

Weekly Overview of Learning

Year Group: 4 Week beginning: 16.12.24

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus	<p>The Language of Explanation</p> <p>I am sure that... I am pleading for... Today, I am writing to... I am writing to discuss... In this situation... I would like to voice my concern... For these reasons... In brief... Can you kindly...</p>	<p>The Language of Explanation</p> <p>I am sure that... I am pleading for... Today, I am writing to... I am writing to discuss... In this situation... I would like to voice my concern... For these reasons... In brief... Can you kindly...</p>	<p>The Language of Explanation</p> <p>I am sure that... I am pleading for... Today, I am writing to... I am writing to discuss... In this situation... I would like to voice my concern... For these reasons... In brief... Can you kindly...</p>	<p>The Language of Explanation</p> <p>I am sure that... I am pleading for... Today, I am writing to... I am writing to discuss... In this situation... I would like to voice my concern... For these reasons... In brief... Can you kindly... ...</p>	<p>The Language of Explanation</p> <p>It is raining today. The fair opens at 10 o'clock. Where is my bookbag? How much will it cost? How exciting the funfair is! What large eyes you have! Stir in the chopped parsley. Stir the sauce gently.</p>
Key vocabulary and Key Bloom's higher order thinking questions	<p><u>Key vocabulary</u></p> <p>Firstly... Secondly... Furthermore... I feel that... alliteration, rhetorical questions emotive language the rule of 3 personal pronouns. medal distressed harassed heartbroken mistreated suffering appalling pleading</p>	<p><u>Key vocabulary</u></p> <p>Firstly... Secondly... Furthermore... I feel that... alliteration rhetorical questions emotive language the rule of 3 personal pronouns medal distressed harassed heartbroken mistreated suffering appalling pleading</p>	<p><u>Key vocabulary</u></p> <p>Firstly... Secondly... Furthermore... I feel that... alliteration, rhetorical questions emotive language the rule of 3 personal pronouns medal distressed harassed heartbroken mistreated suffering appalling pleading</p>	<p><u>Key vocabulary</u></p> <p>Firstly... Secondly... Furthermore... I feel that... alliteration, rhetorical questions emotive language the rule of 3 personal pronouns medal distressed harassed heartbroken mistreated suffering appalling pleading</p>	<p><u>Key vocabulary</u></p> <p>statement question command exclamation sentence</p>

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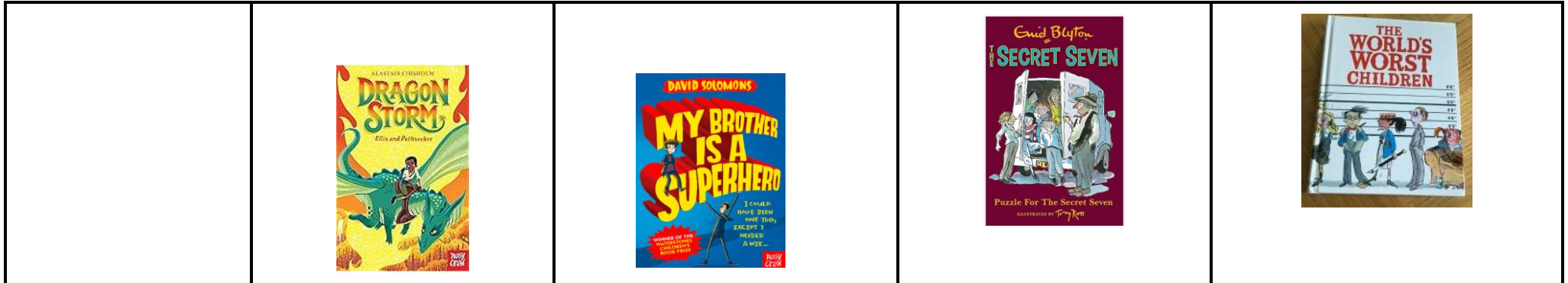
<p>Activities</p>	<p>Today, children will begin to draft a letter to the parents of one of the main character's from the English class text 'Krindlekrax'. They will refer to their boxed up planning from last week, to include persuasive writing techniques and emotive language.</p> <p>Key Questions: Why is this a good example? What key features do you need to include when writing a letter? Who are you writing to? What is the purpose of the letter? What are the key points you need to outline? How does the organisation of the letter affect the reader's comprehension and engagement?</p>	<p>In this lesson, children will edit, and uplevel initial draft of a letter to the parents of one of the main character's, from the English class text 'Krindlekrax'. They will refer to their boxed up planning from last week, to include persuasive writing techniques and emotive language.</p> <p>Key Questions: Why is this a good example? What key features do you need to include when writing a letter? Who are you writing to? What is the purpose of the letter? What are the key points you need to outline? How does the organisation of the letter affect the reader's comprehension and engagement?</p>	<p>Today, children will begin to write their letter to the parents of one of the main character's from the English class text 'Krindlekrax' on Writer's Toolbox. They will refer to their draft to include persuasive writing techniques and emotive language.</p> <p>Key Questions: Why is this a good example? What key features do you need to include when writing a letter? Who are you writing to? What is the purpose of the letter? What are the key points you need to outline? How does the organisation of the letter affect the reader's comprehension and engagement?</p>	<p>In this lesson, children will continue to write their letter to the parents of one of the main character's from the English class text 'Krindlekrax' on Writer's Toolbox. They will continue to refer to their draft to include persuasive writing techniques and emotive language.</p> <p>Key Questions: Why is this a good example? What key features do you need to include when writing a letter? Who are you writing to? What is the purpose of the letter? What are the key points you need to outline? How does the organisation of the letter affect the reader's comprehension and engagement?</p>	<p>Today, children will be exploring a PIXL therapy on how to secure sentence composition and manipulate writing structure. They will also learn how to enrich their writing skills by having sentence variety. Variety means using assorted sentence patterns, lengths, rhythms and types. To give their writing better rhythm and flow.</p> <p>Key Questions: What are the four types of sentences?? What should all sentences start with What does a sentence need? How do you punctuate a command? How do you punctuate a question?</p>
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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Amber TEXT – Dragon Storm Ellis and Pathseeker Author – Alastair Chisholm</p>	<p>Obsidian Text - My brother is an evil genius 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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	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Maths - Multiplication and Division	<u>LI: We are learning to count in multiples of 4, 8, 50 and 100</u>	<u>ROCKSTEADY CONCERT NO MATHS</u>	<u>LI: We are consolidating our previous learning of multiplication and division by exploring reasoning and problem solving questions.</u>		<u>LI: We are learning to master our times tables and efficiently solve timed arithmetic questions with the skills we've acquired.</u>
Key vocabulary and key questions	<p><u>Key vocabulary</u> multiple multiply times half double pattern sequence</p> <p><u>Key questions</u> What patterns can you see in the sequences of multiples of 4, 8, 50, or 100? How do you know what comes next in a sequence? Can you count backwards in multiples of 4, 8, 50, or 100? What happens to the sequence when you count in multiples of a larger number? How are multiples of 4 and 8 connected? Can you spot any links between the times tables and the sequences?</p>	<u>ROCKSTEADY CONCERT NO MATHS</u>	<p><u>Key vocabulary</u> statement bar model product array multiplication facts multiply order commutativity efficiently effective group</p> <p><u>Key questions</u> What is the next multiple of 3? What is the multiple of 3 before 27? How many 3s are there in ? How do you find the digit sum of a number? How can you tell if a number is a multiple of 3? Do you have to multiply the numbers from left to right? What is the same about these calculations/arrays? Which order do you find easier to calculate efficiently? If you worked out the calculation in a different order, would you get a different answer? Why/why not?</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>How can a number line help you count in multiples? How can you check if your sequence is correct?</p>		<p>In this lesson, children will put their knowledge of multiplication and division into practice. They will tackle various reasoning and problem solving questions related to this topic, applying what they have learned. This lesson serves as an opportunity for students to reinforce their understanding of multiplication and division and demonstrate their ability to show working out.</p>	
<p>Activities</p>	<p>Today, we are learning to count in multiples of 4, 8, 50, and 100. Through engaging activities, children will practise building number sequences and identifying patterns within them. They will use number lines to count forwards and backwards in these multiples, exploring how sequences grow and shrink depending on the direction. Children will also investigate how these multiples relate to one another, such as how multiples of 4 and 8 are connected. By applying their knowledge of times tables, doubling, and halving, they will solve problems and complete missing-number sequences. By the end of the lesson, children will feel confident counting in these multiples and recognising patterns within them.</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> <div data-bbox="1832 762 2078 938" data-label="Image">  </div> <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!

Music

RE

PE – Get Set 4 PE

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XMAS FACTOR REHEARSALS

Children will learn about "Christmas Around the World," exploring how different countries celebrate the festive season. Children will represent a specific country, preparing a performance that showcases the unique traditions, songs, and customs of that culture. Through this, they will gain insights into global celebrations while developing musical and cultural understanding. Performances will emphasize creativity and musicality, with backing tracks or a cappella singing.

Unit: Humanism

Lesson 4

LI 1: We are learning to analyse the significance of the Ten Commandments in Judaism and Christianity (A, B, C)

LI 2: We are learning to understand stories, compare values and talk about moral lessons carefully. (D, E, F)

This week children will explore the 10 rules (commandments) important to both Jews and Christians. We will discuss the story of Moses receiving the tablets of law on Mt Sinai given directly from God, which indicates how important these rules are for Jews and Christians. Key questions; If there was one rule that you would like to be written in stone, something which everyone had to obey, what would it be? Would it be one of the 10 commandments?

Children will then write in their books their rules that they would like everyone to follow and explain WHY they would like it to be followed.



Unit: OAA

Lesson 7

LI: To be able to orientate and navigate around a map and draw a route using directions.

In this lesson children will be looking carefully for symbols and what they represent and use a key to help understand a map. We will discuss the usefulness of a compass and tell children that compass points (North East South and West) are also used to help navigate and position ourselves when following a route. People often use a saying (mnemonic) to help remember the order of the points e.g. Naughty Elephants Spray Water.

Unit: Dodgeball

Lesson 7

LI: To apply skills and knowledge to compete in a tournament.

Children will be competing in a dodgeball tournament (a competition involving more than two teams). Teams will be praised for winning, their display of working collaboratively as a team (teamwork), confidence to achieve their best as well as honesty, fair play, attitude and behaviour towards the opposition.

Q: How can we show respect towards our opposition?
Playing to the rules, being honest, saying 'well played', shaking hands at the end of a game.

NO SWIMMING THIS WEEK - TO CONTINUE IN JANUARY 2025.

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Art	Spanish – Language Angels	PSHE - Jigsaw

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L.I. We are learning to consider proportion and composition when planning a still-life painting.

In this lesson, we will be exploring still life and comparing compositions, the children create their own plan for a finished still-life painting. Children will explore that a still-life painting is a collection of things that don't move; objects rather than people or living animals. Children will learn that still-life paintings are often created to celebrate the nice things in life, like food or parties, but sometimes they communicate more serious messages.

They will be reminded that the term 'composition' in painting means the way elements are organised on the paper/canvas. Still-life paintings are usually carefully arranged in 'compositions', even if they just appear to be a collection of objects.



Unit: Mi familia

Lesson 6

LI: We are learning to self-assess what we have learnt over the unit of 'Mi familia'.

By the end of this unit children should be able to: say their name, how old they are, where they live, say different family members, masculine and feminine nouns.

In this lesson, children will be focusing on reflecting on their learning over the topic. As a class, children will complete an assessment and a self assessment sheet.

Speaking Exercise

Can you say any of the following in Spanish?

The sister

My sister

I have a sister

Reading Exercise

Can you answer the questions below based on the information given in the text?

¡Hola! Me llamo María y tengo ocho años. Vivo en Murcia en España con mi familia. Mi padre se llama Antonio y tiene treinta y nueve años. Mi madre se llama Amelia y tiene treinta y cinco años. Tengo una hermana y tres hermanos. Mi hermana se llama Carmen y tiene doce años.

Unit: Celebrating Difference

Lesson 6

LI: We are learning to understand that first impressions can often be wrong and explain why we should accept people for who they are.

In this lesson, we will be exploring the idea that our first thoughts about someone might not always be right, and it's important to accept people for who they truly are. We will discuss how our first impressions can be influenced by things like how someone looks or what others say about them.

We will discuss how it's like judging a book by its cover — sometimes the real story is different from what the outside shows. We will practise being open-minded and putting ourselves in other people's shoes.

The big takeaway is accepting others, even if they seem different at first, makes our school a friendlier and happier place.

What are your first impressions of Asha?

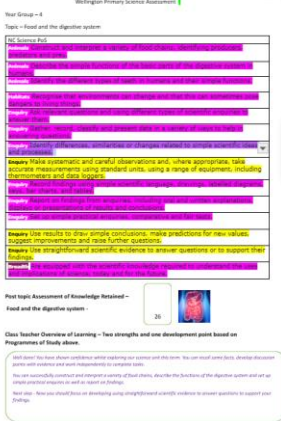
If she was in this class would you want to be her friend?



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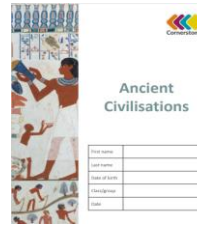
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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
<p>LI: We are learning to assess what we have learnt over our unit Food and the Digestive System.</p> <p>Today, the children will be formatively assessed to see what they have learnt on Food and the Digestive System this term. They will be assessed against the following success criteria:</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey. Describe the simple functions of the basic parts of the digestive system in humans. Recognise that environments can change and that this can sometimes pose dangers to living things. Ask relevant questions and using different types of scientific enquiries to answer them. Gather, record, classify and present data in a variety of ways to help in answering questions. Identify differences, similarities or changes related to simple scientific ideas and processes.</p> 	<p style="text-align: center;"><u>Unit: Ancient Civilisation</u> Lesson</p> <p>LI: We are learning to consolidate our learning for our unit of Ancient Civilisations</p> <p>Skill: Compare and contrast two civilisations.</p> <p>Key vocabulary ancient civilisation, ancient Sumer, ancient Egypt, Indus valley, hierarchy, king, pharaoh, vizier, priest, Mesopotamia, Nile, culture, cities</p> <p>Key questions Which ancient civilization came first in the timeline? Ancient Sumer is located in a place which is now known as Iraq. What was it known as before? Why did ancient people settle by rivers? What inventions did ancient Sumers and ancient Egyptians make? What are the similarities and differences between ancient Egyptians and ancient Sumerians</p> <p>During this lesson, a class discussion on the whole unit will take place where our knowledge learnt will be shared and questioned. Once this has taken place pupils will complete an end of unit test which will question pupils on what they have learnt over the unit.</p>	<p style="text-align: center;"><u>CHRISTMAS PARTIES</u></p>

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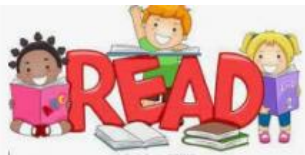
Homework

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

Reading/Spelling and Grammar

Reading Tasks

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



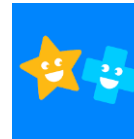
**KS2
Superhero Spellings Week**

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 accessed their account the most!!

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

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

Times Tables Rock stars:

Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!



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

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

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

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- 1.
- 2.

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