

Weekly Overview of Learning

Year Group: 4 Week beginning: 08.05.23





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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	BANK HOLIDAY MONDAY	<u>LI: We are learning how to use sensory language as a creative writing technique</u>	<u>LI: We are learning to plan a setting description using sensory language</u>	<u>LI: We are learning to write an Ancient Egyptian setting description using sensory language</u>	<u>L.I. We are learning to effectively integrate dialogue to narrate stories and advance action</u>
Speaking and Listening Focus		Think, pair, share Children will offer relevant contributions and responses in class discussions	Think, pair, share Children will use relevant strategies to build on their vocabulary	The children will use spoken language to develop understanding through analysing a WAGOLL and identifying a success criteria	Children will ask and answer relevant questions to extend their understanding and knowledge Children will offer relevant contributions and responses in class discussions
Key vocabulary and Key Bloom's higher order thinking questions		<u>Key vocabulary</u> sensory language taste hearing sight smell touch <u>Key Questions:</u> How can we use the five senses in our writing? What effect does using the 5 senses have on the reader? Can you give an example of the five senses? What can you taste? What can you hear? What can you see? What can you smell? What can you feel? How can you use the word bank and a dictionary/ thesaurus to help you uplevel your vocabulary?	<u>Key vocabulary</u> sensory language taste hearing sight smell touch setting experience <u>Key Questions:</u> How can we use the five senses in our writing? What effect does using the 5 senses have on the reader? Can you give an example of the five senses? Can you also include similes and metaphors in your plan? How will you ensure you use powerful adjectives?	<u>Key vocabulary</u> sensory language taste hearing sight smell touch setting experience ancient hieroglyphics exotic fragrant pyramid <u>Key Questions:</u> What writing techniques can you see? What senses can you spot? What makes this a good WAGOLL? What will you add to your success criteria? Can you see any fronted adverbials? How will you use the five senses in your writing? How will you make sure you include all of the success criteria? Can you use 2 or more dojo words?	<u>Key vocabulary</u> speech dialogue inverted commas punctuation capital letter <u>Key Questions:</u> Where do the inverted commas go? What punctuation is missing? Are there any missing capital letters? Where do I need to put capital letters? How can dialogue within a story help to enhance action?

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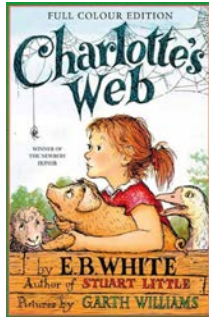
<p>Activities</p>		<p>In this lesson the children will be introduced to how they can use the five senses as a creative writing technique. They will look at various examples of the five senses being used as the technique and discuss and contribute ideas in further examples.</p> <p>The children will then work in groups to collect different examples of the five senses being used to describe an Ancient Egyptian setting on sugar paper. They will then use this sugar paper later in the week for their plans and their own setting descriptions.</p> 	<p>In this lesson, as a starter, the children will learn just how powerful your senses are by taking part in a blindfolded activity where they will have to identify different objects that are on the table.</p> <p>Following that, the children will begin to plan their setting descriptions and how they will incorporate the five senses using the sugar paper from yesterday's lesson.</p> 	<p>In this lesson, the children will be writing their Ancient Egyptian setting descriptions using sensory language. They will begin the lesson by analysing a WAGOLL in pairs and identifying the different techniques used in the WAGOLL to form a success criteria for their own work. Following that, they will then write their setting descriptions using all they have learnt this week and the resources that they have built to help them.</p> 	<p>As part of their hot task for this half term, the children will be re-writing a traditional fairytale, but an Ancient Egyptian version. In this lesson, the children will re-cap on how to use direct speech correctly. To build on this, the children will learn how speech can be used to uplevel story writing and to advance action within stories.</p> 
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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Amber TEXT – Charlotte's Web Author – E.B White</p>	<p>Obsidian Text - Harry Potter and the Philosopher's Stone</p>	<p>Amethyst Text – The Twits Author –Roald Dahl</p>	<p>Moonstone Text – Stitch Head Author – Guy Bass</p>
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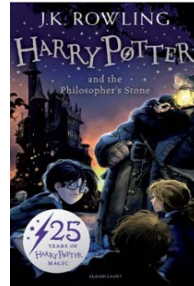
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Author – J.K Rowling



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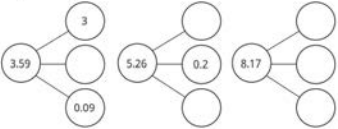
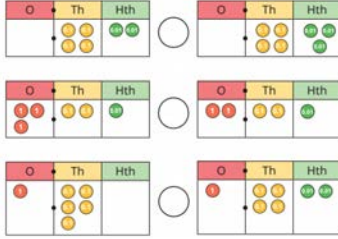
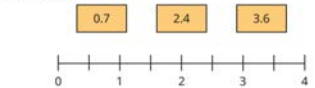

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Maths - Decimals B	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p>BANK HOLIDAY MONDAY</p>	<p><u>LI: We are learning to partition decimals.</u></p>	<p><u>LI: We are learning to compare and order decimals</u></p>	<p><u>LI: We are learning to round to the nearest whole number</u></p>	<p><u>LI: We are learning to develop fluency with our times tables.</u> <u>LI: We are learning to complete a range of arithmetic questions in a given time using our prior learning</u></p>
<p>Key vocabulary and key questions</p>		<p>Key Vocabulary: Ones Tenths Hundredths Decimals Place value chart Part whole model Partition Flexible</p> <p>Key Questions: How many ones/tenths/hundredths are there in the number? How do you write this number as a decimal? How would you read the number out loud? How would you partition the number into ones, tenths and hundredths? What is the value of the number ? What is the role of zero in the number 4.06?</p>	<p>Key Vocabulary: Ones Tenths Hundredths Decimals Place value chart Part whole model Partition Flexible Compare Order Ascending Descending</p> <p>Key Questions: Which place value column do you compare first? Why? How many ones/tenths/hundredths does the number have? Which number is greater/smaller? How can you represent the decimal number on a place value chart? What is the same/different about the ones/tenths/hundredths? How can you represent the number on a place value chart? What is the same/different about the digits of the numbers? Why have you chosen to order the decimal numbers this way?</p>	<p>Key Vocabulary: Ones Tenths Hundredths Decimals Column Place value chart Round Estimate Whole number</p> <p>Key Questions: Which whole numbers does _____ lie between? Using the number line, which whole number is _____ nearer to? When rounding to the nearest whole number, which place value column should you look at? What is the same/different about rounding to the nearest whole number and rounding to the nearest ten?</p>	<p>Key Vocabulary: Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p>Key Questions: -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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Activities		<p>In this small step, we will partition numbers with up to 2 decimal places into their place value parts. We will use place value counters and place value charts to recognise the place value of each digit in a number.</p> <p>In this step, we will focus on partitioning into the ones part, the tenths part and the hundredths part. For a challenge, we will explore flexible partitioning.</p> 	<p>Today, we will be ordering and comparing decimals up to two decimal places. We will discuss whether all the place value columns need to be compared. For example, when comparing 6.73 and 2.98, only the ones need to be compared; but when comparing 5.37 and 5.39, all the places need to be compared. A wide variety of representations can be used to support ordering, including place value counters, place value charts and number lines. The learning builds on children's understanding of ordering integers in the Autumn term.</p> <p>Write < or > to compare the numbers.</p> 	<p>In this small step, children round decimals with 1 decimal place to the nearest whole number. They should be able to use the word "integer" as an alternative to "whole number".</p> <p>Children can make links to rounding to the nearest 10, 100 and 1,000 studied in the Autumn term. Again, using a number line will help children to see which whole numbers a decimal number lies between. They then consider which whole number the decimal number is nearer to, by looking at the digit in the tenths column. Using the same convention as in their earlier rounding, a number with a 5 in the tenths column, although exactly halfway between integers, rounds to the greater integer. Children should recognise that a decimal number rounded to the nearest whole number can round to zero.</p> <p>Draw arrows to estimate the positions of the numbers on the number line.</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.</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!

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Unit: Global Pentatonics

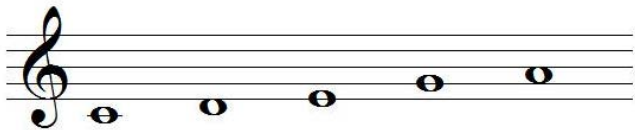
Lesson 3 of 3

L.I. We are learning to create short pieces of music using the pentatonic scale

In this lesson the children will:

- Identify and match the rhythms that contain minims ('stride'), crotchets ('walk'), and paired quavers ('jogging').
- Create short pentatonic pieces.
- Capture creative ideas using graphic symbols and rhythm notation.

Pentatonic scales



Unit Key Words:

- Pitch: pentatonic, scale, melody, phrase, shape, ascending, descending, drone, raga, pitch matching.
- Timbre: electric and traditional instruments from a range of countries including: dholak, tabla, sitar, tanpura, santoor, guzheng, electric guitar and mandolin, bass guitar, krar, masinko, percussion.
- Texture: solo, accompaniment.

Art

Unit: Should we be sad when someone dies?

Lesson 4

L.I: We are learning to identify why some non-religious people believe in life after death.

In today's lesson, we will be focusing on the beliefs of non-religious people. We will explore what some people think happens after death. This includes near death experiences, ghosts/spirits, mediums and past lives. We will create comic strips to illustrate and explain these reasons.

Non-Religious Beliefs About Life After Death Cartoon Strip

Using the information you have learnt, create a cartoon strip to show the reasons why non-religious people may believe in life after death. The top boxes should contain pictures and the bottom ones should contain text. Remember to say why these ideas offer evidence that there is life after death.

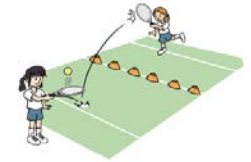
Spanish – Language Angels

Unit: Tennis

Lesson 4

L.I. We are learning to work cooperatively with a partner to keep a continuous rally going.

In this lesson children will learn to hit the ball away from their opponent to make it hard for them to return it. Children will also move their feet to the ball and then return to the ready position.

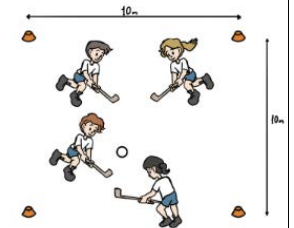


Unit: Hockey

Lesson 4

L.I. We are learning to develop moving into space after passing the ball.

In this lesson children will dribble towards their goal if they have the space to and then move into a space away from defenders.



Unit: Swimming (Amber & Amethyst)

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



PSHE - Jigsaw

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Unit: Craft and design: Fabric of nature

Lesson 2

LI: We are learning to develop imagery, by experimenting with perspective.

Success criteria

- ✓ I can discuss the inspiration for an artist's work.
- ✓ I can choose interesting sections of one picture to draw.
- ✓ I can use materials and tools to show colour and texture.

Last lesson, we created mood boards to begin our design journey. This week, we will continue our focus on design by exploring perspective. This will help us to develop our imagery and see things a little differently. Each child will choose an image of an Egyptian animal and use a viewfinder to explore the different perspectives.



Unit: La clase

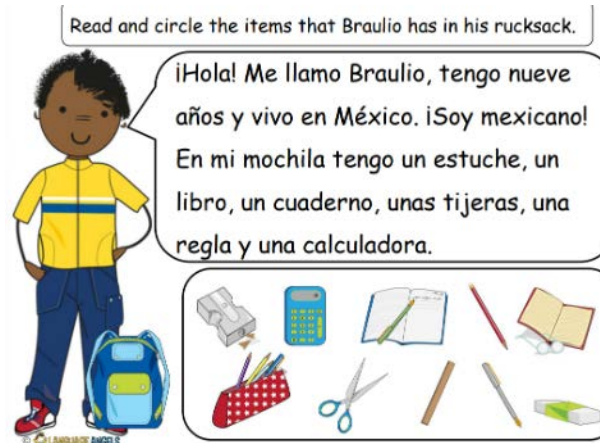
Lesson 3 (Carried over due to Bank Holiday)

LI: We are learning to explore the question '¿Qué tienes en tu estuche?' and have the knowledge and skills in Spanish to formulate an answer using the structure 'En mi estuche tengo...' both in spoken (role-play) and written form.

This week the children will learn how to say 'In my pencil case I have...' (En mi estuche tengo...) in response to the question '¿Qué tienes en tu estuche?'. Afterwards, the children will have the opportunity to revise the vocabulary for the classroom items before a focus on the 1st person irregular verb 'tengo' and the phrase 'en mi estuche tengo...'.
(Note: The original text incorrectly says 'tengo' instead of 'tengo' in the original image.)

Read and circle the items that Braulio has in his rucksack.

¡Hola! Me llamo Braulio, tengo nueve años y vivo en México. ¡Soy mexicano!
En mi mochila tengo un estuche, un libro, un cuaderno, unas tijeras, una regla y una calculadora.



Unit: Relationships

Lesson 4/ Puzzle 4

LI: We are learning to recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.

LI: We are learning to know how to stand up for ourselves and how to negotiate and compromise.

In this lesson children will be learning about friendship groups. They will get the opportunity to discuss how friendship groups may change or end and reasons for this. The children will be learning about the 'mending friendship' technique and apply their knowledge to solve different scenarios.


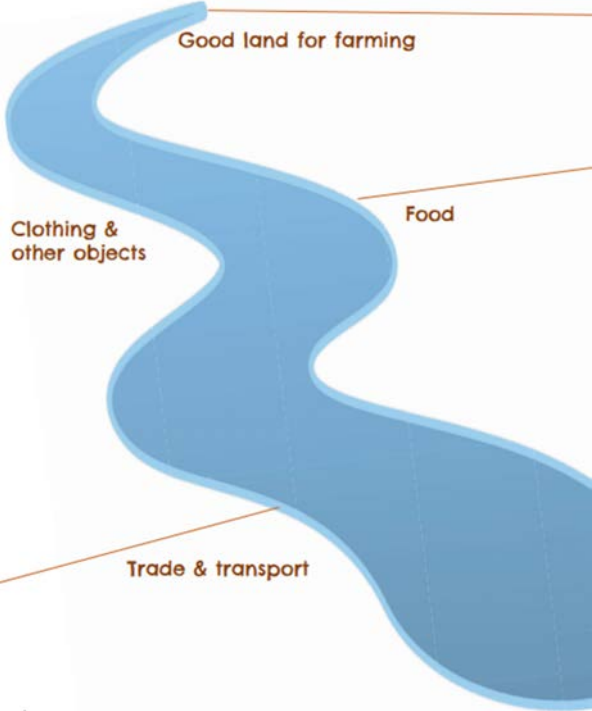

Challenge - The children will also be able to write a letter in the role of an agony aunt to someone seeking advice.

	Stop Think about how you're feeling. Angry? Upset? Disappointed? Let down? Try to calm these feelings so you can think about what's gone wrong.
	Get Ready Look at each other's point of view. Listen to how the other person sees it. Talk calmly about how you see it. Work out what's gone wrong.
	Mend The Friendship Say sorry if you need to (even if it's hard). Agree how to put it right. Do something fun together. Have a special 'make friends' sign, gesture or phrase (touch little fingers, say "make friends, make friends...").

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Science - Wellington Curriculum	Topic (Geography) – Wellington Curriculum	Computing – Barefoot and Teach Computing
<p>Unit: States of Matter Lesson 4 (Carried over due to strike day)</p> <p>L.I. We are learning to explain how materials can change state</p> <p>In this lesson, the children will explore how materials can change state and what the processes are called as they change state. The children will then take part in an experiment where they will observe what happens to wax after it is heated and then it cools.</p> 	<p>Unit: Ancient Egyptians Lesson 3 (Carried over due to Bank Holiday)</p> <p>L.I: We are learning to understand the importance of the River Nile in Ancient Egypt.</p> <p>Today, we are going to be exploring the River Nile in Egypt. We will examine what gifts the river gives to Egypt and how Egyptian people have been using the land around the Nile for thousands of years to grow crops.</p> 	<p>Unit: Photo Editing Lesson 3 (Carried over due to strike day)</p> <p>L.I: We are learning to explain how cloning can be used in photo editing.</p> <p>Success criteria:</p> <ul style="list-style-type: none">• I can add to the composition of an image by cloning• I can identify how a photo edit can be improved• I can remove parts of an image using cloning <p>In this lesson, learners will be introduced to the cloning tool and its use in both changing the composition of a photo and photo retouching. They will see how parts of a photo can be removed or duplicated using cloning. Learners will consider what parts of an image can be retouched and will learn techniques to make this as unnoticeable as possible. Finally, they will consider when it is necessary to edit photographs in this way.</p> 

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Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday.

Reading/Spelling and Grammar

Maths

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

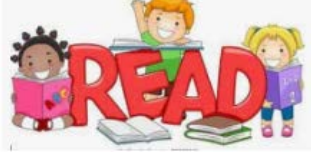
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Reading Tasks

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 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 4

1. exterior
2. extend
3. exit
4. exclaim
5. explode
6. excursion
7. expel
8. exchange
9. export
10. external

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!

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 swimming kit on the appropriate day.

- Swimming Hat
- Goggles
- Swimming costume/ Shorts
- A towel