

# Weekly Overview of Learning

Year Group: 4 Week beginning: 05.06.23


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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	L.I. We are learning to revise our SPAG knowledge in preparation for our Pixl tests, later this week.	<b>PIXL ASSESSMENT</b> SPAG	<b>PIXL ASSESSMENT</b> Reading	<b>PIXL ASSESSMENT</b> Spelling	L.I: We are learning to reflect on our HOT tasks using teacher feedback
Speaking and Listening Focus	Think, pair, share. Talk partners. Cold calling.				Talk partners.
Key vocabulary and Key Bloom's higher order thinking questions	<p><b>Key vocabulary</b> Preposition, Conjunction, Word family, Prefix Clause, Subordinate clause, Direct speech, Consonant, Letter, Vowel, Inverted commas, Determiner, Pronoun, Possessive, Adverbial, Punctuation</p> <p><b>Key Questions:</b> What information does the instructions and guidance page give us? Why is it important to read this? What is the question asking us to do? How many answers do we have to give? How will we answer the question?</p>	<p><b>Key vocabulary</b></p> <p><b>Key Questions:</b></p>	<p><b>Key vocabulary</b></p> <p><b>Key Questions:</b></p>	<p><b>Key vocabulary</b></p> <p><b>Key Questions:</b></p>	<p><b>Key vocabulary</b> Reflect, Feedback, WWW, WBI, Errors, Misconceptions and Expectation</p> <p><b>Key Questions:</b> Have you remembered to check your work? Have you included figurative language? How can you uplevel your vocabulary? Have you used punctuation accurately? Have you used the correct tense and person? How can you reorganise your sentences so that they have maximum impact on the reader? What went well? What are your next steps?</p>

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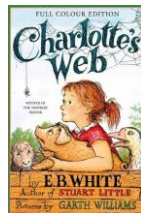
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<p><b>Activities</b></p>	<p>This week, we will be sitting the Pixl tests for the summer term. In preparation for that, we are going to go through the Spring term's SPAG Pixl test to revise and prepare ourselves for the Summer tests. We will work collaboratively as a class as well as working independently on some questions.</p>				<p>In this lesson, the children will reflect on their HOT tasks using the individual feedback sheets filled in by the teacher. After that, they will re-write a section of their HOT task using the next steps their teacher has given them.</p> 
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**Class Text – Reading Aloud**  
10-15 mins each day

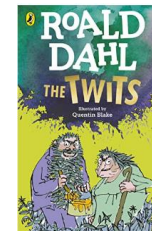
**Amber**  
TEXT – Charlotte's Web  
Author – E.B White



**Obsidian**  
Text - Harry Potter and the Philosopher's Stone  
Author – J.K Rowling



**Amethyst**  
Text – The Twits  
Author –Roald Dahl



**Moonstone**  
Text – Stitch Head  
Author – Guy Bass



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





































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Maths - Time	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><b>LI: We are learning to understand and recap the relationships between a year, month, a week and a day.</b></p>	<p><b>LI: We are learning to understand how to convert seconds, minutes and hours using multiplicative reasoning.</b></p>	<p><b>LI: We are learning to convert between analogue and digital time.</b></p>	<p><b>LI: We are learning to understand and convert to the 24 hour clock.</b></p>	<p><b>L.I: We are learning to develop fluency with our times tables. L.I: We are learning to complete a range of arithmetic questions in a given time using our prior learning</b></p>
<p><b>Key vocabulary and key questions</b></p>	<p><b>Key Vocabulary:</b> weeks year month representation calendar reasoning convert leap year</p> <p><b>Key Questions:</b> How many days are there in a week? How many days are there in the month of ? How many days/weeks/months are there in a year? What do you need to do to convert ? How are leap years different from ordinary years? How often is there a leap year?</p>	<p><b>Key Vocabulary:</b> representation calendar reasoning convert leap year compare minutes hours seconds 6 times-tables equal</p> <p><b>Key Questions:</b> What activity lasts approximately one second/minute/hour? How many seconds/minutes/hours do you think it takes you to ___? How many minutes are there in ___ hour(s)? How many seconds are there in ___ minute(s)? If you know that 1 minute is equal to 60 seconds, how many seconds is 3 minutes equal to?</p>	<p><b>Key Vocabulary:</b> Convert, Calculate, Analogue, Digital, Morning, Afternoon, am, pm, Duration and Clock.</p> <p><b>Key Questions:</b> Why is it important to know whether a time is am or pm? Does an analogue clock show whether it is am or pm? How do you show an analogue time as a 12-hour digital time? How will you find the start/end time of the activity? How can you use a number line to work out the duration of the activity? Do you find it easier to work out how long it is between times using an analogue or a digital clock? Why?</p>	<p><b>Key Vocabulary:</b> Convert, Calculate, Digits, Morning, Afternoon, am, pm, 24-hour clock, clocks, watches and smartphones.</p> <p><b>Key Questions:</b> How many hours are there between noon and midnight? Is ___ earlier or later than ___ ? What is the same/different about 5 am on a 24-hour digital clock and on a 12-hour digital clock? What is the same/different about 5 pm on a 24-hour digital clock and on a 12-hour digital clock? Do you always need to add 12 to the hours to convert a time to the 24-hour clock? Why/why not? How many digits does a time on a 24-hour clock have?</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>

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<p><b>Activities</b></p>	<p>Today the children will be revisiting their prior knowledge of relationships between a year, month, week and a day. They will explore how a year can be represented on a calendar.</p> <p>Children will be using multiplicative reasoning and related number facts to convert and compare the different units of time.</p> <p>By the end of this lesson, children should be able to recognise how often a leap year occurs.</p> <p>Max and Kim are talking about their ages. </p> <p>Max: I am 9 years and 5 months old.</p> <p>Kim: I am 4 months older than Max.</p> <p>What is the total of their ages?</p>	<p>Today, children will be recapping the number of seconds in a minute and minutes in an hour.</p> <p>We will be using multiplicative reasoning and related number facts to convert and compare times recorded in hours, minutes and seconds.</p> <p>Children will be able to use their knowledge of 6-times tables to help find these number related facts. For instance - <math>36 \div 6 = 6</math> and <math>360 \div 6 = 60</math>. So 360 seconds is equivalent to 6 minutes.</p> <p>The time is 10 minutes past 3. </p> <p>Draw hands on the clocks to show what time it will be:</p> <p>a) in 10 minutes      c) in 120 seconds</p> <p>      </p>	<p>Today, children will convert between analogue and 12-hour digital times, reinforcing and building on their learning in Year 3.</p> <p>The children will discuss the importance of knowing whether a time is taking place in the morning or the afternoon and how an analogue clock does not usually show am or pm.</p> <p>Towards the end of this step, children calculate durations of time represented on analogue and 12-hour digital clocks. Use of a blank number line can support finding durations of time or to help children find the start and end times of an activity. In the next step, children are introduced to the 24-hour dig.</p> <p>Match the analogue and digital times.</p> <p>      </p> <p>      </p> <p>      </p> <p>      </p>	<p>In this small step, children are introduced to writing 24-hour clock times for the first time. Children recap the concept of am and pm from Year 3 to support them when converting to the 24-hour clock.</p> <p>They recognise that to convert pm times between 1 pm and 11:59 pm into 24-hour clock times, they add 12 hours to the time. They also learn that 24-hour clock times are always shown with four digits, so if the hour only has one digit, then a zero is placed at the start, for example 09:45. Encourage children to identify what is the same and what is different about 12-hour and 24-hour digital clocks displaying the same time. Using clocks, watches, smartphones and computers can help with this.</p> <p>Match the 12-hour clock times to the 24-hour clock times.</p> <table border="0"> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>											<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.</p> <p></p> <p>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!**

Music – Sing Up

RE

PE – Get Set 4 PE

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## Unit: Favourite Song

### Lesson 1

L.I. We are learning to listen to the structure of 'Favourite song' and talk about it using appropriate vocabulary (intro, verse, chorus, instrumental).

#### In this lesson, children will:

- Warm up with an action sequence to *Favourite song*.
- Listen to the structure of *Favourite song* and talk about it using appropriate vocabulary (intro, verse, chorus, instrumental).
- Begin to learn to sing the song – Verse 1.
- Play chords and triads C major and A minor, and learn G major.
- Play the chords of the verse.



#### About the unit:

*Favourite song* is in a fast, folk-rock style with a driving rhythm, reminiscent of the style of Mumford and Sons. With a simple verse/chorus structure and easy to follow chord pattern, the song builds on from the unit *The doot doot song*,

## Unit: Humanism

### Lesson 1

LI: We are learning to identify what we think humanism is

LI: We are learning to explore what a world view is

In this lesson, the children will be introduced to humanism and what it is. To begin, they will complete a 'beginning of unit' defining frame to identify what they might already know about humanism and what they think it may be.

Secondly, they will begin to explore what a world view is. To demonstrate their learning the children will select the things that have the greatest influence upon them. They will then put those influences together to create a jigsaw showing how their worldview is formed.



## Unit: Athletics

### Lesson 1

L.I. We are learning to develop stamina and an understanding of speed and pace in relation to distance.

In this lesson children should be able to:

- Run at a pace that you can maintain.
- Run faster at the end of the race.
- Run with fluency and coordination alternating your arms and legs.

## Unit: Basketball

### Lesson 1

L.I. We are learning to develop the attacking skill of dribbling.

In this lesson children will learn to push the ball back down when it reaches the top of its bounce. They will also be able to use wide fingers to control the ball.



## Unit: Swimming (Amber & Amethyst)

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



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introducing G major to previously learnt chords C, F, and minor. During the unit, pupils will learn to sing and play the song, develop technical skills on tuned percussion, and experience playing in a class band. Playing and singing activity is supported by listening to a range of music in a folk and folk-rock style, comparing and contrasting different artists' styles. This unit also includes the collection of further evidence of pupils' progress – the third and final progression snapshot that will complete the progression picture for Year 4.

### Unit Key Words:





















- **Duration:** steady beat/pulse, 3/4 and 4/4 time signatures, beats in the bar.
- **Pitch:** triads/chords: C, F, and G major, A minor.
- **Structure:** introduction, verse, chorus, instrumental.
- **Timbre:** acoustic guitar, banjo, harmonica, keyboard, drums, bass guitar, double bass.
- **Other:** folk-rock, acoustic, electric.



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Art	Spanish – Language Angels	PSHE - Jigsaw						
<p><b>Unit: Craft and design: Fabric of nature</b> <b>Lesson 5</b></p> <p><b>L1: We are learning to explore textile techniques to develop patterns.</b></p> <p>In art this week we are focussing on developing our designs by using tracing paper to collect interesting shapes and patterns from our previous work. This will be to prepare us for the next few weeks where we will be exploring batik and repeating patterns. This will all be inspired by the work of William Morris.</p> <p><b>What inspired William Morris?</b></p> <div data-bbox="107 778 779 1037">  <p>'Acanthus' wallpaper design, 1875</p> <p>Wallpaper border designed and made by the 19th Century designer William Morris</p> </div>	<p><b>Unit: Ricitos de Oro y los tres osos</b> <b>Lesson 1</b></p> <p><b>L1: We are learning to understand new vocabulary by using picture cards from the well recognised story Ricitos de Oro y los tres osos (Goldilocks &amp; The Three Bears).</b></p> <div data-bbox="815 536 1447 922"> <table border="1"> <tr> <td> Ricitos de Oro</td> <td> papá oso</td> <td> mamá osa</td> </tr> <tr> <td> bebé oso</td> <td> una casa</td> <td> el tazón grande</td> </tr> </table> </div> <p>This week the children will start their new unit of learning. Firstly, they will remind themselves of the story in English and will then be introduced to new Spanish vocabulary associated with the story. The children will work in small groups to explore and understand this vocabulary using picture cards.</p>	 Ricitos de Oro	 papá oso	 mamá osa	 bebé oso	 una casa	 el tazón grande	<p><b>Unit: Changing me</b> <b>Lesson 1/ Puzzle 1</b></p> <p><b>L1: We are learning to identify what we already know about change.</b></p> <p>We will now be beginning our new topic of 'changing me'.</p> <p>In this lesson, the children will be identifying what they already know about change and any examples they can analyse to relate to this topic.</p> <div data-bbox="1621 635 2024 903">  </div>
 Ricitos de Oro	 papá oso	 mamá osa						
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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing						
<p style="text-align: center;"><b>Unit: Electricity</b> <b>Lesson 1</b></p> <p><u>L.I. We are learning to identify what we already know about electricity.</u></p> <p><u>LI: We are learning to classify and present data, identifying common appliances that run on electricity.</u></p> <p>In this lesson, we will be beginning our focus on electricity. Firstly, we will use a thinking frame to identify what we already know about the topic and pose some interesting questions.</p> <p>We will then use a venn diagram to split battery and mains powered electronics.</p> <div data-bbox="125 759 745 1193" style="border: 1px solid black; padding: 10px; margin: 10px 0;"><div style="border: 1px solid black; width: 80%; margin: 0 auto; padding: 5px; text-align: center;">What do you already know about electricity?</div><div style="border: 1px solid black; width: 80%; margin: 0 auto; padding: 5px; text-align: center;">What would you like to learn about electricity?</div></div>	<p style="text-align: center;"><b>Unit: Ancient Egyptians</b> <b>Lesson 6</b></p> <p><u>LI: We are learning to compare Ancient Egyptian gods and goddesses.</u></p> <p>Today, we are learning to compare Ancient Egyptian gods and goddesses. The children will learn about the different Ancient Egyptian gods and goddesses and then compare their skills, strengths and weaknesses. Finally, the children will put their knowledge to the test by creating Ancient Egyptian gods and goddesses trump cards. The children will have to write a short summary about each god and then give them a rating based on their popularity, strength, kindness, intelligence and danger. The children will then have the opportunity to play top trumps with the cards they have made.</p> <div data-bbox="853 863 1473 1198" style="text-align: center;"></div>	<p style="text-align: center;"><b>Unit: Repetition in shapes</b> <b>Lesson 1</b></p> <p><b>LI: We are learning to identify loops to create shapes.</b></p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"><li>• I can list an everyday task as a set of instructions including retention</li><li>• I can predict the outcome of a snippet of code</li><li>• I can modify a snippet of a code to create a given outcome</li></ul> <p>This lesson starts by looking at repetition within real-life examples, where learners identify which parts of a set of instructions are repeated. Learners then use Scratch, a block-based programming environment, to create shapes using count-controlled loops. They consider what the different values in each loop signify, then use existing code to modify and create new code, and work on reading code and predicting what the output will be once the code is run.</p> <table border="1" data-bbox="1512 1029 2139 1189"><thead><tr><th>Shape</th><th>Logo Commands</th><th>Scratch blocks</th></tr></thead><tbody><tr><td style="text-align: center;"></td><td style="text-align: center;"><code>repeat 4 [fd 50 rt 90]</code></td><td style="text-align: center;"></td></tr></tbody></table>	Shape	Logo Commands	Scratch blocks		<code>repeat 4 [fd 50 rt 90]</code>	
Shape	Logo Commands	Scratch blocks						
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# Weekly Overview of Learning

Year Group: 4    Week beginning: 05.06.23

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.



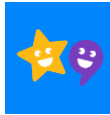
Remember there are a variety of online platforms to explore reading on too, such as Bug Club and Reading Eggs.



#### 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 be set to your extras each week. This will be set on a Thursday and due on a Monday.**



#### KS2

#### Statutory Spelling Challenge Words

Please also remember to practise previous spellings from all weeks.

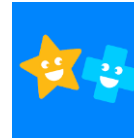
#### Week 1

### Maths

#### Doodle Maths

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

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



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

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

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

#### Times Tables Rock stars:

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



**The Year 4 times table multiplication check is upcoming!**

### 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:**

**Monday: Amber (Spelthorne Leisure Centre)**

**Tuesday: Amethyst (Heston Leisure Centre)**

Please ensure your child comes to school wearing their PE kit and brings the correct

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	<ol style="list-style-type: none"><li>1. dangerous</li><li>2. poisonous</li><li>3. mountainous</li><li>4. joyous</li><li>5. synonymous</li><li>6. hazardous</li><li>7. riotous</li><li>8. perilous</li><li>9. momentous</li><li>10. scandalous</li></ol>		<p>swimming kit on the appropriate day.</p> <ul style="list-style-type: none"><li>- Swimming Hat</li><li>- Goggles</li><li>- Swimming costume/ Shorts</li><li>- A towel</li></ul>
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