

# Weekly Overview of Learning

Year Group: 4 Week beginning: 06.02.23

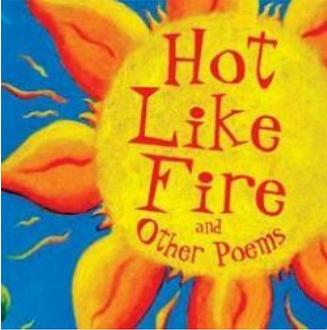
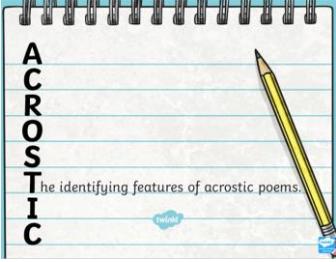
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| English Reading and Writing  | Monday  | Tuesday  | Wednesday   | Thursday   | Friday   |
|--|---|--|---|--|--|
|  | <p>L1: We are learning to use layout, format graphics and illustrations for different purposes. (Carried over from last week)</p>   | <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 identify and recognise the features of an acrostic poem (1)</p> <p>L.I. We are learning to gather and collate literary devices in preparation to write our own acrostic poem (2)</p>  | <p>L.I. We are learning to draft acrostic poems about rainforests</p>  | <p>L.I. We are learning to write acrostic poems about rainforests</p>  |
| <p>Speaking and Listening Focus</p>                                  | <p>Think, pair, share<br/>Analysing a modelled example</p> <p>The children will use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>   | <p>Think, pair, share.<br/>Class discussion.</p> <p>The children will call upon their prior knowledge to discuss and recite different features of poems.</p>   | <p>Children will be encouraged ask relevant questions to deepen their understanding of poetry</p> <p>Analysing a modelled example:<br/>What features can you see here?<br/>How does this poem link to issues concerning rainforests at the moment?</p>  | <p>Think, pair, share.<br/>Class discussion.<br/>What can you remember about acrostic poems? What are their special features?</p>  | <p>Cold calling - How do the pictures relate to the poem's meaning? Can you give any more examples where the illustrations relate to the poem's meanings?</p>  |
| <p>Key vocabulary and Key Blooms higher order thinking questions</p> | <p><b>Key vocabulary</b></p> <p>Stanza<br/>Layout<br/>Illustrations<br/>Purposes<br/>Pirates<br/>Themes<br/>Suspense</p> <p><b>Key questions:</b></p> <p>Can you define what an anthology is?<br/>How can we change the layout of the text?<br/>Could we use technology?<br/>How do illustrations appeal to the reader?<br/>Can you examine what these illustrations add?</p> | <p><b>Key Vocabulary:</b></p> <p>Poetry<br/>Rhyme<br/>Rhythm<br/>Personification<br/>Alliteration<br/>Simile<br/>Metaphor<br/>Verse<br/>Stanza<br/>Syllable</p> <p><b>Key Questions:</b></p> <p>How many poetry features can you think of?</p> <p>What is the poem about?</p> <p>Can you identify any features in this poem?</p> | <p><b>Key Vocabulary:</b></p> <p>Poetry<br/>Rhyme<br/>Rhythm<br/>Personification<br/>Alliteration<br/>Simile<br/>Metaphor<br/>Verse<br/>Stanza<br/>Syllable<br/>Acrostic</p> <p><b>Key Questions:</b></p> <p>What is an acrostic poem?</p> <p>Where would you use an acrostic poem?</p> <p>How do acrostic poems compare to other styles of poetry?</p> | <p><b>Key vocabulary</b></p> <p>Poetry<br/>Rhyme<br/>Rhythm<br/>Personification<br/>Alliteration<br/>Simile<br/>Metaphor<br/>Verse<br/>Stanza<br/>Syllable<br/>Acrostic</p> <p><b>Key Questions:</b></p> <p>How could you express feelings in poetry?</p> <p>What criteria would you use to assess your own acrostic poem about rainforests?</p> | <p><b>Key vocabulary</b></p> <p>Poetry<br/>Rhyme<br/>Rhythm<br/>Personification<br/>Alliteration<br/>Simile<br/>Metaphor<br/>Verse<br/>Stanza<br/>Syllable<br/>Acrostic</p> <p><b>Key Questions:</b></p> <p>How do the pictures relate to the poem's meaning?</p> <p>Can you give any more examples where the illustrations relate to the poem's meanings?</p> |

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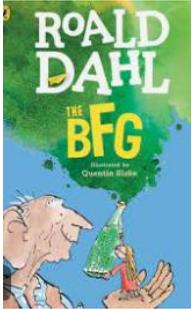
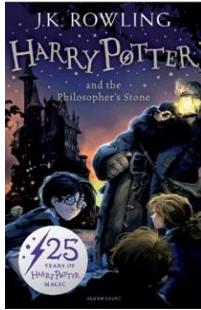
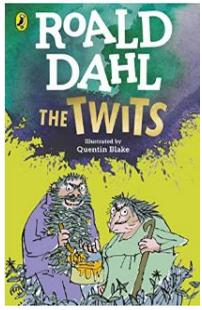
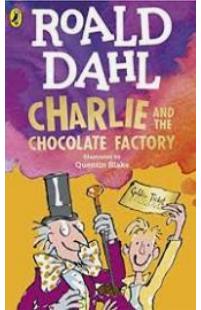
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|  |  | <p>Is this poem similar to any other poems we have read?</p> <p>What is the message of the poem? Who is 'I'?</p>   | <p>What information can you infer from this poem?</p> <p>Can you list different similes, adjectives, metaphors and personification to describe a rainforest?</p>  | <p>List the ways you can play with language in a poem</p> <p>How will you write your poem effectively using the poetic devices you collected yesterday?</p>  | <p>Why is the layout of your poem significant?</p> <p>Why are verses important?</p>   |
|--|--|--|---|--|---|
| <p><b>Activities</b></p> <p>In today's lesson we will be analysing illustrations 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, 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>In this lesson we will be analysing and annotating a poem called 'I asked the river' written by Valerie Brown. We will be identifying and highlighting the key features that we can find within the poem. This is in preparation for writing our own poems in a couple of days time.</p>   | <p>In this lesson we will be looking at the features of acrostic poems and then working in groups to gather and compose similes, adjectives, metaphors and personification that they can use in their own rainforest theme acrostic poem, which they will draft tomorrow.</p>   | <p>In this lesson, the children will use what they have learnt about poetry and how they can use literary devices to help play with language to draft their own acrostic poem about rainforests. The children have been learning about rainforests and the current issues concerning rainforests, so they can apply this knowledge when drafting their poem.</p>  | <p>Following feedback from their teacher, in this lesson, the children will neatly write up their acrostic poem about rainforests. They will then be prompted by a series of questions to think about what illustrations and designs may support their acrostic poem and add to the poem's overall meaning.</p>   | <ul style="list-style-type: none"> <li><b>R</b> - Roaring leopards hunting for their next prey</li> <li><b>A</b> - Animals acting abnormally afraid</li> <li><b>I</b> - Insects skipping across the forest floor</li> <li><b>N</b> - "No more machinery, I beg you senhor."</li> <li><b>F</b> - Freedom is a bird</li> <li><b>O</b> - Over the emergent layer they flee</li> <li><b>R</b> - Reckless humans, cut down the trees</li> <li><b>E</b> - Ending life, no more to see.</li> <li><b>S</b> - Silent like a forgotten melody.</li> <li><b>T</b> - Teach the world to be kind, please.</li> </ul> |

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|  |   |  |  |  |
|--|---|--|--|--|
| <p><b>Class Text – Reading Aloud</b><br/>10-15 mins each day</p> | <p><b>Amber</b><br/>TEXT – The BFG<br/>Author – Ronald Dahl</p>  | <p><b>Obsidian</b><br/>Text - Harry Potter and the Philosopher's Stone<br/>Author – J.K Rowling</p>  | <p><b>Amethyst</b><br/>Text – The Twits<br/>Author –Roald Dahl</p>  | <p><b>Moonstone</b><br/>Text – Charlie and the Chocolate Factory<br/>Author – Roald Dahl</p>  |
|--|---|--|--|--|

|                                  | Lesson 1   | Lesson 2   | Lesson 3   | Lesson 4  | Lesson 5  |
|----------------------------------|--|--|--|---|---|
| Maths - Measurement and Length   | <u>Assessment - Arithmetic paper</u>                       | <u>Assessment - Reasoning paper 1</u>                      | <u>Assessment - Reasoning paper 2</u>                      | <u>L1: We are learning to review fractions, including improper fractions.</u>   | <u>L.I. We are learning to consolidate our times table knowledge.</u>   |
| Key vocabulary and key questions | <p><u>Key Vocabulary:</u></p> <p><u>Key Questions:</u></p> | <p><u>Key Vocabulary:</u></p> <p><u>Key Questions:</u></p> | <p><u>Key Vocabulary:</u></p> <p><u>Key Questions:</u></p> | <p><u>Key Vocabulary:</u></p> <p>Equivalent, equal, part, value, improper, denominator, numerator, mixed</p> <p><u>Key Questions:</u></p> <p>-What does equivalent mean?<br/>-How can we use a fraction wall?</p> | <p><u>Key Vocabulary:</u></p> <p>Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p><u>Key Questions:</u></p> <p>-What is a multiplication fact?<br/>-What is a division fact?<br/>-What is a fact family?</p> |

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|                   |   |   |   |   |  |
|-------------------|---|---|---|---|--|
|                   |   |   |   | <ul style="list-style-type: none"> <li>-Can represent a half in other ways?</li> <li>-Can you identify the denominator?</li> <li>-Can you identify the numerator?</li> </ul>  | <ul style="list-style-type: none"> <li>- If you know <math>4 \times 5 = 20</math>, what do you also know?</li> <li>- if <math>77 \div 11 = 7</math>, what else do you know?</li> <li>-What is the question asking you? How do you know?</li> <li>-What method can you use to help you work this question out?</li> </ul>   |
| <b>Activities</b> | <p>In this assessment session, children will be required to show their understanding of their arithmetic skills they have covered thus far.</p> <p>They will be answering a variety of arithmetic questions that they are familiar with, such as their daily fluent in five, and also the weekly arithmetic tests that the children complete and go through as a class.</p> | <p>In this assessment session, children will be required to show their understanding of the mathematical areas they have covered thus far.</p> <p>They will be answering a variety of questions to apply their mathematical reasoning and problem solving skills.</p> | <p>In this assessment session, children will be required to show their understanding of the mathematical areas they have covered thus far.</p> <p>They will be answering a variety of questions to apply their mathematical reasoning and problem solving skills.</p> | <p>In this lesson, we will be recapping and reviewing what the children can remember from year 3 about fractions, in preparing for our fraction focus after half term.</p> <p>We will begin familiarising ourselves with the fraction wall, and identifying how we can use this to work out equivalent fractions.</p> <p>Then, we will introduce the concept of improper fractions.</p> | <p>Today, the children will compete in the year group TTRS battle. This battle runs every week and the children can compete in it during their times tables lesson, as well as at home. This lesson will focus on recall and fluency with the children's multiplication and division facts.</p> <div style="text-align: center;">  </div> <p>The children will also practise on the online test, which will provide familiarity and will support them ahead of their summer term times table test, which will also be complete on a computer.</p> <p>The link for this time table testing can also be found on your child's Google Classroom.</p> |

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

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**L.I. We are learning to explore the notes and sounds of a ukulele**

Whole class instrumental teaching from Hounslow Music Service.

Prior learning - over the past few weeks, we have been learning how to play a c chord as well as the single notes C and D, whilst playing along with a popular pop song from the 80s.



Check out the HMS resources which you can access from home: <https://www.hounslowmusic.org.uk/learning-resources/>

**Art**

**Unit: - Thinking Traps (week 8).**

This week the children will learn about feelings they may experience, such as gloomy or down and that there are things they can do that will help them feel better.



Additionally, they will explore that they can train their brains to come up with more helpful thoughts and give themselves a pep talk when needed. Lastly, the children will learn that they can move their attention away from worries with some simple cognitive strategies.

**Spanish – Language Angels**

**Unit: Dance**

**THEME: Carnival**

**Lesson 6 - LI: To develop a dance phrase and perform as part of a class performance.**



In this lesson, children will perform the actions to the fast samba beat showing good timing and rhythm.

**Unit: Gymnastics**

**Lesson 6 - LI: To be able to create a partner sequence to include apparatus.**

In this lesson, children will create a sequence using different shapes, levels and pathways which they will then perform with a starting and finishing position.



**Unit: Swimming (Moonstone & Obsidian)**

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

This is the **last session** for Obsidian and Moonstone.

**PSHE - Jigsaw**

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## L.I. We are learning to reflect on our own work

(Lesson 6)

### Skill development

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

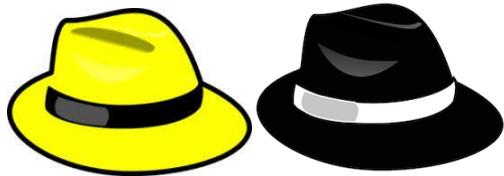
Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.

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

In this lesson, the children will have the opportunity to reflect on their final piece of artwork for the unit as well as thinking about what they've enjoyed during this unit and what they've found difficult and how they overcame those difficulties.



## Unit: MI CASA

### Lesson 6:

L1: We are learning to apply and revise all the language that we have covered this term by completing an end of unit assessment.

The children will be revisiting ALL language from the unit in this week's lesson. They will then revise all their learning through class discussions and individual time, before they complete their end of unit assessment. The children's assessment will focus on speaking, listening, reading and writing, followed by a reflection.

| Reading Exercise  | Writing Exercise  |                   |              |                     |          |             |        |      |        |              |       |        |                |            |     |                     |
|---|---|-------------------|--------------|---------------------|----------|-------------|--------|------|--------|--------------|-------|--------|----------------|------------|-----|---------------------|
| <p>Can you read the passage in Spanish below and then answer any of the questions in English?</p> <p>iHola! Me llamo Sandra y vivo en Valencia en España. Vivo en una casa en la costa. En mi casa hay una cocina, un salón y un comedor. También, en mi casa hay dos dormitorios y dos cuartos de baño. Pero en mi casa no hay jardín y no hay lavadero.</p> <p>Does Sandra live in a house or apartment? <input type="text"/></p> <p>Where is Sandra's home located? <input type="text"/></p> <p>Does Sandra's home have a kitchen? <input type="text"/></p> <p>How many bedrooms does Sandra's home have? <input type="text"/></p> <p>Does Sandra's home have a garden? <input type="text"/></p> | <p>Can you write any of the following five phrases in Spanish?</p> <p>An apartment. <input type="text"/></p> <p>I live in a house. <input type="text"/></p> <p>I live in an apartment in town. <input type="text"/></p> <p>In my home there is a bedroom. <input type="text"/></p> <p>In my home there is no garden. <input type="text"/></p> |                   |              |                     |          |             |        |      |        |              |       |        |                |            |     |                     |
| <p><b>Word Bank</b></p> <table border="0"> <tr> <td>en mi casa hay...</td> <td>un</td> <td>piso</td> <td>despacho</td> <td>en la costa</td> </tr> <tr> <td>jardín</td> <td>casa</td> <td>sótano</td> <td>en la ciudad</td> <td>salón</td> </tr> <tr> <td>garaje</td> <td>cuarto de baño</td> <td>vivo en...</td> <td>una</td> <td>dormitorio, comedor</td> </tr> </table>   |   | en mi casa hay... | un           | piso                | despacho | en la costa | jardín | casa | sótano | en la ciudad | salón | garaje | cuarto de baño | vivo en... | una | dormitorio, comedor |
| en mi casa hay...   | un  | piso              | despacho     | en la costa         |          |             |        |      |        |              |       |        |                |            |     |                     |
| jardín  | casa  | sótano            | en la ciudad | salón               |          |             |        |      |        |              |       |        |                |            |     |                     |
| garaje  | cuarto de baño  | vivo en...        | una          | dormitorio, comedor |          |             |        |      |        |              |       |        |                |            |     |                     |

## Puzzle 5 - Dreams and Goals

### Lesson 5

L1: We are learning to work out the steps to take to achieve a goal and do this as part of a group.

This week, each class will take part in the funniest potato person competition. They will need to design, make and create a personality for their potato creation. Each group will need to use teamwork to complete their task together and achieve their goal.



Science - Wellington Curriculum

Topic (Geography) – Wellington Curriculum

Computing – Barefoot and Teach Computing

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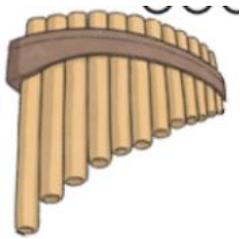
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**LI: We are learning to recognise that vibrations from sounds travel through a medium to the ear, by exploring how high and low sounds are created.**

**LI: We are learning to explore ways to change the pitch of a sound.**

In this lesson children will try 3 different instruments to explore how they make sounds of different pitches. They will also use several straws to make their own set of panpipes to play around with pitch!



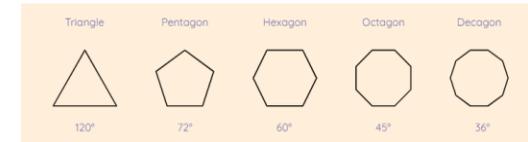
**LI: We are learning to explain the effects humans are having on the rainforests.**

In this lesson, we will be learning the term 'deforestation'. We will discuss why deforestation happens, and identify the positive and negative effects on humans, animals and the planet. We will then make promises of some changes that we can do to help limit the impact of deforestation.



**LI: We are learning to modify a count-controlled loop to produce a given outcome.**

In this lesson children will predict what would happen from a code snippet. They will also change values in loops to create shapes and use count-controlled loops to create these different shapes.



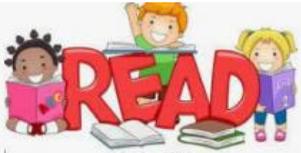
## Homework

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.



Over the week, aim to read different text genres such as: a biography, classic novel,

**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.

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

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

KS2



### 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:**



### 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

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adventure story, poems,  
newspaper or cultural story.

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



**Word with the 's' sound, spelt with 'sc'**

**Week 6**

1. science
2. crescent
3. discipline
4. fascinate
5. scent
6. scissors
7. ascent
8. descent
9. scientist
10. scenery

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!



include:



**Half term - Monday 13th February.  
Scholastic Book fair 20- 24th February 2023**