

Weekly Overview of Learning

Year Group: 4 Week beginning: 27.11.23

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Speaking and Listening Focus</p>	<p>Today, we will be focussing on how we can listen and respond appropriately to adults and our peers. We will gather materials and apply this to our worksheets</p>	<p>Think, pair, share Encouraging children to verbally express themselves by using the new vocabulary within sentences and short narratives.</p>	<p>Children will be visiting the Gurdwara, which is a Sikh place of worship. This will provide children with a valuable learning experience, fostering understanding and respect for diversity.</p>	<p>Think, pair, share Children will engage in expressive communication as they articulate and convey their thoughts.</p>	<p>Children will offer relevant contributions and responses in class discussions. Asking questions for clarification and deeper understanding during discussions.</p>
<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p>Key vocabulary diary entry features annotate respond discuss evaluate first person past tense chronological order events adverbials time conjunctions emotive language</p> <p>Key Questions: What is a diary entry? What makes a good diary entry? How can annotations help us better understand a diary entry?</p>	<p>Key vocabulary synonym antonym deconstruct root prefix suffix definition sentences emotive vocabulary analyse</p> <p>Key Questions: What can we use to help us find the definition of the words? What do synonyms mean? What does an antonym mean? Can you provide examples of sentences from the text where the new emotive vocabulary is used? What does the word...tell us about how the character is feeling?</p>	<p>Key vocabulary Gurdwara symbol Darbar Sahib worship prayer langar gender Guru Guru Granth Sahib divan hall</p>	<p>Key vocabulary viewpoints thought bubble perspectives expression feelings emotions</p> <p>Key Questions: What are thought bubbles? What emotions is Ruskin going through? What is Corky thinking? How does Corky feel? How can we incorporate the new vocabulary to the character's perspective?</p>	<p>Key vocabulary past tense present tense verbs suffixes identify recognise</p> <p>Key Questions: Can you provide examples of past tense verbs used in a story? How about present tense verbs? Can you change this sentence to the present tense? Can you identify the tense of a verb in a given sentence? How do you know if it's in the past or present tense? How does changing a verb to past tense alter the meaning of a sentence? How does the choice of tense impact storytelling or describing events?</p>

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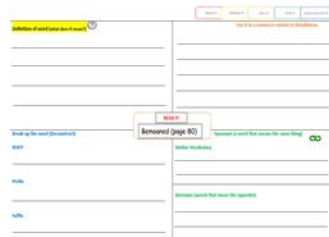
Activities

In this lesson, children will actively engage in identifying the features of a diary entry. Through a hands-on approach, they will participate in annotating examples of diary entries, dissecting the key components that characterise this form of personal writing. By doing so, students will enhance their skills in recognising elements such as date and time, first-person perspective, emotional expression, chronological order, informal language, personal reflection, contextual details, use of descriptive language and an understanding of the purpose behind diary entries. This interactive and practical exercise aims to deepen their comprehension of diary writing and empower them to apply these newfound skills in analysing and creating their own diary entries in the upcoming lessons.

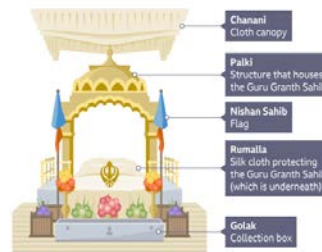
Diary entry checklist

- Written in first person- (I, us, me, we, my, mine)
- Include the date- (Monday 27th November 2023)
- Use past tense for main events- (Yesterday, I walked to the park in the evening.)
- Tell events in chronological order- (Earlier that morning, Amy went to the park. Then she played on the swings. Later on, she went to get ice cream.)
- Include emotions and feelings - (When she saw the lonely puppy in the shelter, her heart melted, and a wave of compassion swept over her.)
- Use time conjunctions- (Next, after, before, while, later, meanwhile, earlier, morning, yesterday)
- Use paragraphs

In this lesson, children will delve into the exploration of new emotive vocabulary. The focus is understanding the meaning of the words, identifying these words within the text and applying the newly acquired vocabulary by constructing sentences in relation to Krindlekrax. By the end of the lesson, children will have not only expanded their vocabulary but also developed the skill to incorporate these emotionally charged words effectively in their own written expressions.



Children will be visiting the Gurdwara, which is a Sikh place of worship. This will provide children with a valuable learning experience, fostering understanding and respect for diversity.



In this lesson, children will learn to apply emotive vocabulary effectively to show the character (Corky) thoughts and feelings in response to a past event. They will explore the use of descriptive and expressive language to convey the emotional impact of the event on Corky. The focus is on building the skill of selecting and using emotive vocabulary to enhance the portrayal of characters and events in their writing.



In this lesson, children will be focusing on understanding and applying the concepts of past and present tense. The lesson will involve identifying and using past and present tense verbs in sentences, enhancing students' grammatical knowledge and communication skills.

Quick-fire GPS recall

Tenses

Past: for actions that **were completed** in the past
Usually uses verbs with the 'ed' suffix.
Change to past tense:
He **walked** down the road.

Quick-fire GPS recall

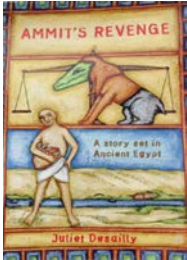
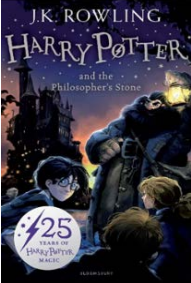
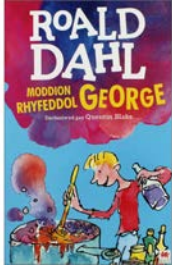
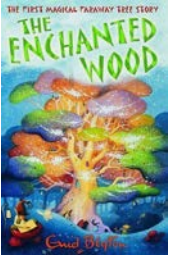
Tenses

Present: For something that is **happening now** or generally happens **frequently** or **regularly**. Can describe **habits** or something that is **generally true**.
Change to present tense:
He **walks** down the road.

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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>TEXT – Ammit’s Revenge Author – Juliet Desailly</p> 	<p>Obsidian Text - Harry Potter and the Philosopher’s Stone Author – J.K Rowling</p> 	<p>Amethyst Text – George’s Marvellous Medicine Author – Roald Dahl</p> 	<p>Moonstone Text – The Enchanted Wood Author – Enid Blyton</p> 
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Maths - Multiplication and division A	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to understand the 9 times-table and apply multiplication and division facts in a wide variety of contexts.</u></p>	<p><u>LI: We are learning to make links between the 3, 6 and 9 times-tables to deepen our understanding and embed fluency with these times-tables.</u></p>	<p><u>GURDWARA TRIP - AM Moonstone & Obsidian Tuesday Amber & Amethyst Wednesday</u></p>	<p><u>L.I. We are learning to develop our fluency within the 7 x tables</u></p>	<p><u>LI: We are learning to master our times tables and efficiently solve timed arithmetic questions with the skills we've acquired.</u></p>
<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary:</u> 9 times-table fluency multiplication facts double link division inverse multiple</p> <p><u>Key Questions:</u> How could you use the 10 times-table to work out the 9 times-table? If you know a multiplication sentence, what division sentences can you find**?</p>	<p><u>Key Vocabulary:</u> 3 times-table 6 times-table 9 times-table fluency multiplication facts double link division inverse multiple</p> <p><u>Key Questions:</u> What links can you see between the 3 and 6 times-tables? What links can you see between the 3 and 9 times-tables?</p>	<p>Children will be visiting the Gurdwara, which is a Sikh place of worship. This will provide children with a valuable learning experience, fostering understanding and respect for diversity.</p>	<p><u>Key Vocabulary:</u> 7 times-table fluency multiplication facts double link division inverse multiple</p> <p><u>Key Questions:</u> How many equal groups are there? How many lots of 7 do you have? How many groups of 7 are there in ? What can you partition into to help</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>How can you tell if a number is a multiple of 9? How can you use the 3 times-table to work out facts in the 9 times-table?</p>	<p>What other times-tables can you use to help find the multiplication facts? If you know one multiplication fact, what other multiplication fact do you know? What division facts do you know? How do you know if a number is a multiple of 3/6/9?</p>		<p>you multiply by 7? If you know this, what else do you know? How can you use the 5/6/8 times-table to find a fact in the 7 times-table?</p>											
<p>Activities</p>	<p>In this stage, children refine their understanding of the 9 times-table, applying it in various contexts. They use strategies such as employing the 10 times-table to derive the 9 times-table and recognizing that each multiple of 9 is three times the corresponding multiple of 3. Exploring the concept of digit sum, they identify patterns to recognize multiples of 9—where the sum of a number's digits being a multiple of 9 indicates the number is also a multiple of 9. This, along with the rule for the 3 times-table, establishes a foundation for comparing the 3, 6, and 9 times-tables in the next step, building on these skills.</p> <p>Complete the sequence counting in 9s. 18, 27, _____, 45, 54, _____, 72, 81, _____, _____, 108</p> <p>Which of the numbers are multiples of 9?</p> <table border="1" data-bbox="297 1278 600 1342"> <tr> <td>54</td> <td>108</td> <td>18</td> <td>24</td> <td>9</td> </tr> <tr> <td>67</td> <td>72</td> <td>37</td> <td>45</td> <td></td> </tr> </table>	54	108	18	24	9	67	72	37	45		<p>In this lesson, children establish connections between the 3, 6, and 9 times-tables, fostering a deeper comprehension and fluency with these mathematical concepts. They achieve this by delving into the structure of the times-tables, utilising tools such as arrays and hundred squares. The exploration extends to tasks that prompt children to reason and investigate number facts, aiming to unveil structural patterns within the tables. By the conclusion of this step, students are expected to exhibit confidence in their mastery of the 2, 3, 4, 5, 6, 8, 9, and 10 times-tables. Subsequently, they will proceed to explore the remaining times-tables in subsequent stages of the learning block.</p>		<p>In this lesson, children leverage their comprehension of multiples and counting in 7s to establish connections between repeated addition and multiplication. They apply their understanding of equal groups, employing a variety of concrete and pictorial representations to deepen their knowledge of multiplying by 7. Drawing upon concepts from previous lessons, they explore flexible partitioning, demonstrating, for instance, that 8×7 can be expressed as $5 \times 7 + 3 \times 7$ or 8×7 as $8 \times 5 + 8 \times 2$. Furthermore, children delve into the concept of division by 7, exploring division through both sharing into 7 equal groups and grouping into sets of 7.</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> 
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Match the inverse operations.

$7 \times 9 = 63$

$3 \times 9 = 27$

$9 \times 9 = 81$

$12 \times 9 = 108$

$108 \div 9 = 12$

$81 \div 9 = 9$

$27 \div 9 = 3$

$63 \div 9 = 7$

Here is a hundred square.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- Circle the multiples of 3 in one colour.
- Circle the multiples of 6 in another colour.
- Circle the multiples of 9 in a third colour.

What do you notice?

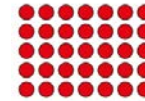
Is the statement true or false?

All multiples of 3 are also multiples of 6 and 9

Explain your answer.



Write two multiplications and two divisions shown by the array.

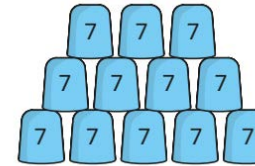


$___ \times ___ = ___$
 $___ \times ___ = ___$
 $___ \div ___ = ___$
 $___ \div ___ = ___$

Three children are playing a game.



They score 7 points for every cup they knock down.



Here are their scores.

Esther	56
Brett	77
Alex	28

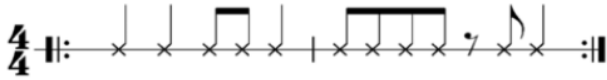
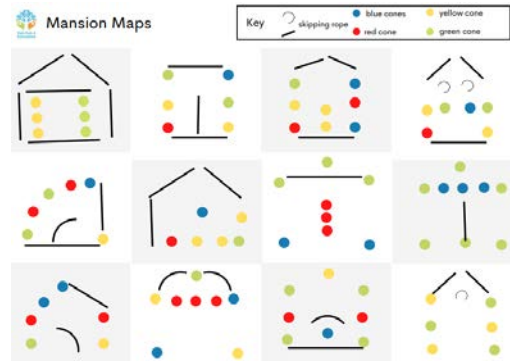
How many cups did each child knock down?

Please continue logging into Doodle Maths and Times-table Rockstars regularly!

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Music –	RE	PE – Get Set 4 PE
<p style="text-align: center;">Unit: My fantasy football team Lesson 5</p> <p>LI: We are learning to translate rhythm sequences onto instruments.</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"> ● Practise football team name rhythms on percussion instruments. ● Invent body percussion actions to the 'football' rhythm. ● Put their music ideas together into a rondo structure. ● Practise singing the song. <p>In this music lesson, children practise the song "My Fantasy Football Team," focusing on word and action order. They delve into body percussion rhythms, using the football rhythm as a key element for a future 'rondo' composition. Students create individual body percussion patterns, simplifying as needed. They revisit and rehearse their football team name rhythms from a previous lesson, preparing for the upcoming composition. The lesson culminates in trying out the rondo structure, with groups taking turns playing their rhythms. The goal is to maintain a consistent beat, emphasising teamwork and timing. The session wraps up with a successful run-through, reinforcing musical creativity and collaboration.</p> 	<p style="text-align: center;">Unit: Sikhism Following on from our Sikhism Unit - we have booked an RE Trip to the Gurdwara</p> <p>Year 4 students are embarking on a trip to a Gurdwara, aimed at enriching their comprehension of the Sikh faith and its places of worship within the framework of their Religious Education (RE) curriculum. This excursion is a practical extension of their learning from the autumn 1 unit on Sikhism. It aligns harmoniously with both the National Curriculum by fostering the ability of children to compare beliefs, reflect on their personal experiences, and investigate the significance of religion in their local community, all while delving into the exploration of sacred texts.</p> <p>This visit will serve as a bridge between theoretical knowledge and practical experience. It enhances the memorability and relevance of the knowledge they have obtained and encourages children to establish connections between their education and real-life encounters. This approach not only enhances their current learning but also equips them to relate their newfound knowledge to their own lives and future studies of various faiths.</p> <p>Furthermore, this activity stimulates academic progression as students shift from relying solely on secondary sources to engaging with primary resources. By immersing themselves in firsthand experiences, they can develop a more profound understanding of faith, places of worship, respect, and the role of religion in their community, surpassing what could be achieved through mere reliance on videos and books.</p>	<p style="text-align: center;">Unit: OAA Lesson 5</p> <p><u>LI: To be able to identify, draw and follow a simple map.</u></p> <p>In groups of three, using the 'Mansion Maps' resource, pupils:</p> <ul style="list-style-type: none"> ● read the map ● decide on a mansion ● collect equipment ● place the cones and the skipping ropes to create their mansion <p>Q: What skills are needed here? Communicate with each other to effectively collect the relevant equipment in one attempt. Remember to orientate your map as you build the mansion.</p> <p>Each group swaps with another group to guess which mansion they created. Q: Are the map and mansion the same? How did you ensure you worked well together to accurately create the mansion? Designated roles will make you more effective in this activity.</p>  <p style="text-align: center;">Unit: Dodgeball</p>

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Lesson 5

LI: To begin to think tactically and apply this to a game.

Whole child objectives;

Social: To work as a team, making decisions and collaborating on the tactic.

Emotional: To be understanding if my ideas are not chosen.

Thinking: To use tactics appropriate to the situation.

Unit: Swimming

(Amber & Amethyst)

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



Art

Spanish – Language Angels

PSHE - Jigsaw

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Unit: ART - painting and mixed media

Lesson 4

L.I. We are learning to explore how paint can create very different effects

In this lesson, the children will be painting the simple 3D object they drew in Lesson 2. Before the children begin painting, their attention will be drawn to the success criteria, asking them to consider how they will use the paint to make their object appear 3D. They will be encouraged to look back in their sketchbooks for ideas about how to use tints and shades.

Success criteria

- ✓ I can describe how I created a paint effect
- ✓ I can use a painting tool in a new way
- ✓ I can use tints and shades of colour to make my painted object appear 3D



Unit: Mi Familia

MOVED OVER FROM LAST WEEK DUE TO INSET

Lesson 4

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

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

Key Language:

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

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

1st person singular - me llamo

3rd person singular- se llama

How would Andrés say:

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

Me llamo Andrés. Tengo un hermano y dos hermanas.

Se llama...

↓

His/her name is...

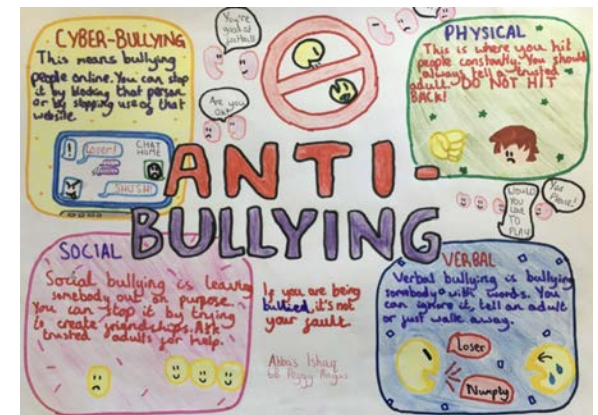
Unit: Celebrating Difference!

Lesson 5

L.I: We are learning to understand why sometimes witnesses join in with bullying.
L.I: We are learning to create an anti-bullying poster.

In this lesson, children will be creating anti-bullying posters building on their learning from last week. This is an activity to help those that struggle with speaking about the topic of bullying and understand who to speak to.

Having a better understanding of bullying can help you identify children who need help – whether they are the one being bullied or doing the bullying. By taking action, you can prevent both short-term and long-term negative outcomes.

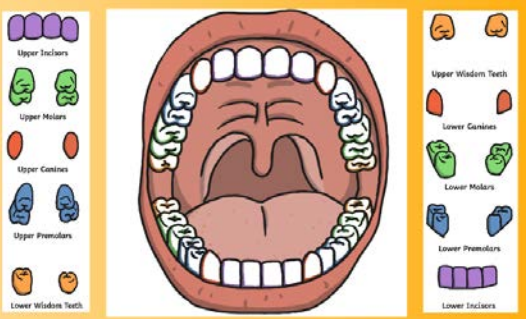

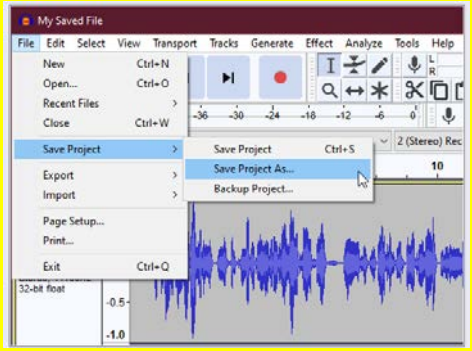


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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
<p>Unit: Food and the Digestive System Lesson 5</p> <p>LI: We are learning to explain the functions of different teeth in the human mouth. Skill - We are learning to compare human and animal teeth.</p> <p>Today we will be recapping the children's previous learning about teeth, including their role in digestion and the types associated with carnivores, herbivores and omnivores. We will be explaining the functions of the four types of teeth that humans have and learn their names. .</p> <p><u>By the end of this lesson children should know:</u></p> <ul style="list-style-type: none">• A baby grows 20 primary teeth that start to fall out when a child is six years old. They are replaced by 32 adult teeth.• The four different types of teeth are incisors, canines, premolars and molars. 	<p>Unit: Ancient Civilisation Lesson 5</p> <p>LI: We are learning to understand the role of a Pharaoh. Skill: Construct a profile of a significant leader using a range of historical sources</p> <p>In this lesson, children will learn about the pharaohs of ancient Egypt, rulers who held authority over laws, religion, and the people. King Narmer united Upper and Lower Egypt, becoming the first pharaoh to rule over the entire land. King Khufu directed the construction of the Great Pyramid of Giza.</p> <p>Children will explore the ancient Egyptian hierarchy and delve into the role of a pharaoh. They will listen to the Pharaohs of Egypt podcast, using transcripts if needed. Afterward, a discussion on the pharaoh's role will take place, emphasising historical vocabulary. The children will then complete the Pharaoh's job description recording sheet, incorporating information from the podcast and other sources. To conclude, they will share their job descriptions with their peers.</p> 	<p>Unit: Creating Media - Audio Production Lesson 5</p> <p>LI: We are learning to combine audio to enhance my podcast project</p> <p>Key vocabulary</p> <p>Audio, sound, load, import, save, export, MP3</p> <p>Success criteria:</p> <ul style="list-style-type: none">- I can open my project to continue working on it- I can arrange multiple sounds to create the effect I want- I can explain the difference between saving a project and exporting an audio file <p>Activity:</p> <p>In this lesson, learners will record additional content for their podcast, such as sound effects or background music. The audio will be combined, or mixed, with their existing digital recordings and exported as an audio file.</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**

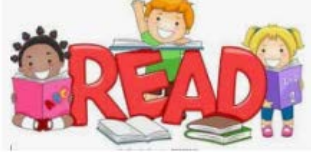
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Reading Tasks

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 5

1. though
2. although
3. dough
4. through
5. breakthrough
6. thought
7. bought
8. brought
9. fought
10. ought

Doodle Maths

Log on to your account at least three times this week.

Your homework will vary each week and be in the form of a worksheet or be set to your 'Doodle extras' each week. This will be set on a Thursday and due on a Monday.



We will be checking to see who has accessed their account the most!!

Will a year 4 class take the Doodle trophy this week in assembly?

Work to reach your target – are you in the green zone yet?

Times Tables Rock stars:

Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!



Please make sure your child has their purple task and reading book in school every day. Your child will be reading with their teacher each week.

Please ensure your child has a **water bottle** and a pencil case with the correct equipment. This should also include:



Amethyst and Amber are now swimming:

Monday: Amethyst (Spelthorne Leisure Centre)

Tuesday: Amber (Heston Leisure Centre)

Please ensure your child comes to school wearing their PE kit and brings the correct swimming kit on the appropriate day.

- Swimming Hat
- Goggles
- Swimming costume/ Shorts
- A towel