

**Year 4 Weekly Learning Overview w.b 9.11.20**

Subject	In school learning	Remote learning
<b>English</b>	We will look at 'Shackleton's Journey' by William Grill. This is a non-fiction book which uses illustrations alongside short, concise and informative writing to recount the gruelling, treacherous and daring journey undertaken by Ernest Shackleton and his crew as they set sail for Antarctica.	Can children use the internet to research Ernest Shackleton's mission? Can they find pictures? Can they discuss if they think Shackleton was an inspiration? Can they make links to the skills learnt in Commando Joe's (resilience, communication, team-work etc.)?
<b>Reading</b>	<p>We will continue to read the story of <i>"The Great Wave: A Children's Book Inspired by Hokusai"</i> by Véronique Massenot and Bruno Pilorget</p> <p>We will continue to think about character's emotions and feelings. We will use the story as inspiration for our own art work and PE over the half term.</p>	<p>The Great Wave  <a href="https://www.youtube.com/watch?v=9dVXmN_U0hk">https://www.youtube.com/watch?v=9dVXmN_U0hk</a></p> <p>Shackleton            There are examples of information texts about the life of Ernest Shackleton on the year 4 page of the website.            Can children read and discuss the questions? Children can discuss or record their responses.</p> <p>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></p>
<b>Writing</b>	<p>We will use Ernest Shackleton's life as a focus for the week.</p> <p>Before reading the book, children will look at pictures and quotations linked to Shackleton's expedition. We will try and engage children and encourage them to wonder and ask questions about the book without looking at the book yet.</p>	<p>Powerpoint on year 4 page of website</p> <p>Before learning about Shackleton's voyages, we will engage children's interest by discussing the book and content before we read it. Children to look at the pictures and quotations linked to Shackleton's journey and ask questions, make predictions and links to the book. Can children use the phrases and sentence stems on the Powerpoint to discuss the pictures.</p> <p>Sheet with picture of the front cover of the book and sentence stems to record their discussion.</p> <p>I'm wondering what the book is about.            I am thinking it might be a trip to a cold place.            I think I know cold places in the world are Antarctica and the Arctic.</p>

	<p><b><u>Assessed work</u></b></p> <p>Children will use the internet to research Shackleton's life and his expedition to create a fact file.</p> <p>We will hot-seat the role of Shackleton and his crew. They will 'interview' for a spot in his crew for the expedition.</p> <p>We will use our learning to write a short diary extract from Shackleton's perspective.</p>	<p>I can see an orca. This reminds me of when I played in the snow and it was very cold.</p> <p>Can children use the internet, Powerpoint, timeline of Shackleton's adventures and the information texts to find out about shackleton's life? When was he born? When did he die? Why is he famous? Etc. Children can use the fact file templates to present their research. Children can present their learning through other mediums such as information posters or Powerpoint presentations with information, pictures and videos etc.</p> <p>Work can be printed or a photo taken and emailed. The intention is for children to have an understanding of who Ernest Shackleton is, why he is famous, why he is remembered and any additional interesting information about him. There are questions for children to think about to focus their research.</p> <p>Can children think of questions that Shackleton would ask in the interview and questions that potential crew members would ask? How long will the journey be? What do I need to bring? Will it be difficult?</p> <p>Why do you think you would be a good member of the crew?</p> <p>What words come to mind when they think of Shackleton? Brave, inspiring, aspirations, sacrifice, strong, adventurer, explorer etc.</p> <p>Children have written diaries earlier in the year when we wrote as Hogarth from the 'Iron Man'. Encourage children to think back to this. Can children write a short diary extract from the perspective of Shackleton or a member of his crew. Can children think about how Shackleton would be feeling? Can they include detail about feeling cold, feeling excited about the adventure, feeling nervous about being responsible for so many lives etc? Can children use the pictures and template to support their writing? There are examples, templates and useful vocabulary on the year 4 page of the website. It does not have to be very long. Can children write in from the perspective of Shackleton,</p>
--	--	---

		write in the first person, give opinions, use time connectives and
<b>Spelling</b>	<p>We will be looking at adding the prefix 'bi' and 're'. We will discuss root words, the etymology (origin) of words and how prefixes can change the meaning of a word. We will think of other examples that we know or that we see in other areas of our learning.</p> <p>We will continue to refer to the statutory spellings in year 4 if they occur in shared reading or cross curricularly.</p>	<p>Powerpoint, summary poster, examples and worksheets (crosswords, word searches and practice sheets) for this week's spelling rule found on the year 4 page of the school website.</p> <p>Can children use the words in a sentence?</p> <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>
<b>Handwriting</b>	We will continue to practise using horizontal and diagonal stokes needed to join our letters.	<p>Spelling list available in school handwriting font.</p> <p>Practise handwriting when learning spellings.</p>
<b>Maths</b>	<p>Negative numbers.</p> <p>Round to the nearest 1000.</p> <p>Adding 1000s, 100s, 10s and 1s</p> <p>Adding 3 digit numbers without crossing</p> <p>Adding 4 digit numbers without crossing</p> <p>We will use a combination of concrete objects, pictorial representation and abstract number sentences to support learning. Children are familiar with using base tens, counters and place value grids and pictorial representations of those alongside number sentences.</p>	<p>Negative numbers video  <a href="https://vimeo.com/460234751">https://vimeo.com/460234751</a></p> <p>Round to the nearest 1000 video  <a href="https://vimeo.com/458106101">https://vimeo.com/458106101</a></p> <p>Adding 1000s,100s,10s and 1s  <a href="https://vimeo.com/461777711">https://vimeo.com/461777711</a></p> <p>Adding 3-digit numbers with the column method.  <a href="https://vimeo.com/461778453">https://vimeo.com/461778453</a></p> <p>Adding 4 digit numbers without crossing using the column method.  <a href="https://vimeo.com/461778690">https://vimeo.com/461778690</a></p> <p>Worksheets on the year 4 page of the website.</p> <p>Children can draw counters and base 10s equipment to support their learning? Place value grids, counters and pictures of 1000s, 100s, 10s and 1s pieces on the year 4 page of the website.</p> <p>Can children use objects at home to support their addition (clothes pegs, marbles, toys etc)?</p> <p>Can children think of real life examples where they need to use addition?</p>

		<p>Multiplication practice  <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>French</b>	<p>Understand and repeat some familiar words and phrases:  Learn the names of everyday classroom objects.</p>	<p><a href="https://youtu.be/GuJOrzG6tT0">https://youtu.be/GuJOrzG6tT0</a>  Classroom objects  <a href="https://www.youtube.com/watch?v=0CKBfjoGmdA">https://www.youtube.com/watch?v=0CKBfjoGmdA</a>  Classroom objects</p>
<b>RE</b>	<p>Know about the Hindu festival of Diwali and the significance of the Diva lamp.</p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zjpp92p">https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zjpp92p</a>  <a href="https://www.bbc.co.uk/bitesize/clips/z787tfr">https://www.bbc.co.uk/bitesize/clips/z787tfr</a></p>
<b>PSHE</b>	<p>On Friday 13th we will be doing activities based on Children in Need.</p>	<p>Children in need fundraising ideas and activities  <a href="https://www.bbcchildreninneed.co.uk/fundraising/">https://www.bbcchildreninneed.co.uk/fundraising/</a></p> <p>This year has been a very difficult year for us all. It has been difficult for adults and especially children. More than ever, all children are in need.</p> <p>Can children safely fundraise for children in need by setting themselves a challenge? (Sponsored challenge linked to extracurricular hobbies such as Brownies, dancing, gymnastics, football or rugby etc.)</p> <p>Can children think of ways to support a local food bank?  <a href="http://seatonvalleycommunitycouncil.gov.uk/food-bank/">http://seatonvalleycommunitycouncil.gov.uk/food-bank/</a></p> <p>Can children write a persuasive letter to their local MP asking to support children in our community?</p> <p>Can children create their own picture of Pudsey? Put it in your window to show your support for Children in Need.  Email a picture of your drawing.</p>
<b>PE</b>	<p>We will continue to look at dance as a means of expression. We will look at examples of natural disasters (volcanoes, tsunamis and earthquakes). We will think about how to use our bodies and movement to represent volcanoes.</p>	<p>Can children create their own dance piece to represent waves and volcanoes? How can they use their whole body or just part of their body to represent the forces of nature? How can they alter their speed, body shape or speed of movement to match the video? How does the type of wave affect their representation? Can children think about their experiences of being in the sea and consider the force and power of the sea?</p> <p>Calm waves  <a href="https://www.youtube.com/watch?v=vPhg6sc1Mk4">https://www.youtube.com/watch?v=vPhg6sc1Mk4</a></p> <p>Rough seas  <a href="https://www.youtube.com/watch?v=bZSM5ZbdpWw">https://www.youtube.com/watch?v=bZSM5ZbdpWw</a></p> <p>Volcanic eruption  <a href="https://www.youtube.com/watch?v=NGcbNn4Vk1w&amp;t=46s">https://www.youtube.com/watch?v=NGcbNn4Vk1w&amp;t=46s</a></p>

<b>Art</b>	<p>We will look at the story and pictures of the Great Wave. We will discuss the artist's thoughts, feelings and inspirations. We will discuss the use of colour, primary colours and identify 'warm' and 'cool' colours.</p> <p>Children will make a 'warm' and 'cool' pallet.</p> <p>We will practise mixing colours together to make new colours. Children will mark these on paper and write what colours they mixed.</p>	<p>Can children find primary colours around the home?</p> <p>Can children identify 'warm' and 'cool' colours?</p> <p>Can children create their own warm and cool pallet using pencils, paint, or organising household objects based on their colour?</p> <p>Primary colours poster on the year 4 page of website.  <a href="https://www.youtube.com/watch?v=9dVXmN_U0hk">https://www.youtube.com/watch?v=9dVXmN_U0hk</a></p>
<b>Geography</b>	<p>We will consolidate our learning from last week about how volcanoes are formed and recap the types of volcanoes and different parts of volcanoes. We will then look at examples of volcanoes from around the world. We will use maps and atlases to locate the volcanoes and mark them on a map.</p>	<p>On the year 4 page of the website there is a blank world map for children to identify and label different volcanoes from around the world. Can they use the volcano facts cards to find the name of the volcano and use a map, atlas or Google Earth to label the volcano?</p>
<b>Science/Music/Computing</b>	<p>We will make links to our learning about sound when making our pieces of music on Garageband. We will continue to use garage band to think about how choice of instrument, pitch, volume and tempo can effectively match the mood and represent a video. We will be looking at forces of nature including volcanoes, waves and glacial movement. We will discuss how music is matched to different videos.</p>	<p>Powerpoint on year 4 page of website</p> <p>Can children discuss the different pieces of music on the powerpoint (click on picture for hyperlink)?</p> <p>Think about: the instruments used, the volume, pitch and tempo of the piece.</p> <p>Can children think about how music is used in their favourite films or TV shows? How do the composers create an atmosphere that matches what is happening?</p>