

Weekly Overview of Learning

Year Group: 4 Week beginning: 29.04.24

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

| English Reading and Writing | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|---|---|--|---|
| | <p><u>LI: We are learning to understand and identify main and subordinate clauses.</u></p> | <p><u>LI: LI: We are learning to enhance our comprehension skills by identifying and analysing key vocabulary within chapters 4 to 6.</u></p> | <p><u>L.I. We are learning to recognise and explain key features of a biography and its purpose as a non-fiction text.</u></p> | <p><u>L.I. We are learning to organise and summarise information obtained from research on Sir Edmund Hillary.</u></p> | <p><u>LI: We are learning to draft an introduction and summary of Edmund Hillary's early life for our biography.</u></p> |
| <p>Speaking and Listening Focus</p> | <p>Class discussion Think, pair, share Ask questions, seek clarification, and address any misconceptions.</p> | <p>The children will gain, maintain and monitor the interest of the listener as we read through the text.</p> <p>Children will be encouraged to share their key points with the class about chapters 4 to 6.</p> | <p>Class discussion Think, pair, share</p> <p>Collaborative learning, group discussions and gaining ideas from peers.</p> | <p>Children will be encouraged to share their insights, ask questions, and collaboratively research information on Edmund Hillary.</p> <p>They will be asked to share key facts and information with the class - using cold calling.</p> | <p>Class discussion Think, pair, share Ask questions, seek clarification, and express their ideas.</p> |
| <p>Key vocabulary and Key Bloom's higher order thinking questions</p> | <p><u>Key vocabulary</u> Subordinate conjunctions coordinating conjunctions Main clause FANBOYS AWHITEBUS</p> <p><u>Key Questions:</u> What is a clause? What is a subordinate clause? How do you identify a subordinate clause? What does a subordinate clause do? Can you find the main clause? What happens if you remove the subordinate clause? Can you create your own sentences with subordinate clauses? Can you remember when to use a comma when writing a</p> | <p><u>Key vocabulary</u> Lumbered Vast Prominent Bounding Encounter Desolate Oppressed Futile Effigy Representation Perished Turbulent Conscious Ravenous Recurrent Abandonment Haunches Etched Deliberate Precariously</p> <p><u>Key Questions:</u> What does the word 'timid' mean?</p> | <p><u>Key vocabulary</u> biography fiction non-fiction features facts chronological order achievements real life significant events achievements early life education career challenges legacy quotes</p> <p><u>Key Questions:</u> What is a biography? Is a biography a fiction or nonfiction piece of text? What is the difference between fiction and non-fiction texts?</p> | <p><u>Key vocabulary</u> Edmund Hillary explorer Mount Everest biography facts achievements significant events achievements early life education career challenges legacy quotes</p> <p><u>Key Questions:</u> Who is Edmund Hillary? What year was he born? Where was he born? What were his lifetime accomplishments? What were the major events in his life?</p> | <p><u>Key vocabulary</u> Edmund Hillary explorer Mount Everest biography facts introduction early life chronological order past tense third person</p> <p><u>Key Questions:</u> What is the significance of the individual? What is the purpose of the biography? How will you engage the reader? Where and when was he born? What was his family background? What was their childhood like? What education did they receive? What early experiences shaped their character? What initial challenges did they face?</p> |

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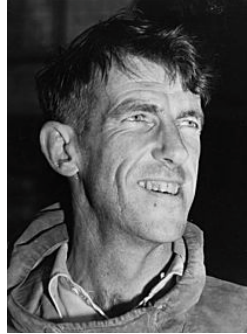
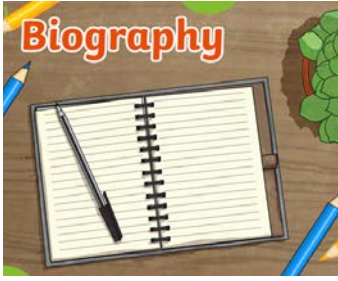
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| | <p>sentence with a main and subordinate clause? Are coordinating (FANBOYS) conjunctions and subordinating conjunctions (AWHITEBUS) the same? Can you remember at least 5 subordinating conjunctions?</p> | <p>What was Uncle Sung's plan to avoid being followed? Who has the feet of giants? What did they leave behind at the Lama's farmstead? What animal was prowling around outside their shelter? What colour hair do Yetis supposedly have? 'Our fellow travellers scrutinised me intensely, suspicion written on every face.' Explain in your own words what this sentence means. Why do you think Uncle Sung was so confident that they wouldn't get caught? The wind screamed around the hut day and night, beating against the door like some enraged beast.</p> | <p>Can you name a fiction and a non fiction text you've read? What information is included in a biography? What makes a biography different from other types of texts? What can we learn from reading biographies? How do authors research and write biographies? Can you identify the main idea or theme of a biography?</p> | <p>What lasting impact did he have on society? What does the term philanthropist mean? Why was Edmund Hillary known as a philanthropist? What have you learnt from your research? Why do you think we are researching and learning about the life of Edmund Hillary? How does this relate to our class text 'The king of the cloud forest?'</p> | <p>What early achievements or interests foreshadowed their future path?</p> |
| <p>Activities</p> | <p>In this lesson children will understand and identify main and subordinate clauses. The lesson will begin by reviewing what a clause is and what a subordinating clause is and will provide simple examples to illustrate each point. Children will complete an activity by completing a worksheet to ensure they have understood the learning. Extension; Children can work in pairs to answer questions on the working wall.</p> | <p>In today's lesson we will continue to read our class text from Chapter 4 to 6. Children will have lots of discussions about new vocabulary and meaning of words during reading. Any new words that pupils come across ask them to write them on a post it note and stick on the working wall. Children will also need to answer questions as they read to enhance their comprehension skills and check their understanding of the text.</p> | <p>In this lesson, children will gain a comprehensive understanding of the components and purpose of a biography. Through examining various examples, students will identify the distinct features that make up biographies. Engaging in a group activity, students will collaboratively analyse a number of familiar biographies from famous footballers to famous musicians and famous explorers, highlighting key features and providing explanations to the rest of the class. Towards the end of the lesson, children will reflect on their</p> | <p>In this lesson, children will be conducting research on Sir Edmund Hillary, a New Zealand mountaineer explorer. Children will gather information about his life, early years, mountaineering expeditions, philanthropic endeavours, and legacy. They will take notes and record key facts and details from their research on a recording sheet and share key findings with the class. Children will use the internet, articles, books and fact files to obtain this information.</p> | <p>In this lesson, children will embark on a comprehensive journey towards drafting a biography on Sir Edmund Hillary. Beginning with drafting an introduction, children will learn to capture the reader's attention and set the tone for their biography. They will then go on to consider literary devices that need to be included in their writing like; writing in third person, using questions or interesting opening statements to hook the reader in, writing in past tense and writing in chronological order. They will use their research from yesterday's lesson to pick key information for their introduction and early life section of their biography.</p> |

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|  | <p>COMPREHENSION I understand what I read.</p> | <p>learning, by completing a defining frame noting everything they learnt when examining key features.</p> |  | <p>Sir Edmund Hillary Biography</p> <p>So how do you become a conqueror of Mount Everest?</p> <p>Sir Edmund Hillary, born on July 20, 1919, in Auckland, New Zealand, was a legendary mountaineer and explorer who achieved remarkable achievements in his lifetime. His determination, courage, and spirit of adventure have inspired countless people around the world.</p> <p><u>Early life</u></p> <p>Growing up in Auckland, young Edmund developed a love for outdoor adventures at an early age. He spent much of his youth exploring the rugged landscapes of New Zealand, fostering a deep connection with nature and a passion for exploration. In his late teens, Hillary discovered his love for mountaineering. He began climbing the peaks of the Southern Alps in New Zealand, honing his skills and preparing himself for greater challenges ahead. Sir Edmund Hillary's ambition knew no bounds, and his ultimate goal was to conquer the world's tallest mountain: Mount Everest.</p> |
| <p>Biography</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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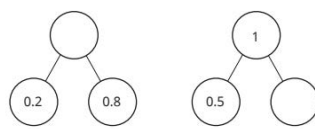
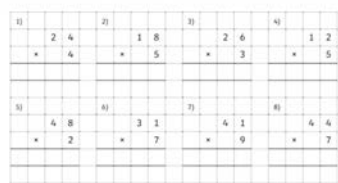
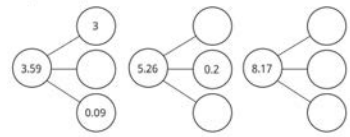

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| Maths - Decimals | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|--|--|---|--|--|---|
| | <p><u>LI: We are learning to create a whole using tenths.</u></p> | <p><u>LI: We are learning to create a whole using hundredths.</u></p> | <p>PIXL THERAPY - Multiplying-2-Digit-Numbers-by-1-Digit-Numbers</p> | <p><u>LI: We are learning to partition decimals.</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, Whole, Part, Decimals, Fractions, Place value chart, Number bond and Partitioned.</p> <p><u>Key Questions:</u> -How many tenths make 1 whole? -How many equal parts is 1 whole split into for one tenth to be one of the parts? -What is the number bond of to 10? -What is the number bond of tenths to 1 whole? -What is the same/different about 7 + 3 and 7 tenths + 3 tenths?- If you have _ tenths, how many more tenths do you need to make 1 whole?</p> | <p><u>Key Vocabulary:</u> Ones, Tenths, Hundredths, Whole, Part, Decimals, Fractions, Place Value, Position, Place value chart, Bar Model, Number bond and Partitioned.</p> <p><u>Key Questions:</u> -How many hundredths make 1 whole? -How many equal parts is 1 whole split into for one hundredth to be one of the parts? -What is the number bond of ___ to 100? -What is the number bond of ___ hundredths to 1 whole? - What is the same/different about 4 + 6, 4 tenths + 6 tenths and 40 hundredths + 60 hundredths? - If you have ___ hundredths, how many more do you need to make 1 whole?</p> | <p><u>Key Vocabulary:</u> multiplication, exchange, hundreds, tens, ones, carry, formal method, multiply.</p> <p><u>Key Questions:</u> What does it mean to multiply? Can you explain how you would multiply a two-digit number by a one-digit number? How many digits will be in the answer when we multiply a two-digit number by a one-digit number? Let's say we're multiplying 23 by 5. Can you tell me what 23 represents in this multiplication problem? And what does the 5 represent?</p> | <p><u>Key Vocabulary:</u> Ones, Tenths, Hundredths, Decimals, Place value chart, Part whole model, Partition, Flexible</p> <p><u>Key Questions:</u> How many ones/tenths/hundredths are there in the number? How do you write this number as a decimal? How would you read the number out loud? How would you partition the number into ones, tenths and hundredths? What is the value of the number ? What is the role of zero in the number 4.06?</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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|--------------------------|---|---|---------------|---------------|---------------|-------------|--------------|---------------|---|--|---|
| <p>Activities</p> | <p>Today, the children explore different ways of making 1 whole by combining tenths. Encourage children to use number bonds to 10 to support them, for example using 6 + 4 when finding the missing number in $0.6 + = 1$</p> <p>Representations such as ten frames, place value counters, double-sided counters, hundred squares, bead strings and Rekenreks support children to visually see the connections to 1 whole. Part-whole models and bar models can also be used. It is important that children recognise that, for example, 2 10 is equal to 0.2, so they can write $2 \text{ 10} + 8 \text{ 10}$ or $2 \text{ 10} + 0.8$. They could be challenged to find the whole from more than two parts, for example $1 = 0.3 + 0.4 + 0.3$.</p> <p>Complete the part-whole models.</p>  | <p>Today, this small step builds on the previous step, as children now explore different ways of making 1 whole from hundredths. This step requires children to use their number bonds to 100. Initially, they may need to practise finding number bonds to 100 that are multiples of 10, such as $60 + = 100$. Then they can move on to the number bond to 100 for any 2-digit number, such as $63 + = 100$ Using a familiar context, such as measurements involving centimetres and metres, can support children to make a whole from hundredths, using the fact that $1 \text{ cm} = 1 \text{ 100 m}$.</p> <p>Which calculations do not sum to 1?</p> <table border="0"> <tr> <td>$0.54 + 0.56$</td> <td>$0.54 + 0.46$</td> <td>$0.54 + 0.54$</td> </tr> <tr> <td>$0.3 + 0.7$</td> <td>$0.03 + 0.7$</td> <td>$0.03 + 0.07$</td> </tr> </table> | $0.54 + 0.56$ | $0.54 + 0.46$ | $0.54 + 0.54$ | $0.3 + 0.7$ | $0.03 + 0.7$ | $0.03 + 0.07$ | <p>In this lesson children will be recapping multiplying using the column method. They will practise writing out the equations using the correct place value method and then will apply their multiplication knowledge to calculate the answer.</p> <p>Children have been struggling with exchanging and this will reinforce their understanding on how to successfully place the smaller numbers.</p> <p>Multiplying Two-Digit Numbers by One-Digit Numbers</p>  | <p>In this small step, we will partition numbers with up to 2 decimal places into their place value parts. We will use place value counters and place value charts to recognise the place value of each digit in a number.</p> <p>In this step, we will focus on partitioning into the ones part, the tenths part and the hundredths part. For a challenge, we will explore flexible partitioning.</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> |
| $0.54 + 0.56$ | $0.54 + 0.46$ | $0.54 + 0.54$ | | | | | | | | | |
| $0.3 + 0.7$ | $0.03 + 0.7$ | $0.03 + 0.07$ | | | | | | | | | |

Please continue logging into Doodle Maths and Times-table Rockstars regularly!

| Music – | RE | PE – Get Set 4 PE |
|---|---|--|
| <p>Unit: Global pentatonics Lesson 3</p> <p>LI: We are learning to compose and notate pentatonic melodies</p> <p>Unit Key Words: Pentatonic, Melody, Pitch, Rhythm, Composition</p> | <p>Unit: Sacred Texts Lesson 2(brought forward from last week due to pixl testing)</p> <p><u>LI: We are learning to explore the word 'sacred' and analyse its significance in 5 major religions (AT1)</u></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;</p> | <p>Unit: Athletics Lesson 3</p> <p><u>LI: To develop technique when jumping for distance.</u></p> <p>At the end of this lesson children should be able to; jump with control and balance by bending their knees and keep looking straight ahead when they jump.</p> <p>Social: To collaborate with a partner to jump our furthest distance.</p> <p>Emotional: To work to my personal best.</p> |

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Success criteria:

- Identify and match the rhythms that contain minims ('stride'), crotchets ('walk'), and paired quavers ('jogging').
- Create short pentatonic pieces.
- Capture creative ideas using graphic symbols and rhythm notation.

In this lesson, children are learning to sing the "Everywhere we go" song, which utilises the pentatonic scale G-A-B-D-E. They'll track the melody's shape, showing the ascending and descending pitch with their hands. In the main activity, they'll create compositions using the pentatonic scale, notating rhythms and adding pitches. Finally, they'll review their progress and check their understanding of the unit's objectives.



Moonstone and Amethyst are learning how to play the Ukulele with Mr Oliver

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?

Task: Write an acrostic with the word Sacred. The acrostic poem should explain the meaning of what holy books are to religious people.

e.g.

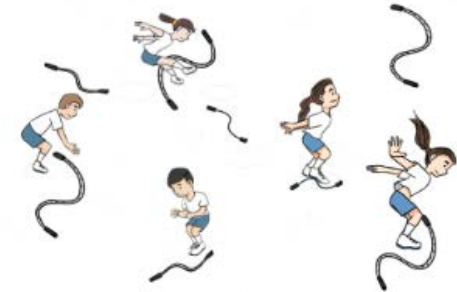
Sacred texts support people in times of need

Answering questions they have

C
R
E
D



Thinking: To identify areas for development in my partner's jumps and use this to provide feedback.



**Unit: Fitness
Lesson 3**

LI: To develop co-ordination.

This lesson children will be asked to focus on key terminology and understand what is meant by co-ordination while developing their skills.

Key questions:

What is co-ordination?

What can you do with your body to react quickly?

What other games could you play at lunchtime or at home that would help them with their co-ordination? Skipping, hopscotch, tennis, badminton etc.

**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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Unit: Craft and design

Lesson 3

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

In this lesson, children will be using their images they sketched last week. They will be adding colour to their piece to bring it to life. They will explore the principles of colour theory, considering how different colours can impact the mood and overall composition of their artwork. Children will also be looking at two artists called Ruth Daniels and Senaka Senanayake. They will be encouraged to talk about what they like about their work and the choices they have made about the composition and use of colour.

SENAKA SENANAYAKE

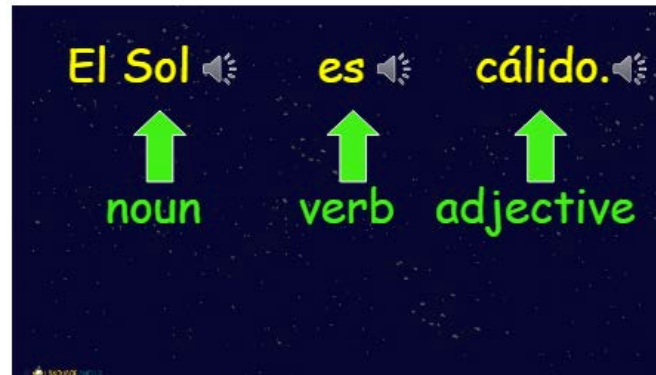


Unit: Los Planetas

Lesson 2

LI: We are learning a set of adjectives that can be used to describe the elements of the Solar System and how to put these into sentence form by applying the rules of adjectival agreement.

Pupils will start with consolidation of previously learnt vocabulary with revision of spellings and genders of the 10 key elements of the Solar System. They are then going to learn a set of adjectives and apply adjectival agreement rules to describe the key elements of the Solar System in Spanish.



Unit: Relationships

Lesson 2 (brought forward from last week due to pixl testing)

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

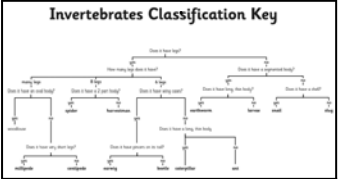

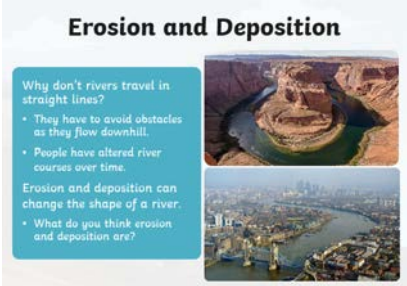

In this lesson, children will to explain that when we lose special people, pets and things in our lives the feelings we get are normal. Loss is a fact of life - sooner or later we will all have times when someone close dies or leaves us, or there is a big change in our lives, like moving away. Children 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.



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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</p> <p style="text-align: center;">Lesson 3</p> <p><u>LI: We are learning about the types of bodies Invertebrate have.</u></p> <p><u>Skill: Compare, sort and group living things from a range of environments, in a variety of ways, based on observable features and behaviour.</u></p> <p>In this lesson, children will examine various invertebrates like garden spiders or earthworms and sort them into six groups: annelids, molluscs, arachnids, crustaceans, insects, and myriapods. They'll share their groupings, record them, and receive an Invertebrates question sheet. They'll learn that invertebrates typically have soft bodies or exoskeletons. Additionally, they'll go on an invertebrate hunt using magnifying glasses, exploring and classifying local invertebrates, thereby gaining a deeper understanding of the invertebrates in their local environment</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="219 1123 555 1302">  </div> <div data-bbox="613 1075 757 1455">  </div> </div> | <p style="text-align: center;">Unit: Misty Mountains and Winding river</p> <p style="text-align: center;">Lesson 3 - continued</p> <p><u>L.I. We are learning to identify and locate the importance of significant rivers.</u></p> <p><u>Skill - L.I. We are learning to explain ways that settlements, land use or water systems are used in the UK and other parts of the world.</u></p> <p>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.</p> <p>By the end of this lesson children should know:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation. <ul style="list-style-type: none"> <input type="checkbox"/> Rivers transport materials in four ways <input type="checkbox"/> Solution is when minerals are dissolved and carried in the water. <input type="checkbox"/> Suspension is when light material is carried. <input type="checkbox"/> Saltation is when small pebbles and stones are carried along the riverbed. <div data-bbox="916 1195 1321 1481">  </div> | <p style="text-align: center;">Unit: Photo Editing</p> <p style="text-align: center;">Lesson 3</p> <p><u>LI: We are learning how cloning can be used in photo editing</u></p> <p>Image, edit, retouch, clone</p> <p><u>Success criteria:</u></p> <ul style="list-style-type: none"> - I can add to the composition of an image by cloning - I can identify how a photo edit can be improved - I can remove parts of an image using cloning <p>Activity:</p> <p>In this lesson, children will learn about image composition and how changing it can impact the message conveyed by a photo. They'll explore tools to remove or add elements in an image, understanding how subtle changes can alter its meaning. Through activities and demonstrations, they'll practise using the clone tool to edit photos, both to modify composition and retouch images. By experimenting with different images and techniques, children will develop skills in editing and enhancing photographs effectively.</p> <div data-bbox="1686 1177 1957 1481">  </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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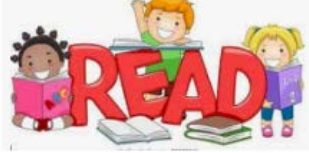
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Reading Tasks

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 9

1. accept
2. except
3. affect
4. effect
5. aloud
6. allowed
7. weather
8. whether
9. who's
10. whose

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: 29.04.24**

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