

### Year 4 Weekly Learning Overview w.b 7.6.21

Subject	In school learning	Remote learning
<b>English</b>	As we launch our enterprise project, there will be many speaking and listening opportunities as children will work collaboratively in groups. They will listen to one another as they share ideas and then present their ideas to persuade others to join their business plan.	Can children think about the positives and negatives of these pitches? <a href="https://www.youtube.com/watch?v=H0kbMpQ5Qc4">https://www.youtube.com/watch?v=H0kbMpQ5Qc4</a>  <a href="https://www.youtube.com/watch?v=sYeeOarxfng">https://www.youtube.com/watch?v=sYeeOarxfng</a>
<b>Writing</b>	We will be using adjectives and conjunctions to write short descriptions of our products. We will think about why we have chosen to make them and why people should buy them.  <b>Grammar-</b> We will also look at the specific grammar of writing in the simple past and perfect present tense. We will look at recognising different tenses and writing irregular verbs and writing consistently in the same tense in longer passages of writing.	Can children write a short description of their product? Can children use adjectives to design their product? Can children use adjectives of comparison and superlatives to describe their product? There are some questions and vocabulary on the year 4 page of the website to support children with this.  There are some tense practice sheets on the website and a presentation to support recognising and writing in the simple past and present perfect tense.
<b>Spelling</b>	We will continue to spell words from the statutory spelling list and some examples of words that will be useful for this week's work.  business enterprise supply / supplies profit communication build experience ordinary decide purpose	Can children use the spellings in sentences linked to the enterprise project?  My business is called... We need to buy certain supplies to build our product. In order to make a profit, we intend to sell our product for 50p each. Communication is when having to decide what supplies to purchase. These are no ordinary bookmarks.
<b>Reading</b>	We will continue to listen to and read Ango-Saxon Boy.	There is a link for the audiobook of the next chapter on Youtube and

		<p>there are questions for children to think about when listening.</p> <p><b>Chapter 3-</b>  <a href="https://www.youtube.com/watch?v=eoNvOQ8qwCw">https://www.youtube.com/watch?v=eoNvOQ8qwCw</a></p> <p>Use the template to write down words that describe Magnus' physical appearance and words that describe his character and his thoughts and feelings.</p> <p>There are also some short reading comprehension texts for children to read and practise answering in full sentences.</p>
<b>Handwriting</b>		<p>Can children practise writing this week's spellings?</p> <p>Can children copy a part of their favourite book from home?</p> <p>There are some handwriting sheets on the remote learning page of the website to use as an on-screen reference or print if you wish.</p>
<b>Maths</b>	<p><b>Time</b></p> <p>We will look to tell the time to within 5 and 1-minute intervals.          We will also be telling the time using 24-hour clocks as we recognise am and pm.</p> <p><b>Money</b></p> <p>Linked to our enterprise project, we will put our learning of money into practical use. We will add and subtract money using the key concepts linked to money that we learnt last half-term (place value, comparing and ordering money).</p> <p>Working on their own, in pairs and in groups, children will think about how to use their allocated money to buy supplies to create their products to sell. Children need to consider how to get</p>	<p>There are video links below for each objective during the week.</p> <p><b>Time</b>  <b>Telling the time to 5 minutes</b>  <a href="https://vimeo.com/543597784">https://vimeo.com/543597784</a>  <b>Telling the time to 1 minute</b>  <a href="https://vimeo.com/544915417">https://vimeo.com/544915417</a>  <b>24-hour clock</b>  <a href="https://vimeo.com/545087598">https://vimeo.com/545087598</a></p> <p><b>There are worksheets for the above on the website.</b></p> <p><b>Money</b>          Can children think of how they would spend their £5 to make the products below?</p> <p>Baking -  <a href="https://www.asda.com/">https://www.asda.com/</a>  <a href="https://lianaskitchen.co.uk/cupcake-recipe/">https://lianaskitchen.co.uk/cupcake-recipe/</a></p> <p>Use the ingredients list to work out</p>

the most for their money for maximum profit.

how much they can buy with their money.

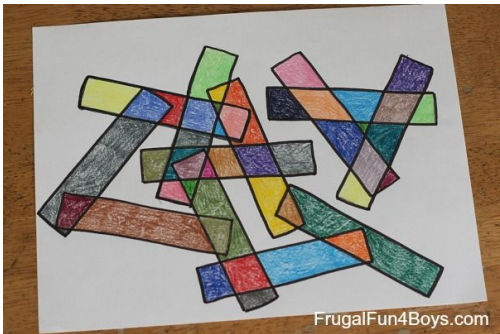
### Bookmarks

<https://www.therange.co.uk/>



RE

n/a

<b>Art</b>	<p>We will look at how shape is used in art. We will look at some simple examples of geometric shape and angles and their use in art. We will look at examples of art by artists such as Mondrian. We will build on this in the coming weeks and look at more abstract examples and use this to create our own pieces of work.</p>	<p>Can children use shapes to create their own art? Can they think about how to use overlapping shape, patterns, colour and size of shapes to artistic effect?</p>   
<b>Music</b>		
<b>PSHE</b>	<p>Thinking about our theme of relationships, we will consider what constitutes a good friendship.</p> <p>We will also consider this in the context</p>	<p>Can children make a list of what they think makes a good friend and what makes a bad friend?</p> <p>Think about the questions and statements below to help children get started:</p>

	<p>of working collaboratively as part of a group/team. Children may find themselves working with different people they may not normally work with. This is an opportunity to cope with change and working with different people as will occur when in middle school.</p>	<p>You must have the same interests as your friends.</p> <p>You can't be friends if you like football, but your friend hates football.</p> <p>Do friends fall out and argue? What if you argue and fall out every day?</p> <p>What is the difference between a friend and a best friend?</p> <p>Can you have more than one best friend?</p> <p>If you are best friends, then you should share all your secrets with that person.</p> <p>If you are best friends, then you should share all your possessions/belongings with that person.</p>
<b>French</b>	n/a	
<b>PE</b>	<p>This week we will begin our unit on dance and movement ran by coaches from the NUF.</p>	

<b>D&amp;T</b>	<p>As we begin our enterprise project, children will work collaboratively to propose their</p> <p>They will design their product based on a short brief, they will think about what materials and methods will be needed to create their product and they will sketch and annotate their product.</p> <p>They will then present this to other children and respond to questions and constructive critique.</p>	<p>Using the template and questions, can children design their product?</p> <p>Use the template to draw and label their design.</p>
<b>Geography</b>	n/a	
<b>History</b>	<p>We will be learning about Anglo-Saxon beliefs about religion, the afterlife and gods. We will also be using runes to write the names of the gods.</p>	<p>Can children use the powerpoint information, the links below and the runes alphabet sheet to create their own fact file about gods of their choice?</p> <p><a href="http://www.earlybritishkingdoms.com/kids/pagan_gods.html">http://www.earlybritishkingdoms.com/kids/pagan_gods.html</a></p>
<b>Science</b>	n/a	
<b>Computing</b>	n/a	