

**Year 4 Weekly Learning Overview w.b 30.11.20**

Subject	In school learning	Remote learning
<b>English</b>	<p>Using what they have already learnt about Shackleton, 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.</p> <p>We will use this as a vehicle to plan and write our own newspaper reports.</p>	<p>Can children continue to immerse themselves in the mindset of Ernest Shackleton and his crew?</p> <p>Compilation of Antarctica  <a href="https://www.youtube.com/watch?v=ZCrX9wgxneY">https://www.youtube.com/watch?v=ZCrX9wgxneY</a></p> <p>Can children discuss and share what they know about newspapers?            Can they look at examples of newspapers at home? Can they look at the layout and structure of newspapers? Can children think about the purpose and audience of a newspaper? Why are newspapers written? Who reads newspapers?</p>
<b>Reading</b>	<p>We will continue to read a selection of different newspaper articles. We will analyse the structure and language features of the articles as we look for similarities and differences between the articles. We will build a checklist of typical newspaper features which we will use to plan and write our own newspaper articles about Shackleton's journey next week.</p> <p>We will also continue to read Shackleton's Journey by William Grill. We will build up our knowledge about Shackleton and his expeditions.</p>	<p>Any additional reading of newspaper articles, information about shackleton, natural disasters or the Romans is fantastic as well as any reading of books or magazines etc.</p> <p>Reading comprehension text and questions about Romulus and Remus (Roman topic) on the year 4 page of the website. There are several versions of the same text with varying difficulty. Please choose a text that your child feels confident and comfortable reading.</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 continue to look at the structural and linguistic features of newspaper reports. We will magpie phrases and practise using direct and reported speech.</p> <p>As part of assessment week we will be looking at winter poetry.</p>	<p>Can children practise using speech punctuation? Can they write sentences using speech punctuation?            Can they use role-play to think about how a character from their favourite book or TV programme would speak? What would they say?</p> <p>There are presentations on the year 4 page of the website explaining how to use speech punctuation for direct speech.</p> <p>Can children rewrite the direct speech into reported speech?</p>

	<p>We will be writing free verse winter poetry. We will support the children with generating ideas but will be letting children complete the task independently.</p>	<p>There is a powerpoint explaining reported speech and how it is used in newspapers. There are activity sheets for children to practise writing direct and reported (indirect) speech.</p> <p><b>Assessed piece of work</b></p> <p>Can children use the picture to write a free verse poem describing the winter scene?</p> <p>Can they use similes? Can they use powerful verbs and adjectives? Can they think about using synonyms to use more powerful or adventurous vocabulary?</p>
<b>Spelling</b>	<p>As part of our assessment week we will be reviewing spelling rules we have looked at so far this term. We will recap some words and the spelling rules before using them in sentences to assess whether children have remembered and applied the rules when spelling the words.</p>	<p>Posters, powerpoint and activities for each spelling rule are on the year 4 page of the website.</p> <p>Encourage children to think about the spelling rule or pattern they are learning. Is there a particular sound they are learning to spell? Can the same sound be spelled in different ways? Can they think about what makes the word tricky to spell (e.g. a silent letter, a sound that can be spelled different ways)?</p> <p>Can children think of ways to remember how to spell them (mnemonic, a pattern or a silly memorable story)?</p> <p>(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>	<p>We will continue to practise using horizontal and diagonal stokes needed to join our letters.</p>	<p>Spelling list available in school handwriting font.</p> <p>Practise handwriting when learning spellings.</p>
<b>Maths</b>	<p>We will continue to look at subtracting 3 and 4-digit numbers with exchanges. Through repetition and practice, children will become more comfortable and confident using column method of addition. We will also use reasoning and problem solving to deepen their understanding of addition.</p> <p>We will also look at subtracting 3 and 4 digit numbers without</p>	<p>Recap and practise adding 3 or 4-digit numbers without 'crossing'. If children feel comfortable and confident, they can try adding 3-digit numbers that cross into the next column e.g. <math>235 + 126 =</math></p> <p>Video for adding 3-digit numbers with crossing/exchanging into 10s and 100s column  <a href="https://vimeo.com/461779078">https://vimeo.com/461779078</a> (may want to use headphones as is a quiet recording)</p> <p>Video for adding 4-digit numbers with crossing/exchanging  <a href="https://vimeo.com/461779813">https://vimeo.com/461779813</a></p>

	<p>exchanging.</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>We will use the 'bar model' as a pictorial representation of number. The bar model is a pictorial representation of number that shows the relationship between the whole number and parts that make the number. This is a useful strategy to help with problem solving of addition and subtraction questions.</p> <p>100 is the whole 50 is a part 50 is a part</p> <p>100 is the whole 20 is a part 30 is a part 50 is a part</p> <p>Bar model activity sheet on the year 4 page of website.</p> <p>Multiplication practice</p>	<p>Subtracting 3-digit numbers (no exchanging) <a href="https://vimeo.com/463005007">https://vimeo.com/463005007</a></p> <p>Subtracting 4-digit numbers (no exchanging) <a href="https://vimeo.com/463005479">https://vimeo.com/463005479</a></p> <p>Subtracting 3-digit numbers (with 1 exchange) <a href="https://vimeo.com/463345973">https://vimeo.com/463345973</a></p> <p>Subtracting 4-numbers (with 1 exchange) <a href="https://vimeo.com/463378320">https://vimeo.com/463378320</a></p> <p>Children to use place value grids, counters, squared paper etc. to support if possible. If unable to print, chn can use the same strategies we are used to using in class by drawing their own grid and counters etc.</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> <p>Can children represent multiplication number stories? Can they use arrays? Can they use base 10s? Can they use pictures? Can they put a multiplication number story into a word problem?</p> <p>In Commando Joe's children are put into 6 groups of 5. How many children are there in total?</p> <p>If I know..., then I know...</p> <p><math>5 \times 6 = 30</math></p>
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<b>Geography</b>	<p>Continuing our learning about natural disasters, we will recap our learning about tectonic plates and how these can cause earthquakes. We will be researching and studying the 2004 Asian tsunami.</p>	<p>Can children use the questions and fact file sheet to research the 2004 Asian tsunami?</p> <p>Children can use their research, information presentation on the website and fact file template to present their learning as they take on the role of <b>hydrologists</b>? There is also a general powerpoint about tsunamis on the year 4 page of the website.</p> <p>Video about the 2004 Asian tsunami</p>
<b>PE</b>	<p>We will be continuing our Commando Joe's activities as we develop teamwork, resilience and communication skills.</p> <p>We will also continue to look at using dance and movement to represent natural disasters. We have been using our bodies to represent tsunamis. We will use our bodies to represent earthquakes. We will think about how we can use We will put together a short performance to represent the power and destruction of earthquakes.</p>	<p><b>Dance and movement</b></p> <p>Linked to our learning about natural disasters, we have been using dance and movement to represent natural forces such as waves and volcanoes. Can children think about how to move their body in dance and movement to represent a tsunami? Can they think about representing an earthquake which may cause a tsunami?</p>
<b>Music</b>	<p>We will continue to look at music as an expression and representation of natural disasters. We will use garageband to make music to accompany volcanic eruptions and earthquakes.</p>	<p>Some questions to discuss and think about: How can music affect your mood? What is your favourite song? How does it make you feel? Why?</p> <p><b>Science link</b> How is pitch, tempo and volume used in the videos below? How do they match the mood? What instruments can you hear? How would the music be different if loud percussion was used? Winter soundtrack <a href="https://www.youtube.com/watch?v=5RHTt4_XVVU">https://www.youtube.com/watch?v=5RHTt4_XVVU</a> (long video so skip around and listen to different sections)</p>

		<a href="https://www.youtube.com/watch?v=27mB8verLK8">https://www.youtube.com/watch?v=27mB8verLK8</a>  Challenge: Can you find the meanings for the Italian music words below?: Staccato Legato Piano Forte Crescendo Diminuendo
<b>French</b>	Children will be continuing to learn vocabulary for classroom objects in French.	<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
<b>History</b>	We will be learning the story of Romulus and Remus and the formation of the city of Rome.	There is a presentation with the story of Romulus and Remus on the year 4 page of the website. There is also a reading comprehension with questions which children can read and answer. Please select a text that your child feels comfortable with reading. Can children use the storyboard activity to sequence the events of the story? Children can use the pictures and text on the sheet to put them in order or use the blank template to make their own with their own pictures and information.
<b>RE</b>	This week we will be learning about the events of the birth of Jesus in Roman Palestine.	<a href="https://kidskonnnect.com/history/christianity-roman-empire/">https://kidskonnnect.com/history/christianity-roman-empire/</a> <a href="https://www.bbc.co.uk/programmes/articles/1pYRq2f202rqWHrp3ywhTyX/religions-of-the-world">https://www.bbc.co.uk/programmes/articles/1pYRq2f202rqWHrp3ywhTyX/religions-of-the-world</a>
<b>Art</b>	We will look at Hokusai's 'The Great Wave of Kanagawa'. We will recap learning about mixing colours and how choice of colour can create mood. We will look at the original painting and recreations as inspiration for our own.	<a href="https://www.youtube.com/watch?v=-fLNvqMnm0g&amp;app=desktop">https://www.youtube.com/watch?v=-fLNvqMnm0g&amp;app=desktop</a>  Video showing someone drawing The Great Wave.  Can children draw their own version of the picture? Can children use different materials to create their own art work? Can they use paints, chalk, crayons etc?