

Weekly Overview of Learning

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English	Monday	Tuesday	Wednesday	Thursday
	LI: To explore the impact of syllables on rhythm.	LI: To compose a Limerick.	LI: To identify the impact of rhyme on poetry.	LI: To experiment with word order and sentence structure (Shared Write)
Key vocabulary and key questions	<p>Key Vocabulary: rhythm, lines, form, syllables, vowels</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is a syllable? • What are vowels and consonants? • What other letters in the English alphabet make vowel sounds? • How are syllables used in limericks? • Is there a syllabic pattern in the structure of limericks? 	<p>Key Vocabulary: syllables, lines, purpose, rhyme, rhythm, pattern, theme, topic, style</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • How are limericks structured? • What is the rhyme scheme of a limerick? • Using what we know, from the limericks we have read, what sort of a template should we use to draft our limerick? • Why might we need to edit and change the word order of certain lines? 	<p>Key Vocabulary: rhyme, phonics, homophone, rhyme scheme</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What types of poems use rhyme? • Would it be appropriate for rhyme to be used for all topics e.g. war poetry? • What is the rhyming scheme in limericks? • What is the difficulty in trying to make poems rhyme? 	<p>Key Vocabulary: subject, object, verb, active, passive, punctuation, dialect, tense.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What are the components of a simple sentence? • In maths, $3 \times 2 = 6$ and $2 \times 3 = 6$, in English, can we do something similar with sentences? • What is the impact on a sentence, if the word order is changed? • How do we make sure that sentences still make sense when we change the word order?
Activities	<p>What is rhythm? Children match the word to the correct definition. Children identify the number of syllables in each word by clapping at each vowel sound. On their whiteboards, children show the number of syllables in their name. Children complete the worksheet on syllables, identifying the number (of syllables) in each word/ line of the limericks.</p> <p>Challenge: How does the number of syllables in each line affect the structure of a limerick? What happens to the rhythm, if a line has too few or too many syllables?</p>	<p>Children read the limericks on the board and match the poem to its topic In a limerick the rhyming scheme of each poem is; AABBA. We will use the facts about Limericks that we gathered yesterday to create a writing frame to match the structure of a limerick. Children use the vocabulary identified and the writing frame created in today's lesson to write their own Limerick.</p> <p>Challenge: Using the Knowledge Organisers and thesauruses to edit and improve vocabulary and phrases in their Limericks.</p>	<p>Children create their own bank of rhyming words for the Roman words in a given grid. They will use this grid next week when they write their own Ancient Roman-themed limericks.</p> <p>Challenge: Children consider whether rhyme can sometimes be difficult to achieve without a poem becoming nonsensical. <i>How might this affect the narrative quality of a limerick? How could this problem be overcome?</i></p>	<p>Children are shown a limerick where one line doesn't follow the rhyme scheme. How could the line be written in a different way so that it does rhyme? Children and teacher work together to use the sentences that have been given, the writing toolkit and the frame to write a Roman limerick.</p> <p>Challenge: Children read two lines of a limerick that should rhyme with each other but don't- rewrite one of the lines so that it rhymes with the other and matches the rhythm.</p>

This week's reading focus: Reading Strategy

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	<p>To identify key words from a text</p> <p>For this lesson, we will identify the different word classes and discuss their importance within a text.</p>	<p>To identify key words from a text</p> <p>Building on from the last lesson, we will be highlighting examples of different word classes within a text and evaluating their importance.</p>	<p>To identify key words from a text</p> <p>The children will be focusing on a new text and in books identifying the words classes of key words.</p>	<p>To evaluate how vocabulary contributes to meaning.</p> <p>We will be looking at the text Lucius and the Roman Tablet. The children will highlight the keywords and explain their meanings.</p>	<p>To evaluate how vocabulary contributes to meaning.</p> <p>We will be using our skills from the week to highlight key information and use it to answer comprehension.</p>

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: compare numbers up to 1 decimal place	L.I: to order numbers up to 2 decimal places	L.I: Round decimals to the nearest whole number	L.I: To practise our multiplication facts	L.I: To identify and write decimals equivalent to simple fractions
Key vocabulary and key questions	<p>Vocabulary: compare, greater than, less than, more than, most, least, greatest, equivalent, equal, place value, hundredths, tenths, ones, tens, decimal place</p> <p>Key Questions/Talk: How many tenths does it have? There are ___ tenths and ___ hundredths. The number is __. _____. ____. _____ is greater/less than _____. _____ because ...</p>	<p>Vocabulary: order, greatest, least, compare, equivalent, equal, place value, hundredths, tenths, ones, tens, decimal place</p> <p>Key Questions/Talk: Which digit can we use to compare these decimals? Will this always be the case? Do we always use the digit furthest left to compare decimals? ____. _____ is _____ than _____. _____ because ...</p>	<p>Vocabulary: round, column, place value, hundredths, tenths, ones, tens, decimal place</p> <p>Key Questions/Talk: Which whole numbers does the decimal lie between? Which whole number is the decimal closer to on the number line? Which column do we focus on when rounding to the nearest whole number? Which digits in the tenths column do not round up to the nearest whole number? Which digits in the tenths column round up to the nearest whole number?</p>	<p>Children will complete a variety of activities (some of them timed) to practise their multiplication facts.</p>	<p>Vocabulary: fractions, equivalents, decimals, part of a whole, half, quarter, three quarters, tenth, hundredth</p> <p>Key Questions/Talk: How would you write your answer as a decimal and a fraction? Can you represent one quarter using decimal place value counters? Can you represent three quarters using counters on a place value grid?</p>
Activities	Children apply their understanding of place value to compare numbers with decimals with up to two decimal places. They will consolidate and deepen their understanding of 0 as a place holder when making a comparison.	Children apply their understanding of place value to order numbers with decimals up to 2 decimal places. They will consolidate and deepen their understanding of 0 as a place holder, the inequality symbols and language such as ascending and descending.	Children round numbers with 1 decimal place to the nearest whole number. They look at the digit in the tenths column to understand whether to round a number up or not. It is best to avoid the phrase 'round down' as this can sometimes lead to misconceptions. Children need to be taught that if a number is exactly half-way, then by convention we round up to the next integer.		Children write half, quarter, three quarters and other simple fractions as decimals. They use concrete and pictorial representations to support the conversion. Children use their knowledge of equivalent fractions to write fractions as hundredths, tenths and then write the fractions as halves or quarters.

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

Weekly Overview of Learning

Year Group: 4 **Week beginning: 22nd April 2024**

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Music	RE	PE
<p>LI: To understand what a musical motif is. Warm up - Explain that each of the lines in the vocal warm-up ('Romans are coming', 'building roads', 'hail to the Emperor') are motifs of their own. Can the children identify the motifs within the song? Are these motifs always exactly the same every time you hear them? Main Task - Playing the motifs Hand out tuned percussion instruments to the children Give the children some time to practise playing each motif before then playing each one together as a class. Play the <i>backing track</i> and get the children to play the motifs with their instruments as you sing the lyrics. Plenary - Play the music 'James Bond theme' from and ask the children to identify the motif. What is different about these motifs and the ones we explored earlier in the lesson?</p>	<p>LI: I can explain the main beliefs in Judaism. For this lesson we will be identifying the main beliefs within the Jewish religion. We will be looking at which holy text they believe in, and where they might go to worship, which deity they believe in and why. The children will be able to watch a video of Jewish believers talking about their beliefs and afterwards link these beliefs to their own, noting similarities and differences.</p>	<p>Dance every Tuesday This term, Year 4 has been given the opportunity to work with Miss Alice from Dance Energy. Miss Alice is a dance and gym specialist and will deliver a 6-week program of dance with the children. LI: To be able to select and use actions to represent an idea.</p> <p>Every Friday - Swimming The children will continue to build upon their skills related to swimming with their assigned specialist swimming instructor.</p>
Art	Spanish	PSHE
<p>LI: To experiment with artistic techniques Starter: Children recall the features of Roman mosaics that they identified in the previous lesson. In pairs, look at the facts on the screen and sort them into statements that are true/ false of mosaics. Watch me: Using the images on screen and the video to model how mosaics were/ are created as an art piece. Point out how this is very similar to a collage (<i>in mosaic, tiles are used as tesserae whereas in collage, paper or textiles are used</i>) Help me: How many examples can you think of where tiles are used to create an artistic effect today e.g., <i>at school, at home, in shopping centres?</i> KQ: How do modern tilers adopt and adapt some of these techniques? Main task: Children create an image by replicating a given mosaic, using coloured paper cut into tesserae, instead of tiles.</p>	<p>L.I: To learn about some of the key people in Roman history and use listening to help decode meaning. Go through Language Angels ppt and children need to look into key vocabulary used in the Roman Empire. Main task- complete both listening tasks on the vocabulary taught.</p>	<p>L.I. To know how most people feel when they lose someone or something they love This week, the children are going to explore how they might feel if they lose someone or something they love. We will discuss how they can manage their feelings if this was to happen to them. We will also talk about the people in the children's lives and how to show that they value special people in their life. The main task for the session will involve various scenarios and the children will have to list different feelings that they might have if they were in those situations. Key Questions What feelings might people experience when they lose someone close to them? How can people manage these feelings? How can you show you value the special people in your life?</p>

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Science	Topic (History)	Computing
<p><u>L.I. To record findings using simple scientific language, drawings, labelled diagrams.</u></p> <p>Starter: Following the IWB, the children will revise last week's lesson on vibration and discuss what is vibrating in each picture on the Lesson Presentation to make a sound.</p> <p>Main: Following the IWB, the class teacher will explain the structure of the ear and how we hear sounds.</p> <p>Task: The children will label the different parts of the ear and record its function. They will need to include a scientific labelled diagram, using the correct scientific vocabulary.</p> <p>Plenary: The children will discuss the ideas about sound travelling. They will also watch the clip to hear how sound travels.</p>	<p><u>L.I: To describe the society of an ancient civilization</u></p> <p>Starter: <i>Explain that in Roman Society there was a class system (meaning some people were considered more important than others).</i></p> <p>Children will think about the different groups of people in Roman society and rank them in terms of importance (their opinion) and place them onto the hierarchy pyramid.</p> <p>Watch me: Explain the correct hierarchy of Roman society, the different roles each of the classes played and what their life may have been like.</p> <p>Children to match the cards (the roles with the job description)</p> <p>Children to decide if they think they would have liked to live the life of a soldier in the Roman army. Why/Why not? They should explain their answer fully, using evidence from today's lesson and any independent research.</p> <p>Challenge: In what ways was Roman society similar/different to modern British society (link to British values)?</p>	<p><u>L.I. To develop the use of count-controlled loops in a different programming environment</u></p> <p>Starter: The children will be shown a problem on the IWB, which they will discuss as a class. The children are to write a list of instructions for how to do this on their whiteboards, thinking about which steps are repeated, and how many times.</p> <p>Main: The teacher will ask the class to step through the blocks in the image, and ask the children for suggestions for what each block might do. E.g. The pen down block might use a pen to draw on screen, the repeat (4) block might repeat something four times, etc. The teacher will ask the children to predict what might be created on-screen once the code has been run, and to explain their ideas.</p> <p>Task: The children will be asked to complete the 'Code blocks in Scratch' worksheet, creating Scratch code snippets and using Logo code snippets as support.</p> <p>Plenary: The class teacher will show the children the Scratch code snippet on the slide. Ask which of the three images would be produced after running the code, and ask them to explain their reasoning.</p>

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Homework

Homework is set on a Monday and uploaded to Google Classroom and the APS website. Where applicable, it should be returned by the following Monday.

Reading/Spelling and Grammar	Maths	Topic/Foundation subjects
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Please read for at least 20 minutes every day and record this in your pupil planner as a reading log. Remember to bring your planner every day.

Your teacher will check and sign your planner 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.



Log onto Reading Plus and complete at least 20 minutes this week

Who will be top of the leader board next week?!



Try out a new book on Bug Club. This can be added to the reading that you do at home, which will go into your diaries.

Doodle – Log on to your account to reach your **Green Target** this week in: English and Spell.

We will be checking to see who has accessed their account their account, the correct amount, and achieved the most Stars in Effort.



Spelling and dictation – Remember to try to use these words in sentences to show that you understand their meanings.

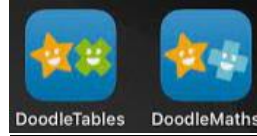
This week's spellings are words from the Year 3 and 4 statutory spellings list. These can be found in your Pupil Planners.

Please go through them and:

- 1) be able to read them;
- 2) know what they mean;
- 3) look up the definition in a dictionary (what do they mean? What word class are they? Do they have more than one meaning?)
- 4) practise spelling them in fun ways;
- 5) put them into creative sentences.



antiseptic	anticlockwise
antisocial	antidote
antibiotic	antivenom
anti-ageing	antifreeze
antiperspirant	antigravity



Doodle – Log on to your account to reach your **Green Target** this week in: Maths and Tables.

We will be checking to see who has accessed their account, the correct amount, and achieved the most Stars in Effort.

Are you in the **green** yet?

Times Tables Rockstars:



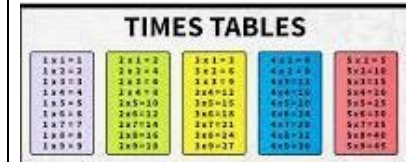
Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

You can also practise using www.timestables.co.uk for free. Test yourself and maybe compete with a family member.

Topic/Foundation subjects

This week we would like you to:

- 1) practise your **TIMES TABLES** and **DIVISION FACTS**. Use your Pupil Planners to help. BBC Supermovers have the fun videos to help too.



- 2) create a dictionary of prefixes (that we have covered in school and others you research). Provide a definition on what it means and how it changes the root word. Give a small list of examples as well.

Examples of prefixes:

inter-
sub-
ir-
im-
anti-
re-
de-
dis-
un-