

Weekly Overview of Learning

Year Group: 4 Week beginning: 26.06.23




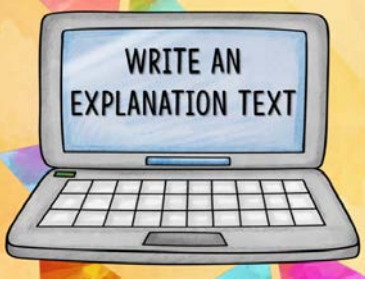

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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are learning to create an explanation poster</u>	<u>LI: We are learning to explain how meaning is enhanced through the choice of words or phrases (2a)</u>	<u>LI: We are learning to collect data and information in preparation for an explanation text</u>	<u>LI: We are learning to explore the features of an explanation text</u>	<u>LI: We are learning to reflect on our cold tasks using teacher feedback</u>
Speaking and Listening Focus	Class discussions Think, pair, share Cold calling	In this lesson the children will use relevant strategies to build on their vocabulary.	Think, pair, share Cold calling Group/ team work Clear communication	Class discussions Think, pair, share Cold calling	The children will consider and evaluate different pieces of work and contribute and build on a WAGOLL
Key vocabulary and Key Bloom's higher order thinking questions	<p><u>Key vocabulary</u> Information Title Image Facts Explanation Overwhelmed Anxious Cues Regulate Emotions</p> <p><u>Key Questions:</u> What has happened so far? What do you think is going to happen next? What do you think of the characters? Do you have any techniques or activities that you do to calm yourself down? What techniques did we learn in the Cues programme? What works best for you? What do you like about these posters?</p>	<p><u>Key vocabulary</u> human extinct robot society purpose voyage map journey technology friendship</p> <p><u>Key Questions:</u> Why do you think the author chose to use this word to describe...? Why did the author choose this simile? What is the effect of alliteration in this sentence? What does the word x tell you about y? What effect has the author created by writing a particular line this way? The writer uses words like xxx. How does this make you feel?</p>	<p><u>Key vocabulary</u> Data Collection Inform Survey Facts Graph Reader</p> <p><u>Key Questions:</u> What does this tell us? Why might this be useful to know? Who might use this data? How could we represent this data? What is data? Why might it be useful for us to collect data and information for our hot task? What do we need to know before we write our hot tasks? What will our explanation texts include? Where can we find information that will be useful to us?</p>	<p><u>Key vocabulary</u> Explanation Inform Title Chronological Technical Vocabulary Facts Graph</p> <p><u>Key Questions:</u> What is the purpose of an explanation? How would you structure an explanation text? How could you use a question as the title to draw your audience in? What's the purpose of your explanation text? Who is the audience? What language should you use? How can you organise your ideas?</p>	<p><u>Key vocabulary</u> Reflect, Feedback, WWW, WBI, Errors, Misconceptions and Expectation</p> <p><u>Key Questions:</u> Have you remembered to check your work? Have you included paragraphs? How can you uplevel your vocabulary? Have you used punctuation accurately? Have you used the correct tense and person? How can you reorganise your sentences so that they have maximum impact on the reader?</p>

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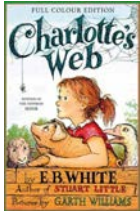

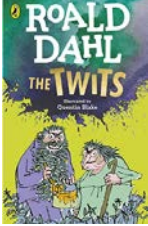

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	<p>What would you do on your own? How could you make yours better?</p>				
<p>Activities</p>	<p>In this lesson, the children will look at explanation posters and start thinking about explanation techniques. In the book, XR_935 counts to 1 million in binary to calm himself down when he is feeling overwhelmed or anxious. The children's task is to create their own poster explaining how to use their own techniques to help them regulate their emotions.</p> 	<p>In this lesson, we will read a big chunk of our new class reader 'The Last Human'. During our reading session, we will pause at relevant parts in the text to discuss how the author has enhanced meaning through his choice of words and phrases.</p> 	<p>Next week, the children will begin to write their hot tasks which will be an explanation text about the water cycle. In today's lesson, we will have different stations in the classroom for the children to research the water cycle to collect data and information from different sources.</p> 	<p>In this lesson, the children will explore in-depth the features of an explanation text in preparation for writing their hot tasks. Then, the children will analyse and identify the different features on a WAGOLL.</p> 	<p>At the beginning of the lesson, the children will be shown a range of anonymous example cold tasks on the board. We will identify together as a class what is good about them and what could be better.</p> <p>Once we have created a success criteria, the children will reflect on their own cold tasks using a reflection sheet where they will make targets for their hot tasks.</p> 

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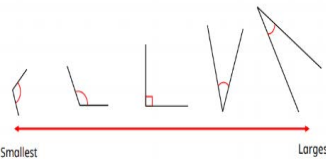
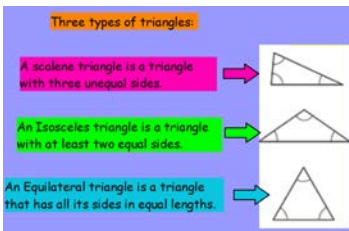
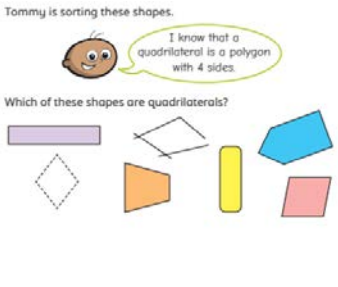

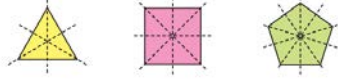
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Amber TEXT – Charlotte's Web Author – E.B White</p> 	<p>Obsidian Text - Harry Potter and the Philosopher's Stone Author – J.K Rowling</p> 	<p>Amethyst Text – The Twits Author –Roald Dahl</p> 	<p>Moonstone Text – Stitch Head Author – Guy Bass</p> 
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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to explore angles as a measure of a turn by comparing and ordering angles.</u></p>	<p><u>LI: We are learning to compare and classify different types of triangles using their properties.</u></p>	<p><u>LI: We are learning to explore and identify quadrilaterals using parallel and perpendicular lines.</u></p>	<p><u>LI: We are learning to explore and identify polygons.</u></p>	<p><u>LI: We are learning to identify and create lines of symmetry.</u></p>
<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary:</u> angles obtuse acute smallest largest right angle greater order compare</p> <p><u>Key Questions:</u> What is the difference between an acute and an obtuse angle? What type of angle is this? How do you know? Which of these two angles is greater? How do you know? Are all acute angles less than obtuse angles? Why/why not? How can you work out which angle</p>	<p><u>Key Vocabulary:</u> angles obtuse acute right angle greater order compare triangle characteristics properties equilateral scalene isosceles equal sides</p> <p><u>Key Questions:</u> What are the properties of a triangle? How many equal sides/angles does this triangle have?</p>	<p><u>Key Vocabulary:</u> quadrilateral shape parallel perpendicular geometric properties size polygon right angle rectangle square</p> <p><u>Key Questions:</u> What is a polygon? What does “quad” mean? What is a quadrilateral? What is the difference between these two quadrilaterals? How many right angles are there?</p>	<p><u>Key Vocabulary:</u> 2D Shape Sides Length Angles Regular Irregular Polygon</p> <p><u>Key Questions:</u> What is a polygon? What is a polygon with__ sides called? How many angles/sides does an octagon have? What other words do you know that start with “oct”? What is the same and what is different about these polygons?</p>	<p><u>Key Vocabulary:</u> Vertical Horizontal Symmetry Direction Mirrors Shapes Folding Congruent Orientation</p> <p><u>Key Questions:</u> What is a line of symmetry? How can you arrange these two shapes to make a symmetrical image? Does this shape have any lines of symmetry? How can you find out? Are lines of symmetry always horizontal or vertical? How can you use a mirror to check if</p>

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	<p>is the greatest/smallest? Does the length of the arms of the angle make a difference to the amount of turn? Why/why not?</p>	<p>Why is this a triangle? Why is this not a triangle? What type of triangle is this? What is the difference between a(n) _____ triangle and a(n) _____ triangle? If one side of an equilateral triangle is _____ long, what is the perimeter of the triangle?</p>	<p>Does the quadrilateral have any pairs of equal/parallel sides? What are the properties of this quadrilateral? What is the same/different about a rectangle and a square? What is the difference between a rhombus and a parallelogram?</p>	<p>When talking about polygons, what does "regular"/"irregular" mean? If one side of a regular ___ is ___ cm, what is its perimeter?</p>	<p>there is a line of symmetry? How many lines of symmetry does this shape have? How many lines of symmetry does a regular have? How do you know?</p>
<p>Activities</p>	<p>In today's lesson, the children will continue to explore angles as a measure of a turn by comparing and ordering angles.</p> <p>The children will begin to recap their knowledge of acute, right and obtuse angles. They will be able to see that a right angle is a greater angle than any acute angle, and an obtuse angle is greater than a right angle.</p> <p>We will be identifying different types of angles and use their information to order them from smallest to greatest.</p> 	<p>Today, the children will extend their learning to exploring different types of triangles.</p> <p>We will be looking at examples and non-examples of triangles to help summarise the characteristics of a triangle.</p> <p>The children will then explore scalene, isosceles and an equilateral triangle for the first time. We will look at connecting our learning from yesterday to consider the properties of these triangles: a closed, 2-D shape with three straight sides.</p> 	<p>In this small step, the children will explore different types of quadrilaterals.</p> <p>The children will identify quadrilaterals from a selection of shapes. Initially, they may only see squares and rectangles as quadrilaterals.</p> <p>Then we will extend our knowledge in recognising a trapezium, rhombus, parallelogram as well as the familiar square and rectangle through their properties.</p> 	<p>Today, we will explain that "gon" means "angled" and the different prefixes relate to the number of angles; for example, "pent" means five, so a pentagon has five angles and therefore five sides.</p> <p>We will discuss other words that children can use to help them with the meanings of the prefixes, such as pentathlon and octopus. Children then explore the meanings of "regular" and "irregular" in the context of polygons, learning that in a regular polygon, the sides are all equal in length and the angles are all equal in size. They are often surprised that, for example, a rectangle is irregular.</p> <p>What is the same and what is different about the polygons?</p> 	<p>In this small step, learning is extended further to include any line of symmetry in any direction. We will begin by recapping what a line of symmetry is. The use of mirrors is helpful to reinforce this understanding, as is cutting out shapes and folding them.</p> <p>Children look for lines of symmetry in any orientation within any 2-D shape. They then sort shapes by the number of lines of symmetry. They can also explore regular polygons, discovering that the number of lines of symmetry in a regular polygon is the same as the number of sides.</p> <p>Annie is finding lines of symmetry in regular shapes.</p>  <p>What do you notice about the number of lines of symmetry compared to the number of sides each shape has?</p>

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

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Music – Sing Up

RE

PE – Get Set 4 PE

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Unit: Favourite Song

Lesson 2 - Carried over from last week due the DT workshop and Sky Arts Week

L.I. We are learning to sing and play *Favourite Song*

In this lesson, children will:

- Warm up bodies with an action sequence to *Favourite song*.
- Begin to learn to sing the song – the Chorus.
- Learn to play the chords of the Chorus.
- Play the Chorus along with the performance track.



Unit Key Words

- **Duration:** steady beat/pulse, 3/4 and 4/4 time signatures, beats in the bar.
- **Pitch:** triads/chords: C, F, and G major, A minor.
- **Structure:** introduction, verse, chorus, instrumental.

Unit: Ricitos de Oro y los tres osos

Lesson 3 (Carried over from last week due the DT workshop and Sky Arts Week)

L.I: We are learning to revise new vocabulary using phrase cards from the well recognised story *Ricitos de Oro y los tres osos*.

In today's lesson, we will be focusing on explaining to the children that they will be using phrase cards from the story to show them how much new language they have already learnt using the picture and word cards.

A
Mientras estaban en el bosque,
una niña llegó a la casa. La niña
se llamaba Ricitos de Oro.



E
El tazón grande estaba demasiado salado.
El tazón mediano estaba demasiado dulce.
El tazón pequeño estaba muy bien.



Unit: Athletics

Lesson 4

L.I. We are learning to develop power and technique when throwing for distance.

In this lesson children should be able to:

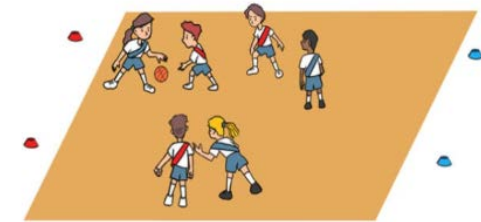
- Create power in your throw by transferring your weight from your back to your front leg.
- Strength and speed will produce power.

Unit: Basketball

Lesson 4

L.I. We are learning to develop tracking and defending an opponent

In this lesson children will bend their knees to keep their feet hip width apart to change direction. They will also be learning to leave space between themselves and the attacker so there is no foul.



Unit: Swimming (Amber & Amethyst)

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



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Art	Spanish – Language Angels	PSHE - Jigsaw
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Unit: Craft and design: Fabric of nature

Lesson 6

LI: We are learning to explore batik to further develop our patterns.

Success criteria

- ✓ I can discuss the work and patterns created by William Morris.
- ✓ I can create a pattern using a drawing.
- ✓ I can develop a pattern using inspiration taken from research.

In art this week we are focussing on the technique; Batik. We will explore an Egyptian artist called Samar Hassanein, who uses batik to create beautiful and unique designs. Over 3 weeks, we will create our own batik designs, using our work from the previous 3 weeks.

Working tirelessly in a small workshop in el-Fustat area in Old Cairo, the self-inspired artist is one of the few designers in Egypt to use the batik technique.



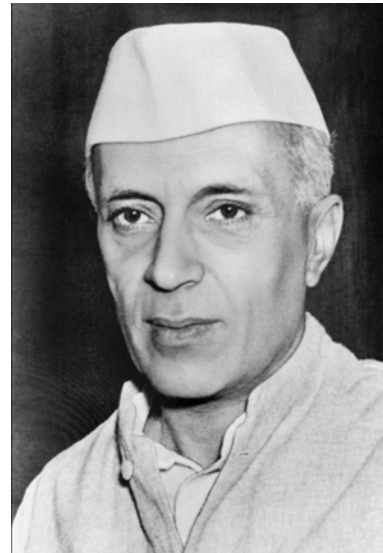
A young woman applies patterns on fabric at the workshop.

Unit: Humanism

Lesson 3 - Carried over from last week due the DT workshop and Sky Arts Week

LI: We are learning to explore the ideas of humanist thinkers.

In this lesson, the children will begin to explore and compare the ideas of different humanist thinkers. In groups, the children will research a different humanist thinker, they will summarise their key ideas and then present this information back to the class.



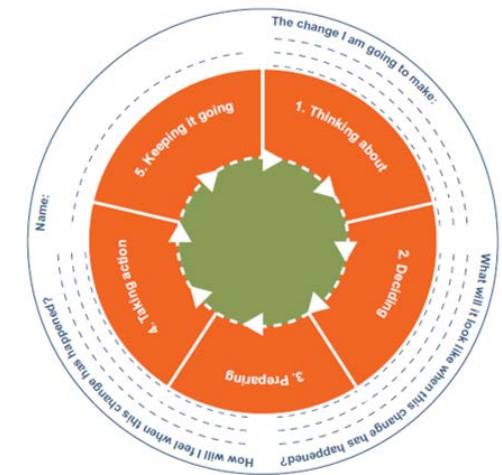
Unit: Changing me

Lesson 4/ Puzzle 4

LI: We are learning to know how the circle of change works and can apply it to changes I want to make in my life.

LI: We are learning to be confident enough to try to make changes when I think they will benefit me.









In this lesson, the children will be identifying any changes and their control over this. We will understand that sometimes we cannot control change. The children will then apply their knowledge into a circle of change worksheet selecting a change they want to make in their life.



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Science - Wellington Curriculum	Topic (History) – Wellington Curriculum	Computing – Barefoot and Teach Computing												
<p>Unit: Electricity Lesson 3</p> <p>LI: We are learning to investigate whether circuits are complete or incomplete</p> <p>In this lesson, we are going to further explore circuits and evaluate whether they are complete or incomplete. We will make predictions on whether a circuit will work and then build it to see whether our predictions were correct.</p> <p><small>Look at the circuit diagram and make a prediction (what do you think will happen?) about whether the circuit will work or not. Then, build the circuit to test your prediction. Record your results (what happened?) and conclusions (what have we found out?) in the table below. If the circuit does not work, can you explain how to fix it?</small></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Circuit</th> <th style="width: 20%;">Prediction – will the bulb light up? <small>Record whether you think the circuit will work or not and why.</small></th> <th style="width: 20%;">Result and Conclusions <small>Record whether the circuit did or didn't work and why.</small></th> <th style="width: 20%;">If incomplete, how would you make the circuit complete?</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Circuit	Prediction – will the bulb light up? <small>Record whether you think the circuit will work or not and why.</small>	Result and Conclusions <small>Record whether the circuit did or didn't work and why.</small>	If incomplete, how would you make the circuit complete?									<p>Unit: Ancient Egyptians Lesson 4</p> <p>LI: We are learning to explore the story of Howard Carter's discovery by writing a diary entry</p> <p>Today, we are going to be exploring the story of Howard Carter's discovery. In this lesson, the children will learn that Ancient Egyptians often buried their pharaohs in elaborate tombs filled with treasures, objects, weapons and all sorts of other items. People believed the items would help the pharaoh in their journey to the next life. The children will then 'discover' some of the tomb treasures that were really found in Tutankhamun's tomb by Howard Carter and his team in 1922. Finally, the children will write a diary entry from the perspective of a member of Carter's team. They will write about how they felt as the doorway was discovered, as Carter peeped inside and as they finally saw the contents of the tomb.</p> <div style="text-align: center;">  </div>	<p>Unit: Photo Editing Lesson 4</p> <p>LI: We are learning to develop a design that includes two or more loops which run at the same time.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> I can choose which action will be repeated for each object I can explain what the outcome of the repeated action should be I can evaluate the effectiveness of the repeated sequences used in my program <p>In this lesson, learners create designs for an animation of the letters in their names. The animation uses repetition to change the costume (appearance) of the sprite. The letter sprites will all animate together when the event block (green flag) is clicked. When they have designed their animations, the learners will program them in Scratch. After programming, learners then evaluate their work, considering how effectively they used repetition in their code.</p> <p>What will my sprite do?</p> <div style="text-align: center;">  </div> <p>Make your predictions, then watch the animation on the next slide to see what happens</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

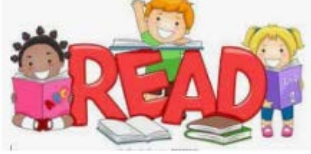
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Reading Tasks

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 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. famous
2. nervous
3. ridiculous
4. carnivorous
5. herbivorous
6. porous
7. adventurous
8. courageous
9. outrageous
10. advantageous

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?

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:



Whilst the weather is warm, please ensure your child comes to school wearing sun cream, plenty of water and a sun hat/ cap.

Upcoming events: please ensure you have checked parent mail and paid any fees as necessary.

- Egyptian Day (5th July)