

Weekly Overview of Learning

Year Group: 4 Week beginning: 08.07.24



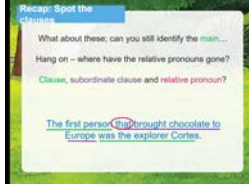
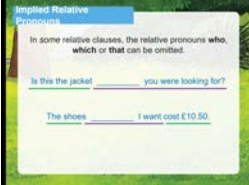



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	Monday	Tuesday	Wednesday	Thursday	Friday
<p>English Reading and Writing</p>	<p>Replaced by DT WEEK - UNIT COOKING AND NUTRITION - ADAPTING A RECIPE</p> <p>LI: We are learning to reflect and evaluate a biscuit we made using thinking hats.</p>	<p><u>LI: We are learning to use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</u></p> <p><u>write 3 PEE paragraphs.</u></p>	<p><u>LI: We are learning to navigate and utilise the writer's toolkit to enhance our writing skills effectively.</u></p>	<p><u>LI: We are learning to write a recount paragraph based on baking.</u></p>	<p><u>TRIP - River Thames Amber and Amethyst</u></p>
<p>Speaking and Listening Focus</p>	<p>Collaborate, listen, share ideas, expand vocabulary effectively.</p>	<p>Children will practise "Think, Pair, Share" to improve speaking and listening skills while learning relative clauses.</p>	<p>Collaborate, listen, share ideas, and discuss learning effectively.</p>	<p>Children will practise "Think, Pair, Share" to improve speaking and listening skills while using relative clauses.</p>	
<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p><u>Key vocabulary</u> evaluate reflect design packaging improve challenge expenses budget target audience</p> <p><u>Key Questions:</u> What were the key features of your group's biscuit design plan, and how well does your final product match those features? What challenges did you face during the biscuit-making process, and how did you overcome them? What do you think was the most successful part of your biscuit (taste, packaging, cost-effectiveness), and why?</p>	<p><u>Key vocabulary</u> Who Which Where When Whose That</p> <p><u>Key Questions:</u> Who can tell us what a relative clause is and give an example? How do relative pronouns like 'who', 'which', and 'where' help us add more information to a sentence? Can you create a sentence using a relative clause that begins with 'whose' to describe something belonging to a person or thing? Can you identify the relative clause in the sentence and explain its function?</p>	<p><u>Key vocabulary</u> sentences free writer navigate writing skills features evaluate</p> <p><u>Key Questions:</u> What are three key features of the writing software application we learned about today? How would you describe the main purpose of the writing tool we explored? Can you demonstrate how to use the software to revise a paragraph and improve its clarity?</p>	<p><u>Key vocabulary</u> recount baking punctuation Who Which Where When Whose That</p> <p><u>Key Questions:</u> Can you recall three key steps in the baking process that you included in your recount paragraph? How did using punctuation and capital letters correctly enhance the clarity of your recount paragraph? Using a relative clause, can you describe a specific ingredient or technique that made your baking experience memorable?</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>

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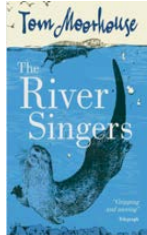
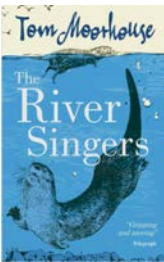
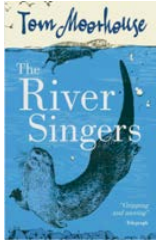
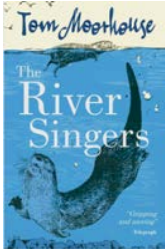
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<p>Activities</p>	<p>In this DT lesson, children will evaluate a biscuit they made, checking if it matches their group's design plan. They will reflect on what they liked best about their biscuit, whether it's the packaging, taste, or cost-effectiveness. They'll also consider any aspects of their design or packaging they would change for improvement. Using different coloured hats, they will critique challenges faced, suggest improvements, brainstorm new ideas, and highlight positive experiences and successes. This reflective process encourages them to assess their learning and apply it creatively.</p>  	<p>In this lesson, children will learn how to enhance their sentences using relative clauses. They will understand how words like "who," "which," "where," "when," "whose," and "that" connect extra information to nouns in sentences. Through examples and practice, they'll discover how relative pronouns help describe people, places, times, and things more clearly. By the end, they'll be able to create sentences with detailed descriptions using these relative clauses effectively.</p>  	<p>In today's lesson, children will be introduced to a new software application designed to enhance their writing skills. They will explore its various features and learn how to navigate the tool effectively. Through hands-on practice, they will discover how to use the free writing tool to monitor and evaluate their learning journey, from drafting to editing. This experience aims to empower children to refine their writing with greater precision and confidence, fostering a deeper understanding of effective writing processes.</p> 	<p>In this lesson, children will collaborate in mixed-ability pairs to write a paragraph recounting a baking experience. They will focus on recalling details about baking while emphasising self-reflection. Key skills include using correct punctuation, capital letters, and integrating relative clauses to enhance their writing. This activity aims to improve their narrative skills by combining personal reflection with grammatical accuracy in recount writing about baking.</p>	 
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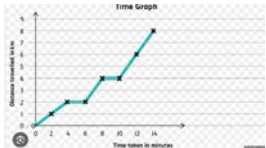
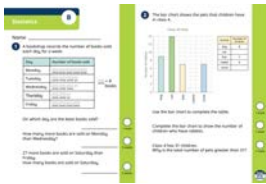
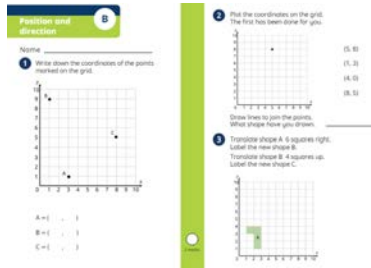
<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Amber TEXT – The River Singers Author – Tom Moorhouse</p> 	<p>Obsidian TEXT – The River Singers Author – Tom Moorhouse</p> 	<p>Amethyst TEXT – The River Singers Author – Tom Moorhouse</p> 	<p>Moonstone TEXT – The River Singers Author – Tom Moorhouse</p> 
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Maths - Decimals	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to consolidate our learning of statistics.</u></p>	<p><u>LI: We are learning to identify and plot coordinates on a grid.</u></p>	<p><u>LI: We are learning to draw 2D shapes on a coordinate grid</u></p>	<p><u>LI: We are learning to translate points and shapes on a coordinate grid for the first time.</u></p>	<p><u>LI: We are learning to consolidate our learning of position and direction</u></p>
<p>Key vocabulary and key questions</p>	<p>Key Vocabulary: graphs data represent scale estimate value key pictogram</p> <p>Key Questions: What do you notice about the scale of the bar chart? How many more/fewer people chose than ? What is the best way to represent the data?</p>	<p>Key Vocabulary: Coordinates plot points lines space pair x - axis y - axis grid corresponds</p> <p>Key Questions: Which value in a pair of coordinates tells you how far horizontally/vertically the point is?</p>	<p>Key Vocabulary: Coordinates plot points lines space pair x - axis y - axis grid corresponds</p> <p>Key Questions: Which value in a pair of coordinates tells you how far horizontally/vertically the point is? Do you plot a point on the line or in</p>	<p>Key Vocabulary: translate coordinate horizontal vertical point vertices movement</p> <p>Key Questions: What are the coordinates of point A? What does “translation” mean? What will the coordinates of point A be if the point is translated squares to the left/right/up/down? What do you notice about the</p>	<p>Key Vocabulary: translate coordinate horizontal vertical point vertices movement plot points lines space pair x - axis y - axis grid corresponds</p>

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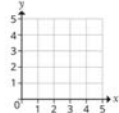
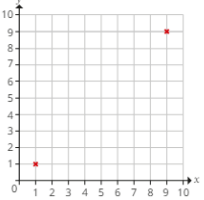
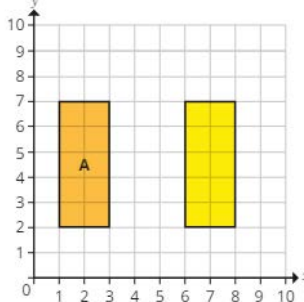

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	<p>How can you accurately plot this point? What questions can you ask about your graph?</p>	<p>Do you plot a point on the line or in the space between the lines? Does the order of the numbers in a pair of coordinates matter? Why? How far along the x-axis is the point (,) ? How far up the y-axis is the point (,) ? Where does the point (,) go on the grid?</p>	<p>the space between the lines? Does the order of the numbers in a pair of coordinates matter? Why? What polygon have you made? How can you tell? Is there more than one place the vertex could be? What does "isosceles" mean? How can you tell that the quadrilateral is a ? How many sides have you drawn so far? What do you know about the sides of a ?</p>	<p>coordinates of a point when it is translated up/down or left/right? What do you notice about the coordinates of a point when it is translated up/down and left/right? When translating a shape, do you translate one vertex at a time? How else could you translate the shape?</p>	<p>Key Questions: What does "translation" mean? What is the same and what is different about the two shapes? How can you describe the translation that has happened from one point to another point? Has this point been translated up or down? Has it been translated left or right? Has it been translated in both directions? Which vertex in shape B corresponds to this vertex in shape A?</p>
<p>Activities</p>	<p>Today, the children will revise their learning from the unit of statistics.</p> <p>They will work through gaps in learning from the unit and continue to apply prior learning to trickier questions.</p>  <p>Afterwards, the children will complete their end of unit assessment independently and will be able to see the progress that they have made.</p> 	<p>Recap the axes of a coordinate grid and how these relate to the values in a set of coordinates, with the x-value coming first. Then model plotting a point from given coordinates. Ask children how they know which coordinate corresponds to which axis. This could be modelled on a large grid in the playground, asking children to go and stand at points with given coordinates by moving horizontally from (0, 0) and then vertically. Ensure that children see that points are plotted on the lines and not in the spaces between the lines. Discuss how it can be known where coordinates will go on a grid without plotting them first. For example, if two coordinates have the same x-value, then they are on the same vertical line, or if one of the coordinates is zero, then the point is on one of the axes.</p>	<p>In this small step, children gain more experience of reading and plotting points by drawing 2-D shapes on a coordinate grid. Children can begin by plotting given points and joining the points with lines to form a polygon. Then show them examples where three out of four vertices of a rectangle are already on a grid and ask where the fourth vertex will be. Discuss any connections between the coordinates of the missing vertex and the coordinates of the vertices that it shares a side with. Children can also explore more open examples where just two vertices are given and the other vertices could be in multiple positions. Once they have drawn simple squares and rectangles, children draw shapes with specific properties, such as an isosceles triangle or a variety of quadrilaterals.</p>	<p>Children start by translating one point horizontally or vertically. They understand that the word "translate" in this context means "move", but that the points can only move along grid lines. Once they are confident in translating a point either left/right or up/down, introduce the idea of translating a point both left/right and up/down. Model following the first instruction, marking lightly on the grid, then following the second instruction. In this case, they see that both the x- and y-values of the coordinates change. Finally, children translate simple 2-D shapes on a grid. Show that by translating one vertex at a time, the translated shape looks identical to the original shape, but is in a different position.</p>	<p>Today, the children will revise their learning from the unit of position and direction.</p> <p>They will work through gaps in learning from the unit and continue to apply prior learning to trickier questions.</p> <p>Afterwards, the children will complete their end of unit assessment independently and will be able to see the progress that they have made.</p> 


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		<p>Follow Mo's instructions for plotting the point (4, 1) on the grid.</p> <ol style="list-style-type: none"> Find 4 on the x-axis and draw a vertical line. Find 1 on the y-axis and draw a horizontal line. Where the two lines meet, draw a cross.  <p>How could you plot the point without drawing lines?</p>	<p>Dani plots two vertices of a square on a coordinate grid.</p>  <p>Draw two more points to complete the square. What are the coordinates of your points?</p>	 <p>I have translated rectangle A 3 squares to the right.</p> <p>What mistake has Ron made? Draw the correct position of rectangle A after the translation.</p> 	
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

Music –	RE	PE – Get Set 4 PE
<p>Unit: Favourite Song Lesson 3 - Carried over from last week due to DT week</p> <p>L.I. We are learning to sing and play <i>Favourite Song</i></p> <p>In this lesson, children will:</p> <ul style="list-style-type: none"> Perform the partner song <i>I wanna sing scat</i> in two parts, rhythmically and from memory. Make a video of their singing. 	<p>Unit: Unit: Death Rites of the five Main Religions</p> <p><u>L.I: We are learning to explore beliefs about life after death through surveys and critical reflection.</u></p> <p>In today's lesson, children will conduct a survey among their classmates to explore beliefs about life after death. They will formulate questions designed to prompt thoughtful responses beyond simple yes/no answers. Questions will encourage peers to consider personal beliefs and experiences that shape their views, including the influence of religion and cultural</p>	<p>Unit: Rounders Lesson 5</p> <p><u>L.I: To play different roles in a game and begin to think tactically about each role.</u></p> <p>In groups of six using the same set up as before. Pupils work in pairs. Pair 1 bats, pair 2 bowler and backstop, pair 3 fielders. Batters can score in the following ways:</p> <ul style="list-style-type: none"> Hit the ball and run to the second cone: a half rounder Hit the ball and run around all cones: one rounder Don't hit the ball and run around all cones: a half rounder

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Unit Key Words

- **Duration:** steady beat/pulse, 3/4 and 4/4 time signatures, beats in the bar.
- **Pitch:** triads/chords: C, F, and G major, A minor.
- **Structure:** introduction, verse, chorus, instrumental

backgrounds. Children will discuss varying perspectives on whether life continues after death, reasons supporting different beliefs, and the impact of uncertainty on individual views. This activity aims to promote critical thinking and respectful discussion about a complex and personal topic.

Today we are looking at this statement:
"There is no evidence for believing in life after death."

Do you agree with this statement? Why?

Do find out the views of 3 other people in the class.

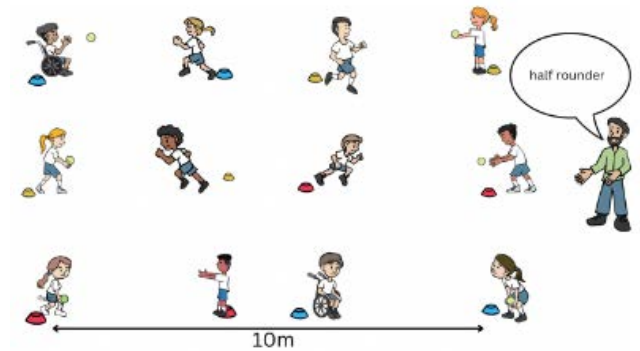
Person	Agree/Disagree	Reason

BENEFITS



Yellow Hat - Benefits
Positives, plus points.
Why an idea is useful.
Logical reasons are given.

- Delivered two no-balls in a row: a half rounder



Unit: Tennis Lesson 5

LI: To use and apply rules and simple tactics.

Pupils play in pairs, six courts will be set up and six pairs selected and one to be the 'champions', one pair on each court. The rest of the pairs are 'challengers' and line up facing one of the six 'champions'. Each pair plays one point. Challengers always begin with the ball. If the challengers beat the champions, they take their place on the other side of the net. If not, the challengers move on to play different champions.

Hit the ball away from where your opponents are. Try to make your opponents move to have to return the ball. If you move them, you also create space on the court so that you can place the next ball into space.

Unit: Swimming (Moonstone & Obsidian)

Weekly sessions of swimming are delivered on Mondays and Tuesdays, by qualified instructors.



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Unit: Craft and design

Lesson 6

LI: We are learning how images can connect us to characters.

In this lesson, children will build on their experiences from Sky Arts Week by practising still life drawing. They will refine their drawing skills by focusing on capturing shapes, proportions, textures, and details accurately. The lesson will begin with a review of concepts introduced during Sky Arts Week, such as basic drawing skills, use of colors, and interpretation of art.

Children will then be introduced to still life drawing and shown examples of famous artworks, discussing what makes them effective. An observation exercise will follow, where children will analyse a selection of images for emotions, body language, lighting, and positioning, and describe how these elements contribute to the overall feel of the image. They will then create their own still life drawings based on an arrangement in the classroom, paying close attention to the observed details. The lesson will conclude with a discussion and reflection session, where children will share their work, discuss different approaches, and reflect on their experiences.



Activity 1

Practise still life photography and take photos of different objects such as flowers or fruit. Take your time arranging your objects before you start. If you don't have a camera, draw your chosen objects.

Unit: Ricitos de Oro y los tres osos

Lesson 6

LI: We are learning to revise all language covered so far and complete an end of unit assessment.

In today's lesson, we will be focusing on ALL language from the unit, which will be revised, before the children complete their assessment tasks.

Speaking Exercise	Listening Exercise
<p>Can you say any of the following in Spanish?</p> <p><i>Goldilocks</i></p> <p><i>the three bears</i></p> <p><i>Goldilocks and the three bears</i></p> <p><i>the small chair</i></p> <p><i>Once upon a time there were three bears.</i></p>	<p>From the extended listening exercise on the PowerPoint slide, write any of the numbers that correspond to the five different characters or items you hear spoken. Listen carefully!</p> <div style="display: flex; flex-wrap: wrap;"> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 5px;"></div> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 5px;"></div> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 5px;"></div> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 5px;"></div> </div>
<p>Word Bank mamá oso, los tres osos, el tazón, una casa, un bebé oso, Ricitos de Oro y los tres osos, la silla, el bosque, la silla pequeña, la cama, papá oso.</p>	
Reading Exercise	Writing Exercise
<p>Can you read the passage in Spanish below and then answer any of the questions in English?</p> <p>Un día mamá oso cocinó una sopa. La sopa estaba muy caliente. Los tres osos fueron a dar un paseo en el bosque. Mientras estaban en el bosque, una niña llegó a la casa. La niña se llamaba Ricitos de Oro.</p> <p>From the passage pick out the Spanish words for the following?</p> <p>cooked <input type="text"/></p> <p>very hot <input type="text"/></p> <p>The three bears went for a walk. <input type="text"/></p> <p>the forest <input type="text"/></p> <p>The little girl was called ... <input type="text"/></p>	<p>Can you write any of the following three phrases in Spanish? (The word bank will help you).</p> <p>Goldilocks <input type="text"/></p> <p>the three bears <input type="text"/></p> <p>the big bed <input type="text"/></p> <p>the small chair <input type="text"/></p> <p>Once upon a time there were three bears ... <input type="text"/></p>
<p>Word Bank mamá oso, los tres osos, el tazón, una casa, un bebé oso, Ricitos de Oro y los tres osos, la silla, el bosque, la silla pequeña, la cama, papá oso, la cama grande.</p>	

Unit: Changing me

Lesson 6/ Puzzle 6

LI: We are learning to identify what I am looking forward to when I move to a new class

LI: We are learning to reflect on the changes I would like to make next year and can describe how to go about this

In this lesson, the children will be reflecting on their learning throughout the term. Children will engage in questioning and refer back to circles of change. This time, children will complete a reflection sheet to show the process they will go through to make their highlighted change happen, or to manage a change that is coming.

In talking with partners, the children will make a list of the changes they think might happen to them during the next school year. These might be personal changes e.g. moving house, or having a new baby in the family; or they might be changes that are going to happen in school e.g. the first time staying away from home on a residential, starting swimming lessons etc. They could also include changes they want to make for themselves e.g. getting better at maths, trying not to fall out with friends, etc.


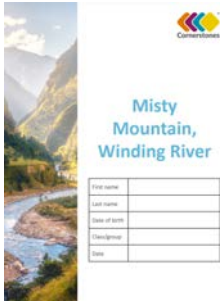



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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;">Unit: Grouping and Classifying</p> <p style="text-align: center;"><u>LI: We are learning to consolidate our learning on grouping and classifying.</u></p> <p>In this lesson, children will apply their knowledge gained from the Grouping and Classifying unit by completing a comprehensive question sheet. This activity serves to assess their understanding of key concepts and details related to the unit, such as classification key, vertebrates and invertebrates, common features and the impact of human activities. We will then use the Grouping and Classifying answer sheet to verify the accuracy of children's responses, providing feedback and addressing any misconceptions. Through this assessment, children consolidate their learning and demonstrate their comprehension of the unit's content and themes.</p> <div style="display: flex; align-items: center;">  </div>	<p style="text-align: center;"><u>Unit: Misty mountains and Winding rivers</u></p> <p style="text-align: center;"><u>LI: We are learning to consolidate our learning on mountains and rivers.</u></p> <p>In this lesson, children will apply their knowledge gained from the Misty Mountain, Winding River unit by completing a comprehensive question sheet. This activity serves to assess their understanding of key concepts and details related to the unit, such as geographical features, environmental factors, and the impact of human activities. We will then use the Misty Mountain, Winding River answer sheet to verify the accuracy of children's responses, providing feedback and addressing any misconceptions. Through this assessment, children consolidate their learning and demonstrate their comprehension of the unit's content and themes.</p> <div style="display: flex; align-items: center;">  </div>	<p style="text-align: center;">Unit: Repetition in games</p> <p style="text-align: center;">Lesson 6</p> <p style="text-align: center;">LI: We are learning to design a project that includes repetition.</p> <p>In this lesson, learners develop their model project that uses repetition. They then design their own games based on the model project, producing designs and algorithms for sprites in the game. They share these designs with a partner and have time to make any changes to their design as required. Assessment then takes place.</p> <p style="background-color: #e1f5fe; padding: 5px;">Planning – what will the algorithm look like?</p> <ul style="list-style-type: none"> How do you want your game to start? How do you want the sprites to move? What else could the sprites do? How will their actions be repeated? <div style="text-align: right;">  </div>

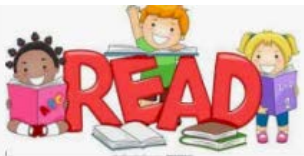




Homework

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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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

Reading/Spelling and Grammar		Maths	Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in
<p>Reading Tasks</p> <p>Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.</p> <p>Your teacher will check and sign your work once a week.</p>  <p>Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p> <p>Remember there are a variety of online platforms to explore reading on too, such as Bug Club.</p> 	<p>Spelling and Dictation</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>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.</p>  <p>Spelling and dictation – Remember to try and use these words in sentences to show that you understand their meanings.</p> <p>Doodle English and Doodle Spell – log in to your account at least 4-5 times this week</p> <p>Week 6</p> <div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> 1. height 2. straight 3. through 4. occasionally 5. accident 6. breath 7. eighth 8. strength 9. calendar 10. enough </div>	<p>Doodle Maths</p> <p>Log on to your account at least three times this week.</p> <p>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.</p>  <p>We will be checking to see who has accessed their account the most!!</p> <p>Will a year 4 class take the Doodle trophy this week in assembly?</p> <p>Work to reach your target – are you in the green zone yet?</p> <p>Times Tables Rock stars:</p>  <p>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!</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 water bottle and a pencil case with the correct equipment. This should also include:</p> 