

Weekly Overview of Learning

Year Group: 4 **Week beginning: 10th June 2024**

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English	Monday	Tuesday	Wednesday	Thursday
	TRIP TO UFTON COURT	L1: To identify how fact and opinion contribute to meaning	L1: To explore how structure and presentation contribute to purpose.	L1: To plan a text using an organisational device (shared write)
Key vocabulary and key questions		<p>Key Vocabulary: fact, opinion, quote, eyewitness, bias, agenda, purpose</p> <p>Key Questions: - What is a fact? -What is an opinion? -What is bias? -Why should newspaper articles have quotes from a variety of people? -As opinions are not factual, why do newspaper articles have quotes?</p>	<p>Key Vocabulary: fact, opinion, headline, paragraph, quotes</p> <p>Key Questions: - What is a fact? -What is an opinion? -Where should the orientation of an article go? -What does this include?</p>	<p>Key Vocabulary: organisation, introduction, 5 Ws, attention, headline, hook, paragraphs, chronology, adverbials</p> <p>Key Questions: -Why is boxing-up a good technique to use when planning a text? -What makes a good orientation? -What makes a good headline?</p>
Activities		<p>Children read the statements on the board and sort into the t-chart: fact and opinion. Revise previous learning from the autumn term, ensuring children can identify the difference between fact and opinion. Read the newspaper article and identify the opinions. Why are they in inverted commas? Mark my work: Show a newspaper article where facts have been highlighted (but some sentences which are not facts have been highlighted too). Children read the Roman news report about the Roman invasion of Britain and identify the facts and opinions within it and record them in the grid. Extension: How might a Celtic Newspaper report this event differently? (Bias)</p>	<p>First, we will recap the structural features of a newspaper and discuss why these are important. As a class, we will re-read the article 'Iceland Erupts.' Then, using a boxing-up grid, the children will plot the key points into the correct sections of a newspaper article. This will help them to familiarise themselves with the layout of a newspaper article and which information would be best in which paragraph.</p>	<p>With pictures from 'Escape from Pompeii' children turn to their partner and retell the story (using story map from previous unit) Teacher models writing the orientation Part on the boxing-up grid for the news report about the eruption of Vesuvius in 79 AD. Children help complete the shared boxing up grid by summarising the main points from the next section, the caption for the picture and showing on their whiteboards. Children complete the remaining sections of the boxing up plan, with the teacher's support. This to be added to the working wall. Children attempt to improve the headline so that it contains either a pun or alliteration.</p>

This week's reading focus: **Reading Strategy**

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	TRIP TO UFTON COURT	<u>L1: To use prior knowledge to form predictions/ speculations</u>	<u>L1: To form questions about a text.</u>	<u>L1: To identify the key information in a text.</u>	<u>L1: To identify the causal links between events in a text.</u>
TASK		Children make predictions on a group of pictures using key questions.	Children read excerpts of short texts and generate questions based on their reading.	Children read excerpts of short texts and identify the most useful information in the text.	Look into cause and effect in a range of sentences and then paragraphs. identify the cause and effect within short paragraphs.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Key vocabulary and key questions	Trip to Ufton Court	<u>L.I. To solve problems involving hours, minutes, seconds</u>	MTC and Reasoning 1	MTC and Reasoning 2	<u>L.I. To solve problems involving years, months, weeks and days</u>
		<p>Key Vocabulary Nearest, analogue, time, seconds, minutes, hours, hands,</p> <p>Key questions What is the difference between analogue and digital? Does an analogue clock show whether it is am or pm? How do you show an analogue time as a 12-hour digital time? Can you identify the second hand? Minute hand? Hour hand? What is the difference? How many minutes are in an hour? What does each number on a clock face represent? How will you find the start/end time of the activity? How can you use a number line to work out the duration of the activity?</p>	<p>Times tables assessment and application of knowledge in real life situations.</p> <p>Children also complete their Reasoning Quizzes - where they apply their mathematical knowledge into various situations.</p>	<p>Times tables assessment and application of knowledge in real life situations.</p> <p>Children also complete their Reasoning Quizzes - where they apply their mathematical knowledge into various situations.</p>	<p>Key Vocabulary Compare, years (365), leap year, months, January (31), February (28), March (31), April (30), May (31), June (30), July (31), August (31), September (30), October (31), November (30), December (31) weeks, days, months, duration, period</p> <p>Key questions How many days are there in a week? How many days are there in the month of ___? How many days/weeks/months are there in a year? What do you need to do to convert to ___? How are leap years different from ordinary years? How often is there a leap year?</p>
Activities		<p>In this small step, children recap the number of seconds in a minute and minutes in an hour, building on their learning from Year 3 Children use multiplicative reasoning and related number facts to convert and compare times recorded in hours, minutes and seconds. A secure understanding of the 6 times-table will help children find related number facts linked to time, for example $36 \div 6 = 6$ and $360 \div 60 = 6$, so 360 seconds is equivalent to 6 minutes and 360 minutes is equivalent to 6 hours.</p> <p>Paired work involving one child counting an agreed duration in their head while a partner uses a stopwatch to record the actual time can help children to develop an appreciation of how long seconds and minutes last. Children will then use this information to complete various time problems both concrete and word problems involving seconds, minutes and hours. Children will have the use of a blank clock faces and number line can support finding durations of time or to help children find the start and end times of an activity which will support them in identifying the length of the activities in hours, minutes or seconds.</p>			<p>In this small step, children recap the relationships between a year, a month, a week and a day from Year 3 Children should explore how a year can be represented on a calendar, which shows the number of days in each month. As a class, to help them to remember this key knowledge, practise rhymes, songs or other memory strategies about the numbers of days in each month. Children use multiplicative reasoning and related number facts to convert and compare the different units of time. By the end of this step, they will recognise how often a leap year occurs and be able to calculate future leap years. They should recognise that there are approximately 4 weeks in a month, although most months are slightly longer than this.</p>

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Music	RE	PE
<p><u>L.I. To understand and play syncopated rhythm</u></p> <p>This week, we will continue to discuss syncopated rhythms within Samba music.</p> <p><u>Warm Up</u> - Show the class the video: 'Rio de Janerio Carnival' on VideoLink to give the children some idea as to the scale of the event.</p> <p><i>What things make up the carnival?</i> <i>Why is music important in carnival?</i></p> <p><u>Main Task</u> - We will firstly recap what syncopation means. Children are going to:</p> <ul style="list-style-type: none"> - clap in counts of four starting with whole beats: 1 2 3 4, - then half beats which equate to: 1 and 2 and 3 and 4. <p>Then we split the class into two and get one half to clap the numbers (1, 2, 3, 4) and the other half to clap the and (the offbeat) then swap the groups over. Then we will use a call and response activity to emphasise the syncopated rhythm. Teacher calls the beat (1,2,3,4) then children say and.</p> <p>Key Questions <i>What is syncopation? (The emphasis is not on the main beat of the music) What do we mean by on the beat?</i> <i>What is important when playing a rhythm?</i></p>	<p><u>To understand the importance of religious and cultural languages by exploring Yiddish</u></p> <p><u>Key questions:</u> Does the English language come from one place or one people? Do all languages come from these ancient languages?</p> <p>Again, we will be looking at the importance of scripture, where we will consider the following: Religious languages are used in scripture and connect people with God, their scripture and each other. Cultural languages are the everyday languages used at home and with friends. They celebrate who you are and where you come from.</p>	<p style="text-align: center;"><u>Gymnastics every Thursday</u></p> <p>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 gymnastics with the children.</p> <p><u>Ll: To develop individual and partner balances using apparatus.</u></p> <p style="text-align: center;">Every Friday - <u>Swimming</u></p> <p>The children will continue to build upon their skills related to swimming with their assigned specialist swimming instructor.</p>
DT	Spanish	PSHE
<p><u>Ll: To explore moving mechanisms</u></p> <p>Children look at a range of vehicles, identifying the type of wheel, does it work? yes/no. Description of movement, what type of toys would this suit?</p>	<p><u>Ll: To help learn and retain new vocabulary by improving reading skills and using word cards from the familiar story.</u></p> <p>Children re-read Goldilocks story again and listen to the song to reinforce their learning.</p>	<p><u>L.I. To consider what has influenced my life and what might influence the lives of other people</u></p> <p><u>Key questions:</u></p> <p>What do you think are the reasons why people might choose to have a baby? What do you think might be the greatest responsibility about looking after a new baby?</p> <p>This lesson, we will be looking at the choices that have influenced our existence and start thinking about why reproduction is important.</p>

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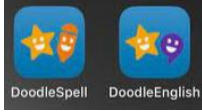

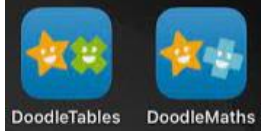

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Science	Topic (Geography)	Computing
<p><u>LI: To identify circuit components and build working circuits.</u> Introduction - Children use the 'Parts of a Circuit' cards to revise the different parts of a circuit, checking that they understand the purpose of each part. Activity - Using visual prompts, children discuss what electrical circuits they know of that use bulbs, buzzers or motors. Teacher makes three models of circuits, one each with a bulb, buzzer and motor. Children consider why it would be impractical for circuits to be complete all the time and how they could be turned on and off. They then match pictures of switches and their names. Teacher explains the difference between a circuit with a switch and an incomplete circuit. Children then find as many different ways as possible to create a circuit with a switch. They record whether the circuits worked or not and explain why. They record their results by drawing and labelling diagrams. Finally, they share their results with the class.</p>	<p><u>LI: To identify the capital cities of Europe.</u> Starter: Recap prior knowledge- Children read through the statements that they have been given about Maps, China, The UK and the Polar regions (previous Geography topics). With their partner, children sort the statements into True and false. <i>*Feedback to the class and add the 'prior knowledge' to their knowledge organiser.</i> Watch me: Show children the map of the world on the slides and explain that it shows how the globe is split into seven continents Help me: Can you mark Europe on the world map? Explain that the UK is a country in the continent of Europe. Show me: Can you name any other European countries? Children to share ideas. Shared task: Go through the information on the slides about Europe and its features, e.g. the largest country, population, seas and oceans, etc. <i>*Children add these facts to their knowledge organiser.</i> Main task: Children to label each of the continents of the world, then colour in Europe. Children then complete the sentences about Europe, using the Key vocabulary (on their knowledge organiser) to help. Challenge: use the atlases to identify any important physical features. Plenary: In this unit we will be learning all about Europe, European Countries and their capitals and their features. We will be studying Italy in detail, creating a comparative case study with the UK. <i>What questions do you have about Europe/ Italy? Add these to the KWL on the knowledge organiser.</i></p>	<p style="text-align: center;">Data and Information – Data Logging</p> <p><u>LI: To explain that data can be gathered over time to answer questions</u> Warm Up - Show 'Data around us', class registration data in a table. What might the data be? Data shown: present, absent, reasons for absence Data collection: data is collected every morning and afternoon when school is open From the data it's possible to identify who is in school and who is absent. It's possible to see if the absence was unauthorised. It can also show when someone is late. Main Tasks – Children will look at data tables. They will look at tables that show: Table A is data recorded about the weather Table B is data that has been recorded using a fitness tracker Table C is data from a sport Children will answer questions on the data they can see. Collecting data - They will watch a one-minute video and each learner will watch for a specific thing, for example, red cars. Assign each learner one thing from the list to watch for. They should watch for just that thing and keep a tally of how many times they see it. Read through the questions on the slide and ask learners whether the questions can be answered using the data they've just recorded. Draw out that they didn't collect the data to answer those questions, because they weren't told to. Data over time: 'Data that is collected regularly' activity sheet. Ask them to look at the images, showing health, sport, and environment and weather. Ask them to write down ideas for data that might be gathered, and to write down when or how often that data is collected. Plenary - Highlight that it's important for people to think carefully about the questions that they want answers to before they collect data. The learners couldn't do this because they were told what data to collect; they didn't make a choice.</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	
<p>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.</p> <p>Your teacher will check and sign your planner 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><u>Log onto Reading Plus and complete at least 20 minutes this week</u></p> <p><u>Who will be top of the leader board next week?!</u></p>  <p>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.</p> <p>Doodle – Log on to your account to reach your Green Target this week in: English and Spell.</p> <p>We will be checking to see who has accessed their account their account, the correct amount, and achieved the most Stars in Effort.</p> 	<p>Spelling and dictation – Remember to try to use these words in sentences to show that you understand their meanings.</p> <p>This week’s spellings are words from the Year 3 and 4 statutory spellings list. These can be found in your Pupil Planners.</p> <p>Please go through them and:</p> <ol style="list-style-type: none"> 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.  <p>tremendous enormous</p> <p>jealous serious</p> <p>hideous fabulous</p> <p>curious anxious</p> <p>obvious gorgeous</p>	 <p>Doodle – Log on to your account to reach your Green Target this week in: Maths and Tables.</p> <p>We will be checking to see who has accessed their account, the correct amount, and achieved the most Stars in Effort.</p> <p>Are you in the green yet?</p> <p>Times Tables Rockstars:</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>You can also practise using www.timestables.co.uk for free. Test yourself and maybe compete with a family member.</p>	<p>This week we would like you to:</p> <ol style="list-style-type: none"> 1) Write a recount e.g. diary, of your trip to Ufton Court. Use all of the English skills we have learnt this year. 2) Create an artistic piece of work based upon your spelling words this week. It can be bubble writing, fancy lettering etc. <p>Choose the top 5 words from thus and last week that you need to practise more.</p>