

Weekly Overview of Learning

Year Group: 4 Week beginning: 09.09.24


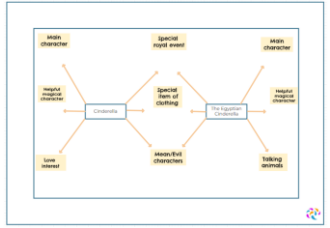
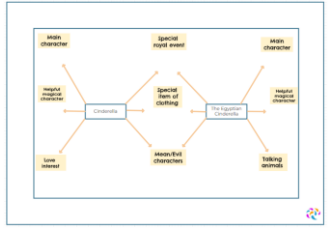

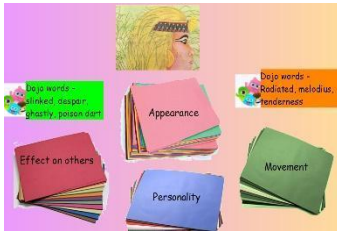









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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>LI: We are learning to understand our new text, The Egyptian Cinderella through Questioning</p>	<p>LI: We are learning to compare and contrast the traditional tale of Cinderella to The Egyptian Cinderella.</p>	<p>LI: We are learning to apply our knowledge of retrieval and inference to understand key details from a fiction text.</p>	<p>LI: We are learning to explore a character from different perspectives. (2d)</p>	<p>LI: We are learning to gather our ideas for a character from different perspectives.</p>
<p>Speaking and Listening Focus</p>	<p>The language of deduction</p> <p>It will... because... I think I will... I think... because... It is... because...</p>	<p>The Language of Comparison (comparing and contrasting)</p> <p>It is the same because... It looks the same because... It feels the same because... It tastes the same</p>	<p>The language of deduction</p> <p>What can you see? Why did what happened? ...happened because... What can you tell me about it?</p>	<p>The Language of Description (describing)</p> <p>She is elegant/mean/unkind</p>	<p>Today, we will be focussing on how we can listen and respond appropriately to adults and our peers. We will gather materials and apply this to our learning.</p>
<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p>Key vocabulary</p> <p>Analyse Predict Infer retrieve identify reason meaning</p> <p>Key Questions:</p> <p>Where was Rhodopis born and how did she get to Egypt? Can you identify and infer 3 ways that Rhodopis looked different to the other servant girls? How did the servant girls feel about Rhodopis? What evidence in the text tells you that? How did the Egyptian servants feel when they saw Rhodopis's slippers and why?</p>	<p>Key vocabulary</p> <p>Analyse Predict Infer retrieve identify reason meaning compare contras</p> <p>Key Questions:</p> <p>Who are the main characters? What happens in the beginning/middle and end of the story? Can you think of a different ending? What are the similarities and differences between the traditional Cinderella and the Egyptian Cinderella?</p>	<p>Key vocabulary</p> <p>Infer retrieve details explain inform tell identify evidence interpretation</p> <p>Key Questions:</p> <p>Who are the characters in the Egyptian Cinderella? Why do you think the other servant girls teased Rhodopis? What does the word 'hurried' suggest about Rhodopis? What does the phrase 'sparkled like fireflies' suggest about the shoes? Explain what the main theme is in this book. Can you think of</p>	<p>Key vocabulary</p> <p>Infer retrieve details explain inform tell identify evidence interpretation perspective positive negative</p> <p>Key Questions:</p> <p>What features do we need to focus on when writing a character description? Can you spot the features of a good character description? What are the features called? Why do you think 'Rhodopis found friends among the animals instead'?</p>	<p>Key vocabulary</p> <p>Infer retrieve details explain inform tell identify evidence interpretation perspective positive negative</p> <p>Key Questions:</p> <p>Can you remember what areas we were focusing on whilst thinking of our character descriptions? What perspective of Rhodopis were you focusing on? Who is viewed in a positive light?</p>

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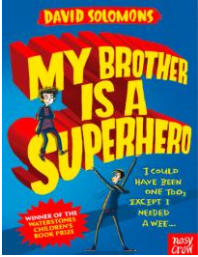
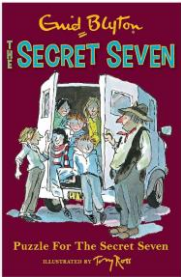
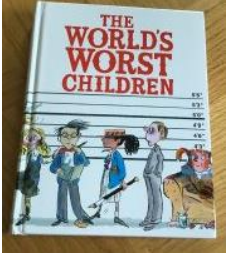
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	<p>What word or phrase shows that Rhodopis was crying after the Falcon took her slipper? Why did Amasis think Rhodopis was 'the most Egyptian of all'?</p>	<p>Can we categorise these similarities and differences under subheadings?</p>	<p>another book that deals with themes like this?</p>		<p>Can you now identify through whose eyes is Rhodopis viewed in a negative light?</p>												
<p>Activities</p>	<p>This lesson focuses on reading and understanding the text through comprehension.</p> <p>Today we will be reading The Egyptian Cinderella. As we read, we will be answering some key questions to understand the text better.</p> <p>The children will also challenge themselves and answer a PEE paragraph as a class!</p>  	<p>Today, children will begin with watching a snippet of the traditional Cinderella story. They will then have the opportunity to discuss as a class to spot similarities and differences!</p> <p>Then, independently children will use the double bubble map to compare and contrast both stories.</p> 	<p>To begin the week, we will have a group discussion on recapping the story of Egyptian Cinderella.</p> <p>The children will work together and complete a PIXL therapy through a PowerPoint. We will be recognising what inference is and how we can read between the lines.</p> <p>Then we will be answering inference questions in our books. The children will need to remember all the key parts of identifying an inference question from our discussions .</p> 	<p>This lesson, children will be exploring the character of Rhodopis through a negative and positive light.</p> <p>Some children will focus on You will focus on writing about Rhodopis from the perspective of the horrible servants. Whilst others will focus on Rhodopis from the Pharaoh's perspective.</p> <p>There will be a push for children to include a range of interesting adjectives through dojo words!</p> 	<p>This lesson will continue from yesterday when children worked in small groups to identify character features of Rhodopis. Today, children will be gathering and planning their character description.</p> <p>The children will need to focus on including features of: Appearance, personality, movement and effect on others</p> <table border="1" data-bbox="1747 893 2083 1260"> <tr> <td>Appearance (How does she look like?) </td> <td>Her eyes sparkled like precious gems.</td> <td></td> </tr> <tr> <td>Personality (What is she like and what are her characteristics?) </td> <td>Her gentle spirit radiated warmth and kindness, making her as comforting as a cosy blanket on a chilly day.</td> <td></td> </tr> <tr> <td>Movement (How does she move?) </td> <td>Her movements were as graceful as if she's gliding on air like a bird in flight.</td> <td></td> </tr> <tr> <td>Effect on others (How does she make others feel?) </td> <td>She was always willing to lend a listening ear and a helping hand to those in need.</td> <td></td> </tr> </table>	Appearance (How does she look like?) 	Her eyes sparkled like precious gems.		Personality (What is she like and what are her characteristics?) 	Her gentle spirit radiated warmth and kindness, making her as comforting as a cosy blanket on a chilly day.		Movement (How does she move?) 	Her movements were as graceful as if she's gliding on air like a bird in flight.		Effect on others (How does she make others feel?) 	She was always willing to lend a listening ear and a helping hand to those in need.	
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<p>Class Text – Reading Aloud 10-15 mins each day</p>	<p>Amber TEXT – The Danger Gang Author – Tom Fletcher</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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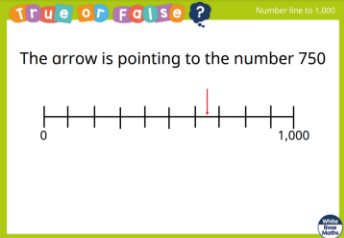
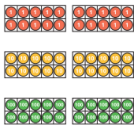
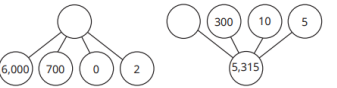
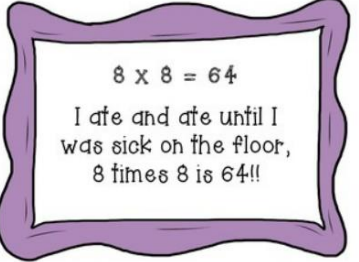
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Maths - Place Value	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to identify and complete number lines up to 1000.</u></p>	<p><u>L.I: We are learning to explore numbers beyond 1000.</u></p>	<p><u>L.I: We are learning to identify and represent numbers to 10,000.</u></p>	<p><u>LI: We are learning to partition numbers to 10,000.</u></p>	<p><u>L.I: We are learning to develop fluency with our times tables.</u> <u>L.I: We are learning to complete a range of arithmetic questions in a given time using our prior learning.</u></p>
<p>Key vocabulary and key questions</p>	<p>Key Vocabulary: Ones, Tens, Hundreds, Thousands, Represent, Partition, Part-whole model, Base ten, Value, Equal to, Number line</p> <p>Key Questions: What are the values at the start and end points of the number line? What is the difference in value between the start and end points? How many intervals are there? How can you work out what each interval is worth? How can you work out the halfway point of an interval? What other numbers can you mark on the number line? Why are the start and end values of a number line important?</p>	<p>Key Vocabulary: Ones, Tens, Hundreds, Thousands, Represent, Partition, Part-whole model, Base ten, Value, Equal to</p> <p>Key Questions: Counting in 1,000s from 3,000, what is the next number? Counting back in 1,000s from 7,000, tell me a number you would say. How do you know? How many thousands are there in 6,000? How many hundreds are there in 1,000? How many hundreds are there in 6,000?</p>	<p>Key Vocabulary: Ones, Tens, Hundreds, Thousands, Ten Thousand, Represent, Partition, Part-whole model, Base ten, Value, Equal to Gattegno charts, Place Value Counters</p> <p>Key Questions: What number is represented? What is the value of each digit? Represent 4,672 using base 10/place value counters. How many thousands, hundreds, tens and ones are in the number? How would you represent $6,000 + 0 + 60 + 9$ in the place value chart? How do you know the counter in the thousands column has a greater value than the counter in the ones column?</p>	<p>Key Vocabulary: Ones, Tens, Hundreds, Thousands, Ten Thousand, Represent, Partition, Part-whole model, Base ten, Value, Equal to Gattegno charts, Place Value Counters, Partitioning</p> <p>Key Questions: What number is represented? How many thousands/hundreds/tens/ones are there in the number ? What is the value of each digit in 4,715? Does the order in which you partition the number matter? What number is equal to $7,000 + 0 + 30 + 4$? What does a zero in a place value column tell 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 eleven times tables? - Can we use our knowledge of the 10 times tables and the 2 times tables to help us with our 12 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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Activities	<p>Today, children will revisit the number line to 1000 which they were first introduced to in year 3.</p> <p>Children will label, identify and find missing values on blank or partially completed number lines. When looking at partially completed number lines, children will become confident in finding the difference between the start and end points between each interval.</p> 	<p>Building on previous steps children explored numbers up to 1,000, they will now explore numbers beyond 1,000. Children will look at the composition of multiples of 1,000 by exploring how many hundreds they are made of. They unitise the hundred, being able to state the number of hundreds that make up any 4-digit multiple of 100 or 1,000 such as "20 hundreds are equal to 2,000".</p> <p>Complete the sentences to match the ten frames.</p>  <p>_____ ones = _____ tens</p> <p>_____ tens = _____ hundreds</p> <p>_____ hundreds = _____ thousands</p> <p>Complete the sentences.</p> <ul style="list-style-type: none"> ▶ 3 thousand = 3,000 There are _____ hundreds in 3 thousand. ▶ _____ thousand = 5,000 There are 50 hundreds in _____ thousand. 	<p>Today, children will use different representations such as place value charts and Gattegno charts, which highlight the place value of the digits in the numbers.</p> <p>Children explore the relationship "both ways" between the place value columns, for example, 100 is 10 times the size of 10 and a tenth the size of 1,000</p> <p>We will discuss with children how and why we use a comma when writing numbers, to help with reading and writing larger numbers. Children will experience questions that include zero as a placeholder to represent a blank column in a place value chart.</p> <p>Complete the Gattegno chart to represent the number 5,326</p> <table border="1" data-bbox="1019 869 1355 981"> <tr> <td>1,000</td> <td>2,000</td> <td>3,000</td> <td>4,000</td> <td>5,000</td> <td>6,000</td> <td>7,000</td> <td>8,000</td> <td>9,000</td> </tr> <tr> <td>100</td> <td>200</td> <td>300</td> <td>400</td> <td>500</td> <td>600</td> <td>700</td> <td>800</td> <td>900</td> </tr> <tr> <td>10</td> <td>20</td> <td>30</td> <td>40</td> <td>50</td> <td>60</td> <td>70</td> <td>80</td> <td>90</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> </table>	1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000	100	200	300	400	500	600	700	800	900	10	20	30	40	50	60	70	80	90	1	2	3	4	5	6	7	8	9	<p>The focus of this small step is to ensure that children have a secure understanding of place value with 4-digit numbers. Children partition a number up to 10,000 by identifying the number of thousands, hundreds, tens and ones. They should give their answers using numerals, words and expanded form, for example 5,346 = 5 thousands, 3 hundreds, 4 tens and 6 ones or 5,000 + 300 + 40 + 6</p> <p>Complete the part-whole models.</p>  <p>Complete the sentences.</p> <ul style="list-style-type: none"> ▶ 7,812 is equal to _____ thousands, _____ hundreds, _____ tens and _____ ones. ▶ _____ is equal to 3 thousands, 4 hundreds, 0 tens and 9 ones. ▶ _____ = 8,000 + 40 + 3 	<p>Today, children will log onto TTRS to compete in the year group tournament. The children will practise recall and understanding of the 11 and 12 times tables with their teacher. The children can then select the relevant worksheet(11 or 12s) to further explore that time table at school, or at home.</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>
1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000																																	
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1	2	3	4	5	6	7	8	9																																	

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

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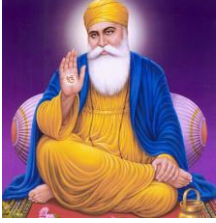

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Music –	RE	PE – Get Set 4 PE
<p style="text-align: center;">Unit: This little light of mine Lesson 1</p> <p>L1: We are learning to recite and perform our new song and practise moving in time to a beat.</p> <p><u>Unit Key Words:</u> Pentatonic scale, gospel music, off-beat, rhythm, call-and-response, progression snapshot 1.</p> <p>This little light of mine is an expressive call-and-response Gospel song based on a pentatonic scale. The origin of the song is not 100% clear – some believe that it was written in the 1920s as a song for children by Harry Dixon Loes, but he never claimed credit for it. Some believe the lyrics are taken from one of Jesus's speeches to his followers</p>	<p style="text-align: center;">Unit: Unit: Sikhism Lesson 1</p> <p>L1: We are learning to share what we already know about Sikhism and ask questions about what we would like to find out.</p> <p>The children will begin by discussing what they already know about the religion of Sikhism. Class teacher to scribe ideas on the flip chart. Following on from our discussion, children will then be encouraged to attempt this defining frame independently. They will also need to consider what questions they have about the Sikh faith. If any pupils mention Guru Nanak, the class will then have a discussion of who he was and why he is so significant in the Sikh faith.</p> <p><u>Key questions to think about</u> When was sikhism first formed? What language do sikhs speak? How many Gurdwaras are in Hounslow? What was the name of their god? Why do some sikhs wear turbans?</p>	<p style="text-align: center;">Unit: Hockey Lesson 1</p> <p>L1. To develop sending and receiving the ball with accuracy and control.</p> <p>In this lesson children should be able to step forward with their opposite foot to push the ball when passing and trap the ball by keeping the stick low to the ground to create a barrier.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Unit: Football Lesson 1</p> <p>L1. To develop the attacking skill of dribbling.</p> <p>In this lesson children should be able to send the ball ahead of them whilst dribbling so they can run with it and use all parts of their feet to control the ball.</p>

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<p>in the Bible.</p> <p>Name: Class:</p> <p>This little light of mine Year 4 Term 1</p> <p>Pentatonic scale: A five note scale. G A B (or B^b) D E 'Blue' note</p> <p>Bass line: The lowest notes played in the music. G G G G G 1 2 3 4</p> <p>Rhythmic ostinato: A rhythm pattern that repeats throughout the music.</p> <p>Gospel music:</p> <ul style="list-style-type: none"> Gospel = Good news. Gospel songs often describe stories from the bible, praising Jesus and God. Gospel is a form of African American religious music. <p>Ray Charles Sister Rosetta Thorpe</p> <p>Clarinet, electric guitar, band, banjo, double bass, hand drum, trumpet, and trombone.</p> <p>Verse Chorus Call-and-response Echo Phrase</p> <p>Choir: Solo singer Voices in harmony</p> <p>4 counts in a bar tempo</p> <p>pentatonic scale pitch</p> <p>blue note</p> <p>duration</p> <p>dynamics</p> <p>timbre</p> <p>verse and chorus call-and-response structure</p> <p>rhythm layered singing texture</p>	 	
Art	Spanish – Language Angels	PSHE - Jigsaw

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Unit: Drawing - Powerprints

Lesson 1

LI: We are learning to draw using tone to create a 3D effect.

Key Vocabulary

contrast, gradient, observational drawing, shading, shadow
three dimensional (3D), tone

Our topic in Art this term will be looking at drawing and powerprints. This first lesson, children will be looking at creating tone using different pencils. Children will be understanding that artists use layers of shading to achieve light, medium and dark tones.

The activity will include us using a ribbon to create an interesting shape. Then we will use a HB pencil to sketch the outlines of our designs in our books! As children draw, they will focus on adding shading and observing where light/dark tones are used.



Unit: Me Presento

Lesson 1

LI: We are learning to present ourselves and improve our Spanish pronunciation.

Key Vocabulary

estoy bien, estoy mal, mas o menos, hola, adios.

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

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

To introduce the unit 'Me presento'. In this lesson pupils will revise basic greetings and will learn how to ask someone how they are feeling as well as answer the question themselves in Spanish.



Unit: Being me in my world!

Moved over from last week due to metacognition sessions last week

Lesson 1

LI: We are learning to create a class charter using articles.

LI: We are learning to identify what we already know about making people feel welcome and valued.

To begin the year, children will be looking at a range of articles. They will use these to put in order of which they feel are the most important to least. As a class, the children will then create a charter to follow throughout the year.

Then children will complete a frame which will identify what they already know about our new topic and address questions to what they would like to find out.



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Science - Wellington Curriculum

Topic (History) – Cornerstones Curriculum

Computing – Barefoot and Teach Computing

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Unit: Electricity, Circuits and Conductors Lesson 1

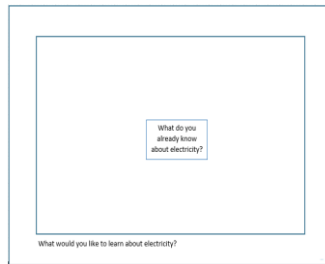
LI: We are learning to identify and classify common appliances that run on electricity.

LI: We are learning to investigate and analyse a range of existing products.

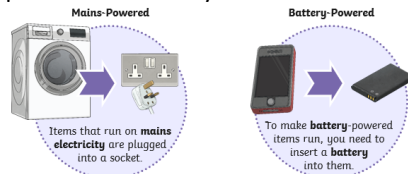
Key Vocabulary

appliances, mains powered, battery powered, household items, electrical appliance

Children will be introduced to a new topic 'Electricity, circuits and conductors'. They will discuss what they think this topic will be about. Before we begin the lesson children will be completing a defining frame to identify what they already know about electricity and what they would like to know.



In the first lesson children will learn about things that are powered by electricity. They will learn about mains-powered and battery-powered electricity.



Children will complete a venn diagram.

Unit: Ancient Civilisation Lesson 1

LI: We are learning to identify what we already know about Ancient Civilisation.

Skill: To draw on prior knowledge to recall historical terms.

Key Vocabulary

Ancient, Civilisation, Past, History, Recap, Prior knowledge

Children will be introduced to a new topic 'Ancient Civilisation' and discuss what they think these words mean. Children will view a number of images to help with completing their defining frame to identify what they already know about Ancient Civilisation and what they would like to know.

Children are expected to draw on prior knowledge of; Stone Age, Iron Age and Bronze Age from Year 3.



Unit: Connecting networks Lesson 1

LI: We are learning to describe how networks physically connect to other networks.

Success Criteria:

- I can describe the internet as a network of networks
- I can demonstrate how information is shared across the internet
- I can discuss why a network needs protecting

Key vocabulary

Internet,
network, router,
network security

Children will be going through a series of messages and decide whether it is safe or not.

Keeping a network safe

For your next message, you must decide if you will reject it or accept it.

Think about:

- Should you share the information?
- Why would someone ask you to do this?
- Could it put you at risk?

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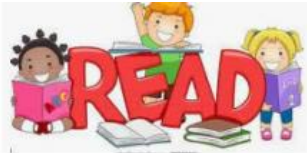
Homework

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.

KS2 Superhero Spellings week 1

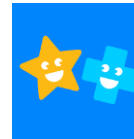


Maths

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:

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

Weekly Overview of Learning

Year Group: 4 Week beginning: 09.09.24

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. eight
2. eighteen
3. eighty
4. neighbour
5. weigh
6. grey
7. they
8. obey
9. great
10. steak

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!



include:



In preparation for next week swimming (Week commencing 16th September)
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