

Weekly Overview of Learning

Year Group: 4 Week beginning: 14.10.24

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 |
|---|---|--|---|---|--|
| | <p>BRITISH MUSEUM TRIP <u>LI: We are consolidating our learning by visiting the British Museum to further explore significant artefacts.</u> Skill: To explore real artefacts based on the Ancient Sumer period.</p> | <p><u>LI: We are learning to write a monologue in the role of Qen using emotive language and first person - cold task feedback</u></p> | <p><u>LI: We are learning to identify and utilise relative pronouns in first person sentences to describe the events in Chapter 5 and 6</u></p> | <p><u>LI: We are learning to identify and explore the themes in Ma'ats Feather</u></p> | <p><u>LI: We are learning to summarise key events from a chapter in Ma'ats Feather using sequencing</u></p> |
| <p>Speaking and Listening Focus</p> | | <p>The Language of Description (Description)</p> <p>Through independent learning, children are describing and explaining their feelings through Qens perspective using first person and emotive language.</p> <p>It looks / tastes / feels / sounds / smells like... I It appears to be... because... It seems to be like... because... I think it looks like... because... It reminds me of... because... Why? How? What? Tell Me About...</p> | <p>The Language of Description (Description)</p> <p>Through collaborative and independent learning, children are describing key events in chapter 5 and 6 through Qens perspective using first person and relative pronouns.</p> <p>It looks / tastes / feels / sounds / smells like... I It appears to be... because... It seems to be like... because... I think it looks like... because... It reminds me of... because... Why? How? What? Tell Me About...</p> | <p>The Language of Explanation (Explanation)</p> <p>Through collaborative and independent learning, children will be exploring and explaining the themes in Ma'ats feather.</p> <p>How...? Why...? Where...? When...? What...? After... Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to / Because</p> | <p>The Language of Sequencing</p> <p>Through independent learning, children are sequencing and summarising the key events in chapter 9 of Ma'ats Feather.</p> <p>Firstly... because/however/therefore/after a while/meanwhile/ in addition... Next... Then... Finally/Eventually/Lastly... In conclusion...</p> |
| <p>Key vocabulary and Key Bloom's higher order thinking questions</p> | | <p><u>Key vocabulary</u> features emotions verbs adjectives feelings adverbs synonyms</p> <p><u>Key Questions:</u> How can this piece of writing be improved further?</p> | <p><u>Key vocabulary</u> relative pronouns relative clauses who which that where whose commas main clause physician befuddled</p> | <p><u>Key vocabulary</u> procession silt gruffly countered ploughing heaved whose dreadfully groaned sore-looking grinding</p> | <p><u>Key vocabulary</u> friendlier mummified cemetery cautiously courtyard wealth riches doomed cursed</p> <p><u>Key Questions:</u></p> |

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| | | <p>What features has this pupil included in their work?</p> <p>What could the pupil include to improve their work?</p> <p>Which feature has the pupil used several times in the monologue?</p> | <p>procession embalmers</p> <p>Key Questions: What is a relative pronoun, and why do we use it?</p> <p>How does using a relative pronoun change the meaning of a sentence?</p> <p>How can we describe an event from the story using first-person and relative pronouns?</p> <p>How do relative pronouns help add more detail to a sentence?</p> | <p>Key Questions: What key message do we get from this chapter?</p> <p>Do you notice the theme of strength and courage?</p> <p>How does Qen show us the theme/message of never giving up?</p> <p>What is the theme and where did you find evidence of the theme?</p> | <p>Why didn't Qen recognise Amen?</p> <p>What is Qen being forced to do?</p> <p>Why is Amen happy?</p> <p>What will happen next?</p> |
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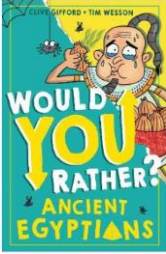
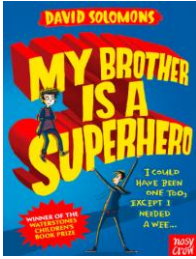
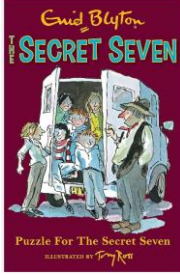
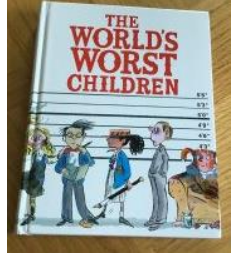
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| <p>Activities</p> | <p>Children will be visiting the British Museum to consolidate their learning on Ancient Sumer civilisation and explore ancient Egyptian artefacts for new learning next term.</p> <p>They will complete a workbook to encourage object based enquiry and make comparisons between life then and life today.</p> | <p>Highlight features that have been used and excellence from using the highlight tool.</p> <p>Discuss these pieces of work with the class before they complete the feedback sheet.</p> <p>Allow children to give their feedback, can they identify any features that have been used from the samples of work provided on the flipchart?</p> <p>They will then rewrite a section of their work in green pen using the teachers feedback.</p>  | <p>Shared class read of chapter 5 and 6.</p> <p>As it is rich in vocabulary, lots of pausing will take place to discuss meanings of new words in context.</p> <p>After reading both chapters, children will identify what relative pronouns are followed by working as a class to identify how to use relative pronouns.</p> <p>Children will then work independently to identify relative pronouns followed by utilising them in a first person perspective when describing the events in chapter 5 and a 6.</p> <ol style="list-style-type: none"> Spain is a very hot country. where J. K. Rowling is a famous author. who Hamid is having a party next year. that The girl in the dress is Cinderella. whose A cat has sharp claws. which Sarah looks just like her mum. whose | <p>After reading chapter 7 and 8, the class will go through themes. Identifying what it is.</p> <p>Following from this the themes of Ma'ats Feather will be identified and explored as a class. (courage, honour, respect, family values, love, temptations consequences of actions)</p> <p>Using a categorising frame - pupils give details on the themes by giving evidence from the book.</p>  | <p>Shared class read of chapter 9. Lots of rich vocabulary, stopping and pausing to discuss meanings of new words in context.</p> <p>After reading chapter 9, children will be asked to recall the key events after Think, Pair, Share. Class teacher scribe on board, cold calling.</p> <p>Children then complete a sequencing frame, highlighting the key events within the chapter. Illustrations to be drawn of each key event to help summarise the chapter in a sequence.</p> <p>Challenge - what do you think of Amen's actions? Think of what Qen may be going through as he is persuaded to steal from the rich, dead man. Think, Pair, Share</p> |
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| <p>Class Text – Reading Aloud 10-15 mins each day</p> | <p>Amber TEXT – Would You Rather? Ancient Egyptians</p> | <p>Obsidian Text - My Brother is A SuperHero Author – David Solomons</p> | <p>Amethyst Text – Puzzle for the Secret Seven Author – Enid Blyton</p> | <p>Moonstone Text – The World's Worst Children Author – David Walliams</p> |
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|--|--|--|---|---|
| | <p>Author – Clive Gifford and Tim Wesson</p>  |  |  |  |
|--|--|--|---|---|

| Maths - Place Value | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|----------------------------------|--|---|--|--|--|
| | <p>BRITISH MUSEUM TRIP <u>LI: We are consolidating our learning by visiting the British Museum to further explore significant artefacts.</u> <u>Skill: To explore real artefacts based on the Ancient Sumer period.</u></p> | <p><u>LI: We are learning to add up to two 4-digit numbers using one exchange.</u></p> | <p><u>LI: We are learning to add 4-digit numbers with more than one exchange.</u></p> | <p><u>LI: We are learning to subtract 4-digit numbers with one exchange.</u></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> |
| Key vocabulary and key questions | | <p><u>Key Vocabulary:</u> addition, subtraction, partition, columns, inverse, same, different, represent, exchange</p> <p><u>Key Questions:</u> How many thousands/hundreds/tens/ones are there altogether? What is more than ? Does it matter which columns you add together first? Do you have enough ones/tens/hundreds to make an exchange? When exchanging 10 hundreds, where do you put the thousand?</p> | <p><u>Key Vocabulary:</u> addition, subtraction, partition, columns, inverse, same, different, represent, exchange, column, more than.</p> <p><u>Key Questions:</u> How many ones/tens/hundreds/thousands are there in total? What is more than ? Does it matter which columns you add together first? Do you have enough ones/tens/hundreds to make an exchange? How can you make an exchange in more than one column in the same addition?</p> | <p><u>Key Vocabulary:</u> addition, subtraction, partition, columns, inverse, same, different, represent, exchange, less than.</p> <p><u>Key Questions:</u> How can you show this question using place value counters? What is less than ? Does it matter which column you subtract first? Do you need to make an exchange? Do you have enough ones/tens/hundreds to subtract ?</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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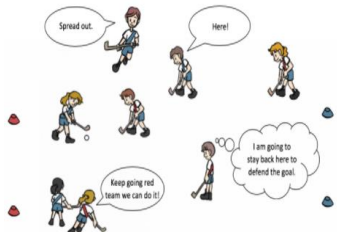
| <p>Activities</p> | <p>Children will be visiting the British Museum to consolidate their learning on Ancient Sumer civilisation and explore ancient Egyptian artefacts for new learning next term.</p> <p>They will complete a workbook to encourage object based enquiry and make comparisons between life then and life today.</p> | <p>In this lesson, children will add two 4-digit numbers with possible exchanges in any column. They built a foundation in Year 3, exploring 3-digit addition with up to two exchanges. They'll use place value counters and a chart along with written methods. Emphasis will be on starting from the smallest value column, not just the "ones column," to avoid later confusion with decimals. After each column addition, they'll assess if there are enough ones/tens/hundreds for an exchange, an important aspect given the unpredictability of exchange locations.</p> <p>Complete the bar models.</p> <table border="1" data-bbox="638 877 985 997"> <tr> <td>3,535</td> <td>2,634</td> <td>3,264</td> <td>1,655</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>5,807</td> <td>2,360</td> <td>1,185</td> <td>405</td> </tr> </table> <p>Kim uses counters to find the total of 3,356 and 2,435</p> <table border="1" data-bbox="638 1037 985 1197"> <thead> <tr> <th>Th</th> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>5</td> <td>6</td> </tr> <tr> <td>+</td> <td>2</td> <td>4</td> <td>3</td> </tr> <tr> <td>5</td> <td>7</td> <td>9</td> <td>1</td> </tr> </tbody> </table> | 3,535 | 2,634 | 3,264 | 1,655 | | | | | 5,807 | 2,360 | 1,185 | 405 | Th | H | T | O | 3 | 3 | 5 | 6 | + | 2 | 4 | 3 | 5 | 7 | 9 | 1 | <p>In this lesson, children will refine their skills by adding two 4-digit numbers, with the opportunity for a single column exchange. Building on their prior experience with 3-digit addition involving two potential exchanges in Year 3, this learning will strengthen their abilities. They will utilise concrete tools such as counting aids and charts to assist in their calculations. Emphasising starting from the smallest column, as opposed to just the ones, is key to preparing them for future lessons on decimals. Following each column, we will inquire, "Do you have enough ones/tens/hundreds for an exchange?" This inquiry is vital as the specific column requiring an exchange remains uncertain.</p> <p>Nijah uses place value counters to help her work out $4,673 + 1,518$</p> <table border="1" data-bbox="1019 957 1355 1117"> <thead> <tr> <th>Th</th> <th>H</th> <th>T</th> <th>O</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>6</td> <td>7</td> <td>3</td> </tr> <tr> <td>+</td> <td>1</td> <td>5</td> <td>1</td> </tr> <tr> <td>6</td> <td>1</td> <td>9</td> <td>1</td> </tr> </tbody> </table> | Th | H | T | O | 4 | 6 | 7 | 3 | + | 1 | 5 | 1 | 6 | 1 | 9 | 1 | <p>In Year 3, children used the formal written method to subtract two 2- or 3-digit numbers with up to two exchanges. In this block, that learning is extended to include 4-digit numbers. In this lesson, children subtract up to a 4-digit number from a 4-digit number with no exchanges, using concrete resources as well as the formal written method. Even though there is no exchanging, children should subtract from the smallest value column first. Before subtracting each column, ask, "Do you have enough ones/tens/hundreds to subtract?" If not, an exchange is needed. Encouraging children to subtract from the "smallest value column" first, rather than referring to it as the "ones column", will avoid a misconception when decimals are introduced later in the year.</p> <p>Find the missing numbers.</p> <table border="1" data-bbox="1388 957 1736 1093"> <tr> <td>1,365</td> <td>← ?</td> <td>→</td> </tr> <tr> <td>2,978</td> <td></td> <td></td> </tr> <tr> <td>3,214</td> <td></td> <td></td> </tr> <tr> <td>5,346</td> <td></td> <td></td> </tr> </table> <p>5,674</p> <p>470</p> | 1,365 | ← ? | → | 2,978 | | | 3,214 | | | 5,346 | | | <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> |
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| 3,535 | 2,634 | 3,264 | 1,655 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 5,807 | 2,360 | 1,185 | 405 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 3 | 3 | 5 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| + | 2 | 4 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 7 | 9 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Th | H | T | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 6 | 1 | 9 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 5,346 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

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| Music | RE | PE – Get Set 4 PE |
|---|---|--|
| <p style="text-align: center;">REPLACED WITH HSBC WORKSHOP</p> <div style="text-align: center;">  </div> <p>In the "Shopping Sense" workshop, children will explore the concept of fairness in spending and learn how to make ethical choices with their money. They will understand how purchasing decisions can impact both local and global communities, highlighting the importance of responsible consumerism. The workshop will also raise awareness of sustainability and how spending choices can affect the environment, encouraging children to support fair trade and ethical products. This session, available in-classroom or as a live digital session, is part of HSBC's initiative to promote financial literacy and responsible decision-making in young</p> | <p style="text-align: center;">Unit: Sikhism Lesson 6</p> <p><u>L1. 1: We are learning to suggest reasons for the variety of beliefs and explain how religion provides answers to important questions (A,B,C)</u></p> <p><u>L1. 2: We are learning to ask questions about the moral decisions I and other people make. (D,E)</u></p> <p><u>Key Vocab</u> Guru Nanak, teacher, message, robes, travel, distance, strange, creatures, sights, simple</p> <p><u>Key Questions</u> Why do people have different beliefs, and how do these beliefs help answer important life questions? How does religion influence the moral decisions people make? What qualities and characteristics are important for a Guru, and why are they valued?</p> <p>Children will be learning about different belief systems and religions. They'll explore why people believe different things</p> | <p style="text-align: center;">Unit: Hockey Lesson 6</p> <p style="text-align: center;">Unit: Hockey Lesson 6</p> <p style="text-align: center;"><u>L.I. To apply skills and knowledge to compete in a tournament.</u></p> <p>In this lesson children will work on their emotional, social and thinking skills to play a 4 v 4 game. One pupil from each team will help to referee each game. They will also need to keep the score and rotate this person each time the pupils play a new game.</p> <div style="text-align: center;">  </div> |

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| <p>learners.</p>  | <p>and how religion helps answer important questions about life. This will make them think carefully and learn about other cultures. They will also learn about what's right and wrong, and how to ask important questions about moral decisions, both their own and others'. This helps them become more caring and understand what's good behaviour. As part of their tasks, children will create a job advertisement for a Guru. They'll think about what a Guru does, what kind of person they should be, and what qualities are important for this job. This exercise helps them think deeply, learn about values, and express themselves in a special way.</p> <p>Guru Required! Personal Qualities</p> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; width: 50px; height: 50px; margin-right: 10px;"></div> <ul style="list-style-type: none"> • Our ideal Guru is _____ • The Guru should _____ • _____ • _____ • _____ • _____ • _____ </div>  <p>Qualities to suit the job</p> <p>_____</p> | <p style="text-align: center;">Unit: Netball Lesson 6</p> <p>L.I. To apply skills and knowledge to play games using netball rules.</p> <p>Key Vocab Footwork, defenders, acceleration, obstruction, passing.</p> <p>In this lesson, children will participate in a mini-tournament, focusing on teamwork, fair play, and self-management. They will practise footwork, passing, and defending using netball rules, while building fitness through dynamic activities. Teams will rotate umpires, manage their own games, and be encouraged to demonstrate respect, honesty, and sportsmanship throughout the tournament.</p> <p style="text-align: center;">Unit: Swimming (Amber & Amethyst)</p> <p>Weekly sessions of swimming are delivered on Tuesday and Wednesday , by qualified instructors.</p> |
| <p>Art</p> | <p>Spanish – Language Angels</p> | <p>PSHE - Jigsaw</p> |
| <p style="text-align: center;">Unit: Drawing - Powerprints Lesson 5 (Across two lessons) Part 1</p> <p>L.I. We are learning to plan a composition for a mixed-media drawing.</p> <p>Key Vocabulary wax-resist, mixed-media, composition, background, crayon</p> <p>Key Questions How do artists use wax-resist techniques to create interesting backgrounds?</p> | <p style="text-align: center;">Replaced with British Museum Trip</p> <p>Children will be visiting the British Museum to consolidate their learning on Ancient Sumer civilisation and explore ancient Egyptian artefacts for new learning next term. They will complete a workbook to encourage object based enquiry and make comparisons between life then and life today.</p> | <p style="text-align: center;">Unit: Being me in my world! Lesson 6 (Across two lessons) Part 1</p> <p>L.I: We are learning to understand how groups come together to make decisions.</p> <p>L.I: We are learning to take on a role in a group and contribute to the overall outcome.</p> |

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How does the wax crayon affect the way the black paint covers the composition?

Today, we will be creating wax-resist backgrounds. Sometimes, artists create interesting backgrounds to draw on. Last week we created collaged compositions. This week we will be making wax-resist drawings based on your compositions!



1. First we will choose wax crayons in the colours you want your drawn lines to appear.
2. Then we will apply a thick layer of wax crayon to the page in our books, thinking about where you want the colours to appear. Colours could be quite random.
3. Finally we will mix a few drops of liquid soap into a pot of black paint and using a large paint brush, coat the card fully so all the wax crayon is covered.



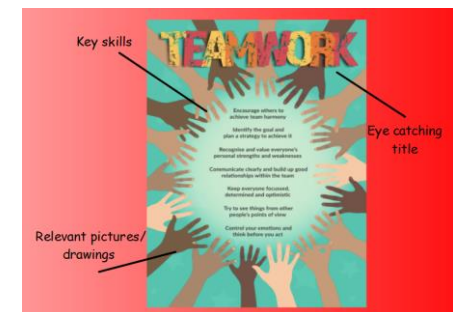
Key Vocabulary: Teamwork, decision-making, collaboration, roles, communication

Key Questions:

- How do groups work together to make decisions?
- What role can you take on in a group to help achieve a goal?
- What skills are important for effective teamwork and decision-making?

In this lesson, we will learn about being an effective team member. The children will be shown a range of pictures where they will need to work together as a group to answer questions such as, who are these people, why are they holding numbers, what is the relationship between the individuals, etc.

The children will then be designing posters on how they think they can successfully follow this and the key skills needed



Science - Wellington Curriculum

Topic (History) – Cornerstones Curriculum

Computing – Barefoot and Teach Computing

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Unit: Electricity, Circuits and Conductors Lesson 5

LI: We are learning about a three-pin plug and the components that act as electrical conductors or insulators.

Skill: Explain and describe the materials as electrical conductors or insulators.

Key vocabulary

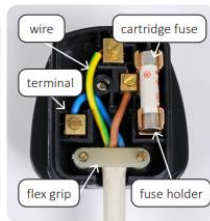
Conductor, insulator, component, safety feature, recap.

Key Questions

What are the main components of a three-pin plug, and what materials are they made from?
How do electrical conductors differ from insulators in terms of their properties and uses?
What safety features are present in a three-pin plug, and why are they important?
In this lesson, children will be learning about three-pin plugs. We will be recapping conductors and insulators. Children will explore a three-pin plug, naming its part, materials and safety features.



three-pin plug and cable



wired plug

Unit: Lesson on Black History Month Bob Marley

LI: We are learning to recognise and understand the contributions of Black History on our society today.

Key questions

Do you know who this is?
Have you ever seen him before?
What does he do?
Have you heard of his songs?

Activity

In the build to the main activity, children will watch videos about the life of Bob Marley and discover everything about him from his early childhood, his early music with the Wailers and his life and legacy.

For the main activity children will create factual, colourful posters all about Bob Marley.



Unit: – Computing systems and networks – The internet

Lesson 6- Can I believe what I read?

LI: We are learning to evaluate the consequences of unreliable content.

Key Questions

How can you tell if the content you find online is reliable or not?
Why do some websites share misleading or false information?
What are the potential consequences of believing or sharing unreliable content online?

Key vocabulary

World Wide Web, internet, content, website, web page, links, files, true, unreliable, propaganda, legal, information, online

Activity:

Children will gain an appreciation of the fact that not everything they see on the internet is true, honest, or accurate. They will review images and decide whether or not they are real, before looking at why web searches can return ambiguous (and sometimes misleading) results. Finally, children will complete a practical activity, demonstrating how quickly information can spread beyond their control.

Homework

Reading/Spelling and Grammar

Maths

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

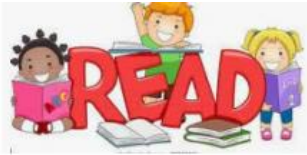
Weekly Overview of Learning

Year Group: 4 Week beginning: 14.10.24

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

Reading Tasks

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



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



Spelling and Dictation

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

Your English homework will be set to your extras each week. This will be set on a Thursday and due on a Monday. Please check Google Classroom every Thursday after school for further information on the homework.



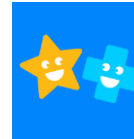
**KS2
Superhero Spellings Week 6**

1. occasionally
2. actually
3. address
4. business
5. different
6. occasion
7. grammar
8. possess
9. possession
10. accident

Doodle Maths

Log on to your account at least three times this week.

Your homework will be set to your 'extras' each week. This will be set on a Thursday and due on a Monday.



We will be checking to see who has accessed their account the most!!

Will a year 4 class take the Doodle trophy this week in assembly?

Work to reach your target – are you in the green zone yet?

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!



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

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



Amethyst and Amber are now swimming:

**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