

Weekly Overview of Learning

Year Group: 4 Week beginning: 09.10..23










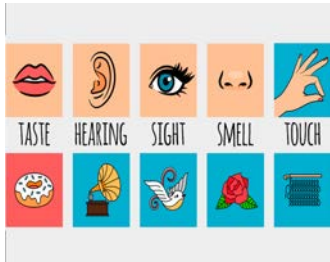





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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus	<p>Today, we will be focussing on how we can listen and respond appropriately to adults and our peers. We will gather materials and apply this to our worksheets</p>	<p>Give well structured descriptions, explanations and narratives for different purposes including for expressing feelings.</p> <p>Think, pair, share.</p>	<p>Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.</p>	<p>Think, pair, share</p> <p>Children will offer relevant contributions and responses in class discussions</p>	<p>Think, pair, share</p> <p>Children will use relevant strategies to build on their vocabulary</p>
<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p>Key vocabulary Infer retrieve details explain inform tell identify evidence interpretation perspective positive negative</p> <p>Key Questions: Can you remember what areas we were focusing on whilst thinking of our character descriptions? What perspective of Rhodopis were you focusing on? Who is viewed in a positive light? Can you now identify through whose eyes is Rhodopis viewed in a negative light?</p>	<p>Key vocabulary facial expression body language action technique inference</p> <p>Key Questions: What can her facial expression tell us? What does her body language tell us? How do you think we could use body language, facial expressions and actions of a character in our writing to help explain how they are feeling? How can we use facial expressions, body language and the actions of characters to show how they are feeling? Which statement is better? Why? <i>Miss Chaudhary was happy.</i> <i>Miss Chaudhary's mouth stretched from ear to ear.</i> How do you think Rhodopis felt when she felt a rush of air on the back of her neck? How can you portray this with 'show, don't tell'?</p>	<p>Key vocabulary Adjectives Adverbs Figurative language Metaphors Similes Personification Paragraphs expanded noun phrases</p> <p>Key Questions: Let's remind ourselves of what makes a good character description? Can we as a class identify a success criteria? Are we writing in the past or present tense? Have you included all aspects of the success criteria as you write</p>	<p>Key vocabulary sensory language taste hearing sight smell touch</p> <p>Key Questions: 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?</p>	<p>Key vocabulary sensory language taste hearing sight smell touch setting experience</p> <p>Key Questions: 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?</p>

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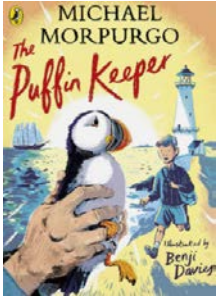
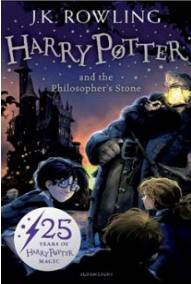
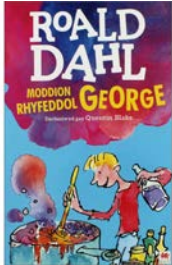
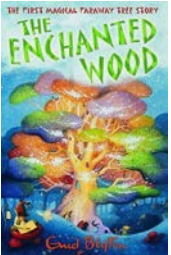
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<p>Activities</p>	<p>This lesson will continue from yesterday when children worked in small groups to identify character features of Rhodopis. Today, children will be gathering and planning their character description.</p> <p>The children will need to focus on including features of: Appearance, personality, movement and effect on others</p> <table border="1" data-bbox="257 603 577 965"> <tr> <td data-bbox="257 603 336 678"> <p>Appearance (How does she look like)</p> </td> <td data-bbox="336 603 448 678"> <p>Her eyes sparkled like precious gems.</p> </td> <td data-bbox="448 603 577 678"></td> </tr> <tr> <td data-bbox="257 678 336 782"> <p>Personality (What is she like and what are her characteristics?)</p> </td> <td data-bbox="336 678 448 782"> <p>Her gentle spirit radiated warmth and kindness, making her as comforting as a cosy blanket on a chilly day.</p> </td> <td data-bbox="448 678 577 782"></td> </tr> <tr> <td data-bbox="257 782 336 857"> <p>Movement (How does she move?)</p> </td> <td data-bbox="336 782 448 857"> <p>Her movements were as graceful, as if they're gliding on air like a bird in flight.</p> </td> <td data-bbox="448 782 577 857"></td> </tr> <tr> <td data-bbox="257 857 336 965"> <p>Effect on others (How does she make others feel?)</p> </td> <td data-bbox="336 857 448 965"> <p>She was always willing to lend a listening ear and a helping hand to those in need.</p> </td> <td data-bbox="448 857 577 965"></td> </tr> </table>	<p>Appearance (How does she look like)</p> 	<p>Her eyes sparkled like precious gems.</p>		<p>Personality (What is she like and what are her characteristics?)</p> 	<p>Her gentle spirit radiated warmth and kindness, making her as comforting as a cosy blanket on a chilly day.</p>		<p>Movement (How does she move?)</p> 	<p>Her movements were as graceful, as if they're gliding on air like a bird in flight.</p>		<p>Effect on others (How does she make others feel?)</p> 	<p>She was always willing to lend a listening ear and a helping hand to those in need.</p>		<p>In this lesson the children will explore the creative writing technique 'show, don't tell.' Show, don't tell is a writing technique in which story and characters are related through sensory details and actions rather than exposition. They will then use this technique to gather words and phrases that they will use in tomorrow's lesson when they write a paragraph to describe Rhodopis' thoughts and feelings when the falcon steals her slipper. This technique will also be used when the children write their Hot task in a few weeks' time.</p> <div data-bbox="600 778 840 1088">  <p>ANGRY</p> <ul style="list-style-type: none"> Red face Hands/fists clenched Hands on hips Glaring/staring Stamping feet Slamming doors Jaw clenched Veins popping out Steam coming out of ears Frown on face Raising voice/yelling Tears welling up in eyes </div>	<p>Today, children will write their character description!</p> <p>The lesson will begin with the children identifying a good success criteria using their prior knowledge. Whilst we identify these, there will be misconceptions covered. Often children might assume that a character description can only be written in one tense. However, it can be written in either as long as it is consistent.</p> <p>Then, using our plans from the last lesson and what we have learned so far from the book, we are going to be writing a character description of Rhodopis.</p> <ul style="list-style-type: none"> describe the character's appearance? describe the character's background/past? describe how the character speaks? describe how the character moves? describe the character's actions, thoughts and feelings? describe the character's personality? <p>include figurative language to enhance my description e.g. <i>His heart swelled with a sea of tears, her whine voice sounded like the screech of an untuned violin.</i></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 to collect some of their favourite sentences to include later in the week.</p> <div data-bbox="1310 746 1639 1008">  <p>TASTE HEARING SIGHT SMELL TOUCH</p> </div>	<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> <div data-bbox="1809 662 1982 949">  </div>
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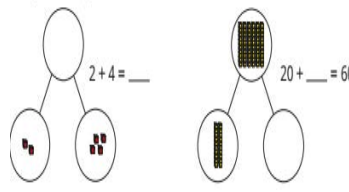
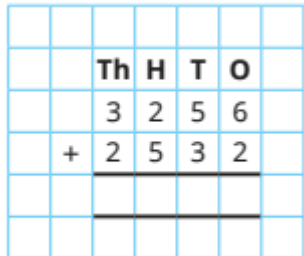

<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>TEXT – The Puffin Keeper Author – Michael Morpurgo</p> 	<p>Obsidian Text - Harry Potter and the Philosopher's Stone Author – J.K Rowling</p> 	<p>Amethyst Text – George's Marvellous Medicine Author – Roald Dahl</p> 	<p>Moonstone Text – The Enchanted Wood Author – Enid Blyton</p> 
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Maths - Place Value	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>L.I: We are learning to round to the nearest 10, 100 and 1000.</u></p>	<p><u>L.I: We are learning to consolidate our unit learning on place value.</u></p>	<p><u>L.I: We are learning to add and subtract 1s, 10s, 100s and 1000s.</u></p>	<p><u>L.I: We are learning to add up to two 4-digit numbers using no exchange.</u></p>	<p><u>L.I: We are learning to develop fluency with our times tables.</u> <u>L.I: 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, tens, hundreds, thousands, represent, compare, rounding, estimate, nearest</p> <p>Key Questions: What is the multiple of 10/100/1,000 after ? What is the multiple of 10/100/1,000 before ? Which multiple of 10/100/1,000 is closer to? How do you know? Which numbers rounded to the nearest 10/100/1,000 result in</p>	<p>Key Vocabulary: ones, tens, hundreds, thousands, represent, compare, rounding, estimate, nearest, greater than, equal to, less than</p> <p>Key Questions: Can you explain your reasoning? What is the value of the digit 7 in the number 7,842? How does changing the position of a digit affect its value in a number? Compare the numbers 5,237 and 5,792 using place value. Which one</p>	<p>Key Vocabulary: addition, subtraction, partition, columns, inverse, same, different, represent, exchange</p> <p>Key Questions: If you know $2 + 4 = 6$, what else do you know? How will you partition ? Why? Will the value in the ones/tens/hundreds/thousands column increase or decrease? By how much? Which place value columns have</p>	<p>Key Vocabulary: addition, subtraction, partition, columns, inverse, same, different, represent, exchange, altogether</p> <p>Key Questions: How can you represent the question using base 10? How can you put these numbers into a place value chart? Does it matter which columns you add together first? Do you have enough ones/tens/hundreds to make an</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</p>

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	<p>zero? Which place value column do you need to look at to decide which multiple to round to? What is the same and what is different about rounding to the nearest 10, 100 and 1,000?</p>	<p>is greater, and why? Can you write the number 6,827 in expanded form?</p>	<p>changed/stayed the same? Why? What is the inverse of subtracting 300?</p>	<p>exchange? What do you write in the tens column if there are no tens?</p>	<p>can apply to this multiplication question?</p>
<p>Activities</p>	<p>In this lesson, children will focus on rounding numbers to the nearest 10, 100, or 1,000. They will learn the important skill of selecting the appropriate columns in a number to determine how to round it correctly. By the end of the lesson, students will have a better grasp of rounding principles and be able to apply them confidently to numerical values.</p> <p>a)</p>  <p>628 is closer to 630 than 620 628 rounded to the nearest 10 is 630</p> <p>b)</p> <p>A misconception a child might have is when rounding numbers to different degrees of accuracy, children may look at the wrong column(s).</p>	<p>In this lesson, children will put their knowledge of place value into practice. They will tackle various questions and exercises related to this topic, applying what they have learned. This lesson serves as an opportunity for students to reinforce their understanding of place value concepts and demonstrate their ability to work with numerical values effectively.</p>  <p>B = <input type="text"/></p>  <p>2,341 = <input type="text"/> + <input type="text"/> + <input type="text"/></p>   <p>Is Annie correct? <input type="checkbox"/></p> <p>Explain your answer.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>This is the start of our new topic: addition and subtraction. In this lesson, children will revisit and consolidate their understanding of place value, particularly when dealing with 4-digit numbers. They will extend their knowledge by exploring the impact of adding or subtracting multiples of 1, 10, 100, or 1,000 on these numbers. The lesson emphasises discussions about which columns within a number always, sometimes, or never change when these operations are applied. For example, students will learn that when adding a multiple of 100, the ones and tens columns remain unchanged, the hundreds column always changes, and the thousands column sometimes changes, depending on whether there's a need for carrying over.</p> 	<p>In this lesson, children will focus on adding 3- or 4-digit numbers without the need for carrying over or exchanging. They will explore this concept using both concrete resources and the formal written method. Through hands-on activities and written exercises, students will learn to perform addition efficiently when there are no regrouping or carrying operations involved.</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>

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

Music –	RE	PE – Get Set 4 PE
<p style="text-align: center;">Unit: This little light of mine Lesson 5</p> <p>LI: We are learning to improvise using notes of the scale and introduce a 'blue note' to our improvisations.</p> <p>Unit Key Words: Orchestra, Pentatonic scale, doodle, gospel music, off-beat, rhythm, vocal play, demonstrate, phrases, instrument.</p> <p style="text-align: center;">Success criteria:</p> <ul style="list-style-type: none"> Listen to Bobby McFerrin guide people through singing the notes of the pentatonic scale. Improvise using notes of the scale and introduce a 'blue note' to their improvisations. Practise singing This little light of mine. <p>Children will be revisiting a video featuring Sister Rosetta Tharpe to draw inspiration. They are actively engaged in analysing her performance of "This Little Light of Mine" to identify various ways she creatively embellishes the melody. They will be encouraged to pay close attention to specific techniques, including sliding between notes, bending notes, incorporating vocal expressions like 'oohs' and 'woos,' repeating words for emphasis, adding unique stylistic elements to words, highlighting particular words in the song, and elongating words for dramatic effect. This activity aims to enhance their musical appreciation and understanding of artistic expression. Children will be encouraged to try and emulate Sister Rosetta Tharpe.</p> 	<p style="text-align: center;">Unit: Sikhism Lesson 6</p> <p>LI. 1: We are learning to suggest reasons for the variety of beliefs and explain how religion provides answers to important questions (A,B,C)</p> <p>LI. 2: We are learning to ask questions about the moral decisions I and other people make. (D,E)</p> <p>Children will be learning about different belief systems and religions. They'll explore why people believe different things and how religion helps answer important questions about life. This will make them think carefully and learn about other cultures. They will also learn about what's right and wrong, and how to ask important questions about moral decisions, both their own and others'. This helps them become more caring and understand what's good behaviour. As part of their tasks, children will create a job advertisement for a Guru. They'll think about what a Guru does, what kind of person they should be, and what qualities are important for this job. This exercise helps them think deeply, learn about values, and express themselves in a special way.</p> <p style="text-align: center;">Guru Required!</p> <p style="text-align: center;">Personal Qualities</p> <ul style="list-style-type: none"> Our ideal Guru is _____ The Guru should _____ _____ _____ _____ _____ _____ _____  <p style="text-align: center;">Qualities to suit the job</p> <p>_____</p>	<p style="text-align: center;">Unit: Hockey Lesson 6</p> <p>L.I. To apply skills and knowledge to compete in a tournament.</p> <p>In this lesson children will work on their emotional, social and thinking skills to play a 4 v 4 game. One pupil from each team will help to referee each game. They will also need to keep the score and rotate this person each time the pupils play a new game.</p>  <p style="text-align: center;">Unit: Football Lesson 6</p> <p>LI: To apply skills and knowledge to compete in a tournament.</p> <p>This week children will play a tournament and put all the skills they learnt to practise. Children will play a 6 v 6 game and will encourage others in their team and congratulate opponents. In between matches they will discuss with their team how to improve for their next match.</p> <p style="text-align: center;">Unit: Swimming (Amber & Amethyst)</p> <p>Weekly sessions of swimming are delivered on Mondays and Tuesdays, by qualified instructors.</p>

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Art

Spanish – Language Angels

PSHE - Jigsaw

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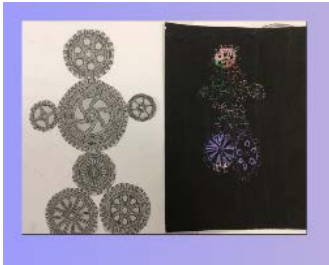
Unit: Drawing - Powerprints

Lesson 5 (Across two lessons)

L.I. We are learning to plan a composition for a mixed-media drawing.

Today, we will be creating wax-resist backgrounds.

Sometimes, artists create interesting backgrounds to draw on. Last week we created collaged compositions. This week we will be making wax-resist drawings based on your compositions!



1. First we will choose wax crayons in the colours you want your drawn lines to appear.
2. Then we will apply a thick layer of wax crayon to the page in our books, thinking about where you want the colours to appear. Colours could be quite random.
3. Finally we will mix a few drops of liquid soap into a pot of black paint and using a large paint brush, coat the card fully so all the wax crayon is covered.



Unit: ME PRESENTO

Lesson 5

L.I: We are learning to consolidate all previous knowledge from the unit, to learn how to ask and answer the question '¿Dónde vives?' (Where do you live?) and the basics of adjectival agreement in Spanish.

By the end of this unit, the children will be able to:

- Count to 20 in Spanish.
- Ask somebody how they are feeling, their age, name and where they live in Spanish.
- Say how we are feeling, how old we are, what our name is and where we live in Spanish.
- Apply rules of adjectival agreement when saying our nationality in Spanish.

In this lesson pupils will learn how to ask and answer the question 'where do you live?' in the foreign language and will also be introduced to simple adjectival agreement, completing the unit with a short presentation.

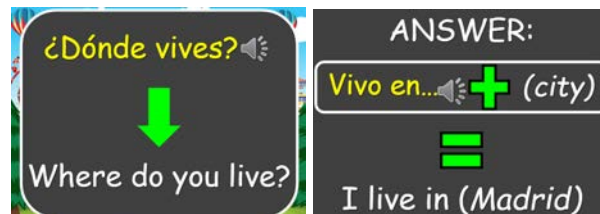
Key Language:

¿Dónde vives? = Where do you live?

Vivo en... = I live in (+ town/city)

Londres = London

Soy de ... + country = I am from ... (+ country)



Unit: Being me in my world!

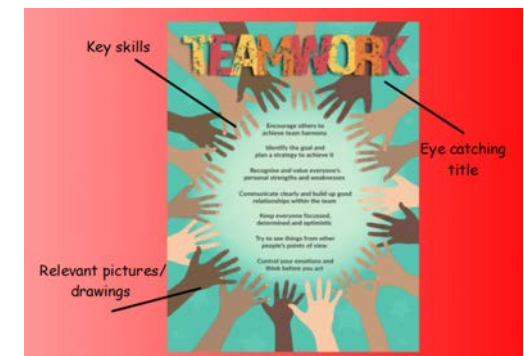
Lesson 6 (Across two lessons)

L.I: We are learning to understand how groups come together to make decisions.

L.I: We are learning to take on a role in a group and contribute to the overall outcome.

In this lesson, we will learn about being an effective team member. The children will be shown a range of pictures where they will need to work together as a group to answer questions such as, who are these people, why are they holding numbers, what is the relationship between the individuals, etc.



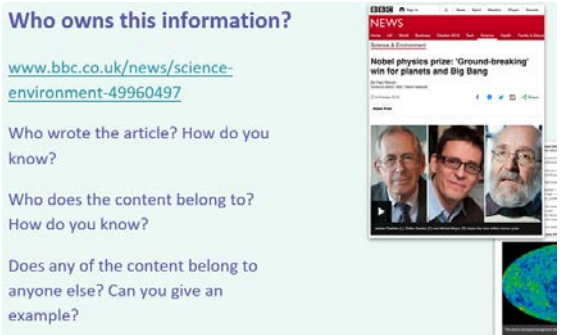
The children will then be designing posters on how they think they can successfully follow this and the key skills needed



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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;"><u>Unit: Electricity, Circuits and Conductors</u> Lesson 5</p> <p><u>LI: We are learning to explain how a switch works in a circuit, build switches and report our findings.</u> <u>Skill- Investigating and identifying the design features of a switch.</u></p> <p>In this lesson, students will develop the ability to examine and understand the components and mechanisms that make up a switch in an electrical circuit. They will investigate and identify the specific design features of a switch, which includes understanding how it functions within a circuit. Additionally, they will apply this knowledge by building switches and reporting their findings, demonstrating a practical understanding of the skill they've learned.</p> <p><u>Key Vocabulary</u> Electricity, battery, cell, circuit, switch, bulb, wires, complete circuit, incomplete circuit, closed, open, on, off, slide switch, toggle switch, selector switch, push button switch.</p> <p style="text-align: center;">Building Switches Instructions Slide Switch</p> <p>Equipment:</p> <ul style="list-style-type: none"> • 1 paperclip • 2 split pins • rectangle of cardboard <ol style="list-style-type: none"> 1. Cut a small rectangle of card. 2. Carefully, push the split pins through the cardboard and secure. <i>The split pins should be a slightly shorter distance apart than the length of the paperclip – make sure it's not any further. Ensure the arms of the split pins don't touch each other.</i> 3. Hook the paperclip under one of the split pins. 4. Connect into your circuit by attaching the wires to the split pins. 5. Your paperclip should slide back and forth to create a switch. Check the paperclip makes contact with the second split pin. 	<p style="text-align: center;"><u>Unit: Ancient Civilisation</u> Lesson 6</p> <p><u>LI: We are learning how Sargon the Great became the greatest ruler during Ancient Sumer time.</u> <u>Skill: To explain in detail the multiple causes and effects of significant events.</u></p> <p>This week the children will listen to the legend of Sargon the Great audio. After listening, children will reenact significant events of Sargon's life and will perform this to their peers. As a class we will talk about the legend of Sargon the Great, exploring the causes and effects of his actions and the way he gained and kept power over the first empire in history. A discussion on, 'Was Sargon the Great a successful ruler?', will be discussed as a class, asking children to justify their opinions with information from the lesson.</p> 	<p style="text-align: center;"><u>Unit: The Internet</u> Lesson 5</p> <p>LI: We are learning to recognise how the content of the WWW is created by people.</p> <p>Key vocabulary World Wide Web, internet, content, website, web page, links, files, created</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can explain that websites and their content are created by people • I can suggest who owns the content on websites • I can explain that there are rules to protect content <p>Children will explore who owns the content on the World Wide Web (or 'web' for short). They will explore a variety of websites and will investigate what they can and cannot do with the content on them. They will also relate this to principles of ownership and sharing in the real world.</p> <p>Who owns this information?</p> <p>www.bbc.co.uk/news/science-environment-49960497</p> <p>Who wrote the article? How do you know?</p> <p>Who does the content belong to? How do you know?</p> <p>Does any of the content belong to anyone else? Can you give an example?</p> 

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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**

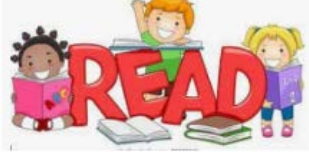
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Reading Tasks

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 6

1. division
2. invasion
3. confusion
4. decision
5. collision
6. television
7. revision
8. erosion
9. inclusion
10. explosion

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

Parents evening -

Tuesday 17th October from 3.45pm
Thursday 19th October from 4.30pm

Weekly Overview of Learning

Year Group: 4 **Week beginning: 09.10..23**

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