

Year 4 Weekly Learning Overview w.b 16.11.20

Subject	In school learning	Remote learning
English	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 continue to immerse themselves in the mindset of Ernest Shackleton and his crew? Compilation of Antarctica https://www.youtube.com/watch?v=ZCrX9wgxneY
Reading	Tsunamis (geography link) This week we will be continuing our learning about natural disasters. We will be learning about tsunamis. Hadrian's wall information (history link)	Information texts and Powerpoints about tsunamis and Hadrian's Wall. Any additional reading is great. Children can read their class library book, their group reading book or any book or magazine from home. Please record any reading at home in the reading record. Whilst reading, encourage children to ask questions and make suggestions about what they are reading. Encourage children to develop opinions about what they are reading. I am wondering why... I have noticed... This book reminds me of.. I think this book is non-fiction because.. I like this book because... I don't like this book because... Some advice for what parents and children can expect when reading in year 4. https://home.oxfordowl.co.uk/reading/reading-age-8-9-year-4
Writing		Packing for the journey Children are to imagine that they are Shackleton or one of his crew members packing to leave on the 1914 expedition. You have to think of 10 items you would take with you on the trip. 9 items must be essential (they must be useful for the cold conditions and treacherous journey ahead) 1 item can be a luxury item that you can take with you to help you get through the difficult times (remember there are no plugs so no xboxes or iphones!) Pyramid template- children must rank the items in order of

		<p>importance. Starting from the bottom, the most important item is at the top of the pyramid.</p> <p>Justification table- Children to think of a justification as to why they have chosen each item. This can be discussed or recorded in the table.</p> <p>Use the Antarctica pictures and presentation to think about the conditions and what items will be useful for them.</p> <p>Feelings and emotions</p> <p>Children to place the feelings and emotions in the wheel depending on how relevant they think they are. The words on the outside are emotions and feelings they think Shackleton is unlikely to be feeling whilst the words in the centre are the most feelings and emotions Shackleton is most likely to be experiencing. Can children think of their own words for how Shackleton and his crew are feeling before they set off?</p> <p>Extension - can children repeat the activity for different stages of the journey? December 5th 1914- set sail January 18th 1915- their ship (The Endurance) becomes stuck in ice. They soon realise they will be trapped there for months as they wait for the ice to melt. April 24th 1916- Shackleton and a handful of his crew set off in lifeboats to get help. They leave the rest of the crew on Elephant Island. August 25th 1916- Shackleton returns to Elephant Island to rescue the remaining members of the crew.</p> <p>Synonyms - Can children think of different words with the same meanings? Can they use a thesaurus? Can they use the internet to find synonyms? Can they think about which word is more powerful and why? Can they think about when they would use each word in a sentence?</p>
Spelling	<p>We will consolidate and review the spellings we have been learning so far this year.</p> <p>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</p>	<p>Spelling lists from each spelling should be in the children's reading records. Posters, powerpoint and activities for each spelling rule are on the year 4 page of the website.</p> <p>This is an opportunity for children to practise words that they have found difficult to spell. Can they use them in sentences? Can they spot the spelling rule? Can they think about what makes the word tricky to spell (e.g. a silent letter,</p>

	<p>statutory spellings in year 4 if they occur in shared reading or cross curricularly.</p>	<p>a sound that can be spelled different ways)? 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. Can children use the words in a sentence?</p> <p>There is no expectation to complete all spelling based tasks. This is an opportunity for children to revisit any spelling rules or individual words they have found tricky.</p> <p>A link to the statutory spelling list for year 4 https://cdn.oxfordowl.co.uk/2019/08/29/13/54/08/76f1443d-9b6d-4030-be0d-25fcfef01438/SpellingWordList_Y3-4.pdf</p>
Handwriting	<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>
Maths	<p>Adding 3 and 4-digit numbers with crossing into 10s and 100s column</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>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. $235 + 126 =$</p> <p>Video for adding 3-digit numbers with crossing/exchanging into 10s and 100s column https://vimeo.com/461779078 (may want to use headphones as is a quiet recording)</p> <p>Video for adding 4-digit numbers with crossing/exchanging https://vimeo.com/461779813</p> <p>If children are able to have a look at and attempt this, it will be a great foundation for us to build on when we are back in class next week.</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. 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. Can children use objects at home to support their addition (clothes pegs, marbles, toys etc)? Can children think of real life examples where they need to</p>

	Multiplication practice	<p>use addition?</p> <p>Multiplication practice https://ttrockstars.com/ https://www.topmarks.co.uk/maths-games/hit-the-button</p> <p>Multiplication practice for 6,7 and 8. Multiplication wheel- multiply number in the centre by the number in the inside ring to get the number in the outside ring. 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? In Commando Joe's children are put into 6 groups of 5. How many children are there in total? If I know..., then I know... $5 \times 6 = 30$ $6 \times 5 = 30$ $30 = 6 \times 5$ $30 = 5 \times 6$ $50 \times 6 = 300$ $600 \times 5 = 3000$ $300 = 60 \times 5$ etc.</p>
French	Consolidate and review learning of French this term. Can children review numbers and classroom objects?	<p>https://youtu.be/GuJOrzG6tT0 Classroom objects https://www.youtube.com/watch?v=0CKBfjoGmdA Classroom objects</p> <p>Classroom objects vocabulary mat on the year 4 page of website</p> <p>Numbers https://www.french-games.net/frenchtopics</p> <p>Wordsearches for numbers 0-10 and 11-20 on the year 4 page of the website</p>
Geography	Continuing our learning about natural disasters, we will be learning about tsunamis.	<p>Video explaining how the 2004 Boxing Day tsunami happened https://www.bbc.co.uk/programmes/p00xq4h9</p> <p>An alternative visualisation of how tsunamis occur https://www.youtube.com/watch?v=xyKgajegtQ</p> <p>Can children use presentation, videos and reading information to gain an understanding of what tsunamis are and how they occur?</p>

		<p>What are tsunamis? What can cause them? Where do they occur? Why are they dangerous?</p> <p>Tsunamis around the world Can children research tsunamis from around the world? Can they use the information cards and the template to present their learning and provide pieces of information? They can choose one of the tsunamis from history to research in more detail. Children can use the template or present their learning in their own poster, leaflet or on the computer.</p>
History	<p>Hadrian's Wall</p> <p>Linked to our Roman topic, we will be learning about Hadrian's Wall.</p>	<p>Videos explaining when, where, why and how the wall was built https://www.youtube.com/watch?v=_qgHhgaZnk https://www.youtube.com/watch?v=pmmfS4Z4Jig</p> <p>Assessed piece of work Using the videos, reading information and powerpoint, can children think about the questions below?: What is Hadrian's Wall? Where is it? When was it built? Why was it built? Who built it? Why is it of particular interest for people living in the north east?</p> <p>Reading information- there are 3 versions of the same text that vary in difficulty. There are accompanying questions for each information text. Questions can be discussed or recorded if you wish. You can select a reading text that suits your child. The first text gives all the relevant information for the lesson. Each text is a little more challenging with additional information.</p> <p>Can children present this information using the templates on the website? The first task asks children to use the word bank to fill in missing gaps in the paragraph. The second table is more challenging as it asks children to answer the questions by finding their own information without using the word bank. Children can present their learning in a fact file or poster etc.</p> <p>There is an additional challenge for children to write a letter from the perspective of a Roman soldier stationed on the wall. There is an example letter with questions for the</p>

		<p>children to respond to from the viewpoint of the soldier.</p> <p>There is no need to do all tasks. Please select one that your child is comfortable with as a way to show what they have learnt about Hadrian's Wall. Intention is for children to be understand some basic information about Hadrian's Wall:</p> <p>What is Hadrian's Wall? When was it built? Where was it built? Why was it built? Who built it?</p> <p>Maths challenge- Can children use the Powerpoint guide to draw Hadrian's Wall? Can children use books or DVDs etc, to recreate their own scale version of Hadrian's Wall?</p>
PE		<p>Catching and throwing skills- Can children practise catching and throwing skills using different balls or equipment (bean bag etc)? How do they change their technique depending on what size ball they are throwing or catching? How do they change the shape of their hand? How do they change the amount of force depending on the size and weight? How do they change when/where they release the ball when throwing it?</p> <p>Dance and movement</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> <p>Keeping active</p> <p>Some Joe Wicks video links for short bursts of exercise to keep active and burn off some energy https://www.youtube.com/watch?v=d3LPrhI0v-w https://www.youtube.com/watch?v=EXt2jLRlaf8</p>
Science/Music/DT	Musical instruments	<p>Can children use recycled household items to make their own musical instrument? Can children draw a plan of their instrument before they make it? Can they label each part? What materials will they use?</p> <p>Think about how the size and shape of their instrument can affect the pitch and volume of the sounds it makes.</p>

		<p>Questions to think about:</p> <p>How will the thickness of the elastic band change the pitch? How will the size of the yoghurt pot affect the sound made? What will happen to the sound if the balloon is tightly spread across the top of the pot? What will happen to the sound if the balloon is loosely stretched across the top of the pot?</p> <p>Some ideas for instruments to make https://feltmagnet.com/crafts/Music-Instruments-for-Kids-to-Make</p>
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