

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 23<sup>rd</sup> September**

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English	Tuesday	Wednesday	Thursday	Friday
	<b>LI: To choose appropriate language and structure for a text.</b>	<b>LI: To identify and classify nouns</b>	<b>LI: To write a narrative</b>	<b>LI: To make connections to a text</b>
<b>Key vocabulary and key questions</b>	<p><b><u>Key Vocabulary:</u></b> structure, lines, verse, syllables, poetic devices, stylistic features.</p> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>• What does the structure of the model poem look like?</li> <li>• What language and structural features should we 'magpie' for our new poem?</li> <li>• What ideas do we need to substitute?</li> <li>• What parts of the model poem do we need to keep the same?</li> <li>• What punctuation will we need to use?</li> </ul>	<p><b><u>Key Vocabulary:</u></b> nouns, person/s, place, things, common, proper, collective, abstract</p> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>• What is a noun?</li> <li>• What are the different types of nouns?</li> <li>• How do we know if a noun is a proper noun and that we must use a capital letter?</li> <li>• What is an abstract noun?</li> <li>• When might collective nouns be used?</li> </ul>	<p><b><u>Key Vocabulary:</u></b> purpose, genre, structure, vocabulary, ideas, plot, characters, setting, paragraphs, punctuation, sentences</p> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>• What is a narrative?</li> <li>• What narratives have we read?</li> <li>• What 'portal stories' do we know?</li> <li>• How could our class novel give us ideas?</li> <li>• What tense should a narrative be written in??</li> </ul>	<p><b><u>Key Vocabulary:</u></b> vocabulary, compare, experiences, clues, connections, existing knowledge, predict</p> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>• What does 'connections' mean?</li> <li>• How do our observations help us make connections?</li> <li>• How does our prior knowledge about topics help us?</li> </ul> <p><i>In what way do the connections we make help us pose questions about a text and make predictions?</i></p>
<b>Activities</b>	<p><b>Mark my work:</b> Children read a list-poem, written about the imaginary world, that we described yesterday. Explain to the children that it is supposed to be a parody of 'In the land of possibility' What is wrong with it? <i>(It has been written like a descriptive paragraph and doesn't have the same structure of our model text).</i></p> <p>Today, we will be writing our own poem: 'In the land of ...', based on the imaginary world they described yesterday. It will be a parody of 'In the land of possibility'.</p> <p><b>Write your</b> poem for the imaginary land you described yesterday. This will be independent and you must choose the content, stylistic features and structure you want your poem to have, based on the learning in this unit. You will have access to your books, prior next-step marking comments, your toolkits and the working wall, to help you.</p>	<p>Today, we will recap what nouns are (person, place and thing). We will discuss the different types of nouns that tell the reader different things (common, proper, collective and abstract). We will identify some nouns and classify them together.</p> <ul style="list-style-type: none"> <li>• <b><u>Main Task:</u></b></li> <li>• Children complete their worksheet activity on nouns, using the correct nouns as specified and classifying them.</li> <li>• <b><u>Extension:</u></b></li> <li>• In the book you are reading, what nouns can you find? Complete the classification table with examples that you find.</li> </ul>	<p>Today, children will write a story set in an imaginary world, on blue paper. Teachers will use these as a baseline assessment and to set writing targets for the unit.</p>	<p>Today, we will introduce our new class text 'Imelda and the Goblin King'. What do you think the book may be about based on the front cover? What does 'Goblin' mean? Are goblins deemed good or bad (class vote)? What type of books are goblins usually found in? (Book to book). What does a goblin look like? (Book to self- short drawing activity). What does this make us imagine the book will be about? How do we know? Together, we will use reading strategy 1 and prior knowledge to make connections to self, other texts previously read and the world around us.</p>

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**This week's reading focus: Reading Strategy: Visualisation**

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Learning Intention</b>	<u>L.I: To discuss words and phrases that capture the imagination</u>	<u>L.I: To visualise a setting/character</u>	<u>LI: To retell a story using images.</u>	<u>L.I: To apply prior concept knowledge to visualise.</u>	<u>L.I: To explore figurative language and the effect it has on the reader.</u>
	Read an extract from Harry Potter and discuss key vocabulary and phrases that capture imagination.	Read scene from Narnia, on whiteboards, children draw what they imagined.	Read the children a scene based on a Haunted house and they draw each paragraph to show their visualisation.	Children list what else they think would feature in the scene by using their prior knowledge and visualisation skills.	Read through a series of poems with the class and identify what types of figurative language they can spot.

Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<b>L.I: To practise and apply times tables and mental maths strategies</b>	<b>LI: To find 1, 10, 100 or 1000 more or less</b>	<b>LI: To identify numbers to 10,000 on a number line</b>	<b>LI: To estimate on a number line to 10,000</b>	<b>LI: To compare numbers to 10,000</b>
<b>Key vocabulary and key questions</b>	<p><b>Key Vocabulary:</b> multiple, product, factors, inverse, fact families, arrays</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>	<p><b>Key Vocabulary:</b> place value, count on, count back, hundred, thousands, ones, tens</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What is 100 more/less than...?</li> <li>• What is 1000 more or less than...?</li> <li>• What is 1/10 more/less than?</li> <li>• Which columns change when...?</li> <li>• Can more than 1 column change?</li> </ul>	<p><b>Key Vocabulary:</b> place value, number line, interval, increment, halfway, quarter way, <math>\frac{1}{4}</math>, hundreds, place value, find difference between start and end numbers, divide by number of intervals, value</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the value of each interval on the number line? How do you know?</li> <li>• What side did you start from to find missing numbers? Why?</li> <li>• What facts can help you when estimating the location of a number?</li> </ul>	<p><b>Key Vocabulary:</b> interval, estimate, midpoint, represent</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the midpoint of the number line?</li> <li>• How does knowing the midpoint help you to place the number on the number line?</li> <li>• What other numbers could you mark accurately?</li> <li>• Which division is the arrow close to? Is the number greater than or less than this value?</li> </ul>	<p><b>Key Vocabulary:</b> compare, place value, digit, column, greater than, less than, equal to, equivalent, more/less</p> <p><b>Key Questions:</b></p> <p>What is the value of the first digit in ___ ? How many thousands/ hundreds/tens/ones are there? Which column do you start comparing from? When comparing two numbers, if the first digits are equal in value, what do you look at next?</p>

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<p><b>Activities</b></p>	<p><b>Starter:</b> Times Tables aerobics/Super movers.</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.</p>	<p><b>Starter</b> Flash Back 4 Mental Maths.</p> <p><b>Ping Pong 1</b> More or less input/output machines in variety of ways</p> <p><b>Ping Pong 2</b> More/less using various representations e.g. counters, Base 10, words, digits, Place Value Grid</p> <p><b>Ping Pong 3</b> Reasoning questions e.g. explain the mistake.</p> <p><b>Main Task</b> Step 1 – more/less questions in a variety of ways in a carousel manner Step 2 – problem solving and reasoning problems</p> <p><b>Support</b> Number squares/lines, concrete resources Use Base 10, Place Value Counters or Grids, number lines, sentence starters for reasoning</p> <p><b>Challenge</b> Write a question for the given answer.</p>	<p><b>Starter</b> Flash Back 4 Mental Maths. Recap number line knowledge from lessons on number lines to 1000</p> <p><b>Ping Pong 1</b> Locate and mark values of each interval on labelled number lines</p> <p><b>Ping Pong 2</b> Work out values of each interval on unlabelled number lines and estimate then place numbers.</p> <p><b>Ping Pong 3</b> Problem solving and reasoning</p> <p><b>Main Task</b> Step 1 – fluency and problems involving number lines up to 10,000. Step 2 - Film a video as a guide to help find missing numbers on a number line. Given a scenario to film about.</p> <p><b>Support</b> Use Base 10, Place Value Counters or Grids, number lines, sentence starters for reasoning</p> <p><b>Challenge</b> Become teachers for less-confident children.</p>	<p>Today, we will continue our work on number lines. Last lesson, we identified values on number lines using the key questions as success criteria to help us.</p> <p>After practising a few more examples together, we will move on to estimating the value of numbers on a number line. We will discuss suitable estimates from the information given on the number line and the value of each interval, justifying our choices as we go.</p> <p>We will practice identifying the midpoint and other additional points that might help us to position the numbers.</p> <p>We will use sentence stems to help us:</p> <p>The difference in value between the start and end of the number line is _____. The midpoint of the number line is _____. _____ is closer to _____ than _____.</p> <p>Children will complete a variety of questions independently, where possible. We will review the answers as a class to deal with any misconceptions.</p>	<p>Today, we will be comparing numbers up to 10,000 using language such as greater/smaller than, less/more than. Once children are confident with the language used for comparisons, we will progress to using the inequality symbols, and =, which children have encountered in previous years.</p> <p>We will practise comparing numbers, ensuring that we start with the greatest place value. If the digit in the greatest place value is the same, we need to look at columns to the right until we find different digits.</p> <p>Sentence stems: If the digits in the __column are the same, I need to look in the __column. __ is greater than __ because ... __ is less than __ because ...</p> <p>Children will complete a variety of questions independently, where possible. We will review the answers as a class to deal with any misconceptions.</p>
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

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Music	RE	PE
<p><b>L.I. <u>To create musical rhythms using body percussion</u></b> In this lesson the children will learn and practise how to: use body percussion to make two different rhythms to represent the 'forest floor' and 'understory' layers of the rainforest, identify that both rhythms consist of three or four sounds made by using my body, consider the movement of the animals that live in each layer when making my rhythms and record their rhythm. <b>Starter:</b> The children will watch the link: 'Rainforest: Amazing facts, sights and sounds by Science Videos for Kids' on VideoLink at 03:11. Having divided the class into four groups. Hand out to each group the four separate pieces of paper with different sections of the rainforest that you have pre-prepared. Give the first group two minutes to write down what they can remember about that layer. Then rotate each group to a new table until every group has added to all pieces of paper. Keep these so they can be referred to in the next lessons. Key questions: What sort of sounds might we hear on the forest floor? (Animals walking, rain) What sort of sounds might we hear in the understory? (Buzzing from insects, croaking of frogs). What sort of rhythm might be suitable for the understory? (Quick, quiet, light). <b>Main Task:</b> The children are going to compose music for each separate layer of the rainforest. They will start with two of the layers in this lesson (forest floor and understory), creating body percussion rhythms to represent these layers. The children's' first job is to create a rhythm choosing three or four sounds using their bodies. They could take inspiration from the body percussion used last week (hitting chest, stamping feet, clicking and clapping) or invent their own such as tapping their open mouths or slapping their thighs. The groups can use these sounds to create a simple rhythm to represent the forest floor. All children within a group can then play their rhythm together.  Ask the groups to repeat the exercise for the understory layer of the rainforest. Remind them that here, they would find insects, flying insects, frogs, bats, monkeys and lizards, and to decide which parts of their</p>	<p><b>LI: <u>To explain similarities and differences in how people understand God</u></b> <b>Task 1:</b> Does anyone call you a different name? (Answers may include: a nickname, a shortened version of their name or a term of endearment.) Does this mean you are different when you are called a different name? (No, it means the person knows you in a different way.) Explain that sometimes different names refer to the same person, which can show a different relationship with the person or them having a different role. Share an example of a teacher: The class may call them Mr, Mrs or Miss and their surname. Friends and family will use their first name or maybe nicknames. If they are a parent, they may be called Mum or Dad. They might get called aunt or uncle if they have nieces or nephews. The different names reflect the different relationships and roles of the person. Ask the children if they can think of any examples with people they know. Write the word 'God' on the board <b>Task 2:</b> Read the quote to the children and ask the children to notice any words or phrases that stand out as you read. Explain the meaning of words the children did not understand (for example, invoke, Ormazd and omniscient – see Vocabulary definitions). Take feedback about the words that stood out and encourage the children to explain their reasoning. Circle the words on the presentation. Reread the quote, asking the children to identify words used to describe God (creator, radiant, glorious, omniscient, maker, Lord, King, watchful, giver, powerful, strong, eternal, forgive, merciful, loving, mighty, wise, holy and nourisher). Take feedback and underline these words on the presentation, discussing the meaning and what they might tell some Zoroastrian people about God. Ask the children to work with their partner to complete the following sentence on a whiteboard: 'This quote tells me that</p>	<p style="text-align: center;"><b><u>Fundamental Skills</u></b></p> <p><b>L.I. <u>To develop technique and control when jumping, hopping and landing.</u></b> In this lesson the children will learn and develop their skills on how to use their arms to provide momentum and bend their knees on take-off and landing to help you to balance <b>Warm up and Intro</b> Children to talk to a partner and decide on an example from another activity or an example from day-to-day life where they would use a jumping and landing skill? E.g., In netball when jumping for an interception. In gymnastics, when performing a star jump. In athletics when performing a long jump. In football when jumping to head a ball. Jumping from play equipment or off a wall. Share some ideas with the group. All children begin behind a start line at one side of the teaching area. One child begins in the middle of the area. On the command 'go', children have to jump two feet to two feet from one side of the area to a line on the other side. If tagged by the child in the middle (who also has to jump), they join them as an additional tagger. Repeat the game until a few children are left. Bend your knees to spring off from two feet. Bend your knees on landing. Repeat the game, this time with hopping, one foot to the same foot. Use your non-hopping leg to help to propel you forward <b>Task 1:</b> Select three pupils as taggers, they carry a cone. If tagged, pupils must hold a balance until another pupil comes to them, mirroring their balance for 5 seconds before being allowed to re-join the game. <b>Skills development</b> Children work in groups of three and all begin behind a designated start line. Begin by allowing the pupils 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 or knees before take-off to allow your body to spring 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. Each group needs three cones, one cone for each child. Explain to the children that first of all, they are going</p>

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bodies they are going to use. Give each pair the *Activity: Understory animals* resource to refer to.

What sort of rhythms do they think will represent this section? (Quite quiet and quick – a contrast to the forest floor)

The groups then choose a second rhythm, referring to the other half of the *Activity: Rainforest rhythms – Understory rhythms* and layer it with the first rhythm.

Within their groups, two children could play the forest floor rhythm and two others could play the understory rhythm over the top, at the same time. The groups should create a loud, slow steady rhythm with a quicker, quieter rhythm over the top.

some people from the Zoroastrian worldview may think God...'.  
**Task 3:**  
Arrange the children into 12 groups and hand out the *Activity: What is God like?* (One page per group). Instruct the children to read the scripture on their sheet and complete task one, highlighting words or phrases in the scripture that stand out to them.

Once completed, ask them to swap sheets with another group (ideally with scripture from a different worldview). They should read the scripture and the previous group's response to task one. Then ask them to complete the second task, picking out words and phrases that describe God in the scripture. Ask each group to complete tasks three and four, swapping sheets between each task and ensuring each group sees scripture from at least two different worldviews.

to jump and mark their jump using their cone. children will need to help each other to mark their jump. Each child has three attempts to beat their score. The distance is marked from the back of the landing foot. Explain to the children that they are going to repeat this activity but this time, their jump only counts if they stick their landing. This means that they cannot take any extra steps, they must jump from two feet and land with two feet. Allow the children a moment to explore this before repeating the task and ask them to share how they were successful or unsuccessful at sticking their landing. Were they able to stick their landings?

For a successful landing, sink low on your landing by bending your knees and pushing your bottom backwards. Keep your chest upright and swing your arms in a downwards direction past your bottom. Put your heels down to give you a bigger surface area to land on. Repeat b and c but with hopping. Practise on both feet. The landing for a hop without taking extra steps or placing their other foot down is tricky. Encourage the pupils to sink low and squeeze their muscles to help them to balance.

**Cool down**

Complete the session by encouraging the children to complete some slow breathing and stretching exercises. Ask the children which type of jump got you the furthest distance? Which of your jumps was most controlled? Jumping or hopping? If you were going to teach someone to stick their landing, what three things would you tell them?

**Swimming**

**Swimming will be delivered on Monday, by qualified instructors.** This week will be looking at the routines and expectations of each swimming group.

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Art	Spanish	PSHE
<p><b><u>LI: To produce an image in the style of a famous artist.</u></b></p> <p>Discuss how some souvenirs often include Inuit art. Today, we are going to Recreate our own arctic image, in Kananginak's style (including the features of his work.</p>	<p><b><u>LI: To count to 20 in Spanish</u></b></p> <p>Class teacher: Go through slides on numbers for lesson 4. Some may be skipped (as necessary) Children to complete 2 tasks based on today's LI. One is listening and the other requires the children to apply knowledge of how to say your name in Spanish and their age.</p>	<p><b><u>L.I. To understand that my actions affect myself and others</u></b> <b><u>L.I. To understand how rewards and consequences motivate people's behaviour</u></b></p> <p><b>Starter:</b> The children will start in a circle and try to pass a toy around without using their hands. The children will discuss if their choices had consequences on successfully completing the task. <b>Main:</b> The children will be given a scenario and then they will be asked to discuss the possible outcomes. The key message behind this section of the lesson is to understand that when we do the right thing, the reward can be the feeling in itself. Then the children will work on their own scenarios in groups and create freeze frames. The children will perform to the class and unfreeze to answer questions on their choices. <b>Plenary:</b> We will link back to the class charter and decide on appropriate rewards and consequences.</p>

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Science	Topic (Geography)	Computing
<p><b>L.I. <u>To ask questions about the local habitats and to carefully observe and record the living things in the local area.</u></b></p> <p><b>Starter:</b> In this lesson, the children will be classifying living organisms to make careful &amp; accurate observations and to use appropriate language when describing the features observed. Can you name any habitats in the vicinity of the school grounds and including micro-habitats? Write a list on the flipchart.</p> <p><b>Task 1:</b> For this part of the lesson, you will be working with a partner and will be exploring the outside vicinity of the school grounds. Your task is to collect information about the living things in our school environment, particularly invertebrates (creatures without a backbone such as insects, worms, etc.) and plants, present within the habitat. Record your findings on your recording sheet.</p> <p><b>Task 2:</b> Let's collate all of the findings from each group and create a tally of living things spotted. Were you surprised by any of them? If you are not able to identify a living thing, did you take a photo or draw a picture? Let's display our findings on the class flip chart.</p>	<p><b>L.I. To describe the human geography of a place</b></p> <p>This week, we will be exploring the day-to-day life and culture of the Inuit people. They are sometimes referred to as 'eskimos' but that is an old-fashioned term and that the groups of people who are often referred to as 'eskimos' prefer the term, 'Inuit'. We will explore the diet, housing, modes of travel, clothes, hobbies, language and traditions of the Inuit people.</p>	<p>Remind learners of the previous lesson and the distinction between the internet and the World Wide Web. Use the definition from the end of the previous lesson, and explain to learners that they will be learning about the World Wide Web and how it is used to share information.</p> <p>Begin with a simple sorting activity. Show a series of images and ask learners if the object can be shared on the World Wide Web. Some images will be physical objects, which cannot be shared, while others will be photos, videos, text, etc. Where necessary, a brief explanation will be provided for clarity. Responses can be recorded on two halves of an individual whiteboard. Discuss responses (see slide notes) and invite learners to add their own objects to each side of their whiteboard</p> <p><b>Task 1:</b> Ask learners where they think websites on the World Wide Web are stored. Explain that all information is stored somewhere. Use the YouTube example on slide 11 to show the journey of a website. Emphasise that each of the router's 'route' the request around the internet.</p> <p><b>Task 2:</b> Learners create a mind map of which devices can be used to access the World Wide Web. Responses could include computers, tablets, phones, game consoles, smart speakers, smart TVs etc.</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 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.



immature	immeasurable
impossible	immortal
imperfect	impatient
immovable	impolite
important	improper

### 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:**



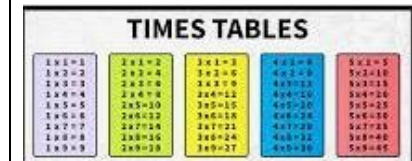
Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

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.

