
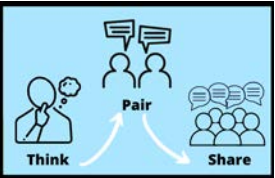
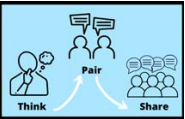


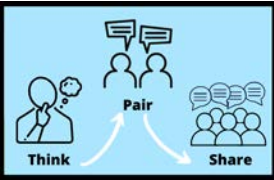


# Weekly Overview of Learning

Year Group: 4    Week beginning: 26.02.24

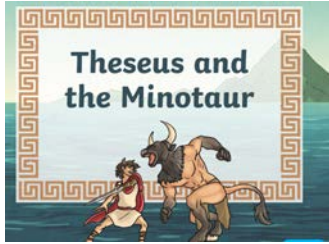




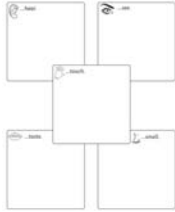

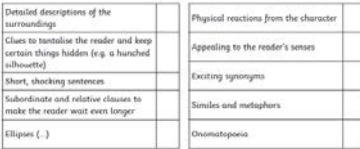
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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are learning to write an old legend (cold task)</u>	<u>LI: We are learning to evaluate and edit our writing using thinking skills to self reflect our legend (COLD TASK FEEDBACK)</u>	<u>LI: We are learning to write sentences using similes to describe a setting, in first person.</u>	<u>LI: We are learning to understand how authors use vocabulary to create mood and atmosphere in stories in order to write an alternative creepy setting description</u>	<u>LI: We are learning to identify and use pronouns</u>
Speaking and Listening Focus	<p>Think, pair, share and class discussion Have you ever read a legend before? If yes, share and discuss.</p> 	<p>Feedback Peer Assess Think, Pair, Share</p> 	<p>Children will evaluate each other's speaking and listening skills through peer assessment during Think, Pair, Share activities and class discussions.</p>  	<p>Think, pair, share Collaborative discussions analyse the author's vocabulary for mood in setting descriptions.</p> <p>-</p> 	<p>Understand pronoun usage nuances through collaborative discussions and class activities.</p> 
Key vocabulary and Key Bloom's higher order thinking questions	<p><u>Key vocabulary</u> legend exaggerate true events magic imagination supernatural culture Theseus Minotaur</p> <p><u>Key Questions:</u> What are the main characters and events in the legend of Theseus and the Minotaur?  How did Theseus demonstrate</p>	<p><u>Key vocabulary</u> criteria feedback improvement punctuation cohesion revision</p> <p><u>Key Questions:</u> Which features from the success criteria have I included in my legend?  How can I improve my legend? Which synonym can I use instead of...?  How can I uplevel my writing?</p>	<p><u>Key vocabulary</u> epic simile metaphor descriptive imagery sensory</p> <p><u>Key Questions:</u> What new vocabulary was introduced in  How do similes and metaphors enhance description in Beowulf?  Can you create your own similes and metaphors inspired by Beowulf's sensory details?</p>	<p><u>Key vocabulary</u> Creeping Growling Drooping Twitching Growling Silently Nervously Deep, cold Silent Whispering Eerie</p> <p><u>Key Questions:</u> Are there any words and phrases that you like?</p>	<p><u>Key vocabulary</u> Determiner Pronoun Noun phrase repetition</p> <p><u>Key Questions:</u> How can we distinguish between determiners and pronouns in a sentence?  Can you provide examples of sentences where "some" and "most" act as determiners and as pronouns?  What are some common misconceptions about pronoun usage,</p>

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	<p>bravery and intelligence in his encounter with the Minotaur</p> <p>What were the key challenges or obstacles faced by Theseus on his quest to defeat the Minotaur, and how did he overcome them?</p>	<p>Is there a flow to my writing?</p> <p>Can you highlight the descriptive language? Have I used 'Every Piece Every Time'?</p>	<p>How does the author of Beowulf evoke emotions and imagery?</p> <p>How would you rewrite a section of Beowulf with your own similes and metaphors while maintaining its core meaning?</p>	<p>How do you feel when you are reading this page?</p> <p>What is the author trying to do?</p> <p>He is trying to evoke our senses - did you feel a tingle down your back?</p>	<p>such as confusion between "I" and "me"?</p> <p>How do pronouns contribute to avoiding repetition in writing? Why is it important to ensure pronouns agree with their antecedents in terms of number and gender?</p>
<p><b>Activities</b></p>	<p>In this lesson, children will engage with the legend of Theseus and the Minotaur through watching a video clip. They will then demonstrate their understanding by writing their own version of the legend. Through this task, they will learn about the characteristics of legends, including key elements such as heroic figures, mythical creatures, and epic quests. They will also develop their narrative writing skills as they craft their own interpretation of the story in their own words.</p>  	<p>In the lesson, children will start by discussing their initial ideas with a partner, comparing and contrasting their interpretations. Partners will offer suggestions for what went well (WWW) and areas for improvement (EBI). Next, they'll analyse cold task examples of legend writing, identifying WWW and EBI. They'll dissect the structure of a legend, ensuring it has correct punctuation, is written in the past tense, organised into paragraphs, and maintains grammatical coherence. Reading their legend aloud will help them assess its cohesion and flow. Finally, they'll conclude with cold task feedback, employing critical thinking hats, particularly focusing on the Yellow and Black Hat perspectives.</p> <div data-bbox="600 1235 920 1453">  <p><b>Yellow Hat - Benefits</b> Positives, plus points. Why an idea is useful. Logical reasons are given.</p>  <p><b>Black Hat - Cautions</b> Difficulties, weaknesses, dangers. Spotting the risks. Logical reasons are given.</p> </div>	<p>In this lesson, children will dive into Chapter 1 of the epic tale, Beowulf, exploring new vocabulary and exchanging ideas for a deeper understanding. They'll then embark on a creative journey, crafting vivid similes and metaphors that engage all five senses. A visual presentation will reinforce their grasp of these literary devices, setting the stage for tomorrow's task: crafting a rich setting description. They'll revisit their work from today, ensuring continuity as they continue to develop their writing. This lesson cultivates language skills, creativity, and narrative proficiency, supporting a holistic understanding of Beowulf.</p>  	<p>Today, children will delve deeper into planning a detailed setting description. They'll explore numerous examples of setting descriptions to gather ideas. Using their collected words and phrases, they'll craft their own setting description for the start of Beowulf. Utilising sensory details and a provided word bank, they'll aim to meet the success criteria. This session encourages creativity and descriptive writing skills, fostering a deeper understanding of narrative elements in literature like Beowulf.</p>   <p>Children will receive peer feedback on their setting descriptions, focusing on strengths and areas for improvement, helping them refine their writing skills.</p>	<p>In this lesson, children learn to identify and use pronouns effectively. They distinguish between determiners and pronouns, understanding their roles in sentences. They address common misconceptions, such as confusion around the use of 'I/me' and incorrect pronoun-verb agreements. Utilising resources teaching Standard English forms, they practise on whiteboards or self-marking their work and identifying gaps. This process promotes a deeper understanding of grammar rules and improves their language proficiency.</p> <div data-bbox="1715 959 2092 1206"> <p>Pronouns are very useful, but be careful – if you use them too much, it can make your writing confusing.</p> <p>What's wrong with this text? Dan and Dylan are different: he has fair hair but he has dark hair.</p> <p>Can you say what is wrong with this text? Pass me my shoes and my glasses. First I'll put them on my head, then I'll put them on my feet.</p> </div>

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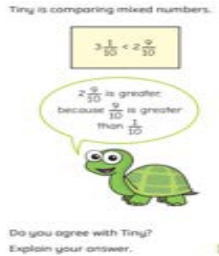

<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p><b>Amber</b> TEXT – Matilda Author – Roald Dahl</p> 	<p><b>Obsidian</b> TEXT – Matilda Author –Roald Dahl</p> 	<p><b>Amethyst</b> TEXT – The broken dragon Author – Karen McCombie</p> 	<p><b>Moonstone</b> TEXT - Matilda Author – Roald Dahl</p> 
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Maths - Fractions	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Key vocabulary and key questions	<p><b>PIXL ASSESSMENT</b> Arithmetic paper</p> <p><b>Key Vocabulary:</b> Addition Subtraction Compare Calculate Divide Multiply</p>	<p><b>PIXL ASSESSMENT</b> Paper 1- reasoning</p> <p><b>Key Vocabulary:</b> Addition Subtraction Compare Calculate Divide Multiply Reason Problem solve</p>	<p><b>PIXL ASSESSMENT</b> Paper 2 - reasoning</p> <p><b>Key Vocabulary:</b> Addition Subtraction Compare Calculate Divide Multiply Reason Problem solve</p>	<p><b>LI: We are learning to compare and order mixed numbers using our knowledge of numerators and denominators.</b></p> <p><b>Key Vocabulary:</b> compare mixed numbers fractions denominators more than less than whole number number line</p> <p><b>Key Questions:</b> How is comparing mixed numbers similar to comparing proper fractions? How is it different? Are the whole numbers the same? Which is the greater whole number?</p>	<p><b>LI: We are learning to master our times tables and efficiently solve timed arithmetic questions with the skills we've acquired.</b></p> <p><b>Key Vocabulary:</b> Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p><b>Key Questions:</b> -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>If the whole numbers are the same, what do you need to compare? Which is the greater fraction? How do you know? How do you know the mixed numbers are in order?</p>	
<p><b>Activities</b></p>			<p>1</p>	<p>In today's lesson, the children will be comparing and ordering mixed numbers.</p> <p>The children will begin the lesson looking at and understanding denominators being the same. We will be using bar models and number lines to see this in practice.</p> <p>Then the children will compare mixed numbers where the whole number is different, recognising that the greater the whole number, the greater the mixed number.</p> <p>Once the children are secure in their understanding of comparing mixed numbers, they will then move on to putting them in order.</p>  <p>Tiny is comparing mixed numbers.  <math>1 \frac{1}{20} &lt; 2 \frac{2}{20}</math>  <math>2 \frac{2}{20}</math> is greater because <math>\frac{2}{20}</math> is greater than <math>\frac{1}{20}</math>.          Do you agree with Tiny?          Explain your answer.</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. 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> 





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;"><b>Unit: Fanfare for the common man</b> Lesson 2</p> <p><b>LI: We are learning to improvise fanfare melodies based around three notes and repeated rhythms</b></p> <p><b>Unit Key Words:</b> Melody, Brass, Timbre, Rhythm, Improvise, Composition, Texture, Dynamics</p> <div style="background-color: #008080; color: white; padding: 5px; text-align: center; font-weight: bold; font-size: 1.2em;">Fanfare melody</div> <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 10px;"> <ul style="list-style-type: none"> <li>● Pay attention to the melody played by the brass instruments.</li> <li>● How does the melody move? In steps or leaps?</li> <li>● What do you think of the timbre?</li> <li>● Compare when they play in unison and when they play in harmony.</li> </ul> </div> </div> <p style="font-size: 0.8em; margin-top: 5px;">Extract of Fanfare for the common man by Aaron Copland.</p> <p style="text-align: center; margin-top: 20px;"><u>Success criteria:</u></p> <ul style="list-style-type: none"> <li>● Follow the musical instructions of a conductor.</li> <li>● Improvise fanfare melodies using short, repeated rhythm patterns.</li> <li>● Compose a group fanfare melody using texture, melody, and rhythm for impact.</li> </ul> <p>In this lesson, children will explore the shape and movement of melodies in music, focusing on the brass instruments' timbre in Aaron Copland's "Fanfare for the Common Man." They will discuss the significance of brass instruments in fanfares and examine the contrast between unison and harmony. Following this, they will identify and clap rhythm patterns before improvising their own fanfare melodies using tuned percussion instruments. Additionally, they will</p>	<p style="text-align: center;"><b>Unit: Christianity- What religions are represented in our neighbourhood?</b> Lesson 2</p> <p><b>LI: We are learning to investigate local buildings and statues with Christian significance. We will explore their history, purpose, and cultural importance within our community.</b></p> <p>In this lesson, children will build on their understanding of local buildings and statues with Christian significance, focusing on a specific church or statue of interest. Utilising their research skills, they will delve deeper into the chosen structure's history, purpose, and cultural importance within the community/local area. They will be using the internet to gather additional information to enrich their knowledge. The outcome of this lesson will be the creation of a poster, allowing students to present their findings and showcase the unique historical and cultural contributions of the selected church or statue.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center; font-weight: bold; font-size: 1.1em;">Holy Trinity Church Hounslow</p> <div style="display: flex;">  <div style="margin-left: 10px;"> <p><b>History</b> The church was established in 1211 by French Trinitarian Friars with the vision to set captives free.</p> <p>In 2011, the church of St Paul's Hounslow Heath merged with Holy Trinity.</p> </div> </div> <div style="display: flex; margin-top: 10px;"> <div style="flex: 1;"> <p><b>Community</b> Lots of people come to this church to worship God. People can come to pray together, go to Sunday school and join a community to learn together.</p> <p>On their website they have a 'What's on' page to let people in the community know the events happening.</p> </div> <div style="flex: 1; margin-left: 10px;"> <p><b>Symbols</b> A cross is displayed on the building. This symbolises the crucifixion of Jesus Christ.</p>  </div> </div> </div>	<p style="text-align: center;"><b>Unit: Gymnastics</b> Lesson 3</p> <p><u>LI: To develop control in performing and landing rotation jumps.</u></p> <p>In pairs on one mat with a base station. Pupils take turns to attempt jumping and landing on the base station, landing in a landing position. <b>Q: Do you know what a landing position is in gymnastics?</b> Knees bent, bottom back, arms extended straight in front of body. Knees bent when jumping and landing. Land on toes then heels. Head up to prevent over-rotation and stability. Arms out in front at shoulder height. Squeeze muscles to help you to balance.</p> <div style="text-align: center; margin-top: 10px;">  </div> <p style="text-align: center; font-weight: bold; margin-top: 10px;">Lesson 4</p> <p><u>LI: To develop rotation jumps and sequence building using apparatus.</u></p> <p>In this lesson children will learn how to bend their knees when landing, land using a landing position with arms straight ahead and look forward to help maintain balance. They will also work on their social skills by working safely with and around others, emotional skills to try their best in the tasks that are set for them and thinking skills to observe others and provide feedback on their performance.</p> <p style="text-align: center; font-weight: bold; margin-top: 20px;">Unit: Swimming (Amber &amp; Amethyst)</p> <p style="text-align: center;">Weekly sessions of swimming are delivered on Mondays and Tuesdays, by qualified instructors.</p>

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collaborate in small groups to compose and perform original fanfare pieces, reflecting on their use of timbre, texture, and dynamics.		
<b>Art</b>	<b>Spanish – Language Angels</b>	<b>PSHE - Jigsaw</b>

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## Unit: ART - Sculpture and mega materials

### Lesson 2 - continued - Shadow sculpture

#### L.I. We are learning to consider the effect of how sculpture is displayed.

In this lesson, children will make decisions about how to display my sculpture and compose photographs that present shadow sculptures as a finished piece.

Children will be creating their own sculptures, using the idea of a figure casting a shadow made up of words, as in the piece, 'All the world is Now Richer'.

1. First have your recycled cardboard and scissors ready.
2. Secondly, you will draw your block letters onto the cardboard rectangles, taking care that each letter fills as much of the card as possible.
3. Then, cut out the letters and lay them in order on a flat surface, making sure that they are in a straight line.
4. After this, paint the cardboard letters black.
5. Finally, glue or staple a line of ribbon across the top of the letters and another line of ribbon along the bottom of the letters to join the letters together.



## Unit: Habitats

### Lesson 2

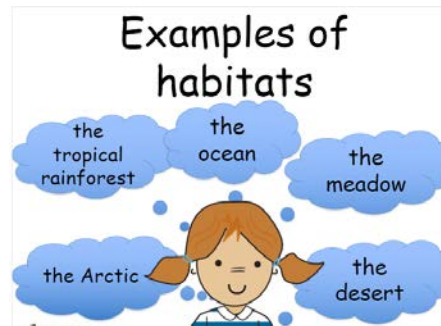
#### L.I: We are learning to identify key habitats in our world using listening and reading activities to consolidate new language explored in Spanish.

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats.

This is one of the first units to encourage slightly more complex and sophisticated writing using a wider range of vocabulary.

In today's lesson, the children will learn about some of the key habitats in our world. They will be completing listening and reading activities to help consolidate this new learning.

This lesson is similar to lesson 1 but instead of looking at what key elements animals and plants need to survive, the lesson focuses on different types of habitat.



## Unit: Healthy me

### Lesson 2

#### L.I: We are learning to understand group roles (leaders and followers) and recognise my own role in different situations. To identify how people and groups impact me and recognise preferred friends.

In this lesson, children will understand different group roles such as leaders and followers. Children will gain insight into their own roles within different settings. They will reflect on their behaviour and actions in diverse situations. The lesson aims to help children recognise and understand how people and groups influence them.

They will then look at different scenarios and use their problem-solving skills to offer some advice to the children to help them find a solution to their problem.

#### Key Vocabulary



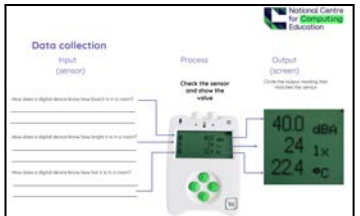
Friendship groups  
Roles  
Leader  
Follower  
Assertive  
Agree/disagree



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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
<p><b>Unit: States of matter</b></p> <p><b>Lesson 2 - particle theory</b></p> <p><b>LI: We are learning to understand that solid, gas and liquid all have different properties.</b></p> <p><b>Skill - We are learning to draw diagrams to show how the particles are arranged in a solid, liquid and gas.</b></p> <p>In this lesson children will be using scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions. Children will draw diagrams to show how the particles are arranged in a solid, liquid and gas and then write an explanation for how the arrangement of particles in each of these states determines the listed properties.</p> 	<p><b>Unit: Invasions - Anglo-Saxons</b></p> <p><b>Lesson 2</b></p> <p><b>LI: We are learning to explain the consequences and impact Anglo- Saxons had on Britain.</b></p> <p><b>Skill: To explain the cause, consequences and impact of invasion and settlement in Britain.</b></p> <p>Children will recap on learning from the previous lesson, focusing on the reasons why the Anglo-Saxons invaded Britain. Children will have the opportunity to view The Anglo-Saxons settle video to explain the consequences and impact they had on Britain. Children will be encouraged to ask and answer questions about the information, focusing on the development of the different kingdoms. They will listen to a range of podcasts from the perspectives of Romans, Briton, Anglo-Saxon and Picts who provide the children with an insight of what life was like in invading Britain. Children will then answer a series of questions using an information sheet on the Anglo-Saxons in their books.</p> 	<p><b>Unit: Data and information – Data logging</b></p> <p><b>Lesson 2</b></p> <p><b>LI: We are learning to use a digital device to collect data automatically</b></p> <p><b>Key vocabulary</b></p> <p>Input device, sensor, data logger</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>- I can explain what data can be collected using sensors</li> <li>- I can use data from a sensor to answer a given question</li> <li>- I can identify that data from sensors can be recorded</li> </ul> <p><b>Activity:</b></p> <p>In this lesson about Sensing, children will discover how computers sense information using input devices like sensors. They'll learn about common sensors, such as microphones, and how they work in computers. Through hands-on activities, they'll use data loggers to record readings for light, temperature, and sound in the classroom. They'll also practise recording data manually and automatically using data logger software. This lesson aims to enhance children's understanding of sensors and data collection techniques, preparing them for future experiments and analyses.</p> 



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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**

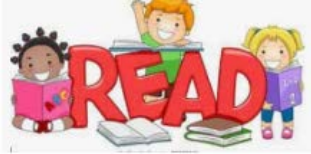
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## Reading Tasks

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 2

1. centre
2. century
3. certain
4. recent
5. experience
6. sentence
7. notice
8. celebrate
9. ceremony
10. certificate

## 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: Moonstone (Spelthorne Leisure Centre)**

**Tuesday: Obsidian (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