, for example 96 divided by 4.</p> <p>Teddy uses a place value chart to divide 84 by 4</p>  <p>Use Teddy's method to work out the divisions.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;">$69 \div 3$</div> <div style="border: 1px solid black; padding: 2px;">$88 \div 4$</div> <div style="border: 1px solid black; padding: 2px;">$96 \div 3$</div> </div>	<p>they are dividing by.</p> <p>Tommy uses place value counters to divide 85 by 4</p>  <p>Use Tommy's method to work out the divisions.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;">$49 \div 2$</div> <div style="border: 1px solid black; padding: 2px;">$95 \div 3$</div> <div style="border: 1px solid black; padding: 2px;">$58 \div 5$</div> </div>	<p>multiples of the number being divided by. The step starts with divisions that do not leave a remainder, before progressing to divisions with remainders. By the end of this step, children should have a good understanding of division that will support them when they move on to the formal written method in Year 5.</p> <p>Mo uses a part-whole model to work out $646 \div 2$</p>  <p>Use Mo's method to work out the divisions.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;">$428 \div 2$</div> <div style="border: 1px solid black; padding: 2px;">$963 \div 3$</div> <div style="border: 1px solid black; padding: 2px;">$840 \div 4$</div> <div style="border: 1px solid black; padding: 2px;">$399 \div 3$</div> </div>	<p>generalise to make the link between the number of possibilities for each item and using multiplication to find the total number of combinations. Once confident with finding all possible combinations for two sets of items children may begin to explore finding all possible combinations for three sets of items.</p> <p>Esther is choosing what to wear on a snowy day.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #d3d3d3;">Hat</th> <th style="background-color: #d3d3d3;">Scarf</th> <th style="background-color: #d3d3d3;">Gloves</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> ▶ How many different ways can Esther choose a hat and a scarf? ▶ How many different ways can Esther choose a hat and a pair of gloves? ▶ How many different ways can Esther choose a hat, a scarf and a pair of gloves? <p>How can you check your answers?</p>	Hat	Scarf	Gloves			
Hat	Scarf	Gloves							
									

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: The doot doot song Lesson 3</p> <p>LI: We are learning Part 2 of I wanna sing scat and adopting a rhythmic accompaniment while singing.</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"> Memorise and articulate the lyrics and rhythm of Part 2 in "I Wanna Sing Scat." Learn and reproduce the melody of Part 2 proficiently. Sing in harmony by attentive listening and synchronised vocal delivery during the performance. <p>In this lesson, children focus on mastering Part 2 of "I Wanna Sing Scat." They analyse the rhythm grid, identifying patterns and rests in specific bars. The Progression snapshot video guides them in spotting rests, practising the pattern, and gradually increasing speed. Attention shifts to the lyrics, with actions accompanying phrases like 'Cool cat' and 'Jazzmatazz.' Sharon teaches the melody and actions in the instructional video, emphasising repetition for understanding. Children then sing with the backing track, culminating in a recorded performance. Reflection on clarity, accuracy, and enjoyment concludes the lesson, summarising achievements in learning lyrics, rhythm, and collaborative singing.</p> <table border="1" data-bbox="120 1145 631 1212"> <tr><td>Beat</td><td>♥</td><td>♥</td><td>♥</td><td>♥</td><td>♥</td><td>♥</td><td>♥</td><td>♥</td><td>♥</td><td>♥</td><td>♥</td></tr> <tr><td>Count</td><td>1</td><td>2</td><td>rest</td><td>4</td><td>1</td><td>rest</td><td>rest</td><td>rest</td><td>1</td><td>2</td><td>rest</td><td>4</td><td>1</td><td>rest</td><td>rest</td><td>rest</td></tr> <tr><td>Lyric</td><td>Cool</td><td>cat</td><td>cool</td><td>cat</td><td>Cool</td><td>cat</td><td>cool</td><td>cat</td><td>Cool</td><td>cat</td><td>cool</td><td>cat</td><td>Cool</td><td>cat</td><td>cool</td><td>cat</td></tr> <tr><td>Bar number</td><td colspan="4">1</td><td colspan="4">2</td><td colspan="4">3</td><td colspan="4">4</td></tr> </table> <table border="1" data-bbox="120 1225 631 1292"> <tr><td>Beat</td><td>♥</td><td>♥</td><td>♥</td><td>♥</td><td>♥</td><td>♥</td><td>♥</td><td>♥</td><td>♥</td><td>♥</td><td>♥</td><td>♥</td><td>♥</td><td>♥</td><td>♥</td><td>♥</td></tr> <tr><td>Count</td><td>1</td><td>2</td><td>rest</td><td>4</td><td>1</td><td>rest</td><td>rest</td><td>rest</td><td>1</td><td>2</td><td>rest</td><td>rest</td><td>rest</td><td>2</td><td>3</td><td>rest</td></tr> <tr><td>Lyric</td><td>Cool</td><td>cat</td><td>cool</td><td>cat</td><td>Cool</td><td>cat</td><td>cool</td><td>cat</td><td>Cool</td><td>cat</td><td>cool</td><td>cat</td><td>Cool</td><td>cat</td><td>cool</td><td>cat</td></tr> <tr><td>Bar number</td><td colspan="4">5</td><td colspan="4">6</td><td colspan="4">7</td><td colspan="4">8</td></tr> </table> <p>Unit - Ukulele Amethyst and Moonstone will be learning how to play the Ukulele with a specialist music teacher.</p>	Beat	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	Count	1	2	rest	4	1	rest	rest	rest	1	2	rest	4	1	rest	rest	rest	Lyric	Cool	cat	cool	cat	Cool	cat	cool	cat	Cool	cat	cool	cat	Cool	cat	cool	cat	Bar number	1				2				3				4				Beat	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	♥	Count	1	2	rest	4	1	rest	rest	rest	1	2	rest	rest	rest	2	3	rest	Lyric	Cool	cat	cool	cat	Cool	cat	cool	cat	Cool	cat	cool	cat	Cool	cat	cool	cat	Bar number	5				6				7				8				<p style="text-align: center;">Unit: Christianity Lesson 3</p> <p>LI: We are learning to understand the story of Jesus' Birth and the significance of the story to Christians.</p> <p>In this lesson children will be learning about Jesus' birth and understanding why it is significant to Christians. This will be a role play led lesson, where children will take parts of the story and reenact it.</p> <p>We will look at the different versions of the story of Jesus' Birth- Children's Bible/Good/News Bible/ Luke's version and then role play as the Shepherds – hot seating / mock interviews.</p>  <p>The Angel Gabriel visited Mary and told her she was going to have a baby called Jesus. The baby would be God's son.</p>	<p style="text-align: center;">Unit: Dance Lesson 3 'Spy' Theme</p> <p>LI: To develop a dance using matching and mirroring.</p> <p>In this week's lesson children will be working on assigned actions to counts to help them create their dance. They will talk through and share their ideas with their partner. Children will focus on their social skills to communicate and discuss ideas with partners and emotionally by displaying confidence to perform in front of the class.</p> <p style="text-align: center;">Unit: Yoga Lesson 3</p> <p>LI: To explore gratitude when remembering and repeating a yoga flow.</p> <p>In today's lesson pupils will be offering all the wonderful energy they create to someone they are grateful for. Pupils take a moment and think of someone in their life they are grateful for. This could be a family member, teacher, a friend or maybe even a pet. Q: How does this person make you feel? <i>E.g. happy, secure or supported.</i> Children will perform and perfect the following poses; Mountain pose, Prayer pose, Forward fold pose, Table top pose, Cobra pose, Child's pose.</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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Weekly Overview of Learning

Year Group: 4 Week beginning: 22.01.24

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

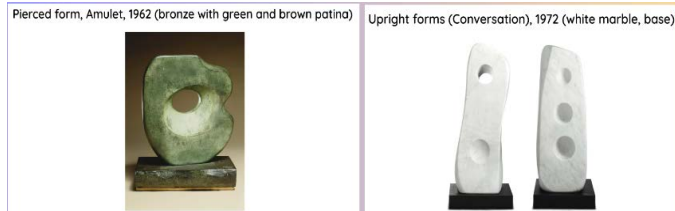
Unit: ART - Sculpture and mega materials

Lesson 2/3: Soap Sculptures

L.I. We are learning to experiment by shaping materials using more complex techniques such as carving tools.

This lesson will run across two weeks.

(Week 2) In the first lesson, children will be looking at an artist called Barbara Hepworth. They will be inspired by her work to draw a simple design for a three-dimensional piece which then will be moulded onto a soap bar.



(Week 3) In the second lesson, the children will then use tools and their hands to carve, model and refine their soap into the design they drew last week.



Unit: Mi Casa

Lesson 3

L.I: We are learning to consolidate "Vivo..." language and acquire the first five room nouns in Spanish.

Key Language:

Key Language

En mi casa hay...	=	In my home there is... / there are...
Una cocina	=	A kitchen
Un comedor	=	A dining room
Un cuarto de baño=	=	A bathroom
Un dormitorio	=	A bedroom
Un lavadero	=	A utility room
Y	=	And

In this lesson, children expand their Spanish vocabulary about home environments, delving into the first five of ten rooms covered in this unit. They grasp the phrase "En mi casa hay..." (In my home, there is/there are...) and integrate the connective word "y" (and) for constructing more extended Spanish phrases. The lesson emphasises varied exposure and repetition of new language through images, audio files, and written exercises. Activities include listening and reading exercises, gap fill tasks, and an extra challenge section promoting more complex sentence construction. To consolidate, children engage in games like Thinking Game, Mouting Game, and Acting Game, fostering an interactive and dynamic learning experience.

QUESTION:

¿Dónde vives?

(Where do you live?)



una cocina



un comedor



un cuarto de baño



un dormitorio



un lavadero

Unit: Celebrating Difference!

Lesson 3

L.I: We are learning how to cope with disappointment and help others cope with theirs.

In this lesson, students will explore the emotion of disappointment and develop strategies for coping with it. Additionally, they will learn about resilience and how to pursue their dreams and goals. The class will reflect on the previous scenarios in the last lesson, engaging in role-playing exercises to demonstrate how they would offer advice to someone facing challenges.

Lets reflect

Disappointment can be hard to deal with but there are always ways to help deal with it and make yourself and others feel better.

If we stay positive we are more likely to find a positive outcome to our disappointment. We can treat disappointment as an emotion that will pass and as a stepping stone to achieving our dreams and goals.



Weekly Overview of Learning

Year Group: 4 Week beginning: 22.01.24

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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;">Unit: SOUND Lesson 3</p> <p>L.I: We are learning to explain how sounds are made and heard using diagrams, models and written methods.</p> <p>Skill - We are learning to research how humans hear using online sources and information books.</p> <p style="text-align: center;"><u>In this lesson children will be able to:</u></p> <ul style="list-style-type: none"> know that when energy is put into a sound source it starts to vibrate. The vibrations disturb tiny particles of air. They vibrate and collide with each other, creating sound waves. Understand when sound waves enter the ear, the eardrum vibrates. Identify the distance between two peaks or troughs is called a wavelength. <p>Today children will be investigating and researching how humans hear using new vocabulary such as particles, eardrums, ossicles and toughs to write up an explanation on how we hear.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Scientific play Pick up a string instrument, such as a guitar or violin. Pluck one of the strings. What do you see? What do you hear? Touch the string while it is still moving. What do you feel? What do you hear?</p> <p>How sound is made Sound is caused by vibration. Vibration means wobbling very quickly back and forth. When you pluck a guitar string, or hit a drumskin, you can see the material vibrate. This causes the air touching the string to vibrate, which causes air further away to vibrate, which causes the air near your ear to vibrate, which your brain experiences as sound. The moving vibration is called a sound wave.</p> <p>The vibrating guitar causes the air to vibrate. This vibrating air is called a sound wave. When the air near your ears vibrates, your brain experiences a sound.</p> </div> <div style="width: 45%;"> </div> </div>	<p style="text-align: center;">Unit: Interconnected world Lesson 3</p> <p>L.I: We are learning that countries in the continents of North and South America have different climates, leading to distinct and varied weather conditions.</p> <p>Skill: To explain climatic variations of a country or continent.</p> <p>In this lesson, children will continue to explore North and South America. Children will be learning about the contrasting weather in North and South America. We will be focusing on four main countries- Brazil, Ecuador, United States of America, Canada.</p> <p><u>Activity:</u> Children will create a poster on two countries. They will be thinking about the similarities, differences, climate, temperature, seasons, weather.</p> <p><u>Key vocabulary:</u> temperature, climate, seasons, contrasting, North and South America, countries, globes, maps, atlases, continents.</p>	<p style="text-align: center;">Unit: Programming Lesson 3</p> <p>L.I: We are learning to explain what 'repeat' means Key vocabulary: Pattern, repeat, repetition, count-controlled loop, algorithm, value</p> <p>Success criteria:</p> <ul style="list-style-type: none"> I can identify repetition in everyday tasks I can identify patterns in a sequence I can use a count-controlled loop to produce a given outcome <p>Activity:</p> <p>In this lesson, children explore repeating patterns through a fun activity involving brushing teeth. They identify and write a step-by-step algorithm for the tooth-brushing process, emphasising the concept of repetition. The lesson progresses to an engaging activity where children complete repeating patterns using brackets to signify repetition. They also define the term 'repeat' based on their activity, understanding it as 'to do or say something again.' Moving on to coding, children recall algorithms from a previous lesson and create one for drawing a square, either as annotated drawings or lists of instructions. They then use the "repeat" command in Logo to efficiently program the square, discovering the impact of changing values.</p>

Weekly Overview of Learning

Year Group: 4 **Week beginning: 22.01.24**

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Homework

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

Reading/Spelling and Grammar

Maths

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

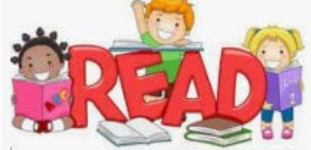
Weekly Overview of Learning

Year Group: 4 Week beginning: 22.01.24

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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 3

1. creation
2. radiation
3. indication
4. ventilation
5. relegation
6. dedication
7. demonstration
8. abbreviation
9. translation
10. vibration

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?

**Take part in the competition !
Fabulous prizes to be won!**

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