

Weekly Overview of Learning

Year Group: 4 Week beginning: 10.06.24


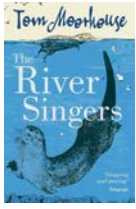



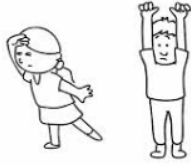

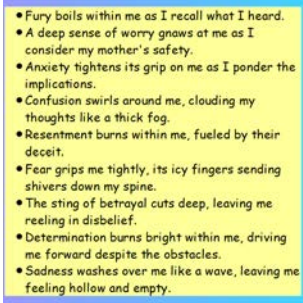
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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>L.I. We are learning to analyse how the prologue of 'The River Singers' by Tom Moorhouse introduces key elements of the story'.</u>	<u>LI: We are learning to explore the meaning of new words in context by using clues around the words.</u>	<u>LI: We are learning to compare two characters using comparative conjunctions</u>	<u>LI: We are learning to explore character emotions and conflicts using dramatic conventions</u>	<u>LI: We are learning to write a thought bubble from Sylvan's perspective using emotive language and varied sentence starters.</u>
Speaking and Listening Focus	Group discussion Collaborative work Critical thinking	Think, pair, share and class discussion sharing what they have inferred for each word	Class discussion Think, pair, share Ask questions, seek clarification, and express their ideas	They will be asked to share key facts and information with the class - using cold calling.	Think, Pair, Share Feedback
Key vocabulary and Key Bloom's higher order thinking questions	<p><u>Key vocabulary</u> prologue characters setting themes mood language predictions author story clues adventure</p> <p><u>Key Questions:</u> Can you describe who the 'Folk' are in your own words? Based on the text, what could the 'horror' refer to? Who might be responsible for starting the rumour, and why do you think so? Do you believe the characters are still wary of their ancient enemies? Provide evidence from the text.</p>	<p><u>Key vocabulary</u> infer exhilarating recited disapproval scampered greenery gnawing deliberately sarcasm envisaged</p> <p><u>Key Questions:</u> What are the new words you encountered in the first 20 pages of "The River Singers"? Can you explain why "The River Singers" might be organised into parts? How did you infer the meaning of one of the new words from the text before checking the dictionary? Compare your inferred meanings with the dictionary definitions. How accurate were your guesses?</p>	<p><u>Key vocabulary</u> protective caring brave fatherly/motherly habitat consistent determined wise courageous whereas also however similarly in contrast</p> <p><u>Key Questions:</u> What are the new words you encountered in the first 20 pages of "The River Singers"? Can you explain why "The River Singers" might be organised into parts? How did you infer the meaning of one of the new words from the text before checking the dictionary?</p>	<p><u>Key vocabulary</u> river burrow conversation overheard thoughts concern lied Elon Miss Esther scared frightened mother family</p> <p><u>Key Questions:</u> How do you think Sylvan feels when he wakes up and remembers his mother's warning? Why do you think Sylvan decides to disobey his mother's instructions and venture out of the burrow? What emotions do you think Sylvan experiences when he overhears his mother and Elon discussing Miss Esther's death?</p>	<p><u>Key vocabulary</u> river burrow conversation overheard thoughts concern lied Elon Miss Esther scared frightened mother family</p> <p><u>Key Questions:</u> How do you think Sylvan is feeling right now? What might have caused Sylvan to feel this way? Can you describe a time when you felt similar to Sylvan? How did you handle it? What clues from the text help you understand Sylvan's emotions? How do you think Sylvan's emotions might change as the story progresses?</p>

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			<p>Compare your inferred meanings with the dictionary definitions. How accurate were your guesses?</p>		
<p>Activities</p>	<p>In this lesson, pupils will learn about the purpose and function of a prologue in a literary work. They will understand how it sets the stage for the story, providing crucial background information about characters, settings, and events. Using the prologue from "The River Singers," they will identify key clues and practise their detective skills by answering comprehension questions to deepen their understanding of the text.</p> 	<p>In this lesson, children will explore why "The River Singers" is organised into parts. They will start by reading the first 20 pages of the book, looking out for new vocabulary. As they encounter unfamiliar words, they will practise inferring meanings based on context before verifying their guesses using a dictionary. This exercise will enhance their reading comprehension and vocabulary skills, helping them become more proficient and confident readers.</p>  	<p>In this lesson, children will review the first 20 pages of their reading from the previous day. Working with a learning partner, they will skim and scan the text to identify key events and characters introduced. Through discussion, they will analyse character traits, focusing on identifying the bravest character with textual evidence. In pairs, they will describe Mother Vole using adjectives supported by examples from the text, highlighting her qualities as a mother. They will compare Mother Vole to another parent character, using a provided framework to analyse similarities and differences.</p>  	<p>In this lesson, children will engage in a dynamic starter activity, mimicking animal movements relevant to the story's characters. Through group work, they will create freeze-frame snapshots depicting key scenes from the text, focusing on conveying emotions through body language and facial expressions. Scenes include Sylvan awakening to the river's call, Sylvan leaving the burrow, and Daphne and Elon discussing their concerns. By embodying various elements of nature, they will deepen their understanding of the story's setting and characters while honing their expressive skills.</p>  	<p>In today's lesson, children will step into Sylvan's shoes, imagining his thoughts and feelings in a thought bubble after hearing a conversation. They'll use emotive language and varied sentence starters to express his emotions. Predicting Sylvan's actions based on the discussion he overheard, they'll consider his complex feelings and potential reactions. This activity fosters empathy and understanding of the story's characters while honing their writing skills and ability to interpret characters' perspectives.</p> 

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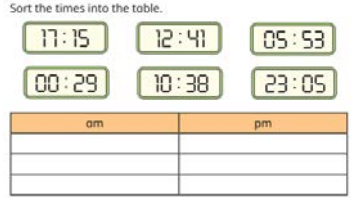


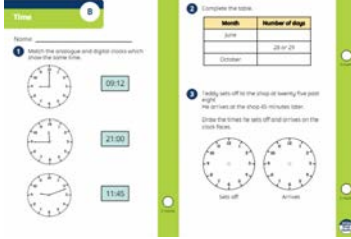

<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Amber TEXT – King Of The Cloud Forests Author – Michael Morpurgo</p> 	<p>Obsidian TEXT – King Of The Cloud Forests Author – Michael Morpurgo</p> 	<p>Amethyst TEXT – King Of The Cloud Forests Author – Michael Morpurgo</p> 	<p>Moonstone TEXT – King Of The Cloud Forests Author – Michael Morpurgo</p> 
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Maths - Time	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Key vocabulary and key questions</p>	<p><u>LI: We are learning to convert between analogue and digital time.</u></p> <p><u>Key Vocabulary:</u> Convert, Calculate, Analogue, Digital, Morning, Afternoon, Am, Pm, Duration, Clock</p> <p><u>Key Questions:</u> Why is it important to know whether a time is am or pm? Does an analogue clock show whether it is am or pm? How do you show an analogue time as a 12-hour digital time? How will you find the start/end time of the activity? How can you use a number line to work out the duration of the activity? Do you find it easier to work out how long it is between times using</p>	<p><u>LI: We are learning to understand and convert to the 24 hour clock.</u></p> <p><u>Key Vocabulary:</u> Convert, Calculate, Analogue, Digital, Morning, Afternoon, Am, PM, 24-hour clock, Duration, Clock Watches, Smartphone</p> <p><u>Key Questions:</u> How many hours are there between noon and midnight? Is _____ earlier or later than _____ ? What is the same/different about 5 am on a 24-hour digital clock and on a 12-hour digital clock? What is the same/different about 5 pm on a 24-hour digital clock and on a 12-hour digital clock? Do you always need to add 12 to the hours to convert a time to the</p>	<p><u>LI: We are learning to reinforce our understanding of the 24 hour clock and represent them using analogue clocks.</u></p> <p><u>Key Vocabulary:</u> Convert, Calculate, Analogue, Digital, Morning, Afternoon, Am, PM, 24-hour clock, Duration, Clock Watches, Smartphone</p> <p><u>Key Questions:</u> What is the same/different about 5 am/5 pm on a 24-hour digital clock and a 12-hour digital clock? How do you know if a 24-hour clock time is before or after noon? How do you convert _____ to a 12-hour clock time? Do you always subtract 12 hours to convert from a 24-hour clock time? Why is it important to remember to write am or pm when you have converted to a 12-hour clock time?</p>	<p><u>LI: We are learning to revise time to complete an end of unit assessment.</u></p> <p><u>Key Vocabulary:</u> Convert, Calculate, Analogue, Digital, Morning, Afternoon, Am, Pm, Duration, Clock</p> <p><u>Key Questions:</u> How many hours in a day? How many days in a month? How many weeks in a year? What do you need to do to convert _____ to _____? How are leap years different from ordinary years? How often is there a leap year? If you know that 1 minute is equal to 60 seconds, how many seconds is 3 minutes equal to? Do you always need to add 12 to the hours to convert a time to the</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><u>Key Vocabulary:</u> Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p><u>Key Questions:</u> -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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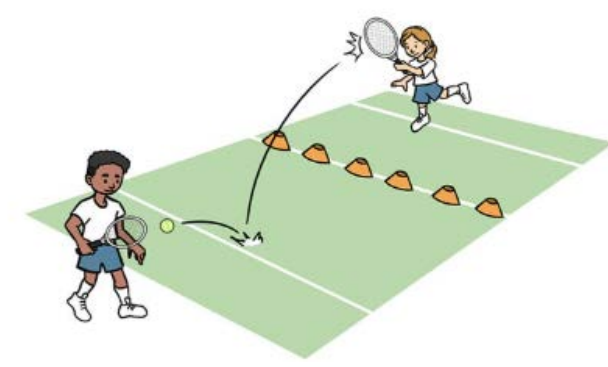
	an analogue or a digital clock? Why?	24-hour clock? Why/why not? How many digits does a time on a 24-hour clock have?		24-hour clock? Why/why not? How many digits does a time on a 24-hour clock have?	
<p>Activities</p>	<p>In this small step, children convert between analogue and 12-hour digital times, reinforcing and building on their learning in Year 3</p> <p>Discuss with children the importance of knowing whether a time is taking place in the morning or the afternoon and how an analogue clock does not usually show am or pm. Towards the end of this step, children calculate durations of time represented on analogue and 12-hour digital clocks. Use of a blank number line can support finding durations of time or to help children find the start and end times of an activity.</p> <p>In the next step, children are introduced to the 24-hour digital clock and the concept of am and pm is explored further.</p> 	<p>In this small step, children are introduced to writing 24-hour clock times for the first time. Children recap the concept of am and pm from Year 3 to support them when converting to the 24-hour clock. They recognise that to convert pm times between 1 pm and 11:59 pm into 24-hour clock times, they add 12 hours to the time. They also learn that 24-hour clock times are always shown with four digits, so if the hour only has one digit, then a zero is placed at the start, for example 09:45</p> <p>Encourage children to identify what is the same and what is different about 12-hour and 24-hour digital clocks displaying the same time. Using clocks, watches, smartphones and computers can help with this.</p> 	<p>Building on the previous step, in this small step children reinforce their understanding of the 24-hour clock format by converting to 12-hour clock times and representing them on analogue clocks. Children use the knowledge that there are 24 hours in a day and that a new day starts at midnight, 00:00, to help them to understand why they subtract 12 hours to convert a time after 1 pm from a 24-hour clock time to a 12-hour clock time. Discuss with children whether a 24-hour time is before or after noon and what changes need to be made. Children could consider an event they do during the day, such as brushing teeth/eating lunch, and then convert the 24-hour clock time into the 12-hour clock time.</p> <p>What is the same and what is different about the clocks in each set?</p> <p>a) </p> <p>b) </p>	<p>Today, the children will revise their learning from the unit of time. They will work through gaps in learning from the unit and continue to apply prior learning to trickier questions.</p>  <p>Afterwards, the children will complete their end of unit assessment independently and will be able to see the progress that they have made.</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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Music – Sing Up	RE	PE – Get Set 4 PE												
<p style="text-align: center;">Unit: The horse in motion</p> <p><u>LI: To create music inspired by motion pictures</u></p> <p>Lesson objectives; Children will:</p> <ul style="list-style-type: none"> Orchestrate their ideas (choose which instruments play which parts). Fit two contrasting rhythms together. Follow a graphic score. <p>Children will revisit the warm-up from the last lesson. They will stand (or sit) in a large circle and close their eyes and think of a horse running quickly or galloping across a field. The teacher will say 'go' and ask them to make that sound using just their bodies. Perhaps they will tap their hands on their legs or pat their chests, after stopping everyone with a loud 'stop!'</p> <p>Children will then select an instrument to play with their body and will be told this is called 'orchestration' i.e. choosing which instrument plays which idea. It is a bit like 'colouring in' the music. Groups will get some time to make this choice and practise their ostinato. They may like to adapt their pattern to fit the instruments you have available, or perhaps they will choose to split the pattern between several players. For example: 'drum, drum, drum, shaker'.</p> <div data-bbox="134 1109 631 1364" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Lesson 2</p> <ul style="list-style-type: none"> Talk about the dynamics. Can you imagine the horse is far away and getting nearer what does that do to the dynamics? Can you use these terms to describe the dynamics: <p style="text-align: center;"><i>crescendo, decrescendo, quiet, loud, getting louder, getting quieter.</i></p> </div>	<p style="text-align: center;">Unit: Death Rites of the five Main Religions</p> <p><u>LI: We are learning to identify the similarities and differences between religions regarding their beliefs about what happens after death</u></p> <p>In this lesson, children will explore different religious beliefs about the afterlife, focusing on Islamic and Christian perspectives on heaven and hell. They'll learn that Muslims believe in a Judgment Day when Allah assesses each person's deeds to determine whether they will enter Jannah (heaven) or Jahannam (hell). The lesson will cover key concepts such as resurrection, judgement, and the roles of angels in the afterlife. Students will understand that good deeds are crucial for entry into heaven and that similar beliefs are held in Christianity. To reinforce their learning, children will create an acrostic poem describing good deeds that Islam and Christianity believe ensure entry into heaven. They will start with an example and complete it together, then decorate their poem to resemble a beautiful garden. This activity encourages creativity, deepens their understanding of the concepts, and allows them to reflect on the importance of good deeds in different religions.</p> <div data-bbox="817 1053 1355 1292" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">H</td><td style="padding: 2px;">Helping others</td></tr> <tr><td style="padding: 2px;">E</td><td style="padding: 2px;">Everyone matters</td></tr> <tr><td style="padding: 2px;">A</td><td style="padding: 2px;">Always be kind</td></tr> <tr><td style="padding: 2px;">B</td><td style="padding: 2px;">Be Very honest</td></tr> <tr><td style="padding: 2px;">E</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">N</td><td style="padding: 2px;"></td></tr> </table>  </div>	H	Helping others	E	Everyone matters	A	Always be kind	B	Be Very honest	E		N		<p style="text-align: center;">Unit: Tennis Lesson 2</p> <p><u>LI: To develop returning the ball using a forehand and understand when to use it.</u></p> <p>In this lesson children will be demonstrated a forehand. Q: Last lesson, when did you tap the ball on your forehand side? When the ball came to that side of your body. Explain that playing the ball on the forehand is often more powerful.</p> <p><i>Move from the ready position to slightly sideways on to the feeder. Make sure your racket isn't tight into your body so move your feet to give yourself space to play the shot in a balanced way. Swing the racket from low to high. Make contact with the ball when the racket face is facing your target. Hit the ball in front of your body.</i></p> <p>In pairs, pupils rally over the net. Each time they complete three in a row, they collect one cone. When they have collected three cones, they must complete five in a row to be able to collect a cone. Once they have collected another three cones, they have to complete ten hits in a row to collect a cone. See how many cones pupils can collect in a set time.</p> 
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Unit: Rounders Lesson 2

LI: To develop bowling and learn the rules of the skill within this game.

In groups of six, with six cones, one racket and one ball. Pupils set out a pitch. Pupils take on the roles of bowler, backstop, batter, umpire and two fielders. Pupils will be told a backstop is on the fielding team and tries to help quickly get the ball back to the bowler.

- The bowler bowls the ball to the batter. The umpire calls if the bowler bowls a 'no-ball'. Two no-balls in a row and the batter scores a half rounder.
- The batter attempts to hit the ball out into the field of play and runs around the outside of the cones, taking the racket with them.
- The batter must stop running once the bowler has the ball and is standing next to the bowling cone.
- The batter scores by running around the outside of the cones. A half rounder if they get to the second cone and one rounder if they get around all of the cones.
- Bowler bowls four balls then everyone changes roles.

Unit: Swimming (Moonstone & Obsidian)

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



Art

Spanish – Language Angels

PSHE - Jigsaw

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SCIENCE DOME WORKSHOP

In this workshop children will be focusing on Light and Sound. Children can expect to engage in an immersive and interactive learning experience that covers the fundamentals of these two essential aspects of physics. The dome's unique environment enhances the educational experience by providing dynamic visual and auditory stimuli.

Children will understand the properties of light and sound and take part in activities. The workshop aims to spark curiosity and a deeper understanding of the principles of light and sound through interactive learning and practical demonstrations.



Unit: Ricitos de Oro y los tres osos

Lesson 2

LI: We are learning to revise new vocabulary by improving reading skills and using word cards from the familiar story Ricitos de Oro y los tres osos.

This week the children will build on their new unit of learning by first recapping last week's vocabulary. Secondly, they will remind themselves of the story in English and will then revise the new Spanish vocabulary associated with the story. The children will then work in small groups to explore and understand this vocabulary using picture cards with the focus of reading skills this week.

<p>un oso <i>a bear</i></p>	<p>una casa <i>a house</i></p>	<p>un bosque <i>a forest</i></p>
<p>un paseo <i>a walk</i></p>	<p>una niña <i>a girl</i></p>	<p>mamá <i>mum</i></p>

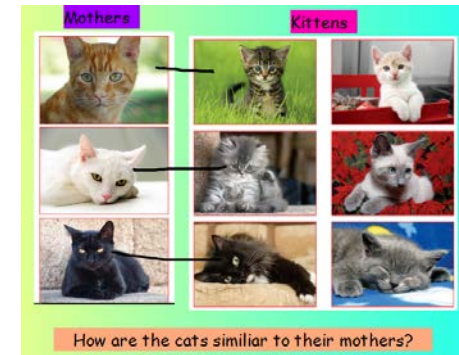
Unit: Changing me

Lesson 2/ Puzzle 2

LI: We are learning to understand that some of my personal characteristics have come from my birth parents.

LI: We are learning to appreciate that we are truly unique human beings.

In this lesson children will be learning about some personal characteristics that are unique to them and characteristics that have been passed down to them from parents.



The characteristics that are unique to me are:

Example - I have a very shy and quiet personality. However, everyone around me is very outgoing.


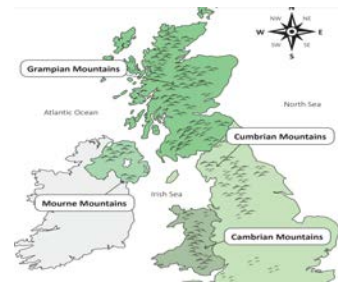






The characteristics that I have from my parents are:

Example - I have hazel eyes just like my parents.

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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing						
<p style="text-align: center;">Unit: Grouping and Classifying Lesson 7</p> <p><u>LI: We are learning to carry out research for a new species</u> <u>Skill - To report and answer questions about a new species based on evidence collected.</u></p> <p>This lesson is a continuation from last weeks lesson where the children used higher order questioning and generated a number of research questions for their new species. First the children will find out the answers to their research questions using chromebooks. They will make notes and then create Google Slide presentations to report their findings, using a classification key to describe and classify their discovery. Children will then present their findings and show off their new discoveries.</p> <div style="text-align: center;">  </div>	<p style="text-align: center;"><u>Unit: Misty Mountains and Winding Rivers</u> Lesson 8</p> <p><u>LI: We are learning to research and describe the mountain ranges in the UK.</u> <u>Skill: Create a detailed study of geographical features including hills, mountains and rivers of the UK.</u></p> <p>In this lesson, children will explore the mountain ranges of the United Kingdom by first examining a map and describing the locations of these ranges using cardinal and intercardinal compass points. They will then focus on creating a detailed study of one specific mountainous area. Through these activities, children will enhance their geographical knowledge, research abilities, and presentation skills, gaining a deeper appreciation for the mountainous landscapes of the United Kingdom.</p> <p>Key vocabulary: mountain ranges, United Kingdom, cardinal points (north, south, east, west), Grampian mountains, Cumbrian mountains, Mourne mountains, Cambrian mountains</p> <p>Key questions:</p> <ul style="list-style-type: none"> - What are some reliable sources you can use to find information? - What key details should you look for when researching? - What interesting fact have you found? - What are mountain ranges? - Can you describe the location of the different mountain ranges using the cardinal compass points? <div style="text-align: center;">  </div>	<p style="text-align: center;">Unit: Repetition in shapes Lesson 2</p> <p>LI: We are learning to explain that in programming there are infinite loops and count-controlled loops.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can modify loops to produce a given outcome • I can choose when to use a count-controlled and an infinite loop • I can recognise that some programming languages enable more than one process to be run at once <p>In this lesson, learners look at different types of loops: infinite loops and count-controlled loops. They practise using these within Scratch and think about which might be more suitable for different purposes.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Dinosaur</th> <th style="width: 40%;">Task</th> <th style="width: 40%;">Existing Code</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">  </td> <td> I want the green dinosaur to keep looking left and right, but it stops after a few goes. Can you make it look left and right continually while the program is running? </td> <td>  <p style="font-size: small;">Change to a forever loop</p> </td> </tr> </tbody> </table>	Dinosaur	Task	Existing Code		I want the green dinosaur to keep looking left and right, but it stops after a few goes. Can you make it look left and right continually while the program is running?	 <p style="font-size: small;">Change to a forever loop</p>
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Homework

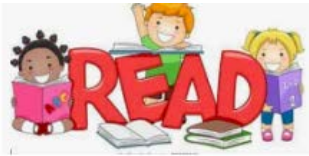
Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday.

Reading/Spelling and Grammar

Reading Tasks

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

Your teacher will check and sign your work once a week.



Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.

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



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.

Spelling and dictation – Remember to try and use these words in sentences to show that you understand their meanings.

Doodle English and Doodle Spell – log in to your account at least 4-5 times this week

Week 2



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:



Moonstone and Obsidian are now swimming:

Monday: Moonstone (Spelthorne Leisure Centre)

Tuesday: Obsidian (Heston Leisure Centre)

Please ensure your child comes to school wearing their PE kit and brings the correct

Weekly Overview of Learning

Year Group: 4 Week beginning: 10.06.24

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

	<ol style="list-style-type: none">1. musician2. politician3. electrician4. magician5. mathematician6. dietician7. clinician8. technician9. optician10. beautician		<p>swimming kit on the appropriate day.</p> <ul style="list-style-type: none">- Swimming Hat- Goggles- Swimming costume/ Shorts- A towel
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