

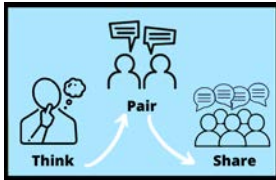


Weekly Overview of Learning

Year Group: 4 Week beginning: 25.03.24


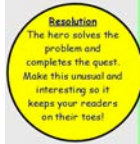
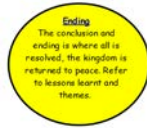
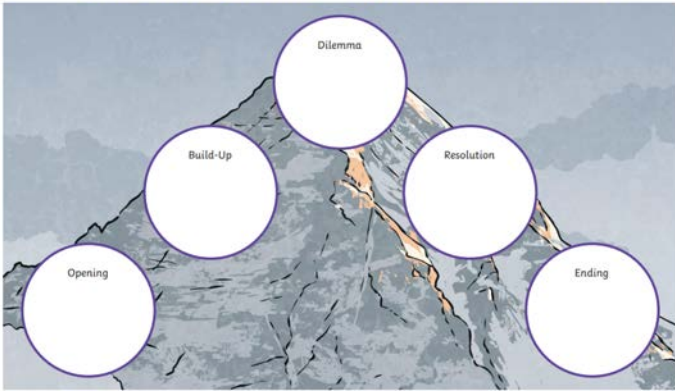


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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<p>LI: We are learning to draft the resolution and ending for our Anglo -Saxon legend, using powerful legendary themes.</p>	<p>LI: We are learning to write a hot task on a legend using literary devices and prepositional sentence openers.</p>		<p>VIKING WORKSHOP AM</p> <p>LI: We are learning Viking culture through activities like crafting longships, using lucets, and exploring lifestyle</p>	<p>EASTER HOLIDAY</p>
Speaking and Listening Focus	<p>Think, pair, share and class discussion</p> 	<p>Think, Pair, Share</p> 		<p>Think, Pair, Share</p> <p>Oracy - speaking and listening activities</p> 	
Key vocabulary and Key Bloom's higher order thinking questions	<p>Key vocabulary victorious fearsome emerged peace bravery saviour</p> <p>Key Questions: What is the main problem or challenge faced by our hero? How can we ensure that the resolution feels satisfying for the reader? Can we think of different ways the conflict could be resolved?</p>	<p>Key vocabulary victorious fearsome emerged peace bravery courage resilience saviour praised applauded</p> <p>Key Questions: How was the problem solved? Who helped? What happened to the mythical creature? Was it buried, disappeared, did it sink? How did the hero feel? Was he relieved? What did the King/Queen say to him?</p>		<p>Key vocabulary Viking Longships Lucets Crafting Lifestyle Culture Exploration Invasions</p> <p>Key Questions: How did Viking longships differ from other types of boats, and what advantages did they offer for exploration and raids? Do you think the Vikings' reputation as fierce warriors is justified, based on what you've learned about their culture and history?</p>	<p>Key vocabulary</p> <p>Key Questions:</p>

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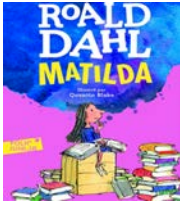
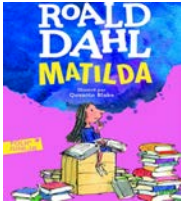
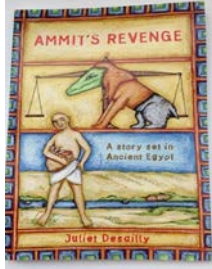
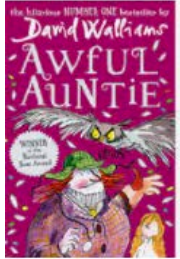
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<p>Activities</p>	<p>In this lesson, children will learn to draft the resolution and ending of their Anglo-Saxon legend, incorporating powerful legendary themes such as bravery and sacrifice. They will explore sophisticated language techniques like imagery and metaphor to enhance their writing. Through analysis of character growth and the outcome of conflicts, they will develop a deeper understanding of storytelling and the enduring impact of legendary tales.</p>   	<p>Over the next two days, the children will embark on crafting their own legends. Applying what they've learned in the past 5-6 days, they'll use their drafts to ensure their legends shine. Inspired by tales of bravery, narratives of heroes overcoming challenges with courage will unfold. Paying attention to the heroes of Anglo-Saxon times, while writing new paths of creativity, they'll finalise their stories. With their first drafts completed, the reminder to refine their stories will be emphasised, adding depth and detail to elevate them. Encouragement for editing and upleveling will be provided as they aim to create captivating masterpieces that inspire.</p> <p>Myths and Legends Story Mountain Planner</p> 	<p>Children will be engaged in a dynamic 2-hour Viking workshop. Activities range from exploring weaponry to constructing longships and delving into Norse religion. They'll enjoy games like knucklebones, unravel riddles, and explore writing. Hands-on experiences include lucet weaving and examining Viking clothing and home life, all fostering immersive learning.</p>  	
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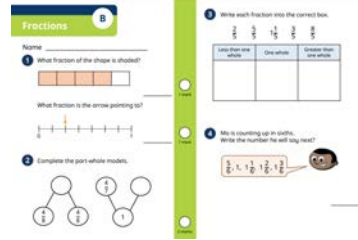
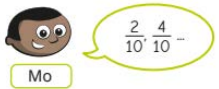

<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Amber TEXT – Matilda Author – Roald Dahl</p> 	<p>Obsidian TEXT – Matilda Author – Roald Dahl</p> 	<p>Amethyst TEXT - Ammit's Revenge Author – Juliet Desailly</p> 	<p>Moonstone TEXT – Awful Auntie Author – David Walliams</p> 
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<p>Maths - Decimals</p>	<p>Lesson 1</p>	<p>Lesson 2</p>	<p>Lesson 3</p>	<p>Lesson 4</p>	<p>Lesson 5</p>
	<p><u>LI: We are learning to consolidate our unit learning on fractions</u></p>	<p><u>LI: We are learning to explore the idea of a tenth as a fraction using representations.</u></p>	<p><u>L.I. We are learning to understand tenths as decimals</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><u>EASTER HOLIDAY</u></p>
<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary:</u> odd number even number link calculate partition multiplication division possibilities consolidate equivalent fractions mixed number improper</p> <p><u>Key Questions:</u> How can you be sure that you have</p>	<p><u>Key Vocabulary:</u> Equal fractions tenth unit parts number line decimal pattern</p> <p><u>Key Questions:</u> What is a fraction? • What is a tenth? • If a whole is divided into 10 equal parts, what is the value of each part?</p>	<p><u>Key Vocabulary:</u> decimal tenth divided ten equal parts represent model fractions convert</p> <p><u>Key Questions:</u> • What is a decimal? • What is a tenth? • If a whole is divided into 10 equal parts, what is the value of each part?</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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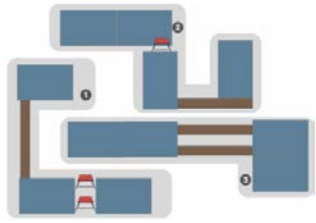
	<p>listed all the possibilities? How can I apply my learning to the questions? Can you explain the difference between a proper fraction, an improper fraction, and a mixed number? Explain the process of adding two fractions with the same denominator. How does it differ when denominators are different? How did you approach the problem, and what strategies did you use to find the solution? How confident do you feel about working with fractions now compared to the beginning of the unit? What areas do you still want to explore or practise further?</p>	<ul style="list-style-type: none"> • How can you represent the fraction using a model? • When you are counting up in tenths, what comes before/after ? • When you are counting up in tenths, what comes after 9 10? • How are tenths similar to ones? 	<ul style="list-style-type: none"> • How can you represent the decimal using a model? • How are decimals similar to fractions? • How can you convert between tenths as fractions and tenths as decimals? • How is 1 10 similar to 0.1? How is it different? 		
<p>Activities</p>	<p>Today, children will complete an end of unit assessment paper similar to the one below. Before doing this, the children will go over any gaps from the unit of learning, address misconceptions and be given time to look back in their books to remind themselves of all that they have covered.</p> 	<p>In this lesson, children explore the idea of a tenth as a fraction.</p> <p>Children explore tenths through different representations of 1 whole split into ten equal parts, including place value counters, straws, counters on a ten frame and bead strings. Number lines are another useful representation of tenths as fractions, and are covered again in a later step.</p> <p>At this stage, children explore tenths as fractions only</p> <p>Mo is counting up in $\frac{2}{10}$s.</p>  <p>What will be the next three fractions he says?</p>	<p>Now that children have an understanding of tenths as fractions, they move on to looking at them as decimals.</p> <p>This is the first time that children have encountered decimal numbers and the decimal point. Model making, drawing and writing decimal numbers, showing that the decimal point is used to separate whole numbers from decimals.</p> <p>Children look at a variety of representations of tenths as decimals, up to the value of 1 whole. This leads to adding the tenths column to a place value chart for children to see how tenths fit with the rest of the number system and to understand the need for the decimal point.</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!

Music	RE	PE – Get Set 4 PE
<p style="text-align: center;">Unit: Spain Lesson 5</p> <p style="text-align: center;">LI: We are learning the Hot Spanish sunshine</p> <p>Unit Key Words: Habanera, , composer, Melody, Brass, Timbre, Rhythm, Impvise, Composition, Texture, Dynamics, timbre, dynamics, and texture.</p>  <p><u>Success criteria:</u></p> <ul style="list-style-type: none"> • Learn a rhythmic pattern using triplets. • Practise counting musically whilst playing. • Invent melodies. • Structure ideas. <p>In this lesson, children will learn about rhythmic patterns, particularly focusing on the habanera rhythm and the concept of triplets. They will explore expressing these rhythms through body percussion, spoken word, and instrumental play. Additionally, they will understand the importance of counting musically and working collaboratively in a group setting to create structured musical performances.</p> 	<p style="text-align: center;">Unit: Christianity- What religions are represented in our neighbourhood? Lesson 5</p> <p style="text-align: center;">LI: We are learning to recall and summarise the key events of Easter.</p> <p>In this lesson, children will be learning to remember and briefly explain the main events of Easter. They will focus on key aspects such as Jesus' entry into Jerusalem, the Last Supper, his crucifixion, death, burial, and resurrection. Through this learning, children will develop an understanding of the significance of Easter in the Christian faith and its importance as a celebration of new life and hope. Additionally, they will enhance their storytelling and summarisation skills by distilling complex narratives into concise and understandable summaries of the Easter story.</p> 	<p style="text-align: center;">Unit: Gymnastics Lesson 11</p> <p><u>LI: To create a great partner sequence to include the skills I have learnt and apparatus.</u></p> <p>By the end of this lesson children should be able to; make the performance interesting by using different shapes, levels and pathways and use a starting and finishing position.</p> <p>Pupils will be creating great gymnastics sequences with a partner on one of the three stations. They may enter the station wherever they wish. Pupils discuss with their partner what actions they think will work well on different areas of their apparatus. The sequence must include at least one of each of the following:</p> <ul style="list-style-type: none"> jump roll individual balance partner balance inverted movement  <p style="text-align: center;">Unit: Swimming (Moonstone & Obsidian)</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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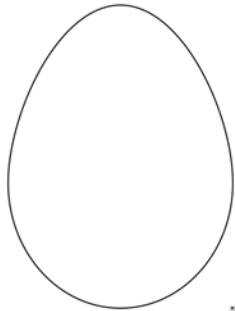
Unit: ART - Sculpture and mega materials

L.I. We are learning to design an easter egg using our learning from this term.

In this final lesson, children will get their creative hats on and use all their learning this term to design an easter egg.

Children will take on their learning of sculpting, using recycled resources and shadow sculptures to design an easter egg.

They will also use their knowledge of weaving in our DT lessons last week, to create a unique design that fits in with our unit.



Unit: Habitats

Lesson 6

L.I: We are learning to create presentations to consolidate which animal and which plant lives in a particular habitat using Spanish vocabulary.

In today's lesson, the children will recap all prior learning from the unit 'Los Hábitats'. The children will then complete various short assessments to test their understanding, before reflecting on their strengths and areas of improvement from the unit.

Speaking Exercise

Can you say any of the following in Spanish?

What is a habitat?

The ocean

The shark

The tropical rainforest

The spider-monkey.

Listening Exercise

From the listening exercises on the PowerPoint slide, write the numbers that correspond to the different animals or habitats you have mentioned.

There are 9 in total so listen carefully!

Word Bank

al Ártico, el tiburón, el oso polar, el océano, el conejo.
 la selva tropical, el camello vive en el desierto, el oso pardo vive en el Ártico.
 el campo, el mono araña, las algas crecen en el océano.

Reading Exercise

Can you read the passage in Spanish below and then answer the questions in English?

La Gran Reserva es un hábitat en el Ártico. ¿Que plantas crecen en el Ártico? ¿Los animales que viven en el Ártico? El oso polar.

El parque nacional Svalbard forma un hábitat en el campo. ¿Que plantas crecen en el campo? ¿Los animales que viven en el campo? El conejo.

¿Se encuentran en estos hábitats en su propia hábitat?

Which plants grow in the Arctic?

Which animal lives in the Arctic?

Which plants grow in the prairie?

Which animal lives in the prairie?

Writing Exercise

Can you write any of the following five phrases in Spanish?

What is a habitat?

The tropical rainforest

The shark

The spider monkey

The spider monkey lives in the tropical rainforest?

Unit: Healthy me!

Lesson 5

L.I: We are learning to recognise when people are putting me under pressure and to explain ways to resist this when I want

L.I: We are learning to identify feelings of anxiety and fear associated with peer pressure.

In this lesson, children will be applying their understanding of healthy and unhealthy friendships to create informative posters. Drawing from the knowledge gained about positive and negative aspects of relationships, the students will focus on identifying key characteristics that define both types of friendships. The goal is to craft visually engaging posters that effectively communicate the attributes of a healthy friendship, emphasising trust, respect, and support, while also highlighting signs of an unhealthy one, such as negativity or manipulation. These posters will serve as valuable tools to raise awareness among their peers at Wellington School, fostering a positive and inclusive environment where everyone can recognise and cultivate healthy

A GOOD FRIEND VS A BAD FRIEND

What does a good friend and a bad friend do? Read the sentences below and write them in the correct chart

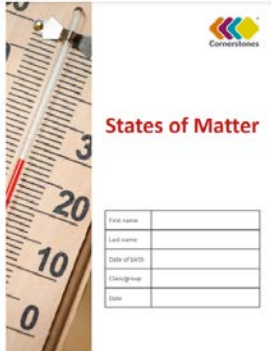


... talks behind your back	... tries to understand your problems
... cares about you and your problems	... only cares about himself/herself
... helps you when you are in need	... treats you in a nice and kind way
... tells your secrets to other people	... doesn't listen to your problems
... is always with you in bad times	... tries to solve your problems
... shouts at you when you make a mistake	... keeps your secrets
... shares everything with you	... doesn't help you when you need
... takes your possessions without permission	... makes fun of you

connections.

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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
<p>Unit: States of matter</p> <p>Lesson 6</p> <p><u>LI: We are learning to identify what we now know and apply our new knowledge to the end of unit test.</u></p> <p>Today, the children will complete the end of the unit test which covers everything they have learnt over this topic. This will show the children how much knowledge they have grasped whilst we have explored different concepts, as well as allow teachers to analyse their understanding. It will be an indication for any new misconceptions that can be addressed.</p> <div style="display: flex; align-items: center;">  </div>	<p><u>Unit: Invasions</u></p> <p><u>LI: We are learning Viking culture through activities like crafting longships, using lucets, and exploring lifestyle</u></p> <p>Children will be engaged in a dynamic 2-hour Viking workshop. Activities range from exploring weaponry to constructing longships and delving into Norse religion. They'll enjoy games like knucklebones, unravel riddles, and explore writing. Hands-on experiences include lucet weaving and examining Viking clothing and home life, all fostering immersive learning.</p> <div style="display: flex; justify-content: center; gap: 20px;">   </div>	<p><u>Unit: Data and information – Data logging</u></p> <p>Lesson 6</p> <p><u>LI: We are learning to use data from sensors to answer questions</u></p> <p>Analyse, review, conclusion</p> <p><u>Success criteria:</u></p> <ul style="list-style-type: none"> - I can interpret data that has been collected using a data logger - I can draw conclusions from the data that I have collected - I can explain the benefits of using a data logger <p>Activity: In this lesson, children will learn to analyse data collected using data loggers. They'll verify the integrity of their data, use software tools to review it, and identify specific data points. They'll then write a report, detailing their question, setup, findings, and additional insights. Reflecting on the benefits of data loggers, they'll recognize their efficiency, consistency, and ability to capture unexpected phenomena, fostering a deeper understanding of scientific inquiry.</p>

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

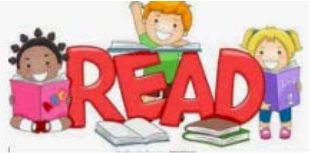





Maths

Topic/Other foundation subjects including writing

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		REMINDERS – trips/events/items to bring in	
<p>Reading Tasks</p> <p>Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.</p> <p>Your teacher will check and sign your work once a week.</p>  <p>Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p> <p>Remember there are a variety of online platforms to explore reading on too, such as Bug Club.</p> 	<p>Spelling and Dictation</p> <p>Remember to try and use these words in sentences to show that you understand their meanings. Please also practise your handwriting using the spellings.</p> <p>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.</p>  <p>Spelling and dictation – Remember to try and use these words in sentences to show that you understand their meanings.</p> <p>Doodle English and Doodle Spell – log in to your account at least 4-5 times this week.</p> <p>Week 6</p> <div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> 1. calendar 2. material 3. popular 4. regular 5. special 6. actual 7. natural 8. certain 9. mention 10. question </div>	<p>Doodle Maths</p> <p>Log on to your account at least three times this week.</p> <p>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.</p>  <p>We will be checking to see who has accessed their account the most!!</p> <p>Will a year 4 class take the Doodle trophy this week in assembly?</p> <p>Work to reach your target – are you in the green zone yet?</p> <p>Times Tables Rock stars:</p>  <p>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!</p>	<p>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.</p> <p>Please ensure your child has a water bottle and a pencil case with the correct equipment. This should also include:</p>  <p>Moonstone and Obsidian are now swimming:</p> <p>Monday: Moonstone (Spelthorne Leisure Centre) Tuesday: Obsidian (Heston Leisure Centre)</p> <p>Please ensure your child comes to school wearing their PE kit and brings the correct swimming kit on the appropriate day.</p> <ul style="list-style-type: none"> - Swimming Hat - Goggles - Swimming costume/ Shorts - A towel

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