

# Weekly Overview of Learning

Year Group: 4 Week beginning: 30.09.24



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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><b>L.I. We are learning to use themes to draft the closing of our re-telling of our Egyptian themed 'Jack and the Beanstalk'.</b></p>	<p><b>L.I. We are learning to write a hot task on the re-telling of our Egyptian themed 'Jack and the Beanstalk'</b></p>	<p><b>PIXL ASSESSMENT</b> SPAG</p>	<p><b>PIXL ASSESSMENT</b> Reading</p>	<p><b>PIXL ASSESSMENT</b> Spelling</p>
<p><b>Speaking and Listening Focus</b></p>	<p>The Language of Retelling</p> <p>Let me take you back to the start, where it all began with... As things started to come to a close, we... 'What happened at the end?' 'What did....?' In summary... The consequence of...</p>	<p>The Language of Comparison (comparing and contrasting)</p> <p>It felt so different to my cold task.... The improvement is.... One difference is.... One thing I will change is....</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p><b>Key vocabulary and Key Bloom's higher order thinking questions</b></p>	<p><b>Key vocabulary</b> Fairy tale, traditional, characters, magic, setting, closing, story mountain, draft and Ancient Egyptian</p> <p><b>Key Questions:</b> What themes can you identify from the story of Jack and the Beanstalk? What lesson was learnt from the story? What will happen to the characters in the future? How will you incorporate these themes within the ending of your stories? What literary devices does the WAGOLL use? How are you going to bring your story to a close?</p>	<p><b>Key vocabulary</b> Fairy tale, traditional, characters, magic, setting, build up, dilemma, resolution, ending, story mountain, draft and Ancient Egyptian</p> <p><b>Key Questions:</b> Can you identify any final ways to uplevel your work? What is your favourite part of your story? Can you identify any parts of your tale that may need to be up levelled? Have you included direct speech, figurative language and the five senses? Can you change your punctuation to create more effect?</p>	<p><b>Key Vocabulary</b> Tenses Adverbs Relative clauses Expanded noun phrases Adjectives Nouns Verbs Modal verbs Commas Parenthesis Adverbials Punctuation Spelling</p>	<p><b>Key vocabulary</b> Define Explain Retrieve Identify Record Summarise Predict Meaning Choice of words comparison</p>	<p><b>Key Vocabulary</b> Tenses Adverbs Relative clauses Expanded noun phrases Adjectives Nouns Verbs Modal verbs Commas Parenthesis Adverbials Punctuation Spelling</p>

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**Year Group: 4**    **Week beginning: 30.09.24**


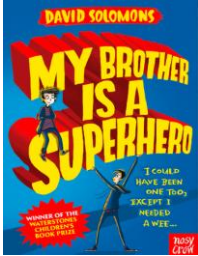
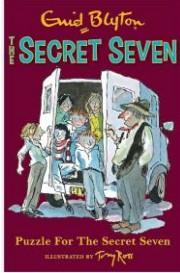
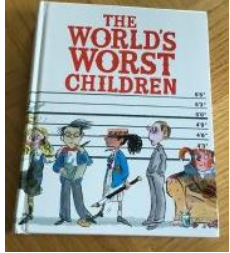
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	<p>What did you write in your plan? Have you proof-checked your work for punctuation and spelling errors?</p>																						
<p><b>Activities</b></p>	<p>In this lesson the children will use what they have learnt over the past few weeks and their plan to draft the closing of their rewrite of Jack and the Beanstalk. In the closing, the children will focus on including themes discovered throughout their story and analyse what lesson was learnt. They will then highlight what will happen to the characters in their story for the future.</p> 	<p>Today, the children will be writing their final drafts of their traditional Egyptian tale hot tasks. They will be applying their knowledge of figurative language, subordinating conjunctions, dialogue and more to ensure their hot tasks are to their highest standard.</p> 	<p>In this assessment session, children will be required to show their understanding of their grammar, spelling and punctuation skills they have covered thus far. They will be answering a variety of questions. 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 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> <table border="1" data-bbox="1317 903 1635 1145"> <thead> <tr> <th colspan="2">Content domain reference</th> </tr> </thead> <tbody> <tr> <td>2a</td> <td>give / explain the meaning of words in context</td> </tr> <tr> <td>2b</td> <td>retrieve and record information / identify key details from fiction and non-fiction</td> </tr> <tr> <td>2c</td> <td>summarise main ideas from more than one paragraph</td> </tr> <tr> <td>2d</td> <td>make inferences from the text / explain and justify inferences with evidence from the text</td> </tr> <tr> <td>2e</td> <td>predict what might happen from details stated and implied</td> </tr> <tr> <td>2f</td> <td>identify / explain how information / narrative content is related and contributes to meaning as a whole</td> </tr> <tr> <td>2g</td> <td>identify / explain how meaning is enhanced through choice of words and phrases</td> </tr> <tr> <td>2h</td> <td>make comparisons within the text</td> </tr> </tbody> </table>	Content domain reference		2a	give / explain the meaning of words in context	2b	retrieve and record information / identify key details from fiction and non-fiction	2c	summarise main ideas from more than one paragraph	2d	make inferences from the text / explain and justify inferences with evidence from the text	2e	predict what might happen from details stated and implied	2f	identify / explain how information / narrative content is related and contributes to meaning as a whole	2g	identify / explain how meaning is enhanced through choice of words and phrases	2h	make comparisons within the text	<p>In this assessment session, children will be required to show their understanding of their spelling skills they have covered thus far. They will be writing the correct spelling for each word as it is called out. The information from these assessments will help us to plan lessons for the term for individual children and for identified groups.</p>
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<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p><b>Amber</b> TEXT – The Danger Gang Author – Tom Fletcher</p> 	<p><b>Obsidian</b> Text - My brother is an evil genius Author – David Solomons</p> 	<p><b>Amethyst</b> Text – Puzzle for the Secret Seven Author – Enid Blyton</p> 	<p><b>Moonstone</b> Text – The World's Worst Children Author – David Walliams</p> 
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Maths - Place Value	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><b><u>LI - We are learning to solve a range of arithmetic questions using both written and mental methods.</u></b></p>	<p><b><u>PIXL ASSESSMENT</u></b> Arithmetic paper</p>	<p><b><u>PIXL ASSESSMENT</u></b> Paper 1- reasoning</p>	<p><b><u>PIXL ASSESSMENT</u></b> Paper 2 - reasoning</p>	<p><b><u>L.I: We are learning to develop fluency with our times tables.</u></b> <b><u>L.I: We are learning to complete a range of arithmetic questions in a given time using our prior learning</u></b></p>
<p><b>Key vocabulary and key questions</b></p>	<p><b><u>Key Vocabulary:</u></b> Multiplication, multiply, times, groups of, product, division, divide, shared equally, denominator, numerator, exchange</p> <p><b><u>Key questions:</u></b> How do you find a fraction of any number? Can you identify the numerator</p>	<p><b><u>Key Vocabulary:</u></b> Addition Subtraction Compare Calculate Divide Multiply</p>	<p><b><u>Key Vocabulary:</u></b> Addition Subtraction Compare Calculate Divide Multiply Reason Problem solve</p>	<p><b><u>Key Vocabulary:</u></b> Addition Subtraction Compare Calculate Divide Multiply Reason Problem solve</p>	<p><b><u>Key Vocabulary:</u></b> Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p><b><u>Key Questions:</u></b> -What do you recognise about the ___ times tables? - Can we use our knowledge of the ___ times tables and the ___ times tables</p>

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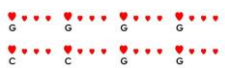
	<p>and denominator? How can you apply known multiplication facts to help you solve questions involving larger numbers? What does the word commutative mean?</p>				<p>to help us with our ___ times tables? -Can you identify the fact family for this multiplication? -What do you already know that you can apply to this multiplication question?</p>
<b>Activities</b>	<p>Today children will be using their prior knowledge to solve a range of problems including: fractions of numbers, adding and subtracting fractions, multiplying 3 digit numbers by a one digit number and adding and subtracting involving exchanging.</p> <p>Teachers will use assessment for learning to address any misconceptions and give children time to model on the board for their peers. Children will be asked to explain their thought processes using the taught mathematical vocabulary.</p>	<p>In this assessment session, children will be required to show their understanding of the mathematical areas they have covered thus far. They will be answering a variety of questions to apply their mathematical reasoning and problem solving skills.</p> <p>The information from these assessments will help us to plan lessons for the term for individual children and for identified group</p>	<p>In this assessment session, children will be required to show their understanding of the mathematical areas they have covered thus far. They will be answering a variety of questions to apply their mathematical reasoning and problem solving skills.</p> <p>The information from these assessments will help us to plan lessons for the term for individual children and for identified group</p>	<p>In this assessment session, children will be required to show their understanding of the mathematical areas they have covered thus far. They will be answering a variety of questions to apply their mathematical fluency understanding.</p> <p>The information from these assessments will help us to plan lessons for the term for individual children and identified groups.</p>	<p>Today, children will log onto TTRS to compete in the year group tournament. The children will continue to practise recall and understanding of times tables with their teacher.</p> <div style="text-align: center;">  </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>

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

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Music –	RE	PE – Get Set 4 PE
<p style="text-align: center;"><b>Unit: This little light of mine</b> <b>Lesson 4</b></p> <p style="text-align: center;"><u>LI: We are learning to make up a rhythmic ostinato to accompany the song.</u></p> <p><b>Unit Key Words:</b> ostinato, performance track, off-beat, rhythm, chorus, bass, backing track.</p> <p><b>Key Questions</b> How can you synchronise your rhythm with others in the group?</p> <p>What strategies can you use to stay on beat while playing both the bass and rhythmic parts?</p> <p>In this musical lesson, children will explore note reading and rhythm coordination through a grid of musical notes. The grid contains four bars of music per line, with hearts denoting the beat and letters indicating the notes. Children will be grouped by their playing experience, either in smaller groups for shorter sections or collectively for all 16 bars. They will begin by practising the first line, emphasising synchronisation on beat 1 and achieving a harmonious sound. As they progress through each line, they can use vocal counting to maintain rhythm. Finally, they will play along with a performance track, using lyrics as a guide and adjusting the tempo as necessary with the Song Bank whiteboard, with the overarching goal of enhancing their musical skills and ensemble playing abilities.</p> 	<p style="text-align: center;"><b>Unit: Sikhism</b> <b>Lesson 4</b></p> <p><u>LI.1: We are learning to make links between the beliefs teachings and sources of different religious and other groups and show how they connected to believer's lives</u></p> <p><u>LI. 2: We are learning about things that are important to me and other people with the way I think and behave</u></p> <p><b>Key Vocab</b> Message, poetry, mannerisms, compassion, simplicity</p> <p><b>Key Questions</b> How did Guru Nanak's simple lifestyle and actions help spread his message? What key ideas do you want to include in your poem to reflect Guru Nanak's teachings?</p> <p>We will discuss what modern technology means that today, when something happens, it is not long before the whole world knows about it. Explain that it didn't used to be like that. Explain that today children will be learning about how Guru Nanak spread his message and backed up his teaching with the way he lived. Children will analyse some poems referring to how Guru Nanak spread his message and will be composing their own poems today. Special links need to be made to Guru Nanak's calm mannerisms, his simple dress sense and his links with the poor and needy. They will look at some examples composed by teachers and eventually compose their own poems.</p>	<p style="text-align: center;"><b>Unit: Hockey</b> <b>Lesson 4</b></p> <p><u>LI.1. To use defending skills to delay an opponent and gain possession.</u></p> <p><b>Key Vocab</b> stick, tackle, teamwork, track</p> <p>In this lesson children will need to be careful not to place the hockey stick on the floor too soon and keep to the rules. They will develop how to work with others to manage a game and show honesty when playing. They will need to make decisions on deciding when to track the ball and when to tackle.</p> <p style="text-align: center;"><b>Unit: Netball</b> <b>Lesson 4</b></p> <p><b>LI.1. To defend an opponent and try to win the ball</b></p> <p><b>Key Vocab</b> intercept, speed, space, marking, dodge, footwork</p> <p>In this PE lesson, children will focus on defensive skills, including intercepting passes, staying close to opponents, and reading body cues to anticipate direction changes. They'll develop agility, quick footwork, and positioning to delay attackers and deny space while following netball rules.</p> <p style="text-align: center;"><b>Unit: Swimming</b></p>

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		<p><b>(Amber &amp; Amethyst)</b> Weekly sessions of swimming are delivered on Tuesday and Wednesday , by qualified instructors.</p>
Art	Spanish – Language Angels	PSHE - Jigsaw



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## Unit: Drawing - Powerprints

### Lesson 4

L.I. We are learning to plan a composition for a mixed-media drawing.

#### Key Vocabulary

Collage, composition, contrast, highlight, mixed media, precision, symmetrical.

#### Key Questions

Have you chosen images of different sizes?

How can the images interlock on the page?

Will any overlap?

Can you create any patterns?

Is your composition figurative (looks like something from real life) or abstract?

This week, the children will be looking at a collage created by an artist called Henri Matisse. Here is a piece of art he has created called 'The Circus'.



Children will be selecting a range of pictures they want to use and will carefully cut these out following drawn lines with scissors. Then they will arrange their cut out pieces in different ways to explore what makes an interesting composition. Finally, they will glue down the images in one chosen composition.

## Unit: ME PRESENTO

### Lesson 4

L.I: We are learning to learn how to consolidate knowledge of numbers 1-20 in Spanish and to answer the question '¿Cuántos años tienes?' (How old are you?)

#### Key Vocabulary

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

#### Key Questions

How do you count from 11 to 20 in Spanish?

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

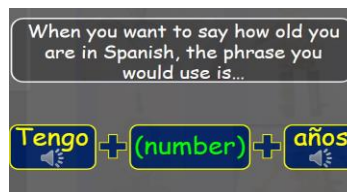
How can you use numbers to ask someone's age or describe quantities in Spanish?

Cuántos años tienes? (How old are you?)

By the end of this unit, the children will be able to:

- Count to 20 in Spanish.
- Ask somebody how they are feeling, their age, name and where they live in Spanish.
- Say how we are feeling, how old we are, what our name is and where we live in Spanish.
- Apply rules of adjectival agreement when saying our nationality in Spanish.

In this lesson children will be focusing to further their scope of role play by being introduced to the question '¿Cuántos años tienes?' (How old are you?) We will be using our knowledge from the last lesson to say our age.



## Unit: Being me in my world!

### Lesson 4

L.I: We are learning to understand how democracy works through the school council in our school.

L.I: We are learning to recognise our contributions to making a learning charter for the whole school.

#### Key Vocabulary

Authority, decision, democracy, community, contribution, decision, observer, responsibility, rights, role, vote.

#### Key Questions

What is democracy?

What does a school council do?

What rights do I have?

In this lesson, the children will learn about democracy and voting.

The children will be exploring the following Articles:

#### Article 12

Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

#### Article 28

All children and young people have the right to a primary education which should be free. Discipline in school should respect children's human dignity. Young people should be encouraged to reach the highest level of education of which they are capable.



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Science - Wellington Curriculum

Topic (History) – Cornerstones Curriculum

Computing – Barefoot and Teach Computing



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<p style="text-align: center;"><b>Unit: Electricity, Circuits and Conductors</b> <b>Lesson 3</b></p> <p><u>LI: We are investigating the effect of complete or incomplete circuits</u></p> <p><b>Key vocabulary</b> Conductor, complete circuit, incomplete circuit, energy ball, series circuit, electricity, energy, cell, battery, light, lamp, bulb, holder, wires</p> <p><b>Key Questions</b> What happens in an energy ball when a complete circuit is made?  How can you predict whether a circuit will work based on its design?  What are the differences between a complete circuit and an incomplete circuit?</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"><li>• I can explain how an energy ball works.</li><li>• I can make a prediction (what do you think will happen?) about whether a circuit will work.</li><li>• I can identify circuits as incomplete or complete circuits.</li><li>• I can explain what makes a complete circuit and why a circuit may be incomplete.</li></ul> <p>We will be identifying complete and incomplete circuits. Children will be making the circuits too. Children will learn about an energy ball. The energy ball is a way to demonstrate how to conduct electricity in a circuit.</p>	<p style="text-align: center;"><b>Unit: Ancient Civilisation</b> <b>Lesson 4</b></p> <p><u>LI: We are learning to understand the hierarchical structure of Ancient Sumer times.</u></p> <p><u>Skill: To describe the hierarchy and different roles from ancient civilisations.</u></p> <p><b>Key Vocabulary</b> Hierarchy, structure, society, lugal, priests, priestesses, upper class, lower class, slaves</p> <p><b>Key Questions</b> What does hierarchy mean?  Why do you think there was a king at the top of the hierarchy?  Why did priests have so much power?  Thinking about life today, does this hierarchy seem odd to you? Why/whynot?  Were slaves important?  Why do you think the slaves were at the bottom of the hierarchy?  How did the king rely on people lower down the hierarchy?</p>	<p style="text-align: center;"><b>Unit: – Computing systems and networks – The internet</b> <b>Lesson 4- What is a website?</b></p> <p><u>LI: We are learning to describe how content can be added and accessed on the World Wide Web (WWW)</u></p> <p><b>Key vocabulary</b> World Wide Web, internet, content, website, web page, links, files</p> <p><b>Key questions</b> How can you add content to a website on the World Wide Web?  What are the advantages and disadvantages of allowing people to add content to websites?  Children will be introduced to the term 'web' as a shortened version of World Wide Web. They will draw on their previous experience to identify websites which allow content to be added. The lesson will be based on the school's website — the content on it has been added by someone, this could be by teachers, office staff and administrators. We will discuss the advantages and disadvantages of adding such content. Examples may include:</p> <p>Advantages</p> <ul style="list-style-type: none"><li>• Easy for people to add content to the web</li><li>• Enables the sharing of knowledge</li><li>• Makes the World Wide Web accessible to all</li></ul> <p>Disadvantages</p> <ul style="list-style-type: none"><li>• Not everything on the web is accurate</li><li>• The quality of content will vary</li></ul> <p><b>Task</b></p>
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<p><b>Circuit Three</b></p> <p>Is the circuit complete or incomplete? Why?</p> <ul style="list-style-type: none"> <li>The wires are correctly attached to each end of the cell.</li> <li>Each wire is correctly attached to the bulb.</li> <li>The cell is inserted correctly and the bulb is correctly placed within the bulb holder.</li> </ul> <p><b>Circuit One</b></p> <p>Is the circuit complete or incomplete? Why?</p> <ul style="list-style-type: none"> <li>There is a missing wire which is needed between the bulb and cell.</li> </ul>	<p><b>Ancient Sumer hierarchy</b></p> <ul style="list-style-type: none"> <li><b>The king, or <i>lugal</i>,</b> made laws, led the army and ordered taxes to be paid. He was believed to have a special relationship with the gods.</li> <li><b>Priests and priestesses</b> were powerful and told people how to behave to keep the gods happy.</li> <li>The <b>upper classes</b> were made up of successful merchants, scribes, high-ranking soldiers, accountants, architects and teachers. They lived well and had leisure time.</li> <li><b>Lower classes</b> were craftspeople, farmers, artists, builders, musicians, bakers, fishermen, soldiers and merchants. They kept the city running smoothly.</li> <li><b>Slaves</b> were prisoners of war. They worked for the king and priests but upper class Sumerians also bought slaves to work for them. Slaves did many jobs, including manual work and teaching.</li> </ul>	<p>Children will then use Chrome Music Lab, where they will still be able to create their own content with some guidance.</p> <p>Briefly model the use of the Kandinsky function. Tell learners to go to Chrome Music Lab and open the Kandinsky page. Children experiment and make their own sounds, and see what they can deduce on their own.</p> <p>Go to <a href="#">Chrome Music Lab</a> and click on the drawing.</p>
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## Homework

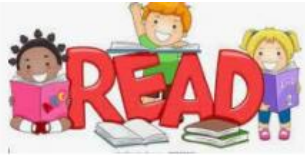
Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday.

Reading/Spelling and Grammar		Maths	Topic/Other foundation subjects including writing <b>REMINDERS – trips/events/items to bring in</b>
<p><b>Reading Tasks</b></p> <p>Please read for at least 20 minutes every day and complete tasks in your purple task book.</p>	<p><b>Spelling and Dictation</b></p> <p>Remember to try and use these words in sentences to show that you understand their meanings. Please also practise your handwriting using the spellings.</p>	<p><b>Doodle Maths</b></p> <p>Log on to your account at least three times this week.</p> <p><b>Your homework will be set to your 'extras' each week. This will be set on a Thursday and due on a Monday.</b></p>	<p>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.</p> <p>Please ensure your child has a <b>water bottle</b> and a pencil case with the correct equipment. This should</p>

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



**Your English homework will be set to your extras each week. This will be set on a Thursday and due on a Monday. This week you will be completing a book review for Ma'ats Feather on Google Classroom.**



**KS2  
Superhero Spellings Week 4**

1. tomatoes
2. potatoes
3. poetry
4. tomorrow
5. meadow
6. though
7. echoes
8. although
9. poetic
10. dough

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!



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