

Weekly Overview of Learning

Year Group: 4 Week beginning: 09.12.24

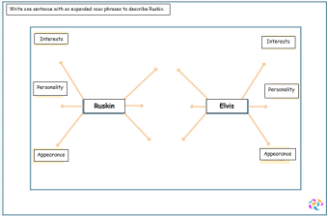
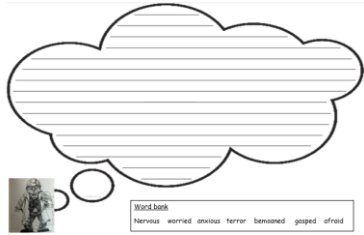
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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus	<p>In the language of comparison: Similarities include... The differences are... In contrast to... Equally to...</p>	<p>In the language of comparison: Similarities include... The differences are... In contrast to... Equally, both of them...</p>	<p>In the language of persuasion: In my opinion, In my view, In my reckoning, I strongly believe in I definitely think that</p>	<p>In the language of emotion: I feel... it was terrifying when... I felt hurt when...</p>	<p>In the language of persuasion: I believe... In my favour I am writing to you today, I would like to express...</p>
Key vocabulary and Key Bloom's higher order thinking questions	<p>Key vocabulary compare contrast similarities differences appearance personality interests friendship</p> <p>Key Questions: What are the differences between Ruskin and Elvis? What are some similarities? How do they differ in appearance? What are their friendship groups like? Do they have the same interests? Why do you think there was a change in Elvis's character?</p>	<p>Key vocabulary on the contrary in comparison to One difference is In contrast to this on the other hand as well as differs from in contrast similarly equally likewise also both whereas however while despite</p> <p>Key Questions: What are some key similarities between Ruskin and Elvis, and how do they differ from each other? Can you identify specific traits or</p>	<p>Key vocabulary persuasion facts bias convince opinions repetition rhetorical question emotive language statistics rule of three</p> <p>Key Questions: What are persuasive debate techniques? What is the purpose of persuasive speech or argument? How does the language you use convince the audience to agree and see your point of view? What emotions does the speaker aim to evoke in the reader, and</p>	<p>Key vocabulary viewpoints thought bubble perspectives expression feelings emotions</p> <p>Key Questions: What are thought bubbles? What emotions is Ruskin going through? What is Corky thinking? How does Corky feel? How can we incorporate the new vocabulary to the character's perspective?</p>	<p>Key vocabulary persuade Firstly, Secondly, Thirdly, In fact, Also, Furthermore, In addition, For example, For these reasons, Finally,</p> <p>Key Questions: What is the most important thing that Ruskin wants to be? What are the primary emotions experienced by the main character in response to the key event? Why do you think this was a key event in the story? What would Ruskin be thinking? How would Ruskin be feeling?</p>

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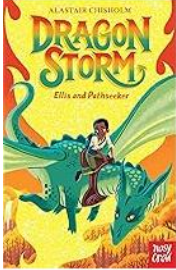
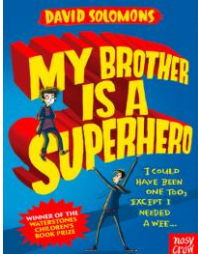
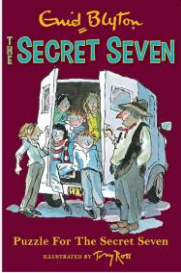
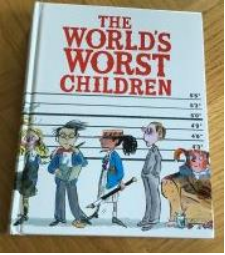
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		<p>characteristics that make each character unique? How can you use comparative language to effectively describe the similarities and differences between Ruskin and Elvis?</p>	<p>how do they achieve this through persuasive language?</p>		
<p>Activities</p>	<p>In this lesson, children will be analysing the similarities and differences between Ruskin and Elvis (the two main characters in the story), using a compare and contrast frame.</p> 	<p>In this lesson, children will engage in a comparative analysis, employing descriptive language to explore the similarities and differences between two characters, Ruskin and Elvis. The focus will be on developing their ability to articulate these observations using comparative language. Through writing paragraphs, children will write about their characteristics, traits, and appearances of both characters, aiming to highlight the contrasting elements that make them distinct, as well as the shared qualities that may connect them.</p>	<p>Today, children will be exploring persuasive devices. From a given question, children will work in collaboration to convince and persuade their peers to adopt a particular viewpoint.</p> <p>Write your thoughts below. Remember to introduce the topic, give your argument and include a strong conclusion.</p> <p>Introduction _____ _____ _____</p> <p>Argument one _____ _____ _____</p> <p>Argument two _____ _____ _____</p> <p>Conclusion _____</p>	<p>In this lesson, children will learn to apply emotive vocabulary effectively to show the character (Corky) thoughts and feelings in response to a past event. They will explore the use of descriptive and expressive language to convey the emotional impact of the event on Corky. The focus is on building the skill of selecting and using emotive vocabulary to enhance the portrayal of characters and events in their writing.</p> 	<p>Today, children will be consolidating all the knowledge thus far, to prepare for their final big write of the year by drafting a persuasive letter in the role of Ruskin. They will explore the language needed to persuade and vocabulary required to make a convincing argument using box plans.</p>

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<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> 
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Maths - Multiplication and Division	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>L.I. We are learning to explore the effect of multiplying by 1 and 0.</u></p>	<p><u>L.I. We are learning to explore what happens to a number when you divide it by 1 or itself.</u></p>	<p><u>LI: We are learning to apply our knowledge of multiplication to multiply three numbers together.</u></p>	<p><u>LI: We are learning to master our times tables and efficiently solve timed arithmetic questions with the skills we've acquired.</u></p>	<p><u>LI: We are learning to consolidate our unit learning of multiplication and division</u></p>
<p>Key vocabulary and key questions</p>	<p>Key Vocabulary: zero fluency multiplication facts double link division inverse multiple</p> <p>Key Questions: What does “zero” mean? How can you multiply by zero? What do you notice about the results of multiplying</p>	<p>Key Vocabulary: dividing grouped fluency multiplication facts double link division inverse multiple</p> <p>Key Questions: How many equal groups can you make? What is shared equally into 1</p>	<p>Key Vocabulary: multiplication facts multiply order commutativity efficiently effective group</p> <p>Key Questions: Do you have to multiply the numbers from left to right? Which pair(s) of numbers do you know the product of? How will you decide which order to</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>	<p>Key Vocabulary: statement bar model product array multiplication facts multiply order commutativity efficiently effective group</p> <p>Key Questions: What is the next multiple of 3?</p>

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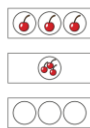

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	<p>numbers by zero? What does "multiplying by 1" mean? What do you notice about the results of multiplying numbers by 1? What is the same and what is different about multiplying by 1 and multiplying by zero?</p>	<p>group? What is grouped into groups of 1? What is the same and what is different about multiplying by 1 and dividing by 1? What is the same and what is different about dividing a number by 1 and dividing a number by itself?</p>	<p>do the multiplication in? What is the same about these calculations/arrays? Which order do you find easier to calculate efficiently? If you worked out the calculation in a different order, would you get a different answer? Why/why not?</p>		<p>What is the multiple of 3 before 27? How many 3s are there in ? How do you find the digit sum of a number? How can you tell if a number is a multiple of 3? Do you have to multiply the numbers from left to right? What is the same about these calculations/arrays? Which order do you find easier to calculate efficiently? If you worked out the calculation in a different order, would you get a different answer? Why/why not?</p>
<p>Activities</p>	<p>In this lesson, children explore the impact of multiplying by 1. They observe that multiplying any number by 1 always yields the same number as the result. Additionally, the lesson delves into the concept of multiplying by zero. Students understand that when any number is multiplied by zero, the outcome is consistently zero. Addressing a common misconception, it's crucial to use pictorial representations to illustrate the distinction between multiplying by zero and multiplying by 1. This visual aid helps children recognize that, for instance, 4×0 is equivalent to having 4 sets of zero, resulting in zero.</p>	<p>In this lesson, children apply their understanding of division, investigating the outcomes when dividing a number by 1 or itself. To address potential confusion between dividing by 1 and dividing by itself, the use of concrete and pictorial representations is emphasised. Examples involving both structures of division, such as "5 grouped into 5s is equal to 1 ($5 \div 5 = 1$)" and "5 grouped into 1s is equal to 5 ($5 \div 1 = 5$)," help clarify this misconception. Building on the previous step, children may attempt to divide a number by zero, and it is crucial to highlight that this operation is not possible.</p> <div data-bbox="689 1358 920 1485" data-label="Complex-Block"> <p>Dani bakes 7 cookies. She shares them equally between her 7 friends. How many cookies does each friend get?</p>  <p>$7 \div \underline{\quad} = \underline{\quad}$</p> </div>	<p>In this lesson, children apply their multiplication skills by multiplying three numbers together. The concept of the associative law is introduced, emphasising that the grouping of numbers doesn't affect the result. For instance, $4 \times 5 \times 2$ can be approached as $(4 \times 5) \times 2$ or $4 \times (5 \times 2)$, both resulting in 40. Encouraging children to connect this idea with commutativity, they can efficiently change the order of numbers. Concrete resources like counters and cubes will prove effective in illustrating the associative law and supporting children's understanding. The lesson aims to enhance their proficiency in multiplying multiple numbers while grasping the flexibility of grouping.</p> <div data-bbox="1048 1385 1323 1513" data-label="Complex-Block"> <p>Complete the workings.</p>  <p>$2 \times 4 = \underline{\quad}$ $2 \times 4 = \underline{\quad}$ $2 \times 4 = \underline{\quad}$</p> <p>$3 \times 2 \times 4 = 3 \times 8 = \underline{\quad}$</p> </div>	<p>Today, children will log onto TTRS to compete in the year group tournament. The children will continue to practise recall and understanding of times tables with their teacher.</p> <div data-bbox="1451 954 1697 1134" data-label="Image">  </div> <p>Children will complete their weekly arithmetic test paper. The class will then self-mark and go through misconceptions and revise core topics within the paper to support their learning.</p>	<p>In this lesson, children will put their knowledge of multiplication and division into practice. They will tackle various questions and exercises related to this topic, applying what they have learned. This lesson serves as an opportunity for students to reinforce their understanding of shapes and areas and demonstrate their ability to show working out.</p> <div data-bbox="1816 1082 2101 1267" data-label="Complex-Block"> <p>Match each statement to the correct bar model.</p> <div style="display: flex; flex-direction: column;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 2px; margin-right: 10px;">6 bags of 10 sweets</div> <div style="border: 1px solid black; padding: 2px; margin-right: 10px;">10 10 10 10 10 10</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 2px; margin-right: 10px;">10 bags of 6 sweets</div> <div style="border: 1px solid black; padding: 2px; margin-right: 10px;">10 10 10 10 10 10 10 10 10 10</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 10px;">10 bags of 10 sweets</div> <div style="border: 1px solid black; padding: 2px; margin-right: 10px;">6 6 6 6 6 6 6 6 6 6</div> </div> </div> </div>

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<p>Match the statements to the pictures.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>3 lots of 0</p> <p>3 lots of 1</p> <p>1 lot of 3</p> </div> <div style="width: 45%;">  </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>3 + 0 = ___</p> <p>3 - 0 = ___</p> <p>3 × 0 = ___</p> <p>Which is the odd one out? Explain your choice.</p> </div>	<p>Without working out the divisions, write < , > or = to compare the statements.</p> <p>8 ÷ 1 ○ 7 ÷ 1</p> <p>6 ÷ 6 ○ 5 ÷ 5</p> <p>4 ÷ 4 ○ 4 ÷ 1</p> <p>Explain your reasoning.</p>	<p>Choose three digit cards.</p> <table border="1" style="margin: 0 auto; text-align: center;"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> </table> <p>Find the product of your digit cards. How many different calculations can you make? What is the most efficient order to use to work out the product?</p>	0	1	2	3	4	5	6	7	8	9	<p>Leon makes an array using counters. Part of the array is covered.</p>  <p>Write down a multiplication that the array shows.</p> <p style="text-align: center;">□ × □</p> <p>How many counters are in the array?</p> <p>What is the value of the triangle?</p> <p style="text-align: center;">7 × = 8 × </p> <p style="text-align: center;"> =</p>
0	1	2	3	4									
5	6	7	8	9									

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

Music	RE	PE – Get Set 4 PE
<p style="text-align: center;">XMAS FACTOR REHEARSALS</p> <p>Children will learn about "Christmas Around the World," exploring how different countries celebrate the festive season. Children will represent a specific country, preparing a performance that showcases the unique traditions, songs, and customs of that culture. Through this, they will gain insights into global celebrations while developing musical and cultural understanding. Performances will emphasize creativity and musicality, with backing tracks or a cappella singing.</p>	<p style="text-align: center;">Unit: Humanism and Multi Faith Lesson 3</p> <p><u>LI: We are learning to identify the importance of the 5 Buddhist Morals. (A,B,C)</u></p> <p><u>LI 2: We are learning to understand discuss how we benefit from keeping rules (D,E,F)</u></p> <p>This week the children will explore 5 important rules of the Buddhist faith. Just like Sikhs, Buddhists have 5 important rules they follow all of which are meant to minimise suffering</p>	<p style="text-align: center;">Unit: OAA Lesson 6</p> <p><u>LI: To be able to orientate and navigate around a map and draw a route using directions.</u></p> <p>In this lesson children will be looking carefully for symbols and what they represent and use a key to help understand a map. We will discuss the usefulness of a compass and tell children that compass points (North East South and West) are also used to help navigate and position ourselves when following a route. People often use a saying (mnemonic) to help remember the order of the points e.g. Naughty Elephants Spray Water.</p> <div style="text-align: center; margin-top: 20px;"> </div>

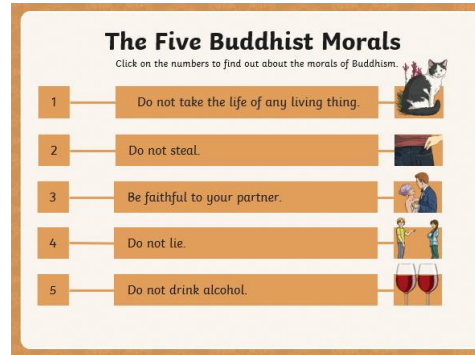
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and reflect the understanding that actions have consequences.
Children will explore a key word 'karma' and the importance of it in the Buddhist religion. We will explore the 5 rules and answer these key questions;

- What do these rules mean to you?
- How can we all benefit from keeping these rules?
- Can anyone suggest when they have applied any of these rules?



In pairs children will create a short sequencing sketch in which one of the rules is applied and then, in the same context identify a variety of consequences when breaking the rule.

Unit: Dodgeball

Lesson 6

LI: To apply skills and knowledge to compete in a tournament.

Children will be competing in a dodgeball tournament (a competition involving more than two teams). Teams will be praised for winning, their display of working collaboratively as a team (teamwork), confidence to achieve their best as well as honesty, fair play, attitude and behaviour towards the opposition.

Q: How can we show respect towards our opposition?
Playing to the rules, being honest, saying 'well played', shaking hands at the end of a game.

Rules recap: Q: How does a game start?

- Both teams begin in their end zone.
- On the teachers signal players race to the dead zone to collect a ball.
- The ball must be taken to the end zone before it can be used.

Q: When are players out?

- Hit out: hit with a live ball below the shoulders.
- Caught out: opposition catches a live ball (a ball that hasn't bounced).
- A body part other than hands enters the dead zone.

Q: What happens if a player is out? *They stand at the side of the court until a teammate makes a catch.*

Art

Spanish – Language Angels

PSHE - Jigsaw

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In this lesson, the children will be painting the simple 3D object they drew in Lesson 2. Before the children begin painting, their attention will be drawn to the success criteria, asking them to consider how they will use the paint to make their object appear 3D. They will be encouraged to look back in their sketchbooks for ideas about how to use tints and shades.

Success criteria

- ✓ I can describe how I created a paint effect
- ✓ I can use a painting tool in a new way
- ✓ I can use tints and shades of colour to make my painted object appear 3D



Unit: Mi Familia

Lesson 4

LI: We are learning the question ¿Cómo se llama? (what is he/she called). To learn how to ask the question but also to formulate the answer by moving from 1st person singular (me llamo) to 3rd person singular (se llama).

In this lesson pupils will learn how to ask and answer the target question: '¿Cómo se llama?' (What is he/she called?), when talking about their family members.

Key Language:

Mi familia- My family
la madre- the mother
el padre- the father
la hermana- the sister
la abuela- the grandmother
el abuelo- the grandfather
la tia- the aunty
la tio- the uncle

¿Cómo se llama?- What is he/she called?

1st person singular - me llamo

3rd person singular- se llama

How would Andrés say:

I am called Andrés. I have one brother and two sisters.

Me llamo Andrés. Tengo un hermano y dos hermanas.

Se llama...

↓

His/her name is...

Unit: Celebrating Difference!

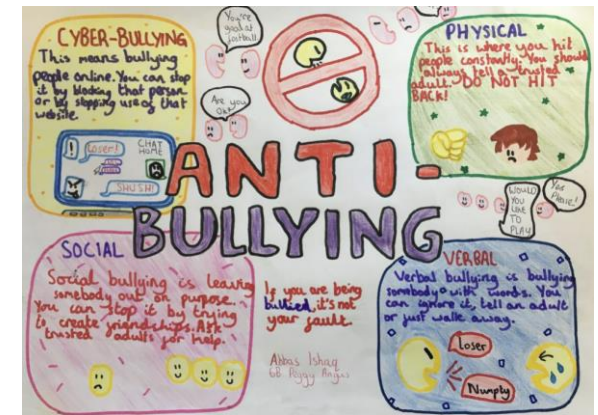
Lesson 5

LI: We are learning to understand why sometimes witnesses join in with bullying.

LI: We are learning to create an anti-bullying poster.

In this lesson, children will be creating anti-bullying posters building on their learning from last week. This is an activity to help those that struggle with speaking about the topic of bullying and understand who to speak to.

Having a better understanding of bullying can help you identify children who need help – whether they are the one being bullied or doing the bullying. By taking action, you can prevent both short-term and long-term negative outcomes.



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Science - Wellington Curriculum

Topic (History) – Cornerstones Curriculum

Computing – Barefoot and Teach Computing

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Unit: Food and the Digestive System

Lesson 6 (Across two lessons)

L1: We are learning to understand what damages teeth and how to look after them.

Skill - We are learning to classify and explain what may cause problems for teeth.

Today we will be exploring tooth decay and what may cause this. We will also be looking at how to keep our teeth clean.

First we will be writing a fact file on keeping our teeth healthy and advising others. Then we will conduct an experiment to investigate the effects of different materials on egg shells.

What you will need...



Unit: Ancient Civilisation

Lesson 6

L1: We are learning how Howard Carter's 20th-century discovery of Tutankhamun's tomb advanced knowledge of Egyptian pharaohs

Skill: Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.

Key Vocabulary

Howard Carter, Tutankhamun, artefact, excavation, pharaoh, wealth, power, status, tomb, hieroglyphics, treasures, discovery, gold, symbolism

Key Questions

Who was Howard Carter, and why is his discovery significant?
What can the design and materials of Tutankhamun's treasures tell us about his status as a pharaoh?
How do the artefacts from Tutankhamun's tomb reflect ancient Egyptian beliefs and culture?
In what ways does the decoration of Tutankhamun's artefacts indicate his power and influence?
What challenges might Howard Carter have faced during the excavation process?

In this lesson, children explore the historical impact of Howard Carter's 20th-century discovery of Tutankhamun's tomb. Starting with a collective activation of prior knowledge, the class reads a fictional newspaper report, enhancing comprehension of Carter's findings. The main activity involves a detailed analysis of Tutankhamun's treasures through picture cards, mirroring Carter's methodology. Children are encouraged to scrutinise each image. The session concludes with an audio presentation on Howard Carter, prompting children to compare their research findings with his, cultivating an understanding of historical interpretation. The lesson aligns with the objective of comprehending how artefacts reflect the wealth, power, and status of ancient Egyptian pharaohs.

Unit: Creating Media - Audio Production

Lesson 5

L1: We are learning to combine audio to enhance my podcast project

Key vocabulary

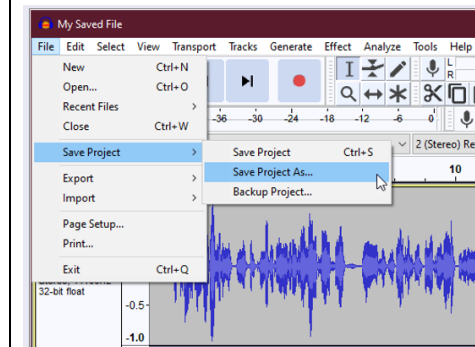
Audio, sound, load, import, save, export, MP3

Success criteria:

- I can open my project to continue working on it
- I can arrange multiple sounds to create the effect I want
- I can explain the difference between saving a project and exporting an audio file

Activity:










In this lesson, learners will record additional content for their podcast, such as sound effects or background music. The audio will be combined, or mixed, with their existing digital recordings and exported as an audio file.



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	<p>Tutankhamun's treasures</p> <p>Look carefully at the treasures from Tutankhamun's tomb and write your observations in the table. Use the useful words to help.</p> <table border="1"> <thead> <tr> <th>Artifact</th> <th>What is it?</th> <th>What is it made from?</th> <th>Why was it placed in the tomb?</th> <th>What information does it provide about ancient Egypt?</th> <th>Historical information from Howard Carter</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Artifact	What is it?	What is it made from?	Why was it placed in the tomb?	What information does it provide about ancient Egypt?	Historical information from Howard Carter																			
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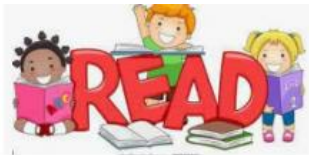
Homework

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

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 12

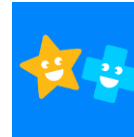


Maths

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

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

Weekly Overview of Learning

Year Group: 4 Week beginning: 09.12.24

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher



1. although
2. breath
3. eighth
4. length
5. though
6. thought
7. strength
8. February
9. famous
10. forward

compete with the other classes!



also include:



Amethyst and Amber are now swimming:

Tuesday : Amber (Heston Leisure Centre)

Wednesday: Amethyst (Heston Leisure Centre)

Please ensure your child comes to school wearing their PE kit and brings the correct swimming kit on the appropriate day.

- Swimming Hat
- Goggles
- Swimming costume/ Shorts
- A towel