

Weekly Overview of Learning

Year Group: 4 Week beginning: 24.06.24


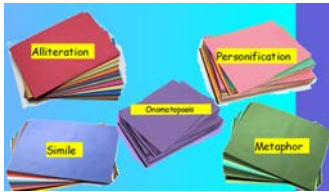

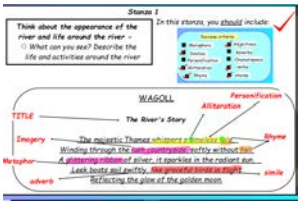


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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>L.I. We are learning to plan a poem using poetic devices to develop our writing.</u>	<u>L.I. We are learning to gather our ideas using poetic devices to create engaging and imaginative poems.</u>	<u>L.I. We are learning to draft Stanza 1 and 2 of our imaginative poem about the River Thames using poetic devices and descriptive language to create vivid imagery.</u>	<u>L.I. We are learning to draft Stanza 3 and 4 of our imaginative poem about the River Thames using poetic devices and descriptive language to create vivid imagery.</u>	<u>L.I. We are learning to write a descriptive poem about the River Thames, using imagery, poetic devices and descriptive language to bring the river to life. (Hot task)</u>
Speaking and Listening Focus	Class discussion and think, pair, share	collaborative working cold calling	class discussion sharing ideas	Think Pair Share cold calling	collaborative working Think, Pair, Share cold calling
Key vocabulary and Key Bloom's higher order thinking questions	<p>Key vocabulary Figurative Language Imagery Descriptive Writing Poem River Thames Imagination Expression Creativity Comparison Emotion Visualisation</p> <p>Key Questions: What literary devices would you find in a poem? What do you notice about how the sentence is formed? Why are these features important in poetry? How can we use other features to uplevel this sentence?</p>	<p>Key vocabulary simile metaphor personification alliteration onomatopoeia rhyme repetition imagery symbolism rhyme stanza</p> <p>Key Questions: What is a poetic device, and why do poets use them? Can you name some common poetic devices and give an example of each? How can we use our senses to gather ideas for our poems? What are some interesting or unusual places or objects you could write a poem about?</p>	<p>Key vocabulary simile metaphor personification alliteration onomatopoeia rhyme repetition imagery symbolism rhyme stanza title adverbs adjectives</p> <p>Key Questions: What are some descriptive words you can use to describe the River Thames? Which poetic devices can you include in your first stanza to create vivid imagery?</p>	<p>Key vocabulary simile metaphor personification alliteration onomatopoeia rhyme repetition imagery symbolism rhyme stanza title adverbs adjectives</p> <p>Key Questions: How can you use similes and metaphors to enhance your descriptions of the River Thames? What emotions or moods do you want to convey about the River Thames in your poem?</p>	<p>Key vocabulary simile metaphor personification alliteration onomatopoeia rhyme repetition imagery symbolism rhyme stanza title adverbs adjectives</p> <p>Key Questions: What specific images or scenes do you want to paint in your readers' minds in Stanza 1? How can you build on the imagery in Stanza 1 to create a seamless transition into Stanza 2?</p>

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		<p>How can we use similes and metaphors to make our poems more descriptive? What words can you use to create a specific mood or feeling in your poem? How can repetition or rhyme add rhythm to your poem? What is the main idea or theme you want to convey in your poem?</p>	<p>What sensory details (sight, sound, smell, touch, taste) can you incorporate into your poem to describe the River Thames? How can you revise your poem to make it even more engaging for your readers? Can you write a short poem using at least two different poetic devices?</p>	<p>What elements of the River Thames' surroundings can you include to make your poem more engaging? How can you use alliteration or onomatopoeia to add a musical quality to your poem?</p>	<p>What are the key differences between Stanza 1 and Stanza 2 in terms of the imagery and details you want to highlight? How can you revise your stanzas to make the imagery even more vivid and engaging? What is the overall theme or message you want to convey about the River Thames through your poem?</p>
<p>Activities</p>	<p>In this lesson, students will explore and understand various poetic devices and how they can be used to enhance their writing. They will brainstorm ideas, gather inspiration, and plan their poems by incorporating these devices to create vivid and imaginative poetry.</p> <p>We will delve into the realm of figurative language, specifically exploring the use of metaphors, similes, onomatopoeia and personification, to craft expressive poems centred around the River Thames.</p> <p>Finally children will get the opportunity to work in groups to write down as many examples to describe the River Thames.</p> 	<p>Today the children will be collating and gathering their wonderful ideas from the last lesson where they worked in groups to brainstorm their ideas on sugar paper.</p> <p>This will give them a plan to follow whilst they begin drafting their hot tasks tomorrow. The children will have all their ideas on one page, with rich vocabulary and literary devices to include in their own River poems.</p>  	<p>in this lesson, students will focus on drafting the first two stanzas of their poem about the River Thames. They will use poetic devices and descriptive language to create vivid and engaging imagery. Students will learn how to incorporate sensory details, similes, metaphors, and other poetic techniques to bring their poems to life.</p> <p>We will guide children through drafting the first stanza, focusing on setting the scene and introducing the River Thames using vivid imagery and poetic devices.</p> <p>They will be encouraged to use sensory details and creative comparisons to make their descriptions more engaging.</p> 	<p>Today, the children will now write their final two stanzas to complete their poems.</p> <p>Some of the questions children will be using to write these up will include: Thinking about how you can personify the river to give it human-like qualities. How does the River Thames make you feel? What colours do you see the rivers painting? What are some sounds around the river - what can you hear? Where is the noise coming from? We will be using onomatopoeia to make the sounds come to life!</p> <p>Then, the children will have an opportunity to self-reflect and green pen their work. They will be looking for their own errors and making corrections.</p> 	<p>Finally, The children will write up their poems neatly on hot task paper with their green pen work integrated.</p> <p>In this lesson, students will apply their knowledge of poetic devices, imagery, and descriptive language to write a complete descriptive poem about the River Thames. This "hot task" serves as an opportunity for students to independently demonstrate their ability to create vivid and engaging poetry.</p> 

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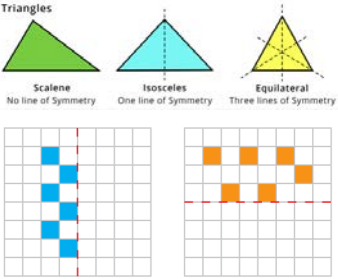
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Amber TEXT – King Of The Cloud Forests Author – Michael Morpurgo</p> 	<p>Obsidian TEXT – King Of The Cloud Forests Author – Michael Morpurgo</p> 	<p>Amethyst TEXT – King Of The Cloud Forests Author – Michael Morpurgo</p> 	<p>Moonstone TEXT – King Of The Cloud Forests Author – Michael Morpurgo</p> 
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Maths - Decimals	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Key vocabulary and key questions</p>	<p><u>LI: We are learning to explore and identify quadrilaterals using parallel and perpendicular lines.</u></p> <p><u>Key vocabulary</u> polygon quadrilateral right angles equal sides parallel properties</p> <p><u>Key questions</u> What is a polygon? • What does “quad” mean? What is a quadrilateral? • What is the difference between these two quadrilaterals? • How many right angles are</p>	<p><u>LI: We are learning to explore and identify polygons.</u></p> <p><u>Key vocabulary</u> polygon sides angles regular irregular</p> <p><u>Key questions</u> What is a polygon? • What is a polygon with sides called? • How many angles/sides does an octagon have? What other words do you know that start with “oct”? • What is the same and what is different about these polygons?</p>	<p><u>LI: We are learning to identify and create lines of symmetry.</u></p> <p><u>Key vocabulary</u> Vertical Horizontal Symmetry Direction Mirrors Shapes Folding Congruent Orientation</p> <p><u>Key questions</u> • What is a line of symmetry? • How can you arrange these two shapes to make a symmetrical image? • Does this shape have any lines</p>	<p><u>LI: We are learning to apply our understanding of lines of symmetry to create a simple symmetric figure.</u></p> <p><u>Key vocabulary</u> pattern symmetrical vertex square mirror line reflection vertical horizontal</p> <p><u>Key question</u> What is a line of symmetry? What do you think the shape will look like after it has been reflected? How far away from the mirror line is each square/vertex? How far away does the reflected square/vertex</p>	<p><u>Spanish day!</u></p> <p><u>Key vocabulary</u> time problem solving reasoning hours minutes</p> <p><u>Key Questions:</u> What time will it be 45 minutes after 2:30 PM? How much time has passed between 11:15 AM and 1:00 PM? ¿Cómo resuelves un problema de tiempo en español?</p>

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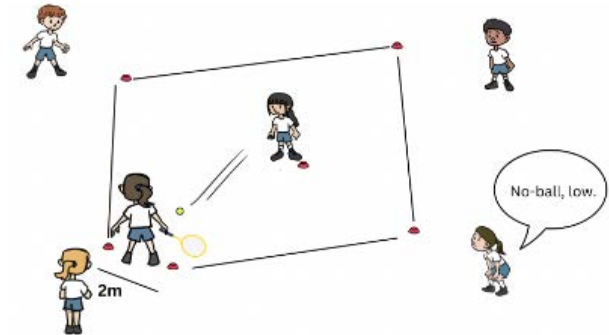
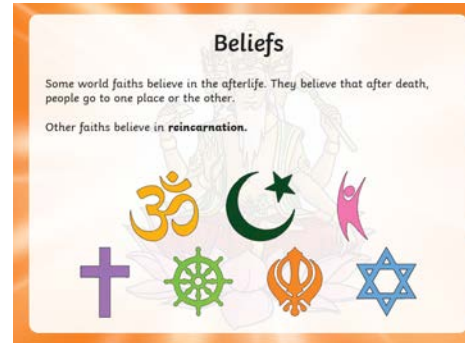
	<p>there?</p> <ul style="list-style-type: none"> Does the quadrilateral have any pairs of equal/parallel sides? What are the properties of this quadrilateral? What is the same/different about a rectangle and a square? What is the difference between a rhombus and a parallelogram? 	<ul style="list-style-type: none"> When talking about polygons, what does "regular"/"irregular" mean? If one side of a regular is cm, what is its perimeter? 	<p>of symmetry? How can you find out?</p> <ul style="list-style-type: none"> Are lines of symmetry always horizontal or vertical? How can you use a mirror to check if there is a line of symmetry? How many lines of symmetry does this shape have? How many lines of symmetry does a regular have? How do you know? 	<p>need to be?</p> <p>Can there be more than one line of symmetry?</p> <p>How could turning your paper help you to complete the shape?</p>																														
<p>Activities</p>	<p>In this lesson, children will explore and identify different types of quadrilaterals, moving beyond the familiar squares and rectangles to recognise a wider variety of shapes. They will examine the properties of quadrilaterals such as trapeziums, rhombuses, and parallelograms. To do this, children will revisit concepts from Year 3, including parallel and perpendicular lines, and solidify their understanding of the names and characteristics of these shapes. The lesson will involve hands-on activities like using geoboards or squared paper to draw quadrilaterals in various orientations, helping children to discern similarities and differences among them.</p>	<p>In this lesson, children will revisit and extend their knowledge of 2-D shapes with more than four sides, first encountered in Key Stage 1. They will learn the names of various polygons, understanding that the suffix "gon" means "angled" and that the different prefixes indicate the number of angles and sides, such as "pent" meaning five (as in pentagon) and "oct" meaning eight (as in octagon). Additionally, children will explore the concepts of "regular" and "irregular" polygons. They will learn that a regular polygon has sides of equal length and angles of equal size, while an irregular polygon does not. Through hands-on activities, such as making shapes with straws or lolly sticks, children will create their own polygons and determine whether they are</p>	<p>In this lesson, children build on their previous knowledge of symmetry, which began in Year 2 with identifying vertical lines of symmetry and expanded in Year 3 to include both vertical and horizontal lines. Now, they extend this understanding to recognize lines of symmetry in any direction within 2-D shapes. To reinforce the concept, the lesson starts with a recap of what a line of symmetry is, using mirrors, cutting out shapes, and folding them to visualise symmetry. Additionally, children engage in activities such as combining two congruent shapes to form symmetrical patterns and sorting shapes based on the number of lines of symmetry they possess. They also explore regular polygons, discovering that the number of lines of symmetry in these shapes matches the number of their sides.</p>	<p>In today's lesson, the children build on their understanding of lines of symmetry from the previous step by completing symmetric figures.</p> <p>We will begin by considering squares on a grid shaded with a horizontal or vertical line of symmetry. The children will then move to completing simple 2D shapes by drawing the reflection.</p> <p>Once children get used to the idea of drawing a single line of reflection, we will move on to using grids with more than one line of symmetry.</p> 	<p>In this lesson, children will engage in mathematics activities conducted in Spanish, enhancing both their math and language skills simultaneously. They will focus on solving time-related problems, which will help them understand concepts such as reading clocks, calculating durations, and managing schedules. Additionally, they will tackle reasoning problems, developing their critical thinking and problem-solving abilities.</p> <table border="1" data-bbox="1780 1109 2128 1300"> <thead> <tr> <th>Valencia</th> <th>Figueras</th> <th>Perpignan - Figueras (only on Tuesday and Friday)</th> <th>Figueras</th> <th>Valencia</th> </tr> </thead> <tbody> <tr> <td>06:50</td> <td>14:20</td> <td>10:30</td> <td>10:53</td> <td>07:00</td> <td>15:30</td> </tr> <tr> <td>09:05</td> <td>16:35</td> <td>13:30</td> <td>13:53</td> <td>12:00</td> <td>20:30</td> </tr> <tr> <td>15:35</td> <td>23:05</td> <td>16:30</td> <td>16:53</td> <td>17:35</td> <td>23:05</td> </tr> <tr> <td>16:42</td> <td>00:12</td> <td>21:30</td> <td>21:53</td> <td>23:35</td> <td>08:05</td> </tr> </tbody> </table>	Valencia	Figueras	Perpignan - Figueras (only on Tuesday and Friday)	Figueras	Valencia	06:50	14:20	10:30	10:53	07:00	15:30	09:05	16:35	13:30	13:53	12:00	20:30	15:35	23:05	16:30	16:53	17:35	23:05	16:42	00:12	21:30	21:53	23:35	08:05
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- **Duration:** steady beat/pulse, 3/4 and 4/4 time signatures, beats in the bar.
- **Pitch:** triads/chords: C, F, and G major, A minor.



Unit: Tennis Lesson 3

LI: To develop the backhand and understand when to use it.

In the lesson children should be able to:

- Make contact with the ball when your racket face is facing your target.
- Turn sideways so that your dominant arm is closest to the net.

Pupils work in pairs to practise rallying using the forehand. Q: What could you do if the ball comes to you on the side that is not your forehand? *You may need to play a backhand.* Children will be introduced to the fact that when the ball comes to their non-dominant side, it is harder to return the ball with a forehand. Q: Why? *You would have to move your feet all the way around the ball. Instead, you can play a different type of shot called a backhand.* Backhand will be demonstrated.

Unit: Swimming (Moonstone & Obsidian)

Weekly sessions of swimming are delivered on Mondays and Tuesdays, by qualified instructors.

Art

Spanish – Language Angels

PSHE - Jigsaw

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Sky Arts week (carried over due to sports day)

Lesson 3

In this lesson, children will learn about the process of creating key art posters and how to visually represent characters through photography. They will start by watching a video featuring a film cinematographer who sets the 2024 Connection Challenge: creating a key art poster that includes up to three new characters from "The Secret Garden" or another story. To help with this, children will use Photo Expert Cards to gather inspiration and ideas for their poster. They will then plan and create their Key Art Poster, experimenting with and adjusting various photographic techniques to capture the perfect shots of each character. Through this activity, children will develop skills in visual storytelling, composition, and character representation.



Lesson 4

In this lesson, children will learn how to critically evaluate and present visual art, as well as how to reflect on their creative process. The lesson begins with a gallery exhibition where children display their key art posters. They will use sticky notes to record their impressions of each character depicted in the posters and then share feedback as a class, enhancing their skills in observation and interpretation.

Unit: Ricitos de Oro y los tres osos

Lesson 4/5

LI: We are learning to write our own Goldilocks story using Spanish.

In today's lesson, we will be focusing on writing the story ourselves using Spanish vocabulary we have learnt as images to prompt our memory of the story.



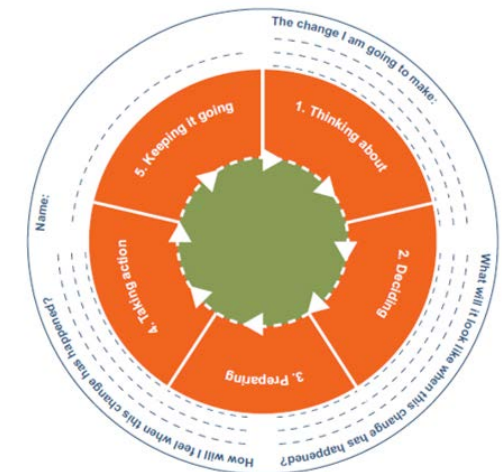
Unit: Changing me

Lesson 4/ Puzzle 4

LI: We are learning to know how the circle of change works and can apply it to changes I want to make in my life.

LI: We are learning to be confident enough to try to make changes when I think they will benefit me.

In this lesson, the children will be identifying any changes and their control over this. We will understand that sometimes we cannot control change. The children will then apply their knowledge into a circle of change worksheet selecting a change they want to make in their life.



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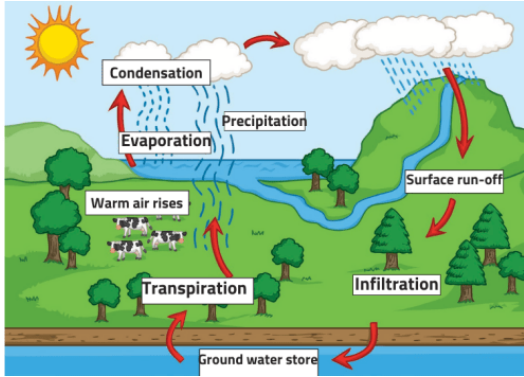
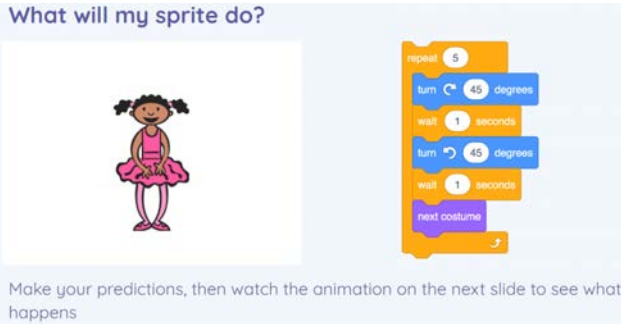
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<p>Next, during the "Chill out" session, children will watch a scene from "The Secret Garden" and then close their eyes to visualize what they have seen, which encourages them to use their imagination and enhances their ability to picture scenes and characters vividly. Optionally, they can reflect on their experiences by creating a 'photo studio' mood board in their sketchbooks, which helps them process and organize their thoughts creatively.</p> <p>Finally, children will receive a Take Home Activity Sheet filled with ideas and activities to extend their creative journey beyond the classroom. This will encourage them to continue exploring visual storytelling and character portrayal at home, fostering ongoing engagement with the arts. Through these activities, children will learn to appreciate visual art, develop their interpretive skills, and reflect on their creative work.</p>		
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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;">Unit: Grouping and Classifying Lesson 7 (Over 2 weeks)</p> <p><u>LI: We are learning to develop the skills needed to write a scientific report.</u></p> <p><u>Skill: Use scientific vocabulary to report and answer questions about findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions.</u></p> <p>In this lesson children will write a scientific report about the new discovery they researched, using the Scientific report checklist for guidance. They will be encouraged to use the information from the classification activity and their research to write their report and detail any information that is not yet known. They will then share their work with others and explain why some information is difficult to obtain.</p> <p>Scientific report checklist</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can form a suitable title from a research question. <input type="checkbox"/> I can write a simple introduction that clearly explains the subject of the report. <input type="checkbox"/> I can include interesting information from my research. <input type="checkbox"/> I can group related ideas into paragraphs. <input type="checkbox"/> I can include scientific vocabulary. <input type="checkbox"/> I can use organisational devices, such as headings, numbered lists, bullet points or boxes. 	<p style="text-align: center;"><u>Unit: Misty mountains and Winding rivers</u> Lesson 3</p> <p><u>LI: We are learning to explain how water is recycled through the water cycle, including the stages of evaporation, condensation, precipitation, and collection.</u></p> <p><u>Skill- Use specific geographical vocabulary and diagrams to explain the water cycle.</u></p> <p>In this lesson, children will learn about the water cycle. They will understand the four stages: evaporation, condensation, precipitation, and collection. They will understand how temperature changes drive these processes. Using a water cycle labelling sheet, children will collaboratively label the stages before working independently on a recording sheet. Afterward, they will share and compare their work to address any misconceptions. Finally, each child will illustrate and label their own water cycle diagram to reinforce their understanding.</p> <div data-bbox="891 975 1413 1353" data-label="Diagram">  </div>	<p style="text-align: center;">Unit: Repetition in games (carried or due to sports day) Lesson 4</p> <p>LI: We are learning to develop a design that includes two or more loops which run at the same time.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can choose which action will be repeated for each object • I can explain what the outcome of the repeated action should be • I can evaluate the effectiveness of the repeated sequences used in my program <p>In this lesson, learners create designs for an animation of the letters in their names. The animation uses repetition to change the costume (appearance) of the sprite. The letter sprites will all animate together when the event block (green flag) is clicked. When they have designed their animations, the learners will program them in Scratch. After programming, learners then evaluate their work, considering how effectively they used repetition in their code.</p> <div data-bbox="1518 1066 2136 1390" data-label="Complex-Block"> <p>What will my sprite do?</p>  <p>Make your predictions, then watch the animation on the next slide to see what happens</p> </div>

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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

Maths

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

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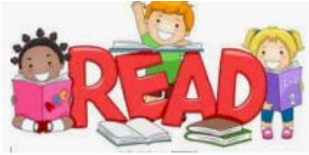
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Reading Tasks

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 4

intermediate,
interact,
interval,
intervene,
international,
interject,
interfere,
interview,
intergalactic,
interrupt

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

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