

Weekly Overview of Learning

Year Group: 4 **Week beginning: 4th March 2024**

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English	Monday	Tuesday	Wednesday	Thursday
	LI: To plan a narrative	LI: To compose a narrative (HOT TASK)	LI: To compose a narrative (HOT TASK)	WORLD BOOK DAY ACTIVITIES
Key vocabulary and key questions	<p>Key vocabulary: plan, structure, substitute, pattern, adapt</p> <p>Key Questions: -What is the story pattern? -How can we use the structure of a story we know to create a new story? -What does substitute mean? -What details from Gregory Cool could we substitute to create a new story? -What details from your chosen culture will you include in your story? How will you use them in your narrative</p>	<p>Key vocabulary: structure, language, context clues, subject-specific vocabulary</p> <p>Key Questions: -What makes a good story? -How should a story be organised? -What language helps the reader to sequence events? -What context information does the author need to give the reader so they can visualise?</p>	<p>Key vocabulary: structure, language, context clues, subject-specific vocabulary</p> <p>Key Questions: -What makes a good story? -How should a story be organised? -What language helps the reader to sequence events? -What context information does the author need to give the reader so they can visualise?</p>	
Activities	We will use the boxing-up tool (with the story pattern) to adapt the details in Gregory Cool by substituting them with ideas from our research (from yesterday) to plan a new story.	Today, children will use the skills recapped in today's lesson and developed across the unit to write their new story set in the culture they have researched this week.	Continuation of children will use the skills recapped in today's lesson and developed across the unit to write their new story set in the culture they have researched this week.	

This week's reading focus: Reading Strategy

Reading	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Learning Intention	<p>LI: To use text clues to identify characters' feelings/ motives</p> <p>This lesson we will be looking at -What is inference -How do we infer from a text</p> <p>The children will have different text extracts and infer what the character is feeling (group work).</p>	<p>LI: To use text clues to identify characters' feelings/ motives</p> <p>Building on our skills from last lesson, we will be looking at a larger text extract. The children will be inferring why characters acted in the way they did.</p>	<p>LI: To justify the actions of a character, using evidence from the text</p> <p>We will still be using our prior knowledge to help us infer from a text during this lesson. However, the children will attempt to use empathy to justify the characters' actions.</p>	World book day activities.	<p>To isolate textual details that are relevant to an inference.</p> <p>In this lesson, the children will be again presented with a range of textual examples of inference. They will be given some questions and be required to choose the appropriate part of the text to answer the questions.</p>

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: To recognise and investigate common equivalent fractions (pictorial and abstract)	L.I: To recognise and partition fractions greater than 1 whole	L.I: To add 2 or more fractions	L.I To practise our multiplication facts	L.I: To subtract 2 or more fractions with the same denominator
Key vocabulary and key questions	<p>Key Vocabulary Equivalent, equal parts, fraction, bar model</p> <p>Key questions</p> <ul style="list-style-type: none"> • What other equivalent fractions can you find using the diagram? • What relationships can you see between the fractions? • If I multiply the numerator by a number, what do I have to do to the denominator to keep it equivalent? Is this always true? • What relationships can you see between the numerator and denominator? 	<p>Key Vocabulary Whole, denominator, numerator, partition</p> <p>Key questions</p> <ul style="list-style-type: none"> • Has the whole been divided into equal parts? • How do you know? • How can the fraction be partitioned? • How do you know? • In this diagram, how many equal parts has the whole been divided into? • How many equal parts has the whole been divided into for 1/5? • Is this a large or small part of the whole? • How many more parts are needed to make the whole? What fraction would this be? 	<p>Key Vocabulary denominator, numerator, addition,</p> <p>Key questions</p> <ul style="list-style-type: none"> • Are the denominators the same? Why is this important? • How can you show the addition in a diagram/bar model? • How could a number line help you? • Is your answer greater or smaller than 1? How do you know? • How do you convert an improper fraction to a mixed number? • How is adding three fractions different from adding two fractions? • How would you explain how to add fractions to someone who does not understand? 	<p>Children will complete a variety of activities (some of them timed) to practise their multiplication facts.</p>	<p>Key Vocabulary Denominator, fraction, subtract, greater</p> <p>Key questions</p> <ul style="list-style-type: none"> • Are the denominators the same? Why is this important? • How could you represent the subtraction in a diagram/bar model? • How would a number line help you? • Is your answer greater or smaller than 1? How do you know? • What is the same when you are adding or subtracting fractions with the same denominator? What is different? • How would you explain how to subtract fractions to someone who does not understand?
Activities	<p>Children continue to understand equivalence through diagrams.</p> <p>They move onto using proportional reasoning to find equivalent fractions. Attention should be drawn to the method of multiplying the numerators and denominators by the same number to ensure that fractions are equivalent.</p>	<p>To begin, the children will use diagrams to identify how many equal parts a shape has been split into and move on to thinking about how many more parts are needed to make the whole. They use the denominator to identify how many equal parts a whole has been divided into. For example, for the fraction 3/7, the whole has been split into 7 equal parts because the denominator is 7. Children explain whether a fraction is a small (for example, 1/10) or large (for example, 9/10) part of the whole. The key focus is to ensure that children can confidently partition a whole fraction into its whole and fractional parts.</p>	<p>During today's lesson, the children add two or more fractions with the same denominator. Children start by folding strips of paper and shading the equal parts. They transfer this knowledge to using diagrams and bar models to add two fractions, before progressing to adding more than two fractions. Children also explore adding by using a number line and counting on. Addition with totals greater than 1 will be covered in this lesson.</p>		<p>In this small step, children subtract two fractions with the same denominator. They should link this to adding fractions with the same denominator, realising that when the denominators are the same, they need to subtract the numerators. Children start by folding paper and then link this to diagrams and bar models. Encourage children to explore all the different structures of subtraction: taking away, partitioning and difference. The questions in this step only explore subtracting from proper and improper fractions. Subtraction from whole numbers and mixed numbers are covered later in the block.</p>

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Music	RE	PE
<p><u>Unit: Music and Performance Chinese New Year (Dragon Dance)</u></p> <p><u>L.I. To identify different musical features</u> <u>LI: To use descriptive language (lyrics)</u></p> <p>This week, the children will explore the features of a melody. We will recap the features of the piece of music, 'Jasmine Flower' going through the vocabulary list from 'Lesson 1: Describing blossom'. <i>Can the children identify any of the interrelated dimensions of music in the song? What does the piano represent?</i></p> <p>The pitch of the piano melody, moves up and down throughout, suggesting the movement of the dragon. The music starts at a soft dynamic (piano) but changes to loud (forte) by the end.</p> <p>Children will be introduced to Haiku, this is a very old Haiku, it is written by the renowned Japanese poet Matsuo Basho, but Haiku is still popular today, they will then be asked to use the Lesson 1 vocabulary list to write their own versions.</p>	<p><u>L.I. To learn about the events that led up to Jesus being arrested.</u></p> <p>This week, the children will find out what Christians believed happened after the Last Supper and before Jesus was arrested. They will also find out how Jesus was let down by his disciples in the Garden of Gethsemane and consider why some of the disciples acted in the way that they did.</p> <p><i>KQ: How might you feel when you are let down by your friends and they act a certain way?</i></p> <p>The children will then complete a timeline story showing the key events that led to Jesus being arrested.</p>	<p><u>Netball</u> <u>LI: To develop movement skills to lose a defender</u> <u>Footwork patterns</u> -children complete the following movement actions from cone to cone. Jog Side steps Jog backwards <u>Skill Development</u> – Children will complete various activities: Through the gate, Attack and receive, 3v3 Plenary - Children stand on a line. Use 'true' and 'false' statements to question their knowledge of the rules. You can hold the ball for four seconds. You can move two steps with the ball. You can mark as close as you like with your arms up. If you contact someone, a free pass is awarded. <i>Were you successful at losing a defender?</i> <i>What did you do?</i></p> <p style="text-align: center;">Every Friday - Swimming</p> <p>The children will continue to build upon their skills related to swimming with their assigned specialist swimming instructor.</p>
D.T	Spanish	PSHE
<p>LI: To generate ideas from existing products.</p> <p>Children begin by matching foods to their country of origin. Children learn about staple foods that make up the Chinese diet. Children complete a Venn Diagram on what foods belong to/don't belong to a Chinese diet.</p> <p>Main task: Using the knowledge about Chinese food (that you developed in today's lesson and in last week's taste session), plan a vegetarian noodle dish with traditional Chinese ingredients. Record this on the template provided.</p>	<p><u>L.I: To revise and consolidate all the foods/snacks and drinks and learn the transactional language required to order what you would like to eat and drink in the cafeteria.</u></p> <p>Go over vocabulary learnt over the last couple of weeks.</p> <p>TASK- Children read simple sentences based on placing an order in a cafe.</p>	<p><u>L.I To understand the facts about smoking and its effect on health</u></p> <p>This week, we will focus on smoking and some of the reasons that people start to smoke. The lesson will begin with a circle time in which the children will each come up with a healthy activity word. The children will then be given facts about smoking and complete a group task to complete a picture puzzle with 9 facts on smoking. We will discuss any facts that the children already knew and consider any new facts that came as a surprise to them. Some of the key discussion points for the lesson include revisiting the roles people can have in a group situation. We will also talk about peer-pressure and what to do if the children find themselves in a tricky situation. The main task for the lesson will encourage the children to act out a selection of scenarios. We will end the lesson by reflecting in our journals.</p>

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Science	Topic (Geography)	Computing
<p style="text-align: center;"><u>Unit: State of Matter</u></p> <p><u>L1: To observe that some materials change state when they are heated or cooled.</u></p> <p><u>L1: To investigate, measure or research the temperature at which this happens in degrees.</u></p> <p>Recap: <i>What are the characteristics of solids and liquids?</i></p> <p>Today, children will be looking at what makes materials change state. We will be focusing on solids and liquids through heating and cooling. Share the scenario that the children will testing today. <i>This is Maya. She is getting the food ready for her birthday party, and wants to make some chocolate crispy cakes. Her party is only a few hours away, so she needs to make them fast! She needs to know the best temperature for melting chocolate. When she has melted the chocolate, she can then add the cereal, shape the mixture into cakes and leave them to freeze in time for her party! Can you help her find the best temperature for melting chocolate?</i></p> <p>Children will record their findings.</p>	<p>L1: To describe China’s manufacturing industry.</p> <p>Children discuss: why are so many products made in China?</p> <p>Discuss what makes up China’s economy and key facts. Why do firms like to be located in China? Go through facts with the children that support the question.</p> <p>What does a good advert need?</p> <p>Children create an advert for a product made in China and need to prove why it will be popular and make a profit.</p>	<p style="text-align: center;"><u>Unit: Photo Editing</u></p> <p><u>L1. To describe how images can be changed for different uses</u></p> <p>In this lesson, the children will look at the effect that different colours and filters can have on an image. They will choose appropriate effects to fit a scenario, and explain how they made their choices. They will then edit the same original image using different effects to suit two different scenarios, and compare the two versions.</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

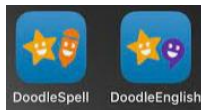
Who will be top of the leader board next week?!



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.



circle
decide
medicine
exercise
special
cinema
decimal
accident
city
citizen

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/Foundation subjects

This week we are celebrating **BOOKS!**
We would like you to:

- 1) Design a Book Cover and Blurb of your favourite book or set of books.
- 2) Make an A-Z list of well-known or favourite book characters - include pictures too if you like.
- 3) Show us a picture/photo of your reading in extraordinary places (appropriate and safe places) e.g. with a torch in a tent, on a swing etc. Be creative!

