

Weekly Overview of Learning

Year Group: 4 **Week beginning: 13.01.25**


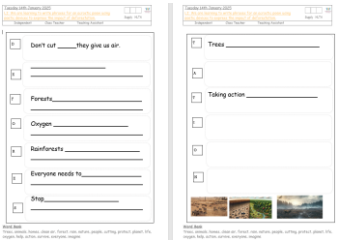

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus	<p>The Language of Arguments: For and Against Deforestation</p> <p>The video shows that... From the information we watched, I can tell that... The speaker explains that...</p> <p>The story describes that... From the information I read, I can tell that... The author explains that...</p>	<p>The Language of Retrieval and Identification</p> <p>The poem says that... From the imagery in the poem, I can tell that... The poet describes that...</p>	<p>The Language of Poetic Devices</p> <p>I used a metaphor in my poem to describe...</p> <p>The rhyme in this line helps to emphasise...</p> <p>I compared the trees to..... using a simile to make the image clearer.</p>	<p>The Language of Evaluating</p> <p>I really like how you used [poetic device] here because it helps create a strong image of...</p> <p>This part of the poem works well because it clearly conveys the theme of...</p> <p>Your use of [device] makes the poem sound more rhythmic and memorable.</p>	<p>The Language of Presenting and Explaining</p> <p>I compared the trees to... using a simile to help the reader visualise...</p> <p>I used alliteration here to create rhythm and make the line more memorable.</p> <p>I included personification to make the forest feel more alive and real.</p>
Key vocabulary and Key Bloom's higher order thinking questions	<p><u>Key vocabulary</u></p> <p>Environment Habitats Pollution Indigenous Crops Species Opportunities</p> <p><u>Key Questions:</u> What is deforestation, and how does it affect the environment? Why is deforestation happening, and what are the main causes? What are the consequences of deforestation for wildlife and humans?</p>	<p><u>Key vocabulary</u></p> <p>Danger Ecosystems Forests shrinking Trees Plants Animals</p> <p><u>Key Questions:</u> What are poetic devices, and can you name some examples? How does onomatopoeia help bring imagery to life in poetry? Can you find and explain a simile or metaphor in the poem?</p>	<p><u>Key vocabulary</u></p> <p>Alliteration rhyme Onomatopoeia Imagery Rhyme Personification Metaphor Simile</p> <p><u>Key Questions:</u> How can rhyme help make your poem more memorable? What image does the metaphor "Forest is the Earth's breathing lungs" create for you?</p>	<p><u>Key vocabulary</u></p> <p>Peer assessment Feedback Improvement Poetic devices Revision</p> <p><u>Key Questions:</u> What poetic devices did your partner use well in their poem? How can you improve your poem using the feedback you received? What changes will you make to enhance the imagery or rhythm in your poem?</p>	<p><u>Key vocabulary</u></p> <p>Danger Ecosystems Forests shrinking Trees Plants Animals Earth Saving</p> <p><u>Key Questions:</u> How will you organize your poem on the page? What poetic devices will you include in your final poem? How can you make sure your poem is clear and readable?</p>

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		<p>How do poetic devices, like alliteration or personification, enhance the message of a poem?</p>	<p>How can you use similes to make your poem more vivid and descriptive?</p>		<p>What images will you draw to reflect the theme of deforestation?</p>
<p>Activities</p>	<p>During this lesson, children will work in groups to explore arguments for and against deforestation. They'll discuss why people cut down trees, considering benefits for businesses and communities, and how deforestation might be less harmful to the environment. They'll also examine its impact on animals, plants, soil, weather, and people living in forests, referencing videos and stories for ideas. Using similes and descriptive language, they'll describe the rainforest to prepare for a creative poem. Finally, children will decide whether to speak "for" or "against" deforestation and present their arguments to the class, ensuring clear introductions and confident delivery.</p> 	<p>Today's lesson builds on yesterday's research about deforestation. Children will share one point each from their "For" and "Against" lists to recap their learning. They will discuss what deforestation is and how it impacts the environment. The focus then shifts to poetry, introducing poetic devices and their importance. Children will brainstorm examples of onomatopoeia related to deforestation on their whiteboards. Working with a partner, they will explore a variety of poems, identifying and annotating different poetic devices such as similes, metaphors, alliteration, and personification. This activity helps them understand how language can creatively convey messages about deforestation and nature.</p>	<p>In this lesson, children will draft an acrostic poem on deforestation using various poetic devices. They will learn how to apply rhyme, metaphor, simile, and other techniques to express the impact of deforestation. Children will plan phrases for each letter of the word "DEFORESTATION," carefully choosing words that evoke vivid images and emotions. By the end, they will be able to create an acrostic poem that communicates their ideas about deforestation creatively and effectively.</p> 	<p>In this lesson, children will swap poems with a learning partner for peer assessment. Their partner will read the poem and check if key poetic devices are used correctly. They will then provide feedback under "What Went Well" (WWW) and "Even Better If" (EBI) using a green pen. After receiving feedback, students will use a green pen to improve their poem, rewriting a few lines based on the suggestions. This helps them refine their work and enhance their use of poetic devices.</p>	<p>Today, children will create their final poem on deforestation. They will first determine if they need one or two pages for their poem. After sticking the Learning Intention (LI) at the top, they'll write the final poem neatly, using drafts and improved lines from yesterday. The poem will be titled "DEFORESTATION," and children will draw a border with images related to deforestation, using only coloured pencils for decoration.</p> 

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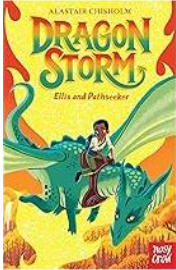
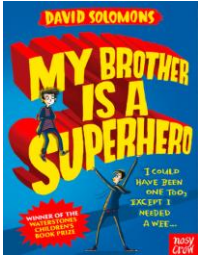

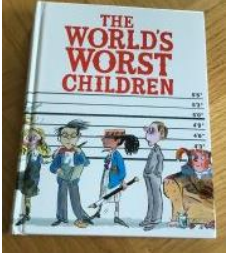
		<p>Dying forests leave the earth in despair. Eagles soar no more in the open air. Falling trees create a forest of tears. Orange sunsets fade over the years. Rivers run red where trees used to grow. Earth's beauty diminishes, and life moves slow. Save the saplings, small yet strong. Trees protect creatures where they belong. Air turns fresher where forests remain. Time heals forests; they'll grow again. Instead of cutting, plant and nurture. Our future depends on forest culture. Nurture nature, for a greener future.</p>		<table border="1"> <thead> <tr> <th></th> <th>My partner thinks</th> <th>I think</th> </tr> </thead> <tbody> <tr> <td>Every line starts with a capital letter and ends with punctuation</td> <td></td> <td></td> </tr> <tr> <td>Each letter has a detailed and meaningful phrase or sentence.</td> <td></td> <td></td> </tr> <tr> <td>The poem includes strong ideas about rainforests and deforestation.</td> <td></td> <td></td> </tr> <tr> <td>At least three poetic devices (metaphor, simile, rhyme, alliteration, personification) are used.</td> <td></td> <td></td> </tr> <tr> <td>Descriptive words and imagery help create vivid mental pictures.</td> <td></td> <td></td> </tr> <tr> <td>The poem has a clear message or call to action about the environment.</td> <td></td> <td></td> </tr> <tr> <td>The lines flow smoothly and are easy to read aloud.</td> <td></td> <td></td> </tr> <tr> <td>The poem shows creativity and original thinking.</td> <td></td> <td></td> </tr> <tr> <td>There is a strong understanding of deforestation's impact on the world.</td> <td></td> <td></td> </tr> <tr> <td>The poem is neat with no mistakes and ready to share.</td> <td></td> <td></td> </tr> </tbody> </table> <p>Peer Assessment - to be completed by your learning partner</p> <p>Name of learning partner _____</p> <p>Wow _____</p> <p>Edi _____</p> <p>Now, look at your partner's feedback. Rewrite any lines that need improving. Use your partner's advice and check the list to fix anything you missed.</p> <p>_____</p> <p>_____</p> <p>_____</p>		My partner thinks	I think	Every line starts with a capital letter and ends with punctuation			Each letter has a detailed and meaningful phrase or sentence.			The poem includes strong ideas about rainforests and deforestation.			At least three poetic devices (metaphor, simile, rhyme, alliteration, personification) are used.			Descriptive words and imagery help create vivid mental pictures.			The poem has a clear message or call to action about the environment.			The lines flow smoothly and are easy to read aloud.			The poem shows creativity and original thinking.			There is a strong understanding of deforestation's impact on the world.			The poem is neat with no mistakes and ready to share.			
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Book Buzz – Reading Aloud and activities	Amber	Obsidian Text - My brother is an evil genius	Amethyst Text – Puzzle for the Secret Seven	Moonstone Text – The World's Worst Children
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<p>15 mins each day</p>	<p>TEXT – Dragon Storm Ellis and Pathseeker Author – Alastair Chisholm</p> 	<p>Author – David Solomons</p> 	<p>Author – Enid Blyton</p> 	<p>Author – David Walliams</p> 
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Maths - Multiplication and Division	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Key vocabulary and key questions</p>	<p>LI: We are learning to identify related facts (multiplication and division) using prior knowledge of times tables.</p> <p>Key Vocabulary: calculations commutative arrays link calculate partition multiplication division possibilities</p> <p>Key Questions: What is the same and what is different about the two calculations? • How can you represent the calculation using place</p>	<p>LI: We are learning to explore a range of informal written methods for multiplication.</p> <p>Key Vocabulary: calculations commutative arrays link calculate partition multiplication division possibilities</p> <p>Key Questions: What is the same and what is different about multiplying by 1s and multiplying by 10s? • How would you explain this method?</p>	<p>LI: We are learning to multiply 2 digit numbers by one digit, using formal written methods</p> <p>Key Vocabulary: calculations commutative arrays link calculate partition multiplication division possibilities</p> <p>Key Questions: What is the same and what is different about multiplying by 1s and multiplying by 10s? • How does the written method match the representation?</p>	<p>LI: We are learning to multiply 3 digit numbers by 1 digit using formal methods</p> <p>Key Vocabulary: calculations commutative arrays link calculate partition multiplication division possibilities</p> <p>Key Questions: • How could you use counters to represent the multiplication? • How does the written method match the representation? • Which column should you start</p>	<p>LI: We are learning to master our times tables and efficiently solve timed arithmetic questions with the skills we've acquired.</p> <p>Key Vocabulary: Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p>Key Questions: -What do you recognise about the * times tables? - Can we use our knowledge of the * times tables and the * times tables to help us with our * times tables? Can you identify the fact family for this multiplication? What do you already know that you can apply to this multiplication question?</p>

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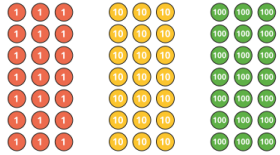
	<p>value counters?</p> <ul style="list-style-type: none"> • How does knowing that is 10 times the size of help you to complete the calculation? • What calculation do you know that would help with this one? 	<ul style="list-style-type: none"> • What is the most efficient way to work out \times ? • How could you use a number line to work out this calculation? • How could you use a part-whole model to partition into tens and ones? 	<ul style="list-style-type: none"> • Which column should you start with? • What is the same and what is different about the different methods? 	<p>with?</p> <ul style="list-style-type: none"> • Do you need to make an exchange? What exchange can you make? • What is the same and what is different about multiplying a 3-digit number by a 1-digit number and multiplying a 2-digit number by a 1-digit number? 	
<p>Activities</p>	<p>In this step, children apply previously learned skills in calculating known facts by exploring the relationship between numbers and scaling. They engage in scaling facts by 10 and 100, exemplified by extending the knowledge that $4 \times 7 = 28$ to derive $4 \times 70 = 280$ and $4 \times 700 = 2,800$. The exploration extends to division, using the understanding that $12 \div 3 = 4$ to derive $120 \div 3 = 40$ and $1,200 \div 3 = 400$. The importance of avoiding misconceptions, such as $12 \div 30 = 40$, is emphasised, reinforcing the non-commutative nature of division. Various representations are employed to illustrate the connection between multiples of 1, 10, and 100, building on the familiar concepts introduced in previous steps and in Year 3, thus consolidating and extending the children's mathematical understanding.</p>	<p>In this lesson, children delve into multiplying a 2-digit number by a 1-digit number using various informal written methods. The lesson unfolds through a structured progression, initially employing place value charts to recognize multiples and relate them to repeated addition. The introduction of base 10 reinforces the understanding of partitioning tens and ones, laying essential foundations for future learning. Children utilize part-whole models to illustrate the informal partitioning method. Additionally, number lines come into play, integrating their knowledge of multiplication by 10. For instance, to calculate 32×4, they employ a number line, representing it as $10 \times 4 + 10 \times 4 + 10 \times 4 + 2 \times 4$. The lesson further incorporates their earlier knowledge of factor pairs, fostering a comprehensive approach to understanding</p>	<p>In this lesson, children advance from informal written multiplication methods to formal written methods, specifically introducing the short multiplication method. Initially, the method is presented in an expanded form and later in the formal short single-line form. The lesson involves calculations without exchanges initially, progressing to those with one and two exchanges. Place value counters within place value charts serve to illustrate the structure of short multiplication, offering a concrete model alongside the formal written method. The integration of concrete manipulatives with abstract calculations proves particularly beneficial, aiding children in comprehending the concept of exchanges and facilitating a smoother transition to the formal written method. Through this progression, children develop a</p>	<p>Building upon the preceding lesson, children advance to multiplying a 3-digit number by a 1-digit number using the formal written method. They continue to employ the short multiplication method, now with additional columns. It is essential for children to have a secure grasp of the previous step before proceeding. Place value counters within place value charts are reintroduced to model the formal method's structure, enhancing understanding, especially in instances requiring exchanges. The counters aid in exchanging 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand, aligning with the formal written method. While the primary focus is on the short written method, the expanded method is available for those who require additional support, fostering a comprehensive understanding of multiplying 3-digit numbers by 1-digit numbers.</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> 

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Write two multiplication facts and two division facts represented by each array.



What is the same and what is different about the arrays?

Is the statement true or false?

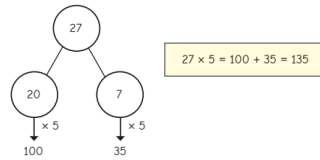
$$6 \times 800 = 8 \times 600$$

Explain your answer.

multiplication through diverse methods and representations.

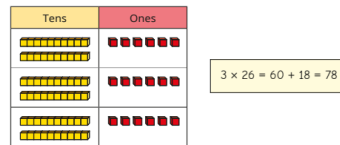
Ron is working out 27×5

He partitions 27 into 20 and 7 and records this on a part-whole model.



Use Ron's method to work out the multiplications.

Aisha uses base 10 to work out 3×26

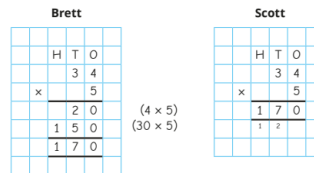


Use Aisha's method to work out the multiplications.

$$3 \times 36 \quad 6 \times 24 \quad 4 \times 45$$

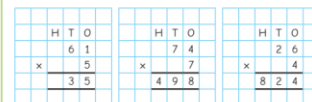
comprehensive understanding of the short multiplication method, gradually applying it to various scenarios with increasing complexity.

Brett and Scott have each worked out 34×5



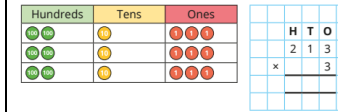
- ▶ What is the same about their methods?
- ▶ What is different about their methods?
- ▶ Whose method is more efficient?

Here are three incorrect multiplications.



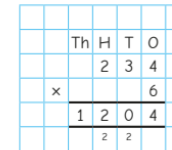
What mistakes have been made?
Complete the calculations correctly.

Use the place value chart to help you complete the calculation.



Sam and Jack have both completed the same multiplication.

Sam



Jack



Who has the correct answer?

What mistake did the other child make?

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

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Unit: The doot doot song Lesson 2

LI: We are learning to perform Warm-up and stomp canon actions, play A minor, C major, F major chords, and sing verse and chorus

Unit Key Words:

chords, triads, beat, sequence, bar, count, verse, chorus, performance

In this lesson, children will learn to organise into groups (C, F, Am) with designated silent actions while following the performance track. They will recap chords and triads, understanding chord formation and sharing notes among players. The class will be organised into Part 1, Part 2, or Part 3 players with tuned percussion instruments. They will play triads on beat 1, transitioning between C major, F major, and A minor chords while maintaining a steady beat. Reading the chord sequence grid, they'll practise saying note names aloud, playing through it slowly, and looping bars 1 to 9 with the performance track. The lesson concludes with learning and singing the verse and chorus of "The Doot Doot Song."

Beat	1	2	3	4	1	2	3	4	1	2	3	4
Count	1	2	3	4	1	2	3	4	1	2	3	4
Part 3	G				A				A			
Part 2	E				F				E			
Part 1	C				C				C			
Chord	C major				F major				A minor			
Bar	1				2				3			

Unit - Ukulele

Amethyst and Moonstone will be learning how to play the

Unit: Christianity Lesson 2

LI: We are learning to identify the features of a church and understand their significance to Christians.

In this lesson, children will be understanding what features and symbols are. They will then look at the most important features of a Church that are significant to Christians. Then, they will apply their learning by drawing the feature, labelling it with the correct name and finally analyse the importance.

For example - the stained glass windows = By looking at the painted scenes in the glass, people could learn about the stories of the Bible and religious teachings. Today, stained glass continues to work in a similar manner as its imagery reminds worshipers of important values and lesson

Key vocabulary

Christianity, features, church, significance, Altar, Organ, Cross, A bell tower Stained glass window, Pew, Font, Candle, Lectern Pulpit

Can we match the correct features to the text as a class? Label the text with the correct letter.

Features of a Christian Church	Readings and prayers of the faithful are read from the ambo/lectern.	The cross reminds us that Jesus died on the cross for us.	an elevated and enclosed plot from which the sermon is delivered during a service.
A cross a	Stained glass windows b	Font d	People are baptised at the baptismal font
A bell tower f	Altar c	Candle i	This is a special candle that reminds us that Jesus loves us.
Pew g	Lectern e	Pulpit j	Church organs have a much greater dynamic range than other instruments. This means that they can produce a wider range of sounds, from very soft to very loud. This makes them perfect for accompanying hymns and prayers.
Organ h			Bells are rung from a tower to enable them to be heard at a distance. Church bells can signify the time for worshippers to go to church for a communal service, and can be an indication of the Feast Days of Holy Christian prayer.
			Altars are used for prayers and commands.

Unit: Dance Lesson 2 -'Spy' Theme

LI: To choose actions which relate to the theme.

In this lesson children will choose actions that represent the character and learn how one movement impacts another. They will continue with the theme of 'Spy'.

In pairs pupils explore actions that show action and reaction.

This means that they may not use the same actions, timing, directions or levels as their partner. Using opposites might help them when creating e.g. push/pull, high/low, forwards/backwards.

Ensure you dance the actions, not act them out.



Unit: Yoga Lesson 2

LI: To explore new yoga poses and begin to connect them.

This week children will continue to move in time with their breath and try to move through each pose fluidly. Each pair will be given a yoga card. Pupils work together to try out the pose on their card. After a minute, the card will be swapped with another pair. This will be repeated until pupils have explored eight different cards. Q: How can you maintain balance in your pose? *Use body tension (linked to gymnastics), focus on something still, breathe. Hold the pose whilst taking big breaths in for three counts and out for three counts.*

Unit: Swimming (Amber & Amethyst)

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Ukulele with a specialist music teacher.



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

Art

Spanish – Language Angels

PSHE - Jigsaw

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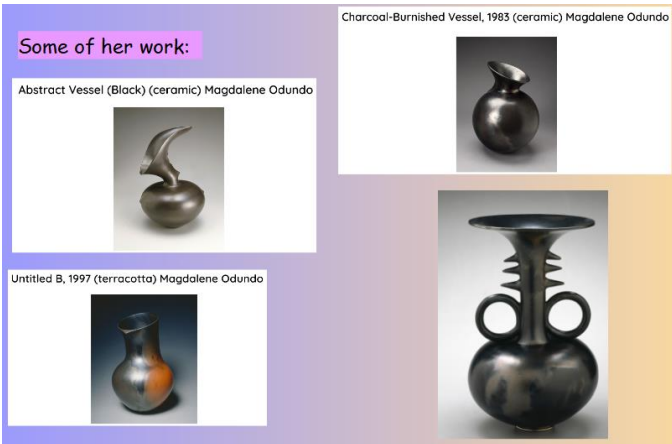
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Unit: Unit: ART - Sculpture and mega materials

Lesson 1: From 2D to 3D

L.I. We are learning to visualise 2D work by drawing three dimensional shapes using Magdalene Oduno's artwork.

Children will be looking at an artist called Magdalene Oduno. We will be discussing some of her art work and how she uses shapes to create 3D work. Children will then have the opportunity to create their own 3D drawing of an object they have seen taking inspiration from Oduno's work using chalk.



Key vocabulary

- ceramics
- form
- organic shape
- sculpture
- sketching
- three dimensional
- tone
- two dimensional

Unit: Sé (I know how)

Lesson 2

L.I: We are learning to recognise and recall five more verbs in Spanish.

Key vocabulary

salter (to jump), bailar (to dance), cantar (to sing), cocinar (to cook), montar en bicicleta (to ride a bicycle)

Key questions

- What do these verbs mean in English?
- Can you repeat the verb with accurate pronunciation?
- How can you remember these verbs?
- Which verb matches this image?

In this lesson pupils will learn how to name (with accurate pronunciation) and remember five more high frequency infinitive verbs in Spanish. They will do this by following the powerpoint which teaches them the words followed by practice among partners. After this pupils match the correct verb to the correct image as well as matching the five words from the previous lesson.

Unit: Celebrating Difference!

Lesson 2

L.I: We are learning to understand that sometimes our hopes and dreams do not come true and that this is okay.

In this lesson, children will be focusing on the word 'resilience'. Children will explore various scenarios, collaboratively generating ideas on how to address each situation and develop resilience as a group.

Children will be writing a letter giving the person advice on the situation, what they should do next and how they can become more resilient.

The holiday is cancelled because a relative of Roisin has to go into hospital.

Dear _____
I am writing to you today to...

Yours sincerely, _____

Key Vocabulary

- hopes, dreams, goals, aspirations, resilience
- overcome, disappointment, challenges, fear, emotions,
- cope, change, advice

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visualisation

TASK 1- Match the correct Spanish verb to the correct English verb

bailar

to jump



cantar

to dance



saltar

to ride a bike



cocinar

to sing



montar en bicicleta

to cook



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Science - Wellington Curriculum

Topic (Geography) – Cornerstones Curriculum

Computing – Barefoot and Teach Computing

Weekly Overview of Learning

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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: SOUND

Lesson 2

LI: We are learning to recognise sounds in our local environment.

Skill: We are learning to explain how sound travels using a decibel meter.

Key Vocabulary

sound, vibrations, decibels, noise, frequency, volume, measurement

Key Questions

What sounds can we hear in our local environment?

What do you predict the sound level will be in different locations?

How does a data logger measure sound?

What causes the different sounds we hear in each location?

Were your predictions about the sound levels accurate? Why or why not?

Today the children will be investigating sound by walking around the school and measuring different sounds using a decibel meter.

Children will begin with predicting what level the sound is at in each location and then they will measure it to find out whether their predictions were correct. They will also identify what sounds were being made and what was causing this sound.



Unit: Interconnected Worlds

Lesson 2

LI: We are learning to recognise the significance of the Tropics on Earth, Cancer and Capricorn, and the role they play in the planet's climate and seasons.

Skill: To identify the location of the Tropics of Cancer and Capricorn on a world map.

In this lesson, children will recap the different continents and oceans on a world map.

This lesson will focus on Tropics (Cancer and Capricorn) and the role they play in the planet's climate and seasons.

They will learn lines of latitude and longitude and why they are significant.

Children will be using globes and atlases to explore different countries that run through the tropics.

Throughout the lesson, key vocabulary will be introduced, ensuring that students not only recognise but also comprehend the terms essential to unravelling the mysteries of Earth's Tropics.

Children will then complete questions based on the Tropics, climate and countries.

Key vocabulary:

Tropic of Cancer, Tropic of Capricorn, latitude, equator, atlas Earth, population, climate, weather, ecosystem

Key Questions:

Where are the Tropics of Cancer and Capricorn located on a world map, and how do they relate to the equator?

How do the Tropics of Cancer and Capricorn influence the climate and ecosystems in the regions they pass through?

What is the importance of lines of latitude, like the Tropics, in understanding Earth's geography and seasons?

Unit: Programming

Lesson 2

LI: We are learning to create a program in a text-based language

Key vocabulary algorithm, design, debug, commands

Key Questions

What is debugging, and why is it important in programming?

How can we identify errors in a program?

How do algorithms help us in creating a program?

What are the steps involved in turning an algorithm into working code?

Why is it useful to plan a program before writing the code?

Success criteria:

- I can use a template to draw what I want my program to do
- I can write an algorithm to produce a given outcome
- I can test my algorithm in a text-based language
-

Activity:

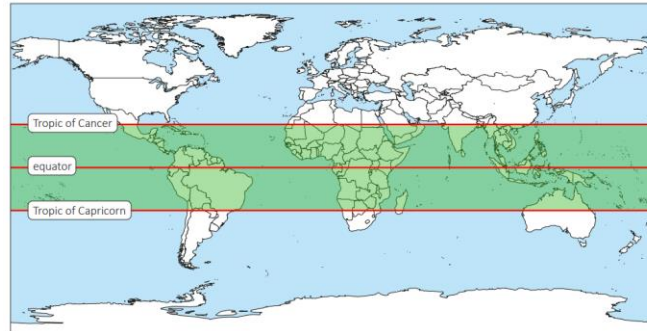
In this lesson, children will explore the concept of debugging code. The term "debugging" is introduced as the process of finding and fixing errors in computer programming. They will be tasked with identifying and correcting errors in a provided code to draw the digit 7. The lesson emphasises collaborative problem-solving, as children discuss errors with partners and write the

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The tropics is an area between two imaginary lines of latitude, the Tropic of Cancer and the Tropic of Capricorn, which lie either side of the equator. They are home to around one third of the world's landmass and people.



corrected code on their whiteboards. Subsequently, they delve into drawing letters using Logo, focusing on squared-off letters with 90° turns. The process involves planning and implementing code, creating algorithms with annotations, and writing precise instructions. Finally, children will apply their algorithms in Logo, ensuring to debug common mistakes like syntax errors and directional confusion.

Algorithm	Code
<ol style="list-style-type: none"> Forward 100 Turn left 90 Forward 200 Turn left 90 Forward 100 	<pre> FD 100 LT 90 FD 200 LT 90 FD 100 </pre>

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.

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

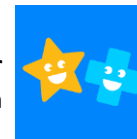
Maths

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



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

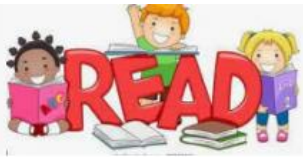
Please make sure your child has their purple task and reading book in school every day. Your child will be reading with their teacher each week.

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

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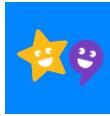
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Remember there are a variety of online platforms to explore reading on too, such as Bug Club and Reading Eggs.



on a Thursday and due on a Monday. Please check Google Classroom every Thursday after school for further information on the homework.



**KS2
Superhero Spellings Week 2**

illogical,
illegible,
illegal,
illicit,
illiterate,
irregular,
irrelevant,
irresistible,
irresponsible,
irrational

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!



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