

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 14<sup>th</sup> October**

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English	Tuesday	Wednesday	Thursday	Friday
	LI: To identify the structure of a text	LI: To use strategies to answer comprehension questions.	LI: To use spelling patterns to spell words and to use grammar knowledge.	L.I: To describe a character.
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> structure, story pattern, chronological order, plot, setting, build-up, climax, resolution, ending</p> <p><b>Key Questions:</b> What are the four main parts of a story? Does this structure stay the same or vary, for different stories? What job do each part of the story do, in terms of engaging the reader and answering the reader's questions? Which part of the story is most important? What effect would it have on the reader if at the end of the story, all of the reader's questions have not been answered?</p>	<p><b>Key Vocabulary:</b> retrieve, infer, extract, information, text, predict, evidence, understand</p> <p><b>Key Questions:</b> What are the steps to answering the questions?</p>	<p><b>Key vocabulary:</b> retrieve, information, grammar</p> <p><b>Key Questions:</b> Do I circle the answer? Do I write the answer or match the answer? Is my spelling correct? Do I know what an adjective, verb, noun is?</p>	<p><b>Key Vocabulary:</b> appearance, characteristics, mannerisms, personality, adverbs, adjectives, noun phrases, expanded noun phrases</p> <p><b>Key Questions:</b> What is the main character in a story called? And the opposition character? What information does the reader need about the characters so that they can fully visualise? In what way is description of a mythical character easier/ more difficult to describe, compared to those found in reality? In what way does an author use descriptive details about the character to create empathy/ sympathy for the main character?</p>
<b>Activities</b>	Teacher and children, together, plot the events of the story onto the boxing up grid. Children will have a go independently for the climax and remaining sections.	Children will be using their reading skills to answer questions relating to the text.	Children will be using their grammar knowledge and skills to answer questions.	As the Goblin King is a mythical character, describing him fully in a way that will allow the reader to both visualise him and dislike him is tricky. Children make notes about goblins under these headings: definition; appearance; habitat; diet; characteristics <b>Main Task: Short Burst Writing</b> Using the fact sheets and the information gathered in the lesson, children will write a non-chronological report about goblins.

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This week's reading focus: <b>Reading Strategy 7 – Fixing/Repairing a breakdown</b>					
Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	<b><u>L.I: To use working memory to interpret textual inconsistencies</u></b>	<b><u>L.I: To select a suitable strategy when inconsistency occurs.</u></b>	<b><u>LI: To use the context of a word to work out its meaning</u></b>	<b><u>L.I: To reconstruct information in a concept map.</u></b>	<b><u>LI: To use structure and organisation to clarify meaning.</u></b>
	Look at word families and how looking within words can help with textual inconsistencies.	Discuss different strategies to understand new vocabulary.	Series of questions and look at the sentences to try and work out what a word means from the context within the sentence.	Read a text with the children and identify key information about David Attenborough. Children then create a concept map to summarise this.	Look at structural features of non-fiction texts. children then answer a few questions to discuss how the structure and organisation help to clarify meaning.

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>L.I: To practise our multiplication facts</b>	<b>LI: To solve a variety of arithmetic questions</b>	<b>L.I: To solve problems regarding rounding</b>	<b>LI: To answer reasoning and problem-solving questions</b>	<b>L.I: To use formal methods of addition (up to one exchange)</b>
<b>Key vocabulary and key questions</b>	<p><b><u>Key Vocabulary:</u></b> multiple, product, factors, inverse, fact families, arrays</p> <p><b><u>Key Questions:</u></b> 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><b><u>Key Vocabulary:</u></b> reason, problem solve, round, look at the ones, round the tens, in between, multiples of 10, either side, nearest 10</p> <p><b><u>Key Questions:</u></b> What information do we have? What information do we need? How can we find the missing information? What knowledge and skills do we need to apply? How can we check our accuracy?</p>	<p><b><u>Key Vocabulary:</u></b> reason, problem solve, round, look at the ones, round the tens, in between, multiples of 10, either side, nearest 10</p> <p><b><u>Key Questions:</u></b> What information do we have? What information do we need? How can we find the missing information? What knowledge and skills do we need to apply? How can we check our accuracy?</p>	<p><b><u>Key Vocabulary:</u></b> reason, problem solve, round, look at the ones, round the tens, in between, multiples of 10, either side, nearest 10</p> <p><b><u>Key Questions:</u></b> What information do we have? What information do we need? How can we find the missing information? What knowledge and skills do we need to apply? How can we check our accuracy?</p>	<p><b><u>Key Vocabulary:</u></b> Partition, add, place value, exchange, columnar</p> <p><b><u>Key Questions:</u></b> How do we remember the place value of each digit? Which digit do we start from? What happens if our ones add up to more than 10? What if our hundreds add up to more than 100? How can we check our work? How can we use rounding to estimate our likely answer?</p>
<b>Activities</b>	<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>Children will be given a variety of arithmetic questions that focus on the skills covered/ taught in previous years as well as so far in Year 4. It will also provide an opportunity to demonstrate existing knowledge with regards to forthcoming units and learning.</p>	<p>Children will have a range of questions linked to clues e.g. Ben has a number, it is: -an odd number; -its tens digit is half of the thousands; - all the digits add up to 10; -the number rounds to ...when rounded to the nearest 10.</p>	<p>Today, children will practise using the methods such as RUCSAC (Read, Understand, Choose, Solve, Answer, Check) to answer a wide variety of problem solving and reasoning questions based on their learning in KS1 and Lower KS2. It will also provide an opportunity to demonstrate existing knowledge with regards to forthcoming units and learning.</p>	<p>Children demonstrate their knowledge of how to add (up to 4-digit numbers) in a columnar method.</p> <p>(Using the calculation policy).</p>

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					Ext: spot the mistake
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

Music	RE	PE
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<p><b>Continued from last week -</b></p> <p><b>L.I. <u>To create musical rhythms using body percussion</u></b></p> <p>The children will continue to work together in pairs or small groups to compose music for a frozen kingdom landscape - using their knowledge of how they did this for separate layers of the rainforest.</p> <p>They will compose music, using tuned percussion instruments, to represent the: Ocean, glacier, snow and mountains of the Arctic/Antarctic.</p> <p>Children will record (write down) their rhythms and perform to the class. They will have to listen carefully and offer feedback (what went well and how the performance could have been even better).</p> <p>This week will see the children perform their final piece for the rest of the class.</p>	<p><b><u>LI: To express ideas about religious equality and harmony</u></b></p> <p>Recap on previous learning from this unit.</p> <p>They need to design a poster about World Religion Day. They need to explain why World Religion Day is important and how it can be celebrated.</p> <p>Their design should include information about different religions.</p> <p>Ask the children if they can think of anything else to add to the criteria for the task. Suggestions may include:</p> <p>It should be eye-catching.</p> <p>The information needs to be accurate.</p> <p>They should add quotes from scripture.</p> <p>They should include learning from this unit and previous units.</p> <p>Children complete a quiz from the start of the unit to see what they have learnt new that they didn't know before.</p>	<p style="text-align: center;"><b><u>Fundamental Skills</u></b></p> <p><b><u>L.I. To develop technique and control when jumping, hopping and landing.</u></b></p> <p>Children will work together to explore and come up with three things for both jumping and hopping that they think will help them to jump and hop far. Share ideas with the class. Bending knee/s before take-off to allow your body to spring and explode forwards. Swinging your arms to provide momentum. Pushing your hips forwards as you take off. In hopping, using your non-hopping foot to propel you forwards.</p> <p><b><u>Cool down and Plenary</u></b></p> <p>Which type of jump got you the furthest distance?</p> <p>Which of your jumps was most controlled? Jumping or hopping?</p> <p>If you were going to teach someone to stick their landing, what three things would you tell them?</p> <p style="text-align: center;"><b><u>Swimming</u></b></p> <p><b><u>L.I: To develop front crawl breathing</u></b></p> <p><b>Weekly Sessions of Swimming will be delivered on Monday, by qualified instructors.</b></p> <p>Each group is assessed and selected by the qualified instructors, and the lessons taught to match each group's ability and confidence in the water.</p>
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Art	Spanish	PSHE
<p><b><u>L.I: To evaluate my work.</u></b></p> <p>Children look at the model created and answer questions to evaluate their learning.</p>	<p><b><u>L.I: To revise all language covered so far and to complete the end of unit assessment.</u></b></p> <p>Children to complete quiz on writing, reading, listening and speaking on the topic covered this half term.</p>	<p><b><u>L.I.</u></b> I understand how groups come together to make decisions.</p> <p><b>Starter:</b> The children will be working in small groups to create words together with a focus on collaboration.</p> <p><b>Main:</b> We will be discussing different scenarios and which decisions would need to be made in these situations. We will also look at what points are important when making team decisions and the children will make a poster to present their ideas.</p> <p><b>Plenary:</b> We will evaluate our performance as a class in terms of teamwork and collaboration.</p>

Science	Topic (Geography)	Computing
<p><b><u>L.I. To describe how organisms adapt to their habitat</u></b></p> <p>We will explore how animals and insects adapt to their environment, e.g. A fish lives in water and has fins for motion, stability and direction.</p> <p>Children are to design their own imaginary hybrid. These are organisms that have been transported to completely different habitats, e.g. a fish in a forest - a polar bear in the desert - a beetle in a pond. You will explain what the new features do for the imaginary hybrid you have created.</p>	<p><b><u>L.I: To identify how environmental changes impact the physical geography of a place</u></b></p> <p>The children will investigate changes to the Polar Regions due to Global Warming and other forms of pollution-caused changes. They will also look at some natural changes too.</p> <p>The children will produce a poster, demonstrating the damage caused by Global Warming to the nature, location and people in the Frozen Kingdoms.</p>	<p><b>LI: To evaluate the consequences of unreliable content</b></p> <p>In this lesson, children will gain an appreciation of the fact that not everything they see on the internet is true, honest, or accurate. They will review images and decide whether or not they are real, before looking at why web searches can return ambiguous (and sometimes misleading) results.</p> <p>Finally, children will complete a practical activity, demonstrating how quickly information can spread beyond your control.</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, 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.



division	invasion
confusion	decision
collision	television
revision	erosion
inclusion	explosion

### 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](http://www.timestables.co.uk) for free. Test yourself and maybe compete with a family member.**

### Topic/Foundation subjects

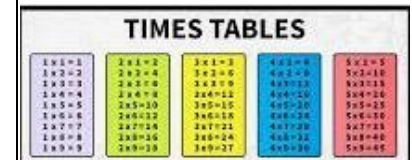


*Other Words For Said*

- 1) We would like you to create a word bank for synonyms (similar words) for **said**.

Do this as a poster and try to write an alphabetical list.

We will add these to our Classroom Learning Walls and Areas, so we can access them to aid our learning.



- 2) Practise your TIMES TABLES and DIVISION FACTS.

Use your Pupil Planners to help. BBC Supermovers have the fun videos to help too.

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