

Weekly Overview of Learning

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English	Tuesday	Wednesday	Thursday	Friday
	LI: To identify the features of a text	LI: To identify the structure of a text.	LI: To build cohesion within paragraphs.	INSET DAY
Key vocabulary and key questions	<p>Key Vocabulary: feature, subheading, subject-specific vocabulary, noun phrases, fronted adverbials, parenthesis</p> <p>Key Questions: How do we know what the information text is about? What purpose does the first paragraph serve? What kind of language is used?</p>	<p>Key Vocabulary: feature, subheading, language, structure, paragraphs, structure</p> <p>Key Questions: How is an information text structured? How does the structure differ from narrative writing?</p>	<p>Key Vocabulary: cohesion, cohesive devices, pronouns, paragraphs, link, adverbials</p> <p>Key Questions: What are cohesive devices? What adverbs link together? What adverbs are similar in meaning? How do commas aid cohesion?</p>	
Activities	<p>Which text type is the odd one out? Why? Children must give reasons for their choice!</p> <p>Using the model information text about a fictional creature called a 'Snallygaster', we will work together to identify the language and structural features that tells us this is an information text.</p> <p>Children will then work independently to identify the features of their information text about trolls ('Terrific Trolls'). They will either create a key or work with a pre-prepared key.</p>	<p>Starter: Add a fronted adverbial into a sentence.</p> <p>What does structure mean?</p> <p>Quiz- children to sort structural and language features into a table.</p> <p>As a class, look at text on European Languages Day and identify the structural features as a class.</p> <p>Main task: Children to read a non-chronological; report on polar bears and identify the structural features.</p> <p>Challenge- Can the children identify the purpose of each feature?</p>	<p>Starter: Apostrophes practise.</p> <p>Go through what cohesive devices there are and how today's focus will be on cohesion within paragraphs. Main teaching will focus on linking paragraphs with adverbials.</p> <p>Task 1- in pairs children read a text on uniforms and need to identify the cohesive devices in the form of adverbials.</p> <p>Task 2- Share table on similar adverbs. Children partake in activity on grouping similar adverbials.</p> <p>Task 3- For the working wall, children produce 2 sentences and link with an adverbial.</p>	

This week's reading focus: Reading Strategy VISUALISATION

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	<u>LI: To visualise a setting/character.</u>	<u>LI: To apply prior concept knowledge to visualise.</u>	<u>LI: To apply prior concept knowledge to visualise.</u>	<u>LI: To discuss words and phrases that capture imagination.</u>	INSET DAY
	read a selection of short texts as a class and children to draw pictures to represent the paragraphs.	Read the book 'The Tunnel' and children draw 8 pictures to summarise their visualisations.	Read Magic Blush text and draw pictures to represent each paragraph.	Read text titled 'Grandma's attic' and draw pictures to show visualisations.	

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Year Group: 4 **Week beginning: 25.11.2024**

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>L.I: To practise our multiplication facts</u>	<u>To apply my knowledge of 9 times-table and division facts</u>	<u>To make links between the 3, 6 and 9 times-tables</u>	<u>To multiply and divide by 7</u>	Inset Day
Key vocabulary and key questions	<p><u>Key Vocabulary:</u> multiple, product, factors, inverse, fact families, arrays</p> <p><u>Key Questions:</u> How can repeated addition and subtraction help us? What facts do we already know? What are the new facts we are learning? How can we apply our inverse knowledge? Where is this knowledge useful in real-life?</p>	<p><u>Key Vocabulary:</u> digit sum, even number, odd number, strategy, systematic, pattern, multiple</p> <p><u>Key Questions</u> How could you use the 10 times-table to work out the 9 times-table? If you know a multiplication sentence, what division sentences can you find? How can you tell if a number is a multiple of 9? How can you use the 3 times-table to work out facts in the 9 times-table?</p>	<p><u>Key Vocabulary:</u> digit sum, even number, odd number, strategy, systematic, pattern, multiple</p> <p><u>Key Questions:</u> What links can you see between the 3 and 6 times-tables? What links can you see between the 3 and 9 times-tables? What other times-tables can you use to help find the multiplication facts? If you know one multiplication fact, what other multiplication fact do you know? What division facts do you know? How do you know if a number is a multiple of 3/6/9?</p>	<p><u>Key Vocabulary:</u> digit sum, even number, odd number, strategy, systematic, pattern, multiple</p> <p><u>Key Questions:</u> How many equal groups are there? How many lots of 7 do you have? How many groups of 7 are there in? What can you partition into to help you multiply by 7? If you know this, what else do you know? How can you use the 5/6/8 times-table to find a fact in the 7 times-table?</p>	
Activities	<p>Starter: Times Tables aerobics/ Supermovers.</p> <p>Recap existing knowledge and highlight the new facts.</p> <p>Identify any patterns and tips/tricks to speed up recall or working out of the multiples and their inverse.</p>	<p>Today, children will work towards becoming more fluent using the 9 times-table by applying the multiplication and division facts in a wide variety of contexts.</p> <p>Children will use strategies such as using the 10 time-table to drive the 9 time-table and understanding that each multiple of 9 is a triple the equivalent multiple of 3.</p>	<p>Today, children be making links between the 3, 6 and 9 time-table to deepen their understanding and embed fluency with these time-tables.</p> <p>Children will explore the structure of the time-tables via task that require them to reason and explore number facts to look for structural patterns.</p>	<p>Today, children use their knowledge of multiples and count in 7s to make the link between repeated addition and multiplication.</p> <p>They will apply their knowledge of equal groups to deepen their knowledge of multiplying by 7.</p> <p>They will explore flexible partitioning (e.g. $8 \times 7 = 5 \times 7 + 3 \times 7$) to help them with their mental strategies.</p>	

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Music	RE	PE
<p style="text-align: center;"><u>Rock and Roll</u></p> <p><u>L.I. To play a rock and roll bass line</u></p> <p>We will start the lesson by challenging the children to recall notes from the previous lesson's bassline. In groups, the children will use tuned percussion instruments to experiment and play what they can remember. Working in pairs, we will continue to teach them the next section of the bass line. Once they feel confident, they will perform to another pair and each group will give feedback and tips on what they could do better. To finish the lesson, the children will perform as a whole class in time to a track. Key questions for the lesson include:</p> <p>What is a bassline? Why do we need a bassline?</p>	<p><u>LI: To explain why some religions have multiple scriptures</u></p> <p>Give the children an abstract idea, for example, friendship, hope or care, and ask them to draw a symbol and write a sentence with no more than eight words to explain it.</p> <ul style="list-style-type: none"> ● There are multiple texts or books. ● Monks may use the texts in temples. ● The texts do not always look like books generally seen in the UK. ● The texts are written in different languages. ● Not only monks read the texts. <p>Explain that the Buddhist Canon consists of many books and varies for different Buddhist traditions but is all based on the Buddha's teachings.</p> <p>Like a jigsaw, different pieces of information are needed to give a full picture. Ask one child at a time to come to the board and click one of the jigsaw pieces, working from left to right, top to bottom, and read the information aloud to the class.</p> <p>Read the cards one at a time and decide whether the information on the card tells them about how the Buddhist Canon came to be, what it is today or about how it is used by Buddhists. Children draw a chart on sugar paper with the headings 'How the Buddhist Canon came to be', 'What it is today' and 'How it is used by Buddhists' and place the cards on it as they sort them.</p>	<p style="text-align: center;"><u>Dodgeball</u></p> <p><u>L.I: To develop catching a dodgeball at different heights</u></p> <p>Children develop physical, social, emotional and thinking whole-child objectives. Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They will learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Children will be given opportunities to play games independently and will be taught the importance of being honest whilst playing to the rules. Children will be given opportunities to evaluate and improve on their own and others' performances.</p> <p style="text-align: center;"><u>Swimming</u></p> <p style="text-align: center;"><i>Weekly Sessions of Swimming will be delivered on Monday, by qualified instructors.</i></p> <p><u>LI: To develop independent movement and submersion</u></p> <p><u>LI: To develop positioning and breathing techniques when using a variety of strokes</u></p> <p>Children are to use a range of strokes effectively for example, front crawl, backstroke and breaststroke.</p>
DT	Spanish	PSHE
<p><u>LI: To place the main stages of making in a systematic order</u></p> <p>Discuss and write up the method for assembling the book sleeve. Think about what contributes to writing a good method e.g. bullet points, time conjunctions and imperative verbs.</p>	<p><u>Lesson 4- LI: To ask and answer the question 'What is he/she called?' in Spanish</u></p> <p>Go through teaching slides and then listening tasks on slide 41. Then complete translation activity.</p>	<p><u>L.I. To know that sometimes bullying is hard to spot</u></p> <p>This week, the children will discuss what to do if they think that someone is being bullied. The lesson will begin with a game of switch which engages the children to swap places with people based on a statement e.g. switch if you have blue eyes. This activity will also introduce the key questions such as 'have you ever felt left out on the playground?' The main task will be a group task where the children reflect on a scenario. The children will list reasons as to why they think this is an example of bullying. In the second section, the children will consider the feelings of both the child bullying and the child being bullied.</p>

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Science	Topic (History)	Computing
<p><u>LI: To investigate the effect of a variety of liquids on egg shells</u></p> <p>We will be recapping the importance of looking after our teeth and what can happen if not.</p> <p>We will then conduct an experiment using egg shells (to represent our teeth) where we will investigate the effect of different types of food liquids will have upon them</p> <p>Tee children will fill in an observation form where they will monitor the decay of the egg shell in each liquid.</p>	<p><u>LI: To research the life of significant people from the past</u></p> <p>Throughout this lesson, the children will be looking at famous people from the past, in particular Ernest Shackleton and conducting research so that they can write a biography about his life.</p>	<p><u>LI: To explain that a digital recording is stored as a file</u></p> <p>In this lesson, learners will plan their own podcast and begin recording it. They will also discuss the importance of saving their work, and save their recordings as a file.</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

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

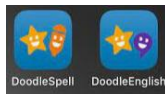
Who will be top of the leader board next week?!



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.



Log on to Writer's Tool Box and complete some of your learning journey.



Don't forget to let us know how well you did.

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.

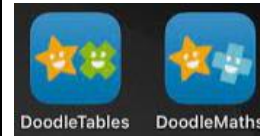
Please go through them and:

- 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.



musician clinician
politician beautician
electrician
magician
mathematician
dietician
statistician
technician

Maths



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 come up with your own (safe) moves for the Hand Jive - which we have been learning about in music.

Teach it to your families.

If you want to, you can draw out each dance move step, share photos or videos (with parental permission).

Enjoy!

