

# Weekly Overview of Learning

Year Group: 4    Week beginning: 18.11.24

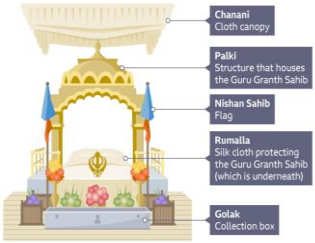
Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<p><b>GURDWARA TRIP - AMBER AND OBSIDIAN</b></p> <p><u>LI: We are learning to sequence events and re-enact chapter 20 from Mo's perspective</u></p>	<p><u>LI - We are learning to plan a recount from Mo's perspective based on the capture of Maria.</u></p>	<p><u>LI - We are learning to draft a recount based on events from The Ancient Egyptian Sleepover.</u></p>	<p><u>LI - We are learning to draft a recount based on events from The Ancient Egyptian Sleepover.</u></p>	<p><u>LI - We are learning to write a recount based on events from The Ancient Egyptian Sleepover.</u></p>
Speaking and Listening Focus	<p><u>The language of retelling and sequencing</u>                      Firstly, next, then , in addition, eventually, after a while, in the end                      In the beginning...                      I remember that...                      Finally, eventually, lastly</p>	<p><u>The language of retelling and sequencing</u>                      Firstly, next, then , in addition, eventually, after a while, in the end                      In the beginning...                      I remember that...                      Finally, eventually, lastly</p>	<p>The language of evaluation                      I enjoyed because...                      This could be improved by... was successful...                      was ambitious because...</p>	<p>The language of evaluation                      I enjoyed because...                      This could be improved by... was successful...                      was ambitious because...</p>	<p>The language of evaluation                      I enjoyed because...                      This could be improved by... was successful...                      was ambitious because...</p>
Key vocabulary and Key Bloom's higher order thinking questions	<p>ransacked, loot, clambering, malice, astonished, agilely, undulating, sprinting, slumped, bursting, embraced</p> <p>What does it mean if you are standing on the pinnacle of something?                      How do you think Mo felt as he stepped outside?                      Explain why the author called chapter 20 throw sticks.                      What was in the bubble wrap?                      Why was Maria in a permanent left turn?</p>	<p>ransacked, loot, clambering, malice, astonished, agilely, undulating, sprinting, slumped, bursting, embraced</p> <p>What were the main events of chapter 20?                      What words would best describe Mo's feelings throughout the chapter?                      What are the features of a recount?                      What is a fronted adverbial? Can you give an example?</p>	<p>ransacked, loot, clambering, malice, astonished, agilely, undulating, sprinting, slumped, bursting, embraced</p> <p>What were the main events of chapter 20?                      What words would best describe Mo's feelings throughout the chapter?                      What are the features of a recount?                      What is a fronted adverbial? Can you give an example?</p>	<p>ransacked, loot, clambering, malice, astonished, agilely, undulating, sprinting, slumped, bursting, embraced</p> <p>What were the main events of chapter 20?                      What words would best describe Mo's feelings throughout the chapter?                      What are the features of a recount?                      What is a fronted adverbial? Can you give an example?</p>	<p>ransacked, loot, clambering, malice, astonished, agilely, undulating, sprinting, slumped, bursting, embraced</p> <p>What were the main events of chapter 20?                      What words would best describe Mo's feelings throughout the chapter?                      What are the features of a recount?                      What is a fronted adverbial? Can you give an example?</p>

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 18.11.24**

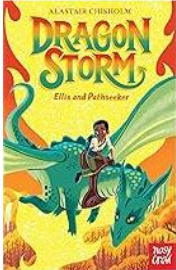
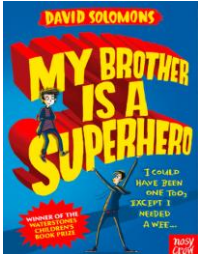
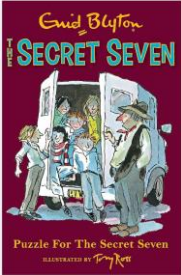
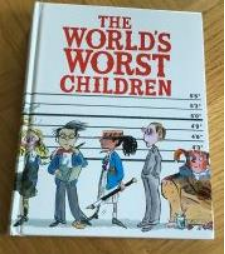
Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

<p><b>Activities</b></p>	<p>Children will be visiting the Gurdwara, which is a Sikh place of worship. This will provide children with a valuable learning experience, fostering understanding and respect for diversity.</p>  <p>Today the children will read chapter 20 which is what their writing will be about this week.</p> <p>The children will read the chapter before being questioned using VIPER questions which cover the reading domains. After that, children will be asked to sequence the chapter in their table groups using the main events of the chapter which have been mixed up. These events will be pinned up above the board for Tuesday's lesson To finish the lesson, children will get into groups of 4 and roleplay acting out the chapter. Each group will then act out the chapter in front of the class.</p>	<p>Today children will reread chapter 20 to remind themselves of the main events.</p> <p>Children will be reminded of the features and discuss fronted adverbials, examples and how they can engage the reader.</p> <p>As a class, children will plan the first two boxes of the planning frame with the class teacher. The class teacher will model the best points using bullet points on the board.</p> <p>Children will complete their adapted planning frames.</p>	<p>Over the next two days, children will draft their own recounts based on chapter 20</p> <p>Amethyst and Moonstone will be using Writer's Toolbox while Amber and obsidian will be drafting straight into their books.</p> <p>Class teachers will read a Waggol example to the class with the features highlighted so that children can see what they are aiming for. Children will write their recounts using their plans and word banks to support them and will be encouraged to use the working wall to help them.</p>	<p>children will continue their draft recounts based on chapter 20. Amethyst and Moonstone will be using Writer's Toolbox while Amber and obsidian will be drafting straight into their books.</p> <p>As a reminder, class teachers will read a Waggol example to the class with the features highlighted so that children can see what they are aiming for. Children will continue to write their recounts using their plans and word banks to support them and will be encouraged to use the working wall to help them.</p> <p>After they have finished, they can swap books with a partner who can check their work against the success criteria and make suggestions for improvement.</p>	<p>Today children will write their final recounts. They will also check their work against the success criteria.</p>
--------------------------	--	---	---	---	--

# Weekly Overview of Learning

Year Group: 4 Week beginning: 18.11.24

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

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

Maths - Multiplication and Division	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Key vocabulary and key questions	<p><b>GURDWARA TRIP - AMBER AND OBSIDIAN</b></p> <p><b>LI: We are learning to develop our fluency within the 6 x tables.</b></p> <p><b>Key Vocabulary:</b> 6 times-table fluency multiplication facts double link division inverse multiple</p> <p><b>Key Questions:</b> How can you use facts from the 3 times-table to work out facts in the 6 times-table?</p>	<p><b>LI: We are learning to develop our fluency within the 9 x tables.</b></p> <p><b>Key Vocabulary:</b> 9 times table fluency multiplication facts double link division inverse multiple</p> <p><b>Key Questions:</b> How many equal groups are there? How many are there in each group? How many are there altogether?</p>	<p><b>LI: We are learning to recall and use multiplication and division facts for the 3, 4 &amp; 8 multiplication tables (PIXL therapy)</b></p> <p><b>Key Vocabulary:</b> Factor Multiple Product Division Pattern Key Questions:</p> <p><b>Key Questions:</b> What patterns do you notice in the 3, 4, and 8 multiplication tables? How can you use what you know about the 4 times table to solve problems in the 8 times table? What tips would you give to help</p>	<p><b>LI: We are learning to explore ancient Egyptian maths concepts and apply our understanding of geometry and measurement to design and "build" pyramids.</b></p> <p><b>Key Vocabulary:</b> Geometry, Measurement, Pyramid, Base, Height, Volume, Pharaoh, Hieroglyphics, Architect, Structure</p> <p><b>Key Questions:</b> How did the ancient Egyptians use maths to build the pyramids? What shapes are involved in a pyramid's design, and why are they important? Why was precise measurement important to the Egyptians in construction? How does building a pyramid model</p>	<p><b>LI: We are learning to master our times tables and efficiently solve timed arithmetic questions with the skills we've acquired.</b></p> <p><b>Key Vocabulary:</b> Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p><b>Key Questions:</b> -What do you recognise about the * times tables? - Can we use our knowledge of the * times tables and the * times tables to help us with our * times tables? Can you identify the fact family for this multiplication? What do you already know that you can apply to this multiplication question?</p>

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 18.11.24**


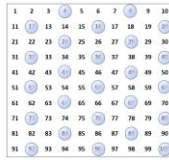
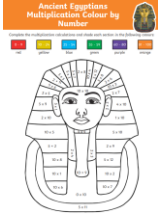
Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

	<p>How can you use facts from the 5 times-table to work out facts in the 6 times-table? If you know a multiplication sentence, what division sentences can you find? What is the fact family for the calculation?</p>	<p>How can you use the 10 times-table to work out the 9 times-table? How can you use the 3 times-table to work out the 9 times-table? What does each number in the calculation represent? What patterns can you see in the 9 times-table?</p>	<p>someone remember the 3, 4, and 8 times tables?</p>	<p>help us understand ancient Egyptian maths and culture?</p>																																																																																																																																																																																																						
<p><b>Activities</b></p>	<p>Building on the previous step, children use known facts to become more fluent in using the 6 times-tables.</p> <p>As in the previous step, they apply knowledge of the 3 times-tables and understand that each multiple of 6 is double the corresponding multiple of 3.</p> <p>Children will using their knowledge of other times-tables to find values for the 6 times-tables, for example finding that <math>6 \times 7 = 42</math> because <math>5 \times 7 = 35</math> and <math>1 \times 7 = 7</math>, so <math>35 + 7 = 42</math></p> <p>Building on the previous step, children use known facts to become more fluent in using the 6 times-tables.</p> <p>As in the previous step, they apply knowledge of the 3 times-tables and understand that each multiple of 6 is double the corresponding multiple of 3.</p>	<p>In today's lesson, children will be introduced to the 9 times-tables.</p> <p>We will be using a range of strategies to support their fluency, such as looking for number patterns and finding unknown number facts from known facts, for example subtracting from the 10 times-table or tripling the 3 times-table.</p> <p>Children will explore the structure of the 9 times-tables using a range of models and pictorial representations. We will find division facts and explore fact families to embed our understanding of division as the inverse of multiplication.</p>	<p>Today, children will strengthen their understanding of multiplication and division facts for the 3, 4, and 8 multiplication tables. Through hands-on activities, they'll identify patterns and relationships between these tables, such as how all multiples of 8 are multiples of 4, and that multiples of 4 are always even. Children will use visual aids like Venn diagrams to sort multiples and recognize key patterns, including how each multiple of 8 is double a multiple in the 4 times table. By the end of the lesson, they'll feel more confident recalling these facts and using them to solve problems independently.</p> <div data-bbox="1012 1098 1272 1487"> <p><b>Multiplication Grid</b></p> <table border="1"> <tr><th></th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th></tr> <tr><th>1</th><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><th>2</th><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td><td>12</td><td>14</td><td>16</td><td>18</td><td>20</td><td>22</td><td>24</td></tr> <tr><th>3</th><td>3</td><td>6</td><td>9</td><td>12</td><td>15</td><td>18</td><td>21</td><td>24</td><td>27</td><td>30</td><td>33</td><td>36</td></tr> <tr><th>4</th><td>4</td><td>8</td><td>12</td><td>16</td><td>20</td><td>24</td><td>28</td><td>32</td><td>36</td><td>40</td><td>44</td><td>48</td></tr> <tr><th>5</th><td>5</td><td>10</td><td>15</td><td>20</td><td>25</td><td>30</td><td>35</td><td>40</td><td>45</td><td>50</td><td>55</td><td>60</td></tr> <tr><th>6</th><td>6</td><td>12</td><td>18</td><td>24</td><td>30</td><td>36</td><td>42</td><td>48</td><td>54</td><td>60</td><td>66</td><td>72</td></tr> <tr><th>7</th><td>7</td><td>14</td><td>21</td><td>28</td><td>35</td><td>42</td><td>49</td><td>56</td><td>63</td><td>70</td><td>77</td><td>84</td></tr> <tr><th>8</th><td>8</td><td>16</td><td>24</td><td>32</td><td>40</td><td>48</td><td>56</td><td>64</td><td>72</td><td>80</td><td>88</td><td>96</td></tr> <tr><th>9</th><td>9</td><td>18</td><td>27</td><td>36</td><td>45</td><td>54</td><td>63</td><td>72</td><td>81</td><td>90</td><td>99</td><td>108</td></tr> <tr><th>10</th><td>10</td><td>20</td><td>30</td><td>40</td><td>50</td><td>60</td><td>70</td><td>80</td><td>90</td><td>100</td><td>110</td><td>120</td></tr> <tr><th>11</th><td>11</td><td>22</td><td>33</td><td>44</td><td>55</td><td>66</td><td>77</td><td>88</td><td>99</td><td>110</td><td>121</td><td>132</td></tr> <tr><th>12</th><td>12</td><td>24</td><td>36</td><td>48</td><td>60</td><td>72</td><td>84</td><td>96</td><td>108</td><td>120</td><td>132</td><td>144</td></tr> </table> <p><b>PIXL</b></p> <p>1. In the pyramid which is 3 blocks high, how many blocks are needed all together? 2. How many blocks would you need to make a pyramid that was 4 blocks high? 3. How many would be needed to make the pyramid 5 blocks high? 4. Fill in the table below.</p> <table border="1"> <thead> <tr> <th>Height of pyramid</th> <th>1 block</th> <th>2 blocks</th> <th>3 blocks</th> <th>4 blocks</th> <th>5 blocks</th> <th>6 blocks</th> </tr> </thead> <tbody> <tr> <td>Total number of blocks needed</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Challenge</b> Can you work out how many blocks would be needed to make a pyramid 10 blocks high? Check your answer by drawing a diagram like the ones above or making it with cubes. How many blocks would be needed to make a pyramid 20 blocks high? How do you know?</p> </div>		1	2	3	4	5	6	7	8	9	10	11	12	1	1	2	3	4	5	6	7	8	9	10	11	12	2	2	4	6	8	10	12	14	16	18	20	22	24	3	3	6	9	12	15	18	21	24	27	30	33	36	4	4	8	12	16	20	24	28	32	36	40	44	48	5	5	10	15	20	25	30	35	40	45	50	55	60	6	6	12	18	24	30	36	42	48	54	60	66	72	7	7	14	21	28	35	42	49	56	63	70	77	84	8	8	16	24	32	40	48	56	64	72	80	88	96	9	9	18	27	36	45	54	63	72	81	90	99	108	10	10	20	30	40	50	60	70	80	90	100	110	120	11	11	22	33	44	55	66	77	88	99	110	121	132	12	12	24	36	48	60	72	84	96	108	120	132	144	Height of pyramid	1 block	2 blocks	3 blocks	4 blocks	5 blocks	6 blocks	Total number of blocks needed							<p>Children will explore ancient Egyptian math by learning about Egyptian numerals and basic geometry used in pyramid construction. They will engage in a hands-on activity where they design and build mini-pyramids, measure dimensions, and calculate volume. Through this activity, children will connect math concepts to historical context, understanding how math helped the Egyptians construct lasting monuments and reflecting on the role of math in ancient civilizations.</p> <div data-bbox="1438 1018 1697 1359"> <p><b>Making Pyramids</b></p> <p>The ancient Egyptians made their pyramids by cutting stone into blocks and placing them in layers in a square arrangement, one layer on top of another, getting smaller and smaller as they got to the top. They would need to predict how many blocks they would need to make pyramids of different sizes.</p> <p>You might find it helpful to use cubes to make these pyramids first.</p> <p><b>Questions</b></p> <ol style="list-style-type: none"> <li>In the pyramid which is 3 blocks high, how many blocks are needed all together?</li> <li>How many blocks would you need to make a pyramid that was 4 blocks high?</li> <li>How many would be needed to make the pyramid 5 blocks high?</li> <li>Fill in the table below.</li> </ol> <table border="1"> <thead> <tr> <th>Height of pyramid</th> <th>1 block</th> <th>2 blocks</th> <th>3 blocks</th> <th>4 blocks</th> <th>5 blocks</th> <th>6 blocks</th> </tr> </thead> <tbody> <tr> <td>Total number of blocks needed</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Challenge</b> Can you work out how many blocks would be needed to make a pyramid 10 blocks high? Check your answer by drawing a diagram like the ones above or making it with cubes. How many blocks would be needed to make a pyramid 20 blocks high? How do you know?</p> </div>	Height of pyramid	1 block	2 blocks	3 blocks	4 blocks	5 blocks	6 blocks	Total number of blocks needed							<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"> </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>
	1	2	3	4	5	6	7	8	9	10	11	12																																																																																																																																																																																														
1	1	2	3	4	5	6	7	8	9	10	11	12																																																																																																																																																																																														
2	2	4	6	8	10	12	14	16	18	20	22	24																																																																																																																																																																																														
3	3	6	9	12	15	18	21	24	27	30	33	36																																																																																																																																																																																														
4	4	8	12	16	20	24	28	32	36	40	44	48																																																																																																																																																																																														
5	5	10	15	20	25	30	35	40	45	50	55	60																																																																																																																																																																																														
6	6	12	18	24	30	36	42	48	54	60	66	72																																																																																																																																																																																														
7	7	14	21	28	35	42	49	56	63	70	77	84																																																																																																																																																																																														
8	8	16	24	32	40	48	56	64	72	80	88	96																																																																																																																																																																																														
9	9	18	27	36	45	54	63	72	81	90	99	108																																																																																																																																																																																														
10	10	20	30	40	50	60	70	80	90	100	110	120																																																																																																																																																																																														
11	11	22	33	44	55	66	77	88	99	110	121	132																																																																																																																																																																																														
12	12	24	36	48	60	72	84	96	108	120	132	144																																																																																																																																																																																														
Height of pyramid	1 block	2 blocks	3 blocks	4 blocks	5 blocks	6 blocks																																																																																																																																																																																																				
Total number of blocks needed																																																																																																																																																																																																										
Height of pyramid	1 block	2 blocks	3 blocks	4 blocks	5 blocks	6 blocks																																																																																																																																																																																																				
Total number of blocks needed																																																																																																																																																																																																										

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 18.11.24**

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

	<p>Children will using their knowledge of other times-tables to find values for the 6 times-tables, for example finding that <math>6 \times 7 = 42</math> because <math>5 \times 7 = 35</math> and <math>1 \times 7 = 7</math>, so <math>35 + 7 = 42</math></p>		<p>Circle the multiples of 4 What patterns do you notice?</p> 		
--	---	---	---	---	--

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

Music	RE	PE – Get Set 4 PE
<p align="center"><b><u>EGYPTIAN DAY ACTIVITIES</u></b></p> <p>LI: We are learning to explore and describe ancient Egyptian life through an immersive VR experience, focusing on key aspects of their civilization, daily life, and landmarks.</p> <p>LI: We are learning to understand and appreciate ancient Egyptian culture by engaging in hands-on activities such as tasting traditional foods, dressing in Egyptian-style clothing, and practising writing names in hieroglyphics.</p> <p><b>Key Vocabulary:</b> Pharaoh, Hieroglyphics, Civilization, Pyramid, Nile, Culture, Mummification</p> <p><b>Key Questions:</b></p> <p>How did the ancient Egyptians use the Nile River in daily life?          What was the purpose of pyramids, and who was buried inside?          Can you describe a typical day in the life of an ancient Egyptian?          What do hieroglyphics tell us about ancient Egyptian beliefs?</p>		<p align="center"><b>Unit: OAA Lesson 3</b></p> <p><b><u>LI: To develop observational skills, listening to others and following instructions.</u></b></p> <p>In this lesson children will play a game of locks and keys. The class will be split into two groups (locks and keys). Children will be given a 'Key Document' which will help them to know which colour cone represents which piece of equipment e.g. blue cone represents a tennis ball.</p> <ul style="list-style-type: none"> <li>• Players around the outside (locks) collect four cones (one of each colour) and place them in any order, to create their lock.</li> <li>• Pupils in the middle (keys) choose any lock to unlock. They use their 'Key Document' to find objects that match their chosen 'lock' e.g. blue</li> </ul>



# Weekly Overview of Learning

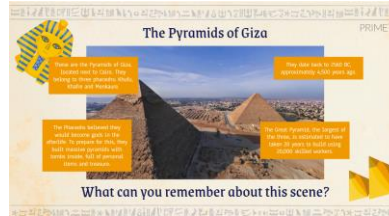
Year Group: 4    Week beginning: 18.11.24

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

How does this VR experience change your understanding of ancient Egypt?

During the interactive VR workshop, children will virtually explore ancient Egypt, including notable landmarks like the pyramids, temples, and the Nile River. They'll experience what life was like for ancient Egyptians, learning about daily customs, architecture, and beliefs. This VR session will allow them to make connections with prior classroom learning, bringing ancient history to life in an engaging, memorable way. The experience will help them visualise and recall key aspects of ancient Egyptian society, enhancing their understanding through immersive, technology-driven learning.

In addition to the VR experience, children will engage in hands-on activities to further explore ancient Egyptian culture. They'll have the opportunity to taste Egyptian-inspired snacks, dress in Egyptian-style clothing, and practice writing their names in hieroglyphics. These activities will deepen their appreciation for Egyptian traditions, language, and customs, making the day a fun, interactive journey through history.

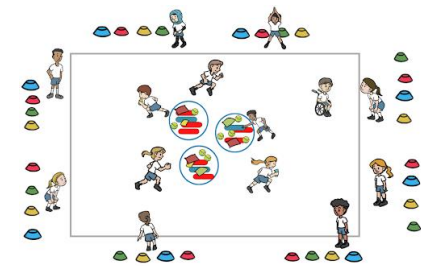


cone = tennis ball, red cone = green team band. They must start at one end of the lock and work in order of the cones to the other end.

- They can only collect one item at a time, show it to the lock player who verifies if it is correct, then place it back in any hoop.
- Every time a key player gets an object correct, the lock player completes 5 star jumps.

Once a key player has completed a lock, they choose a new one. How many locks can they open in 5 minutes?

Focus will be placed on staying calm and being patient.



Unit:

## Dodgeball Lesson 3

LI: To develop catching and learn the rules of the skill within this game.

In this lesson children will continue to use two hands to catch the ball and watch the ball as it comes towards them. In groups of four with one ball and four cones children will create two gates with the cones and stand opposite each other. They will throw to their teammate opposite who moves through the gate to catch it then runs to join the back of the queue opposite.

Unit: Swimming

# Weekly Overview of Learning

Year Group: 4    Week beginning: 18.11.24

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

		<p><b>(Amber &amp; Amethyst)</b> Weekly sessions of swimming are delivered on Tuesday and Wednesday , by qualified instructors.</p>
<b>Art</b>	<b>Spanish – Language Angels</b>	<b>PSHE - Jigsaw</b>

# Weekly Overview of Learning

Year Group: 4 Week beginning: 18.11.24

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

## Unit: Dr Lesson 2

### Unit: ART- Painting & mixed media - Light and dark

#### Lesson 3

#### L.I. We are learning to use tints and shades to give a three-dimensional effect when painting

Recap - Key questions:

What do you call a colour that has been made darker by adding black? (*A shade*)

What do you call a colour that has been made lighter by adding white? (*A tint*)

In this week's lesson, children will describe the way colours change in different lights. They will explore by adding black to make a colour darker and adding white to make a colour lighter to change one original colour in their painting. The children will start by drawing an outline of their chosen object on the grid. They will mix tints and shades to paint each square a slightly different colour. They are aiming to show light and shadow on their painted object.



## Unit: Mi Familia

### Lesson 3

In this lesson pupils will learn how to ask and answer the question 'do you have any siblings?' They will be introduced to the language required to ask and answer the target question: ¿Tienes hermanos? (Do you have any siblings?) The aim is to learn the language required to be able to say how many brothers and sisters you have/don't have. As well as having an opportunity to revise the language covered in previous lessons.

Key vocabulary:

Tengo - I have ...

y - and

hermano (s) - brother/brothers

hermana (s) - sister/sisters



## Unit: Celebrating Difference!

### Lesson 3

#### L.I: We are learning to understand what influences us to make assumptions based on how people look.

In this lesson, children will be looking at making assumptions and understanding what may influence these assumptions. We will be looking at pictures and then the children will write their first impressions and why they think this eg. what has influenced you to make these assumptions.



Box 2 - My Thoughts

- 
- 
- 

Box 3 - Influences

- 
- 
- 

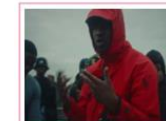


Box 2 - My Thoughts

- 
- 
- 

Box 3 - Influences

- 
- 
- 



Box 2 - My Thoughts

- 
- 
- 

Box 3 - Influences

- 
- 
-



# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 18.11.24**

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

Science - Wellington Curriculum

Topic (History) – Cornerstones Curriculum

Computing – Barefoot and Teach Computing

# Weekly Overview of Learning

Year Group: 4      Week beginning: 18.11.24

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

## Unit: Food and the Digestive System

### Lesson 3

LI: We are learning to investigate and recognise positive and negative changes to the environment.

Skill: We are learning to create informative posters on how we can create positive impacts to local habitats.

#### Key vocabulary:

positive, negative, environment, local, habitats, threats, endangered, wildlife, change

#### Key questions:

What is a habitat?

What is the difference between a home and habitat?

Can you identify positive and negative changes to the environment?

Today, we will explore the concept of a positive change in the environment. We will discuss examples such as planting trees, recycling and conserving water. We will actively engage in discussions and share ideas on a healthier planet.

We will then focus on the negative changes in the environment, exploring concepts such as pollution, deforestation and habitat destruction. We will critically think about the consequences of our actions and how they can be mitigated.

By the end of the lesson, the children would have investigated — as well as deeply understood the positive and negative changes occurring in the environment and habitat.

## EGYPTIAN DAY ACTIVITIES

LI: We are learning to explore and describe ancient Egyptian life through an immersive VR experience, focusing on key aspects of their civilization, daily life, and landmarks.

LI: We are learning to understand and appreciate ancient Egyptian culture by engaging in hands-on activities such as tasting traditional foods, dressing in Egyptian-style clothing, and practising writing names in hieroglyphics.

#### Key Vocabulary:

Pharaoh, Hieroglyphics, Civilization, Pyramid, Nile, Culture, Mummification

#### Key Questions:

How did the ancient Egyptians use the Nile River in daily life?

What was the purpose of pyramids, and who was buried inside?

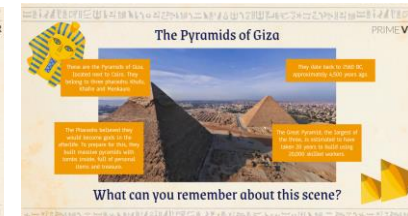
Can you describe a typical day in the life of an ancient Egyptian?

What do hieroglyphics tell us about ancient Egyptian beliefs?

How does this VR experience change your understanding of ancient Egypt?

During the interactive VR workshop, children will virtually explore ancient Egypt, including notable landmarks like the pyramids, temples, and the Nile River. They'll experience what life was like for ancient Egyptians, learning about daily customs, architecture, and beliefs. This VR session will allow them to make connections with prior classroom learning, bringing ancient history to life in an engaging, memorable way. The experience will help them visualize and recall key aspects of ancient Egyptian society, enhancing their understanding through immersive, technology-driven learning.

In addition to the VR experience, children will engage in hands-on activities to further explore ancient Egyptian culture. They'll have the opportunity to taste Egyptian-inspired snacks, dress in Egyptian-style clothing, and practice writing their names in hieroglyphics. These activities will deepen their appreciation for Egyptian traditions, language, and customs, making the day a fun, interactive journey through history.



# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 18.11.24**

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



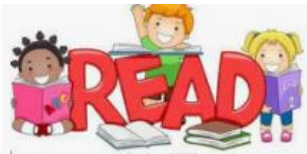
## Homework

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 8**

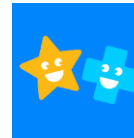


### Maths

#### 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

# Weekly Overview of Learning

Year Group: 4    Week beginning: 18.11.24

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



1. inaccurate
2. indefinite
3. inactive
4. incorrect
5. insecure
6. infinite
7. inedible
8. inability
9. indecisive
10. incomplete

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