

Weekly Overview of Learning

Year Group: 4 **Week beginning: 13th November 2023**

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English	Monday	Tuesday	Wednesday	Thursday
	LI: To develop a plot (shared write)	LI: To use descriptive language	LI: To organise ideas into paragraphs	LI: To use a variety of openers
Key vocabulary and key questions	<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? How important is causation in a plot or is it ok for things to happen 'suddenly'?</p>	<p>Key Vocabulary: figurative, description, evoke, simile, noun phrases, metaphor, personification</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>	<p>Key Vocabulary: paragraph, topic, theme, subject, setting, character, event, time, rules, chunking, cohesion, cause and effect, link</p> <p>Key Questions: How do authors make sure the story is in the correct order? Verses are to poems, what _____ are to narrative and non-fiction texts. What is a paragraph? What are the rules a writer must follow regarding when to start a new paragraph? How long should a paragraph be?</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>
Activities	<p>With their partner, children look at their boxing-up grid from last week. Using a highlighter, identify the details that we will need to change/ substitute, in order to plan our own stories using the story pattern (names of people, portal, landscapes/ settings, magical objects and the nature of the quest).</p> <p>Children complete the substitution process for the remaining sections of the story, using the strategies developed in today's lesson.</p>	<p>Look at the extract of 'Imelda and the Goblin King' and identify examples of figurative language.</p> <p>Children use the word banks provided to write descriptive sentences/ phrases about the images they have been given <i>of our shared imaginary world</i>.</p> <p>How can we create suspense at this point in the story? Together, using the skills developed in today's lesson, children and teacher to share-write the introduction/ setting of our story.</p>	<p>Today, we will review the rules of paragraphing and when to start a new paragraph in a story. We will look at extracts of model texts to demonstrate where each rule has been followed.</p> <p>Children use the skills developed in today's lesson to write the build-up and problem parts of their story.</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 write the resolution and ending of their story.</p> <p>Children to consider the following question: What makes a good ending to a story? Teacher and students to explore some examples together.</p>

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	LI: To make predictions based on what has been read so far (what we already know)	LI: To make plausible predictions	LI: To use details in a text to form predictions about a character's actions	LI: To make predictions based on similar reading experiences	LI: To identify key information in a text
Reading Strategy 2	This week, we will focus on Reading Strategy 2: Prediction (National Curriculum: 'To predict what might happen from details stated and implied')				

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	LI: To choose the most efficient method of subtraction	LI: To estimate answers by rounding to the nearest 10, 100 and 1,000	LI: To use inverse operations to check answers to a calculation	LI: To explore the meaning of the word 'area' when measuring shapes	L.I: To practise our multiplication facts
Key vocabulary and key questions	<p>Key Vocabulary: efficient, mental methods, jotting, formal method, difference</p> <p>Key Questions: Which method do you find easiest? Why? Which method is most efficient? Can you work this out mentally? What does "difference" mean? What does the arrow represent? What do you notice about all the arrows? Why does adding/subtracting to/from each number make the calculation easier?</p>	<p>Key Vocabulary: multiple, estimate, rounding</p> <p>Key Questions: What multiple of 10/100/1,000 comes before and after ___? Where would ___ be on this number line? Which multiple is __ closer to? Which calculation is easier /quicker to perform? Why? Why do we use estimates? Is the estimate less than or greater than the actual answer? Why?</p>	<p>Key Vocabulary: inverse, operation, addition, subtraction, commutative</p> <p>Key Questions: What are the parts? What is the whole? Given one fact, what other facts can you write? What does 'inverse' mean? What is the inverse of addition? What is the inverse of subtraction? Is addition/subtraction commutative?</p>	<p>Key Vocabulary: right angle, 2D, rectilinear, area, space, measure</p> <p>Key Questions -What is a 2D shape? -What is a right angle? -What is a rectilinear shape? -Why is counting circles not an appropriate way to calculate the area of a rectilinear shape?</p>	<p>Children will complete a variety of activities (some of them timed) to practise their multiplication facts.</p> <p>These will include:</p> <ul style="list-style-type: none"> - mental maths mats work; - Times Tables Rock Stars; - Super Movers and Times Tables Aerobics; - www.timeables.co.uk Timed Practise; - Hit the Button and more.
Activities	<p>Today, we highlight where mental strategies or less formal jottings can be more efficient. Children explore the concept of constant difference, where adding or subtracting the same amount to/from both numbers in a subtraction means that the difference remains the same, for example $2,832 - 1,999 = 2,833 - 2,000$. This can help make potentially tricky subtractions with multiple exchanges much simpler.</p>	<p>Today, we will use rounding to estimate the answer. We will round to the nearest 10, 100 and 1,000. Some children will use number lines to support their understanding. We will review the word 'multiple' and what it means. We will discuss why estimates are important and where they might be used in real-life situations (e.g. population statistics). We will use the language, 'X is closer to a than b.' 'So, x rounded to the nearest y is z.'</p>	<p>Today, we will explore the inverse relationship between addition and subtraction. We will review the meaning of the word 'commutative' and recap that addition is commutative but subtraction is not. We will use part-whole models to represent families of facts that can be found from one calculation. We will use inverse operations to check the accuracy of our calculations rather than simply redoing the same calculation. We will also use estimations as well as inverse operations as an alternative checking strategy.</p>	<p>This week, children will be introduced to the concept of area. We will cover what area is (the amount of space taken up by a 2D shape) and how it can be measured. We will extend the children's understanding through reasoning and problem solving.</p>	

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Music	RE	PE
<p><u>L.I. To play a walking bass line on tuned percussion</u></p> <p>During this week’s lesson, the children will listen to a walking bassline. They will then discuss rhythmic and pitch-based features and identify instruments that they think might be playing it. The children will learn how to play a walking bass line using either a keyboard or a chromatic glockenspiel. This lesson will encourage the children to feel confident when playing in solo and ensemble contexts.</p>	<p><u>L.I. To understand the symbolism in the Christmas story</u></p> <p>This week, we will discuss symbolism within the Christmas story and the meaning it has to Christians. The lesson will begin with a discussion of both religious and commercial symbols.</p> <p>For the main task, the children will be designing their own symbol and writing about how it represents them. This will encourage them to understand symbolism within the Christian religion.</p>	<p style="text-align: center;"><u>Unit: Dodgeball</u></p> <p>As in all units, pupils develop physical, social, emotional and thinking whole-child objectives. Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They will learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils will be given opportunities to play games independently and will be taught the importance of being honest whilst playing to the rules. Pupils will be given opportunities to evaluate and improve on their own and others performances</p> <p>Lesson 3: <u>L.I: To use jumps, dodges and ducks to avoid being hit</u></p> <p>Weekly Sessions of Swimming will be delivered on Friday, by qualified instructors.</p>
DT	Spanish	PSHE
<p><u>LI: To select from a range of materials and components</u></p> <p><u>LI: 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.</p> <p>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: Ilamarse (to be called) and tener (to have). <p><u>Lesson 2</u></p> <p><u>LI: To use the possessive adjective ‘my’ in Spanish</u></p>	<p><u>L.I. To know that sometimes bullying is hard to spot</u></p> <p>This week, the children will discuss what to do if they think that someone is being bullied. The lesson will begin with a game of switch which engages the children to swap places with people based on a statement e.g. switch if you have blue eyes. This activity will also introduce the key questions such as ‘have you ever felt left out on the playground?’</p> <p>The main task will be a group task where the children reflect on a scenario. The children will list reasons as to why they think this is an example of bullying. In the second section, the children will consider the feelings of both the child bullying and the child being bullied.</p>
Science	Topic (History)	Computing
<p><u>L.I: To identify different types of teeth and their functions</u></p> <p>This week, we will explore the four main types of teeth we have: canines, incisors, molars and wisdom teeth.</p> <p>We will be drawing diagrams and labelling these types of teeth with their functions. For a challenge, we will be thinking about whether or not animals have the same teeth as us and why this is.</p>	<p><u>L.I. To research significant people who have contributed to national achievement</u></p> <p>This week, the children will continue to explore the life of Robert Falcon Scott by creating a fact file about him. We will recap what makes a good fact file and then discuss our research from last week. The children will have the opportunity to create a fact file independently.</p>	<p><u>L.I. To use a digital device to record sound</u></p> <p>In this lesson, the children will learn how to use the program ‘Audacity’ to record their own sounds and play back the recorded audio. They will also listen to a range of podcasts and identify the features of a podcast, such as jingles, background music, and sound effects, along with what information is included in the podcast, such as the names of the presenters, the name of the podcast, and an introduction.</p>

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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.

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

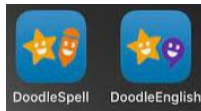
Who will be top of the leader board next week?!



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 their account, the correct amount, and achieved the most Stars in Effort.



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 'tion' (if the root word ends in 'te' or 't'/or has no definite root)

invention

injection

action

question

mention

attraction

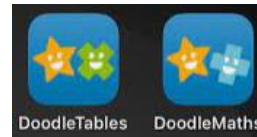
translation

devotion

position

solution

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 for free. Test yourself and maybe compete with a family member.

Topic/Other foundation subjects

This week we would like you research and 'show off' your knowledge from class about the different teeth you have in your mouth.

How many do you have? What shape are they? What do you think they do? How are yours different to your family's?

A MERIT will be rewarded for a quality information page/poster that can be added to our Learning Walls in class.

