

# Weekly Overview of Learning

Year Group: 4      Week beginning: 02.09.24

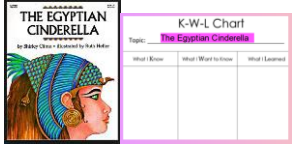

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus			<p>Think, pair, share and class discussion</p> <p>-What can you remember from the traditional tale of a little red riding hood? How can this differ from a historical tale?</p>	<p>We will be using Think, pair, share and class discussions as our focus today. Ask relevant questions to extend their understanding and knowledge, using the Q matrix.</p>	<p>Collaborate, listen, share ideas, and discuss learning effectively.</p>
Key vocabulary and Key Bloom's higher order thinking questions			<p><b>Key vocabulary</b></p> <p>fantasy plot dilemma quest resolution ending beginning description</p> <p><b>Key Questions:</b></p> <p>Can you explain what has happened in the story? How powerful are the sentence openers? Can you select any expanded noun phrases or exciting adjectives? Can you identify the use of figurative language? What can we recall about direct speech?</p>	<p><b>Key vocabulary</b></p> <p>Analyse Predict Infer Moreover Because In addition illustrations</p> <p><b>Key Questions:</b></p> <p>What do you think this story is going to be about? Where do you think the story might be set? Who might the characters be? Does this book remind you of another story? What similarities and differences might the stories have?</p>	<p><b>Key vocabulary</b></p> <p>sentences free writer navigate writing skills features evaluate</p> <p><b>Key Questions:</b></p> <p>What are three key features of the writing software application we learned about today?  How would you describe the main purpose of the writing tool we explored?  Can you demonstrate how to use the software to revise a paragraph and improve its clarity?</p>

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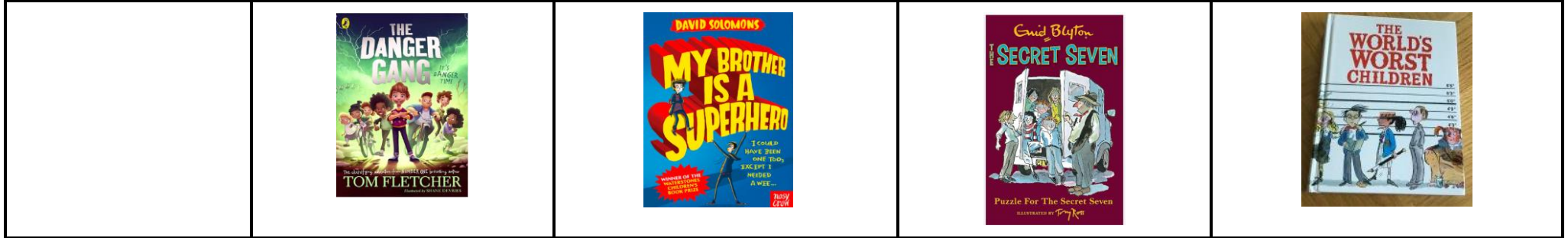
<p><b>Activities</b></p>			<p>Today, children will be writing their cold tasks focusing on our new topic of traditional tales. Children will be writing a historical traditional tale on Little Red Riding Hood.</p> <p>Children should use a checklist to support them in their writing. This lesson consists of little support with their writing as this lesson is created for teachers to identify how much children already know.</p>	<p>Today's lesson focuses on children's predictions!</p> <p>Children will be using the K-W-L chart to write a prediction from what they can infer from the front cover of The Egyptian Cinderella. The chart is split into what children know, what they want to know and what they learnt from the front cover and blurb. For instance - From the front cover, I know this woman is Egyptian because in the title it says 'Egyptian Cinderella'. This is what children know. I would like to know why this woman is wearing a headpiece? - This is an example of what children may want to know. Finally, children may not know that Egyptian women wore eyeliner. This would be what children have learned.</p> 	<p>In today's lesson, children will be introduced to a new software application designed to enhance their writing skills. They will explore its various features and learn how to navigate the tool effectively. Through hands-on practice, they will discover how to use the free writing tool to monitor and evaluate their learning journey, from drafting to editing. This experience aims to empower children to refine their writing with greater precision and confidence, fostering a deeper understanding of effective writing processes.</p> 
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<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p><b>Amber</b> TEXT – The Danger Gang Author – Tom Fletcher</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>
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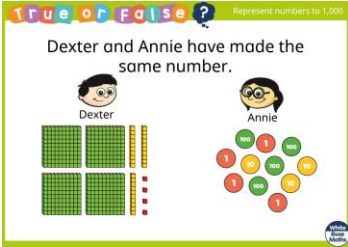
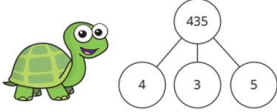
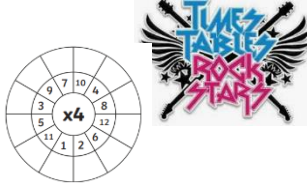


Maths - Place Value			Lesson 1	Lesson 2	Lesson 3
	<u>INSET DAY</u>	<u>INSET DAY</u>	<u>L1: We are learning to identify and represent numbers to 1,000.</u>	<u>L1: We are learning to partition numbers to 1,000.</u>	<u>L1: We are learning to review our times tables knowledge and identify areas for development.</u>
Key vocabulary and key questions		<p><b>Key Vocabulary:</b> Ones, Tens, Hundreds, Represent, Place value, Counters, Base ten, Value</p> <p><b>Key Questions:</b> What is the value of each base 10 piece? What is the value of each place value counter? How did you count the pieces? Does the order in which you build the number matter? Can you represent the number another way? What do you do if there are no tens?</p>	<p><b>Key Vocabulary:</b> Ones, Tens, Hundreds, Represent, Partition, Part-whole model, Base ten, Value</p> <p><b>Key Questions:</b> How do you write a number that has zero tens? How do you write a number that has zero ones? What number is equal to <math>300 + 70 + 9</math>? What is the value of the digit ____ in the number ____?</p>	<p><b>Key Vocabulary:</b> Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p><b>Key Questions:</b> 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><b>Activities</b></p>			<p>Children learned how to represent numbers to 1,000 in year 3. In this lesson, children will interpret and represent numbers that have no tens or no ones, to reinforce the idea of using zero as a placeholder.</p> <p>Base 10 and place value counters are used throughout. Base 10 will help children understand the size of a number, while place value counters will work more effectively with 4-digit numbers.</p> 	<p>In this small step, children will be partitioning numbers up to 1,000 into hundreds, tens and ones.</p> <p>Children will represent numbers in a part-whole model and identify missing parts and wholes. They will write numbers in expanded form, using the part-whole model where necessary.</p> <p>Tiny has partitioned the number 435 using a part-whole model</p>  <p>Explain the mistake that Tiny has made.</p>	<p>Every week, a maths lesson will be dedicated for children to practise their times tables.</p> <p>Today, children will log onto TTRS to compete in the year group tournament. The children will recognise a particular times table that they can develop with fluency, or understanding. The children can then select the relevant worksheet to further explore that time table.</p> 
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**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 1

LI: We are learning to recite and perform our new song using keywords.

#### Unit Key Words:

Pentatonic scale, gospel music, off-beat, rhythm, call-and-response, progression snapshot 1.

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** 'Blue' note

**Bass line:**  
The lowest notes played in the music.  
G A B G G  
1 2 3 4

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

**Gospel music:**

- Gospel = Good news.
- Gospel songs often describe stories from the bible, praising Jesus and God.
- Gospel is a form of African American religious music.

**Ray Charles**  
Clarinet, electric guitar, band, banjo, double bass, hand drums, trumpet, and trombone.

**Sister Rosetta Tharpe**  
Choir Solo singer  
Voices in harmony

**Structure:** Verse and chorus, Call-and-response, Echo, Phrase

**Texture:** rhythm, bass, layered singing

**Other elements:** tempo, pitch, duration, dynamics, timbre

## Replaced with Growth Mindset - Metacognition

LI: We are learning to understand what a mindset is and the difference between a fixed and a growth mindset.

**Growth Mindset Activity**

Fill in the blanks in all of the phrases.

I can't do this. I can't do this. I can't do this. I can't do this. I can't do this. I can't do this. I can't do this. I can't do this. I can't do this. I can't do this.

**The Mingle of the Mind**  
Are helping me understand my growth?  
Three activities, three goals, three weeks to help me...

Handin	Goal	Task
e.g. I don't know my eight times table	get	but I am... trying hard to learn them at a pace.
1.	get	
2.	get	
3.	get	

### What Is a Mindset?

Your mindset is your attitude.

It's about how you think and feel rather than what you can and can't do.

**Then**  
Scientists used to believe that no matter how hard you worked at something, your intelligence stayed the same.

**Now**  
Scientists believe that everyone has the same chance of being just as brilliant as the next person. It is about having the right attitude.

**Cold Calling or Think, Pair, Share**  
"Whether you think you can, or think you can't, you're right!" Henry Ford  
Discuss!

### Fixed and Growth Mindset

**Fixed mindset** **Growth mindset**

PE sessions will begin next week. Swimming will start in 2 weeks (you will be informed)

**PE Days** - wear correct PE kits to be worn (on swimming days too)

Amber - Tuesdays (Swimming) and Thursdays  
Amethyst - Wednesdays (swimming) and Thursdays  
Moonstone - Wednesdays and Thursdays  
Obsidian - Mondays and Fridays

Unit: Swimming (pupils come to school in PE kits)  
Amethyst and Amber will start swimming soon



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Art	Spanish – Language Angels	PSHE - Jigsaw
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## Replaced with Growth Mindset - Metacognition

### LI: We are learning how our memory works and how some strategies can help us remember information.

In this lesson, children will delve into how memory functions and discover strategies to boost their memory skills. They will build on their previous understanding of brain structure and neuroplasticity, focusing on how these concepts impact memory. The lesson will revisit key ideas such as metacognition, which involves thinking about their own thinking processes, and dual coding, which integrates visual and verbal information to enhance memory retention.

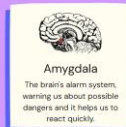
Throughout the lesson, children will reflect on their own memory experiences and discuss effective strategies they've used or could use in the future. The session will end with a review of memory-enhancing techniques, emphasising that everyone can improve their memory with practice. Children will have the opportunity to share their thoughts and add their memorization strategies to a class display, reinforcing the idea that memory improvement is a gradual process.



If your memories have strong emotions attached to them, like the learning something new in an exciting lesson, they are even more likely to be stored long term and remembered because the hippocampus is part of understanding our emotions and senses. Do you remember an exciting lesson you had at school?



**Meta-Meg knows a lot about how the brain works.**  
What can you remember about what you have learned about the brain?  
Let's have a little review.



## Unit: Being me in my world!

### **Lesson 1**

**LI: We are learning to create a class charter using articles.**

**LI: We are learning to identify what we already know about making people feel welcome and valued.**

To begin the year, children will be looking at a range of articles. They will use these to put in order of which they feel are the most important to least. As a class, the children will then create a charter to follow throughout the year.

Then children will complete a frame which will identify what they already know about our new topic and address questions to what they would like to find out.







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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

We are using **Superhero spellings weekly**. Remember to try and use these words in sentences to show that you understand their meanings. Please also practise your handwriting using the spellings. These will be available on Google Classroom as well as printed and handed out every week.

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

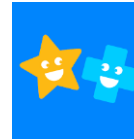


### Maths

#### Doodle Maths

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

Your homework will often 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, such as a pencil, eraser and sharpener. This should also include:



**Amethyst and Amber will start swimming soon - details to follow:**

**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

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First set of spellings will be issued next week and will show on Google Classroom on Thursdays - please do keep checking Google Classroom and ensuring your child practises the spellings on a **daily basis**

swimming kit on the appropriate day.

- Swimming Hat
- Goggles
- Swimming costume/ Shorts
- A towel



### Talk Tuesday

Log into your Google Classroom to discuss your Talk Tuesday question of the week with your family and send in your responses!