

Weekly Overview of Learning

Year Group: 4 Week beginning: 30.01.23

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>L.I. We are learning to read, discuss and analyse a range of poems that play with language.</p>	<p>L.I. We are learning to use drama strategies to explore issues.</p>	<p>L.I. We are learning to articulate our ideas from the poem 'The people next door'</p>	<p>LI: We are learning to explore how different texts appeal to readers.</p>	<p>LI: We are learning to use layout, format graphics and illustrations for different purposes.</p>
<p>Speaking and Listening Focus</p>	<p>Think, pair, share</p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p>	<p>Participate in discussions, presentations, performances, role play/improvisations and debates through incorporation of class collaboration.</p>	<p>Class collaboration, listening to peers and sharing ideas as a class.</p> <p>Use relevant strategies to build their vocabulary.</p>	<p>The children will consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Pupils will build secure foundations by using discussion to probe and remedy their misconceptions.</p>	<p>Think, pair, share</p> <p>Analysing a modelled example</p> <p>The children will use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>
<p>Key vocabulary and Key Blooms higher order thinking questions</p>	<p>Key Vocabulary: Poetry Author Poet Valerie Bloom Expression Key information</p> <p>Key Questions:</p> <p>Can you identify where we can find the poet's name?</p> <p>Can you predict what the title of the poem might be?</p> <p>Can you highlight who the poet is?</p> <p>Can you define what a poet is?</p> <p>What can you remember from the poem?</p>	<p>Key Vocabulary: Role-play Facial expressions Language letters drama Teamwork Co-operation Conscience Alley</p> <p>Key Questions:</p> <p>Can you summarise what could be in the house?</p> <p>Can you articulate what exciting things we could find in the house?</p> <p>Can you explain if we would like it?</p> <p>Can you highlight if we would be shocked/scared?</p> <p>Can you identify how we can use our facial expressions and body language to show this?</p>	<p>Key Vocabulary: Persuasive letter Poem Adjective Features modal verbs</p> <p>Key Questions:</p> <p>What can you remember from yesterday's poem?</p> <p>What would be highlighted in the letter to persuade you to go for supper and games?</p> <p>Can you define what an adjective is?</p> <p>Can we outline as a class what features are used in persuasive writing?</p>	<p>Key vocabulary Stanza Rhyming Poem Explore Appeal</p> <p>Key Questions:</p> <p>What can you remember about this poem?</p> <p>Can you remember what the poem is about?</p> <p>Can you reflect and suggest if there are any parts of the poem that confuses you?</p> <p>Can you Identify where the poem is set?</p> <p>Can you identify and explain who I am?</p>	<p>Key vocabulary Stanza Layout Illustrations Purposes Pirates Themes Suspense</p> <p>Key questions:</p> <p>Can you define what an anthology is?</p> <p>How can we change the layout of the text?</p> <p>Could we use technology?</p> <p>How do illustrations appeal to the reader?</p> <p>Can you examine what these illustrations add?</p>

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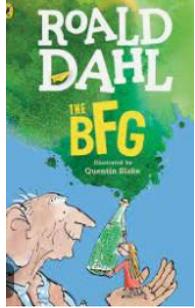
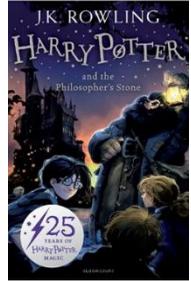
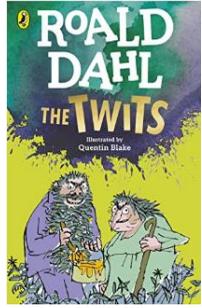
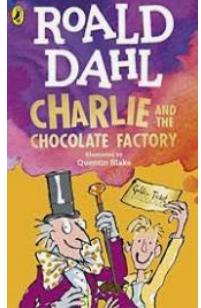
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	<p>Can you express how the poem made you feel?</p>			<p>Can you infer who/what is making the noise?</p>	
<p>Activities</p>	<p>Children will be introduced to poetry, where they will discuss and share ideas of what they define 'poetry' as. Over the next week, we will be sharing a range of poems from one particular poet. The selection of poems we will be reading is from a book called 'Hot Like Fire and Other Poems'. Children will read the poems with their partners and identify any words or phrases that confuses them. Then the children will answer questions in their books using full sentences.</p>  <p>Who is she? Valerie Bloom</p> <p>Valerie Bloom was born in Jamaica the oldest of nine children, and grew up in a small town surrounded by mountains. She began writing poetry when she was in primary school, and had soon a poem published in a national newspaper. She became a teacher, and in 1975 she came to Britain.</p>	<p>The children will use drama to form a conscience alley to argue for going to the neighbours for supper or against after reading a letter chosen at random from the class.</p> <p>Activity: Using their sugar paper, showing good cooperation and teamwork skills, the children will write down as many ideas as they can to argue their point.</p>  <p>Then, in groups of 3, we are going to create a 2-minute role-play on what happens if they do agree to go into the house... the children will focus on using creative facial expressions and body language to support their view.</p> <p>The children will present their performances to the class whilst their class gives reflective feedback.</p>	<p>Recap - The children will recap what they remember from yesterday's lesson. The children will discuss persuasive language with their partners. The class will then share ideas of adjectives they could replace 'yummy' supper with and write these on a post-it note to put up on the working wall. This will help the children in their letters later on in the lesson.</p>  <p>After looking through a WAGGOL, we will be writing our own (short) example of the letter that the neighbours wrote. We will include all the persuasive techniques we have learned and modal verbs.</p> <p>The children will share some of their lovely persuasive letters as a class.</p>	<p>The children will focus on a new poem today - 'pirates'.</p> <p>Activity: The children will answer a range of questions in their books in full sentences. For instance, explaining what they thought the poem was about, what confused them in the poem, what details stood out to them as a listener/reader.</p> 	<p>What is an anthology?</p> <p>In today's lesson we will be illustrators of a text. We will focus on how illustrations appeal to a reader and whether changing the layout of a text can be a factor.</p> <p>Activity: In groups of 4, the children will be given one of the verses from the poem 'pirates' to illustrate. The children will first need to write the poem in a layout of your choice trying to think about how we can appeal this poem to readers.</p>  <p>Round and round we go, twirling swirling, a whirling through the air, tumbling, spiralling, falling, drifting, spinning, before we grow. and round we go, before we grow. Young people are tumbling, spiralling, falling, drifting, spinning, before we grow.</p> <p>Words 10225.com</p>

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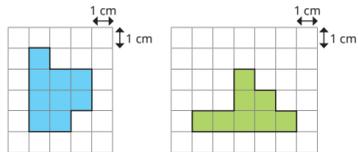
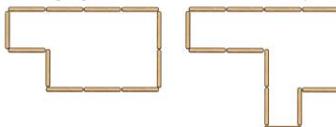
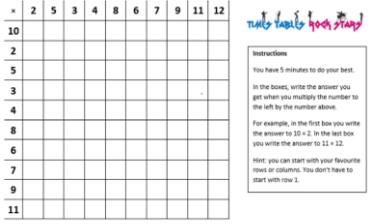
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Amber TEXT – The BFG Author – Ronald Dahl</p> 	<p>Obsidian Text - Harry Potter and the Philosopher's Stone Author – J.K Rowling</p> 	<p>Amethyst Text – The Twits Author –Roald Dahl</p> 	<p>Moonstone Text – Charlie and the Chocolate Factory Author – Roald Dahl</p> 
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Maths - Measurement and Length	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Key vocabulary and key questions	<p>Key Vocabulary:</p> <p>Perimeter, measuring, calculating, length, rectilinear, shapes, centimetre and square grids.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> - What does “perimeter” mean? - What is the length of each square? How do you know? -What is the length of each side? How do you know? -What unit is used for the 	<p>Key Vocabulary:</p> <p>Perimeter, measuring, calculating, side length, width, rectangle, label, method and double.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> -What is the length of each side? How do you know? -How can you use the length of each side to calculate the perimeter? -What is the measurement unit 	<p>Key Vocabulary:</p> <p>Perimeter, measuring, calculating, side length, width, rectangle, label, method, rectilinear, grid.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> -What is a rectilinear shape? - How many sides does the shape have? -Are any of the sides equal in length? -What strategies can you use to 	<p>Key Vocabulary:</p> <p>Perimeter, measuring, calculating, side length, width, rectangle, label, method, rectilinear, grid, inverse, equation, total, part, whole</p> <p>Key Questions:</p> <ul style="list-style-type: none"> What lengths do you know? -What lengths do you need to find out? -What is the total horizontal length of the shape? Which sides add 	<p>Key Vocabulary:</p> <p>Multiplication, multiply, times, groups of, product, efficient, method and reflect.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> -What do you notice about your 5 and 10 times tables in your grid? -Can you use your 2 times tables to support your 4 times tables? -What method can you use to

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	<p>perimeter of your shape? -How can you make sure you do not include one side twice? -Which shape has the greater/greatest perimeter? How do you know? -Can two different shapes have the same perimeter? How do you know? Can you draw an example to support your answer?</p>	<p>used for the perimeter of the rectangle? -How did you work out the perimeter of the rectangle? How could you have done it a different way? - If you know the length and width of a rectangle, do you need to measure/label every side? - How many different ways can you find the perimeter of this rectangle?</p>	<p>find the perimeter? -How can you be sure you have included all the sides? -How can you check your answer? -What unit of measurement has been used? -Are there different ways to work out the answer?</p>	<p>together to give the same total? - What is the total vertical length of the shape? Which sides add together to give the same total? -Do you need to add or subtract to find the missing length? How do you know? -Are you finding a part or a whole?</p>	<p>support your 11 times tables? -Can you use your 2 and 10 times tables to support your fluency with your 12 times tables? -What is the best method when approaching the grid with time pressure? -Can you identify the gaps in your times table knowledge from your filled in grid?</p>
<p>Activities</p>	<p>Today, children will explore the perimeter with a focus on rectilinear shapes, where all sides meet at right angles. These rectilinear shapes will be drawn on square grids, mainly centimetre squared grids. Encourage children to label the lengths of the sides if needed, and to mark off each side as they add the lengths together. Looking at a variety of shapes enables children to compare their perimeters. They also explore drawing different shapes with a specified perimeter. They continue to consider rectilinear shapes only and do not look at diagonal lengths.</p> <p>Work out the perimeters of the shapes.</p>  <p>How did you find the perimeters?</p>	<p>Today, the children will focus on calculating the perimeter of rectangles using the side lengths, rather than counting the squares. Rectangles are first presented on squared grids as they have been seen previously. Children should be encouraged to label the side lengths on the rectangles and discuss anything they notice as they work through some examples. They can then progress to looking at rectangles that are not presented on squared grids but with all four sides labelled, before finally exploring rectangles with only one length and width given. Children explore different methods for working out the perimeter of rectangles, such as adding double the length to double the width, and doubling the sum of the length and</p>	<p>This small step continues to build children's understanding of perimeter by exploring more rectilinear shapes, both with and without grids. Children know that a rectilinear shape has straight lines that meet at right angles. In this step, it is useful for children to measure the perimeter practically before they find the perimeter of a shape on a grid or from a shape with all side lengths labelled. When calculating, children should mark the sides they have already counted to avoid duplication or omission. At this stage, children do not need to calculate unknown side lengths as this will be covered in the next step.</p> <p>Annie has made some shapes using lolly sticks. How many lolly sticks have been used to make each shape?</p>  <p>Which shape has the greater perimeter? Use 12 lolly sticks to create different rectilinear shapes.</p>	<p>In this small step, children continue to look at rectilinear shapes, focusing on finding missing side lengths. Children explore the relationship between the sides of a rectilinear shape, rather than finding the perimeter. They start by using addition to find the missing side lengths, then using subtraction and finally using both operations to find more than one missing side length. Part-whole models may be useful here. Children may find it helpful to draw the shapes and measure them, enabling them to notice that the opposite sides of the shapes are related. They could cut pieces of string or thin strips of paper to see which parts of a side correspond to another side.</p> <p>Alex has made a shape with three identical rectangles. Each rectangle is 20 cm long and 10 cm wide. Work out the lengths of all eight sides of Alex's shape.</p>  <p>How would your answers change if the rectangles were 24 cm long and 12 cm wide?</p>	<p>Today, the children will complete their half term table time quiz! The children continue to show increased confidence and fluency as we complete these each half term. It is often a wonderful opportunity to reflect on their progress and understanding.</p> <p>This grid also helps the teachers and children to identify key areas that will be the focus of next term's times table lessons.</p> <p>This document will be uploaded onto your child's Google Classroom account, where you can print and encourage them to complete it at home. They must only have 5 minutes.</p>  <p>Time: _____ Score: _____</p>

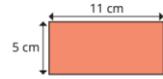
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the width.

Mo and Eva are working out the perimeter of the rectangle.



Mo

$$5 \text{ cm} + 11 \text{ cm} = 16 \text{ cm}$$
$$16 \text{ cm} \times 2 = 32 \text{ cm}$$

Eva

$$5 \text{ cm} + 5 \text{ cm} = 10 \text{ cm}$$
$$11 \text{ cm} + 11 \text{ cm} = 22 \text{ cm}$$
$$10 + 22 = 32 \text{ cm}$$

What is the same and what is different about their methods?

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

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Music – Ukulele	RE – Widening Horizons - Currently replaced by CUES	PE – Get Set 4 PE
<p>Whole class instrumental teaching from Hounslow Music Service.</p> <p>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, whilst playing along with a popular pop song from the 80s.</p>  <p>Check out the HMS resources which you can access from home: https://www.hounslowmusic.org.uk/learning-resources/</p>	<p><u>Unit:</u> - Catching Thoughts (week 7).</p> <p>This week, the children will learn that it's a great trick to be able to catch our thoughts when we are feeling sad, worried or angry so that we can do something about it. By the end of the lesson, the children would have explored a technique they can use when feelings flare. Afterwards, they will participate in a fun quiz to test their learning.</p>  	<p><u>Unit:</u> Dance</p> <p>THEME: Carnival</p> <p>Lesson 5 - <u>LI: To develop a carnival dance using formations, canon and unison.</u></p>  <p><u>Unit:</u> Gymnastics</p> <p>Lesson 5 - <u>LI: To develop strength in inverted movements.</u></p>  <p><u>Unit:</u> Swimming (Moonstone & Obsidian)</p> <p>Weekly sessions of swimming are delivered on Mondays and Tuesdays, by qualified instructors.</p>
Art	Spanish – Language Angels	PSHE - Jigsaw

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L.I. We are learning to create a rainforest inspired painting using colour mixing techniques

(Lesson 5)

Skill development

PAINTING - Create different effects and textures with paint according to what they need for the task.

Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.

Question and make thoughtful observations about starting points and select ideas to use in their work.

Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Activities

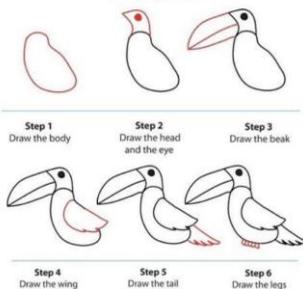
Last week, the children painted their rainforest background using different shades of one colour. This week, the children will be drawing a picture of a toucan using a step by step guide, which will be modelled by the teacher.

The children will then paint their toucan using water

colours and the techniques they have learnt this half-term and then stick the toucan onto their rainforest background and this will be their rainforest inspired painting.



How to Draw a Toucan in 6 Easy Steps



Unit: MI CASA

Lesson 5:

L1: We are learning to integrate our learning of 'mi casa' into context by linking it with prior learning in Spanish.

The children will be learning to put all their new language and learning from this unit into context by integrating it with previously learnt language (me llamo... (I am called), tengo ... años (I am ... years old) in a role play activity.

The children will then complete reading and writing tasks to consolidate their prior learning further.

Circle the correct answer in English below based on what Kazim says in Spanish.

ANSWERS



¡Hola! Me llamo Kazim, tengo ocho años y vivo en México con mi familia. Vivo en un piso grande, en la costa. En mi casa hay una cocina, un salón y tres dormitorios. Sin embargo, en mi casa no hay sótano.

- | | | | |
|----------------------------------|--------------------|----|-------------|
| 1) Karim lives in... | an apartment | OR | a house |
| 2) Karim is ... | 7 years old | OR | 8 years old |
| 3) Karim lives... | in the countryside | OR | by the sea |
| 4) Karim has... | 3 bedrooms | OR | 2 bedrooms |
| 5) Karim does <u>NOT</u> have... | a garage | OR | a basement |

Puzzle 3 - Dreams and Goals

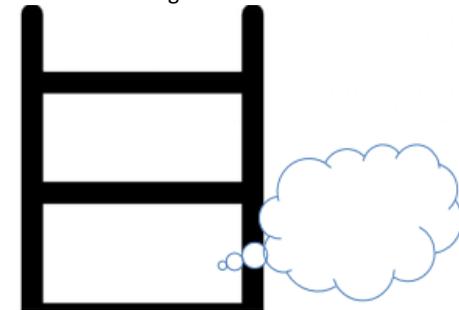
Lesson 4

L1: We are learning to understand what it means to be resilient and to have a positive attitude.

L1We are learning to understand that we can set new goals and dreams even if we have been disappointed.

This week, we will be considering how and when we need to be resilient in our lives. This may be during a game or a sport we play. At times, we may feel disappointed and feel as though things are not going our way. This is perfectly normal, and we will discuss ways in which we can learn to deal with these tricky emotions.

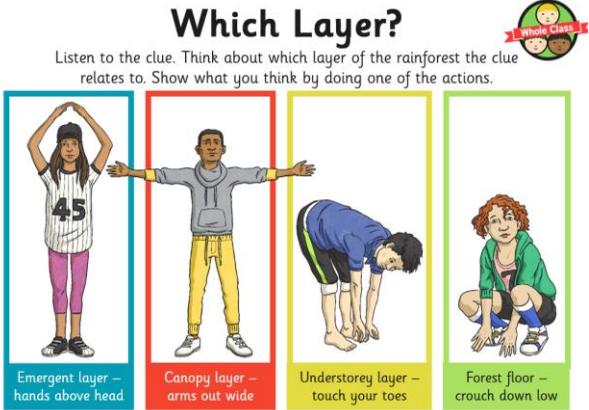
We all face disappointment sometimes. Staying positive, having determination, resilience and self belief can really help us manage being disappointed. Negative feelings are a natural part of being disappointed, but can be unhelpful to us if we hold on to them for too long.



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Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p><u>LI: We are learning to recognise sounds in our local environment.</u> <u>LI: We are learning to explain scientifically how sound travels.</u></p> <p>In this lesson, the children will be walking around the school measuring different sounds. The children will be measuring sounds using a data harvest sensor. Children will be logging data into a table.</p>  <p>The grains of rice bounce on the drum skin when it is hit.</p> <p>This is because the drum skin vibrates, and the vibrations pass to the grains of rice, which also vibrate.</p>	<p><u>LI: We are creating fact files about animals and plants living in the rainforest.</u></p> <p>Leading on from last week's lesson where we learned all about the layers of the rainforest, this week, the class will be creating fact files on animals living in the rainforest. They will need to research the animal's diet, habitat and what countries it can be found in.</p> <h3>Which Layer?</h3> <p>Listen to the clue. Think about which layer of the rainforest the clue relates to. Show what you think by doing one of the actions.</p>  <p>Emergent layer – hands above head</p> <p>Canopy layer – arms out wide</p> <p>Understorey layer – touch your toes</p> <p>Forest floor – crouch down low</p>	<p><u>LI: We are learning create a program in a text-based language</u> (carried over from last week)</p> <p>To explain what 'repeat' means</p> <ul style="list-style-type: none">• I can identify repetition in everyday tasks• I can identify patterns in a sequence• I can use a count-controlled loop to produce a given outcome <p>Using the repeat command in a count-controlled loop</p> <pre>REPEAT 4 [FD 100 RT 90]</pre> <p>Command How many times to repeat What to repeat In square brackets []</p>

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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
<p>Reading Tasks</p> <p>Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.</p> <p>Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p> <p>Doodle English and Doodle Spell – log in to your account at least 3 times this week.</p>	<p></p> <p>Doodle Maths – Log on to your account at least three times this week.</p> <p>We will be checking to see who has accessed their account the most!!</p> <p>Will a year 4 class take the Doodle trophy this week in assembly?</p> <p>Work to reach your target – are you in the green zone yet?</p> <p>Doodle Extra: complete the set extra on your account.</p> <p>Times Tables Rock stars:</p> <p>Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!</p> 	<p>Please make sure your child has their purple task and reading book in school every day. Your child will be reading with their teacher each week.</p>  <p>Please ensure your child brings in their own glue stick and a green pen.</p>  

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.

KS2
Plural possessive apostrophes

- Week 6**
1. girls'
 2. boys'
 3. babies'
 4. parents'
 5. teachers'
 6. women's
 7. men's
 8. children's
 9. people's
 10. mice's