

**Year Weekly Learning Overview w.b 28/920**

Subject	In school learning	Remote learning
<b>English</b>	We will be looking at the purpose, audience, stylistic, linguistic features of a range of persuasive texts as a model to begin to plan and write our own persuasive text persuading people to join the Roman army.	Powerpoint discussing features of persuasive texts found on year 4 page of the website.  List of useful persuasive vocabulary and phrases found on year 4 page of website.
<b>Reading</b>	We will look at a range of persuasive texts and pick out key stylistic and language features. We will be looking at the key features of formal persuasive letters and more informal advertisements. We will discuss how the purpose and audience of a text influences the writer's register, layout and vocabulary.  We will read short example texts of persuasive writing and answer comprehension questions.	Model texts found on year 4 page of website. Children encouraged to look out for adverts in magazines and newspapers and even listen out for phrases on TV or radio adverts.  Some advice for what parents and children can expect when reading in year 4. <a href="https://home.oxfordowl.co.uk/reading/reading-age-8-9-year-4">https://home.oxfordowl.co.uk/reading/reading-age-8-9-year-4</a>
<b>Writing</b>	We will be exploring how paragraphs are organised around a theme. We will use the model text as an example to help us plan our own persuasive text. We will practise writing our own examples of rhetorical questions, imperative verbs, repetition and use role play to give quotations/reviews from Roman soldiers.	Examples of vocabulary and writing features found on year 4 page of the school website.
<b>Spelling</b>	This week we will be focusing on the spelling rule  We will continue to refer to the statutory spellings to year	Powerpoint, summary poster, examples and worksheets for this week's spelling rule found on the year 4 page of the school website.

	4 if they occur in shared reading or cross curricularly.	<p>A link to the statutory spelling list for year 4  <a href="https://cdn.oxfordowl.co.uk/2019/08/29/13/54/08/76f1443d-9b6d-4030-be0d-25fcfef01438/SpellingWordList_Y3-4.pdf">https://cdn.oxfordowl.co.uk/2019/08/29/13/54/08/76f1443d-9b6d-4030-be0d-25fcfef01438/SpellingWordList_Y3-4.pdf</a></p> <p>Spelling list also available in school font on the year 4 page of the website.</p>
<b>Handwriting</b>	We will continue to practise using horizontal and diagonal strokes needed to join our letters.	<p>Link to school handwriting font on the year 4 page of the website.</p> <p>Practise handwriting when learning spellings.</p>
<b>Maths</b>	<p>Rounding to the nearest 10.</p> <p>Round to the nearest 100</p> <p>Count in 1000s</p> <p>Represent, compare and count in 1000s, 100s, 10s and 1s</p> <p>Ongoing multiplication practice up to 12 x 12</p>	<p>Powerpoints, slides and worksheet resources on the year 4 page of the website.</p> <p>Link to rounding to 10 and 100  <a href="https://whiterosemaths.com/homelearning/year-4/week-1/">https://whiterosemaths.com/homelearning/year-4/week-1/</a></p> <p>Link to videos of powerpoints for 1000s, 100s, 10s and 1s and counting in 1000s  <a href="https://whiterosemaths.com/homelearning/year-4/week-2/">https://whiterosemaths.com/homelearning/year-4/week-2/</a></p> <p>Multiplication  <a href="https://ttrockstars.com/">https://ttrockstars.com/</a>  <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p>
<b>Science</b>	<p>We will build on last week's learning that sound is caused by vibrations.</p> <p>We will learn how vibrations of sound travel through the medium of the ear.</p>	<p>Powerpoint on year 4 page of the website.</p> <p>How sound waves move through air video  <a href="https://www.bbc.co.uk/bitesize/clips/ztwkjxs">https://www.bbc.co.uk/bitesize/clips/ztwkjxs</a>  <a href="https://www.bbc.co.uk/bitesize/clips/z9h6n39">https://www.bbc.co.uk/bitesize/clips/z9h6n39</a></p> <p>Can children explain how sound is caused by vibrations and describe how the vibrations travel into our ear and are perceived as sound? Can they do so orally, in writing, a diagram or even a powerpoint?</p>
<b>Geography</b>	We will use maps and atlases to explore the spread of the Roman Empire by AD 42. We will locate and name countries and continents.	<p>Map showing the spread of the Roman Empire on year 4 page of the website.</p> <p>Use google earth as a tool to explore the countries and continents.</p>
<b>History</b>	We will recap our prior learning about the Roman invasion of Britain and the	Powerpoint and worksheets on the year 4 page of the website.

	<p>spread of the Roman Empire.</p> <p>We will look at the power of the Roman Empire and the power of its army by AD 42. We will use this to support our planning for persuasive writing in literacy.</p>	<p>Roman army video  <a href="https://www.bbc.co.uk/bitesize/clips/zsmxpv4">https://www.bbc.co.uk/bitesize/clips/zsmxpv4</a></p> <p>Life as a Roman soldier video  <a href="https://www.bbc.co.uk/bitesize/clips/zgsfb9g">https://www.bbc.co.uk/bitesize/clips/zgsfb9g</a></p> <p><b>Art link-</b> can children draw and label their own Roman soldier? Can children design their own Roman shield?</p>
<b>French</b>	<p>Understand a range of familiar words and phrases. Be able to say and copy / write simple words and phrases (Bonjour, Je m'appelle....)</p>	<p><a href="https://www.bbc.co.uk/teach/ks2-french/zr4qf4j">https://www.bbc.co.uk/teach/ks2-french/zr4qf4j</a></p>
<b>PSHE</b>	<p>We will discuss rules, laws, expectations and consequences.</p>	<p>Can children think of examples of different rules, laws and expectations in school, at home or in extra-curricular groups (dancing, gymnastics, football or rugby team etc)?</p>
<b>PE</b>	<p>We will continue to explore themes of resilience, teamwork and communication whilst looking at explorer Levison Wood and his adventures in the rainforests of Central America.</p> <p>We will also be practising static and dynamic balance.</p>	<p>Can children think of times they have had to show resilience, teamwork or use effective communication in school or outside of school?</p> <p>Can children practise dynamic balance when running, changing direction and static balance on 1,2,3 or 4 points (limbs) or patches e.g. their back?</p>
<b>RE</b>	<p>Children will learn the importance of diversity and to value diversity not fear it.</p>	<p>Can children express what the term diversity means and give examples?</p>
<b>Music</b>		
<b>DT</b>		
<b>Art</b>		
<b>Computing</b>		