

Weekly Overview of Learning

Year Group: 4 Week beginning: 03.06.24

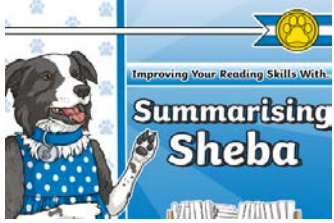
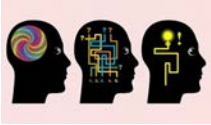


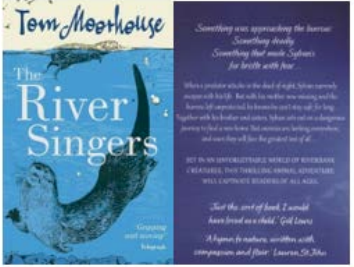
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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>L.I. We are learning to improve our reading skills using summarising.</u>	<u>PIXL - reading paper</u>	<u>TRIP - River Thames Obsidian & Moonstone</u>	<u>L.I. We are learning to write a poem on the River Thames. (Cold task)</u>	<u>L.I. We are learning to make predictions based on what we infer from the front cover and blurb of The River Singers (2d and 2e).</u>
Speaking and Listening Focus		Children will have opportunities to discuss any misconceptions from today's paper.		Think, pair, share and class discussion Have you ever read a poem before?	We will be using Think, pair, share and class discussions as our focus today. Ask relevant questions to extend their understanding and knowledge, using the Q matrix.
Key vocabulary and Key Bloom's higher order thinking questions	<p><u>Key vocabulary</u> retell summarise highlight sum key points</p> <p><u>Key Questions:</u> What is the main idea of the text? What are the most important points or events? Can you describe the main events in your own words? What details support the main idea?</p>	<p>What is the main idea of the passage? Did you double-check your answers to make sure they are accurate? Have you looked back at the text to find evidence to support your answer? Did you review the passage to make sure you understood the main idea</p>	<p>This trip has been meticulously planned to complement our curriculum and offer an enriching educational experience.</p> <p>During the trip, pupils will actively participate in fieldwork along the riverside and foreshore. They will engage in activities such as recording geographical features, assessing water quality, and identifying wildlife.</p> <p>Upon returning to the classroom, they will further explore geography, wildlife, and history using various resources such as maps, photographs, and artefacts.</p>	<p><u>Key vocabulary</u> River Verse Stanza Descriptive language Figurative language poetic devices rhyme Alliteration structure</p> <p><u>Key Questions:</u> What are some features found in the poem? What senses could you use to describe the River? Can you identify what literary devices can be used in a poem? How can poetry be structured?</p>	<p><u>Key vocabulary</u> Analyse Predict Infer Moreover Because In addition illustrations</p> <p><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 kind of relationship do you think the main characters will have? What surprises do you think the author might include in the story?</p>

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<p>Activities</p>	<p>Today's learning aims to cultivate children's reading skills through the practice of summarising texts effectively.</p> <p>Children will grasp the essence of summarisation as the art of distilling key ideas and essential details from a text while differentiating it from paraphrasing and copying.</p> <p>Through targeted exercises, they will learn techniques to identify main points, omit extraneous information, and express summaries in their own words.</p> <p>This will prepare them for tomorrow's reading paper and for comprehension tasks set in the future.</p> 	<p>Today, children will sit their last reading paper in year 4. In this assessment session, children will be required to show their understanding of their reading skills they have covered thus far. They will be answering a variety of questions from the reading domains. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups</p> 		<p>In this lesson, children will engage in writing a poem about the River Thames. They will demonstrate their understanding and knowledge of poetry, thinking about poetic devices they know should be included.</p> <p>This task will allow the teachers to form an understanding of what the children already know before we begin teaching poetry. Children will then have the opportunity later on to develop their writing skill.</p> 	<p>Today's lesson focuses on children's predictions!</p> <p>Children will be using the front cover and blurb to write a prediction from what they can infer.</p> <p>The lesson will begin with the class teacher revealing parts of the front cover and blurb to the children. This will give them an opportunity to begin thinking about their predictions and answer some key questions.</p> <p>We will discuss some key words found on the blurb and look into the definitions to broaden children's understanding of the book.</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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	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Maths - Decimals	<u>PIXL - ARITHMETIC PAPER 1</u>	<u>PIXL - MATHS PAPER 2 REASONING</u>	<u>PIXL - MATHS PAPER 3 REASONING</u>	<u>LI: We are learning to understand and recap the relationships between a year, month, a week and a day.</u>	<u>LI: We are learning to understand how to convert seconds, minutes and hours using multiplicative reasoning.</u>
Key vocabulary and key questions	<p>Key Vocabulary: Addition Subtraction Compare Calculate Divide Multiply</p>	<p>Key Vocabulary: Addition Subtraction Compare Calculate Divide Multiply Reason Problem solve</p>	<p>Key Vocabulary: Addition Subtraction Compare Calculate Divide Multiply Reason Problem solve</p>	<p>Key Vocabulary: weeks year month representation calendar reasoning convert calendar leap year reasoning convert leap year</p> <p>Key Questions: How many days are there in a week? How many days are there in the month of ? How many days/weeks/months are there in a year? What do you need to do to convert ____ to ____? How are leap years different from ordinary years? How often is there a leap year?</p>	<p>Key Vocabulary: representation calendar reasoning convert leap year compare minutes hours seconds 6 times-tables equal</p> <p>Key Questions: What activity lasts approximately one second/minute/hour? How many seconds/minutes/hours do you think it takes you to ? How many minutes are there in hour(s)? How many seconds are there in minute(s)? If you know that 1 minute is equal to 60 seconds, how many seconds is 3 minutes equal to?</p>

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<p>Activities</p>	<p>Today children will sit their last arithmetic paper in year 4.</p>	<p>Today children will sit their last arithmetic paper in year 4.</p>	<p>Finally, children will sit their last reasoning paper in year 4.</p>	<p>In this small step, children recap the relationships between a year, a month, a week and a day from Year 3 Children should explore how a year can be represented on a calendar, which shows the number of days in each month. As a class, to help them to remember this key knowledge, practise rhymes, songs or other memory strategies about the numbers of days in each month. Children use multiplicative reasoning and related number facts to convert and compare the different units of time. By the end of this step, they will recognise how often a leap year occurs and be able to calculate future leap years. They should recognise that there are approximately 4 weeks in a month, although most months are slightly longer than this.</p> <p>Here is a calendar from January 2022</p> <table border="1" data-bbox="1458 979 1659 1094"> <thead> <tr> <th colspan="7">January</th> </tr> <tr> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>Sa</th> <th>Su</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> </tr> <tr> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> </tr> <tr> <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></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Annie's birthday was on the second Saturday of January. • Dexter's birthday was on the final Friday of January. • Whitney's birthday was 4 days after Annie's birthday. <p>When is each child's birthday?</p>	January							M	T	W	Th	F	Sa	Su						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							<p>In this small step, children recap the number of seconds in a minute and minutes in an hour, building on their learning from Year 3. Children use multiplicative reasoning and related number facts to convert and compare times recorded in hours, minutes and seconds. A secure understanding of the 6 times-table will help children find related number facts linked to time, for example $36 \div 6 = 6$ and $360 \div 60 = 6$, so 360 seconds is equivalent to 6 minutes and 360 minutes is equivalent to 6 hours. Paired work involving one child counting an agreed duration in their head while a partner uses a stopwatch to record the actual time can help children to develop an appreciation of how long seconds and minutes last. Additionally, they could record the length of time it takes in seconds to complete a task, such as running across the playground or writing their name</p>
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

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Music – Sing Up	RE	PE – Get Set 4 PE												
<p style="text-align: center;">Unit: The horse in motion</p> <p style="text-align: center;"><u>LI: To create music inspired by motion pictures</u></p> <p>Film composing is an art form all of its own – different, and distinct from other forms of composition. Composers use moving images (and often story) to inspire, shape, and structure their ideas. In this unit, we will explore one of the first films ever made (from 1878!) and use it as inspiration for composing repeating patterns (ostinatos), and structuring ideas.</p> <p>In this lesson children will:</p> <ul style="list-style-type: none"> Watch a short film and analyse it. Create two contrasting ostinatos. Perform in two groups. Create a graphic score. <div data-bbox="120 943 763 1283" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p style="text-align: center; background-color: #008080; color: white; padding: 5px;">The first film – The horse in motion</p> <div style="display: flex; align-items: center;">  <ul style="list-style-type: none"> ● <i>The horse in motion</i> was the first ever motion picture film and it was made by Eadweard Muybridge in 1878. ● Focus on the horse's feet. Can you count how many strides the horse takes? </div> </div>	<p style="text-align: center;">Unit: Death Rites of the five Main Religions</p> <p style="text-align: center;">When a person is dying or has died, how are they treated and why is this very important?</p> <p style="text-align: center;">Lesson 1 - We are learning to understand that different religions have different death rites.</p> <p>In today's lesson, children will explore the death rites of the five main religions in England: Islam, Christianity, Hinduism, Sikhism, and Judaism. This exploration aims to provide insight into how these religions' beliefs about death and the afterlife shape their rituals and practices. By understanding these rites, children will gain a deeper appreciation of how religious perspectives influence the ways people live and what they believe happens after death, setting the stage for our six-week exploration of life and death.</p> <table border="1" data-bbox="958 818 1312 1289" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Summary</th> </tr> </thead> <tbody> <tr> <td style="width: 30%;">Islamic Death Rites</td> <td style="width: 70%;"> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="flex: 1; text-align: center;">  </div> </div> </td> </tr> <tr> <td>Hindu Death Rites</td> <td> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="flex: 1; text-align: center;">  </div> </div> </td> </tr> <tr> <td>Christian Death Rites</td> <td> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="flex: 1; text-align: center;">  </div> </div> </td> </tr> <tr> <td>Jewish Death Rites</td> <td> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="flex: 1; text-align: center;">  </div> </div> </td> </tr> <tr> <td>Sikh Death Rites</td> <td> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="flex: 1; text-align: center;">  </div> </div> </td> </tr> </tbody> </table>	Summary		Islamic Death Rites	<div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="flex: 1; text-align: center;">  </div> </div>	Hindu Death Rites	<div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="flex: 1; text-align: center;">  </div> </div>	Christian Death Rites	<div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="flex: 1; text-align: center;">  </div> </div>	Jewish Death Rites	<div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="flex: 1; text-align: center;">  </div> </div>	Sikh Death Rites	<div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="flex: 1; text-align: center;">  </div> </div>	<p style="text-align: center;">Unit: Tennis</p> <p style="text-align: center;">Lesson 1</p> <p><u>LI: To develop racket and ball control.</u></p> <p>Pupils will be told that tennis is a net game. Q: What is the object of the game? <i>To hit the ball over the net and into the court so that your opponent can't return it.</i> Q: Do you know any other games where you play over a net? <i>Badminton, volleyball, table tennis.</i></p> <p>Each pupil has a racket. Each skill will be introduced and practised. For each skill, pupils will be assessed on if they can do one, then two in a row, then three in a row and so on. When dropping the ball, try to get it to land in the hoop: Tap the ball up with the racket. Can you stay inside your hoop?</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">   </div> <p style="text-align: center; margin-top: 20px;">Unit: Rounders</p> <p style="text-align: center;">Lesson 1</p> <p><u>LI: To develop throwing and catching with accuracy and apply these to a striking and fielding game.</u></p> <p>Pupils will be told that rounders is a striking and fielding game. In striking and fielding games, there are two teams, a batting team who tries to score points and a fielding team who tries to limit the batting team from scoring. Q: Can you think of any other striking and fielding games? <i>Cricket, baseball.</i></p> <p>In today's lesson, pupils develop throwing and catching skills which are fielding skills and will help them to limit the batting team from scoring points.</p>
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		<p>Unit: Swimming (Moonstone & Obsidian)</p> <p>Weekly sessions of swimming are delivered on Mondays and Tuesdays, by qualified instructors.</p> 
<p>Art</p>	<p>Spanish – Language Angels</p>	<p>PSHE - Jigsaw</p>

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Unit: Craft and design

Lesson 7

LI: LI: We are learning to evaluate our patterns to consider successes and improvements.

In this lesson, children will be using their critical thinking skills by evaluating their work, identifying successes, and considering areas for improvement. They will reflect on which aspects of their patterns worked well, how their colour choices enhanced their designs, and what techniques they mastered. By engaging in self-evaluation and peer feedback, students will learn to appreciate their achievements and recognise opportunities for growth.

Key vocabulary:

Batik
Patterns
Evaluate
Success
Improve



Unit: Ricitos de Oro y los tres osos

Lesson 1

LI: We are learning to understand new vocabulary by using picture cards from the well recognised story Ricitos de Oro y los tres osos (Goldilocks & The Three Bears).

This week the children will start their new unit of learning. Firstly, they will remind themselves of the story in English and will then be introduced to new Spanish vocabulary associated with the story. The children will work in small groups to explore and understand this vocabulary using picture cards.



Unit: Changing me

Lesson 1/ Puzzle 1

LI: We are learning to identify what we already know about change.

We will now be beginning our new topic of 'changing me'.

In this lesson, the children will be identifying what they already know about change and any examples they can analyse to relate to this topic.

Outcomes:

By the end of the lesson, your child should be able to:

- Identify various types of change they have experienced.
- Reflect on the emotional and practical effects of these changes.
- Share and understand coping strategies for managing change.

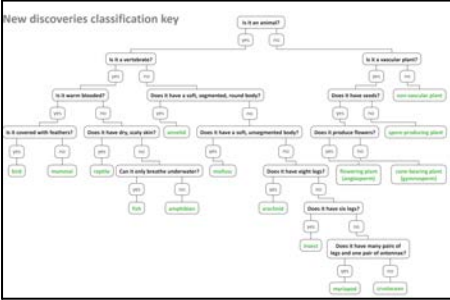







This lesson aims to build resilience and emotional awareness, helping students navigate the changes they encounter in life.



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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 6</p> <p>LI: We are learning to identify and classify living things, then report findings using scientific vocabulary, enhancing scientific inquiry skills.</p> <p>Skill: Analyse features and behaviours of living things to classify them accurately and scientifically.</p> <p>In this lesson, children will learn about identifying and classifying living things. They'll compare, sort, and group new discoveries using a classification key. Students will understand how scientists classify organisms and use scientific vocabulary to explain their classifications. Through group activities, they'll apply their knowledge, discussing and justifying their classifications. In the next session, they'll present their findings using Google Slides, practising their communication skills and drawing conclusions based on evidence collected. This interactive and engaging lesson promotes scientific understanding and creativity in a fun and practical way.</p> 	<p style="text-align: center;">Unit: Misty Mountains and Winding Rivers Lesson 7</p> <p>In this lesson, children will learn how to represent and interpret contour lines on a map, which is an essential skill in physical geography. They will:</p> <ul style="list-style-type: none"> - Understand that contour lines are used to show elevation and the shape of the land on maps. - Define what contour lines are. - Learn how closely spaced contour lines indicate steep slopes, while widely spaced lines indicate gentle slopes or flat areas. - Identify peaks, valleys, and other physical features using contour lines. - Practice reading and using four-figure grid references to locate features on an Ordnance Survey (OS) map. - Participate in a hands-on activity using a potato to create a 3D model, which will help them visualise how contour lines represent different elevations. <p>Through these activities, children will develop a deeper understanding of how to interpret contour lines on a map.</p> 	<p style="text-align: center;">Unit: Repetition in shapes Lesson 1</p> <p>LI: We are learning to identify loops to create shapes.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • I can list an everyday task as a set of instructions including retention • I can predict the outcome of a snippet of code • I can modify a snippet of a code to create a given outcome <p>This lesson starts by looking at repetition within real-life examples, where learners identify which parts of a set of instructions are repeated. Learners then use Scratch, a block-based programming environment, to create shapes using count-controlled loops. They consider what the different values in each loop signify, then use existing code to modify and create new code, and work on reading code and predicting what the output will be once the code is run.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Shape</th> <th style="width: 33%;">Logo Commands</th> <th style="width: 33%;">Scratch blocks</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"><pre>repeat 4 [fd 50 rt 90]</pre></td> <td style="text-align: center;"></td> </tr> </tbody> </table>	Shape	Logo Commands	Scratch blocks		<pre>repeat 4 [fd 50 rt 90]</pre>	
Shape	Logo Commands	Scratch blocks						
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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.

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Reading/Spelling and Grammar	Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
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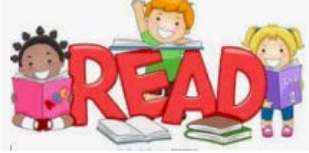
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Reading Tasks

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 1

1. expression
2. discussion
3. confession
4. permission
5. admission
6. compassion
7. possession
8. profession
9. mission
10. impression

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: 03.06.24**

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