

Weekly Overview of Learning

Year Group: 4 Week beginning: 23.09.24






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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus	<p>The Language of Sequencing</p> <p>Whilst Ra was climbing the towering tower.....</p> <p>Next, the entrance to a secret chamber appeared</p> <p>Later, the sunlight began to fade</p>	<p>The Language of Retelling</p> <p>Let me take you back to the start, where it all began with... As things started to unfold, we... 'What happened next?' 'What did....?'</p> <p>In summary... The consequence of...</p>	<p>The Language of Retelling</p> <p>Let me take you back to the start, where it all began with... As things started to unfold, we... 'What happened next?' 'What did....?'</p> <p>In summary... The consequence of...</p>	<p>The Language of Comparison (comparing and contrasting)</p> <p>It felt so different because... It looked the same because... It appeared to be so different It was different to what Ra expected...</p>	<p>The Language of Sequencing</p> <p>Whilst Ra approached his mother,</p> <p>Next, his mother.....</p> <p>Later, they rejoiced...</p>
Key vocabulary and Key Bloom's higher order thinking questions	<p>Key vocabulary fairy tale, traditional, characters, magic, setting, opening, build up, dilemma, resolution, closing and story mountain</p> <p>Key Questions: What themes usually occur in fairytales? What are fairy tales often linked to? What writing techniques have we learnt? How can they help to improve our writing? What effect do they have on the reader? When have we used a story mountain before? Why is it in the shape of a mountain? What else uses this structure? Who are the characters?</p>	<p>Key vocabulary fairy tale, traditional, characters, magic, setting, opening, story mountain, draft, Ancient Egyptian</p> <p>Key Questions: What have we learnt this half term? Which literary device has been your favourite to learn? Why? Look back at the character descriptions you wrote about Rhodopis. What did you include? TTYP. What literary devices does the WAGOLL use? How are you going to open your story? What did you write in your plan?</p>	<p>Key vocabulary fairy tale, traditional, characters, magic, setting, build up, story mountain, draft and Ancient Egyptian</p> <p>Key Questions: How does this picture build tension? How will you incorporate tension into your 'build up'? Can you remember how dialogue using direct speech can help to enhance action? Can you remember how to punctuate speech accurately? What literary devices does the WAGOLL use? How are you going to 'build up' your story? What did you write in your plan? TTYP.</p>	<p>Key vocabulary Fairy tale, traditional, characters, magic, setting, dilemma, story mountain, draft and Ancient Egyptian, five senses</p> <p>Key Questions: You have been invited to two of your friends' parties on the same evening. What do you do? What is the problem? How would you solve it? (Starter) Can you remember what we can use in our setting descriptions to make them really descriptive? What are the five senses? How can you use them to uplevel your writing? What literary devices does the WAGOLL use? What is the 'dilemma' in your story? What did you write in your plan? TTYP. Have you proof-checked your work for punctuation and spelling errors?</p>	<p>Key vocabulary Fairy tale, traditional, characters, magic, setting, resolution, story mountain, draft and Ancient Egyptian, character description</p> <p>Key Questions: Your two best friends have fallen out with each other, making you feel awkward. How would you resolve the problem? (Starter) Look back at the character descriptions you wrote about Rhodopis. What did you include? TTYP. What literary devices does the WAGOLL use? How are you going to resolve your dilemma? What did you write in your plan? Have you proof-checked your work for punctuation and spelling errors?</p>

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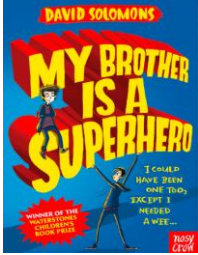
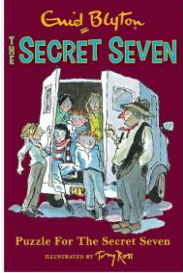
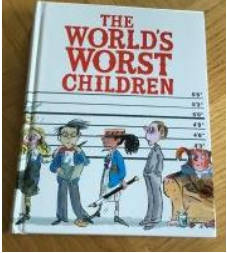
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	<p>What themes occur in this story? What happens in the opening? Build up? Dilemma? Resolution? Ending?</p>				
<p>Activities</p>	<p>In this lesson the children will re-cap the literary devices and creative writing techniques that we have learnt over the past few weeks as well as learning about the story mountain structure in preparation to start drafting their HOT tasks next week,</p> <p>The children will be made aware that they will rewrite Jack and the Beanstalk in an Egyptian style just like the Egyptian Cinderella.</p> <p>To grasp the concept of the story mountain further and to re-cap the original story of Jack and the Beanstalk, the children will plot the key events of Jack and the Beanstalk on a story mountain remembering the example looked at as a class in yesterday's lesson.</p> 	<p>In this lesson the children will use what they have learnt over the past few weeks and their plan to draft the opening of their rewrite of Jack and the Beanstalk. In the opening the children will focus on including a character description. This is a skill they have worked on recently.</p> 	<p>.In this lesson the children will use what they have learnt over the past few weeks and their plan to draft the build up of their rewrite of Jack and the Beanstalk. In the opening the children will focus on including dialogue between characters to enhance action. This is a skill they have worked on recently.</p> 	<p>In this lesson the children will use what they have learnt over the past few weeks and their plan to draft the dilemma to their rewrite of Jack and the Beanstalk. In the dilemma the children will focus on including a setting description using the five senses. This is a skill they have worked on recently.</p> 	<p>In this lesson the children will use what they have learnt over the past few weeks and their plan to draft the resolution to their rewrite of Jack and the Beanstalk. In the resolution the children will focus on including a character description using higher level vocabulary and expanded noun phrases. This is a skill they have worked on recently.</p> 

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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Amber TEXT – The Danger Gang Author – Tom Fletcher</p> 	<p>Obsidian Text - My brother is an evil genius Author – David Solomons</p> 	<p>Amethyst Text – Puzzle for the Secret Seven Author – Enid Blyton</p> 	<p>Moonstone Text – The World's Worst Children Author – David Walliams</p> 
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Maths - Place Value	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>L.I: We are learning to compare numbers using less than, more than and equal to.</u></p>	<p><u>L.I: We are learning to order numbers to 10,000.</u></p>	<p><u>L.I: We are learning to build on our knowledge of Roman numerals from 1 to 12, and learn that L represents 50 and C represents 100</u></p>	<p><u>L.I: We are learning to round to the nearest 10.</u></p>	<p><u>L.I: We are learning to develop fluency with our times tables.</u> <u>L.I: 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> value, digit, thousands, hundreds, tens, ones, column, compare, greatest value, value, represent</p> <p><u>Key Questions:</u> What is the value of the first digit in...? What is the value of the digit in...? How many</p>	<p><u>Key Vocabulary:</u> Ones, Tens, Hundreds , Thousands, Represent, Compare, Descending, Ascending, Order, Greatest and Smallest</p> <p><u>Key Questions:</u> Which digit in each number has the greatest value? What are the values of these digits?</p>	<p><u>Key Vocabulary:</u> Roman numerals Represent I V X XX L C D</p>	<p><u>Key Vocabulary:</u> Ones Tens Represent Compare Rounding Estimate Nearest</p> <p><u>Key Questions:</u></p>	<p><u>Key Vocabulary:</u> Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p><u>Key Questions:</u> -What do you recognise about the ___ times tables? - Can we use our knowledge of the ___ times tables and the ___ times tables</p>

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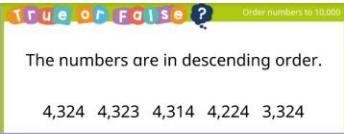
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	<p>thousands/hundreds/tens/ones are there? Which column do you start comparing from? Which digit in each number has the greatest value? What is the value of these digits? When comparing two numbers, if the first digits are equal in value, what do you look at next? Which is the greater number? How do you know?</p>	<p>When comparing two numbers with the same number of digits, if the first digits are equal in value, what do you look at next?</p>	<p>M</p> <p>Key Questions: What patterns can you see in the Roman number system? What rules do you use when converting numbers to Roman numerals? What letters are used in the Roman number system? What does each letter represent? How do you know what order to write the letters in when using Roman numerals? What is the same and what is different about representing the number twenty-nine in the Roman number system and our number system?</p>	<p>What is the multiple of 10 after ? What is the multiple of 10 before ? Which multiple of 10 is closer to? How do you know? Which numbers rounded to the nearest 10 result in zero? Which place value column do you need to look at to decide which multiple to round to? What numbers when rounded to the nearest 10 give the result 50/500?</p>	<p>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>																																																
<p>Activities</p>	<p>This small step focuses on comparing numbers up to 10,000 using language such as greater/smaller than, less/more than. Children will be using the inequality symbols, <, > and =.</p> <p>Write <, > or = to compare the numbers.</p> <p>a) <table border="1" style="display: inline-table; margin-right: 10px;"><tr><th>Th</th><th>H</th><th>T</th><th>O</th></tr><tr><td>1</td><td>4</td><td>9</td><td>0</td></tr></table> ○ <table border="1" style="display: inline-table;"><tr><th>Th</th><th>H</th><th>T</th><th>O</th></tr><tr><td>2</td><td>0</td><td>7</td><td>5</td></tr></table></p> <p>b) <table border="1" style="display: inline-table; margin-right: 10px;"><tr><th>Th</th><th>H</th><th>T</th><th>O</th></tr><tr><td>6</td><td>2</td><td>0</td><td>1</td></tr></table> ○ <table border="1" style="display: inline-table;"><tr><th>Th</th><th>H</th><th>T</th><th>O</th></tr><tr><td>6</td><td>2</td><td>3</td><td>5</td></tr></table></p> <p>c) <table border="1" style="display: inline-table; margin-right: 10px;"><tr><th>Th</th><th>H</th><th>T</th><th>O</th></tr><tr><td>7</td><td>0</td><td>0</td><td>5</td></tr></table> ○ <table border="1" style="display: inline-table;"><tr><th>Th</th><th>H</th><th>T</th><th>O</th></tr><tr><td>6</td><td>9</td><td>2</td><td>7</td></tr></table></p>	Th	H	T	O	1	4	9	0	Th	H	T	O	2	0	7	5	Th	H	T	O	6	2	0	1	Th	H	T	O	6	2	3	5	Th	H	T	O	7	0	0	5	Th	H	T	O	6	9	2	7	<p>In this small step, children will order a set of numbers up to 10,000.</p> <p>Children will be ordering numbers from the smallest to the greatest and the greatest to the smallest. They will also use language such as "ascending" and "descending" when putting numbers in order. We will look at examples where the same digit is used in the thousands or the hundreds column in order to determine the value correctly.</p> <p>We will continue to use manipulatives such as base 10 and place value counters to represent the numbers and make comparisons.</p>	<p>Children build on their knowledge of Roman numerals from 1 to 12 on a clock face, and learn that L represents 50 and C represents 100. Children explore the similarities and differences between the Roman number system and our number system, understanding that the Roman system does not have a zero and does not use placeholders. They are already familiar with the idea that, for example, 4 is written as IV rather than IIII, and they apply the same concept to write 40 as XL and 90 as XC.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Write <, > or = to complete the statements.</p> <p>49 ○ L XL ○ 21 + 19</p> <p>IV ○ VI L ○ C - L</p> <p>C ○ LX XC - X ○ C</p> </div>	<p>In this small step, children are introduced to rounding for the first time, starting with rounding to the nearest 10. Children begin by focusing on rounding 2-digit numbers, as it is clearer what the previous and next multiples of 10 are. It is important to include examples that have zero as a placeholder in the tens column, for example 304, as children can often think that 300 is not a multiple of 10 because it is a multiple of 100. Children should understand the convention that when the ones digit is 5, they round to the next multiple of 10. Avoid using language such as "round up" and "round down", as this can create misconceptions.</p>	<p>Today, children will log onto TTRS to compete in the year group tournament. The children will continue to practise recall and understanding of times tables with their teacher.</p> <div style="text-align: center; margin: 10px 0;">  </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>
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

Music –	RE	PE – Get Set 4 PE
<p align="center">Unit: This little light of mine Lesson 3</p> <p>L1: We are learning to refine our singing by exploring rhythm and phrasing to move to a jazz-styled piece.</p> <p align="center">Unit Key Words: Pentatonic scale, gospel music, off-beat, rhythm, call-and-response, progression snapshot 1.</p> <p><u>Key Questions</u> How can exploring rhythm and phrasing enhance our performance of a jazz-styled piece? What are the key elements of jazz music that we need to pay attention to when singing? How does the concept of call-and-response influence the way we perform and interpret the song? <u>Success criteria:</u></p> <ul style="list-style-type: none"> ● Move to a jazz-styled piece. ● Learn Part 1 of the song <i>I wanna sing scat</i>. ● Refine their singing by paying attention to the 	<p align="center">Unit: Sikhism Lesson 3</p> <p>L1.1: We are learning to develop empathy in Guru Nanak's journey, reflecting on his interactions with diverse people, and understanding the universal appeal of his message. L1.2: We are learning to link things that are important to me and other people with the way I think and behave.</p> <p><u>Key Vocab</u> Empathy, interactions, universal appeal, hypocrisy, yatra.</p> <p><u>Key Questions</u> How did Guru Nanak's interactions with diverse people reflect his message of oneness? Why is it important to align our actions with our beliefs, as Guru Nanak did? How did the methods of spreading messages in Guru Nanak's time differ from how we share information today?</p> <p>Discuss what modern technology means that today, when something happens, it is not long before the whole world knows about it. Gauge ideas from the children on how</p>	<p align="center">Unit: Hockey Lesson 3</p> <p>L1. To develop dribbling to beat a defender.</p> <p><u>Key Vocab</u> Dribble, space, defender, stick, goal.</p> <p>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</p> <p align="center">Unit: Netball Lesson 3</p> <p>L1. To develop movement skills to lose a defender.</p> <p><u>Key Vocab</u> Footwork, defenders, acceleration, obstruction, passing.</p>

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<p>rhythm and phrasing, articulation, and annunciating the words.</p> <ul style="list-style-type: none">● Perform for a video recording. <p>Children will be exploring a piece of music and learn to move to a jazz-styled piece. They will learn part 1 of the song 'I wanna sing scat'. Children will be looking at pitch and rhythm.</p>	<p>people may have spread or sent messages and how it would have taken months and even years to travel around sharing messages. Guru Nanak travelled for 30 years spreading the message about the oneness of God. Children will learn that Guru Nanak wanted to spread his message; the only tools he had at his disposal were his words and his deeds. Put the word 'hypocrisy' on the board. Does anyone know what it means? Explain that it is used to describe when someone says they believe in one thing but they do another. Explain how Guru Nanak was never accused of hypocrisy because the way he told others to live their lives was how he lived his. Sharing information about his travels, these travels are often called 'yatras'. The word 'yatra' means a journey or pilgrimage. Children will explore the different places Guru Nanak travelled to and his mannerisms of spreading the message.</p>	 <p>This week children will develop movement skills to lose a defender in netball. They'll practice changing direction and speed, improving footwork patterns, and recognizing when an attacker is free. Through activities like "Through the Gate" and 3v3 games, they'll enhance their teamwork, perseverance, and understanding of key netball rules like footwork and obstruction.</p> <p>Unit: Swimming (Amber & Amethyst)</p> <p>Weekly sessions of swimming are delivered on Tuesday and Wednesday , by qualified instructors.</p>
<p>Art</p>	<p>Spanish – Language Angels</p>	<p>PSHE - Jigsaw</p>

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Unit: Drawing - Powerprints

Lesson 3 - Across two lessons

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

Key Vocab

???

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 3

L.I: We are learning to consolidate numbers 1-10 and to introduce numbers 11-20 in Spanish.

Key Vocab

Uno (one), dos (two), tres (three), cuatro (four), cinco (five), seis (six), siete (seven), ocho (eight), nueve (nine), diez (ten), once (eleven), doce (twelve), trece (thirteen), catorce (fourteen), quince (fifteen), dieciséis (sixteen), diecisiete (seventeen), dieciocho (eighteen), diecinueve (nineteen), veinte (twenty).

Key Questions

How do you count from 11 to 20 in Spanish?

What are the Spanish words for the numbers 1 through 10?

How can you use numbers to ask someone's age or describe quantities 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.

In this lesson children will be recapping their numbers from 1-10 in Spanish and growing their language to a further 10 numbers.

New language:

11 once	12 doce	13 trece	14 catorce	15 quince
16 dieciséis	17 diecisiete	18 dieciocho	19 diecinueve	20 veinte

Unit: Being me in my world!

Lesson 3

Unit: Being me in my world!

Lesson 3

L.I: We are learning to understand who is in my school community, the roles they play and how I fit in.

L.I: We are learning to take on a role in a group and contribute to the overall outcome.

Key Vocabulary: Roles, responsibility, community, contribution, support.

Key Questions:

Who are the key members of the school community, and what roles do they play?

How can you contribute effectively to a group or team in the school community?

In what ways do the people around you help and support your learning and development?


Today, children will learn about the key members of the school community and their roles, discovering how adults support their learning and how they themselves contribute to a collaborative learning environment. Understanding these relationships helps children appreciate their own responsibilities in fostering a supportive and effective school community.



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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
<p>European Languages Day Activities</p> <p><u>LI: We are learning to understand and explore the diverse cultures, landmarks, and traditions of European countries.</u></p> <p><u>Key Vocab:</u> landmarks, culture, traditions, language, clothing, sports</p> <p><u>Key Questions:</u> What is the capital of your chosen country? What are the famous landmarks? What traditional clothing is worn? How does this country's culture differ from others?</p> <p>This week, children will research a European country selected by their class. They will explore important aspects such as landmarks, culture, traditional clothing, popular sports, and more. Using this information, they will create a Google Slides presentation to share with their peers, developing research, teamwork, and presentation skills.</p> 	<p>Unit: Ancient Civilisation</p> <p>Lesson 3</p> <p><u>LI: We are learning to to explore inventions of Ancient Sumerians and consider how they influence life today.</u></p> <p><u>Skill: To answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.</u></p> <p><u>Key Vocab</u> Invention, technology, Sumerians, cuneiform, irrigation.</p> <p><u>Key Questions</u> What are some key inventions of the Ancient Sumerians and how did they work? How did these Sumerian inventions improve daily life and work for the Sumerians? In what ways do we see the influence of Sumerian inventions in today's world?</p> <p>In this lesson children will learn that as their civilisation grew and developed, the Sumerians developed new inventions and technology to make life more comfortable and work more efficient. They will discuss the enquiry question 'How did significant Sumerian inventions change the way people lived?' They will have the opportunity to name each invention, describe what it is made from, say how they think it works and discuss how it might have changed the lives of the ancient Sumerians. The children will share their answers at the end of the session then discuss the concluding question, 'Are these Sumerian inventions still making life and work more comfortable and efficient in the world today?'</p>	<p>Unit: – Computing systems and networks – The internet</p> <p>Lesson 3</p> <p><u>LI: We are learning to outline how websites can be shared using the World Wide Web (WWW).</u></p> <p><u>Key vocabulary</u></p> <p>Website, web page, web address, router, routing, web browser</p> <p><u>Key Questions</u> What types of media can be shared on the World Wide Web? Where are websites stored when uploaded to the World Wide Web? How do you access a website using a web browser?</p> <p><u>Success criteria:</u></p> <ul style="list-style-type: none"> • I can explain the types of media that can be shared on the WWW. • I can describe where websites are stored when uploaded to the WWW. • I can describe how to access websites on the WWW. <p>The internet is connected by lots of routers. The World Wide Web is part of the internet where we can visit web pages and websites.</p> <p>We will be having a quiz about the world wide web.</p>

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WB: 18th September 2023
 LT: We are learning to explore inventions of Ancient Sumerians and consider how they influence life today.

Starter
 You are now going to imagine you are Archeologists - Does anyone know that word means?

V O C A B U L A R Y Enquiry question - 'How did significant inventions change the way people lived?'

First - on your tables are pictures of Sumerian inventions, we would like to work as a table as archaeologists to name each invention and describe what it's made from. You will need to discuss how it might have changed the lives if ancient Sumerians. Record your points on the back of each picture.

CT - starter does not need to be stuck in book.



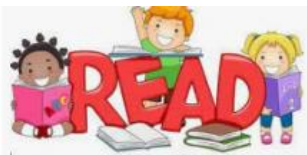
Homework

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.



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.



Maths

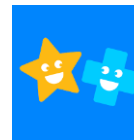
Doodle Maths

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?



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: 23.09.24

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

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



KS2

Superhero Spellings Week 3

1. cried
2. replied
3. denied
4. dried
5. fried
6. spied
7. rhyme
8. type
9. style
10. megabytes

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!



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