

# Weekly Overview of Learning

Year Group: 4 Week beginning: 11.11.24

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

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus	<p><b>GURDWARA TRIP - MOONSTONE AND AMETHYST</b></p> <p>The language of hypothesis Because of this I know that... Due to the fact that... I know that will happen...</p> <p>The language of evaluation You could improve this work by...</p>	<p>LI - We are learning to write <u>fronted adverbials based on The Ancient Egyptian Sleepover</u></p> <p>The language of explanation: How? Why? When Where? I can identify.... I know this because....</p>	<p>LI - We are learning to write a <u>recount from Mo's perspective.</u></p> <p>The language of explanation: How? Why? When Where? I can identify.... I know this because....</p>	<p>LI - We are learning to write a <u>recount from Mo's perspective</u></p> <p>The language of explanation: How? Why? When Where? I can identify.... I know this because....</p>	<p>LI - We are learning to use a variety of <u>reading strategies to solve VIPERS questions on our class text.</u></p> <p>The language of hypothesis Because of this I know that... Due to the fact that... I know that will happen...</p>
Key vocabulary and Key Bloom's higher order thinking questions	<p>V - vocabulary I - Inference P - Predict E - Explain R - Retrieve S - Summarise</p>	<p>sprinting, dashing, looming, lumbering, gazing, dashing, sternly, immediately, quickly, slowly, undoubtedly, obviously. Infer, predict, summarise, explain, heist, muffled</p> <p>What is a powerful verb? What is a fronted adverbial? Can you remember the 6 different ways of making a fronted adverbial? Can you give examples of the above in a sentence? What is the difference between a phrase, a clause and words?</p>	<p>sprinting, dashing, looming, lumbering, gazing, dashing, sternly, immediately, quickly, slowly, undoubtedly, clattered,loomed, scrambled, sprinted, trembling, bounding plunged</p> <p>What is a powerful verb? What is a fronted adverbial? Can you remember the 6 different ways of making a fronted adverbial? Can you give examples of the above in a sentence? What is the difference between a</p>	<p>sprinting, dashing, looming, lumbering, gazing, dashing, sternly, immediately, quickly, slowly, undoubtedly, clattered,loomed, scrambled, sprinted, trembling, bounding plunged</p> <p>What is a powerful verb? What is a fronted adverbial? Can you remember the 6 different ways of making a fronted adverbial? Can you give examples of the above in a sentence? What is the difference between a</p>	<p>V - vocabulary I - Inference P - Predict E - Explain R - Retrieve S - Summarise</p>

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 11.11.24**

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>phrase, a clause and words? What are the features of recounts? Can you identify them in a text?</p>	<p>What are the features of recounts? Can you identify them in a text?</p>															
<p><b>Activities</b></p>	<p>In this lesson children will look at their cold task feedback sheets and respond to the teachers marking. Teachers will have highlighted in pink the areas of the curriculum in which children have achieved. Teachers highlight in yellow areas for improvement and through the feedback sheets children will up level their work.</p> <p>After this, whole class reading of chapters 13 and 14 using VIPER questions.</p> <p>Questions for chapter 13:</p> <table border="1" data-bbox="241 1013 564 1361"> <tr><td colspan="2">13</td></tr> <tr><td>Vocabulary</td><td>What does it mean if you have 'binary eyes'?</td></tr> <tr><td>Infer</td><td>Why was Mo disappointed about the sleeper? Why do you think Mo said 'something strange' was going on? Why do you think the colour 'drained' from Mo's face?</td></tr> <tr><td>Predict</td><td>Predict whether they will phone the police or not.</td></tr> <tr><td>Explain</td><td>Explain why the guards didn't hear Mo.</td></tr> <tr><td>Retrieve</td><td>Which part of the note was squashed? What did the children fetch? Who did Mo want to look for? Where did the children say Mr Lamb was standing? What was half way along room 4? Why weren't Mo and Kelvin fast asleep?</td></tr> <tr><td>Summarise</td><td>Summarise this chapter in no more than thirty words.</td></tr> </table>	13		Vocabulary	What does it mean if you have 'binary eyes'?	Infer	Why was Mo disappointed about the sleeper? Why do you think Mo said 'something strange' was going on? Why do you think the colour 'drained' from Mo's face?	Predict	Predict whether they will phone the police or not.	Explain	Explain why the guards didn't hear Mo.	Retrieve	Which part of the note was squashed? What did the children fetch? Who did Mo want to look for? Where did the children say Mr Lamb was standing? What was half way along room 4? Why weren't Mo and Kelvin fast asleep?	Summarise	Summarise this chapter in no more than thirty words.	<p>Today children will learn to create fronted adverbials based on chapters 15 and 16. First the children will read these chapters and then answer VIPER questions based on the text.</p> <p>After that, they will be shown sentences where they will have to identify the fronted adverbial and the missing comma. They will also be asked to extend sentences where the fronted adverbial is given before creating their own examples on whiteboards. Children will write on their whiteboards and the best examples will be shared on the board.</p> <p>Children will be asked if they can remember the 6 different ways of creating fronted adverbials?</p> <div data-bbox="593 1189 922 1422"> <p><b>Writing Your Own Fronted Adverbials: ISPACE</b></p> <p>Using ISPACE can help you remember six different ways to create fronted adverbials...</p> <ul style="list-style-type: none"> <li><b>I</b> -Ing word    e.g. Shaking with fear, ...</li> <li><b>S</b> Simile    e.g. Like a raging bull, ...</li> <li><b>P</b> Preposition    e.g. Behind the clouds, ...</li> <li><b>A</b> Adverb    e.g. Anxiously, ...</li> <li><b>C</b> Conjunction    e.g. After he opened his eyes, ...</li> <li><b>E</b> -Ed word    e.g. Exhausted, ...</li> </ul> </div> <p>Children will create sentences of their own starting with fronted adverbials. Word banks and</p>	<p>This lesson will run over two days so that children can firstly process and understand the chapter and then immerse themselves as they try to write a recount from Mo's perspective.</p> <p>The children will read chapters 15 and 16 and will focus their writing based on pages 94 - 101. As the children read aloud as a class, the children will be asked to note down the most significant events from pages 94-101.</p> <p>Next, the children will be shown a WAGOLL (What a good one looks like) text and the features will be already highlighted with the teacher explaining their impact and asking the class how it impacts them as readers.</p> <p>On whiteboards, children will be asked to write an introductory paragraph using who, what when and where in 5 minutes. After 5 minutes, the teacher will write a shared paragraph opening on the board before children write their own in their books. Children will continue writing up to the point where the main character arrives in the Great Court.</p>	<p>In this lesson, the children will re-cap the features and look at the model example again while seeing if they can identify the features.</p> <p>There will also be a brief re-cap on fronted adverbials.</p> <p>Children will be asked to Continue a sentence on their whiteboards and use the key events on display to help them or look at the book. They will be given 5 minutes and then the best ideas will be added to the interactive whiteboard.</p> <p>Example starter: Slowly and carefully, I entered.....</p>	<p>Today the children will be given time to respond to next step marking from the previous 2 days.</p> <p>After that, they will be reading chapters 17 and 18 and answering the following VIPER questions through whole class reading discussion:</p> <p>Chapter 17 - Sample questions Vocabulary - What does absent-mindedly mean? Infer - Find evidence that shows Debbie was shocked by Mo's revelations. Predict - Predict what Mo and Debbie are going to do next. Explain - Why did the author write in Italics "The most heinous crime in museum history is about to take place and there's nothing I can do about it." Retrieve - What did Mr Lamb say about people who used the Rosetta Stone? Summarise - Summarise Debbie in one word and explain why you chose this word</p>
13																			
Vocabulary	What does it mean if you have 'binary eyes'?																		
Infer	Why was Mo disappointed about the sleeper? Why do you think Mo said 'something strange' was going on? Why do you think the colour 'drained' from Mo's face?																		
Predict	Predict whether they will phone the police or not.																		
Explain	Explain why the guards didn't hear Mo.																		
Retrieve	Which part of the note was squashed? What did the children fetch? Who did Mo want to look for? Where did the children say Mr Lamb was standing? What was half way along room 4? Why weren't Mo and Kelvin fast asleep?																		
Summarise	Summarise this chapter in no more than thirty words.																		

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 11.11.24**

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

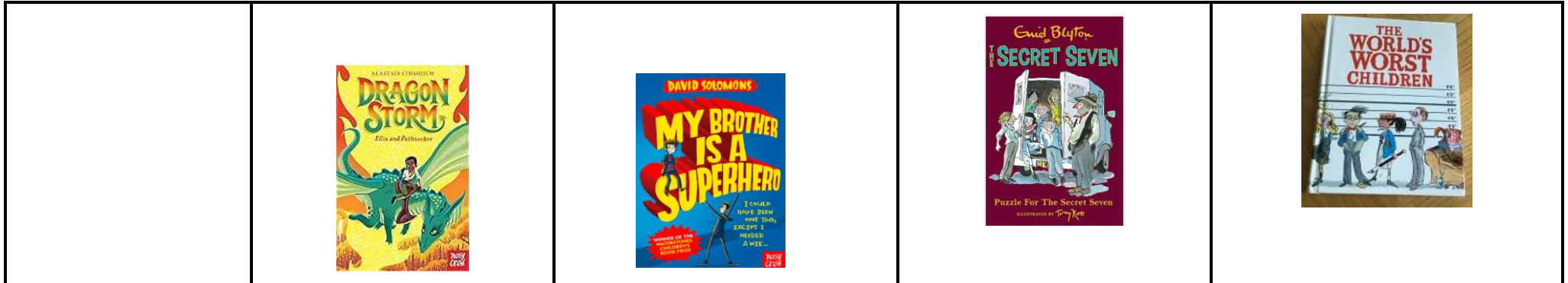
		example fronted adverbials worksheets to be provided.			
--	--	---	--	--	--

<p><b>Class Text – Reading</b> <b>Aloud</b> <b>10-15 mins each day</b></p>	<p><b>Amber</b> TEXT – Dragon Storm Ellis and Pathseeker Author – Alastair Chisholm</p>	<p><b>Obsidian</b> Text - My brother is an evil genius Author – David Solomons</p>	<p><b>Amethyst</b> Text – Puzzle for the Secret Seven Author – Enid Blyton</p>	<p><b>Moonstone</b> Text – The World's Worst Children Author – David Walliams</p>
--	---	--	--	---

# Weekly Overview of Learning

Year Group: 4 Week beginning: 11.11.24

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


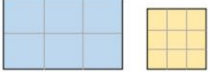

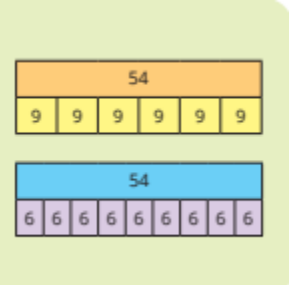



	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Maths - Multiplication and Division</b>	<p><b>GURDWARA TRIP (Moonstone and Amethyst so this lesson will be carried over for these 2 classes)</b></p> <p><u>LI: We are learning to consolidate our unit learning of area.</u></p>	<p><u>LI: We are learning to revisit learning around multiplying by 3 and 3 times-table using unfamiliar representations.</u></p>	<p><u>LI: We are learning to build our knowledge of the 3 times-table to explore the 6 times-table using multiplication facts.</u></p>	<p><u>LIBRARY VISIT</u></p>	<p><u>LI: We are learning to master our times tables and efficiently solve timed arithmetic questions with the skills we've acquired.</u></p>
<b>Key vocabulary and key questions</b>	<p><u>Key Vocabulary:</u> Area Rectilinear shape straight sides right angles area squares systematically odd/even 2D-shape Compare Centimetre</p> <p><u>Key Questions:</u> How many of these shapes are rectilinear? Explain why What is different about the numbers of squares covered by the two shapes?</p>	<p><u>Key Vocabulary:</u> Multiples 3 times-table representation number sum Even/Odd multiplication</p> <p><u>Key Questions:</u> What is the next multiple of 3?  What is the multiple of 3 before ____?  How many 3s are there in ____?  How do you find the digit sum of a</p>	<p><u>Key Vocabulary:</u> 3 times-table 6 times-table fluency multiplication facts double link division inverse</p> <p><u>Key Questions:</u> How many equal groups do you have? How many are there in each group? How many are there altogether? What does each number in the calculation represent? What does commutative mean?</p>	<p><u>Key Vocabulary:</u> Library Card Catalogue Fiction Non-Fiction Borrow</p> <p><u>Key Questions:</u> Why do you think libraries are important for our community? How can having a library card help you as a reader? What kinds of books or resources would you like to explore at the library? Can you describe the steps to find and borrow a book in the library?</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>

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 11.11.24**

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>What happens if you use a different unit of measure to find the area? Does your knowledge of times-tables help you to find the area? Can you use arrays to find the area of any shape? Which method is easier?</p>	<p>number?  How can you tell if a number is a multiple of 3?  Are the multiples of 3 odd or even?</p>	<p>Is multiplication/division commutative? How can you use facts from the 3 times-table to work out facts from the 6 times-table?</p>		
<p><b>Activities</b></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 shapes and areas and demonstrate their ability to show working out.</p> <p>8 Mo says that the yellow shape has a greater area.</p>   <p>Is Mo correct? Explain your answer.</p>	<p>In this lesson, children will be revisiting their learning from year 3 around multiplying by 3 and the 3 times-tables.</p> <p>Children will explore the link between counting in 3s and the 3 times tables to understand multiples of 3 in a range of contexts.</p> <p>We will be using familiar representations such as number tracks and hundred squares to represent multiples of 3.</p> 	<p>In this small step, children will build on their knowledge of the 3 times-tables to explore the 6 times-tables.</p> <p>This step aims to embed the children's fluency skills with the 6 times-tables, while also providing them with strategies to use the multiplication facts they know to find unknown facts.</p> <p>We will be understanding that multiplication is commutative and exploring fact families.</p> 	<p>During the library visit, children will participate in an engaging learning session designed to introduce them to the valuable resources a library offers. They'll learn how libraries are organised, including how to locate and borrow books, and explore the importance of having a library card. The session will include a storytime that encourages active listening and storytelling skills, and may feature a fun game to reinforce key concepts. This experience aims to build confidence in navigating library spaces, foster a love of reading, and promote regular library visits. It's a wonderful chance for children to see the library as a supportive, educational resource in their community.</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!**

# Weekly Overview of Learning

Year Group: 4    Week beginning: 11.11.24

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

Music –	RE	PE – Get Set 4 PE
<p style="text-align: center;"><b>Unit: My fantasy football team</b> Lesson 2</p> <p><b>LI: We are learning to practise moving to and identifying duration.</b></p> <p><b>Unit Key Words:</b> Rhythms, body percussion, articulation, actions, chanting, diction, durations, pitch, melody, structure.</p> <p style="text-align: center;"><u>Success criteria:</u></p> <ul style="list-style-type: none"> <li>● Sing call-and-response phrases using the two note cuckoo interval.</li> <li>● Recap the first two verses of My fantasy football team and learn two more.</li> <li>● Sing with clear articulation, add actions to help remember the lyrics.</li> <li>● Practise moving to and identifying duration.</li> </ul> <p>In this vibrant and interactive music and movement lesson, children embark on a dynamic journey of musical and rhythmic exploration. They enthusiastically engage in call-and-response singing exercises, honing their vocal skills with a cuckoo interval, while also promoting solo singing. The lesson revolves around the song 'My fantasy football team,' encouraging clear articulation, actions, and memorization. Imaginative actions are devised for the 16 animal characters within the song, enhancing lyrics retention. The students delve into rhythm comprehension, practise clear articulation, and work on melody precision. The lesson culminates in an engaging physical component, where children move to the music's beat based on duration cards, fostering rhythmic coordination and making learning an exciting, multisensory experience.</p>	<p style="text-align: center;"><b>Unit: Humanism</b> Lesson 2</p> <p><b>LI: We are learning to identify the rules of the 5K's in the religion of Sikhism. (A,B,C)</b></p> <p><b>LI 2: We are learning to discuss what rules are important to others with respect to their beliefs D,E,F)</b></p> <p><b>Key Vocab</b> Multi faith, Humanism, Religions, Rules, Codes, Golden rule Support, Values, Beliefs , Sikh</p> <p><b>Key Questions</b></p> <p>What are the 5Ks, and why are they important to Sikhs?</p> <p>How does each of the 5Ks represent a rule or value in Sikhism?</p> <p>How do the 5Ks support Sikhs in their daily lives and beliefs?</p> <p>How can rules or symbols help people feel a part of their community or faith?</p> <p>This week the children will recap the 5k's and learn that when followers of the Sikh tradition become members of the Khalsa they have one rule—<b>to wear the five Ks</b>—that reminds them of important beliefs and rules in their faith. They will complete a group task that involves summarising the rules of one of the 5k's and present their findings to the class, with that information children will complete a categorising frame. Children will then need to reflect on what personal rules they would like to apply in their lives.</p>	<p style="text-align: center;"><b>Unit: OAA</b> Lesson 2</p> <p><b>LI: To orientate a map and navigate around a grid</b></p> <p>In this lesson children will be focusing on the following skills; Social; to communicate with my team sharing and reflecting on tactics.</p> <p>Emotional: to be resilient when I am stuck. Thinking: To evaluate the effectiveness of my tactics and make changes.</p> <p style="text-align: center;"><b>Unit: Dodgeball</b> Lesson 2</p> <p><b>LI: To develop dodging skills to avoid being hit</b></p> <p>Children will be asked what skills do you think dodgeball players need to avoid getting out? <i>Awareness, speed, agility, balance.</i></p> <p>Children will be told and shown that they can try to avoid being hit by jumping, dodging and ducking balls and play the game of cannonball. Children line up at one end of the space, eight pupils to be the throwers, they stand at the side with one ball each. All of the other children will be named either 'cannon' or 'ball'.</p> <ul style="list-style-type: none"> <li>● Teacher calls either 'cannon' or 'ball.' Pupils with the specified name run trying to get to the other side without being hit.</li> <li>● If hit, they swap places with the thrower who hit them.</li> <li>● Change the throwers every few rounds.</li> </ul> <p style="text-align: center;"><b>Unit: Swimming</b></p>

# Weekly Overview of Learning

Year Group: 4    Week beginning: 11.11.24

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

## Symbols of the Khalsa

Once initiated into the Khalsa, Sikhs are required to wear or carry certain items as a sign of their devotion and faith. These are called the Five Kakar which are more commonly known as the Five Ks.



Kesh (uncut hair)



Kachera  
(cotton underwear)



Kirpan  
(steel sword)



Kara  
(a steel bracelet)



Kangha  
(a wooden comb)

## (Amber & Amethyst)

Weekly sessions of swimming are delivered on Tuesday and Wednesday, by qualified instructors.

Art

Spanish – Language Angels

PSHE - Jigsaw



# Weekly Overview of Learning

Year Group: 4      Week beginning: 11.11.24

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: Dr Lesson 1

### LI: we are learning to shape paper to make 3D drawing.

In this lesson we use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Children will have a go at copying the paper shape on their table using a paper strip. They might have to fold, cut or roll the paper. They can then make a second, different paper shape using their own ideas.

**Pupils with secure understanding indicated by:** Shaping the paper strips in a variety of ways to make their 3D drawings. Glueing their strips to the base in an interesting arrangement. Overlapping some strips to add interest.

#### Vocabulary

- cylinder
- concertina
- overlap
- spiral
- three-dimensional
- zig-zag

## Unit: Mi Familia

### Lesson 2

**LI: We are learning to start unit la familia and introduce the nouns in Spanish for family members using a fictitious family.**

In this lesson, pupils will continue to consolidate the nouns and definite articles/determiners for members of the family in Spanish and to learn how to use the possessive adjective 'my' in Spanish with increasing accuracy and understanding.

Children will learn how to say 'my' in Spanish so that they can say 'my brother, my sister' etc. They will be expected to replace the determiner 'the' that they learnt from previous lesson with the possessive adjective 'my' that they will learn this week. By the end of the lesson, they will understand that there is more than one word for 'my' in Spanish.

#### Key Language:

Mi familia - My family  
mi madre my mother  
mi padre - my father  
mi hermana - my sister  
mi abuela - my grandmother  
mi abuelo - my grandfather  
mi tia - my aunty  
mi tio - my uncle

## Unit: Celebrating Difference!

### Lesson 2

**LI: We are learning to understand that sometimes we make assumptions based on what people look like.**  
**LI: We are learning to try and accept people for who they are.**

In this lesson children will be introduced to the new unit of 'Celebrating differences'. They will go through key vocabulary such as; assumption, judgement, character appearance, acceptance and understand what they mean within the context of this unit. Children will then be asked to celebrate each other by telling the class what they like about each other and paying each other compliments.

They will then be given an image, with no information and work as a group to answer questions like; how old are they? What is their job? What is their hobby? This will then lead to discussion about assumptions, appearance and peoples character. Children will then complete a worksheet writing down what they assume certain individuals will be like.





# Weekly Overview of Learning

Year Group: 4    Week beginning: 11.11.24

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



# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 11.11.24**

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

# Weekly Overview of Learning

Year Group: 4      Week beginning: 11.11.24

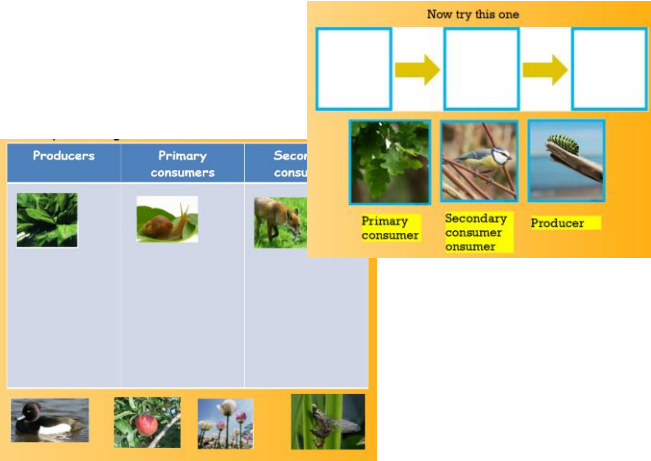
Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

<p style="text-align: center;"><b><u>Unit: Food and the Digestive System</u></b> Lesson 2</p>	<p style="text-align: center;"><b><u>Unit: Ancient Civilisation</u></b> Lesson 2</p>	<p style="text-align: center;"><b><u>Unit: Creating Media - Audio Production</u></b> Lesson 2</p>
<p><b>LI: we are learning to recognise producers and consumers in food chains.</b> <b>Skill- we are learning to categorise producers and consumers.</b></p> <p><b><u>Key Vocabulary</u></b></p> <p>food chain producer autotroph consumer heterotroph omnivore carnivore herbivore predators prey</p> <p><b><u>Key questions</u></b> What is a producer? What is a consumer? Are humans producers or consumers? Where do producers get their food from? Who eats producers?</p> <p>Today, we will be learning to understand and categorise a food chain by creating our own food chain with producers and consumers. Children will spend some time recapping biotic organisms by consolidating herbivores, carnivores and omnivores from the previous lesson.</p> <p>Children will be taught to identify producers and consumers within food chains and learn how to recognise the organisms that produce their own food (producers), and those that rely on consuming other organisms for sustenance (consumers). This understanding is fundamental to comprehending ecosystem dynamics and the interdependence of organisms</p>	<p><b>LI: We are learning to compare the lifestyle of the wealthy and poor in Ancient Egypt.</b> <b>Skill: Explain how artefacts provide evidence of everyday life in the past.</b></p> <p><b><u>Key vocabulary</u></b> Ancient Civilisation poor social class banquets flat-roofed</p> <p><b><u>Key questions</u></b> What do artefacts, like paintings and scrolls, tell us about the daily lives of ancient Egyptians?  How did the homes of wealthy Egyptians differ from those of the poorer Egyptians?  What types of activities did wealthy Egyptians enjoy that poorer Egyptians did not?</p> <p>In this lesson, children explore the stark differences in the daily lives of ancient Egyptians, specifically focusing on the disparities between the wealthy and the poor in ancient Egyptian cities.</p> <p>They begin with a visual journey, examining images from Egyptian scrolls, wall paintings, drawings, and tombs that depict various aspects of daily life. The students are encouraged to observe, make notes, and engage in deductive reasoning, ultimately fostering critical thinking skills. Subsequently, a classroom discussion allows them to share their findings and ideas, refining their deductions. By comparing and amending their recording sheets, children learn about the contrast between the comfortable lives of wealthy Egyptians in spacious houses with gardens and</p>	<p><b><u>LI: We are learning to explain that audio recordings can be edited</u></b></p> <p><b><u>Key vocabulary</u></b> Audio, microphone, speaker, headphones, input device, output device</p> <p><b><u>Success criteria:</u></b></p> <ul style="list-style-type: none"><li>● I can re-record my voice to improve my recording</li><li>● I can inspect the soundwave view to know where to trim my recording</li><li>● I can discuss what sounds can be added to a podcast</li></ul> <p><b><u>Activity:</u></b> In this lesson, children are going to record their voices and then review their recordings. If they want to, they can delete their recordings and try again. Once they are happy with a recording, another voice recording can be added using another track. Children will learn that a podcast is a digital audio recording that is made available over the internet and can be downloaded and played on a digital device. Show learners images from a number of popular podcasts and ask them to share any podcasts they are aware of, such as those listened to by a parent or carer, or those they have heard advertised.</p>

# Weekly Overview of Learning

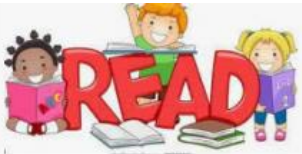

Year Group: 4    Week beginning: 11.11.24

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>within a habitat.</p> 	<p>pools, who enjoyed hunting, banquets, music, dancing, and games, and the more modest existence of poorer Egyptians in small, flat-roofed houses, often working in specialised roles or on farms. This lesson offers a window into the diversity within ancient Egyptian society, fostering a richer comprehension of this historical civilization.</p>	
--	---	--

## 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
<p><b>Reading Tasks</b></p> <p>Please read for at least 20 minutes every day and complete tasks in your purple task book.</p>  <p>Remember there are a</p> <p><b>Spelling and Dictation</b></p> <p>Remember to try and use these words in sentences to show that you understand their meanings. Please also practise your handwriting using the spellings.</p> <p><b>Your English homework will be set to your extras each week. This will be set on a Thursday and due on a Monday. Please check Google Classroom every Thursday after school</b></p>	<p><b>Doodle Maths</b></p> <p>Log on to your account at least three times this week.</p> <p><b>Your homework will be set to your 'extras' each week. This will be set on a Thursday and due on a Monday.</b></p>  <p>We will be checking to see who has accessed their account the most!!</p> <p>Will a year 4 class take the Doodle trophy this week in assembly?</p>	<p>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.</p> <p>Please ensure your child has a <b>water bottle</b> and a pencil case with the correct equipment. This should</p>

# Weekly Overview of Learning

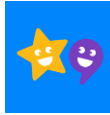
Year Group: 4    Week beginning: 11.11.24

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

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



for further information on the homework.



KS2

Superhero Spellings Week 8

1. caught
2. naughty
3. taught
4. daughter
5. autumn
6. clause
7. cause
8. astronaut
9. applaud
10. author

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!



also include:



**Amethyst and Amber are now swimming:**

**Tuesday : Amber (Heston Leisure Centre)**

**Wednesday: Amethyst (Heston Leisure Centre)**

Please ensure your child comes to school wearing their PE kit and brings the correct swimming kit on the appropriate day.

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