

Weekly Overview of Learning

Year Group: 4 **Week beginning: 6th November 2023**

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English	Monday	Tuesday	Wednesday	Thursday
	LI: To use a variety of openers	LI: To use a variety of openers (continuation from yesterday)	LI: To plan a narrative.	LI: To compose a narrative (text)
Key vocabulary and key questions	<p>Key Vocabulary: fronted adverbial, comma, speech, onomatopoeia simile, abstract noun</p> <p>Key Questions: Why is it important that writers start their sentences in a variety of ways? What purpose do fronted adverbials serve? How could onomatopoeia be used as an opener? What is a rhetorical question and why is it effective in gaining audience engagement, if used as an opener?</p>	<p>Key Vocabulary: fronted adverbial, comma, speech, onomatopoeia simile, abstract noun</p> <p>Key Questions: Why is it important that writers start their sentences in a variety of ways? What purpose do fronted adverbials serve? How could onomatopoeia be used as an opener? What is a rhetorical question and why is it effective in gaining audience engagement, if used as an opener?</p>	<p>Key Vocabulary: Events, substitution, structure, purpose, audience, sequence, suspense, engage</p> <p>Key Questions: What makes a good plot? Think back to when we identified the features of a 'portal story'. What were the plot features? Why is it important that the plot generates questions from the reader but then answers them all by the end? When authors 'magpie' ideas from other authors, why is it important that they adapt when they adopt? Is it ok for things to keep happening 'suddenly'?</p>	<p>Key Vocabulary: description, openers, conjunctions, direct speech, paragraphs, plot, characters</p> <p>Key Questions: How do authors describe to the reader? What senses do authors focus on, when describing? What is figurative language? In what way is it more complex than basic descriptive language? What function does it play in narrative? How can adjectives and adverbs be converted to similes? How do similes help the reader visualise more easily than adjectives do?</p>
Activities	<p>Read the extract from 'Imelda and the Goblin King' 'identify how a variety of openers have been used and the effect this has had on the reader.</p> <p>Children use the skills developed in today's lesson to write the resolution and ending of their story. Children to consider the following question: What makes a good ending to a story? Teacher and students to explore some examples together.</p>	<p>Read the extract from 'Imelda and the Goblin King' 'identify how a variety of openers have been used and the effect this has had on the reader.</p> <p>Children use the skills developed in today's lesson to finish writing their story. Children to consider the following question: What makes a good ending to a story? Teacher and students to explore some examples together.</p>	<p>Today, we will look at images from the picture book 'The Journey'. What do you think is happening in each?</p> <p>We will complete the 'plot ingredients' grid together, before children start their main task. Independently, children use the skills developed in last week's lessons to box-up their new story, substituting the relevant ideas from Imelda and the Goblin King to those generated from the pictures.</p>	<p>We will look back at the toolkit we have created over the past few weeks. Plot, language and structural features of this genre. We will use one of the children's boxing up plans from yesterday's lesson and annotate it with linking language (conjunctions and adverbials). Together, we will generate vocabulary and figurative language and annotate around the displayed images. Children can then refer to these when they are writing their story. Children use the images, vocabulary generated in today's lesson and their toolkits to write their new portal story.</p>

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	LI: To activate prior knowledge about text (theme, genre, subject matter)	LI: To identify the themes and conventions of a text	LI: To identify the purpose of a text	LI: To appraise/ review a text	LI: To compare and evaluate texts
Reading Strategy 1 Making Connections	This week, we will focus on reading strategy 1 - Making Connections. The children will recap how a good reader uses their prior knowledge and experiences to connect with a text and that these connections help readers to build a stronger, deeper understanding of a text. Over the course of the week, the children will revisit the three main types of connections a reader can make with a text: <i>text to self</i> , <i>text to text</i> and <i>text to the world</i> . The children will complete different activities that will enable them to make comparisons within the text, retrieve and record information and identify key details from fiction and non-fiction.				

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: To practise the formal method of addition – more than one exchange	LI: To use the formal method of subtraction – no exchange	LI: To practise formal written subtraction – one exchange	LI: To practise formal written subtraction with more than one exchange	L.I: To choose written or mental methods to solve addition and subtraction problems in various contexts
Key vocabulary and key questions	<p>Key Vocabulary: addition, formal method, columnar, place value, operation</p> <p>Key Questions: How many ones/tens/hundreds/thousands are there in total? Does it matter which columns you add together first? How can you make an exchange in more than one column in the same addition?</p>	<p>Key Vocabulary: columnar subtraction, formal method, place value, exchange, operation</p> <p>Key Questions: How can you show this question using place value counters? Does it matter which column you subtract first? Do you need to make an exchange? Do you have enough ones/tens/hundreds to subtract</p>	<p>Key Vocabulary: columnar subtraction, formal method, place value, exchange, operation</p> <p>Key Questions: Does it matter which column you subtract first? Do you need to make an exchange? How can you subtract two numbers if one of them has fewer digits than the other?</p>	<p>Key Vocabulary: columnar subtraction, formal method, place value, exchange, operation</p> <p>Key Questions: Does it matter which column you subtract first? Do you need to make an exchange? How can you subtract two numbers if one of them has fewer digits than the other? If you cannot exchange from the tens/hundreds, what do you need to do? Which column can you exchange from?</p>	Children will complete a variety of arithmetic, problem solving and reasoning questions to demonstrate their understanding of the formal written methods of addition and subtraction as well as their understanding of when to choose mental methods of addition and subtraction over written methods for efficiency.
Activities	Today, we will focus on adding two 4-digit numbers with more than one exchange. Once again, we will practise making the numbers using place value counters in a place value chart alongside the formal written method. The addition begins from the smallest value column.	In this small step, children subtract up to a 4-digit number from a 4-digit number with no exchanges, using concrete resources as well as the formal written method. Even though there is no exchanging, children should subtract from the smallest value column first. Before subtracting each column, we will practise asking, “Do we have enough ones/tens/hundreds to subtract?”	Today, we will subtract up to 4-digit numbers, with one exchange. We will still complete the formal written method alongside any concrete manipulatives to support understanding. Before subtracting each column, we will practise asking, “Do we have enough ones/tens/hundreds to subtract?” If not, then an exchange is needed.	In this small step, children subtract up to 4-digit numbers with more than one exchange, using the written method of column subtraction. Children perform subtractions involving two separate exchanges (for example, from the thousands and from the tens) as well as those with two-part exchanges (for example, from the thousands down to the tens if there are no hundreds in the first number).	

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

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Music	RE	PE
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<p><u>L.I. To be able to perform with a sense of style</u></p> <p>The children will begin by reviewing the history of rock and roll music. They will also perform the jive from the previous week's lesson which will lead to discussion on the importance of staying in time, and what would happen if they fell out of time. We will then learn the song 'rock around the clock' by Bill Hayley. In groups, the children will be given two lines to learn and then the whole class will come together to perform. Once the children feel confident with the lyrics, we will encourage them to create actions to go with their lines. To conclude the lesson, the whole class will perform to a live audience.</p>	<p><u>L.I. To understand why people make special pilgrimages or journeys</u></p> <p>The children will be introduced to the key terminology 'pilgrimage'. We will discuss why individuals may journey to a sacred place.</p> <p>Task:</p> <p>The children will then complete independent research on sacred places within the Christian religion. They will choose from either Nazareth, Jerusalem or Bethlehem. For a challenge, some children may choose to compare two of these.</p>	<p><u>L.I. To develop throwing at a moving target.</u></p> <p>During this lesson, the children will build upon their communication skills as a team. They will learn to be aware of others when moving around space and to apply their honesty and rule knowledge in partner and small group activities, whilst enhancing their targeting and safe throwing techniques.</p> <p>Weekly Sessions of Swimming will be delivered on Friday, by qualified instructors. This week we will be looking at the routines and expectations of each swimming group.</p>
DT	Spanish	PSHE
DT	Spanish	PSHE
<p><u>L.I: To select from a range of materials and components</u> <u>L.I. To produce annotated sketches and cross-sectional drawings to develop and communicate ideas</u></p> <p>This week, the children will be thinking about which materials are best suited for their book cover sleeves and complete the template planning sheet. The children will then produce a detailed, annotated sketch of their proposed book cover sleeve.</p>	<p style="text-align: center;"><u>Unit: La Familia</u></p> <p>By the end of this unit, we will be able to:</p> <ul style="list-style-type: none"> - Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. - Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. - Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish. - Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have). <p><u>Lesson 1</u> <u>L.I: To name a variety of family members in Spanish</u></p>	<p><u>L.I. To understand what influences me to make assumptions based on how people look</u></p> <p>To begin this week's lesson, the children will share physical features that they like about themselves. We will show them optical illusions which will challenge them to think about assumption making. The children will then describe an image of a dog and consider why they each have different answers and what influenced their ideas. The children will then take part in the main task which involves them completing a response sheet. They will write three words to describe their thoughts about a person/thing. Then, they will identify what has influenced them to make that response, e.g. family, TV, media, personal experience.</p>

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Science	Topic (History)	Computing
<p><u>LI: To review prior knowledge</u></p> <p>We will revisit learning relating to our new topic 'Humans Including Animals. We will revisit human muscles and skeletons.</p> <p>Children will complete the KWL grid with information on what they already know and what they would like to find out.</p>	<p><u>L.I. To research significant people who have contributed to national achievement</u></p> <p>During this lesson, the children will be looking at the definition of 'national achievement' and discuss the different sorts of achievement various significant people are recognised for.</p> <p>The children are going to research Robert Falcon Scott and find out about his life and how he contributed to national achievement. They are then to complete a fact file about his life and achievements, using all the information they have gathered during the lesson.</p>	<p><u>L.I. To identify that sound can be digitally recorded</u></p> <p>In this lesson, the children will familiarise themselves with digital devices capable of playing audio, recording sound, or doing both. The children will identify the devices' inputs (microphone) and outputs (headphones or speakers). They will consider ownership and copyright issues related to the recording of audio.</p> <p>The class will look at images or physical devices with the teacher, who will ask them to discuss what each device is called. The class teacher will then explain that these are all examples of digital devices that are capable of recording sound and/or playing audio.</p> <p>The children will learn that some devices can record sound, some can play back audio, and some can do both. Using the printed images of devices from the Activity 1 handout, the children are to arrange the devices into the appropriate parts of the Venn diagram on the board; explain that all the devices can both record sound and play audio.</p>

Homework

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

As well as the programmes below, the children should make a poster for display, demonstrating their knowledge of coordinating conjunctions (using the acronym FANBOYS) as discussed in class the last few weeks.

Reading/Spelling and Grammar	Maths	Topic/Other foundation subjects including writing
<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>Doodle English and Doodle Spell – log in to your account at least 3 times this week.</p>	<div style="text-align: center;">  </div> <p>Doodle Maths – Log on to your account at least three times this week.</p> <p>We will be checking to see who has accessed their account the most!!</p> <p>Work to reach your target – 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>	<div style="text-align: center;">  </div> <p style="text-align: right;">Log</p> <p>onto Reading Plus and complete at least 20 minutes this week</p> <p>Who will be top of the leader board next week?!</p>

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

This week's spellings are words with a /shuhn/ sound, spelt with 'ssion' (if the root word ends in 'ss' or 'mit')

expression	transmission
discussion	possession
confession	profession
permission	depression
admission	impression