

Weekly Overview of Learning

Year Group: 4 Week beginning: 27.02.23

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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	L.I. We are learning to understand the difference between formal and informal language.	L.I. We are learning to research and describe the job roles needed for an Arctic expedition.	L.I. We are learning to compose a job application letter using formal language.	L.I. We are learning to collaborate and understand how to work effectively as a team. L.I. We are learning to assess what we would take on an expedition to the Arctic.	L.I. We are learning to compare and contrast our predictions with the book.
Speaking and Listening Focus	In this lesson, our speaking focus will be to speak audibly and fluently with an increasing command of standard English. We will be comparing this with informal language and tone.	Today, we will be focussing on how we can listen and respond appropriately to adults and our peers.	We will be using Think, pair, share and class discussions as our focus today. -Why do you think only 'men' are wanted? -Do you think the job sounds appealing? -Why might someone apply?	During this lesson, the class will be participating actively in collaborative conversations, ensuring they stay on topic and initiate/respond to questions and ideas.	Our speaking and listening focus today will be to articulate and justify answers, arguments and opinions.
Key vocabulary and Key Blooms higher order thinking questions	<p>Key vocabulary</p> <p>Formal Informal Standard Official Serious Casual Chatty</p> <p>Key questions:</p> <p>What is Formal and Informal Language? Can you identify the difference between Formal and Informal Language? Can you recognise the features of formal language? Have you had any experiences of using formal or informal tone?</p>	<p>Key Vocabulary:</p> <p>Research Jobs Role Responsibility Shackleton Endurance Expedition</p> <p>Key Questions:</p> <p>Were any of your inferences from see wonder infer correct? Have you been able to answer any of the questions that you asked? Can you remember any of the jobs in Shackleton's journey? What jobs and roles are there at school? How can you efficiently use Google to support your research? Out of the jobs that you have</p>	<p>Key Vocabulary:</p> <p>Research Jobs Role Responsibility Shackleton Endurance Expedition Application Formal Experience Qualities Attributes</p> <p>Key Questions:</p> <p>For a job application letter, will we use formal or informal language? Can you give examples of formal language you might use? Can you identify what personal qualities you possess that makes you the right person for the job?</p>	<p>Key vocabulary</p> <p>Research Job Role Responsibility Shackleton Endurance Expedition Qualities Attributes</p> <p>Key Questions:</p> <p>Can you recall what a role is? Can you identify which role you relate the most to? Which job role would be the most challenging for you? What personal qualities might you need for each of these roles? If you were Ernest Shackleton, what would you think is the most important thing to bring?</p>	<p>Key vocabulary</p> <p>Shackleton Endurance Expedition Compare Contrast Predictions Conjunctions Comparative</p> <p>Key Questions:</p> <p>Can you decode what supplies Shackleton took on the Endurance using the image? What similarities and differences can you identify? What is a comparative conjunction? What is a contrastive conjunction?</p>

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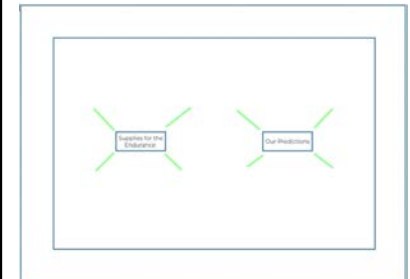
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		researched, which would you like to do best and why?	Summarise what experience you have relating to the role? Why would you like this job? Can you recall the AFOREST features?		
Activities	<p>Today, we will be looking at informal vs formal language. We will be exploring different, real life situations where we may come across these, such as texting and letting writing. The class will come up with their own examples of vocabulary for both formal and informal language, whilst also exploring how we say words can affect our tone.</p> <p>The task for today will be to write a text message to a friend, using informal language complaining that the teacher has given WAY too much homework! To contrast this, the class will write an email to their teacher, using formal language to discuss how the amount of homework they have been given is unfair.</p>	<p>To begin this lesson, we will be beginning to read our new class text, Shackleton's Journey. Shackleton was an Arctic explorer, who led a group of men on a life changing expedition. Once diving into the book we will be able to refer back to our See Wonder Infer lesson to see if any of our predictions were correct.</p> <p>We will combine English with ICT this week and use the chromebooks to help us research some of the jobs needed on board Shackleton's ship, the Endurance. Once we have researched a selection of jobs, we will justify which job we would most and least likely to do.</p>	<p>Linking back to our previous two lessons, today we will be composing job application letters to Ernest Shackleton. We will be applying for the job which we identified in yesterday's lesson that we would most like to do, whilst using formal language/tone.</p> <p>The class will need to consider what personal qualities they will need to possess to make them the right person for the job and what experience they may need to have. Once we have composed our letters, we will use hot seating to conduct mini interviews, roleplaying as Ernest Shackleton and his team.</p>	<p>Working as a team is an incredibly important skill, which Ernest Shackleton and his team would have had to do to survive the harsh conditions of the Arctic. Today, the class will have to work collaboratively to identify what supplies their group would take on a polar expedition.</p> <p>The class will be in groups of 6 and each person will be taking on a specific role. They will have to stick to their assigned role throughout the task and work together to come to an agreement. Similar to how the crew on board Shackleton's ship all had an individual job role that they had to stick to, to ensure the expedition was a success.</p>	<p>Following on from yesterday's lesson where we worked as a team to identify what we would take on a polar expedition, we will continue to read Shackleton's Journey and uncover what supplies Shackleton chose to take on board the Endurance.</p> <p>We will be using a compare and contrast frame to spot differences and similarities between our choices and Shackleton's.</p> <p>Then, we will use comparative and contrastive conjunctions to write sentences to elaborate on our thinking frames.</p>



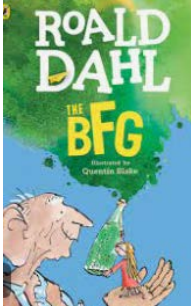
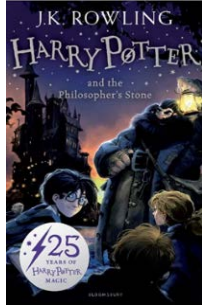

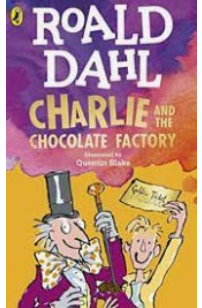
<p>Encourager</p> <p>The person encourages everyone to have the opportunity to talk and supports your partner's ideas. If you see the Encourager, you might say:</p> <ul style="list-style-type: none"> • It's your turn to share now. • Please can you speak up a little bit, I'd like more detail, you are our best person. • That is a great idea! • Thank you for sharing your ideas. 	<p>Time Keeper</p> <p>The person makes sure the group stays focused during the discussion. They will remind the group how much time they have left or ask to ensure that all the important points are covered.</p> <ul style="list-style-type: none"> • It's time to stop for a moment, I'd like to get back to the discussion points. • We have _____ minutes left. • It's time to wrap up the ideas, and move to the next question.
<p>Manager</p> <p>The person leads the discussion and ensures the topic is discussed. If you see the Manager, you might say:</p> <ul style="list-style-type: none"> • Welcome to the group! • Let's start with the topic, I'd like to hear your thoughts on this. • Does anyone have an opinion or question about _____? • Would anyone like to share for us their thoughts about this? 	<p>Voice Monitor</p> <p>The person ensures that all group discussions can take place in the same way by making sure everyone is heard. The teacher may ask you questions to check in with the group about your thoughts. If you see the Voice Monitor, you might say:</p> <ul style="list-style-type: none"> • I don't want to speak now. • Please can you listen your voice a little? • The teacher has asked that we listen down our voices.
<p>Scribe</p> <p>The person writes down the important points that will guide the discussion. They do not need to write down everything, just the main points that will guide the discussion. If you see the Scribe, you might say:</p> <ul style="list-style-type: none"> • Is the something I should write down on my page? • Would you like to share this with the whole class? • How would you like to write that important point? 	<p>Presenter</p> <p>After the discussion, the person will present the main points that the group has discussed. They will speak with the teacher to make sure the points are included and use the notes to share. If you see the Presenter, you might say:</p> <ul style="list-style-type: none"> • Should we like to share this with the whole class? • In our group, we talked about _____. • One thing we thought was important was _____.



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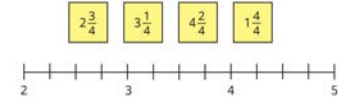

<p>10-15 mins each day</p>	<p>TEXT – The BFG Author – Ronald Dahl</p> 	<p>Text - Harry Potter and the Philosopher's Stone Author – J.K Rowling</p> 	<p>Text – The Twits Author –Roald Dahl</p> 	<p>Text – Charlie and the Chocolate Factory Author – Roald Dahl</p> 
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Maths - Measurement and Length	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Key vocabulary and key questions</p>	<p><u>LI: We are learning to understand the whole and recap the part-whole relationship of fractions.</u></p> <p><u>Key Vocabulary:</u> part-whole whole fractions diagrams equal shape divide denominator</p> <p><u>Key Questions:</u> How has the whole been divided into equal parts? How do you know?</p>	<p><u>LI: We are learning to repeat and build on our knowledge of the whole to explore fractions greater than 1.</u></p> <p><u>Key Vocabulary:</u> fractions Greater than Number lines visual pictorial bar models numerator denominator Equivalent</p> <p><u>Key Questions:</u> What fraction comes next after 4/7, 5/7, 6/7? How do you know?</p>	<p><u>LI: We are learning to explore partitioning mixed numbers using different strategies</u></p> <p><u>Key Vocabulary:</u> fraction mixed number represent partition wholes numerator denominator equivalent pictorial</p> <p><u>Key Questions:</u> What is a mixed number? What does each part of a mixed</p>	<p><u>LI: We are learning to understand how mixed numbers can be represented on a numberline</u></p> <p><u>Key Vocabulary:</u> fraction mixed number represent partition wholes numerator denominator equivalent interval number line efficient difference</p>	<p><u>LI: We are learning to consolidate our times table knowledge.</u></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 is a multiplication fact? -What is a division fact? -What is a fact family? - If you know $4 \times 5 = 20$, what do you also know? - if $77 \div 11 = 7$, what else do you know? -What is the question asking you?</p>

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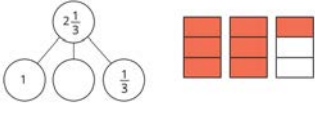
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	<p>In this diagram, how many equal parts has the whole been divided into? How many equal parts has the whole been divided into for 1 5 ? Is this a large or small part of the whole? How do you know? How many more parts are needed to make the whole? What fraction would this be?</p>	<p>What fraction comes before ? How do you know? What do you know about a fraction with the same numerator and denominator? What is 1 whole plus another 1 3? How could you draw that as a bar model? What is 3 and 5 5 the same as? What is the sequence counting forwards/backwards in?</p>	<p>number represent? How many wholes are there in the mixed number ? What is the fractional part of ? How can you partition the mixed number into wholes and a fraction? How many other ways could you partition the mixed number?</p>	<p>Key Questions: On the number line, how many intervals are there between these two consecutive whole numbers, _____ and _____? What is each interval worth on the number line? Is it more efficient to count on from the previous whole number or back from the next whole number when labelling _____? What is the whole number before and after _____? Is _____ closer to the previous or the next whole number? How do you know?</p>	<p>How do you know? -What method can you use to help you work this question out?</p>
<p>Activities</p>	<p>In today's lesson, children will begin to look at understanding the whole.</p> <p>The children would have covered this in year 3 and we will recap the part-whole relationship of fractions. Children will use diagrams to identify how many equal parts a shape can be split into and move on to think about how many parts may be needed to make the whole. They will be using denominators to identify how many equal parts a whole is divided into. The children will get comfortable in explaining whether a fraction is a small or large part of the whole.</p> <p>The learning from this small step will be built upon when looking at fractions greater than 1 and also decimals later in the year.</p>	<p>Today, the children will build their knowledge of the whole to explore fractions greater than 1. Children will use their prior knowledge to count forwards and backwards in fractions within 1. This will now be extended to fractions greater than 1.</p> <p>To support children in counting forwards and backwards, they will be exploring using number lines and other pictorial representations such as bar models.</p> <p>Children will use their knowledge to identify that a fraction with the same numerator and denominator can be written as 1.</p> <p>The learning from this small step will allow children to count in mixed numbers only, where later</p>	<p>In this lesson, the children will further develop their understanding of mixed numbers. The children will explore partitioning mixed numbers in different ways – a skill that will be vital for later steps in this block. We will focus on ensuring that the children can confidently partition a mixed number into its whole and fractional parts. Part-whole models and bar models will be used as key representations that allow children to see how a mixed number is being partitioned. Once confident with this form of partitioning, the children will partition a mixed number into a whole number and a mixed number (for example, $3\frac{1}{4} = 2 + 1\frac{1}{4}$) or a mixed number and a fraction (for example, $2\frac{3}{4} = 2\frac{1}{4} + \frac{2}{4}$).</p>	<p>In this lesson, the children will build on their prior learning from this unit, developing a deeper understanding of how mixed numbers are represented on a number line.</p> <p>The children will label the fractions on any given number line by identifying the number of intervals between each of the whole numbers.</p> <p>The children will also estimate the positions of mixed numbers on blank number lines. To support this, it is important that children understand which integer a mixed number is closer to, and the mixed number's relationship to the point halfway between the two wholes either side of it.</p> <p>Label the numbers on the number lines.</p> 	<p>Today, the children will compete in the year group TTRS battle. This battle runs every week and the children can compete in it during their times tables lesson, as well as at home. This lesson will focus on recall and fluency with the children's multiplication and division facts.</p>  <p>The children will also practise on the online test, which will provide familiarity and will support them ahead of their summer term times table test, which will also be complete on a computer.</p> <p>The link for this time table testing can also be found on your child's Google Classroom.</p>

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		on we will focus on improper fractions. <table border="1" data-bbox="660 295 974 343"><tr><td>?</td><td>$2\frac{1}{3}$</td><td>$2\frac{2}{3}$</td><td>3</td><td>$3\frac{1}{3}$</td><td>?</td><td>4</td><td>$4\frac{1}{3}$</td></tr></table>	?	$2\frac{1}{3}$	$2\frac{2}{3}$	3	$3\frac{1}{3}$?	4	$4\frac{1}{3}$	Use the diagram to help you complete the part-whole model. 		
?	$2\frac{1}{3}$	$2\frac{2}{3}$	3	$3\frac{1}{3}$?	4	$4\frac{1}{3}$						

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

Music – Ukulele	RE – Widening Horizons - Currently replaced by CUES	PE – Get Set 4 PE
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L.I. We are learning to explore the notes and sounds of a ukulele

Whole class instrumental teaching from Hounslow Music Service.

Prior learning - over the past few weeks, we have been learning how to play a c chord as well as the single notes C and D. The children have also been exploring the different notes, frets and where to place our fingers when holding down a note.



Check out the HMS resources which you can access from home:

<https://www.hounslowmusic.org.uk/learning-resources/>

Art

Unit: - Thinking traps (week 10).

This week, the children will understand that people see things in different ways - and that sometimes it can be helpful for us to try and see things from a different perspective.



Next, they will learn that our brains can play tricks on us in lots of different situations - and can leave us feeling confused, scared or upset.

Spanish – Language Angels

Unit: Rounders

Lesson 2 - L1: We are learning to develop the bowling action and learn the rules of bowling.

Children will be learning to step forward with their opposite foot to the throwing arm and to point their hand at the target after they have thrown the ball.



Unit: Cricket

Lesson 2 - L1: We are learning to develop underarm bowling.

Children will be learning to become comfortable stepping forward with their opposite foot to their bowling arm and become more confident in communicating with their teammates.



Unit: Swimming (Amber & Amethyst)

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

This is the **second session** for Amber and Amethyst.



PSHE - Jigsaw

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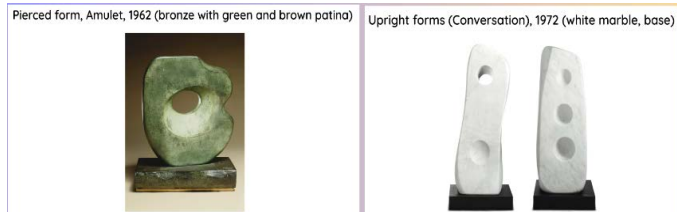
Sculpture and mega materials

Lesson 2/3: Soap Sculptures

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

This lesson will run across two weeks.

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



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



Los Hábitats

Lesson 2:

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

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/ Puzzle 2

LI: We are learning to understand there are people who take on the roles of leaders or followers in a group, and to know the role I take on in different situations

LI: We are learning to be aware of how different people and groups impact on me and to recognise the people I most want to be friends with

This week, the children will be exploring how to solve different problems within friendship groups. The children will be given various scenarios, where we will discuss the best possible solutions for the identified problems in the scenarios. We will also be looking at the roles of 'leaders' and 'followers' within a group.



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Sound - Lesson 4

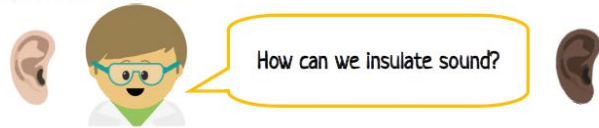
This lesson will run across 2 weeks. (Week 2 of 2)

LI: we are learning to identify how to insulate sound


LI: we are learning to plan an investigation to find out the best way to insulate sound

In this lesson, we will be exploring how and what materials are best to insulate sound. The children will take part in an experiment where they will test different materials to find out which material is best for insulating sound. Prior to experiment, using their prior knowledge, the children will make predictions on which material they think will be the best at insulating sound. The children will write up their experiment, record their results and then finally, will write a conclusion about what they have discovered.


Help Jerry to answer the question...




Place an alarm clock or buzzer in a box.



Measure how loud it is using a decimal meter.



Now, cover the box using a range of different materials (such as paper, wool, etc) and measure the sound again.



Record and compare your results!

Polar Biomes Lesson 2

LI: We are learning to understand the effect of climate change on polar biomes.

In this lesson, we will be exploring all of the different effects climate change is having on polar biomes. We will use our cause and effect frames to look at what causes climate change and the effect this has.

The three main areas we will be focussing on are animal habitats, the Albedo effect and fresh water stores.

Our task for the lesson will be to write a letter to the Arctic Council, persuading them to do more the help stop climate change. The class will need to include the causes and effects of climate change that they identified earlier in the lesson and use AFOREST persuasive features that they learned last term in English.

Brief from Dr Helen Findlay



Polar explorer

Hi, my name is Helen and I am a scientist working in the Arctic. Since the 1700s humans have been changing the Earth on a large scale.

The Arctic Ocean is like an early warning system. We think that changes are happening here faster than anywhere else.

I want you to look at how the Arctic is changing, what some of the reasons may be, and how it could affect the rest of the Earth.

Lesson 2: Data collection

LI: We are learning to use a digital device to collect data automatically

Success criteria:

- I can explain what data can be collected using sensors
- I can use data from a sensor to answer a given question
- I can identify that data from sensors can be recorded

Children will build on the idea of collecting data over time, and be introduced to the idea of collecting data automatically using computers such as data loggers. They will also be introduced to the concept that computers can capture data from the physical world using input devices called 'sensors'. Children will establish that sensors can be connected to data loggers, which can automatically collect data while not attached to a computer.



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

Reading Tasks

Spelling and dictation – Remember to try and use these words in sentences to show

Doodle Maths – Log on to your account at



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

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Please read for at least 20 minutes every day and complete tasks in your purple task book.



Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.

Remember there are a variety of online platforms to explore reading on too, such as Bug Club and Reading Eggs.



that you understand their meanings. Please also practise your handwriting using the spellings.

Log onto your Doodle Spell to practise your spellings each week.

Your English homework will additionally be set to your extras each week. This will be set on a Thursday and due on a Monday.



KS2

Word with a 'soft c'
Sound spell 'ie'

Week 3

1. circle
2. decide
3. medicine
4. exercise
5. special
6. cinema
7. decimal
8. accident
9. city
10. citizen

least three times this week.

Your homework will be set to your '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!



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 swimming:

Monday: Amber (Spelthorne Leisure Centre)
Tuesday: Amethyst (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

Moonstone's PE days will now be Mondays and Thursdays. Please ensure your children come in wearing their PE kit on the necessary days.