

# Weekly Overview of Learning

Year Group: 4 Week beginning: 29.01.24



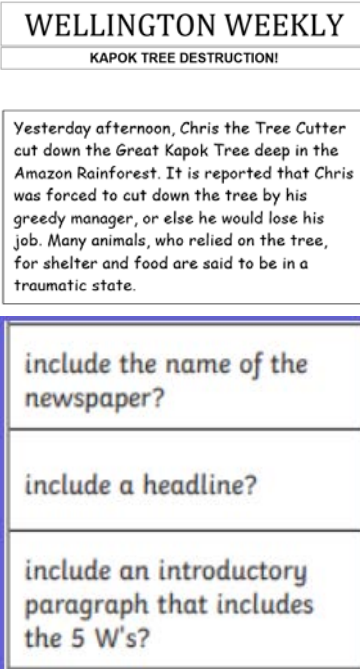
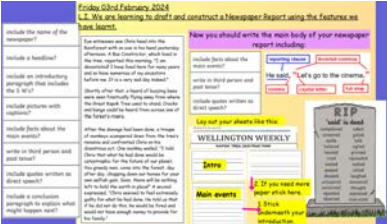
Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are learning to identify key features of a newspaper report.</u>	<u>LI: We are learning to apply our knowledge of Newspaper Reports to collaboratively create our own features.</u>	<u>L.I. We are learning to examine and apply features of a Newspaper Report</u>	<u>L.I. We are learning to draft and construct a Newspaper Report using the features we have learnt (Headline and Introduction)</u>	<u>LI: We are learning to draft and construct a Newspaper Report using the features we have learnt (Main body)</u>
Speaking and Listening Focus	Think, pair, share and class discussion	Think, pair, share Class collaboration Cold Calling	Feedback Peer Assess Think, Pair, Share	Think, pair, share - Encouraging children to verbally express themselves by using the new vocabulary within sentences and short narratives	Think, pair, share and class discussion  Children will be able to participate in discussions to construct plausible sentences.
Key vocabulary and Key Bloom's higher order thinking questions	<p><u>Key vocabulary</u> Headline Newspaper Subtitle Reporter 5Ws Chronological Pictures Captions Past Tense Third Person Direct Speech Reported Speech</p> <p><u>Key Questions:</u> What is the purpose of a newspaper? What are the main sections of a newspaper? How is a newspaper organised? What is the difference between headlines and subheadings? Why do newspapers include images and captions? What is the difference between fact and opinion in a newspaper?</p>	<p><u>Key vocabulary</u> Headline Newspaper Subtitle Reporter 5Ws Chronological Pictures Captions Past Tense Third Person Direct Speech Reported Speech Wellington Weekly Kapok Tree Destruction</p> <p><u>Key Questions:</u> What are the main sections of a newspaper? How is a newspaper organised? What is the difference between headlines and subheadings? Why do newspapers include images and captions? What is the difference between fact and opinion in a newspaper?</p>	<p><u>Key vocabulary</u> Headline Newspaper Subtitle Reporter 5Ws Chronological Past Tense Third Person Wellington Weekly Kapok Tree Destruction</p> <p><u>Key Questions:</u> What are the main features of a newspaper report? Can you spot the 5 w's in the report? What is a caption? What caption can we use for this image? What has the reporter used to show speech? What is the report about? Can you identify what tense newspaper reports are written in? How do paragraphs help the reader? Highlight facts in the text?</p>	<p><u>Key vocabulary</u> Headline Newspaper Subtitle Reporter 5Ws Chronological Past Tense Third Person Wellington Weekly Kapok Tree Destruction</p> <p><u>Key Questions:</u> What is the main news event or topic? Who is involved? What happened? Where did the events take place? When did it happen? How did it happen? What reactions or responses have been observed? Is there additional context or background information?</p>	<p><u>Key vocabulary</u> Chronological Pictures Captions Past Tense Third Person Direct Speech Reported Speech Wellington Weekly Kapok Tree Destruction Beginning Middle End Paragraphs</p> <p><u>Key Questions:</u> What does the term 'CHRONOLOGICAL' mean? Can you tell your partner the events of your day so far in CHRONOLOGICAL order? How many paragraphs are there? How many quotes can you find? Why are quotes from witnesses important in a newspaper report? What synonyms can you think of for 'said?'</p>

# Weekly Overview of Learning

Year Group: 4 Week beginning: 29.01.24

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

	<p>Why are quotes included in news articles?</p>	<p>What could the name of your newspaper be? Give me an example of an eye-catching Headline.</p>			
<p><b>Activities</b></p>	<p>In this lesson, children will be introduced to a variety of newspapers. They will explore newspaper features and will also learn why newspaper reports are written in a certain way and how it helps to draw in a specific audience. Children will then work in pairs, using the colours given on their sheet, to find and identify features of a newspaper report.</p> 	<p>To begin the lesson children will recap what they learnt yesterday and identify key features of a newspaper. Children will be told that they will be writing a newspaper article on the SHOCKING news that the Kapok Tree has been cut down. They will then use sugar paper to collect ideas on what they should include in their newspaper reports based on the features we examined yesterday. The tables will be set up as a carousel activity, whereby children will spend 5-8 minutes on each table brainstorming and jotting their ideas for a feature. Features include; Name of newspaper Headline 5 W's who, what, where, when, why? Captions Facts about main event Quotes as direct speech Conclusion</p>	<p>In today's lesson, children will begin to unpick and deconstruct a WAGOLL (what a good one looks like). This will allow children to broaden their knowledge of writing styles and understand more about the expectation and final outcome when writing their own. Using the ideas from the sugar paper activity and WAGOLL, children will magpie ideas they want to include in their report.</p> 	<p>Today, we are focusing on writing the headline and the introductory paragraph of our newspaper report using the 5 W's. Children will be reminded the introduction needs to introduce the topic they are writing about by answering WHO WHAT WHEN WHERE and WHY. They will be reminded of the WAGOLL below and begin to write their own. Children will reflect on each other's writing by checking each others work against a checklist.</p> 	<p>Today, we are focusing on writing the main body of the newspaper which includes facts about main events in chronological order and quotes written as direct speech. Children will be reminded of rules for using direct speech, they will be asked to use speech verbs they identified last week in their newspaper report.</p> 

# Weekly Overview of Learning

Year Group: 4    Week beginning: 29.01.24

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher



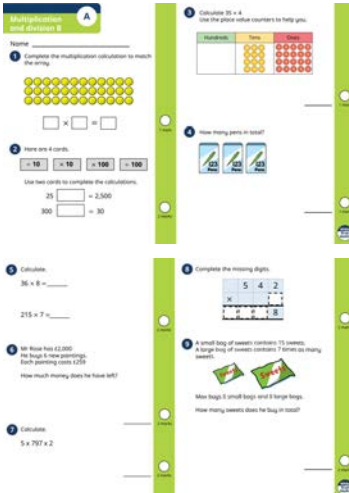

<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p><b>Amber</b> TEXT – Matilda Author – Roald Dahl</p> 	<p><b>Obsidian</b> TEXT – Matilda Author – Roald Dahl</p> 	<p><b>Amethyst</b> TEXT – Matilda Author – Roald Dahl</p> 	<p><b>Moonstone</b> TEXT – Matilda Author – Roald Dahl</p> 
--	--	--	---	--

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Maths - Length and perimeter</p>	<p><u>LI: We are learning to explore efficient methods to complete multiplication using prior knowledge.</u></p>	<p><u>LI: We are learning to consolidate our learning with multiplication and division by completing an end of unit assessment.</u></p>	<p><u>LI: We are learning to measure in kilometres and metres using the accurate unit of measure.</u></p>	<p><u>LI: We are learning to identify equivalent lengths.</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><b>Key Vocabulary:</b> Facts, strategy, method, efficient, factor, factor pair, calculate, multiply, adding, partition and mentally.</p> <p><b>Key Questions:</b> -Which method do you find most efficient? Explain how this method works. -What is the most efficient way to work out ? -What happens if you double one factor and halve the other? -How could you use factor pairs to help you calculate?</p>	<p><b>Key Vocabulary:</b> strategy, method, efficient, multiplication, arrays, calculate, place value, division, partition, part-whole model and total.</p> <p><b>Key Questions:</b> -Which efficient method can we apply to this question? -What is the question you are being asked? - What do we already know that we can apply to answer this question? -What mistake has been made here? -How can I check if my answer is correct?</p>	<p><b>Key Vocabulary:</b> Centimetres, metres, kilometres, measure, unit, greater than, less than, abbreviations and accuracy.</p> <p><b>Key Questions:</b> -What unit of measurement would you use to measure the length of a pencil ? Why? -What unit of measurement would you use to measure the length of a football stadium? Why? - Which is the greater length, 1 km or 1 m? How do you know? -Which is greater, 3 km and 200m or 4km and 750m? How do you know?</p>	<p><b>Key Vocabulary:</b> Centimetres, Metres, Kilometres, Measure, Unit, Greater than, Less than, Abbreviations, Accuracy, equivalent, length and convert</p> <p><b>Key Questions:</b> -How many metres are there in 1 km? -So how many metres are there in km? -How can you work out how many metres is equivalent to half a kilometre? -What other fractions of a kilometre can you convert to metres? -Which is greater, km or m ?</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>

# Weekly Overview of Learning

Year Group: 4 Week beginning: 29.01.24

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher



			<p>- How many kilometres and metres are there in 4 km and 500m?</p>	<p>How do you know? -What is the same and what is different about converting metres to centimetres and converting kilometres to metres?</p>																																																									
<p><b>Activities</b></p>	<p>Today, children will consolidate their knowledge and understanding of multiplication and begin to make decisions regarding the most efficient or appropriate methods to use in a range of contexts. Children look at times-tables facts, building strategies for finding unknown facts that will support them to strengthen their fluency of times-tables. They then examine a range of strategies for multiplying a 2-digit number by a 1-digit number. Finally, they use arrays to explore multiplicative structure, in particular the associative law and distributive law.</p> <p>Jack and Sam are working out <math>7 \times 6</math></p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;">  Jack             </div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;">                 To work out <math>7 \times 6</math>, I do <math>7 \times 3 = 21</math>, then double <math>21 = 42</math> </div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center;">  Sam             </div> </div> <div style="border: 1px solid black; border-radius: 50%; padding: 5px; text-align: center; margin-top: 10px;">                 To work out <math>7 \times 6</math>, I do <math>7 \times 5 = 35</math>, then add <math>7 = 42</math> </div> <ul style="list-style-type: none"> <li>▶ Use Jack's method to work out <math>8 \times 6</math></li> <li>▶ Use Sam's method to work out <math>9 \times 6</math></li> </ul>	<p>Today, children will complete an end of unit assessment paper similar to the one below. Before doing this, the children will go over any gaps from the unit of learning, address misconceptions and be given time to look back in their books to remind themselves of all that they have covered.</p> 	<p>Today, children are introduced to kilometres and the abbreviation "km". Children should understand that kilometres are greater than metres and are used to measure greater distances. The focus of this step is to partition measurements into the number of kilometres and metres and make links with addition. Bar models and part-whole models can be used to explore this relationship and to support children with their understanding. The fact that <math>1 \text{ km} = 1,000 \text{ m}</math> can be discussed, but conversions are not explicitly covered until the next step. It is useful to make connections with real-life contexts, so that children are aware when different types of units are used.</p> <p>Sort the cards into the table to show the appropriate unit of measurement.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>height of a door frame</td> <td>length of a room</td> </tr> <tr> <td>how far a plane travels</td> <td>length of a garden</td> </tr> <tr> <td>distance from one city to another</td> <td>length of a table</td> </tr> <tr> <td>distance from the bottom to the top of a mountain</td> <td></td> </tr> <tr> <td>Measured in kilometres</td> <td>Measured in metres</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>	height of a door frame	length of a room	how far a plane travels	length of a garden	distance from one city to another	length of a table	distance from the bottom to the top of a mountain		Measured in kilometres	Measured in metres			<p>In Year 3, children converted between metres and centimetres, and between centimetres and millimetres. In this small step, children use the fact that <math>1 \text{ km}</math> is equal to <math>1,000 \text{ m}</math> to derive related facts using numbers up to <math>10,000</math>. Children make links to counting in <math>1,000</math>s as covered in their earlier learning on place value. Bar models, part-whole models and double number lines are useful representations to explore the connections between the two units and to support children with conversions. Children learnt to multiply and divide by <math>10</math> and <math>100</math> in the previous block and could extend their thinking to multiply and divide by <math>1,000</math>; if this is not appropriate, they could count up and down in <math>1,000</math>s instead.</p> <div style="text-align: center;"> <table border="1" style="margin: 0 auto;"> <tr> <td colspan="11" style="text-align: center;">kilometres</td> </tr> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> <tr> <td>0</td><td>1,000</td><td>2,000</td><td>3,000</td><td>4,000</td><td>5,000</td><td>6,000</td><td>7,000</td><td>8,000</td><td>9,000</td><td>10,000</td> </tr> <tr> <td colspan="11" style="text-align: center;">metres</td> </tr> </table> </div>	kilometres											0	1	2	3	4	5	6	7	8	9	10	0	1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000	10,000	metres											<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> <div style="text-align: center;">  </div>
height of a door frame	length of a room																																																												
how far a plane travels	length of a garden																																																												
distance from one city to another	length of a table																																																												
distance from the bottom to the top of a mountain																																																													
Measured in kilometres	Measured in metres																																																												
kilometres																																																													
0	1	2	3	4	5	6	7	8	9	10																																																			
0	1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000	10,000																																																			
metres																																																													

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

# Weekly Overview of Learning

Year Group: 4 Week beginning: 29.01.24

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

Music –	RE	PE – Get Set 4 PE
<p style="text-align: center;"><b>Unit: The doot doot song</b> <b>Lesson 4</b></p> <p><b>LI: We are learning to perform Warm-up and stomp canon actions, play A minor, C major, F major chords, and sing verse and chorus</b></p> <p><b>Unit Key Words:</b> chords, triads, beat, sequence, bar, count, verse, chorus, performance</p> <p style="text-align: center;"><u>Success criteria:</u></p> <ul style="list-style-type: none"> <li>● Perform the actions while chanting Warm-up and stomp canon.</li> <li>● Learn to play the chords A minor, C major, and F major.</li> <li>● Learn the verse and practise the chorus.</li> <li>● Play the chords with the performance track</li> </ul> <p>In this lesson, children will learn to organise into groups (C, F, Am) with designated silent actions while following the performance track. They will recap chords and triads, understanding chord formation and sharing notes among players. The class will be organised into Part 1, Part 2, or Part 3 players with tuned percussion instruments. They will play triads on beat 1, transitioning between C major, F major, and A minor chords while maintaining a steady beat. Reading the chord sequence grid, they'll practise saying note names aloud, playing through it slowly, and looping bars 1 to 9 with the performance track. The lesson concludes with learning and singing the verse and chorus of "The Doot Doot Song."</p>	<p style="text-align: center;"><b>Unit: Christianity</b> <b>Lesson 4</b></p> <p>LI: We are learning to recognise and evaluate reasons for differences and similarities in shared values between different denominations.</p> <p style="text-align: center;"><u>By the end of the lesson:</u></p> <ul style="list-style-type: none"> <li>- We will be able to name some of the different groups of Christians.</li> <li>- We will explain what the word 'denomination' means,</li> <li>- We will explain why some different denominations exist.</li> </ul> <p>In this lesson, children will be comparing similarities and differences between different Christian denominations. They will use a compare and contrast frame to analyse and evaluate these.</p> 	<p style="text-align: center;"><b>Unit: Dance</b> <b>Lesson 4 'Carnival' Theme</b></p> <p><b>LI: To learn and create dance moves in the theme of carnival.</b></p> <p>The theme of this lesson is 'Carnival' and children will mind map the words associated with it. One of the greatest parties on earth happens in Rio de Janeiro, Brazil. Pupils to clap the steady beat of the music (8 claps per 8 counts of music). Pupils will be taught some carnival steps using the video resources.</p>  <p style="text-align: center;"><b>Unit: Yoga</b> <b>Lesson 4</b></p> <p><b>LI: To develop flexibility and strength in a positive summer flow.</b></p> <p>In this lesson, children will keep their focus on something stationary and try to move through each pose fluidly. Use controlled movements to move from one pose to another. Children will focus on; Social: To work collaboratively with others. Emotional: To try my best. Thinking: To remember a sequence of yoga poses.</p>

# Weekly Overview of Learning

Year Group: 4    Week beginning: 29.01.24

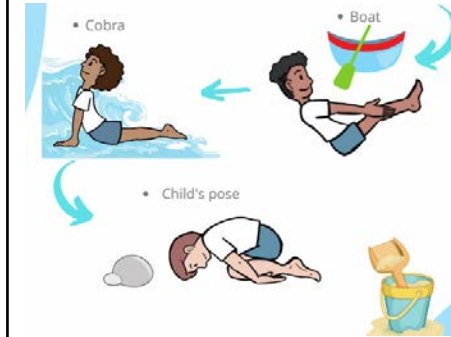
Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

## Unit - Ukulele

Amethyst and Moonstone will be learning how to play the Ukulele with a specialist music teacher.



Art



## **Unit: Swimming (Amber & Amethyst)**

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



Spanish – Language Angels

PSHE - Jigsaw

# Weekly Overview of Learning

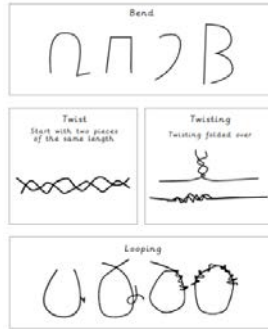
Year Group: 4    Week beginning: 29.01.24

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

## Unit: ART - Sculpture and mega materials

### Lesson 4/5 - working with wire ( over two weeks)

In **Lesson 4** the children will look at working with wire to create wire sculptures. The children will explore bending, twisting and joining techniques. They will then also practise cutting the wire safely.



In **Lesson 5** the children will be creating their wire sculptures. They will bend the wire to follow the outline of their chosen template and then cut and join smaller pieces of wire to add details.



## Unit: Mi Casa

### Lesson 4

**L1: We are learning to develop further linguistic progression by practising how to use the negative structure "En mi casa no hay..."**

#### Key Language:

##### Key Language

En mi casa no hay...	=	In my home there is no/there are no...
En mi casa no hay comedor	=	In my home there is no dining room
En mi casa no hay cuarto de baño	=	In my home there is no bathroom
En mi casa no hay cocina	=	In my home there is no kitchen
En mi casa no hay dormitorio	=	In my home there are no bedrooms
En mi casa no hay sótano	=	In my home there is no basement
En mi casa no hay lavadero	=	In my home there is no utility room
En mi casa no hay salón	=	In my home there is no living room
En mi casa no hay despacho	=	In my home there is no office
En mi casa no hay garaje	=	In my home there is no garage
En mi casa no hay jardín	=	In my home there is no garden
Y	=	And
Pero	=	But

In this lesson, children will deepen their language skills by learning to use the negative structure "En mi casa no hay..." ("In my home, there is no... / there are no..."). This empowers them to express not only the rooms they have but also those they do not have at home. Using the 'Mi casa 4' PowerPoint, children engage in activities, including a listening task to reinforce the negative form. A differentiated written activity and a class survey provide opportunities for application. The lesson concludes with a plenary, challenging children to independently express both the presence and absence of rooms in their homes entirely in Spanish.

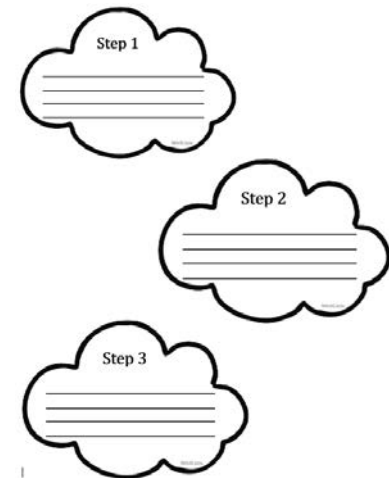
## Unit: Celebrating Difference!

### Lesson 4

**L1: We are learning to understand that we can set new goals and dreams even if we have been disappointed.**

In this lesson, children will understand that we all face disappointment sometimes. Staying positive, having determination, resilience and self belief can really help us manage being disappointed. Negative feelings are a natural part of being disappointed, but can be unhelpful to us if we hold on to them for too long.

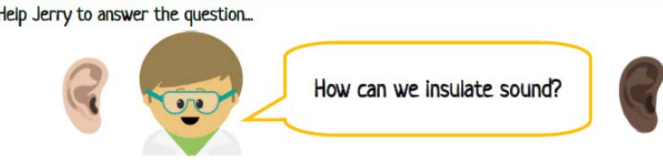
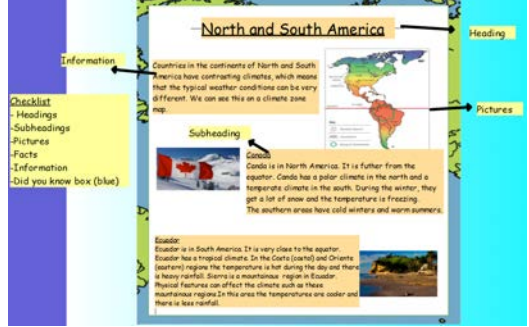
Children will be focusing on setting a three step approach to make new goals after facing disappointment.



# Weekly Overview of Learning

Year Group: 4    Week beginning: 29.01.24

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;"><b>Unit: SOUND</b> Lesson 4</p> <p><b>LI: We are learning to identify how to insulate sound.</b></p> <p><b>Skill - We are learning to plan an investigation to find out the best way to insulate sound.</b></p> <p>Today we will be writing our own investigation to find out the best way to insulate sound. We will be focusing on using A question, prediction, the equipment and method. Then, we will conduct the experiment to find out the results. This will deepen the children's understanding of how sound can be insulated and which materials are the best to use.</p> <p><u>The children will be conducting an experiment:</u> Firstly, we are going to place an alarm clock in a box and measure how loud it is using a data logger. Then, we are going to cover the alarm clock in different materials (such as wool, tin foil, ect) and measure how loud the sound is again. Finally, we will compare our results to see which material was the best sound insulator.</p> <p>Help Jerry to answer the question...</p> 	<p style="text-align: center;"><b>Unit: Interconnected world</b> Lesson 3 (Continued over due to trip)</p> <p><b>LI: We are learning that countries in the continents of North and South America have different climates, leading to distinct and varied weather conditions.</b></p> <p><b>Skill: To explain climatic variations of a country or continent.</b></p> <p>In this lesson, children will continue to explore North and South America. Children will be learning about the contrasting weather in North and South America. We will be focusing on four main countries- Brazil, Ecuador, United States of America, Canada.</p> <p><u>Activity:</u> Children will create a poster on two countries. They will be thinking about the similarities, differences, climate, temperature, seasons, weather.</p> <p><u>Key vocabulary:</u> temperature, climate, seasons, contrasting, North and South America, countries, globes, maps, atlases, continents.</p> 	<p style="text-align: center;"><b>Unit: Programming</b> Lesson 4</p> <p><b>LI: We are learning to modify a count-controlled loop to produce a given outcome</b></p> <p><b>Key vocabulary - Repeat, repetition, count-controlled loop, trace, value</b></p> <p><u>Success criteria:</u></p> <ul style="list-style-type: none"> <li>- I can identify the effect of changing the number of times a task is repeated</li> <li>- I can predict the outcome of a program containing a count-controlled loop</li> <li>- I can choose which values to change in a loop</li> <li>-</li> </ul> <p><b>Activity:</b></p> <p>In this lesson, children explore the concept of predicting shapes in coding. They engage with Logo commands on slides 5 to 8, tracing the code to predict and draw a square. The introduction of a repeat loop is explained as an efficient way to achieve the same result. Moving forward, children analyse code snippets like "REPEAT 3 [FD 100 LT 120]" on slide 9, predicting the shape it will create. They read and predict the outcomes of various code snippets for regular polygons on slide 10, understanding how loop repetitions determine shapes. Children then write their own code for different shapes on an activity sheet, applying their learning. The lesson concludes with an exploration of looping and its significance in programming.</p>



# Weekly Overview of Learning

Year Group: 4    Week beginning: 29.01.24

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

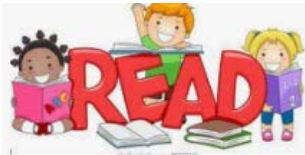
## Homework

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

#### 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 4

1. submerge
2. subheading
3. submarine
4. subordinate
5. subway
6. superman
7. supervise
8. supersede
9. superpower
10. superhuman

### Maths

#### 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!



### Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in

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:**  
Next week (05.02.24) is the last week of swimming for Amber and Amethyst.

**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

# Weekly Overview of Learning

Year Group: 4    Week beginning: 29.01.24

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

	<div data-bbox="452 217 790 288" style="border: 1px solid black; width: 150px; height: 45px; margin: 5px;"></div>		swimming kit on the appropriate day. <ul style="list-style-type: none"><li>- Swimming Hat</li><li>- Goggles</li><li>- Swimming costume/ Shorts</li><li>- A towel</li></ul>
--	---	--	--