







# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 9<sup>th</sup> September 2024**

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English Poetry	Monday	Tuesday	Wednesday	Thursday	Friday – Reading response to class novel: <i>The Lion, the Witch, and the Wardrobe</i>
	<p><b>LI: To explore how structure and presentation contribute to meaning</b></p>	<p><b>LI: To compose a poem using a given structure</b></p>	<p><b>LI: To perform a poem</b></p>	<p><b>LI: To use personification</b></p>	<p><b>LI: To define key vocabulary, using context clues.</b></p>
	<p><b>Key Vocabulary:</b> structure, lines, verses, stanza, repetition, 1st person, verb, past tense, organisation.</p> <p><b>Key Questions:</b> What types of poetry do you know? Are all poems presented in the same way? Do all poems need to rhyme? What is your favourite poem and why?</p>	<p><b>Key Vocabulary:</b> imitation, substitution, structure, synonyms.</p> <p><b>Key Questions:</b> What does imitation mean? How can we adapt existing poems and their structure to create their own? Synonyms are words that have a similar meaning, but can they always be used in the same context?</p>	<p><b>Key Vocabulary:</b> performance, audience, effect, intonation, gesture, actions, props.</p> <p><b>Key Questions:</b> What makes a good poetry performance? How can intonation be used to convey the mood of the poem? How can additional media e.g., music, props be used in a poetry performance?</p>	<p><b>Key Vocabulary:</b> Personification, verb, noun, inanimate, impact, stylistic, purpose.</p> <p><b>Key Questions:</b> What is personification? Why do poets use this technique in their writing? What impact can personification have on the reader? Must all poems have personification? Can you name any famous poems that use personification?</p>	<p><b>Key Vocabulary:</b> Row, splendid, chap, melancholy, reign, jollification, bawl, wireless.</p> <p><b>Key Questions:</b> What is a homonym? Why does the era this book was written in, make it tricky to decipher word meaning? Which words in the text can you find which are antiquated? How can clues in the text help us work out what the intended meaning of the word is, when that word might have multiple meanings?</p>
	<p>Today, we will further explore the poem 'Dreamer', paying particular attention to how the poem is organized. We will work together to find examples of repetition and then other features. We will use these features to create some 'Success Criteria'/a 'toolkit' for our own version of this poem. Together, we will create the frame. <b>e.g. I _____ I was a _____ and nobody _____ me.</b></p> <p>Using the frame we created together, children retell the poem, substituting the key words for     appropriate images e.g.  </p>	<p>Children use thesaurus to find synonyms for the word 'dream' (e.g., wish). Children will share these with the teacher and as a class, choose the best ones which have the same 'shade of meaning'. Today, we are going to have a go at writing our own poem, by <b>imitating</b> the structure and presentation of Brian Moses'. Using the ideas that children 'brainstormed in the starter, we will use 'I imagined' instead of 'I dreamt'. If you had a dream, or a series of dreams for our planet, what would they be? Children will give feedback and explain their ideas. Using the images and word banks provided, as well as the frame created yesterday, children write their own poem called 'Imagination' (an imitation of 'Dreamer').</p>	<p>Today, children prepare a recital of the poem they wrote yesterday, including appropriate actions and gestures. They need to refer to the Success Criteria to ensure their performance has the elements of a good performance.</p> <p>Children perform their poem to the class and receive peer feedback.</p>	<p>In the poem, 'Dreamer', the narrator dreams he was various aspects of the earth that were <b>not</b> living things e.g., a stream. What do you think the reason is for the poet doing this? What impact might it have on the reader? We will explore what personification is and together read the Pie Corbett poem: 'In the land of possibility.' In what way is this poem like 'Dreamer'? Children to look back at their 'Cold Write' poem and identify any non-living things they had mentioned e.g. cars, factories, clouds. What verbs could be ascribed to these objects to create personification? E.g. the tall factory chimneys <b>puffed</b> billows of grey smoke into the already murky sky.</p> <p><b>Task:</b> Children work in pairs to explore the images of inanimate objects one might observe in our local environment and then, annotate each image with as many personification phrases as they can.</p>	<p><b>Today, we will</b> read the extract of text and underline all the words that we are not familiar with. There may be quite a few as this book was written a long time ago! Many of the words are now antiquated and it can be quite tricky to figure out what they mean.</p> <p>Together, on the interactive whiteboard, using the context of the sentence, children match the word to the correct definition. Use this as an opportunity to remind children how important context is, when deciphering word meaning.</p> <p><b>U</b>sing context clues from the text and their dictionary, children complete their vocabulary chart for the given words.</p> <p><b>*Teacher to then add these words to the class vocabulary book (to be added chapter, by chapter, as we read through).</b></p>

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This week's reading focus: **Reading Strategy 1 : Making connections**

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Intention</b>	LI: To identify similarities between a text.	LI: To generate initial associations.	LI: To use prior knowledge to make connections.	LI: To make connections to a text.	LI: To read for pleasure.
	Children read 2 paragraphs and pick out key information by drawing comparisons.	children read a poem and discuss a range of questions based on the poem.	Children read a paragraph and make connections between the events.	Written task based on connecting with their current reading and making text to self, text to text and text to world connections.	Children to reflect on current reading, make connections and share current reading.

Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>LI: To identify and to represent numbers to 1,000</b>	<b>LI: To partition 2 and 3-digit numbers</b>	<b>LI: To label, identify and find values on a number line</b>	<b>LI: To explore numbers beyond 1,000</b>	<b>LI: To practise and apply times tables and mental maths strategies</b>
<b>Key questions</b>	<p><b>Key Questions:</b></p> <p>How can I represent 167 using Base 10 or counters?            Can you use diagrams to represent these numbers?            What do I have to use if there are no tens or no ones?            How do I write these numbers in words?            Which spellings are tricky? Why?</p>	<p><b>Key Questions:</b></p> <p>How many hundreds are there?            How many tens are there?            Are there any ones?            What do we do if there is not a value in one of our Place Value Columns?</p>	<p><b>Key Questions:</b></p> <p>What are the values at the start and end points of the number line?            What is the difference in value between the start and end points?            How many intervals are there?            How can you work out what each interval is worth?            How can you work out the halfway point of an interval?            What other numbers can you mark on the number line?            Why are the start and end values of a number line important?</p>	<p><b>Key Questions:</b></p> <p>Counting in 1,000s from 3,000, what is the next number?            Counting back in 1,000s from 7,000, tell me a number you would say. How do you know?            How many thousands are there in 6,000?            How many hundreds are there in 1,000?            How many hundreds are there in 6,000?</p>	<p><b>Key Questions:</b></p> <p>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>
<b>Introduction</b>	<p><b>Starter:</b> Children recap their reading of number s from Year 3.            Flash Back 4 - 4 questions about various maths areas, to keep the knowledge 'simmering'.</p>	<p><b>Starter:</b> Children recap their partitioning knowledge from Year 3.            They discuss Place Value and Place Holders.            They spot the mistake in number spellings.</p>	<p><b>Starter:</b> Flash Back 4 Mental Maths            In this step, children revisit the number line to 1,000, which they were first introduced to in Year 3. Children label, identify and find missing values on blank or partially completed number lines. When looking at partially completed number lines, it is important that children become confident in finding the difference between the start and end points and dividing to find the value of each interval. We will use examples that have a varying number of intervals and unmarked values in different positions. Children will also learn how to work out the value at the midpoint of an interval.</p>	<p><b>Starter:</b> Flash Back 4 Mental Maths            Building on previous steps where children explored numbers up to 1,000, they now explore numbers beyond 1,000.            The initial focus of this small step is counting in 1,000s forwards and backwards from any given multiple of 1,000.            Children then look at the composition of multiples of 1,000 by exploring how many hundreds they are made of. They will practise <b>unitizing</b> the hundred (stating the number of hundreds that make up any 4-digit multiple of 100 or 1,000 such as "20 hundreds are equal to 2,000").</p>	<p><b>Starter:</b> Times Tables aerobics/Super movers.             Recap existing knowledge and highlight the new facts.             Identify any patterns and tips/tricks to speed up recall or working out of the multiples.</p>

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<p><b>Activities</b></p>	<p>Children are to use words, images and digits to represent given numbers. They then apply this knowledge into solving problems.</p>	<p>Children to complete a board game where they have to partition from numbers and illustrations on each space they land on.</p> <p>Challenge: problem solving and reasoning.</p>	<p>Children to complete fluency, reasoning and problem-solving questions independently or in small groups with adult supervision and assistance. Children will have access to the necessary concrete resources that might assist them.</p>	<p>Children to complete fluency, reasoning and problem-solving questions independently or in small groups with adult supervision and assistance. Children will have access to the necessary concrete resources that might assist them.</p>	<p>Complete the application of times tables sheet, which include knowing the multiples and matching them to representations.</p> <p>Apply the inverse facts and then use to solve worded problems.</p> <p>Challenge: Open-ended problems or investigations.</p>
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

RE	PE
<p><b>LI: To listen and respond respectfully to others' thoughts, opinions and ideas</b></p> <p>Children will consider and discuss what is meant by a worldview and what the difference is between a personal one and an organised one. They will then complete a drawing task of different religious items that are important parts of different religions. They will then come up with a set of class guidelines to go on display for how they are respectful towards each other in RE lessons. They will use these in their discussion activity next and then review how well they applied the rules they came up with.</p>	<p style="text-align: center;"><b><u>Fundamental Skills</u></b></p> <p><b><u>L.I. To understand how to change speed</u></b> <b><u>L.I To demonstrate good technique when running at different speeds</u></b></p> <p><b>Warm up and Intro</b> Children will be asked to identify how their body feels before they have done any exercise. What is their breathing like, fast or slow? Do they feel hot or cold? Do their muscles feel ready to play games or not yet? Children will warm up and then see if they notice any differences in their body.</p> <p><b>Skills development:</b> The children will have a series of body challenges to complete. For each challenge, discuss with the children that if their body is floppy when they are playing the games, they are more likely to wobble, fall or place another body part on the floor. Using good body tension (squeezing their muscles and tensing) will help them to maintain their balance. Children are to work in pairs and position them at a station. They will play against another pair in each game.</p> <p><b>Cool down and Plenary:</b> Complete the session by encouraging the children to complete some slow breathing and stretching exercises. How did you decide which distance you were going to run over in the 'road to Italy' activity? Why did you decide that? The children will be asked how they can identify different speeds of running? How and when do they need to change their speed? Who showed support towards you or someone else and how?</p> <p style="text-align: center;"><b><u>Swimming</u></b></p> <p><b><u>L.I. To develop an understanding of buoyancy and balance in the water</u></b> <b>2nd Session of Swimming will be delivered on Friday, by qualified instructors.</b> This week will be a continuation of looking at the routines and expectations of swimming. 4H to complete initial assessment of skills this week. Following the instructions of their instructor, the children in their differentiated groups will practise/learn different techniques on how to float effectively and safely in the water.</p>

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Art	Spanish	PSHE
<p><b>LI: To observe and analyse an artist's work</b></p> <p><b>Starter:</b> Children look at the images on the screen and, with their partner, discuss what they notice about each of the pieces of art.</p> <p><b>Watch me:</b> Introduce children to the artist we will be studying in this unit: <b>Kananginak Pootoogook</b>. Explain that he was an Inuit artist and that his work depicts life and nature in the polar regions of Alaska, where he was from. Model how to complete an art analysis, to identify features and unique style of an artist's work.</p> <p><b>Help me/ show me:</b> Using one of Kananginak's pieces of work, children explore the tones, textures and mood of the piece and work with the teacher to complete an analysis.</p> <p><b>Task:</b> Children complete the art analysis for the piece by Kananginak Pootoogook, they have been given and stick into their sketch book. Children use the analysis sentence starters and art appraisal vocabulary bank to help them do this.</p>	<p><b>Unit: Me presento</b></p> <p><b>Lesson 1</b></p> <p><b>LI: To revise basic greetings in Spanish</b></p> <p><b>LI: To ask and answer the question 'How are you?' in Spanish</b></p> <p>In this first lesson, the children will revise different basic greetings and will learn how to ask someone how they are feeling as well as answer the question themselves in Spanish.</p> <p>In a written activity, the children will write the correct phrase underneath each face, showing how each person feels.</p> <p>To finish up, the children will role-play in pairs using the new vocabulary from today's lesson. How much can they remember themselves without looking at their worksheets/ unit vocabulary list?</p>	<p><b>L.I. To understand who is in our school community, the roles they play and where we fit in</b></p> <p><b>L.I: I can take on a role in a group and contribute to an overall outcome</b></p> <p><b>Starter: Connect us</b></p> <p>In the circle, play 'Pass the Ball Game' or 'Pass the High Five' and recap on using teamwork to improve the time.</p> <p><b>Calm me</b></p> <p>Use breathing activities and visualisation (creating pictures in our minds).</p> <p><b>Open my mind</b></p> <p>Job charades. In the circle, take a role card (from school community role cards resource) and without showing anyone what is on the card to mime that role/that person's job in the school community. Children guess the role/job.</p> <p><b>Main Tasks: Role cards.</b></p> <p>Pair children. Each pair has one role card and a blank job description card. Together the pair decides on the three most important jobs that the person on their card does in the school community and works out how that person helps them learn (directly or indirectly). Then without showing anybody the role card, pairs take it in turns to read out the job description card so that other children can guess who is on the role card.</p> <p><b>Responsibilities.</b> Discuss the most important School Roles then recognise that we are all important members of the school community, that many adults have jobs in the community which help us learn and that children have responsibility to learn and help each other learn. Give the children thinking time to work out how they can take responsibility for their own and other people's learning, i.e. what can they do and what are their responsibilities.</p> <p>Then the teacher models the activity by saying, "In our school community, I take responsibility for planning good lessons so that everyone can learn".</p>

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Science	Topic (Geography)	Computing
<p><b><u>L.I. To review prior knowledge</u></b></p> <p>This week, the children demonstrate existing knowledge and raise questions about the forthcoming unit.</p> <p><b><u>Task:</u></b> Children complete a KWL Grid depicting: what they KNOW already; what they WANT to know about this topic; and leaving what they have LEARNT until they assess their knowledge at the end of the unit.</p>	<p><b>L.I. To describe the key features of a place</b></p> <p><b><u>Starter- T;T;Y;P:</u></b> What is it like at the North and South Poles? How do you know?</p> <p><b><u>Watch me/ help me:</u></b> Using the maps show children where the poles are (on the globe). Explain that due to their location, they get the least amount of sunshine, every day. Explain that this impacts the temperature found at the poles as the sun is the earth's heat source. Use the maps to look at other countries that are found near the poles, within the polar region: Iceland, Finland, Russia, Greenland, Alaska. Explain that these places are still very cold but are warm enough for some plants to grow and thus can host a wider variety of animals and people, as part of the ecosystem.</p> <p><b><u>Mini-task:</u></b> Watch the video to find out about the physical and ecological features of the polar regions.</p> <p><b><u>Show me:</u></b> Children answer the questions/ cloze procedure to explain why the poles are so cold.</p> <p><b><u>Task:</u></b> Children adopt the role of 'polar explorers' who need to find out facts about the Arctic and Antarctica before setting off on an expedition! They may use any prior knowledge and study the information provided to complete their research logs for the Arctic and Antarctica. They will need to use the following headings to organise their findings:</p> <ul style="list-style-type: none"> <li>● Location</li> <li>● Seasons</li> <li>● Climate</li> <li>● Wildlife</li> <li>● Humans</li> </ul>	<p><b>LI: To describe how networks physically connect to other networks</b></p> <p>Children will think about what the internet is and how networks are connected to one another in different places such as a home, a hospital and a shop. They will then explore how networks connect to others across the country as well as around the world and to other countries. They will then go on to discuss why they think networks need to be kept safe and what kind of things they can do to keep their networks safe. They will then recap on their earlier discussion about what the internet is and add in the knowledge and language they have learnt from this lesson to their answer.</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

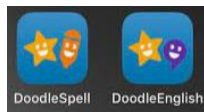
Who will be top of the leader board next week?!



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.



**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.

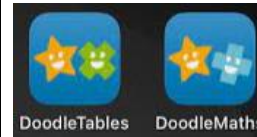
Please go through them and:

- 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.



caught  
naughty  
taught  
daughter  
autumn  
clause  
cause  
astronaut  
applaud  
author

### 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:**



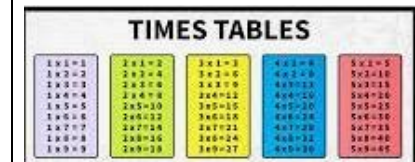
Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

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

This week we would like you to:  
1) practise your **TIMES TABLES** and **DIVISION FACTS**.

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



2) create a dictionary of 10 words from the Year 3 / 4 spelling words (found in your Pupil Planners). These 10 words should be ones that you find trickiest to spell or understand.



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