






# Weekly Overview of Learning

Year Group: 4 Week beginning: 04.03.24

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

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>L.I. We are learning to formulate questions for hot seating using a q-matrix to explore King Hrothgar's feelings</u>	<u>LI: We are learning to identify and retrieve features of a diary</u>	<u>LI: We are learning to write a diary entry in role of King Hrothgar.</u>	<u>LI: We are learning to write a diary entry in the role of King Hrothgar and evaluate our entries with a partner, uplevelling them based on feedback.</u>	<u>We are learning to identify and classify word classes, such as nouns, verbs, adjectives, and adverbs, within sentences</u>
Speaking and Listening Focus	Children engage in role-play, enhancing speaking and listening skills. 	Think, pair, share Class collaboration Cold Calling 	Feedback Peer Assess Think, Pair, Share 	Speaking and listening skills with peer assessment and feedback. 	Think, pair, share Class collaboration Cold Calling 
Key vocabulary and Key Bloom's higher order thinking questions	<u>Key vocabulary</u> King Hrothgar emotions feelings drama high order questions deep responses role play drama  <u>Key Questions:</u> How does the author create tension? Why was Grendel woken?  Why do you think Grendal hates laughter?	<u>Key vocabulary</u> thoughts King Hrothgar Grendel first person past tense informal language emotions ambitious conjunctions opinion chronological  <u>Key Questions:</u> What makes a diary entry unique, and why are those aspects important?	<u>Key vocabulary</u> thoughts King Hrothgar Grendel first person past tense informal language emotions ambitious conjunctions opinion chronological  <u>Key Questions:</u> What events occurred when Grendel attacked Heorot, and how did King Hrothgar react emotionally?	<u>Key vocabulary</u> feedback thoughts King Hrothgar Grendel first person past tense informal language emotions ambitious conjunctions opinion chronological  <u>Key Questions:</u> Did your partner effectively describe King Hrothgar's feelings in their diary entry?	<u>Key vocabulary</u> Nouns Verbs Adjectives Adverbs Pronouns Prepositions Conjunctions Determiners  <u>Key Questions:</u> Identify three distinct word classes.  Can you explain the difference between verbs and nouns within a sentence?  n the sentence "The cat slept under the table," which word is the preposition?

# Weekly Overview of Learning

Year Group: 4 Week beginning: 04.03.24

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

	<p>Why was King Hrothgar heartbroken</p>	<p>How did Hrothgar's feelings about Grendel's attack shape his choices?</p> <p>What options did Hrothgar have to handle Grendel's assaults?</p>	<p>Why is it important for King Hrothgar to express his feelings and thoughts in the diary entry?</p> <p>How can you use descriptive language to convey King Hrothgar's emotions effectively in your diary entry?</p>	<p>What parts of your partner's diary entry did you find most interesting?</p> <p>How could your partner make their diary entry clearer and more engaging?</p>	<p>Can you share why "run" can function as both a noun and a verb in different contexts?</p>																		
<p><b>Activities</b></p>	<p>Children will be learning to empathise with King Hrothgar's emotions and thoughts by exploring how he felt the first night Grendel came. Using a q-matrix, they will collaboratively generate open-ended questions to ask King Hrothgar, encouraging deeper understanding of his feelings. Through hot seating, one partner assumes the role of King Hrothgar while the other asks the formulated questions, fostering engagement and perspective-taking. This exercise aims to enhance comprehension of characters' perspectives and motivations, promoting critical thinking and literary analysis skills.</p>	<p>In this lesson, children will step into the shoes of King Hrothgar, writing a diary entry recounting the day Grendel first attacked Heorot. They'll detail the events, express Hrothgar's emotions, and outline his plans. Through this activity, students will recall and apply features of diary writing, such as personal reflection, chronological sequencing, and emotional expression. They'll analyse a sample diary entry from King Hrothgar, identifying and underlining key features with colour-coded markers while challenging themselves to uncover additional diary characteristics.</p>	<p>Children will be tasked with writing a diary entry from the perspective of King Hrothgar, recounting the day Grendel first attacks Heorot. They will describe the events of that day in detail, express Hrothgar's emotions, and outline his plans moving forward. Using a checklist, children will ensure they include all the necessary features of a diary entry. This exercise will immerse them in character perspective, enhance narrative skills, and encourage creativity and empathy in their writing.</p> <p>Wednesday 6th March 2024          LT: We are learning to write a diary entry in role of King Hrothgar.</p> <table border="1"> <tr><td>Uses the past tense</td><td></td></tr> <tr><td>Uses first person pronouns (I, we, my, etc.)</td><td></td></tr> <tr><td>Feelings and emotions from the writer's point of view</td><td></td></tr> <tr><td>Is written in an informal style, as though speaking to someone</td><td></td></tr> <tr><td>Uses time conjunctions to link events</td><td></td></tr> <tr><td>Includes opinions as well as facts</td><td></td></tr> <tr><td>Organises events into paragraphs</td><td></td></tr> <tr><td>Uses ambitious words to describe people and places</td><td></td></tr> <tr><td>Uses inverted commas to show direct speech</td><td></td></tr> </table>	Uses the past tense		Uses first person pronouns (I, we, my, etc.)		Feelings and emotions from the writer's point of view		Is written in an informal style, as though speaking to someone		Uses time conjunctions to link events		Includes opinions as well as facts		Organises events into paragraphs		Uses ambitious words to describe people and places		Uses inverted commas to show direct speech		<p>In today's lesson, children will engage in peer assessment and feedback. They'll swap books with a partner and, using a green pen, assess their partner's diary entry against a checklist. They'll provide commendations (WWW - What Went Well) for 1-2 features included in the diary and suggestions for improvement (EBI - Even Better If), focusing on diary-specific criteria. This process encourages active listening and constructive feedback. Afterward, they'll apply their partner's suggestions to uplevel their own diary entry paragraph, enhancing their writing skills collaboratively.</p> <p>Which word classes have you used today?</p>	<p>Children will learn about word classes, understanding the roles different types of words play in sentences. They'll identify nouns, verbs, adjectives, and adverbs and recognize that some words can belong to multiple classes depending on their usage in a sentence. For instance, the word "watch" can function as both a noun and a verb. Through examples like "I always wear my watch" (noun) and "I love to watch the birds" (verb), children will grasp how word classes contribute to sentence structure and meaning, enhancing their linguistic comprehension.</p> <p>Children will solidify their understanding of word classes by completing a quiz to test their knowledge.</p>
Uses the past tense																							
Uses first person pronouns (I, we, my, etc.)																							
Feelings and emotions from the writer's point of view																							
Is written in an informal style, as though speaking to someone																							
Uses time conjunctions to link events																							
Includes opinions as well as facts																							
Organises events into paragraphs																							
Uses ambitious words to describe people and places																							
Uses inverted commas to show direct speech																							

# Weekly Overview of Learning

Year Group: 4    Week beginning: 04.03.24

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

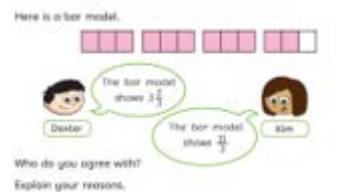
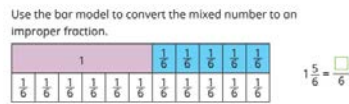
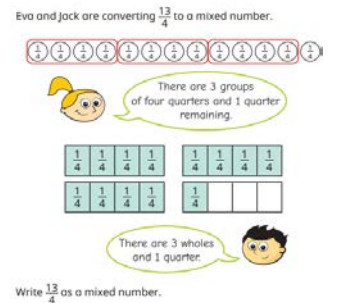

<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p><b>Amber</b> TEXT – Matilda Author – Roald Dahl</p> 	<p><b>Obsidian</b> TEXT – Matilda Author –Roald Dahl</p> 	<p><b>Amethyst</b> TEXT – The broken dragon Author – Karen McCombie</p> 	<p><b>Moonstone</b> TEXT - Matilda Author – Roald Dahl</p> 
--	--	---	---	--

Maths - Fractions	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><b><u>LI: We are learning to write mixed numbers as improper fractions using greater than and less than</u></b></p>	<p><b><u>LI: We are learning to convert mixed numbers into improper fractions</u></b></p>	<p><b><u>LI: We are learning to convert improper fractions to mixed numbers</u></b></p>	<p><b><u>LI: We are learning to identify and explore equivalent fractions using a fraction wall.</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> Improper numerator denominator equal whole integers times-tables groups mixed numbers</p> <p><b><u>Key Questions:</u></b> How many (for example, thirds) are there in 1 whole? So how many (for example, thirds) will there be in 2/3/4 wholes? What do you think comes next in</p>	<p><b><u>Key Vocabulary:</u></b> fractions improper fractions mixed numbers convert numerator denominator integer wholes times-tables equivalent</p> <p><b><u>Key Questions:</u></b> What is the integer in the mixed number ? What is the fractional part of the mixed number ?</p>	<p><b><u>Key Vocabulary:</u></b> fractions improper fractions mixed numbers convert numerator denominator integer wholes times-tables equivalent</p> <p><b><u>Key Questions:</u></b> How do you know _____ is an improper fraction? How many quarters are there in 15/4?</p>	<p><b><u>Key Vocabulary:</u></b> equivalent half quarter third divide equal parts equivalent fraction whole numerator denominator intervals consecutive integers</p> <p><b><u>Key Questions:</u></b> What are equivalent fractions?</p>	<p><b><u>Key Vocabulary:</u></b> Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p><b><u>Key Questions:</u></b> -What do you recognise about the * times tables? - Can we use our knowledge of the times tables and the times tables to help us with our times tables? Can you identify the fact family for this multiplication? What do you already know that you can apply to this multiplication question?</p>

# Weekly Overview of Learning

Year Group: 4      Week beginning: 04.03.24

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

	<p>this count: 3 fifths, 4 fifths, 5 fifths? What is the same about mixed numbers and improper fractions? What is different? If there are 10 tenths in 1 whole, how many tenths are there in 1 1 10? Which of these are improper fractions? How do you know?</p>	<p>How do you know if a fraction is improper? How many fifths are there in <math>2\frac{3}{4}</math> wholes? What do you notice? If there are 8 quarters in 2, how many more quarters do you need to add for the mixed number <math>2\frac{3}{4}</math>?</p>	<p>How many quarters are there in <math>1\frac{2}{3}</math> wholes? How many groups of 4 are there in 15? What is the remainder? So how many groups of <math>\frac{4}{4}</math> are there in <math>15\frac{4}{4}</math>? What is the remainder? How can you write that as a mixed number?</p>	<p>How do you know that is equivalent to ? Why do the integers have to be in line with each other? How do you know that <math>21\frac{3}{3}</math> cannot be equivalent to <math>4\frac{2}{6}</math> ? What is a mixed number/improper fraction?</p>	
<p><b>Activities</b></p>	<p>In this lesson the children will now be confident with fractions being greater than 1 and would have experienced these as mixed numbers.</p> <p>In this small step, children will begin to write these as improper fractions and understand that this is a fraction where the numerator is greater than or equal to the denominator.</p> <p>Children will be using their prior learning to extend their knowledge of exploring other integers using their times-tables. For example - <math>3/3 = 1</math>, they will be able to realise they can repeat groups of <math>3/3</math> to see that <math>6/3 = 2</math> and <math>9/3 = 3</math>.</p> 	<p>In today's lesson, the children will learn how to convert a mixed number into an improper fraction.</p> <p>The children will explore this concept predominantly through the use of pictorial representations and concrete manipulatives such as interlocking cubes. Bar models and number lines will be used as they are useful representations to allow children to see the links between mixed numbers and improper fractions.</p> <p>The children will use their times-tables knowledge to find the improper fraction equivalent to the integer part of a mixed number before adding on any remaining fractional parts.</p> 	<p>On Friday, the children converted mixed numbers to improper fractions. Leading on from that in today's lesson,, they will convert the other way, from improper fractions to mixed numbers.</p> <p>The children will explore this concept predominantly through the use of pictorial representations and concrete manipulatives, for example counters and bar models, linking back to work done on division with remainders in Spring Block 1. The children will also use their times-tables knowledge to find the integer part of a mixed number, with the remainder as the fractional part. The learning from this step will be revisited and built on in Year 5.</p> 	<p>In today's lesson, the children will create a fraction wall. This will be a great visual activity for the children to become familiar with different fractions.</p> <p>The children will follow a step by step guide in cutting and folding strips of coloured paper which they will then stick onto a blank sheet. The children will have the opportunity to identify which fractions they can easily spot and write these in. We will be working together as a class to complete the fraction wall.</p> <p>This will then be used over the next few lessons, acting as a useful visual aid, in helping children make associations between pieces of information, and help them retain the information.</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> 



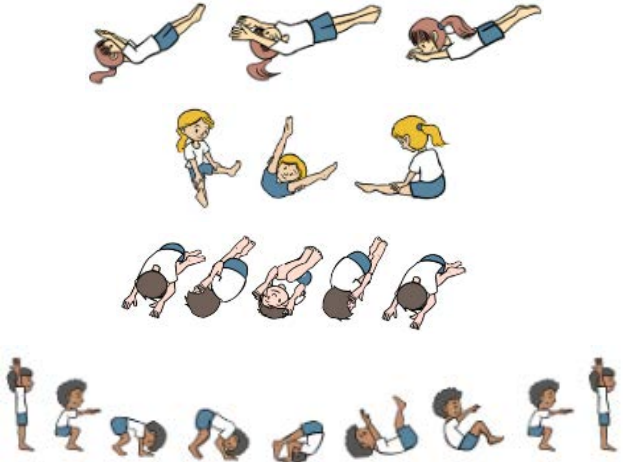


# Weekly Overview of Learning

Year Group: 4    Week beginning: 04.03.24

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

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

Music –	RE	PE – Get Set 4 PE
<p style="text-align: center;"><b>Unit: Fanfare for the common man</b> <b>Lesson 3</b></p> <p><b>LI: We are learning to compose a short fanfare piece for a special occasion using melody, rhythm, texture, and silence</b></p> <p><b>Unit Key Words:</b> conductor, , composer, Melody, Brass, Timbre, Rhythm, Impromise, Composition, Texture, Dynamics, timbre, dynamics, and texture</p>  <p style="text-align: center;"><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>Identify and talk about the pitch shape of a fanfare melody.             <ul style="list-style-type: none"> <li>Compose a fanfare melody in a group.</li> </ul> </li> <li>Demonstrate how melody, rhythm, dynamics, and texture can be used for impact when composing a fanfare melody.</li> </ul> <p>In this lesson, children will be learning about the world of music through exciting activities. They will explore pieces like "Fanfare for the Common Man" and the "Superman Theme" by John Williams, discussing the use of instruments, dynamics, and melodies. Children will have the opportunity to create their own fanfare piece, using a variety of percussion instruments and drawing on their previous knowledge. By the end of the lesson, they will have a deeper understanding of how musical elements contribute to the overall impact of a</p>	<p style="text-align: center;"><b>Unit: Christianity- What religions are represented in our neighbourhood?</b> <b>Lesson 3</b></p> <p><b>LI: We are learning about religious beliefs and practices of local places of worship, fostering respect for diversity and cultural understanding.</b></p> <p>In this lesson, children will explore the religious beliefs and practices at local places of worship, focusing on either a Gurdwara or a mosque. Building on their previous experiences visiting a mosque in Year 3 and a Gurdwara in Year 4, students will discuss and identify the distinctive features and practices associated with each. Following this exploration, the children will have the opportunity to choose a specific place of worship and engage in a writing activity. They will craft a report, describing what one would see, do, hear, and feel when visiting their chosen place of worship. This lesson aims to deepen their understanding of diverse religious practices, while fostering respect, appreciation for cultural differences, and effective communication through written expression.</p> 	<p style="text-align: center;"><b>Unit: Gymnastics</b> <b>Lesson 5</b></p> <p><b>LI: To develop the straight, barrel, forward and straddle roll.</b></p> <p>In pairs on a mat pupils sit one behind the other off the mat and take turns to practise each roll. Each of the rolls will be taught separately, allowing pupils time to practise. Pupils watch their partner as they perform rolls and provide them with feedback. Pupils will practise the following rolls; straight roll, barrel roll, straddle roll, forward roll.</p>  <p style="text-align: center;"><b>Lesson 6</b></p> <p><b>LI: To assess my straight, barrel, forward and straddle roll.</b></p> <p>This lesson pupils will refine their rolls from lesson 5 ticking off the statements after each statement using the 'Really Good Rolling' self assessment sheet. Place a pencil at each of these stations.</p>

# Weekly Overview of Learning

Year Group: 4    Week beginning: 04.03.24

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

<p>piece and how to compose their own music that grabs attention and creates a desired effect.</p>		<p><b>Unit: Swimming</b> <b>(Moonstone &amp; Obsidian)</b> Weekly sessions of swimming are delivered on Mondays and Tuesdays, by qualified instructors.</p> 
<p><b>Art</b></p>	<p><b>Spanish – Language Angels</b></p>	<p><b>PSHE - Jigsaw</b></p>

# Weekly Overview of Learning

Year Group: 4    Week beginning: 04.03.24

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

## Unit: ART - Sculpture and mega materials

### Lesson 3 - Recycle and Recreate (Across three lessons)

#### L.I. We are learning to select and join a variety of materials to make a sculpture.

### Success criteria

- ✓ I can try different ways of joining materials to make something three dimensional.
- ✓ I can explore combinations of colour and texture.
- ✓ I can decide how to display my sculpture.

In this lesson, we will be looking at the artist, El Anatsui. He is a sculptor who was born in Ghana in 1944 and now lives in Nigeria. He uses materials that are usually thrown away like old mats, bottle tops and newspapers. His artwork is often based around how much we consume and the effect on the environment. Some of the sculpture aims to make us think about the way some people reuse things because they need to, not just for decoration.

Across these three lessons, children will explore different packaging materials, draw which decoration they would like to make and the purpose for it and finally create it.

**Your task:**

Today you will be using your recycling to create a hanging ancient Egyptian piece. You will be using the technique of weaving to create the texture on your pyramids for example and string to hang them.

**Look at the example below.**



Weaving

## Unit: Habitats

### Lesson 3

#### L.I: We are learning to understand which plants grow in specific habitats using spanish vocabulary.

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats. This is one of the first units to encourage slightly more complex and sophisticated writing using a wider range of vocabulary.

In today's lesson, the children will learn about which plants grow in specific habitats. For example a cactus in the desert. The children will then build on this knowledge using Spanish vocabulary to complete a variety of reading and writing exercises.

This lesson is similar to lesson 2 where the children explored different types of habitats, but instead of looking at specific habitats and plants that now grow there.

Cactus grow in the desert.



## Unit: Healthy me!

### Lesson 3

#### L.I: We are learning to understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke

#### L.I: We are learning to relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others

In this lesson, children will explore smoking and its impact on health. The focus is to first, understand factual information about smoking, including its various health effects. Second, the children will look at the reasons some individuals initiate smoking. Students will examine the emotional aspects associated with smoking, particularly feelings of shame and guilt. Additionally, the lesson aims to equip students with assertiveness skills to resist internal and external pressures related to smoking. By the end of the lesson, students will possess a deeper understanding of the health implications of smoking and the emotional dynamics surrounding this behaviour. They will also acquire practical skills to assertively resist the influence of both self-driven and external pressures related to smoking.

### Key vocabulary

Smoking, Vaping, Pressure, Peers, Guilt, Advice, External, Internal, Emotions, Assertive













Smoking Facts



# Weekly Overview of Learning

Year Group: 4    Week beginning: 04.03.24

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

Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing																														
<p style="text-align: center;"><b>Unit: States of matter</b></p> <p><b>Lesson 3 - melting, freezing, evaporating and condensation</b></p> <p><b><u>L.I. We are learning to explain how materials can change state.</u></b></p> <p><b><u>Skill - We are learning to observe and explain that some materials change when they are heated or cooled.</u></b></p> <p>Today we will be understanding how chocolate changes state. The children will be using chocolate buttons and placing them in their hands. They will understand that to begin with this is a solid and as they place a tea candle under it, it will begin to melt. We will look at water showing evaporation and condensation in real life examples.</p>  <p>Children will understand how materials change state and define these new terms.</p> <div style="display: flex; justify-content: space-around;">   <div style="border: 1px solid red; padding: 5px;"> <p style="color: red; margin: 0;"><b>Useful words</b></p> <ul style="list-style-type: none"> <li>• condensation</li> <li>• freezing</li> <li>• melting</li> <li>• evaporation</li> </ul> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div>	<p style="text-align: center;"><b><u>Unit: Invasions - Anglo-Saxons</u></b></p> <p style="text-align: center;"><b>Lesson 3</b></p> <p><b><u>L.I: We are learning to discuss the significance of Anglo-Saxon power, belief and custom.</u></b></p> <p><b><u>Skill: To explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</u></b></p> <p>In this lesson children will be shown the Sutton Hoo ship burial presentation. We will discuss the significance of the find and what it tells us about Anglo-Saxon power, belief and custom. The children will be organised into small research groups and given each a Sutton Hoo ship burial information pack that include images of artefacts below. They will work collaboratively in their groups to answer the included questions and prepare feedback on their findings to the larger group.</p> <p>We will then play the Sutton Hoo podcast audio, and provide copies of the Sutton Hoo podcast audio transcript for the children to follow as they listen if needed, to reveal the narrative of the artefacts.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;">   </div> <p style="text-align: center; margin-top: 10px;"> <span style="margin-right: 100px;">shield (replica)</span> <span>Roman ceremonial drinking cup</span> </p> 	<p style="text-align: center;"><b><u>Unit: Data and information – Data logging</u></b></p> <p style="text-align: center;"><b>Lesson 3</b></p> <p><b><u>L.I: We are learning to use a digital device to collect data automatically</u></b></p> <p><b><u>Key vocabulary</u></b></p> <p>Data logger, logging, data point, interval</p> <p><b><u>Success criteria:</u></b></p> <ul style="list-style-type: none"> <li>- I can identify a suitable place to collect data</li> <li>- I can identify the intervals used to collect data</li> <li>- I can talk about the data that I have captured</li> </ul> <p><b><u>Activity:</u></b></p> <p>In this lesson this lesson, children will delve into the world of automatic data collection through the use of data loggers. They will discover how these devices can independently collect data and be set up to record information at specific locations. Through hands-on activities, they will practise logging temperature changes by observing a simulation and recording their observations. They will then assess the accuracy of their logging by comparing their recorded data with graphs generated by data logging software. Additionally, children will learn about logging intervals and their significance in data collection processes. Towards the end of the lesson, they will gain practical experience in downloading collected data from data loggers to computers and analysing it to identify patterns or changes over time.</p> <div style="text-align: right; margin-top: 20px;">  <div style="border: 1px solid #0070c0; padding: 5px; background-color: #e6f2ff;"> <p style="margin: 0;"><b>Data log</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Temp</th> <th>Hum</th> <th>Temp</th> <th>Hum</th> <th>Temp</th> <th>Hum</th> <th>Temp</th> <th>Hum</th> <th>Temp</th> <th>Hum</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>15</td> <td>16</td> <td>18</td> <td>20</td> <td>22</td> <td>25</td> <td>23</td> <td>22</td> <td>21</td> </tr> <tr> <td>18</td> <td>19</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p style="font-size: 8px; margin: 5px 0;">Data loggers record data at regular intervals. The interval in the simulation was an hour.</p> <p style="font-size: 8px; margin: 5px 0;">When the data is plotted in a graph, it looks like this.</p>  </div> </div>	Temp	Hum	Temp	Hum	Temp	Hum	Temp	Hum	Temp	Hum	12	15	16	18	20	22	25	23	22	21	18	19								
Temp	Hum	Temp	Hum	Temp	Hum	Temp	Hum	Temp	Hum																							
12	15	16	18	20	22	25	23	22	21																							
18	19																															



# Weekly Overview of Learning

Year Group: 4    Week beginning: 04.03.24

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

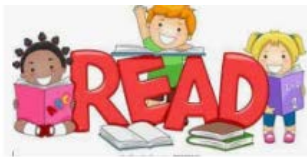
## Homework

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

### Reading/Spelling and Grammar

#### Reading Tasks

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



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



#### Spelling and Dictation

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

Your English homework will 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 3

1. circle
2. decide
3. medicine
4. exercise
5. special
6. cinema
7. decimal
8. accident
9. city
10. citizen

### Maths

#### 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!



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

Please make sure your child has their purple task and reading book in school every day. Your child will be reading with their teacher each week.

Please ensure your child has a **water bottle** and a pencil case with the correct equipment. This should also include:



**Amethyst and Amber are now swimming: Monday: 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

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 04.03.24**

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