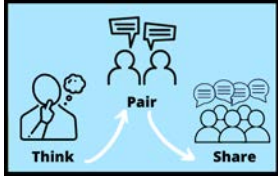


# Weekly Overview of Learning

Year Group: 4    Week beginning: 06.05.24


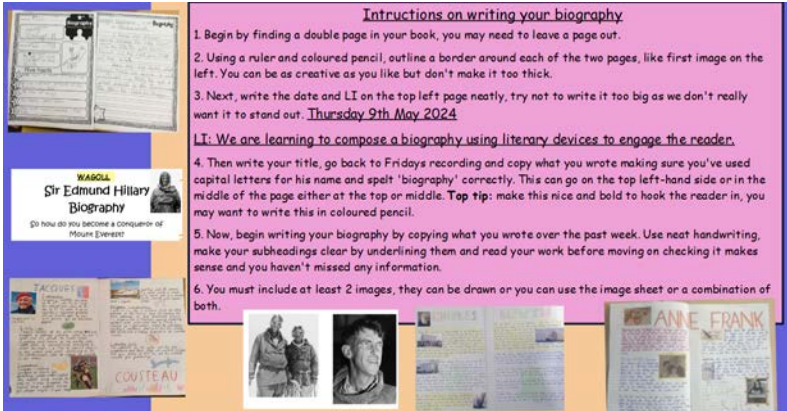
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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<b>Bank holiday</b>	<u><b>L1: We are learning to draft Edmund Hillary's passion for climbing and his achievements for our biography.</b></u>	<u><b>L.I. We are learning to draft Edmund Hillary's legacy for our biography.</b></u>	<u><b>L.I. We are learning to write a biography using literary devices to engage the reader.</b></u>	
Speaking and Listening Focus		Think, pair, share and class discussion sharing information and facts they have researched	Class discussion Think, pair, share Ask questions, seek clarification, and express their ideas	<p>Think, Pair, Share</p>  <p>Feedback</p>	
Key vocabulary and Key Bloom's higher order thinking questions		<p><u><b>Key vocabulary</b></u> Edmund Hillary explorer Mount Everest biography facts introduction early life chronological order past tense third person</p> <p><u><b>Key Questions:</b></u> What sparked Sir Edmund Hillary's interest in climbing? How did Sir Edmund Hillary's love for the outdoors shape his childhood? What were some of Sir Edmund Hillary's early climbing experiences? How did Sir Edmund Hillary prepare for his expeditions?</p>	<p><u><b>Key vocabulary</b></u> Edmund Hillary explorer Mount Everest biography facts achievements significant events achievements early life education career challenges legacy quotes</p> <p><u><b>Key Questions:</b></u> What legacy did Sir Edmund Hillary leave behind in the world of mountaineering? What was Sir Edmund Hillary's legacy in humanitarianism and philanthropy? How did Sir Edmund Hillary inspire others?</p>	<p><u><b>Key vocabulary</b></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><b>Key Questions:</b></u> What features can you recall to include in your biography? How can you make it eye-catching and appealing for the reader? What do you need to include? What literary devices do you need to include? How does chronological order help to organise your biography? How do we use quotation marks when quoting Edmund Hillary?</p>	

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		<p>What challenges did Sir Edmund Hillary face as a climber, and how did he overcome them?</p>	<p>What lessons can we learn from Sir Edmund Hillary's life and legacy? How is Sir Edmund Hillary remembered today? What impact did Sir Edmund Hillary's legacy have on the people of Nepal and the Himalayan region?</p>	
<p><b>Activities</b></p>		<p>In this lesson, children will continue to draft their biography on Sir Edmund Hillary. Focus will be placed on drafting what caused his passion for climbing, significant people in his life and his tremendous achievements. Children will be asked to consider key questions above to ensure they have the correct information under this heading. They will then go on to consider literary devices that need to be included in their writing like; writing in third person,, writing in past tense and writing in chronological order. They will use their research from last week to pick key information for this section of their biography</p> 	<p>In this lesson, children will draft the last section of their biography on Sir Edmund Hillary. Children will need to write about his legacy, mainly his charitable work and the impact he had on the people of Nepal and the Himalayan region. Children will continue to use literary devices from previous lessons and need to include fact boxes, quotes and images to ensure they have included all features of a biography. Children will be reminded on how to use quotation marks and provided with sentence stems such as; it was thought that, many people claimed, there was rumour that... They will be given a choice of quotes and facts to choose to include in their writing.</p>	<p>In this lesson, children will learn to apply their knowledge of writing a biography on Sir Edmund Hillary. They will be incorporating literary devices to engage and inform the reader effectively. They will understand the importance of using language creatively to captivate the reader's attention and enhance comprehension. Children will begin the process of writing their biography, utilising the skills and techniques they have acquired throughout the week. They will apply all key features learned, including clear and concise language, chronological organisation, third person, and the use of factual information . By the end of the lesson, children will have developed a deeper understanding of how to create engaging and informative biographies that effectively communicate their intended message to the reader. They will then reflect on what they have learned about biographies and something they still find challenging.</p> 

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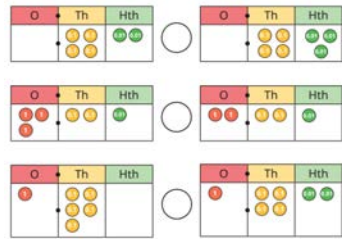
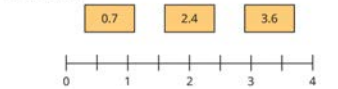



<p><b>Class Text – Reading Aloud</b> <b>10-15 mins each day</b></p>	<p><b>Amber</b> TEXT – King of the cloud forests Author – Michael Morpurgo</p> 	<p><b>Obsidian</b> TEXT – Matilda Author – Roald Dahl</p> 	<p><b>Amethyst</b> TEXT - Ammit's Revenge Author – Juliet Desailly</p> 	<p><b>Moonstone</b> TEXT – Awful Auntie Author – David Walliams</p> 
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Maths - Decimals	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><b><u>LI: We are learning to compare and order decimals</u></b></p>	<p><b><u>LI: We are learning to round to the nearest whole number</u></b></p>	<p><b><u>LI: We are learning to explore money</u></b></p>	<p><b><u>LI: We are learning to write money using decimals.</u></b></p>	<p><b><u>LI: We are learning to develop fluency with our times tables.</u></b> <b><u>LI: 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> Ones, Tenths, Hundredths, Decimals, Place value chart, Part whole model, Partition, Flexible, Compare, Order, Ascending, Descending</p> <p><b><u>Key Questions:</u></b> Which place value column do you compare first? Why? How many ones/tenths/hundredths does the number have? Which number is greater/smaller? How can you represent the decimal number on a place value chart? What is the same/different about the ones/tenths/hundredths?</p>	<p><b><u>Key Vocabulary:</u></b> Ones, Tenths, Hundredths, Decimals, Column, Place value chart, Round, Estimate, Whole number</p> <p><b><u>Key Questions:</u></b> Which whole numbers does _____ lie between? Using the number line, which whole number is _____ nearer to? When rounding to the nearest whole number, which place value column should you look at? What is the same/different about rounding to the nearest</p>	<p><b><u>Key Vocabulary:</u></b> Money, Decimals, Units, Convert, Pounds, Pence, Part Whole Model and Value.</p> <p><b><u>Key Questions:</u></b> -Which coin represents 5p? -How many 50p do you need to make £1? -Can you make £5 with 4 coins? -What is the value of x? -Which has a greater value 5p or £5?</p>	<p><b><u>Key Vocabulary:</u></b> Money, Decimals, Units, Convert, Pounds, Pence, Part Whole Model and Value.</p> <p><b><u>Key Questions:</u></b> • How many pounds are there? • How many pence are there in £1? How many hundredths are there in 1 one? • How do you write the amount as a decimal? • How do you write £ and p as a decimal? • How do you write £2 and 50p/£2 and 5p in decimal form?</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 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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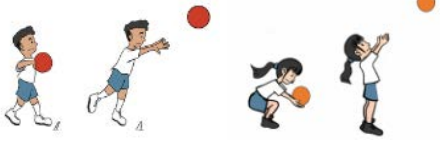
	<p>How can you represent the number on a place value chart?          What is the same/different about the digits of the numbers?          Why have you chosen to order the decimal numbers this way?</p>	<p>whole number and rounding to the nearest ten?</p>			
<p><b>Activities</b></p>	<p>Today, we will be ordering and comparing decimals up to two decimal places. We will discuss whether all the place value columns need to be compared. For example, when comparing 6.73 and 2.98, only the ones need to be compared; but when comparing 5.37 and 5.39, all the places need to be compared. A wide variety of representations can be used to support ordering, including place value counters, place value charts and number lines. The learning builds on children's understanding of ordering integers in the Autumn term.</p> <p>Write &lt; or &gt; to compare the numbers.</p> 	<p>In this small step, children round decimals with 1 decimal place to the nearest whole number. They should be able to use the word "integer" as an alternative to "whole number". Children can make links to rounding to the nearest 10, 100 and 1,000 studied in the Autumn term. They then consider which whole number the decimal number is nearer to, by looking at the digit in the tenths column. Using the same convention as in their earlier rounding, a number with a 5 in the tenths column, although exactly halfway between integers, rounds to the greater integer. Children should recognise that a decimal number rounded to the nearest whole number can round to zero.</p> <p>Draw arrows to estimate the positions of the numbers on the number line.</p> 	<p>Today we will begin our focus on money. For this lesson we will have the money out in the classroom and familiarise ourselves with it. We will explore how each coin has a different value and look at how to add amounts of money together.</p> 	<p>Children have previously explored the values of coins and notes, and added and subtracted amounts of money within the same denomination. In Year 3, amounts of money in pounds and pence were presented as, for example, "£4 and 25p". In this small step, children are introduced to decimal notation for the first time, for example £4.25. The focus of the step is the ability to write a given amount in decimal notation and to represent amounts that are given in decimal notation. Children explore the use of pounds and pence notation and develop the understanding that the digits following the decimal point represent part of a pound. They should link to their earlier learning that £1 = 100p and 1 whole = 100 hundredths.</p> <p>How much money is there?          Write the amounts as decimals.</p>  <p>What is the same? What is different?</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>

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

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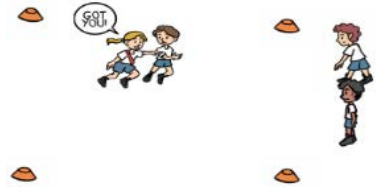

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Music –	RE	PE – Get Set 4 PE
<p style="text-align: center;"><b>Unit: The horse in motion</b> Lesson 4</p> <p><b>LI: We are learning Hooves and rider – body percussion</b></p> <p><b>Unit Key Words:</b> Ostinato, Graphic score, Rhythm, Motion, Percussion</p> <p style="text-align: center;"><u>Success criteria:</u></p> <ul style="list-style-type: none"> <li>• Watch a short film and analyse it.</li> <li>• Create two contrasting ostinatos.</li> <li>• Perform in two groups.</li> <li>• Create a graphic score.</li> </ul> <p>In this lesson, children are learning about rhythm and motion through body percussion activities inspired by Eadweard Muybridge's film "The horse in motion." They create rhythmic patterns to match the horse's hoof and rider movements, explore graphic scores, and perform in groups. This helps them understand musical concepts and develop coordination while engaging with historical motion picture techniques.</p> <div data-bbox="174 1193 719 1469" style="border: 1px solid black; padding: 5px;"> <p><b>Graphic score – hoof pattern</b></p> <ul style="list-style-type: none"> <li>• Draw the horse's hooves pattern on the board using just symbols. Try out a few until you find a really good representation.</li> <li>• Then draw the symbol 16 times along the bottom of the board to represent the full film. For example, it might look something like this:</li> </ul> <p style="text-align: center;">AAA _ AAA _ AAA _ AAA _ AAA _ AAA _ etc.</p> </div> <p>Moonstone and Amethyst are learning how to play the</p>	<p style="text-align: center;"><b>Unit: Sacred Texts</b> Lesson 3</p> <p style="text-align: center;"><u>L.I To understand the different sacred texts in each religion</u></p> <p>Over the next 3 lessons children will be working on a collaborative task, in groups of 4/5 to research a sacred text more deeply in order to prepare a presentation to the rest of the class. They will create a presentation using Google Slides, and showcase key facts about their sacred text.</p> <p>Lesson 1 – Research; Questions to think about: What is the sacred text called? When was it created? What language is it written in? What type of writing is used in the text – poems, songs, rules? Where is it kept? When is it used? Can you give any examples of things written in it?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="824 1187 1048 1410" style="text-align: center;"> <p>Guru Granth Sahib Ji Sikhi</p>  </div> <div data-bbox="1137 1219 1384 1394" style="text-align: center;">  <p>The Bible Christianity</p> </div> </div>	<p style="text-align: center;"><b>Unit: Athletics</b> Lesson 4</p> <p><u>LI: To develop power and technique when throwing for distance.</u></p> <p>Pupils will be developing throwing, heaving and launching. There are five different techniques that they will explore. For each throw: They must not pass the start line. They must measure where the ball first lands. Measurers must stand out of the throwers way. Show pupils each station and the varying techniques Split the class into five groups and allocate each group to begin at one of the five stations. Pupils have four minutes at each station (timed by the teacher). They can have as many turns as time allows. At all stations, pupils work in pairs with one ball between them and one cone each. Pupils begin behind a start line. They take turns to throw the ball as far as they can. Once they have thrown, their partner marks how far the ball travelled with a cone. They place a cone where the ball first lands, not where it rolls to. Each time they throw, they try to beat their cone. They leave the measuring cone where it is, only moving it if they beat their distance. The pupil who measures stands to the side of the area out of the thrower's way.</p> <div data-bbox="1518 1283 1957 1426" style="text-align: center;">  </div> <p style="text-align: center;"><b>Unit: Fitness</b> Lesson 4</p>

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<p>Ukulele with Mr Oliver</p>		<p><u>LI: To develop agility.</u></p> <p>Agility is the ability to change direction quickly. Agility is helpful in lots of activities that require you to change direction quickly whilst keeping your balance.</p> <p>In groups of four, pupils create a box using four cones, approx. 6m by 6m. Pupils are only allowed to use the space inside their box. Pupils play 1 v 1 whilst the other two pupils rest. Two pupils begin at opposite cones. One pupil is the runner, the other is the chaser.</p> <p>Chaser tries to catch the runner. Each time the runner is caught, pupils re-start by standing at opposite cones.</p> <p>How many times can the catcher catch the runner in 1 minute? After one minute, change over with the other pair.</p> <p>Repeat four times so that all pupils play the role of both runner and chaser.</p>  <p><b>Unit: Swimming</b> <b>(Moonstone &amp; Obsidian)</b></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 4

**LI: We are learning to explore textile techniques to develop patterns.**

In this lesson, children will look at the work by William Morris and learn about him as a craftsman. Children will be looking at the drawing from the previous lesson and they will use tracing paper to trace their drawings, picking out the main shapes. They need to build up a page of organic and interesting patterns. Children to think about the features and patterns of William Morris that they looked at earlier and to consider elements they can add to improve the overall look of their pattern.

They can consider the following:

- ✓ How the shapes could be connected, and what they could fill empty spaces with.
- ✓ How William Morris connected elements in his designs. (He extended shapes and lines to connect with each other or entwined like vines and leaves.)
- ✓ If their mood board identified patterns like stripes, flowers or animals, ask them if any of these can be added to their pattern.

### What inspired William Morris?

'Acanthus' wallpaper design, 1875



Wallpaper border designed and made by the 19th Century designer William Morris



## Unit: La clase

### Lesson 4

**LI: We are learning to understand the possessive adjectives 'mi' and 'mis' in Spanish to allow for more personalised responses.**

In this lesson we will show the children how to personalise their responses to the key question '¿Qué tienes en tu estuche?' by showing them how to swap the indefinite article/determiner for a possessive adjective. This may be the first time the children have seen this, but it will be revisited many times in a variety of units going forward.

### Key Language

Mi = My (singular nouns)

Mis = My (plural nouns)

## Unit: Relationships

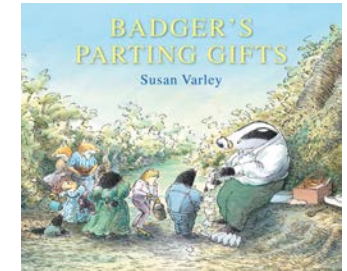
### Lesson 3

**LI: We are learning to tell you about someone I know, that I no longer see.**

**LI: We are learning to understand that we can remember people even if we no longer see them.**

### Vocabulary

Souvenir  
Memento  
Memorial  
Loss  
Memories  
Special  
Remember



Children to think of something they have at home that is a reminder of a special event: perhaps a holiday, trip or visit, or a special experience of some kind. The reminder could be a photograph or a souvenir object, item of clothing, etc. Children list and write down on mini-whiteboards (or on paper), as many reasons why they might not see a person they once knew e.g. family members who live abroad, friends who moved away, people who have died, family members falling out and splitting up. Share the examples the children have thought of.

Remind the children that if they ever lose a special person or animal, making a memory box can help. They can go to it whenever they are feeling sad to remember all the good times with that special person.

### Key questions:

What might be a reason for no longer seeing someone?

Who can you think of that you once knew but don't see now?

How can we remember those people?

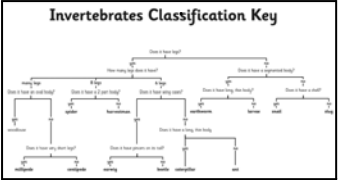



How can we remember people and animals that we no longer see?

Why do we remember them?

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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;"><b>Unit: Grouping and Classifying</b></p> <p style="text-align: center;">Lesson 3 and 4 (over 2 weeks)</p> <p><b><u>LI: We are learning about the types of bodies Invertebrate have.</u></b></p> <p><b><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></b></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 style="width: 45%;">  </div> <div style="width: 45%;">  </div> </div>	<p style="text-align: center;"><b><u>Unit: Misty Mountains and Winding river</u></b></p> <p style="text-align: center;">Lesson 4</p> <p><b><u>L.I. We are learning to identify and locate the importance of significant rivers.</u></b></p> <p><b><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></b></p> <p>In this lesson children will be using their atlas skills to identify and locate rivers. We will focus on understanding why rivers can be significant and why people may use them for different purposes.</p> <p>By the end of this lesson children should know:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The names, locating and explaining the importance of significant mountains or rivers.</li> <li><input type="checkbox"/> Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.</li> </ul> <div style="text-align: center;">  </div>	<p style="text-align: center;"><b><u>Unit: Photo Editing</u></b></p> <p style="text-align: center;">Lesson 4</p> <p style="text-align: center;"><b><u>LI: We are learning that images can be combined</u></b></p> <p>Image, edit, select, copy, paste, combine</p> <p><b><u>Success criteria:</u></b></p> <ul style="list-style-type: none"> <li>- I can experiment with tools to select and copy part of an image</li> <li>- I can use a range of tools to copy between images</li> <li>- I can explain why photos might be edited</li> </ul> <p><b>Activity:</b></p> <p>In this lesson, children will learn about selecting elements in image editing applications. They'll explore different selection tools such as rectangle, lasso, ellipse, and magic wand in paint.net. Through demonstrations or slides, they'll understand how to use each tool effectively, including shortcuts like holding down the shift key for precise selections. They'll practise copying and pasting selected areas, as well as manipulating limited areas using adjustment or effect menus. Additionally, they'll engage in critical thinking about image editing ethics, considering whether it's acceptable to retouch images before sharing them. Through group discussions and activities, they'll develop awareness of the implications of image manipulation and learn strategies for evaluating edited images.</p> <div style="text-align: center;">  </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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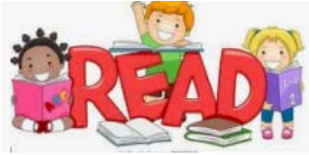
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## Reading Tasks

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 10

1. external
2. extend
3. exhale
4. extract
5. export
6. expel
7. exclude
8. expand
9. exit
10. exterior

## 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

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