

# Weekly Overview of Learning

Year Group: 4 Week beginning: 16.09.24

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus	<p><u>Language of Argument</u> I think... Why? I think... What do you think? I don't think... Why do you think this? It is...</p>	<p><u>Language of description -</u> Chn practice verbally describing settings, objects, or experiences using sensory language (sight, sound, touch, taste, and smell) to create vivid imagery.</p> <p>It looks/feels/tastes/sounds like... It appears/seems to be..... It reminds of...because.....</p>	<p><u>Language of description focussing</u> on different perspectives Speaking in the role of the character they are describing, using first-person language to express thoughts, feelings, and actions from that character's perspective. I can see.... I feel that.... I think the following could happened because....</p>	<p><u>Language of description -</u> Chn practice verbally describing settings, objects, or experiences using sensory language (sight, sound, touch, taste, and smell) to create vivid imagery.</p> <p>It looks/feels/tastes/sounds like... It appears/seems to be..... It reminds of...because.....</p>	<p><u>Language of description -</u> Chn practice verbally describing settings, objects, or experiences using sensory language (sight, sound, touch, taste, and smell) to create vivid imagery.</p> <p>It looks/feels/tastes/sounds like... It appears/seems to be..... It reminds of...because.....</p>
Key vocabulary and Key Bloom's higher order thinking questions	<p><u>Key vocabulary</u> Reflect, Feedback, WWW, WBI, Errors, Misconceptions and Expectation</p> <p><u>Key Questions:</u> Have you remembered to check your work? Have you included figurative language? How can you uplevel your vocabulary? Have you used punctuation accurately? Have you used the correct tense and person? How can you reorganise your sentences so that they have maximum impact on the reader?</p>	<p><u>Key vocabulary</u> facial expression body language action technique inference</p> <p><u>Key Questions:</u> What can her facial expression tell us? What does her body language tell us? How do you think we could use body language, facial expressions and actions of a character in our writing to help explain how they are feeling? How can we use facial expressions, body language and the actions of characters to show how they are feeling? Which statement is better? Why? <i>Miss Williams was happy.</i></p>	<p><u>Key vocabulary</u> Adjectives Adverbs Figurative language Metaphors Similes Personification Paragraphs expanded noun phrases</p> <p><u>Key Questions:</u> Let's remind ourselves of what makes a good character description? Can we as a class identify a success criteria? Are we writing in the past or present tense? Have you included all aspects of the success criteria as you write</p>	<p><u>Key vocabulary</u> sensory language taste hearing sight smell touch</p> <p><u>Key Questions:</u> How can we use the five senses in our writing? What effect does using the 5 senses have on the reader? Can you give an example of the five senses? What can you taste? What can you hear? What can you see? What can you smell? What can you feel? How can you use the word bank and</p>	<p><u>Key vocabulary</u> sensory language taste hearing sight smell touch setting experience</p> <p><u>Key Questions:</u> How can we use the five senses in our writing? What effect does using the 5 senses have on the reader? Can you give an example of the five senses? Can you also include similes and metaphors in your plan? How will you ensure you use powerful adjectives?</p>

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		<p><i>Miss Williams mouth stretched from ear to ear.</i></p> <p>How do you think Rhodopis felt when she felt a rush of air on the back of her neck? How can you portray this with 'show, don't tell'?</p>		<p>a dictionary/ thesaurus to help you uplevel your vocabulary?</p>	
<p><b>Activities</b></p>	<p>At the beginning of the lesson, the children will be shown a range of anonymous example cold tasks on the board. We will identify together as a class what is good about them and what could be better.</p> <p>Once we have created a success criteria, the children will reflect on their own cold tasks using a reflection sheet where they will make targets for their hot tasks.</p> <div data-bbox="264 917 560 1125"> <p><b>six thinking hats</b></p> </div>	<p>In this lesson the children will explore the creative writing technique 'show, don't tell.' Show, don't tell is a writing technique in which story and characters are related through sensory details and actions rather than exposition. They will then use this technique to gather words and phrases that they will use in tomorrow's lesson when they write a paragraph to describe Rhodopis' thoughts and feelings when the falcon steals her slipper. This technique will also be used when the children write their Hot task in a few weeks' time.</p> <div data-bbox="600 1045 840 1356"> </div>	<p>Today, children will write their character description!</p> <p>The lesson will begin with the children identifying a good success criteria using their prior knowledge. Whilst we identify these, there will be misconceptions covered. Often children might assume that a character description can only be written in one tense. However, it can be written in either as long as it is consistent.</p> <p>Then, using our plans from the last lesson and what we have learned so far from the book, we are going to be writing a character description of Rhodopis.</p> <div data-bbox="958 1197 1243 1428"> <ul style="list-style-type: none"> <li>describe the character's appearance?</li> <li>describe the character's background/past?</li> <li>describe how the character speaks?</li> <li>describe how the character moves?</li> <li>describe the character's actions, thoughts and feelings?</li> <li>describe the character's personality?</li> <li>include figurative language to enhance my description? e.g. 'his heart swelled with a sea of love, her winning voice sounded like the screech of an untuned violin.'</li> </ul> </div>	<p>in this lesson the children will be introduced to how they can use the five senses as a creative writing technique. They will look at various examples of the five senses being used as the technique and discuss and contribute ideas in further examples.</p> <p>The children will then work in groups to collect different examples of the five senses being used to describe an Ancient Egyptian setting on sugar paper. They will then use this sugar paper to collect some of their favourite sentences to include later in the week.</p> <div data-bbox="1310 1045 1646 1300"> </div>	<p>In this lesson, as a starter, the children will learn just how powerful your senses are by taking part in a blindfolded activity where they will have to identify different objects that are on the table.</p> <p>Following that, the children will begin to plan their setting descriptions and how they will incorporate the five senses using the sugar paper from yesterday's lesson.</p> <div data-bbox="1713 885 1881 1181"> </div>

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**Class Text – Reading  
Aloud  
10-15 mins each day**

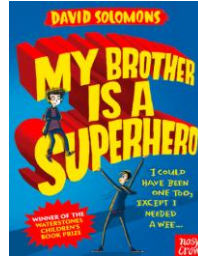
**Amber**

TEXT – The Danger Gang  
Author – Tom Fletcher



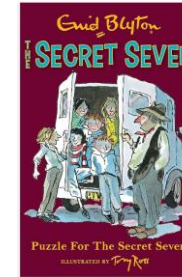
**Obsidian**

Text - My brother is an evil genius  
Author – David Solomons



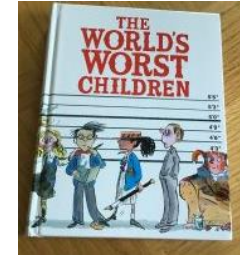
**Amethyst**

Text – Puzzle for the Secret Seven  
Author – Enid Blyton



**Moonstone**

Text – The World's Worst Children  
Author – David Walliams



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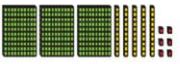
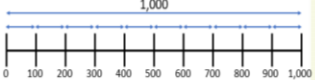
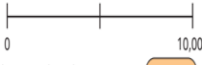
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Maths - Place Value	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>L.I: We are learning to flexibly partition numbers to 10,000.</u></p>	<p><u>L.I: We are learning to find 1, 10, 100 and 1000 more or less than a number.</u></p>	<p><u>L.I: We are learning to identify numbers to 10,000 using a number line.</u></p>	<p><u>L.I: We are learning to estimate numbers to 10,000 on a number line.</u></p>	<p><u>L.I: We are learning to develop fluency with our times tables.</u></p>
<p><b>Key vocabulary and key questions</b></p>	<p><b><u>Key Vocabulary:</u></b> Flexible Partitioning, Ones, Tens, Hundreds, Thousands, Ten Thousand, Represent, Partition, Part-whole model, Base ten, Value, Equal to Gattegno charts, Place Value Counters</p> <p><b><u>Key Questions:</u></b> How can you write the number using a part-whole model? What different multiples of 1,000 could be the first part? How does this affect the values of the other parts? What can you exchange the thousands/hundreds/tens/ones digit for? How do you work out the whole, given the parts?</p>	<p><b><u>Key Vocabulary:</u></b> ones, tens, hundreds thousands, more, less, column, exchange, compare, equal to, greater than, less than</p> <p><b><u>Key Questions:</u></b> How many ones/tens/hundreds/thousands are in ? How will the number change if you add an extra 1/10/100/1,000? Which column changes if you find 1,000 more/less than a number? Can finding 1/10/100 more/less change more than one column? When does this happen?</p>	<p><b><u>Key Vocabulary:</u></b> number line, values, start, end, intervals, point, halfway, divide, difference</p> <p><b><u>Key Questions:</u></b> What are the values at the start and end points of the number line? What is the difference in value between the start and end points? How many intervals are there? How can you work out what each interval is worth? How can you work out the halfway point of an interval? What other numbers can you mark on the number line? Why are the start and end values of a number line important?</p>	<p><b><u>Key Vocabulary:</u></b> number line, estimate, values, start, end, intervals, point, midpoint, halfway, divide, difference, accurate</p> <p><b><u>Key Questions:</u></b> What is the midpoint of the number line? How does knowing the midpoint help you to place the number on the number line? What other numbers could you mark on accurately? Which division is the arrow close to? Is the number greater than or less than this value? How would splitting the line into more intervals help? How accurate do you think your estimate is?</p>	<p><b><u>Key Vocabulary:</u></b> Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p><b><u>Key Questions:</u></b> What do you recognise about the nine times tables? - Can we use our knowledge of the 10 times tables and the 2 times tables to help us with our 12 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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Activities													
<p><b>Activities</b></p>	<p>In this small step, children explore flexible partitioning of numbers up to 10,000, understanding that the whole number can be split into parts in many different ways. Children use numerals, words and expanded form in their partitioning. A key focus should be appreciating that, for example, <math>6,000 + 400 + 20 + 9 = 5,000 + 1,400 + 20 + 9</math></p> <p>Complete the number sentences.</p>  <p><math>2,323 = 2,000 + \underline{\quad} + \underline{\quad} + \underline{\quad}</math></p>  <p><math>2,323 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}</math></p> <p>How else can 2,323 be partitioned?</p> <p>Use the place value chart to complete the number sentences.</p> <table border="1" data-bbox="309 821 584 906"> <thead> <tr> <th>Thousands</th> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3</td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p><math>2,339 = 2,000 + \underline{\quad} + 30 + 9</math>  <math>2,339 = 2,000 + 300 + \underline{\quad} + 19</math>  <math>2,339 = 1,000 + \underline{\quad} + 30 + 9</math></p>	Thousands	Hundreds	Tens	Ones	2	3	2	3	<p>Children will be comparing numbers using greater than and less than symbols. Children will be working out 1,000, 100, 10 and 1 more or less of a number.</p>  <p>Complete the sentences.</p>  <p>The number is <input type="text"/></p> <p>1 more than the number is <input type="text"/> 1 less than the number is <input type="text"/></p> <p>10 more than the number is <input type="text"/> 10 less than the number is <input type="text"/></p> <p>100 more than the number is <input type="text"/> 100 less than the number is <input type="text"/></p>	<p>Children will label, identify and find missing values on blank or partially completed number lines. We will be discussing how to work out the value of each interval by working out the start and end values and intervals of the number line.</p> <p>Complete the number line.</p>  <p>The difference in value between the start and the end of the number line is <input type="text"/></p> <p>There are <input type="text"/> intervals.</p> <p><math>1,000 \div 10 = 100</math></p>	<p>Children discuss suitable estimates from the information given on the number line and the value of each interval, justifying their choices. They will learn to identify the midpoint and to mark on additional points, for example one-quarter and three-quarters of the way along, to help them position the numbers.</p> <p>Rosie is estimating the positions of some numbers on the number line.</p>  <p>Choose a word to complete the sentences. <input type="button" value="left"/> <input type="button" value="right"/></p> <p>a) 3,000 will be to the _____ of the midpoint.          b) 9,000 will be to the _____ of the midpoint.          c) 999 will be to the _____ of the midpoint.          d) 5,001 will be to the _____ of the midpoint.</p>	<p>Today, children will log onto TTRS to compete in the year group tournament. The children will practise recall and understanding of the 6 and 7 times tables with their teacher. The children can then select the relevant worksheet to further explore that time table at school, or at home.</p>
Thousands	Hundreds	Tens	Ones										
2	3	2	3										

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

Music –

RE

PE – Get Set 4 PE

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## Unit: This little light of mine

### Lesson 2

**L1: We are learning to invent actions to accompany the singing and move in time together.**

### Key Vocab

Pentatonic scale, gospel music, off-beat, rhythm, call-and-response

### Key Questions

Can you clap along with the rhythm of your favourite song?

What makes it fun?

Have you ever heard someone sing and then others repeat or answer back? How does that make the song exciting?

This little light of mine is an expressive call-and-response Gospel song based on a pentatonic scale. The origin of the song is not 100% clear – some believe that it was written in the 1920s as a song for children by Harry Dixon Loes, but he never claimed credit for it. Some believe the lyrics are taken from one of Jesus's speeches to his followers in the Bible.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Year 4 Term 1

**This little light of mine**

**Pentatonic scale:** A five note scale. G A B (or B<sup>b</sup>) D E

**Basic line:** The lowest notes played in the music.

**Rhythmic ostinato:** A rhythm pattern that repeats throughout the music.

**Call-and-response:** Call-and-response: Solo Phrase

**Choir Solo Singer:** Voices in harmony

**Instrumental:** Clarinet, electric guitar, bass, horns, double bass, hand drum, trumpet, and harmonica.

**Tempo:** 4 beats to a bar

**Pitch:** G A B D E

**Duration:** 4/4

**Structure:** Verse and Chorus

**Texture:** Call-and-response Solo Phrase

**Texture:** Choir Solo Singer Voices in harmony

Art

## Unit: Sikhism

### Lesson 2

**L.I.1 We are learning to sequence the Guru Nanak story. (A,B)**  
**L.I.2 We are learning to ask questions about things that are important to me and other people and suggest answers which relate to our lives (D,E)**

### Key Vocab

Guru Nanak, Turbans, Punjabi, Sikhism, Sikhs, Guru, Rupees, Talwandi, Sultanpur, India, Prayers, Vision, God, Teacher, Dawn, Disappeared

### Key Questions

When was sikhism first formed?

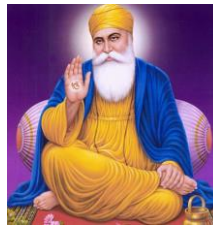
What language do sikhs speak?

How many Gurdwaras are in Hounslow?

What was the name of their god?

Why do some sikhs wear turbans?

The children will begin by watching the story of Sikhism and make notes of what they retain. They will then create a sequencing frame for the story.



Spanish – Language Angels

## Unit: Hockey

### Lesson 2

**L.I. To develop dribbling to beat a defender.**

This week children should continue to be able to keep their head up to see the space and only use one side of the stick. They will practise moving into a space away from a defender by starting with a ball at the start cone they dribble up to the defender cones, around them and then attempt to score through the goal.

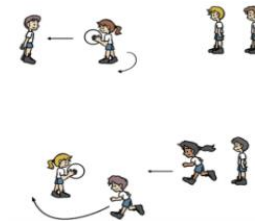
## Unit: Netball

**L.I. To develop passing and begin to recognise when to use different skills.**

### Key Vocab

footwork, Pivot, landing, chest pass, invasion game, space, teamwork, communication

This week in PE, children will be developing their netball skills by focusing on passing, moving, and playing within the footwork rule. They'll practise landing one-two, pivoting, and improving their chest passes. They'll learn to communicate with teammates, play honestly, and understand key rules of invasion games, all while honing their coordination, teamwork, and thinking skills.



## Unit: Swimming (Amber & Amethyst)

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

PSHE - Jigsaw



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## Unit: Drawing - Powerprints

### Lesson 2 - Across two lessons

**L.I. We are learning to explore proportion and tone when drawing.**

#### **Key Vocabulary:**

Proportion, Tone, Charcoal, Contrast, Form

#### **Key Questions:**

In Art across two weeks, children will be looking at two Artists: Alberto Giacometti and Fernando Botero.



The figures have features of unusual sizes; Giacometti's man has very long, thin limbs and Botero's people are all of different sizes within one painting.

Children will be using rubbers and charcoal to draw objects.

First, we will create a 'base' of charcoal on the page by crushing some charcoal inside a paper towel and smoothing the dust over the paper using the towel or some tissue. Then, we will choose one large object to draw first using the rubber to draw in the light areas.

## Unit: ME PRESENTO

### Lesson 2

**L.I: We are learning to learn how to ask and answer the question '¿Cómo te llamas?' (What is your name?) in Spanish.**

#### **Key Vocabulary:**

Hola (Hello), Estoy (I am), Llamo (Called, Bien (Good), Mal (Bad), Muy (Very), Mas (More), Menos (Less)

#### **Key Questions:**

What Punctuation do you use when asking a question?  
How can you ask 'what is your name' in Spanish?  
How can you respond to what your name is in Spanish?

By the end of this unit, the children will be able to:

- Count to 20 in Spanish.
- Ask somebody how they are feeling, their age, name and where they live in Spanish.
- Say how we are feeling, how old we are, what our name is and where we live in Spanish.
- Apply rules of adjectival agreement when saying our nationality in Spanish.

One of the main aims of this lesson is to consolidate all the language from last week's lesson and to integrate it with the new language. We want to build on the foundations set in the previous lesson. That is why there is significantly less vocabulary introduced this week.

Children will be learning how to say 'my name is'

## Unit: Being me in my world!

### Lesson 2

**L.I: We are learning to know how our actions make a difference to the class team.**

**Key Vocabulary:** Inclusion, Exclusion, Kindness, Teamwork, Impact

#### **Key Questions:**

How do my actions affect the feelings and experiences of my classmates?  
What can I do to make sure everyone in our class feels included and valued?  
Why is it important to think about how my choices impact the whole class team?

In this lesson, children will be learning to be kind to others and how their actions can impact their classmates or other people. We will be discussing the terms 'inclusion' and 'exclusion' and what we can do to make everyone feel values in the class. Children will be linking these to British values.



1) What is happening? 2) Who is feeling what?

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**Science - Wellington Curriculum**

**Topic (History) – Cornerstones Curriculum**

**Computing – Barefoot and Teach Computing**



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## Unit: Electricity, Circuits and Conductors

### Lesson 2

**LI: We are learning to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.**

#### Key Vocab

Circuit, Cell (Battery), Bulb, Switch, Buzzer

#### Key Questions

What are the basic parts of an electrical circuit, and what is the function of each component?

How can we troubleshoot a circuit that is not working properly?

Why does a complete circuit allow electricity to flow, and what happens when the circuit is incomplete.

In this lesson children will be learning about electrical circuits, the different components and they will build their own working circuit. They will learn about the functions of each component and what they are used for. They will then build their own circuits using different components. They will reason why the circuit works and find a solution to a circuit that does not work.

#### Components

All electrical items are made up of components, which make them work.



## Unit: Ancient Civilisation

### Lesson 2

**LI: We are learning to explore when and where the Ancient Sumer lived, using a timeline.**

**Skill: Construct a chronological account of a past civilisation, focusing on their features and achievements.**

#### Key Vocab

Sumer, Fertile Crescent, Civilisation, Timeline, Inventions

#### Key Questions

Where and when did the ancient Sumerians live, and how did geography influence their civilisation?

What were some key achievements and inventions of the Sumerian civilisation?

How can we use a timeline to understand the important events and developments in the history of Ancient Sumer?

 Sumerian People move into Mesopotamia.	 The Sumerians build temples for their gods.	2700 BC	2700 BC
 Pottery starts to be mass-produced.	 The Sumerians start to inscribe on tablets.	3000 BC	3200 BC
 The wheel is invented.	 The Sumerians start to use mathematics.	3300 BC	4000 BC
		5000 BC	4000 BC

In this lesson children will navigate a map to understand the location of ancient Sumer and explore a timeline to

## Unit: – Computing systems and networks – The internet

### Lesson 2- What is the internet made of?

**LI: To recognise how networked devices make up the internet.**

#### Key Vocab

Network switch, server, wireless access point (WAP), router, internet, world wide web

#### Key Questions

What is the internet used for?

What are network devices?

How can network devices be connected?

What is the World Wide Web?

Why are routers needed?

#### Success Criteria:

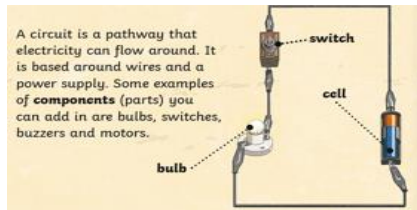
- I can describe networked devices and how they connect
- I can explain that the internet is used to provide many services
- I can recognise that the World Wide Web contains websites and web pages

In this lesson children will understand the different components the internet is made of and what the internet can do.

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understand dates and duration of the Sumerian civilisation. Children will explore how and why the ancient civilisation of Sumer grew, including the geography of the area, such as the Fertile Crescent, rivers and floodplains and Ancient Sumer inventions. They will create a timeline using images and dates on a sequencing frame.

Children will be going on to three different websites and researching what they can find on these websites.

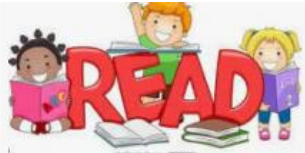
## Homework

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.**

**KS2 Superhero Spellings Week 2**

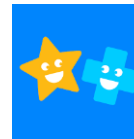


### Maths

#### 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

### 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

# Weekly Overview of Learning

Year Group: 4    Week beginning: 16.09.24

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



1. monkey
2. journey
3. valley
4. either
5. ceiling
6. receipt
7. protein
8. petite
9. police
10. elite

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