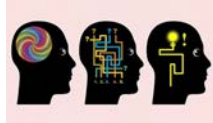
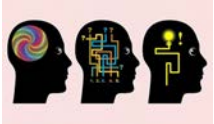


# Weekly Overview of Learning

Year Group: 4 Week beginning: 05.02.24

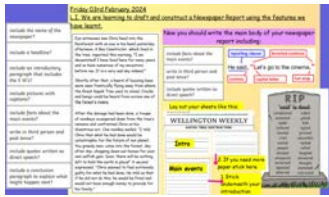

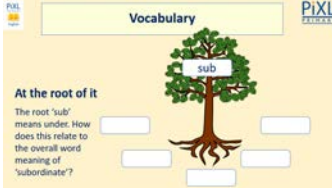


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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<p><b>LI: We are learning to draft and construct a Newspaper Report using the features we have learnt (Main body)</b> Carried forward due to HSBC workshop</p>	<p><b>LI: We are learning to identify and recognise the features of an acrostic poem</b> <b>L.I. We are learning to use literary devices to write our own acrostic poem</b></p>	<p><b>LI: We are learning to identify main and subordinating clauses.</b></p>	<p><b>Internal PIXL Testing - SPAG</b></p>	<p><b>Internal PIXL Testing - Spelling</b></p>
Speaking and Listening Focus	<p>Think, pair, share and class discussion</p> <p>Children will be able to participate in discussions to construct plausible sentences.</p>	<p>Think, pair, share Class collaboration Cold Calling</p>	<p>Think pair share Use of lolly sticks and cold calling from teacher to allow contribution from all pupils</p>	<p>Individual Learning</p> 	<p>Individual Learning</p> 
Key vocabulary and Key Bloom's higher order thinking questions	<p><b>Key vocabulary</b> Chronological Pictures Captions Past Tense Third Person Direct Speech Reported Speech Wellington Weekly Kapok Tree Destruction Beginning Middle End Paragraphs</p> <p><b>Key Questions:</b> 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?</p>	<p><b>Key vocabulary</b> Poetry Rhyme Personification Simile Metaphors Verses Acrostic Poem Alliteration Stanza Syllabe Adjectives</p> <p><b>Key Questions:</b> What is poetry? Can you think of any features of a poem? What is an acrostic poem? What literary devices can you see in this example? How does the poem link to the issues concerning Rainforests at the moment?</p>	<p><b>Key vocabulary</b> Grammar Sentence Structure Main Clause Subject Verb Subordinate Clause Subordinating Conjunction</p> <p><b>Key Questions:</b> The root 'sub' means under. How does this relate to the overall word meaning of 'subordinate'? What is the main clause? Can you write an example? What is a subordinating clause? Can you identify the main clause and subordinate clause? What is a subject? What is a verb?</p>	<p><b>Key vocabulary</b> Tenses Adverbs Relative clauses Expanded noun phrases Adjectives Nouns Verbs Modal verbs Commas Parenthesis Adverbials Punctuation Spelling</p>	<p><b>Key vocabulary</b> Tenses Adverbs Relative clauses Adjectives Nouns Verbs Modal verbs Commas Apostrophes Adverbials Punctuation Spelling</p>

# Weekly Overview of Learning

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	<p>Why are quotes from witnesses important in a newspaper report? What synonyms can you think of for 'said'?</p>				
<p><b>Activities</b></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>  <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>include facts about the main events?</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>write in third person and past tense?</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>include quotes written as direct speech?</p> </div>	<p>In this lesson children will examine and identify features of an acrostic poem. They will be reminded of key grammatical terms like; similes, metaphors, personification and noun phrases and come up with their own ideas relating to the rainforest. Children will create their own acrostic poem and share with the class.</p> 	<p>In this lesson, we will focus on subordinate clauses that begin with a subordinating conjunction that do not include relative clauses (a type of subordinate clause, often beginning with a relative pronoun). Children already have experience of punctuating main clauses correctly and identifying and using conjunctions, including subordinating conjunctions.</p> <p>Task; on mini white boards children will show their understanding by identifying clauses and writing their own sentences containing subordinating clauses.</p> 	<p>In this assessment session, children will be required to show their understanding of their grammar, spelling and punctuation skills they have covered thus far. They will be answering a variety of questions. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p> <p>The children will complete their first GPS paper Grammar and punctuation - 50 minutes</p> 	<p>In this assessment session, children will be required to show their understanding of their spelling skills they have covered thus far. They will be writing the correct spelling for each word as it is called out. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p> 

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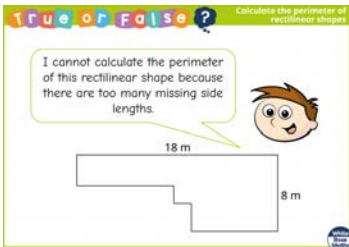

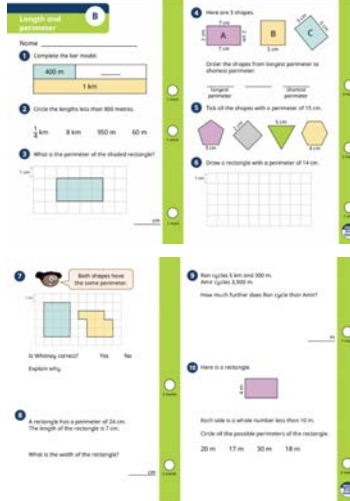

<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p><b>Amber</b> TEXT – Matilda Author – Roald Dahl</p> 	<p><b>Obsidian</b> TEXT – Matilda Author – Roald Dahl</p> 	<p><b>Amethyst</b> TEXT – Matilda Author – Roald Dahl</p> 	<p><b>Moonstone</b> TEXT – Matilda Author – Roald Dahl</p> 
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	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Maths - Length and perimeter</p>	<p><b><u>LI: We are learning to calculate missing lengths in rectilinear shapes.</u></b></p>	<p><b><u>LI: We are learning to calculate the perimeter of rectilinear shapes.</u></b></p>	<p><b><u>LI: We are learning to calculate the perimeter of regular and irregular polygons.</u></b></p>	<p><b><u>LI: We are learning to consolidate our learning with length and perimeter by completing an end of unit assessment.</u></b></p>	<p><b><u>LI: We are learning to master our times tables and efficiently solve timed arithmetic questions with the skills we've acquired.</u></b></p>
<p>Key vocabulary and key questions</p>	<p><b><u>Key Vocabulary:</u></b> Perimeter, measuring, calculating, side length, width, rectangle, label, method, rectilinear, grid, inverse, equation, total, part, whole</p> <p><b><u>Key Questions:</u></b> 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 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?</p>	<p><b><u>Key Vocabulary:</u></b> Perimeter, measuring, calculating, rectilinear, measurement, horizontal, vertical, length, equivalent</p> <p><b><u>Key Questions:</u></b> What lengths do you know? What lengths do you need to find out? What is the total horizontal/vertical length of the shape? Which sides add together to give the same total? Where is the missing length on the shape? How many missing lengths are there on the shape? Do you need to add or subtract to find the missing length? How do</p>	<p><b><u>Key Vocabulary:</u></b> Perimeter, measuring, calculating, side length, width, rectangle, label, method, rectilinear, grid, inverse, equation, total, part, whole, vertical, irregular, regular</p> <p><b><u>Key Questions:</u></b> What is a polygon? What is the difference between a regular and an irregular polygon? How can you work out the perimeter of the shape? How can you work out the perimeter more efficiently? If the shape is symmetrical, how can this help you to work out some of the missing side lengths?</p>	<p><b><u>Key Vocabulary:</u></b> Perimeter, measuring, calculating, side length, width, rectangle, label, method, rectilinear, grid, inverse, equation, total, part, whole, vertical, irregular, regular, multiply divide, equal</p> <p><b><u>Key Questions:</u></b> What lengths do you need to find out? What is the total horizontal/vertical length of the shape? What unit of measurement would you use to measure the length of a football stadium? Why? -How can you use a table to help you find the possible combinations?</p>	<p><b><u>Key Vocabulary:</u></b> Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p><b><u>Key Questions:</u></b> -What do you recognise about the * times tables? - Can we use our knowledge of the * times tables and the * times tables to help us with our * times tables? Can you identify the fact family for this multiplication? What do you already know that you can apply to this multiplication question?</p>

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	<p>-Are you finding a part or a whole?</p>	<p>you know?</p>		<p>-How can you be sure that you have listed all the possibilities? How can I apply my learning to the questions?</p>	
<p><b>Activities</b></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 24 cm long and 12 cm wide?</p>	<p>In this lesson children will be building on the previous step, children will move on to calculate the perimeter of rectilinear shapes. They will first need to find the missing lengths. This could involve addition or subtraction depending on the information given by the question.</p> <p>Children will be identifying equivalent sides and after will calculate any unknown lengths. We will also be looking at working backwards from a given perimeter to work out an unknown side length.</p> 	<p>In this small step, children are introduced to the term 'regular polygon' for the first time. We will be understanding that a regular polygon means that all sides are equal in length and the angles are equal in size.</p> <p>Children will use the equality of sides to calculate the perimeter of regular polygons by making links with repeated addition and multiplication facts. Similarly, they use division to find the length of one side of a regular polygon when given its perimeter.</p> <p>We will work together to remember that a polygon is a flat shape with straight sides.</p> 	<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 will log onto TTRS to compete in the year group tournament. The children will continue to practise recall and understanding of times tables with their teacher. Children will complete their weekly arithmetic test paper. The class will then self-mark and go through misconceptions and revise core topics within the paper to support their learning.</p> 

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

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Music –	RE	PE – Get Set 4 PE																																																																																																																											
<p style="text-align: center;"><b>Unit: My Doot Doot Song</b> Lesson 5</p> <p style="text-align: center;"><b>LI: We are learning to sing, play middle 8, improvise and practice chords.</b></p> <p><b>Unit Key Words:</b> chords, triads, beat, sequence, bar, count, verse, chorus, performance, C major (C, E, G), F major (F, A, C), and A minor (A, C, E)</p> <p style="text-align: center;"><u>Success criteria:</u></p> <ul style="list-style-type: none"> <li>Sing and play the middle 8 with accuracy.</li> <li>'doodle' by improvising call-and-response melodies with voices over the backing track.</li> <li>Practice and master the chords of the song.</li> <li>Confidently play and sing the complete song.</li> </ul> <p>In this lesson, children will learn the melody of the middle 8 in "The doot doot song." They will practise looping and singing specific bars, creating a call-and-response pattern. Inspired by the song's improvisational quality, children will engage in a jam session, 'doodling' with their voices over chorus and verse chords. They'll learn to feel and visualise 2-bar phrases, counting and drawing imaginary rainbows. The improvisation involves 'doodling' with the word 'doot' for 2 bars. The lesson also includes chord sequence practice, a review of the song structure, and a concluding session singing Part 2 of "I wanna sing scat."</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Beat</td> <td>1</td><td>2</td><td>3</td><td>4</td> <td>1</td><td>2</td><td>3</td><td>4</td> <td>1</td><td>2</td><td>3</td><td>4</td> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> <tr> <td>Count</td> <td>1</td><td>2</td><td>3</td><td>4</td> <td>1</td><td>2</td><td>3</td><td>4</td> <td>1</td><td>2</td><td>3</td><td>4</td> <td>1</td><td>2</td><td>3</td><td>4</td> </tr> <tr> <td>Part 3</td> <td>G</td><td>A</td><td>A</td><td>A</td> <td>A</td><td>A</td><td>A</td><td>A</td> <td>A</td><td>A</td><td>A</td><td>A</td> <td>A</td><td>A</td><td>A</td><td>A</td> </tr> <tr> <td>Part 2</td> <td>E</td><td>F</td><td>F</td><td>F</td> <td>E</td><td>F</td><td>F</td><td>F</td> <td>E</td><td>F</td><td>F</td><td>F</td> <td>E</td><td>F</td><td>F</td><td>F</td> </tr> <tr> <td>Part 1</td> <td>C</td><td>C</td><td>C</td><td>C</td> <td>C</td><td>C</td><td>C</td><td>C</td> <td>C</td><td>C</td><td>C</td><td>C</td> <td>C</td><td>C</td><td>C</td><td>C</td> </tr> <tr> <td>Chord</td> <td>C major</td> <td>F major</td> <td>A minor</td> <td>F major</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Bar</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p style="text-align: center;"><b>Unit - Ukulele</b></p> <p style="text-align: center;">Amethyst and Moonstone will be learning how to play the</p>	Beat	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	Count	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	Part 3	G	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	Part 2	E	F	F	F	E	F	F	F	E	F	F	F	E	F	F	F	Part 1	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	Chord	C major	F major	A minor	F major													Bar	1	2	3	4													<p style="text-align: center;"><b>Unit: Christianity</b> Lesson 5</p> <p style="text-align: center;"><b>LI: We are learning to identify from a given Bible passage what it teaches us about Jesus' character.</b></p> <p>In this lesson, children will be working in groups to analyse different passages from the Bible. The children will be finding out about what Jesus was like by calling witnesses from his own time.</p> <p>The children will identify some of the traits reflected by Jesus in the different passages to fill in their sheets. They will be using their learning to teach their peers about Jesus' characteristics.</p> <p style="text-align: center;">For example:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; font-size: small;"> <p style="text-align: center;">Father of parables</p> <p style="text-align: center;">Simon Peter John 13: 1-9 Jesus Washes His Disciples Feet</p> <p>13 It was just before the Passover Festival. Jesus knew that the hour had come for him to leave this world and go to the Father. 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He washes their feet and demonstrates the love for his people.</p> </td> </tr> </table> <p style="text-align: center;"><b>Some of the traits you will come across are:</b></p> <table border="1" style="width: 100%; font-size: x-small;"> <tr> <td style="width: 50%;"> <p><b>Love</b></p> <p><b>Compassion</b></p> <p><b>Forgiveness</b></p> <p><b>Kindness</b></p> <p><b>Leadership</b></p> <p><b>Patience</b></p> <p><b>Humility</b></p> <p><b>Wisdom</b></p> <p><b>Righteous</b></p> <p><b>Courage</b></p> <p><b>Selflessness</b></p> <p><b>Anger</b></p> </td> <td style="width: 50%;"> <p><b>Matthew 5: 43-48 – Love for Enemies</b></p> <p>43 "You have heard that it says, 'Love your neighbor' [2] and hate your enemy. 44 But I tell you, love your enemies and pray for those who persecute you, 45 that you will be children of your Father in heaven. He causes his sun to rise on the evil and the good and sends rain on the righteous and the unrighteous. 46 If you love those who love you, what reward will you get? And if you hate those who hate you, what is your reward? 47 And if you greet only your own people, what are you doing more than others? Do not even greet your own people!"</p> <p><b>Matthew 21: 18-19 – Jesus Cleans the Temple</b></p> <p>18 Jesus entered the temple courts and drove out all who were selling and buying there. He overturned the tables of the money-changers and the benches of those selling doves. 19 "It is written," he said to them, "My house will be called a house of prayer [3] but you are making it a den of robbers [4]!"</p> </td> </tr> </table>	<p style="text-align: center;">Father of parables</p> <p style="text-align: center;">Simon Peter John 13: 1-9 Jesus Washes His Disciples Feet</p> <p>13 It was just before the Passover Festival. 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Can they perhaps change the direction they are facing so that they face a different group member at different times, or could they perform any of their carnival moves as they circle around one another? Pupils practise and refine their performance.</p> <p style="text-align: center;"><b>Unit: Yoga</b> Lesson 5</p> <p style="text-align: center;"><u>LI: To develop flexibility and wellbeing in an individual yoga flow.</u></p> <p>In this week's lesson children will learn a lion's breath. This breath is good for letting go of unwanted feelings. They breathe in through their nose, then open their eyes really wide and stick their tongue out and roar as you quickly and powerfully breath out. Each time pupils are in down dog, take a big breath in, then</p>  <p>let it all go with a powerful lion's breath. Take slow, steady breaths in all other poses. Whilst in the poses, relax into them so that you can feel your muscles lengthening. Pupils work with a partner. Give each pair a yoga card. Pupils explore the pose on their card. Hold the pose whilst taking big breaths in for three counts and out for three counts. After a minute, pupils swap cards with another pair. Repeat until they have explored eight different cards.</p>
Beat	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4																																																																																																													
Count	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4																																																																																																													
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Bar	1	2	3	4																																																																																																																									
<p style="text-align: center;">Father of parables</p> <p style="text-align: center;">Simon Peter John 13: 1-9 Jesus Washes His Disciples Feet</p> <p>13 It was just before the Passover Festival. Jesus knew that the hour had come for him to leave this world and go to the Father. Having loved his own who were in the world, he loved them to the end.</p> <p>2 The evening meal was in progress, and the devil had already persuaded Judas, the son of Simon Caiaphas, to betray Jesus. 3 Jesus knew that the Father had put all things under his power, and that he had come from God and was returning to God. 4 So he got up from the meal, took off his outer clothing, and wrapped a towel around his waist. 5 After that, he poured water into a basin and began to wash his disciples feet, drying them with the towel that was wrapped around him.</p>	<p><b>Selflessness</b></p> <p>Jesus takes on the role of his servants by performing a task typically reserved for the lowest servants. He washes their feet and demonstrates the love for his people.</p>																																																																																																																												
<p><b>Love</b></p> <p><b>Compassion</b></p> <p><b>Forgiveness</b></p> <p><b>Kindness</b></p> <p><b>Leadership</b></p> <p><b>Patience</b></p> <p><b>Humility</b></p> <p><b>Wisdom</b></p> <p><b>Righteous</b></p> <p><b>Courage</b></p> <p><b>Selflessness</b></p> <p><b>Anger</b></p>	<p><b>Matthew 5: 43-48 – Love for Enemies</b></p> <p>43 "You have heard that it says, 'Love your neighbor' [2] and hate your enemy. 44 But I tell you, love your enemies and pray for those who persecute you, 45 that you will be children of your Father in heaven. He causes his sun to rise on the evil and the good and sends rain on the righteous and the unrighteous. 46 If you love those who love you, what reward will you get? And if you hate those who hate you, what is your reward? 47 And if you greet only your own people, what are you doing more than others? Do not even greet your own people!"</p> <p><b>Matthew 21: 18-19 – Jesus Cleans the Temple</b></p> <p>18 Jesus entered the temple courts and drove out all who were selling and buying there. He overturned the tables of the money-changers and the benches of those selling doves. 19 "It is written," he said to them, "My house will be called a house of prayer [3] but you are making it a den of robbers [4]!"</p>																																																																																																																												

# Weekly Overview of Learning

Year Group: 4    Week beginning: 05.02.24

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Ukulele with a specialist music teacher.



## Unit: Swimming (Amber & Amethyst)

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



Art

Spanish – Language Angels

PSHE - Jigsaw

# Weekly Overview of Learning

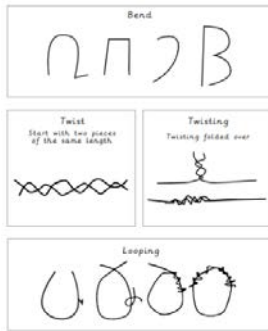
Year Group: 4 Week beginning: 05.02.24

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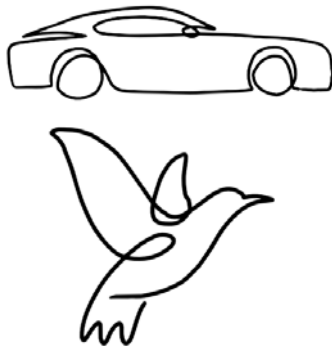
## Unit: ART - Sculpture and mega materials

### Lesson 4/5 - working with wire (Carried 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 5

**LI: We are learning to integrate new language with previously learned phrases (e.g., "me llamo..." and "tengo ... años") in a role-play to enhance contextual understanding.**

#### Key Language:

##### Key Language

Me llamo...	=	My name is...
Tengo ... años	=	I am ... years old
Vivo en...	=	I live in...
En mi casa hay...	=	In my home there is... / there are...
En mi casa no hay...	=	In my home there is not... / there are no...

##### Key Questions / Phrases

¿ Cómo te llamas ?	=	What are you called?
¿ Cuántos años tienes ?	=	How old are you?
¿ Dónde vives ?	=	Where do you live?
¿ Cómo es tu casa ?	=	What is your home like?

In this Spanish lesson, children will consolidate their language skills through extended listening and reading exercises. They will then elevate their understanding by incorporating both new and previously learned language in a role-play activity. The focus is on expressing personal information, such as their name, age, and home details, using both oral and written forms. Utilising the 'Mi casa (5)' PowerPoint, children engage in activities aimed at enhancing their communication skills. The lesson also includes a differentiated extended writing activity and reading exercises to reinforce learning. The plenary challenges children to independently articulate their personal

## Unit: Celebrating Difference!

### Lesson 5

**LI: We are learning to work out the steps to take to achieve a goal and do to this as part of a group.**

In this lesson, children will be working as part of a group. Together, they will progress through various stages to accomplish a shared objective. The main task involves crafting their potato person as a team effort, culminating in a group presentation to the class. They will then evaluate the contributions made by myself and others to the group's achievement.



- What did the team do well in this challenge?
- Were you disappointed about anything in the challenge?
- If you did the task again, what would you do differently?
- What could you do as a team to be more resilient and have a positive attitude the next time you work as a group?

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information in Spanish, promoting confidence in language use.

Let's do some extended speaking using the following questions and statements!

Question 1: ¿Cómo te llamas? 🗣️


Question 2: ¿Cuántos años tienes? 🗣️

Question 3: ¿Dónde vives? 🗣️

Question 4: ¿Cómo es tu casa? 🗣️

If the Spanish word for 'and' is 'y', try and translate the following into Spanish. You may like to use the vocabulary list provided for the unit to help you. You may like to write it down first!

I live in a house by the sea. In my house there is a kitchen, a sitting room, a dining room, two bathrooms and two bedrooms. In my house there is no garden.

Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing						
<p><b>Unit: SOUND</b> Lesson 5</p> <p><b>LI: We are learning to recognise that vibrations from sounds travel through a medium to the ear, by exploring how high and low sounds are created.</b></p> <p><b>LI: We are learning to explore ways to change the pitch of a sound.</b></p> <p>In today's lesson, the children will be identifying and describing high and low sounds through using a variety of instruments. They will also observe and describe patterns between the pitch of a sound, as well as features of the object that made the sound.</p> <p>Then we will create pan pipes to help us explain how different lengths can make a high and low sound.</p> <div style="border: 1px solid green; padding: 5px; margin-top: 10px;"> <p>Try three different instruments to explore how they make sounds of different pitch.</p> <p>For each type of instrument, write its name and draw a diagram of it in the box. Label your diagram to show how you made high and low sounds.</p> <p>Complete the table for each instrument, noting down any observations you made about the way high and low sounds are made.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Diagram</th> <th style="width: 70%;">Observations</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Guitar</td> <td>Thick strings Use several straws to make a set of pan pipes! Each straw should play a different pitch when you blow into it.</td> </tr> <tr> <td style="text-align: center;">Thinner strings</td> <td>Flatten the end 2cm of each straw, and cut a triangle in the end. Prepare several straws like this, then think about how to</td> </tr> </tbody> </table> </div> 	Diagram	Observations	Guitar	Thick strings Use several straws to make a set of pan pipes! Each straw should play a different pitch when you blow into it.	Thinner strings	Flatten the end 2cm of each straw, and cut a triangle in the end. Prepare several straws like this, then think about how to	<p><b>Unit: An</b> Lesson 5</p> <p><b>LI: We are learning about the culture of people in Canada, the USA, Ecuador, and Brazil, which includes their language, norms, religion, and values.</b></p> <p><b>Skill: Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.</b></p> <p>In this lesson, children will be learning about the different cultures in Canada, the USA, Ecuador and Brazil. They will use a world map and a globe to locate these countries. Children will be focusing on the history, religion, values, language and settlements of each country. They will then write some facts they have found out on each country.</p> <p>To end this unit children will engage in an end of topic quiz.</p> <p><u>Key vocabulary:</u> culture, heritage, Ecuador, Brazil, Canada, USA, languages, religion, society, values, norms, countries</p> <p><u>Key questions:</u></p>	<p><b>Unit: SAFER INTERNET DAY</b></p> <p><b>LI: We are learning to understand that online content can change people's thoughts, feelings and behaviour both positively and negatively.</b></p> <p>Safer Internet Day 2024 on February 6th explores 'Inspiring change' in online behavior. Focused on celebrating online safety, it addresses young perspectives on emerging technology, positive internet use, and desired online transformations.</p> <p>In this activity, children explore the internet's influential power on their thoughts, emotions, and actions. Four influence and impact cards are placed around the room, prompting learners to consider both positive and negative online influences. As they move between cards (POSITIVE, NEGATIVE, DEPENDS, NOT SURE), or use gestures like thumbs up or down, they assess how various examples might make them feel online. The task extends to discussing the potential impact on young people their age, fostering critical thinking and encouraging conversations about responsible online behaviour. This</p>
Diagram	Observations							
Guitar	Thick strings Use several straws to make a set of pan pipes! Each straw should play a different pitch when you blow into it.							
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What continent are these countries in?  
 Can you find these countries on the map?  
 How do the values of each country influence the way people live and interact?  
 What languages are spoken in these countries, and how does language contribute to their cultural identity?  
 What makes each country's culture unique in Canada, the USA, Ecuador, and Brazil?  
 What role does religion play in the lives of people in Canada, the USA, Ecuador, and Brazil?  
 Can you find any similarities or differences in the cultural aspects of these countries?



dynamic approach equips children with insights into navigating the diverse influences the internet presents.

AI analysis	POSITIVE	NEGATIVE	IT DEPENDS
AI can be very expensive	😊	😞	😐
AI can work things out quickly	😊	😞	😐
AI might make humans lazy	😊	😞	😐
AI might make certain jobs unnecessary	😊	😞	😐
AI could solve complicated problems (e.g. treatments for serious illnesses)	😊	😞	😐
AI is not as creative as humans	😊	😞	😐
AI doesn't need to take breaks	😊	😞	😐

Question 1. Ivan and his friends find a cool new website where a computer can answer their questions. They ask it some silly questions and it gives them a rude answer. What should Ivan do?

- A Keep it a secret between him and his friends
- B Tell a trusted adult about what happened and ask them to report it to the website
- C Shut down the computer and tell his friends not to use the website again

Question 2. Amira has been watching lots of her favourite influencer's videos online. She starts to think about how the influencer's life seems so fun and loves all their incredible clothes. Amira starts to feel upset that she isn't like the influencer. What should she do?

- A Ignore her feelings and keep watching the videos
- B Comment on the influencer's video asking for advice
- C Discuss her feelings with a trusted adult

## 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

**Spelling and Dictation**  
Remember to try and use these words in

### Maths

**Doodle Maths**  
Log on to your account at least three

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

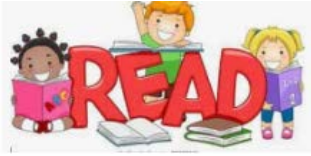
Please make sure your child has their purple task and reading book in school every day. Your child will

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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.



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 3

### Plural Possessive Apostrophes with Plural Words

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

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!



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