

Weekly Overview of Learning

Year Group: 4 Week beginning: 06.01.25

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

	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<u>LI: We are learning to predict what might happen from details stated and implied using the front cover.</u>	<u>L.I. We are learning to explore the structure of dilemma stories.</u>	<u>LI: We are learning to retrieve information from a piece of non fiction text.</u>	<u>LI: We are learning to retrieve and record information to identify key details from our class text 'The Kapok Tree'(2b)</u>	<u>LI: We are learning to use feedback to reflect on and improve my work, demonstrating critical thinking and the ability to revise my ideas.</u>
Speaking and Listening Focus	<p>The Language of predicting</p> <p>Based on the front cover..</p> <p>From the imagery and title on the front cover, it seems likely that...</p> <p>The design of the front cover suggests that the theme of the text could be...</p>	<p>The Language of Dilemma and Decision-making</p> <p>The main character faces a dilemma because...</p> <p>The two choices the character has to make are...</p> <p>If I were in the character's shoes, I would choose... because...</p>	<p>The Language of Retrieval and Identification</p> <p>Sentence Starters: The text says that... From the information I read, I can tell that... The author explains that...</p>	<p>The Language of Identification and Summarising</p> <p>One important detail from the text is...</p> <p>The key idea in this part of the story is...</p> <p>From the text, I know that... because...</p>	<p>The Language of Reflection and Feedback</p> <p>Based on the feedback I received...</p> <p>The teacher's comments help me understand that...</p> <p>I can improve my argument by...</p> <p>The feedback suggests that I should...</p> <p>After reading the feedback, I realise that I need to...</p> <p>To strengthen my letter, I will...</p>
Key vocabulary and Key Bloom's higher order thinking questions	<p><u>Key vocabulary</u></p> <p>prediction inference word classes punctuation noun subject verb adverb fronted adverbial expanded noun phrase subordinating conjunction</p> <p><u>Key Questions:</u></p>	<p><u>Key vocabulary</u></p> <p>theme dilemma period of waiting resolution inference retrieve</p> <p><u>Key Questions:</u> What is a dilemma? Can you identify the main dilemma in the story? How do the characters feel when they're confronted with a dilemma?</p>	<p><u>Key vocabulary</u></p> <p>Kapok Tree non-fiction retrieve facts continents rainforest continents equator canopy understory environment</p> <p><u>Key Questions:</u></p>	<p><u>Key vocabulary</u></p> <p>Non fiction Kapok Tree Continents Retrieve Point Evidence Explain Rainforest</p> <p><u>Key Questions:</u> Where do all of the animals in the story live? Why was the man in the story going to cut down the Kapok tree?</p>	<p><u>Key Vocabulary</u></p> <p>Rhetorical question Conclusion Counterargument Reflection Appeal Persuasion</p> <p><u>Key Questions:</u> Did I clearly explain my main idea, and do I have good reasons to support it? Did I think about what the other person might say and answer their points?</p>

Weekly Overview of Learning

Year Group: 4 **Week beginning: 06.01.25**

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

	<p>What do you already know about the Amazon Rainforest? Do you know what 'the rainforest' is? Can you predict what might happen in the text?</p> <p>Do you know where in the world we find the Amazon rainforest? Why do they think this? Why do we make predictions? Do predictions always need to be right? How does the picture help you infer what is going to happen in the book? Looking at the two examples of predictions, which one is written better and why? What do you think the man is looking up at? How would you describe the tree?</p>	<p>What options do the characters have, and what are the consequences of each choice? If you were in the character's shoes, what choice would you make and why? Do you think there is a right or wrong choice in the dilemma? Why or why not? How does the author build tension and suspense around the dilemma? Are there any real-life situations that are similar to the dilemma in the story? Can you think of alternative solutions to the dilemma that the characters didn't consider? What lessons or messages can we learn from the characters' choices and the resolution of the dilemma?</p>	<p>What do you already know about the Amazon Rainforest? Do you know what 'the rainforest' is? Do you know where in the world we find the Amazon rainforest? Can you locate some of today's rainforests from the map at the back of the book? Are there any continents without rainforests? What do you notice about where rainforests are located? What would you like to know more about? What are the different layers of the rainforest? What animals live in each layer?</p>	<p>How did the animals try to convince the man not to cut down the Kapok tree? What reasons did they give him to save the tree? Give any three reasons. If the Kapok tree did get cut down, what would happen to the animals in the story? If you could be any animal from the story, what would you be? How does that animal depend on the Kapok tree? The animals in the book use the tree in many ways. What are some ways that people use trees? Explain the importance of trees and protecting our environment.</p>	<p>Does my ending make a strong point and leave the reader thinking?</p>
--	---	--	---	--	--

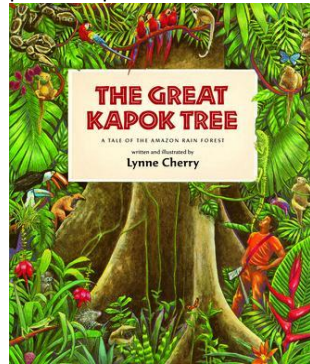
Weekly Overview of Learning

Year Group: 4 **Week beginning: 06.01.25**

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

Activities

The children will be introduced to their new class text 'The Kapok Tree'. In today's lesson the children will be predicting what they think the book will be about using the front cover. They will infer from the pictures to understand what the theme of the story will be about. The children will make cross curricular links between their topic in geography to gain a better understanding of where the book is set and different types of ecosystems to make plausible predictions.

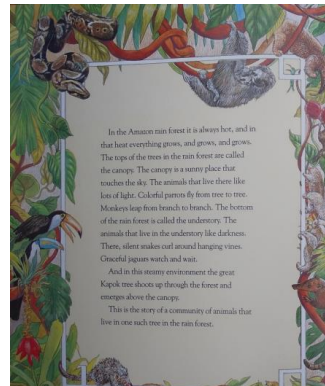


Today children will read the book as a class - shared reading. They will then answer key questions focussing on the dilemma and resolution and character choices. Children will then assess how 'The Great Kapok Tree' is a dilemma story by filling in a dilemma stories table. If the story fits the 3 criteria (dilemma, period of waiting and resolution), it is most likely a dilemma story. They will be given four different stories that involve a dilemma and will complete the table below.

Dilemma Story	Dilemma (What dilemma does the character face?)	Period of waiting (What happens while the character waits? Who gives advice?)	Resolution (What does the character decide to do in the end?)
The Great Kapok Tree			

In this lesson children will be introduced to the first page of the book, which is a piece of nonfiction text all about rainforests. This will be read aloud by the teacher who will ask children retrieval and inference questions from key questions above. They will then be asked to turn to the back of the book where they will find a map of the world. These pages will help them to create an information page on what they have learnt about rainforests.

Task;
Children will be presented with a set of questions, they will use the pages highlighted above to answer those questions to create an information page ready to explore the book further over the next few days.



Today we will be answering some reading comprehension questions about The Great Kapok Tree. Questions will be modelled to children using PEE (point, evidence, explain) to ensure they use this method when answering questions in their books.
Task;
To answer comprehension questions based on the text using their inferring and predictions skills and use PEE in their writing.

P Point	Sum up the main idea in your paragraph.	<ul style="list-style-type: none"> • In my opinion... • Arguably... • The writer uses... • Similarly... • Firstly... • Next... • In contrast... • One of the language features used is...
E Evidence	Provide Evidence for the point you are making.	<ul style="list-style-type: none"> • For example... • An example of this is... • This is shown... • This can be seen... • This is demonstrated when... • Not once this because... • The evidence for this is...
E Explanation	Why is the quotation significant? What effect does the quotation have on the reader? Why has the writer used this technique?	<ul style="list-style-type: none"> • This shows... • This suggests... • This implies... • This is effective because... • The writer has chosen this technique because... • This would make the reader feel... • This has been used because...

summary

Teacher Assessment – Currently working at: WT ARE ARE+ GD

Success Criteria for Monologue	Every Place Every Time	
First person language	Capital letters	✓
Fronted adverbials	Full stops	✓
A variety of sentence structures (i.e. use, subordinate clauses, onomatopoeia)	Paragraphs	✓
Expanded noun phrases to add detail	Capital letters for proper nouns	✓
Show use of (SPaG) ITT	Use 'I' and 'correctly	✓
Personae adjectives to describe emotions, characters or settings	Appositives for extraction and possession	✓
Powerful verbs	Next Handwriting	✓
Write in the past tense		✓

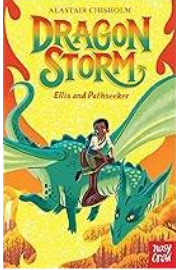
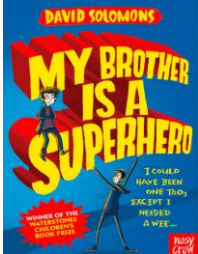
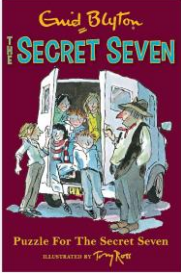
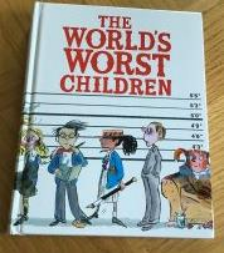
Looking back at your hot and cold task writing, what makes you feel proud, and how have you improved?

If you were to do this task again, what would you do differently or consider trying?

Weekly Overview of Learning

Year Group: 4 Week beginning: 06.01.25

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




<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> 
--	---	---	--	---

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Maths - Multiplication and Division</p>	<p>LI: We are learning to identify and explore factor pairs using our knowledge of multiplication.</p>	<p>LI: We are learning to use factor pairs to identify equivalent calculations.</p>	<p>LI: We are learning to explore multiplying by 10 and 100.</p>	<p>LI: We are learning to explore dividing by 10 and 100.</p>	<p>LI: We are learning to master our times tables and efficiently solve timed arithmetic questions with the skills we've acquired.</p>
<p>Key vocabulary and key questions</p>	<p>Key Vocabulary: factor pairs arrays odd number even number link calculate partition multiplication division possibilities</p> <p>Key Questions: How can you use arrays to help you find all the factors of a number? How do you know that</p>	<p>Key Vocabulary: factor pairs arrays odd number even number link calculate partition multiplication division possibilities</p> <p>Key Questions: How does knowing the factor pairs of 8 help you to find an</p>	<p>Key Vocabulary: factor pairs arrays odd number even number link calculate partition multiplication division possibilities</p> <p>Key Questions: What do you notice when multiplying by 10? What is a placeholder? When do you use</p>	<p>Key Vocabulary: factor pairs arrays odd number even number link calculate partition multiplication division possibilities</p> <p>Key Questions: What do you notice when multiplying by 100? How can you use multiplying by 10 to help you</p>	<p>Key Vocabulary: Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p>Key Questions: -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 question?</p>

Weekly Overview of Learning

Year Group: 4 **Week beginning: 06.01.25**

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

	<p>you have found all the factors of ? How do arrays help you to see when a number is not a factor of another number? Which number is a factor of every whole number? Do factors always come in pairs? Do whole numbers always have an even number of factors?</p>	<p>equivalent calculation to 7×8? For which number are you going to find the factor pairs? Which factor pair is the most helpful to solve the calculation? In what order are you going to multiply these numbers? Does it matter which factor pair you use</p>	<p>placeholders? What happens to the digits in a number when you multiply by 10? How can you use a place value chart to show multiplying by 10? What is multiplied by 10?</p>	<p>multiply by 100? What happens to the digits when you multiply by 100? How can you use a place value chart to show multiplying by 100? What is multiplied by 100? What is 100 lots of ?</p>	
<p>Activities</p>	<p>In this lesson, children grasp the concept of factors, a pivotal moment in their maths comprehension. They understand that when multiplying two whole numbers, like $3 \times 5 = 15$, both numbers become factors, forming a "factor pair." This comprehension extends to realising any whole number perfectly dividing another is a factor. Practical use of counters in creating arrays reinforces the concept of factor pairs, emphasising a systematic approach for thorough exploration. For example, when finding factor pairs of 12, starting with 1×12, then 2×6, and finally, 3×4, recognizes the repetition of 4, marking the completion of factor pair identification. This lesson lays the foundation for nuanced understanding, fostering systematic problem-solving skills in the children.</p>	<p>In this lesson, children leverage prior knowledge of factor pairs to explore equivalent calculations. Understanding, for example, that 3 and 4 are a factor pair of 12, they discover that 5×12 is equivalent to $5 \times 3 \times 4$ or $5 \times 4 \times 3$. Through exploring various factor pairs, children practise calculations, identifying the most mentally accessible approach. The perceived ease of calculation varies among children based on their confidence with specific times-tables. This lesson underscores the application of factor pairs in generating equivalent calculations, promoting a deeper understanding of mathematical relationships and individualised mental calculation strategies in children.</p> <div data-bbox="638 1289 963 1508"> <p>Rosie is working out 7×8</p>  <p>I can use a factor pair of 8 to help me.</p> <p>$7 \times 8 = 7 \times 4 \times 2 = 28 \times 2$ double 28 is 56, so $7 \times 8 = 56$</p> <p>Use Rosie's method to work out the multiplications.</p> <p><input type="text" value="6 x 8"/> <input type="text" value="9 x 8"/> <input type="text" value="12 x 8"/></p> </div>	<p>In this lesson, children delve into multiplying by 10, cultivating the ability to visualise expanding a number tenfold and equating it to "multiply by 10." Drawing on the understanding that 1 ten is 10 times the size of 1 one and 1 hundred is 10 times the size of 1 ten, they use a place value chart for clarity. Recognizing that when multiplying by 10, digits shift one place left with a zero as a placeholder, children develop a grasp of the process. Emphasis is placed on avoiding the misconception of simply adding a zero, ensuring a solid foundation for future learning involving decimals and preventing potential confusion.</p> <div data-bbox="1019 1289 1355 1428"> <p>Mo represents 21×10 using place value counters.</p>  <p>I need to exchange to find the answer.</p> <p>What exchanges does Mo need to make? What is 21×10?</p> </div>	<p>In this lesson, expanding on the previous step, children delve into multiplying whole numbers by 100, recognizing it as a two-step process: first by 10 and then by 10 again. They develop the ability to visualise enlarging a number 100 times and equating it to "multiply by 100." Using tools like a place value chart, counters, and base 10, children explore the impact on digit values when multiplying by 100. Emphasising understanding, children grasp that when multiplying by 100, digits shift two place value columns to the left, necessitating zeros as placeholders. It's crucial to discourage the misconception of simply adding two zeros, ensuring clarity for future learning involving decimals and preventing potential confusion.</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> <div data-bbox="1825 981 2072 1157">  </div>

Weekly Overview of Learning

Year Group: 4 Week beginning: 06.01.25

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

<p>Here is a factor bug for 12</p> <p>Complete the factor bug for 20</p> <p>Complete the factor pairs of 12 and the sentences.</p> <p>●●●●●●●●●●●●●● 1 × _____ = 12</p> <p>●●●●●● ●●●●●● _____ × 6 = 12</p> <p>●●●●●● ●●●●●● _____ × _____ = 12</p> <p>12 has _____ factor pairs.</p> <p>12 has _____ factors altogether.</p>	<p>Use place value counters to complete the multiplications.</p> <p>23 × 10 16 × 10 31 × 10</p> <p>Dexter uses a place value chart to work out 32 × 10</p> <table border="1"> <tr> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td></td> <td>●●●●</td> <td>●●●●</td> </tr> </table> <p>× 10 × 10</p> <p>I can see that when I multiply by 10, all the counters move one place to the left on a place value chart.</p>	H	T	O		●●●●	●●●●	<p>There are 8 jars.</p> <p>Each jar contains 100 drawing pins.</p> <p>How many drawing pins are there altogether?</p> <p>Work out the multiplications.</p> <p>▶ 7 × 1 7 × 10 70 × 10 7 × 100</p> <p>▶ 3 × 1 3 × 10 30 × 10 3 × 100</p> <p>▶ 8 × 1 8 × 10 80 × 10 8 × 100</p> <p>What do you notice?</p>	
H	T	O							
	●●●●	●●●●							

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

Music	RE	PE – Get Set 4 PE
<p>Unit: The doot doot song Lesson 1</p> <p>LI: We are learning to analyse song structure, sing 'Doot Doot,' and play the C major chord</p> <p>Unit Key Words: chords, triads, beat, sequence, bar, count, verse, chorus, performance</p> <p>In this lesson, children engage in a lively Warm-up and Stomp Canon, incorporating vocal warm-ups and rhythmic movements. The activities enhance group listening skills and promote a steady pulse through actions like shoulder movements, clapping, and jumping. The lesson then transitions to exploring the structure of "The Doot Doot Song," discussing the instrumental intro, chorus, verse, and</p>	<p>Unit: Multi-faith and Humanism Lesson 1</p> <p>LI 1: We are learning to understand the importance of the Five Pillars of Islam.</p> <p>LI 2: We are learning to express personal connections through creating pillars representing important values in our lives.</p> <p>Today, children will be learning why the Five Pillars of Islam is important. The Five Pillars are a set of religious duties that Muslims use as guidance for their beliefs and their lives. Muslims weave these duties into everyday activities and the way they act as a way to show their religious devotion and prove their sincere belief. Children will reflect on their own values.</p>	<p>Unit: Dance Lesson 1 - Theme 'Spy'</p> <p>LI: To copy and create actions in response to an idea and be able to adapt this using changes of space.</p> <p>The theme of this lesson is 'Spy' and children will mind map the words associated with it. Children will be reminded of 16 counts from their learning in Year 3 and move to a soundtrack associated with the theme using exaggerated movements like;</p>

Weekly Overview of Learning

Year Group: 4 **Week beginning: 06.01.25**

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

middle 8. Pupils learn to identify these sections and recognize their characteristics. The focus shifts to learning the chorus by looping it on the Song Bank whiteboard, emphasising the staccato singing style to maintain a lively and bouncy rhythm. The lesson encourages active participation, musical analysis, and vocal skill development.

Moonstone and Amethyst will play the Ukele with a specialist music teacher



creeping, rolling, moving side to side, tiptoeing. Children should be able to change the direction or pathway of their actions to make their performance look interesting.

Unit: Yoga

Lesson 1

LI: To explore connecting breath and movement.

By the end of this lesson children should be able to breathe in and out slowly when in a yoga pose. Children will learn;

Yoga is a form of movement.

- In yoga we use actions known as poses and our breath to develop physical and mental wellbeing.
- Yoga often starts with people putting their hands together at their chest, called prayer, bowing their head to their hands and saying 'namaste'.
- This gesture is a simple greeting of peace to send positive energy out into the universe.



Unit: Swimming (Amber & Amethyst)

Weekly sessions of swimming are delivered on Tuesday and Wednesday, by qualified instructors.

Art

Spanish – Language Angels

PSHE - Jigsaw

Weekly Overview of Learning

Year Group: 4 **Week beginning: 06.01.25**

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

L.I. We are learning to consider proportion and composition when planning a still-life painting.

In this lesson, we will be exploring still life and comparing compositions, the children create their own plan for a finished still-life painting.

Children will explore that a still-life painting is a collection of things that don't move; objects rather than people or living animals. Children will learn that still-life paintings are often created to celebrate the nice things in life, like food or parties, but sometimes they communicate more serious messages.

They will be reminded that the term 'composition' in painting means the way elements are organised on the paper/canvas. Still-life paintings are usually carefully arranged in 'compositions', even if they just appear to be a collection of objects.



Unit: Sé (I know how)

Lesson 1

Key vocabulary

salter (to jump), bailar (to dance), cantar (to sing), cocinar (to cook), montar en bicicleta (to ride a bicycle)

Key questions

What do these verbs mean in English?
 Can you repeat the verb with accurate pronunciation?
 How can you remember these verbs?
 Which verb matches this image?

In this lesson pupils will learn how to name (with accurate pronunciation) and remember five high frequency infinitive verbs in Spanish. They will do this by following the powerpoint which teaches them the words followed by practice among partners. After this pupils will listen to the audio from the powerpoint and match the correct verb to the correct image.

Task- Listen to the audio and match the correct verb to the image:

- 1 2 3 4 5



Unit: Celebrating Difference!

Lesson 1

LI: We are learning to express our hopes and dreams.

In this lesson, children will look at Micheal Jordan and his dreams and goals about being a basketball player. As a class, we will discuss the children's dreams and goals. By the end of the lesson, children will be equipped with the motivation and tools needed to dream big and work towards turning those dreams into reality.

My Goals for 2025 are...

My long-term goals are...

Weekly Overview of Learning

Year Group: 4 **Week beginning: 06.01.25**

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

Science - Wellington Curriculum

Topic (Geography) – Cornerstones Curriculum

Computing – Barefoot and Teach Computing

Weekly Overview of Learning

Year Group: 4 Week beginning: 06.01.25

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

Unit: SOUND

Lesson 1

L1: We are learning to use instruments to explain how sounds are made.

Skill - We are learning to record our observations at each station as part of a sound carousel.

Key Vocabulary

sound, vibrations, pitch, volume, frequency, amplitude, instrument, observation, station, record

Key questions

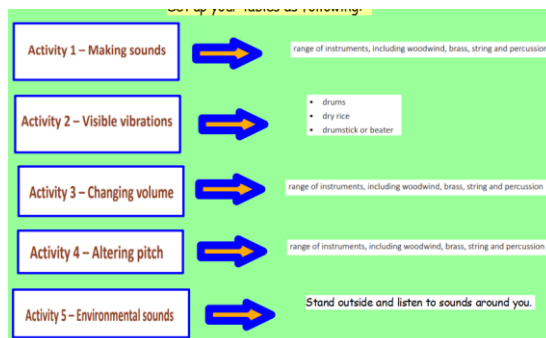
What do you already know about sound?

What questions do you have about how sounds are made?

How do you think instruments create different sounds?

Today we will be beginning our new topic of Sound. The children will begin with completing a frame where they will identify what they already know and ask questions about what they would like to find out.

Then the children will engage in a dynamic and hands-on activity known as the sound carousel. Throughout the lesson, the emphasis will be placed on developing the skill of recording observations at each station.



Set up your carousel following:

- Activity 1 – Making sounds → range of instruments, including woodwind, brass, string and percussion
- Activity 2 – Visible vibrations → drums, dry rice, drumstick or beater
- Activity 3 – Changing volume → range of instruments, including woodwind, brass, string and percussion
- Activity 4 – Altering pitch → range of instruments, including woodwind, brass, string and percussion
- Activity 5 – Environmental sounds → Stand outside and listen to sounds around you.

Unit: Interconnected Worlds

Lesson 1

Skill - Using four and six-figure grid references to describe places accurately.

Key vocabulary

Grid reference, Easting, Northing, Map, Precision

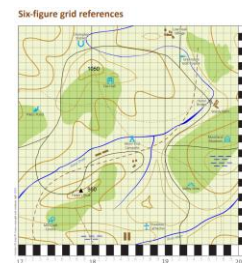
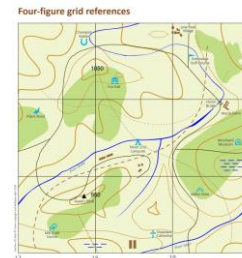
Key questions

What is the difference between four-figure and six-figure grid references?

How do you determine the easting and northing in a six-figure grid reference?

Why are six-figure grid references more precise than four-figure grid references?

In this lesson, children will learn to use six-figure grid references to locate objects and places on a map with precision. They will understand that the first three numbers (easting) are read along the bottom/top of the map, and the second three numbers (northing) are read up the sides. After reviewing four-figure grid references, children will practice six-figure grid references using examples and a map, then complete a recording sheet to consolidate their understanding.



Unit: Programming

Lesson 1

L1: We are learning to identify that accuracy in programming is important

Key vocabulary program, turtle, commands, code snippet

Success criteria:

- I can program a computer by typing commands
- I can explain the effect of changing a value of a command
- I can create a code snippet for a given purpose

Activity:

In this Logo programming lesson, children explore basic commands. They learn to move the turtle, understanding pixel measurement and screen clearing. Turning commands are introduced, and children practise forward and backward movements. Combining commands is explained, and tools like 'pen up' and 'pen down' are introduced. The lesson includes code snippet creation, and digit drawing in Logo. Children will share their code snippets, enhancing understanding.

What happens if you type FD 100?
... FD 200?
... BK 50?
... RT 90?
... RT 180?
... CS?
How many Logo steps does it take to get to the top of your screen exactly?

Weekly Overview of Learning

Year Group: 4 Week beginning: 06.01.25

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

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

Reading Tasks

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



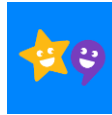
Remember there are a variety of online platforms to explore reading on too, such as Bug Club and Reading Eggs.



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

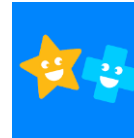
1. illogical
2. illegible
3. illegal
4. illicit
5. illiterate
6. irregular
7. irrelevant
8. irresistible
9. irresponsible
10. irrational

Maths

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!



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

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

Weekly Overview of Learning

Year Group: 4 **Week beginning: 06.01.25**

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

			the appropriate day. <ul style="list-style-type: none">- Swimming Hat- Goggles- Swimming costume/ Shorts- A towel
--	--	--	--

LI: We are learning to interpret and use detailed grid references and map symbols to find specific locations.