

Weekly Overview of Learning

Year Group: 4 Week beginning: 22.04.24

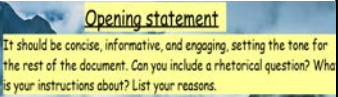
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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus	Think, pair, share and class discussion	Class collaboration Cold Calling	Class discussion Think, pair, share Ask questions, seek clarification, and express their ideas	Class discussion Think, pair, share	Active listening Ask relevant questions Articulate and justify answers
Key vocabulary and Key Bloom's higher order thinking questions	<p>Key vocabulary instructions components purpose introduction title method opening statement closing statement equipment imperative verbs adverbs prepositions chronological order time conjunctions</p> <p>Key Questions: What features can you spot in this instruction? What are imperative verbs? What are instructions, and why are they important? What are the main components of instructional texts? Can you identify any examples of instructions in your daily life? How might the audience or purpose of instructions affect how they are written?</p>	<p>Key vocabulary equipment design list opening statement rhetorical question concise informative engaging description tone</p> <p>Key Questions: Who is the protagonist in the story? Who is Uncle Sung? Why did Ashley flee to China? Where did their journey take them? What is the weather like there? How can you describe the mountains? What is a cloud forest? What are some challenges you may face living in a cloud forest? What literary devices have been used? What would make a suitable shelter? What is unsuitable?</p>	<p>Key vocabulary instructions method chronological order prepositions Adverbials of time imperative verbs time conjunctions WHITEBUS FANBOYS Descriptive language formal impersonal tone subordinate conjunctions</p> <p>Key Questions: What literary devices have been used in the method? What is the purpose of the method section in instructional writing? How does chronological order help to organise instructions effectively? What role do adverbs play in providing additional detail and clarity in instructions? Why are imperative verbs important in instructional writing?</p>	<p>Key vocabulary closing statement summarise reinforce main point impression top tip effective reader</p> <p>Key Questions: Why is a closing statement important in an instructional guide? What are the main purposes of a closing statement? How does a strong closing statement reinforce the main message of the instructional guide? What elements can be included in a closing statement to leave a lasting impression on the reader? What is the purpose of including a "top tip" in the closing statement? Can you identify examples of effective closing statements in instructional guides or other texts? How can we apply what we have learned about crafting closing statements to our own instructional writing?</p>	<p>Key vocabulary introduction title sub-headings clear list of equipment method imperative verbs adverbs prepositions of place, time, movement chronological order adverbials of time diagrams labels paragraph formal tone top tip closing statement</p> <p>Key Questions: How can we use literary devices to engage and captivate the reader in an instructional guide? What are some examples of literary devices that can be effectively used in instructional writing? How does the use of descriptive language enhance the reader's understanding of the instructions?</p>

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		<ul style="list-style-type: none"> - What are some features of shelters that would be suitable for the cloud forest? - Can you think of any materials that would be useful for building a shelter? 	<p>Can you identify examples of adverbs and imperative verbs in instructional texts?</p> <p>What elements should be included in the method section of instructions for building a shelter in the cloud forest?</p> <p>What are some strategies for peer assessment to provide constructive feedback on instructional writing?</p> <p>How can we improve our instructional writing skills based on feedback received from peers?</p>		<p>What strategies can we use to integrate literary devices into our instructional guide?</p>
Activities	<p>In this lesson, children will gain a comprehensive understanding of the components and purpose of instructions. Through examining various examples, students will identify the distinct features that make up instructional texts. Engaging in a group activity, students will collaboratively analyse different sets of instructions, highlighting key features and providing explanations. Towards the end of the lesson, children will reflect on their learning, summarising key facts and insights gained about instructions.</p>	<p>In this lesson, children will embark on a comprehensive journey towards creating an instructional guide on building a shelter in the cloud forest. Beginning with drafting an opening statement, children will learn to capture the reader's attention and set the tone for their instructions. They will then go on to designing their shelter. They will sketch and label their envisioned shelter, considering key elements such as structure and functionality. After that, they will write the equipment list.</p> 	<p>In this lesson, children will gain proficiency in writing the method section for their instructional guide, with a focus on chronological order, adverbs, and imperative verbs. Through the task of drafting instructions on building a shelter in the cloud forest, students will actively apply their understanding of these key elements. Engaging in guided practice, children will analyse examples as a class to deepen their comprehension before crafting their own instructions. They will have a checklist to ensure they have included all the features. Finally, through peer assessment, children will evaluate and provide feedback on each other's work, fostering collaboration and reinforcing their learning. By the end of the lesson, children will have written clear and effective instructions, equipped with the tools necessary to guide others through the process of building a shelter in the</p>	<p>In this lesson, children will learn the importance of drafting a compelling closing statement for their instructional guide. They will understand that a strong closing statement helps to summarise key points, reinforce the main message, and leave a lasting impression on the reader. Additionally, children will discover the value of including a "top tip" for the reader, providing practical advice or insight related to the topic. Through the analysis of examples as a class, children will identify effective elements of closing statements and learn how to construct their own. By the end of the lesson, children will have written an impactful closing statement that effectively concludes their instructional guides and leaves readers informed and inspired.</p>	<p>In this lesson, children will learn to apply their knowledge of composing an instructional guide on how to build a shelter in the cloud forest. They will be incorporating literary devices to engage and instruct the reader effectively. They will understand the importance of using language creatively to captivate the reader's attention and enhance comprehension. Children will begin the process of writing their instructional guide, utilising the skills and techniques they have acquired throughout the week. They will apply all key features learned, including clear and concise language, chronological organisation, descriptive language, and the use of imperative verbs. By the end of the lesson, children will have developed a deeper understanding of how to create engaging and informative instructional guides that effectively communicate their intended message to the reader. They will then reflect on what they have learned about instructional guides and something they still find challenging.</p>

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<p>There are 5 tables. On each table will be a different set of instructions. You will need to highlight and write all the features of an instruction you can spot.</p> <p>How to Build a Dinosaur and Dig</p> <p>Instructions checklist</p> <p>An imperative verb - this encourages the reader to have a go.</p> <p>Time conjunctions - before, after</p> <p>Imperative verbs - Add, pick, cut</p> <p>Adverbials of manner - carefully, gently</p> <p>Prepositions - near, in, on, below</p> <p>Subordinate conjunctions - (AWHITEBUS)</p> <p>FANBOYS</p> <p>Descriptive language - sturdy branches, triangular shape, waterproof material, damp ground</p> <p>Formal, impersonal tone - Using standard English and avoiding personal pronouns.</p>		<p>cloud forest.</p> <table border="1"> <tr><td>Checklist</td></tr> <tr><td>Chronological order</td></tr> <tr><td>Time conjunctions- before, after</td></tr> <tr><td>Imperative verbs- Add, pick, cut</td></tr> <tr><td>Adverbials of manner- carefully, gently</td></tr> <tr><td>Prepositions- near, in, on, below</td></tr> <tr><td>Subordinate conjunctions- (AWHITEBUS)</td></tr> <tr><td>FANBOYS</td></tr> <tr><td>Descriptive language- sturdy branches, triangular shape, waterproof material, damp ground</td></tr> <tr><td>Formal, impersonal tone- Using standard English and avoiding personal pronouns.</td></tr> </table>	Checklist	Chronological order	Time conjunctions- before, after	Imperative verbs- Add, pick, cut	Adverbials of manner- carefully, gently	Prepositions- near, in, on, below	Subordinate conjunctions- (AWHITEBUS)	FANBOYS	Descriptive language- sturdy branches, triangular shape, waterproof material, damp ground	Formal, impersonal tone- Using standard English and avoiding personal pronouns.	<p>Closing statement</p> <p>A strong closing statement helps to summarise key points, reinforce the main message, and leave a lasting impression on the reader.</p> <p>Look at these examples. Before you write your closing statement you can include a top tip.</p> <p><i>Now, you are ready to play with your nice, clean puppy once again. Enjoy!</i></p> <p>One final top tip: Tissue paper can rip easily so make sure you handle it with care.</p> <p>As long as you follow these instructions carefully you will create the perfect poppy!</p>	
Checklist														
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<p>You are a wise wizard or master Yoda. Think about how you will best pass on what you know.</p>														

<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Amber TEXT – King of the cloud forests Author – Michael Morpurgo</p>	<p>Obsidian TEXT – Matilda Author – Roald Dahl</p>	<p>Amethyst TEXT - Ammit's Revenge Author – Juliet Desailly</p>	<p>Moonstone TEXT – Awful Auntie Author – David Walliams</p>
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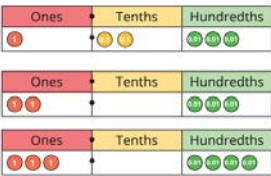
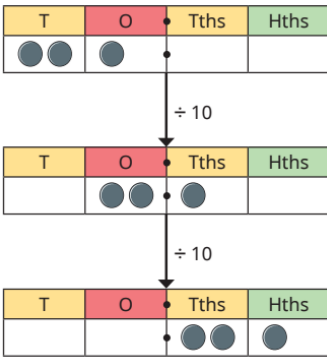
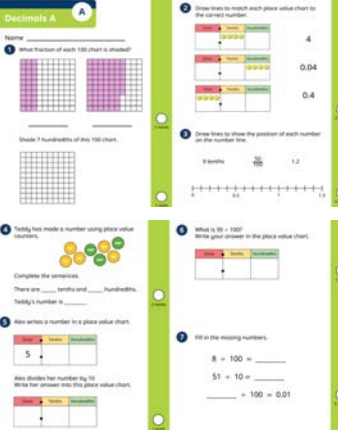
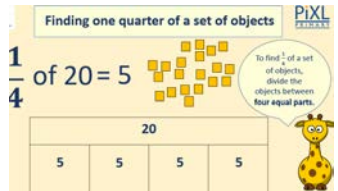


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Maths - Decimals	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to explore and understand hundredths using a place value chart.</u></p>	<p><u>LI: We are learning to divide 1- and 2-digit numbers by 100.</u></p>	<p><u>LI: We are learning to consolidate our learning of decimals.</u></p>	<p><u>PIXL THERAPY - Finding Fractions of a Set</u></p>	<p><u>LI: We are learning to develop fluency with our times tables.</u> <u>LI: We are learning to complete a range of arithmetic questions in a given time using our prior learning.</u></p>
<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary:</u> Ones, Tenths, Hundredths, Decimals, Column, Place value chart, Exchanging, Greater than, Less than and Flexibly Partitioned.</p> <p><u>Key Questions:</u> -What is a hundredth? -How many hundredths are equivalent to 1 tenth? -How many hundredths are equivalent to 1 whole? -Is ___ greater/smaller than ? -How can you represent this decimal number on a place value chart? -How is the hundredths column on a place value chart similar to/different from the column?</p>	<p><u>Key Vocabulary:</u> Ones, Tenths, Hundredths, Decimals, Column, Place value chart, Divide.</p> <p><u>Key Questions:</u> -What exchanges can you make? -How can you use a place value chart to show dividing a number by 100? -How is dividing by 100 similar to/different from dividing by 10? -What happens to a number when you divide it by 100? -Does the decimal point ever move? -If you divide by 10 twice, what do you notice?</p>	<p><u>Key Vocabulary:</u> Ones, Tenths, Hundreths, Decimals, Fractions, Represent, Place Value Chart, Exchanging, Number line and Divide.</p> <p><u>Key Questions:</u> -What did you find easy in this unit? -What were your strengths? -What did you find difficult in this unit? -What were your weaknesses? - how did you overcome these? -What do you already know from the unit of learning? - What decimal does this place value chart represent? -Explain what is happening when we divide by 10 and 100? What is similar and what is different? -How would you represent 2/100 in words, fraction and decimal?</p>	<p><u>Key Vocabulary:</u> fraction, numerator, denominator, set, part, whole, equal, proper fraction, unit equivalent</p> <p><u>Key Questions:</u> What is a fraction, and how does it represent a part of a whole? How do the numerator and denominator contribute to the meaning of a fraction? Can you give examples of everyday situations where fractions represent parts of a whole? Why do we multiply to find a fraction of a set? Can you explain the relationship between multiplication and finding fractions of a set?</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 eleven 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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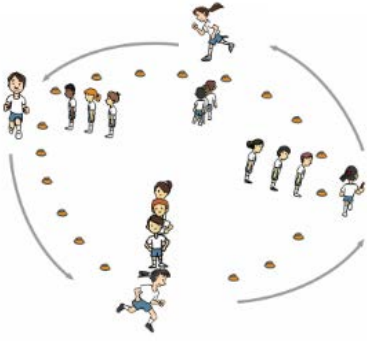
Activities					
<p>Activities</p>	<p>Today, the children continue to explore hundredths as decimals by looking at the hundredths column in a place value chart. Children should be confident with the understanding that 10 hundredths make up 1 tenth. Exchanging ten 0.01 counters for one 0.1 counter in a place value chart will help to reinforce this understanding. It is important that children understand that 0.1 is greater than 0.09 even though 1 is less than 9. This can be seen when putting both numbers in a place value chart and considering the value of each column. Children use place value counters to flexibly partition decimal numbers involving tenths and hundredths.</p> <p>Write the decimal numbers shown in the place value charts. How many ones, tenths and hundredths are there in each number?</p> 	<p>Building on their learning from the multiplication and division block and the earlier steps in this block, in this small step children divide 1-and 2-digit numbers by 100. Children should build numbers using place value counters and use exchanges to support their understanding. Once confident working with place value counters, they could move to using place value charts and recognise that dividing a number by 100 moves all the counters two places to the right. Exploring the difference between moving two places for 100 and one place for 10 is important at this stage.</p> 	<p>Today, the children will complete their end of unit test for decimals A. The children will revisit and recap their prior learning of this topic and address any gaps or common misconceptions with their teacher before having a go themselves. After the test, the children will self mark and be able to reflect on their learning further with class teachers going over any questions the children may have found difficult.</p> 	<p>The children will be recapping finding a fraction of a set as it has come up as a gao overall.</p> <p>The objective of this lesson is to enable children to understand and apply the concept of finding fractions of a set. By the end of the lesson, children should be able to represent fractions visually, use multiplication to find parts of a set, and connect their understanding to real-world situations.</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>  <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!

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Music –	RE	PE – Get Set 4 PE
<p style="text-align: center;">Unit: Global pentatonics Lesson 2</p> <p>LI: We are learning to improvise pentatonic melodies</p> <p>Unit Key Words: Pentatonic, Melody, Pitch, Scale, Improvise</p> <p style="text-align: center;"><u>Success criteria:</u></p> <ul style="list-style-type: none"> ● Use musical vocabulary to describe pitch moving. ● Match the pitch accurately in an echo song. ● Improvise and create short pentatonic patterns over an accompaniment. <p>In this lesson, children will focus on understanding and utilising musical vocabulary related to pitch, such as ascending and descending. They will engage in various activities, including a siren warm-up exercise, playing copycat rhythms, and listening to and analysing a cowboy song that utilises the pentatonic scale. Through these activities, they will learn to improvise melodies using the pentatonic scale and explore the concept of pitch through hands-on activities and musical games.</p> <div data-bbox="241 986 645 1200" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Improvise melodies on the pentatonic scale</p>  <ul style="list-style-type: none"> ● Listen to the scale being played up and down. ● Can you mirror the pitch shape and flow of the scale with your hands? ● In pairs play 'copy me'. Sharing an instrument, one person makes up a pattern of notes, the other listens and copies. Swap roles. <p style="font-size: small;">C-D-E-G-A-G-E-D-C</p> </div> <p>Moonstone and Amethyst are learning how to play the Ukulele with Mr Oliver</p>	<p style="text-align: center;">Unit: Sacred Texts Lesson 2</p> <p>LI: We are learning to explore the word 'sacred' and analyse their significance in 5 major religions (AT1)</p> <p>Today's lesson is a continuation from last week and we will recap the following questions by watching clips of 5 major religions and what their sacred texts mean to them; What does sacred mean? How are sacred texts treated? Where are they kept? How does this show their importance to believers? Why do you think members of some faiths treat their sacred texts differently to members of others?</p> <p>Task: Write an acrostic with the word Sacred. The acrostic poem should explain the meaning of what holy books are to religious people.</p> <p>e.g. Sacred texts support people in times of need Answering questions they have</p> <p>C R E D</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;">    </div>	<p style="text-align: center;">Unit: Athletics Lesson 2</p> <p>LI: To develop power and speed in the sprinting technique.</p> <p>At the end of this lesson children should be able to bend their elbows at 90 degrees, run with fluency and coordination alternating your arms and legs and sprint on the balls of your feet moving your hands from pocket to mouth. In groups of four, two pupils stand one behind the other 20m away from their teammates opposite them. The first pupil sprints to their teammate opposite, tagging their hand for them to run. Time 1 minute. Collectively, how many laps can they complete in this time? Pupils share ideas on how to improve their own and others' technique.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Unit: Fitness Lesson 2</p> <p>LI: To develop speed and strength.</p> <p>At the end of this lesson children complete each exercise slowly and with control and show they can;</p> <ul style="list-style-type: none"> ● Keep their elbows bent. ● Move their hands from their pocket to their mouth. ● Run on the balls of your feet.

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		<p>Unit: Swimming (Moonstone & Obsidian)</p> <p>Weekly sessions of swimming are delivered on Mondays and Tuesdays, by qualified instructors.</p> 
Art	Spanish – Language Angels	PSHE - Jigsaw

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Unit: Craft and design

Lesson 2

LI: We are learning to develop imagery, by experimenting with perspective.

In this lesson, children will be learning to develop imagery by experimenting with perspective. The main focus will be on understanding the concept of a "viewfinder" and how it can be used in art. Through hands-on exploration, children will engage with their chosen Ancient Egyptian animal image using the viewfinder tool. They will sketch out four different perspectives of the same image, allowing them to explore how changing perspectives can alter the visual representation of an object or scene. Through this process, children will develop their understanding of perspective in art and enhance their ability to create dynamic and visually engaging imagery.



Vocabulary

composition	develop
mark making	materials
pattern	texture
view	viewfinder

Unit: La clase

Lesson 2

LI: We are learning to understand the meaning of a further six classroom object nouns with their indefinite articles/determiners whilst recycling and consolidating the six nouns from last week.

In today's lesson, the children will revise the vocabulary learnt last week and add on a further six items so that they have a wider bank of vocabulary to use when they describe what they have/ do not have in their pencil cases by the end of the unit.

New Key Language

una calculadora	=	a calculator
una regla	=	a ruler
una barra de pegamento	=	a glue stick
una goma	=	a rubber
una mochila	=	a pencil case
unas tijeras	=	scissors <i>(better translated as a pair of scissors)</i>

Unit: Relationships

Lesson 2

LI: We are learning to identify someone, I love and express why they are special.
LI: We are learning to know how most people feel when they lose someone or something they love

In this lesson, children will explain that when we lose special people, pets and things in our lives the feelings we get are normal. Loss is a fact of life - sooner or later we will all have times when someone close dies or leaves us, or there is a big change in our lives, like moving away. Children will discuss why loss can be hard because we love and value the people around us and the thing, person or place we have lost and losing someone special hurts us and can make us feel vulnerable or unsure/insecure. The children suggest the things we can do and say day-by-day to make sure our special people know they are important to us.

LI: We are learning to know how most people feel when they lose someone or something they love



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Here is a breakdown in terms of gender and plurality of the nouns in the unit.

Masculine singular nouns

un libro = a reading book
un cuaderno = an exercise book
un estuche = a pencil case
un lápiz = a pencil
un bolígrafo = a pen
un sacapuntas = a sharpener

Feminine singular nouns

una calculadora = a calculator
una regla = a ruler
una goma = a rubber
una mochila = a rucksack
una barra de pegamento = a glue stick

Plural Nouns

unas tijeras = some scissors/a pair of scissors

Science - Wellington Curriculum

Topic (History) – Cornerstones Curriculum

Computing – Barefoot and Teach Computing

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Unit: Grouping and Classifying

Lesson 2

LI: We are learning to identify vertebrates and invertebrates in the animal kingdom.

Skill: We are learning to compare and group living things based on their observable features and behaviours.

In this lesson, children will learn to use scientific vocabulary to report findings, draw conclusions, and identify next steps. They'll compare and group living things based on observable features and behaviour. By the end, they should understand the division of the animal kingdom into vertebrates and invertebrates. They'll sort picture cards into animal and plant kingdoms, then further classify animals into vertebrates and invertebrates. Discussion and question sheets will reinforce their understanding.



Carl Linnaeus (1707–1778) was a Swedish scientist who invented the taxonomy of living things. His system is still used today, including how we name living things.

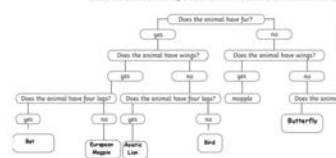
Week commencing Monday, 22nd April 2024

LI: We are learning to identify vertebrates and invertebrates in the animal kingdom.

Skill: We are learning to compare and group living things based on their observable features and behaviours.

Classifying Vertebrates

Look at this animal. Use the key to work out what it is called. Circle the animal's name.



Unit: Misty Mountains and Winding river

Lesson 2

LI: We are learning to explain how the physical processes of a river, sea or ocean have changed a landscape over time.

Skill - LI: We are learning to describe and explain the transportation of materials by rivers.

In this lesson children will explain how the physical processes of a river, sea or ocean have changed a landscape over time. They will also describe and explain the transportation of materials by rivers.

By the end of this lesson children should know:

- Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation.
 - Rivers transport materials in four ways
- Solution is when minerals are dissolved and carried in the water.
- Suspension is when light material is carried.
- Saltation is when small pebbles and stones are carried along the riverbed.

Erosion and Deposition

Why don't rivers travel in straight lines?

- They have to avoid obstacles as they flow downhill.
- People have altered river courses over time.

Erosion and deposition can change the shape of a river.

- What do you think erosion and deposition are?



Unit: Photo Editing

Lesson 2

LI: We are learning to explain that colours can be changed in digital images

Image, adjustments, effects, colours, hue, saturation, sepia, vignette

Success criteria:

- I can explain that different colour effects make you think and feel different things
- I can experiment with different colour effects
- I can explain why I chose certain colour effects

Activity:

In this lesson, children will explore how editing photos can change the way people think or feel when they see them. They'll learn about adjusting colours and light to create different effects in images. Through activities, they'll practise describing how photos make them feel and think. They'll also learn how to purposefully edit photos to match specific scenarios or themes. By the end, they'll understand how editing choices can impact the message and mood of an image.

What differences did you notice?



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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

Maths

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

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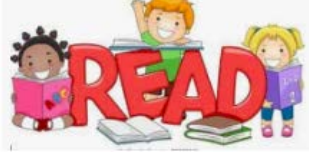
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Reading Tasks

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

Your teacher will check and sign your work once a week.



Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.

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



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 vary each week and may be in the form of a worksheet and handed out to you or set to your Doodle extras each week. This will be set on a Thursday and due on a Monday.

Spelling and dictation - Remember to try and use these words in sentences to show that you understand their meanings.

Doodle English and Doodle Spell - log in to your account at least 4-5 times this week

Week 8

1. action
2. meditation
3. position
4. celebration
5. attraction
6. mention
7. devotion
8. invention
9. exhibition
10. hesitation

Doodle Maths

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

Your homework will vary each week and be in the form of a worksheet or be set to your 'Doodle extras' each week. This will be set on a Thursday and due on a Monday.



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

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

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

Times Tables Rock stars:

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



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

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



Moonstone and Obsidian are now swimming:

Monday: Moonstone (Spelthorne Leisure Centre)

Tuesday: Obsidian (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

Weekly Overview of Learning

Year Group: 4 **Week beginning: 22.04.24**

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