

Weekly Overview of Learning

Year Group: 4 Week beginning: 29th April 2024

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English	Monday	Tuesday	Wednesday	Thursday -Online Learning
	LI: To compose a text using appropriate style and structure (Hot Write)	LI: To perform a poem	LI: To make connections to a text	Maths L.I: To practise our multiplication facts
Key vocabulary and key questions	<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: syllables, purpose, rhyme, rhythm, pattern, style, intonation, expression, actions</p> <p>Key Questions:</p> <ul style="list-style-type: none"> - What does intonation mean? - How can we bring our poems to life? - How can we demonstrate rhythm? - What can we do to engage our audience? - How can we be a good listener? - What did you like about the performance? - How could it be improved? 	<p>Key Vocabulary: vocabulary, compare, experiences, clues, connections, existing knowledge, predict</p> <p>Key Questions:</p> <ul style="list-style-type: none"> - What does ‘connections’ mean? - How do our observations help us make connections? - How does our prior knowledge about topics help us? - In what way do the connections we make help us pose questions about a text and make predictions? 	<p>Children will complete a variety of activities (some of them timed) to practise their multiplication facts.</p> <p>English LI: To infer meaning from a text to answer questions Children must select the odd one out (the strategy that is not used when inferring). Teacher reminds the class of what inference is and that today, they will be ‘reading detectives’, finding evidence/ clues in the text to write their answers.</p>
Activities	<p>Using the rhyme banks they created on Monday and the template derived in today's lesson, children write their own Roman limerick.</p> <p>Challenge: Children recite their limerick to their partner, ensuring that the rhythm is accurate and that their lines make sense (are linked to the given theme). Use a purple pen to edit as necessary.</p>	<p>Children to practise and perform poems from yesterday using a variety of performance skills e.g. thinking of intonation, expression, actions.</p>	<p>Today, children will be introduced to their new class text, ‘Escape from Pompeii’.</p> <p>At first the children will be shown the front cover (without the title being revealed) and will discuss their thoughts, ideas and predictions as a class. Once the title of the book is revealed, we will then explore the word ‘escape’. What does ‘escape’ mean? What things might people need to escape from? What does this make us imagine the book will be about? How do we know? Children will apply reading strategy 1 to the blurb of the book.</p> <p>Main Task: Class to take turns reading the book (led by the teacher). Children complete the ‘making connections’ worksheet, as they read through ‘Escape from Pompeii’, summarising the connections they make.</p> <p>Challenge: In what way is this story similar/ different to other adventure/ quest books you have read?</p>	<p>Main Task: Using the ‘The story of Pompeii’ section from the book, children use the inference skills developed in today’s lesson to answer the questions</p> <p>Extension: Following answering the questions, children return to Tuesday’s lesson and add any other connections they have made (with purple pen).</p>

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This week's reading focus: Reading Strategy					
Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	<p>To explain what 'monitoring comprehension' is.</p> <p>This lesson the children will identify anything that doesn't make sense in a text. We will discuss how to recognise these.</p>	<p>To explain what 'monitoring comprehension' is.</p> <p>We will be focusing on when a text doesn't make sense and when a text is inconsistent. The children will be looking at examples of each and identifying these.</p>	<p>To identify when a text doesn't make sense.</p> <p>Using our knowledge from the previous two lessons, we will be applying these skills to a text. The children will highlight any words they do not understand and try to identify whether or not they need to know the meaning of them, in order to understand the text.</p>	<p>Polling Day - Reading for pleasure</p> <p>Read a book you enjoy. Consider what it is about the book that you like? What would you say about the book to recommend it to a friend?</p>	<p>To identify inconsistencies within a text</p> <p>The children will be reading a narrative that is inconsistent and then rewriting it. They will need to use their skills from earlier lessons to ensure it makes sense.</p>

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4 <u>Online Learning</u>	Lesson 5
		<u>LI: To identify and write pounds and pence using decimal notation.</u>	<u>LI: To compare and order money.</u>	<u>LI: To be able to convert between pounds and pence</u>	<u>LI: To explore, identify and apply Roman Numerals to 100.</u>
Key vocabulary and key questions	<p><u>Key Vocabulary</u> Money, values, pounds, pence, decimal, hundredths</p> <p><u>Key questions</u> How many pounds are there? How many pence are there? How many pence are there in £1? How many hundredths are there in 1 one? How do you write the amount as a decimal? How do you write £ and p as a decimal? How do you write £2 and 50p/£2 and 5p in decimal form? What is the same and what is different about the ways of writing the amount of money?</p>	<p><u>Key Vocabulary</u> Value, pounds, pence, units, amount</p> <p><u>Key questions</u> What is the value of each digit in the number? What place value column is the in? How many pounds and pence are there? Which digit tells you which amount is greater? What amount could go in between these amounts? Are the amounts in the same units? Why does this matter? What does ascending / descending mean?</p>	<p><u>Key Vocabulary</u> Pounds, pence, convert, partition, decimal</p> <p><u>Key Questions</u> How many pounds are there? How many pence are there? How many pence are there in £1/£2/£10? How do you write 343p using a pound sign? How can you partition the amount into pounds and pence? How can you convert the amounts into pounds and pence?</p>	<p><u>Key Vocabulary</u> numerals, symbols, value</p> <p><u>Key questions</u> Which numerals are missing from the clock face? If 10 is represented by X, what is 20 represented by? Does zero exist in Roman numerals? What happens if a bigger letter precedes a smaller letter? What happens if a smaller letter appears before a larger letter? What four numerals can be repeated?</p>	<p><u>Key Vocabulary</u> Rounding, round, more than, less than, nearest, pence, pound.</p> <p><u>Key questions</u> Which numerals are missing from the clock face? If 10 is represented by X, what is 20 represented by? Does zero exist in Roman numerals? What happens if a bigger letter precedes a smaller letter? What happens if a smaller letter appears before a larger letter? What four numerals can be repeated?</p>

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<p>Activities</p>	<p>This week, we will start a unit focused on money. The children will review previously explored values of coins and notes, and added and subtracted amounts of money within the same denomination. In Year 3, amounts of money in pounds and pence were presented as, for example, “£4 and 25p”. In this small step, children are introduced to decimal notation for the first time, for example £4.25. The focus of the step is the ability to write a given amount in decimal notation and to represent amounts that are given in decimal notation. Children explore the use of pounds and pence notation and develop the understanding that the digits following the decimal point represent part of a pound. They should link to their earlier learning that £1 = 100p and 1 whole = 100 hundredths.</p>	<p>During this lesson, the children use the fact that £1 = 100p to compare amounts of money. Children begin by comparing amounts represented in the same format, for example 4,562p and 3,750p or £45.62 and £37.50, and make their choices based on their knowledge of place value. They then compare amounts written in different formats, using their learning from the previous two steps to convert to a common format. We will discuss the range of possible formats children can choose between and which they find easier to compare. The physical or pictorial representation of notes and coins, as well as number lines, will support children’s visualisation and understanding of place value.</p> <p>Once children are comfortable comparing two amounts in different formats they will begin to order a set of amounts.</p>	<p>In today’s lesson, children move from reading and writing money using decimal notation to converting between different types of notation and between different units of money. Children use the fact that £1 = 100p to convert from pounds and pence in decimal notation to pence, and vice versa. They could use a part-whole model to express the total amount partitioned into pounds and pence and then convert each of the pounds to 100 pence. They should also be confident in converting amounts less than one pound, especially noting the difference between, for example, £0.80 and £0.08. This is also a good opportunity to reinforce the value of each coin and how its value can be written in decimal form. This step provides a foundation for comparing amounts of money expressed in different formats.</p>	<p>In today’s lesson, the children will review their understanding of Roman numerals. The children will firstly look at a clock face and discuss which numerals appear at each point. They will visually review numerals up to 100 before using part whole models to combine numerals. They will play a matching representation game in groups to consolidate their understanding. Once they can identify the numerals up to 100, they will apply their learning to problem solving and reasoning questions. The whole class will then engage in a game of bingo to ensure they are able to identify all numerals.</p>	<p>In today’s lesson, the children are going to recap the rules for rounding: If the digit is 0, 1, 2, 3, or 4, do not change the rounding digit. All digits that are on the right-hand side of the requested rounding digit become 0.</p> <p>If the digit is 5, 6, 7, 8, or 9, the rounding digit rounds up by one number. All digits that are on the right-hand side of the requested rounding digit will become 0.</p> <p>Children will complete a short exercise to demonstrate their understanding of rounding.</p> <p>Children will use these facts to round amounts of money to the nearest pound i.e. if the price is £2.80 you can round up to £3 because the number in the tenths position is 8. The closest whole number to 2.8 is 3.</p> <p>Children will then round and add two amounts to find the total.</p> <p>Children will then complete questions that will require them to round the answer to the nearest pound.</p>
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

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Music	RE	PE
<p>Use this Online Instrument to help https://www.virtualmusicalinstruments.com/glockenspiel LI: To compose and notate a motif. Warm up - Revise the concept of motifs from using the questions below as prompts: What is a motif? Is it always exactly the same, or can it change? Explain to the children that in this lesson they are going to create their own motifs. Main Task Hand out instruments (glockenspiel) - use https://www.virtualmusicalinstruments.com/glockenspiel Each child should: Use their tuned instrument to try out ideas for a short motif until they are happy with their work and can play their motif. Children will note down the letter notation for the motif working out the rhythm of the motif and notate this using the mosaic tiles. Write out the standard rhythmic notation (minim, crotchet, quaver, etc) below the letter names.</p>	<p>LI: To name the special Jewish festivals and why they are celebrated</p> <p>Starter: The children are to list on their whiteboards the special festivals they take part in. Main: Following the IWB, the children will learn about the special festivals people of the Jewish faith take part in. They will discuss if some of these festivals are similar to some of their own and why we might acknowledge these special days/festivals. Task: The children will design and create their own Seder plate. Plenary: The children can discuss the challenge question.</p>	<p>Every Friday - Swimming The children will continue to build upon their skills related to swimming with their assigned specialist swimming instructor.</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.</p>
Art	Spanish	PSHE
<p>LI: To experiment with artistic techniques This week, the children will recall the features of Roman mosaics that they identified in the previous lesson. In pairs, they will look at the facts on the screen and sort them into statements that are true/ false of mosaics. Using the images on screen and the video to model how mosaics were/ are created as an art piece. the teacher will 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>) The class will discuss how many examples they can 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? The children will then go on to create an image by replicating a given mosaic, using coloured paper cut into tesserae, instead of tiles.</p>	<p>L.I: To be introduced to the Spanish names for some Roman gods and goddesses and see how they are connected to the seven days of the week. Children will begin by lesson by remembering any words or short phrases in Spanish from the last two weeks e.g. de acuerdo con la leyenda ('according to the legend'), los esclavos ('the slaves') etc.</p> <p>Next, we will look at a selection of Roman gods and goddesses and discussing what they symbolise. Particular attention is paid to the gods and goddesses that represent the seven days of the week. The children then have an opportunity to consolidate their learning and improve their Spanish spelling using the activities.</p>	<p>LI: To understand that we can remember people even though we no longer see them.</p> <p>For this lesson, we are focusing on remembering things we no longer have. We will be discussing how we feel sad when our circumstances change but how we can find comfort in objects such as photographs or souvenirs.</p>

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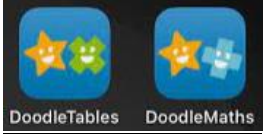

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Science	Topic (History)	Computing
<p><u>L.I. To explore ways to change the pitch of a sound</u></p> <p>This week, we will explore pitch. This is how high or how low a sound is (as opposed to volume, which describes how loud or quiet/soft a sound is). The children are going to explore how high and low sounds are made, and see if they can spot any patterns when looking at how different instruments can create sounds of different pitches. They will be given the opportunity to explore producing different pitches using a variety of musical instruments from the wind, percussion and string families.</p>	<p><u>L.I: To describe key religious beliefs of an ancient civilisation</u></p> <p><u>This week, we will explore the religious beliefs of the people in Ancient Rome.</u> The Romans followed a polytheistic faith until Emperor Constantine converted to Christianity in 313AD. Together the class will explore the Roman Gods and Goddesses and the aspects of everyday life and symbols that they were associated with.</p> <p>Challenge: When the Romans converted to Christianity, how were some of the Pagan festivals and traditions incorporated into the Christian calendar? Why might that have happened?</p>	<p><u>ONLINE LEARNING – 2nd MAY</u></p> <p><u>LI: To develop a design that includes two or more loops which run at the same time</u></p> <p>Starter: The children are to look at the code snippet on the PowerPoint and discuss with a partner what they think will happen when the code is run. When they have made their predictions, the teacher will show slide 4. Watch the animation and discuss it with the learners.</p> <p>Main: The teacher will explain to the children that in this lesson, they will be animating the letters of their name in Scratch. Show them an example of a completed animation.</p> <p>Task: The children will begin by completing the design stage of their animations. They need to think about the different sprites, and how they will be programmed. The teacher will explain that in their animation, they need to include two or more letters using loops that run at the same time. When they press the green flag, all the letters in their name should start to animate.</p> <p>Plenary: The children will be asked to describe which actions are repeated, and any other comments based on suggestions in their 'Project design' worksheets.</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, 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>autograph autobiography</p> <p>automatic autofocus</p> <p>autocorrect autopilot</p> <p>autorotate automobile</p> <p>autonomy autocue</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 write a times tables story, using multiples, factors and division facts for the Times Table you find most challenging.</p> <p>For example: <u>The 12 Roman Gods</u> Many, many years ago, <u>over 72 decades</u>, there lived <u>12 Roman Gods/Goddesses</u>. They all lived upon <u>12 clouds</u>, each of these clouds was <u>10 kilometres in length</u>, giving them a huge <u>120 kilometres of Cloud Land</u> to live upon. One day, Jupiter was firing his <u>3 lightning bolts</u> as target practice - each bolt he fired hit the bullseye with precision, scoring him <u>12 points per strike</u>. After gaining his <u>36 points for target practice</u>, he went to visit Apollo on <u>Cloud Number 9 (108 kilometres away)</u>.</p>