

Weekly Overview of Learning

Year Group: 4 Week beginning: 25.09.23

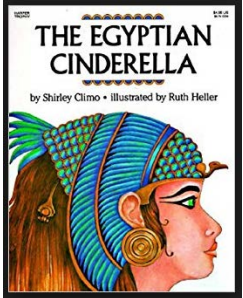
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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	PIXL ASSESSMENT SPAG	PIXL ASSESSMENT Reading	PIXL ASSESSMENT Spelling	L1: We are learning to write a historical traditional tale on Little Red Riding Hood (COLD TASK).	L1: We are learning to make predictions based on what we infer from the front cover of The Egyptian Cinderella (2d and 2e).
Speaking and Listening Focus	Children will have opportunities to discuss any misconceptions from today's paper.	Once again. We as a class will discuss misconceptions.	Children will listen carefully to the audio and write down the spelling.	Think, pair, share and class discussion -What can you remember from the traditional tale of a little red riding hood? How can this differ from a historical tale?	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	Key Vocabulary Tenses Adverbs Relative clauses Expanded noun phrases Adjectives Nouns Verbs Modal verbs Commas Parenthesis Adverbials Punctuation Spelling	Key vocabulary Define Explain Retrieve Identify Record Summarise Predict Meaning Choice of words comparison	Key Vocabulary Tenses Adverbs Relative clauses Expanded noun phrases Adjectives Nouns Verbs Modal verbs Commas Parenthesis Adverbials Punctuation Spelling	Key vocabulary fantasy plot dilemma quest resolution ending beginning description Key Questions: Can you explain what has happened in the story? How powerful are the sentence openers? Can you select any expanded noun phrases or exciting adjectives? Can you identify the use of figurative language? What can we recall about direct speech?	Key vocabulary Analyse Predict Infer Moreover Because In addition illustrations Key Questions: What do you think this story is going to be about? Where do you think the story might be set? Who might the characters be? Does this book remind you of another story? What similarities and differences might the stories have?

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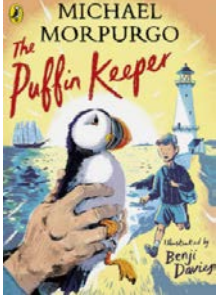
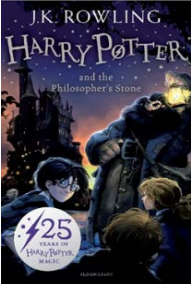
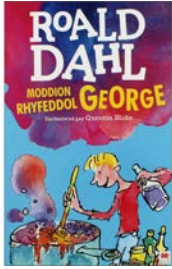
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<p>Activities</p>	<p>In this assessment session, children will be required to show their understanding of their grammar, spelling and punctuation skills they have covered thus far. They will be answering a variety of questions. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p>	<p>In this assessment session, children will be required to show their understanding of their reading skills they have covered thus far. They will be answering a variety of questions from the reading domains. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p> <table border="1" data-bbox="600 643 916 874"> <thead> <tr> <th colspan="2">Content domain reference</th> </tr> </thead> <tbody> <tr> <td>2a</td> <td>give / explain the meaning of words in context</td> </tr> <tr> <td>2b</td> <td>retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td>2c</td> <td>summarise main ideas from more than one paragraph</td> </tr> <tr> <td>2d</td> <td>make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td>2e</td> <td>predict what might happen from details stated and implied</td> </tr> <tr> <td>2f</td> <td>identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td>2g</td> <td>identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td>2h</td> <td>make comparisons within the text</td> </tr> </tbody> </table>	Content domain reference		2a	give / explain the meaning of words in context	2b	retrieve and record information / identify key details from fiction and non-fiction	2c	summarise main ideas from more than one paragraph	2d	make inferences from the text / explain and justify inferences with evidence from the text	2e	predict what might happen from details stated and implied	2f	identify / explain how information / narrative content is related and contributes to meaning as a whole	2g	identify / explain how meaning is enhanced through choice of words and phrases	2h	make comparisons within the text	<p>In this assessment session, children will be required to show their understanding of their spelling skills they have covered thus far. They will be writing the correct spelling for each word as it is called out. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p>	<p>Today, children will be writing their cold tasks focusing on our new topic of traditional tales. Children will be writing a historical traditional tale on Little Red Riding Hood.</p> <p>Children should use a checklist to support them in their writing. This lesson consists of little support with their writing as this lesson is created for teachers to identify how much children already know.</p> <p>Fantasy Story Writing Checklist</p> <table border="1" data-bbox="1328 614 1579 1024"> <tr> <td>A beginning, Middle and End</td> <td><input type="checkbox"/></td> </tr> <tr> <td>A main character going on a Quest or search</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Magical, peculiar and sometimes menacing characters</td> <td><input type="checkbox"/></td> </tr> <tr> <td>A descriptive setting with expanded noun phrases</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Build up to hint at a dilemma</td> <td><input type="checkbox"/></td> </tr> <tr> <td>A dilemma where the main character has a problem</td> <td><input type="checkbox"/></td> </tr> <tr> <td>A resolution to the dilemma</td> <td><input type="checkbox"/></td> </tr> <tr> <td>A resolution where the dilemma has been resolved</td> <td><input type="checkbox"/></td> </tr> <tr> <td>A mysterious ending</td> <td><input type="checkbox"/></td> </tr> <tr> <td> <table border="1" data-bbox="1328 962 1541 1024"> <tr> <td>Paragraphs</td> <td>Metaphors</td> <td>Similes</td> </tr> <tr> <td>Fronted Adverbials</td> <td>Subordinate conjunctions</td> <td>Direct Speech</td> </tr> </table> </td> <td><input type="checkbox"/></td> </tr> </table>	A beginning, Middle and End	<input type="checkbox"/>	A main character going on a Quest or search	<input type="checkbox"/>	Magical, peculiar and sometimes menacing characters	<input type="checkbox"/>	A descriptive setting with expanded noun phrases	<input type="checkbox"/>	Build up to hint at a dilemma	<input type="checkbox"/>	A dilemma where the main character has a problem	<input type="checkbox"/>	A resolution to the dilemma	<input type="checkbox"/>	A resolution where the dilemma has been resolved	<input type="checkbox"/>	A mysterious ending	<input type="checkbox"/>	<table border="1" data-bbox="1328 962 1541 1024"> <tr> <td>Paragraphs</td> <td>Metaphors</td> <td>Similes</td> </tr> <tr> <td>Fronted Adverbials</td> <td>Subordinate conjunctions</td> <td>Direct Speech</td> </tr> </table>	Paragraphs	Metaphors	Similes	Fronted Adverbials	Subordinate conjunctions	Direct Speech	<input type="checkbox"/>	<p>Today's lesson focuses on children's predictions!</p> <p>Children will be using the K-W-L chart to write a prediction from what they can infer from the front cover of The Egyptian Cinderella</p> <p>The chart is split into what children know, what they want to know and what they learnt from the front cover. For instance - From the front cover, I know this woman is Egyptian because in the title it says 'Egyptian Cinderella'. This is what children know. I would like to know why this woman is wearing a headpiece? - This is an example of what children may want to know. Finally, children may not know that Egyptian women wore eyeliner. This would be what children have learned.</p> 
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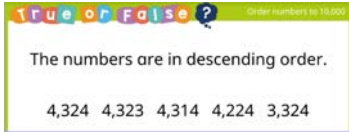

<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>TEXT – The Puffin Keeper Author – Michael Morpurgo</p> 	<p>Obsidian Text - Harry Potter and the Philosopher's Stone Author – J.K Rowling</p> 	<p>Amethyst Text – George's Marvellous Medicine Author – Roald Dahl</p> 	<p>Moonstone Text – The Enchanted 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 order numbers to 10,000.</p>	<p>PIXL ASSESSMENT Arithmetic paper</p>	<p>PIXL ASSESSMENT Paper 1- reasoning</p>	<p>PIXL ASSESSMENT Paper 2 - reasoning</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: Ones, Tens, Hundreds , Thousands, Represent, Compare, Descending, Ascending, Order, Greatest and Smallest</p> <p>Key Questions: Which digit in each number has the greatest value? What are the values of these digits? When comparing two numbers with the same number of digits, if the first digits are equal in value, what do you look at next?</p>	<p>Key Vocabulary: Addition Subtraction Compare Calculate Divide Multiply</p>	<p>Key Vocabulary: Addition Subtraction Compare Calculate Divide Multiply Reason Problem solve</p>	<p>Key Vocabulary: Addition Subtraction Compare Calculate Divide Multiply Reason Problem solve</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>Activities</p>	<p>In this small step, children will order a set of numbers up to 10,000.</p> <p>Children will be ordering numbers from the smallest to the greatest and the greatest to the smallest. They will also use language such as "ascending" and "descending" when putting numbers in order. We will look at examples where the same digit is used in the thousands or the hundreds column in order to determine the value correctly.</p> <p>We will continue to use manipulatives such as base 10 and place value counters to represent the numbers and make comparisons.</p> 	<p>In this assessment session, children will be required to show their understanding of the mathematical areas they have covered thus far. They will be answering a variety of questions to apply their mathematical fluency understanding.</p> <p>The information from these assessments will help us to plan lessons for the term for individual children and identified groups.</p>	<p>In this assessment session, children will be required to show their understanding of the mathematical areas they have covered thus far. They will be answering a variety of questions to apply their mathematical reasoning and problem solving skills.</p> <p>The information from these assessments will help us to plan lessons for the term for individual children and for identified group</p>	<p>In this assessment session, children will be required to show their understanding of the mathematical areas they have covered thus far. They will be answering a variety of questions to apply their mathematical reasoning and problem solving skills.</p> <p>The information from these assessments will help us to plan lessons for the term for individual children and for identified group</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: This little light of mine Lesson 3</p> <p>L1: We are learning to refine our singing by exploring rhythm and phrasing to move to a jazz-styled piece.</p> <p style="text-align: center;"><u>Unit Key Words:</u> Pentatonic scale, gospel music, off-beat, rhythm, call-and-response, progression snapshot 1.</p> <p><u>Success criteria:</u></p> <ul style="list-style-type: none"> ● Move to a jazz-styled piece. ● Learn Part 1 of the song <i>I wanna sing scat</i>. ● Refine their singing by paying attention to the rhythm and phrasing, articulation, and annunciating the words. ● Perform for a video recording. <p>Children will be exploring a piece of music and learn to move to a jazz-styled piece. They will learn part 1 of the song 'I wanna sing scat'. Children will be looking at pitch and rhythm.</p>	<p style="text-align: center;">Unit: Sikhism Lesson 4</p> <p>L1.1: 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 L1. 2: We are learning about things that are important to me and other people with the way I think and behave</p> <p>Discuss what modern technology means that today, when something happens, it is not long before the whole world knows about it. Explain that it didn't used to be like that. Explain that today children will be learning about how Guru Nanak's spread his message and backed up his teaching with the way he lived.</p> <p>Children will analyse some poems referring to how Guru Nanak spread his message and will be composing their own poems today. Special links need to be made to Guru Nanak's calm mannerisms, his simple dress sense and his links with the poor and needy. They will look at some examples composed by teachers and eventually compose their own.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <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 4</p> <p><u>L1. To use defending skills to delay an opponent and gain possession.</u></p> <p>In this lesson children will need to be careful not to place the hockey stick on the floor too soon and keep to the rules. They will develop how to work with others to manage a game and show honesty when playing. They will need to make decisions on deciding when to track the ball and when to tackle.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p style="text-align: center;">Unit: Football Lesson 4</p> <p><u>L1: To apply attacking skills to move towards a goal.</u></p> <p>This week pupils work in their groups of six and discuss questions below as a group after playing a 6 a side game:</p> <ul style="list-style-type: none"> ● What options did you have when you were in possession of the ball? <i>Pass, dribble, shoot.</i> ● How did you decide on the best option when you had the ball? ● Did this change when defenders were introduced? <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>
Art	Spanish – Language Angels	PSHE - Jigsaw

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Unit: Drawing - Powerprints

Lesson 3 - Across two lessons

L.I. We are learning to explore proportion and tone when drawing.

In Art across two weeks, children will be looking at two Artists: Alberto Giacometti and Fernando Botero.



The figures have features of unusual sizes; Giacometti's man has very long, thin limbs and Botero's people are all of different sizes within one painting.

Children will be using rubbers and charcoal to draw objects. First, we will create a 'base' of charcoal on the page by crushing some charcoal inside a paper towel and smoothing the dust over the paper using the towel or some tissue. Then, we will choose one large object to draw first using the rubber to draw in the light areas.



Unit: ME PRESENTO

Lesson 3

L.I: We are learning to consolidate numbers 1-10 and to introduce numbers 11-20 in Spanish.

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 recapping their numbers from 1-10 in Spanish and growing their language to a further 10 numbers.

New language:

11 once	12 doce	13 trece	14 catorce	15 quinze
16 dieciséis	17 diecisiete	18 dieciocho	19 diecinueve	20 veinte

Unit: Being me in my world!

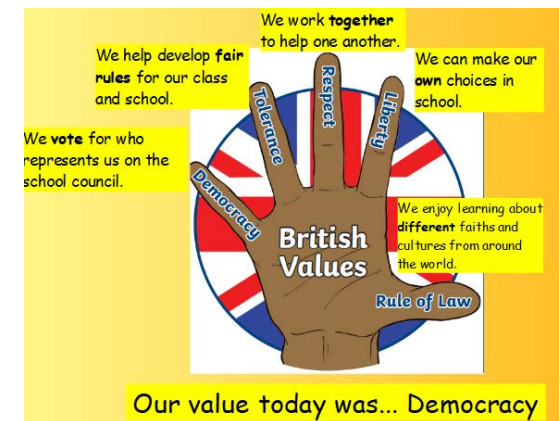
Lesson 4

L.I: We are learning to understand how democracy works through school council in our school

L.I: We are learning to recognise my contribution to making a learning charter for the whole school

In this lesson, we will learn about how democracy works through a school and how the school council helps run this. Children will be making lists of rewards and consequences they would like to see implemented in their classroom. They will then explain why they think these would work effectively.

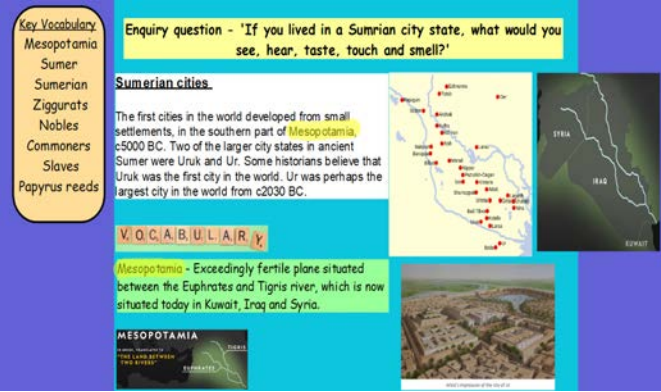
Children will apply the British values to this lesson, understanding that democracy is one of them.



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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;">Unit: Electricity, Circuits and Conductors Lesson 3</p> <p><u>LI: We are investigating the effect of complete or incomplete circuits</u></p> <p><u>Key vocabulary</u> conductor, complete circuit, incomplete circuit, energy ball, series circuit, electricity, energy, cell, battery, light, lamp, bulb, holder, wires</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> I can explain how an energy ball works. I can make a prediction (what do you think will happen?) about whether a circuit will work. I can identify circuits as incomplete or complete circuits. I can explain what makes a complete circuit and why a circuit may be incomplete. <p>We will be identifying complete and incomplete circuits. Children will be making the circuits too. Children will learn about an energy ball. The energy ball is a way to demonstrate how to conduct electricity in a circuit.</p>	<p style="text-align: center;">Unit: Ancient Civilisation Lesson 4</p> <p><u>LI: We are learning to explore life as an ancient Sumer, living in an ancient Sumer City State.</u></p> <p><u>Skill: Explain how artefacts provide evidence of everyday life in the past.</u></p> <p>Children will be presented with the enquiry question ‘If you lived in a Sumerian city state, what would you see, hear, taste, touch and smell?’ They will then need to collect evidence to help them write a detailed answer using information sheets, images of artefacts and information they have learnt over the past few weeks. Children will answer the enquiry question by writing a detailed answer using paragraphs and subheadings.</p> 	<p style="text-align: center;">Unit: Lesson 3- Sharing Information</p> <p><u>LI: We are learning to outline how websites can be shared using the World Wide Web (WWW).</u></p> <p><u>Key vocabulary</u> Website, web page, web address, router, routing, web browser</p> <p><u>Success criteria:</u></p> <ul style="list-style-type: none"> I can explain the types of media that can be shared on the WWW. I can describe where websites are stored when uploaded to the WWW. I can describe how to access websites on the WWW. <p>The internet is connected by lots of routers. The World Wide Web is part of the internet where we can visit web pages and websites.</p> <p>We will be having a quiz about the world wide web.</p>

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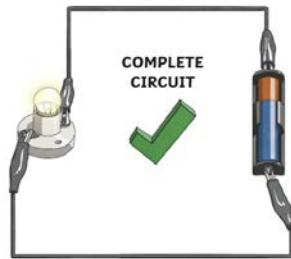
Circuit Three

Is the circuit complete or incomplete? Why?

The wires are correctly attached to each end of the cell.

Each wire is correctly attached to the bulb.

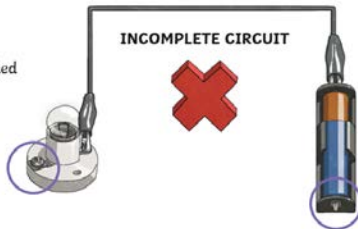
The cell is inserted correctly and the bulb is correctly placed within the bulb holder.



Circuit One

Is the circuit complete or incomplete? Why?

There is a missing wire which is needed between the bulb and cell.



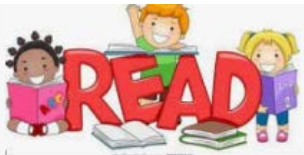





Homework

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

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Reading/Spelling and Grammar		Maths	Topic/Other foundation subjects including writing 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 purple task book.</p>  <p>Remember there are a variety of online platforms to explore reading on too, such as Bug Club and Reading Eggs.</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 be set to your extras each week. This will be set on a Thursday and due on a Monday. This week you will be completing a book review for Ma'ats Feather on Google Classroom.</p>  <p>KS2</p> <p>Week 4</p> <div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> 1. illegal 2. illegible 3. illogical 4. illiterate 5. illicit 6. irregular 7. irrelevant 8. irresponsible 9. irrational 10. irresistible </div>	<p>Doodle Maths</p> <p>Log on to your account at least three times this week.</p> <p>Your homework will be set to your '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>Amethyst and Amber are now swimming:</p> <p>Monday: Amethyst (Spelthorne Leisure Centre) Tuesday: Amber (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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