
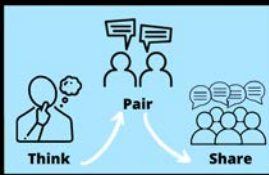


# Weekly Overview of Learning

Year Group: 4 Week beginning: 08.01.24

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|  | Monday   | Tuesday   | Wednesday   | Thursday   | Friday   |
|--|--|---|---|--|--|
| English Reading and Writing                                    | <u>LI: We are learning to use persuasion in our writing. (COLD TASK)</u>   | <u>LI: We are learning to make plausible predictions using modal verbs.</u>   | <u>L.I. We are learning to evaluate and edit our writing using thinking skills to self reflect our persuasive letter (COLD TASK FEEDBACK)</u>   | <u>LI: We are learning to explore and understand the creative and expressive use of onomatopoeia in our class text 'Leon And The Place Between'.</u>   | <u>LI: We are learning to identify and explore how authors have created ways for characters to visit their magical worlds using a compare and contrast frame.</u>  |
| Speaking and Listening Focus                                   | <p>Think, pair, share and class discussion</p> <p>-What can you remember from year 3 about writing a letter?</p> <p>-Children will complete a short role play exercise and will be encouraged to rehearse and develop good language speaking skills.</p>  | <p>Think, pair, share</p> <p>Class collaboration</p> <p>Cold Calling</p> <p>Children will be able to participate in discussions to construct plausible sentences.</p> <p>Pupils will work in pairs construction sentences which include a subject, verb and adverb and explore modal verbs.</p> <p>They will be asked to share their sentences with the class - using cold calling.</p> | <p>Feedback</p> <p>Peer Assess</p> <p>Think, Pair, Share</p>    | <p>Collaborative learning</p> <p>-Children will work collaboratively by unpicking the text and identifying onomatopoeia words.</p> <p>Cold Calling</p> <p>- They will be asked to share their ideas with the class using cold calling.</p> | <p>Class discussion</p> <p>- Children participate in class discussions sharing ideas and expressing their opinions on the imaginative theme of magical portals.</p> <p>Active listening</p> <p>-We will be reinforcing the importance of listening carefully in various contexts.</p> <p>- Listening to different perspectives during class discussions, encouraging students to understand and respond to varying opinions.</p> |
| Key vocabulary and Key Bloom's higher order thinking questions | <p><u>Key vocabulary</u></p> <p>Persuasion<br/>Persuade<br/>Persuasive<br/>Demand<br/>Insist<br/>In my opinion<br/>I urge you<br/>Firstly<br/>In addition<br/>Therefore</p> <p><u>Key Questions:</u></p> <p>What do we mean by a persuasive letter?</p> <p>What persuasive vocabulary can</p>  | <p><u>Key vocabulary</u></p> <p>Impression<br/>Prediction<br/>Inference<br/>Magic<br/>Circus<br/>Characters<br/>Tension<br/>Exciting</p> <p><u>Key Questions:</u></p> <p>Have you ever been to the circus or a magic show?</p> <p>What did you see, smell and hear?</p>   | <p><u>Key vocabulary</u></p> <p>Success Criteria<br/>Persuasion<br/>Persuade<br/>Persuasive<br/>Demand<br/>Insist<br/>In my opinion<br/>I urge you<br/>Firstly<br/>In addition<br/>Therefore</p> <p><u>Key Questions:</u></p> <p>Which features from the success criteria have I included in my letter?</p> | <p><u>Key vocabulary</u></p> <p>Onomatopoeia<br/>Wallop<br/>Clunk<br/>Flutter<br/>Zip<br/>Spin<br/>Sparkle<br/>Pop<br/>Fizz<br/>Bang<br/>Whoosh<br/>Swoosh<br/>Crackle<br/>Boink<br/>Swish<br/>Boing</p>                                   | <p><u>Key vocabulary</u></p> <p>Leon<br/>The Place Between<br/>Magic<br/>Box<br/>Wardrobe<br/>Narnia<br/>Portal<br/>Wizard of Oz<br/>Yellow Brick Road<br/>Tornado<br/>Door<br/>Portal<br/>Comparisons</p>   |

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**Year Group: 4**    **Week beginning: 08.01.24**


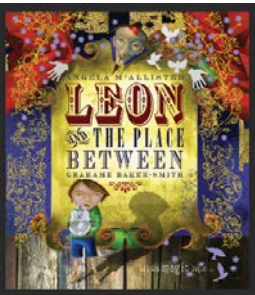

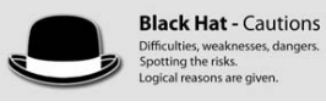





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|  |   |  |  |  |   |
|--|---|--|--|--|---|
|  | <p>you use?<br/>Can you recall any features of a letter?<br/>What are the key points you want the reader to remember from the letter?<br/>Can the points you've made be counter argued?</p> | <p>What do you think the story will be about?<br/>Do predictions always need to be right?<br/>How would you describe the typography used for the title page?<br/>Have you seen lettering like this anywhere else?<br/>How would you describe Leon's character?<br/>What images do you like/dislike? Why?</p> | <p>How can I improve my letter?<br/>Which synonym can I use instead of...?<br/>How can I uplevel my writing?<br/>Is there a flow to my writing?<br/>Can you highlight the persuasive language?<br/>Have I used 'Every Piece Every Time'?</p> | <p>Zap<br/>Wham<br/>Splash<br/>Pitter-patter</p> <p><b>Key Questions:</b><br/>What is onomatopoeia?<br/>When do you normally find onomatopoeia words?<br/>How many onomatopoeia words can you find in the book?<br/>On the jugglers page what effect does 'BANG!' have on the reader after the quietness of the previous page?<br/>Why has the author written that the jugglers 'bounced away' and not that they 'walked away'?<br/>What does 'with a swish' tell you about the magician's entrance?</p> | <p><b>Key Questions:</b><br/>What does the portal look like?<br/>Is it a physical object, like a door or a mirror, or is it more abstract, like a beam of light or a magical phrase?<br/>Does the portal transport characters to another world, a different time, or perhaps a parallel dimension?<br/>Are there guardians, riddles, or tests that characters must face in order to use the portal?<br/>What consequences might arise from using it incorrectly?<br/>How did the White Rabbit and the entrance to the portal link?<br/>How does Alice's entrance differ to Leons?<br/>What similarities do Alice's and Leon's entrances to their magical worlds share?<br/>How do you think Lucy was feeling?<br/>How did the Wardrobe and the entrance to the portal link?<br/>How does Lucy's entrance differ to Leons?<br/>What similarities do Lucy's and Leon's entrances to their magical worlds share?</p> |
|--|---|--|--|--|---|

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| <p><b>Activities</b></p> | <p><u>Hook</u><br/>Children will enter the classroom in the morning to find all the chairs gone. Children will be told they only have one opportunity to get them back and they will need to write a persuasive letter to their class teacher detailing why they should get their chairs back. Children will need to draw on prior knowledge to ensure they have included features of a letter and use persuasive vocabulary.</p>   | <p>In this lesson children will infer and predict what might happen in 'Leon the place between' using modal verbs. They will make predictions as if they were a fortune teller.<br/>Starter - Recall what modal verbs are.. Children share what they know. Children will be given 'fortune' and will be asked not to look at these until the end of the lesson.<br/>We will then explore the front cover and consider using the checklist to ensure we write good predictions.<br/>As a class, we will explore two different prediction extracts. Children to Think, Pair, Share the prediction which is better, with explanation.<br/>Once we have had a discussion, class teacher will share the WAGOLL and model a good prediction as a class - collectively, encouraging editing and uplevelling as we go along.<br/>Task - pupils to complete predictions in their books.</p> | <p>Children will begin by discussing with their learning partner about their cold task and compare ideas. Partners will then give suggestions on WWW and EBI to aid the feedback process.</p> <p>Children will then look at examples of work with their class teacher and highlight WWW and EBI. They will unpick features of a letter and ensure it includes correct punctuation, written in past tense, includes paragraphs and ensure sentences make grammatical sense.</p> <p>They will then need to read aloud their letter, to check for cohesion and a flow. Moving on to finally completing cold task feedback. Thinking hats - Yellow and Black Hat</p>   <p>As a class we will then read the whole text. Lots of rich vocabulary, stopping and pausing to discuss meanings of new words in context.</p> <p>After reading, children will be asked to recall the key events and explore their predictions from yesterday's lesson.</p> | <p>In this lesson, focus will be placed on understanding onomatopoeia and finding these words from the text. Children will choose onomatopoeia words to match verbs from the book for example; 'skittles flew' can be associated with the word 'whizz' 'curtains opened' can be associated with 'whoosh'.</p> <p>Using a sequencing frame children will sequence the story from the beginning to the point Leon enters the box and will need to include onomatopoeia for sounds they associate with those verbs.</p> <p>By the end of the lesson, children will have not only expanded their vocabulary by using onomatopoeia to create effect but also sequenced the text creating a better understanding of the story.</p>   | <p>In this lesson, children will explore the imaginative theme of characters travelling through portals to magical lands. Children will gain an understanding of portals that serve as magical gateways that transport characters from one world to another, opening the door to adventure, mystery, and self-discovery. Focus will be placed on Alice in Wonderland, Narnia and Wizard of Oz. Children will answer key questions above and make comparisons between these stories and our class text. Task -Pupils to complete a compare and contrast frame.</p>    |
|--------------------------|---|--|---|---|--|

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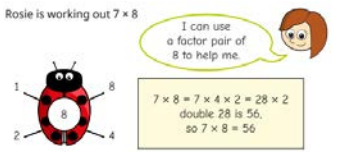



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| <p><b>Class Text – Reading Aloud</b><br/>10-15 mins each day</p> | <p><b>Amber</b><br/>TEXT – Matilda<br/>Author – Roald Dahl</p>  | <p><b>Obsidian</b><br/>TEXT – Matilda<br/>Author – Roald Dahl</p>  | <p><b>Amethyst</b><br/>TEXT – Matilda<br/>Author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

| Maths - Multiplication and division A          | Lesson 1  | Lesson 2   | Lesson 3   | Lesson 4   | Lesson 5  |
|--|---|--|--|--|---|
|  | <p><b><u>LI: We are learning to identify and explore factor pairs using our knowledge of multiplication.</u></b></p>  | <p><b><u>LI: We are learning to use factor pairs to identify equivalent calculations.</u></b></p>  | <p><b><u>LI: We are learning to explore multiplying by 10 and 100.</u></b></p>   | <p><b><u>LI: We are learning to explore dividing by 10 and 100.</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><b>Key vocabulary and key questions</b></p> | <p><b><u>Key Vocabulary:</u></b><br/>factor pairs<br/>arrays<br/>odd number<br/>even number<br/>link<br/>calculate<br/>partition<br/>multiplication<br/>division<br/>possibilities</p> <p><b><u>Key Questions:</u></b><br/>How can you use arrays to help you find all the factors of a number? How do you know that you have found all the factors of ? How do arrays help you to see when a number is not a factor of another number? Which</p> | <p><b><u>Key Vocabulary:</u></b><br/>factor pairs<br/>arrays<br/>odd number<br/>even number<br/>link<br/>calculate<br/>partition<br/>multiplication<br/>division<br/>possibilities</p> <p><b><u>Key Questions:</u></b><br/>How does knowing the factor pairs of 8 help you to find an equivalent calculation to <math>7 \times 8</math>? For which number are you going to find the factor pairs? Which factor pair is the most helpful to solve the</p> | <p><b><u>Key Vocabulary:</u></b><br/>factor pairs<br/>arrays<br/>odd number<br/>even number<br/>link<br/>calculate<br/>partition<br/>multiplication<br/>division<br/>possibilities</p> <p><b><u>Key Questions:</u></b><br/>What do you notice when multiplying by 10? What is a placeholder? When do you use placeholders? What happens to the digits in a number when you multiply by 10? How can you use a place value chart to show</p> | <p><b><u>Key Vocabulary:</u></b><br/>factor pairs<br/>arrays<br/>odd number<br/>even number<br/>link<br/>calculate<br/>partition<br/>multiplication<br/>division<br/>possibilities</p> <p><b><u>Key Questions:</u></b><br/>What do you notice when multiplying by 100? How can you use multiplying by 10 to help you multiply by 100? What happens to the digits when you multiply by 100? How can you use a place value chart to show multiplying</p> | <p><b><u>Key Vocabulary:</u></b><br/>Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p><b><u>Key Questions:</u></b><br/>-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>number is a factor of every whole number? Do factors always come in pairs? Do whole numbers always have an even number of factors?</p>  | <p>calculation? In what order are you going to multiply these numbers? Does it matter which factor pair you use</p>   | <p>multiplying by 10? What is multiplied by 10?</p>  | <p>by 100? What is multiplied by 100? What is 100 lots of ?</p>   |  |
| <p><b>Activities</b></p> | <p>In this lesson, children grasp the concept of factors, a pivotal moment in their maths comprehension. They understand that when multiplying two whole numbers, like <math>3 \times 5 = 15</math>, both numbers become factors, forming a "factor pair." This comprehension extends to realising any whole number perfectly dividing another is a factor. Practical use of counters in creating arrays reinforces the concept of factor pairs, emphasising a systematic approach for thorough exploration. For example, when finding factor pairs of 12, starting with <math>1 \times 12</math>, then <math>2 \times 6</math>, and finally, <math>3 \times 4</math>, recognizes the repetition of 4, marking the completion of factor pair identification. This lesson lays the foundation for nuanced understanding, fostering systematic problem-solving skills in the children.</p> | <p>In this lesson, children leverage prior knowledge of factor pairs to explore equivalent calculations. Understanding, for example, that 3 and 4 are a factor pair of 12, they discover that <math>5 \times 12</math> is equivalent to <math>5 \times 3 \times 4</math> or <math>5 \times 4 \times 3</math>. Through exploring various factor pairs, children practise calculations, identifying the most mentally accessible approach. The perceived ease of calculation varies among children based on their confidence with specific times-tables. This lesson underscores the application of factor pairs in generating equivalent calculations, promoting a deeper understanding of mathematical relationships and individualised mental calculation strategies in children.</p>  <p>Rosie is working out <math>7 \times 8</math></p> <p>I can use a factor pair of 8 to help me.</p> <p><math>7 \times 8 = 7 \times 4 \times 2 = 28 \times 2</math><br/>double 28 is 56,<br/>so <math>7 \times 8 = 56</math></p> <p>Use Rosie's method to work out the multiplications.</p> <p><math>6 \times 8</math>    <math>9 \times 8</math>    <math>12 \times 8</math></p> | <p>In this lesson, children delve into multiplying by 10, cultivating the ability to visualise expanding a number tenfold and equating it to "multiply by 10." Drawing on the understanding that 1 ten is 10 times the size of 1 one and 1 hundred is 10 times the size of 1 ten, they use a place value chart for clarity. Recognizing that when multiplying by 10, digits shift one place left with a zero as a placeholder, children develop a grasp of the process. Emphasis is placed on avoiding the misconception of simply adding a zero, ensuring a solid foundation for future learning involving decimals and preventing potential confusion.</p>  <p>Mo represents <math>21 \times 10</math> using place value counters.</p> <p>I need to exchange to find the answer.</p> <p>What exchanges does Mo need to make?<br/>What is <math>21 \times 10</math>?</p> | <p>In this lesson, expanding on the previous step, children delve into multiplying whole numbers by 100, recognizing it as a two-step process: first by 10 and then by 10 again. They develop the ability to visualise enlarging a number 100 times and equating it to "multiply by 100." Using tools like a place value chart, counters, and base 10, children explore the impact on digit values when multiplying by 100. Emphasising understanding, children grasp that when multiplying by 100, digits shift two place value columns to the left, necessitating zeros as placeholders. It's crucial to discourage the misconception of simply adding two zeros, ensuring clarity for future learning involving decimals and preventing potential confusion.</p> <p>There are 8 jars.<br/>Each jar contains 100 drawing pins.<br/>How many drawing pins are there altogether?</p>  <p>Work out the multiplications.</p> <p><math>7 \times 1</math>    <math>7 \times 10</math>    <math>70 \times 10</math>    <math>7 \times 100</math><br/><math>3 \times 1</math>    <math>3 \times 10</math>    <math>30 \times 10</math>    <math>3 \times 100</math><br/><math>8 \times 1</math>    <math>8 \times 10</math>    <math>80 \times 10</math>    <math>8 \times 100</math></p> <p>What do you notice?</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>  |



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|   |  |    |   |   |   |   |  |    |    |  |  |
|---|--|----|---|---|---|---|--|----|----|--|--|
|   | <p>Here is a factor bug for 12</p>  <p>Complete the factor bug for 20</p>  <p>Complete the factor pairs of 12 and the sentences.</p> <p> <math>1 \times \underline{\quad} = 12</math></p> <p> <math>\underline{\quad} \times 6 = 12</math></p> <p> <math>\underline{\quad} \times \underline{\quad} = 12</math></p> <p>12 has <math>\underline{\quad}</math> factor pairs.</p> <p>12 has <math>\underline{\quad}</math> factors altogether.</p> |    | <p>Use place value counters to complete the multiplications.</p> <p><math>23 \times 10</math>    <math>16 \times 10</math>    <math>31 \times 10</math></p> <p>Dexter uses a place value chart to work out <math>32 \times 10</math></p> <table border="1" data-bbox="1019 316 1198 363"><tr><td>H</td><td>T</td><td>O</td></tr><tr><td></td><td>●●</td><td>●●</td></tr></table> <p><math>\times 10</math>    <math>\times 10</math></p> <p>I can see that when I multiply by 10, all the counters move one place to the left on a place value chart.</p>  | H | T | O |  | ●● | ●● |  |  |
| H | T  | O  |   |   |   |   |  |    |    |  |  |
|   | ●●   | ●● |   |   |   |   |  |    |    |  |  |

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

Music –

RE

PE – Get Set 4 PE

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## Unit: The doot doot song

### Lesson 1

**LI:** We are learning to analyse song structure, sing 'Doot Doot,' and play the C major chord

#### Unit Key Words:

chords, triads, beat, sequence, bar, count, verse, chorus, performance

#### Success criteria:

- Warm up voices and bodies with Warm-up and stomp canon.
- Listen to The doot doot song, recognise and talk about the structure of the music using appropriate vocabulary (verse, chorus, and middle 8).
- Begin to learn to sing the song.
- Learn what chords and triads are, working out the notes in the chord of C.

In this lesson, children engage in a lively Warm-up and Stomp Canon, incorporating vocal warm-ups and rhythmic movements. The activities enhance group listening skills and promote a steady pulse through actions like shoulder movements, clapping, and jumping. The lesson then transitions to exploring the structure of "The Doot Doot Song," discussing the instrumental intro, chorus, verse, and middle 8. Pupils learn to identify these sections and recognize their characteristics. The focus shifts to learning the chorus by looping it on the Song Bank whiteboard, emphasising the staccato singing style to maintain a lively and bouncy rhythm. The lesson encourages active participation, musical analysis, and vocal skill development.

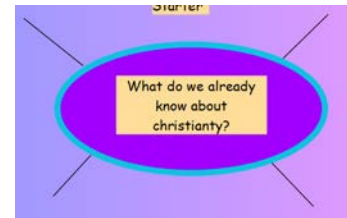
## Unit: Christianity

### Lesson 1

**LI:** We are learning to identify 'what I know' and 'what I want to find out' / 'questions on our new topic.'

In this lesson, children will be exploring what they already know and what they want to find out about the new topic of Christianity. They will apply their prior knowledge and ask questions which can be answered over the course of the upcoming weeks.

Key words: God, belief Jesus, crucifixion, disciples and Christianity



## Unit: Dance

### Lesson 1 - Theme 'Spy'

**LI:** To copy and create actions in response to an idea and be able to adapt

this using changes

of space.

The theme of this lesson is 'Spy' and children will mind map the words associated with it. Children will be reminded of 16 counts from their learning in Year 3 and move to a soundtrack associated with the theme using exaggerated movements like; creeping, rolling, moving side to side, tiptoeing. Children should be able to change the direction or pathway of their actions to make their performance look interesting.



## Unit: Yoga

### Lesson 1

**LI:** To explore connecting breath and movement.

By the end of this lesson children should be able to breathe in and out slowly when in a yoga pose. Children will learn; Yoga is a form of movement.

- In yoga we use actions known as poses and our breath to develop physical and mental wellbeing.
- Yoga often starts with people putting their hands together at their chest, called prayer, bowing their head to their hands and saying 'namaste'.
- This gesture is a simple greeting of peace to send positive energy out into the universe.



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|---|----------------------------------|--|
|  |                                  | <p><b>Unit: Swimming</b><br/><b>(Amber &amp; Amethyst)</b></p> <p>Weekly sessions of swimming are delivered on Mondays and Tuesdays, by qualified instructors.</p>  |
| <p>Art</p>  | <p>Spanish – Language Angels</p> | <p>PSHE - Jigsaw</p>   |



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## Unit: ART - Sculpture and mega materials

### Lesson 1: From 2D to 3D

L.I. We are learning to visualise 2D work by drawing three dimensional shapes using Magdalene Oduno's artwork.

Children will be looking at an artist called Magdalene Oduno. We will be discussing some of her art work and how she uses shapes to create 3D work. Children will then have the opportunity to create their own 3D drawing of an object they have seen taking inspiration from Oduno's work using chalk.



## Unit: Mi Casa

### Lesson 1

L.I: We are learning to express residence and location in Spanish using the key structure.

#### Key Language:

|                 |   |                    |
|-----------------|---|--------------------|
| ¿ Dónde vives ? | = | Where do you live? |
| Vivo en...      | = | I live in...       |
| Una casa        | = | A house            |
| Un piso         | = | An apartment       |
| En la ciudad    | = | In town            |
| En el campo     | = | In the countryside |
| En la montaña   | = | In the mountains   |
| En la costa     | = | By the sea         |
| En un pueblo    | = | In a village       |

In this Spanish unit introduction, children will learn to express whether they live in a house or an apartment and specify its location. Subsequent lessons will expand their vocabulary to include common rooms in a house, enabling them to articulate their living arrangements in more detail. They'll ask questions like "Do you live in a house or an apartment?" and "What is there in your home?" The aim is confident, accurate responses in Spanish. The unit fosters integration of this knowledge with prior language skills, potentially leading to more complex sentences. The lesson involves interactive activities, a PowerPoint presentation, and differentiated worksheets, concluding with a plenary to assess learning.



## Unit: Celebrating Difference!

### Lesson 1

L.I: We are learning to express our hopes and dreams.

In this lesson, children will look at Micheal Jordan and his dreams and goals about being a basketball player. Then we will be discussing the children's dreams and goals. By the end of the lesson, children will be equipped with the motivation and tools needed to dream big and work towards turning those dreams into reality.

My Goals for 2024 are...

- 1.
- 2.
- 3.

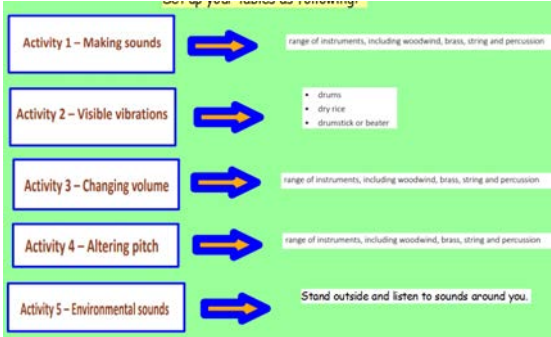
My long term goals are...

- 1.
- 2.
- 3.

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| Science - Wellington Curriculum   | Topic (Geography- Interconnected World) – Cornerstones Curriculum   | Computing – Barefoot and Teach Computing Curriculum  |
|---|---|--|
| <p style="text-align: center;"><b>Unit: SOUND</b><br/><b>Lesson 1</b></p> <p><b>L.I: We are learning to use instruments to explain how sounds are made.</b></p> <p><b>Skill - We are learning to record our observations at each station as part of a sound carousel.</b></p> <p>Today we will be beginning our new topic of Sound. The children will begin with completing a frame where they will identify what they already know and ask questions about what they would like to find out.</p> <p>Then the children will engage in a dynamic and hands-on activity known as the sound carousel. Throughout the lesson, the emphasis will be placed on developing the skill of recording observations at each station.</p>  | <p style="text-align: center;"><b>Unit: An</b><br/><b>Lesson 1</b></p> <p><b>L.I: We are learning to recognise the significance of the Tropics on Earth, Cancer and Capricorn, and the role they play in the planet's climate and seasons.</b></p> <p><b>Skill: To identify the location of the Tropics of Cancer and Capricorn on a world map.</b></p> <p>In this lesson, children will recap the different continents and oceans on a world map. This lesson will focus on Tropics (Cancer and Capricorn) and the role they play in the planet's climate and seasons. They will learn lines of latitude and longitude and why they are significant. Children will be using globes and atlases to explore different countries that run through the tropics. Throughout the lesson, key vocabulary will be introduced, ensuring that students not only recognise but also comprehend the terms essential to unravelling the mysteries of Earth's Tropics. Children will then complete questions based on the Tropics, climate and countries.</p> <p><b>Key vocabulary:</b><br/>Tropic of Cancer<br/>Tropic of Capricorn<br/>latitude<br/>equator<br/>atlas<br/>Earth<br/>population<br/>climate<br/>weather</p> | <p style="text-align: center;"><b>Unit: C</b><br/><b>Lesson 1</b></p> <p><b>L.I: We are learning to to identify that accuracy in programming is important</b></p> <p><b>Key vocabulary</b> program, turtle , commands, code snippet</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>- I can program a computer by typing commands</li> <li>- I can explain the effect of changing a value of a command</li> <li>- I can create a code snippet for a given purpose</li> </ul> <p><b>Activity:</b><br/>In this Logo programming lesson, children explore basic commands. They learn to move the turtle, understanding pixel measurement and screen clearing. Turning commands are introduced, and children practice forward and backward movements. Combining commands is explained, and tools like 'pen up' and 'pen down' are introduced. The lesson includes code snippet creation, and digit drawing in Logo. Children will share their code snippets, enhancing understanding.</p> |

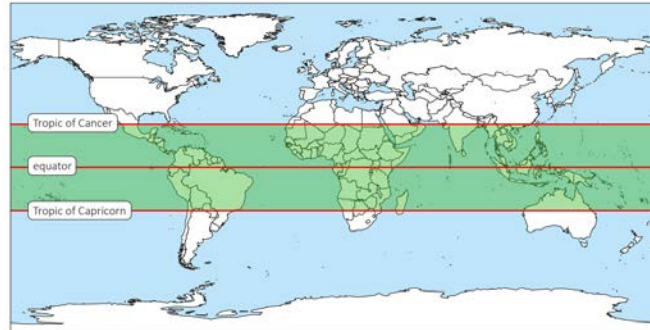
# Weekly Overview of Learning

Year Group: 4    Week beginning: 08.01.24

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

## ecosystem

The tropics is an area between two imaginary lines of latitude, the Tropic of Cancer and the Tropic of Capricorn, which lie either side of the equator. They are home to around one third of the world's landmass and people.



## 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

Maths

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

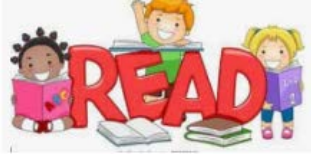
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## Reading Tasks

Please read for at least 20 minutes every day and complete tasks in your purple task book.



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



## Spelling and Dictation

Remember to try and use these words in sentences to show that you understand their meanings. Please also practise your handwriting using the spellings.

Your English homework will vary each week and may be in the form of a worksheet and handed out to you or set to your Doodle extras each week. This will be set on a Thursday and due on a Monday.



KS2

### Week 1

1. cereal
2. serial
3. check
4. cheque
5. through
6. threw
7. draft
8. draught
9. stares
10. stairs

## Doodle Maths

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

Your homework will vary each week and be in the form of a worksheet or be set to your 'Doodle extras' each week. This will be set on a Thursday and due on a Monday.



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

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

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

## Times Tables Rock stars:

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



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: 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