

Weekly Overview of Learning

Year Group: 4 Week beginning: 25.11.24


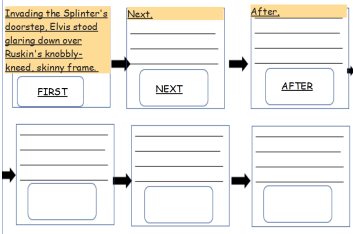
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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI - We are learning to draft a recount based on events from The Ancient Egyptian Sleepover.</u>	<u>LI - We are learning to write a recount based on events from The Ancient Egyptian Sleepover.</u>	<u>LI: we are learning to develop our prediction and inferencing skills by examining front cover and blurb.</u>	<u>LI: we are learning to use our recall skills to summarise and sequence key events from chapters 3 and 4 of our English focus text 'Krindlekrax'.</u>	<u>INSET DAY</u>
Speaking and Listening Focus	The language of evaluation I enjoyed because.... This could be improved by... was successful... was ambitious because...	The language of evaluation I enjoyed because.... This could be improved by... was successful... was ambitious because...	The language of prediction and inference: From the front cover I predict... Based on the illustration I think that... By examining the blurb...	The language of sequencing and summarising key events. In a panic... Next, without hesitation... After...	
Key vocabulary and Key Bloom's higher order thinking questions	ransacked, loot, clambering, malice, astonished, agilely, undulating, sprinting, slumped, bursting, embraced What were the main events of chapter 20? What words would best describe Mo's feelings throughout the chapter? What are the features of a recount? What is a fronted adverbial? Can you give an example?	ransacked, loot, clambering, malice, astonished, agilely, undulating, sprinting, slumped, bursting, embraced What were the main events of chapter 20? What words would best describe Mo's feelings throughout the chapter? What are the features of a recount? What is a fronted adverbial? Can you give an example?	<u>Key vocabulary</u> prediction analyse inference foreshadowing front cover title illustrations blurb character protagonist antagonist <u>Key Questions:</u> 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? Do predictions always need to be right?	<u>Key vocabulary</u> recall sequence key events retrieve information text explain significant first next after lastly finally <u>Key Questions:</u> What key events in the story can you recall? What was the first thing that happened in the story? How do the events from these chapters impact the characters in the story? Which events do you consider the most significant?	

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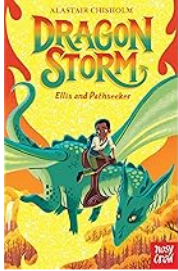
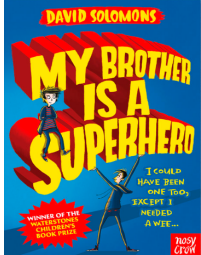
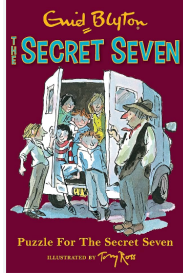
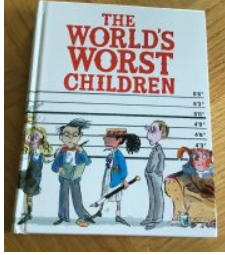
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				<p>What is the final part of the story you remember?</p>	
<p>Activities</p>	<p>children will continue their draft recounts based on chapter 20. Amethyst and Moonstone will be using Writer's Toolbox while Amber and obsidian will be drafting straight into their books.</p> <p>As a reminder, class teachers will read a Waggol example to the class with the features highlighted so that children can see what they are aiming for. Children will continue to write their recounts using their plans and word banks to support them and will be encouraged to use the working wall to help them.</p> <p>After they have finished, they can swap books with a partner who can check their work against the success criteria and make suggestions for improvement.</p>	<p>Today children will write their final recounts. They will also check their work against the success criteria.</p>	<p>Today's lesson focuses on children's predictions.</p> <p>Children will be using the see, wonder and infer chart to write a prediction from what they can infer from the front cover and the blurb of 'Krinklekrax'.</p> <p>Writing a prediction</p> <ol style="list-style-type: none"> 1. Start with a good sentence starter - Looking at the front cover I think this book might be about... 2. Use time conjunctions - first, next, then, lastly, later... 3. Use modal verbs - might, could maybe 	<p>In this lesson, children will be looking at some key chapters and they will be sequencing significant events from that chapter. The focus of this lesson is to enhance their comprehension and analytical skills.</p> 	

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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Amber TEXT – Dragon Storm Ellis and Pathseeker Author – Alastair Chisholm</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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	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Maths - Multiplication and Division</p>	<p><u>LI: We are learning to understand the 9 times-table and apply multiplication and division facts in a wide variety of contexts.</u></p>	<p><u>LI: We are learning to make links between the 3, 6 and 9 times-tables to deepen our understanding and embed fluency with these times-tables.</u></p>	<p><u>L.I. We are learning to develop our fluency within the 7 x tables</u></p>	<p><u>LI: We are learning to master our times tables and efficiently solve timed arithmetic questions with the skills we've acquired.</u></p>	<p><u>INSET DAY</u></p>
<p>Key vocabulary and key questions</p>	<p><u>Key Vocabulary:</u> 9 times-table fluency multiplication facts double link division inverse multiple</p> <p><u>Key Questions:</u> How could you use the 10 times-table to work out the 9 times-table?</p>	<p><u>Key Vocabulary:</u> 3 times-table 6 times-table 9 times-table fluency multiplication facts double link division inverse multiple</p> <p><u>Key Questions:</u> What links can you see between</p>	<p><u>Key Vocabulary:</u> 7 times-table fluency multiplication facts double link division inverse multiple</p> <p><u>Key Questions:</u> How many equal groups are there? How many lots of 7 do you have?</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 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</p>	

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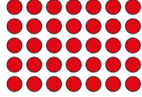
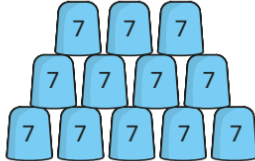
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	<p>If you know a multiplication sentence, what division sentences can you find**?</p> <p>How can you tell if a number is a multiple of 9?</p> <p>How can you use the 3 times-table to work out facts in the 9 times-table?</p>	<p>the 3 and 6 times-tables?</p> <p>What links can you see between the 3 and 9 times-tables?</p> <p>What other times-tables can you use to help find the multiplication facts?</p> <p>If you know one multiplication fact, what other multiplication fact do you know? What division facts do you know?</p> <p>How do you know if a number is a multiple of 3/6/9?</p>	<p>How many groups of 7 are there in ?</p> <p>What can you partition into to help you multiply by 7?</p> <p>If you know this, what else do you know?</p> <p>How can you use the 5/6/8 times-table to find a fact in the 7 times-table?</p>	<p>question?</p>	
<p>Activities</p>	<p>In this stage, children refine their understanding of the 9 times-table, applying it in various contexts. They use strategies such as employing the 10 times-table to derive the 9 times-table and recognizing that each multiple of 9 is three times the corresponding multiple of 3. Exploring the concept of digit sum, they identify patterns to recognize multiples of 9—where the sum of a number's digits being a multiple of 9 indicates the number is also a multiple of 9. This, along with the rule for the 3 times-table, establishes a foundation for comparing the 3, 6, and 9 times-tables in the next step, building on these skills.</p>	<p>In this lesson, children establish connections between the 3, 6, and 9 times-tables, fostering a deeper comprehension and fluency with these mathematical concepts. They achieve this by delving into the structure of the times-tables, utilising tools such as arrays and hundred squares. The exploration extends to tasks that prompt children to reason and investigate number facts, aiming to unveil structural patterns within the tables. By the conclusion of this step, students are expected to exhibit confidence in their mastery of the 2, 3, 4, 5, 6, 8, 9, and 10 times-tables. Subsequently, they will proceed to explore the remaining times-tables in subsequent stages of the learning block.</p>	<p>In this lesson, children leverage their comprehension of multiples and counting in 7s to establish connections between repeated addition and multiplication. They apply their understanding of equal groups, employing a variety of concrete and pictorial representations to deepen their knowledge of multiplying by 7. Drawing upon concepts from previous lessons, they explore flexible partitioning, demonstrating, for instance, that 8×7 can be expressed as $5 \times 7 + 3 \times 7$ or 8×7 as $8 \times 5 + 8 \times 2$. Furthermore, children delve into the concept of division by 7, exploring division through both sharing into 7 equal groups and grouping into sets of 7.</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 data-bbox="1451 815 1693 991" data-label="Image">  </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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	<p>Here is a hundred square.</p> <table border="1" style="font-size: 8px; border-collapse: collapse;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table> <ul style="list-style-type: none"> ▶ Circle the multiples of 3 in one colour. ▶ Circle the multiples of 6 in another colour. ▶ Circle the multiples of 9 in a third colour. <p>What do you notice?</p>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	<p>Write two multiplications and two divisions shown by the array.</p>  <p> $___ \times ___ = ___$ $___ \times ___ = ___$ $___ \div ___ = ___$ $___ \div ___ = ___$ </p>	
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	<p>Is the statement true or false?</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: 80%;"> <p>All multiples of 3 are also multiples of 6 and 9</p> </div> <p>Explain your answer.</p>	<p>Three children are playing a game.</p> <p>They score 7 points for every cup they knock down.</p>  <p>Here are their scores.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>Esther</td><td>56</td></tr> <tr><td>Brett</td><td>77</td></tr> <tr><td>Alex</td><td>28</td></tr> </table> <p>How many cups did each child knock down?</p>	Esther	56	Brett	77	Alex	28																																																																																															
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

Music	RE	PE – Get Set 4 PE
<p>CARRIED OVER TO THIS WEEK DUE TO EGYPTIAN DAY LAST WEEK</p> <p>Unit: My fantasy football team</p> <p>Lesson 3</p> <p><u>LI: We are learning to perform movement to one duration while others perform different durations.</u></p> <p>Unit Key Words: Rhythms, duration, articulation, crotchet, minim, teamwork, patterns, comprehension</p>	<p style="text-align: center;">Unit: Humanism and Multi Faith</p> <p style="text-align: center;">Lesson 3</p> <p><u>LI: We are learning to identify the importance of the 5 Buddhist Morals. (A,B,C)</u></p> <p><u>LI 2: We are learning to understand discuss how we benefit from keeping rules (D,E,F)</u></p> <p>This week the children will explore 5 important rules of the Buddhist faith. Just like Sikhs, Buddhists have 5 important rules they follow all of which are meant to minimise suffering</p>	<p style="text-align: center;">Unit: OAA</p> <p style="text-align: center;">Lesson 4</p> <p><u>LI: To develop trust whilst listening to others and following instructions.</u></p> <p>In this lesson, children will focus on listening carefully to their team members, share their ideas with their team and think about their role in supporting other team members.</p> <p>Whole child objectives;</p>

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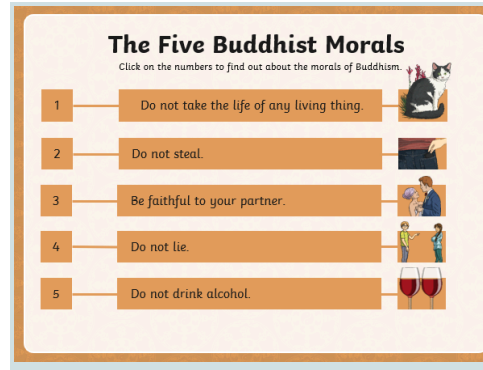
Success criteria:

- Practise moving to 'walk' and 'stride' durations, switching between them during a piece of music.
- Perform movement to one duration while others perform different durations.
- Invent 4-beat rhythms, and work out 4-beat rhythms from notation.

In this dynamic and engaging music session, children embark on an invigorating journey through rhythms, duration, and articulation. They refine their grasp of music by honing their walk and stride movements, aligning with various durations. The class is segmented into crotchet and minim groups, enabling them to harmonise their motions with the musical rhythm. Through a creatively devised system of duration cards, children delve into rhythm comprehension, memory, and timing. This not only hones their musical prowess but also fosters collaboration. They further explore football team rhythms, immersing themselves in rhythmic patterns inspired by team names, cultivating a profound link between music and everyday life. This lesson seamlessly melds entertaining activities with educational musical elements, ensuring a lively and absorbing learning experience.

and reflect the understanding that actions have consequences. Children will explore a key word 'karma' and the importance of it in the Buddhist religion. We will explore the 5 rules and answer these key questions;

- What do these rules mean to you?
- How can we all benefit from keeping these rules?
- Can anyone suggest when they have applied any of these rules?



In pairs children will create a short sequencing sketch in which one of the rules is applied and then, in the same context identify a variety of consequences when breaking the rule.

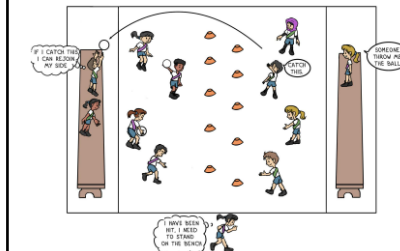
- Emotional: To show honesty when playing
- Thinking: To create, use and adapt tactics.

Unit: Dodgeball

Lesson 4

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

In this lesson, children will use two hands to catch the ball and watch the ball as it comes towards them. In their groups of four pupils number themselves 1-4 this will create four teams (all number ones together, all number twos together etc). Two games will be going on at the same time. Children will play with normal dodgeball rules, except in this version of the game, if a player gets hit, they stand on the bench on the opposing side. To re-enter the game, they must catch a ball thrown to them by a teammate. The winning team is the first team to get all of the opposition on the bench.



Unit: Swimming (Amber & Amethyst)

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



Art

Spanish – Language Angels

PSHE - Jigsaw

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BEAUTY AND THE BEAST PRODUCTION

In this lesson, children will be watching a Beauty and the Beast pantomime production. Through this engaging performance, they'll observe storytelling techniques, character interactions, and key themes. They'll experience the excitement of live theatre, participate in interactive moments, and learn about the traditional elements of pantomime, such as humour and audience involvement. This immersive experience allows them to explore empathy, creativity, and cultural storytelling in a fun, memorable way.

INSET DAY

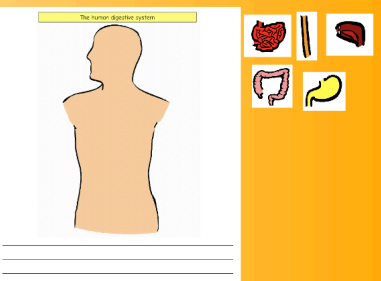
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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;">Unit: Food and the Digestive System Lesson 4</p> <p><u>LI: We are learning to describe and explain how food is digested using functions and parts of the digestive system.</u></p> <p><u>Skill- We are learning to label the main parts of the digestive system and each of their functions.</u></p> <p>Today, we will be learning more about the different parts and functions of the digestive system. Children will be introduced to different parts of the digestive system and they will be learning about what the purpose of these parts are. They will engage in learning through matching parts to its function and then applying their learning to correctly positioning the parts on a human body.</p> <div data-bbox="197 885 703 1166" style="border: 1px solid black; padding: 5px;"> <p>Label the body with the pictures and labels. At the bottom explain how food is digested at each stage of the digestive system.</p> <p>Use the help sheet if needed!</p>  </div>	<p style="text-align: center;">CARRIED OVER TO THIS WEEK DUE TO EGYPTIAN DAY LAST WEEK</p> <p style="text-align: center;">Unit: Ancient Civilisation Lesson 3</p> <p><u>LI: We are learning to analyse the ancient Egyptian social hierarchy, identifying roles and understanding community structure</u></p> <p><u>Skill: Describe the hierarchy and the different roles in ancient civilisations</u></p> <p>Key vocabulary ancient civilisation, hierarchy, social, upper class, lower class, pharaoh, vizier</p> <p>Key questions What does the word hierarchy mean, and how does it relate to ancient Egyptian society? Why was the pharaoh at the top of the social hierarchy? What roles did the viziers and priests play in ancient Egypt? What might life have been like for someone in the lower class of ancient Egypt?</p> <p>In this lesson, on the hierarchy of ancient Egypt, children will delve into the social structure that defined this civilization. They will uncover that the ancient Egyptian society was structured in a pyramid-like manner, featuring the pharaoh at the apex, followed by the elite class, priests, scribes, artisans, and ultimately, the majority comprising farmers and labourers.</p> <p>As the children investigate the parallels and distinctions between the social hierarchies of ancient Sumer and ancient Egypt, they may observe the commonality of having a ruler at</p>	<p style="text-align: center;">Unit: Creating Media - Audio Production Lesson 3</p> <p><u>LI: We are learning to To recognise the different parts of creating a podcast project</u></p> <p>Key vocabulary Audio, sound, layer, import</p> <p>Success criteria:</p> <ul style="list-style-type: none"> - I can explain how sounds can be combined to make a podcast more engaging - I can save my project so the different parts remain editable - I can plan appropriate content for a podcast <p>Activity: In this lesson, children will be making their own layered recording. First they will record a short voice track and import a sound effect and move it using the time shift tool. Children will then listen to their recording and adjust the volume of the tracks if needed, it's important to listen to their project after they make each change. Children will be demonstrating how to import an audio file into Audacity and then play the project.</p>

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	<p>the pinnacle – a pharaoh in Egypt and a king in Sumer. Additionally, they will discuss the existence of a priestly class in both societies, responsible for overseeing religious ceremonies and practices.</p> <p>Nevertheless, variations will also come to light, such as the more centralised and god-like role of the pharaoh in ancient Egypt, contrasting with the kingship in Sumer, often viewed as a mediator between city-states and deities.</p>	
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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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Reading Tasks

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



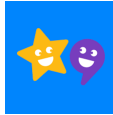
Remember there are a variety of online platforms to explore reading on too, such as Bug Club and Reading Eggs.



Spelling and Dictation

Remember to try and use these words in sentences to show that you understand their meanings. Please also practise your handwriting using the spellings.

Your English homework will be set to your extras each week. This will be set on a Thursday and due on a Monday. Please check Google Classroom every Thursday after school for further information on the homework.



KS2

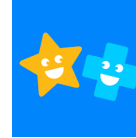
Superhero Spellings Week 8

1. girls'
2. boys'
3. babies'
4. parents'
5. teachers'
6. women's
7. men's
8. children's
9. people's
10. mice's

Doodle Maths

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

Your homework will be set to your 'extras' each week. This will be set on a Thursday and due on a Monday.



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

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

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

Times Tables Rock stars:

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



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:



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