Year 4 Weekly Learning Overview w.b 23.11.20		
Subject	**In school learning**	**Remote learning**
English	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. We will use this as a vehicle to plan and write our own newspaper reports.	Can children continue to immerse themselves in the mindset of Ernest Shackleton and his crew? Compilation of Antarctica https://www.youtube.com/watch?v=ZCrX9wqxneY 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?
Reading	We will 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.	Examples of newspapers on the year 4 page of the website. Can children read and compare the different newspaper articles? What do they have in common? What do they look like? What do they notice about the structure and layout? What is each article about? Who might be the audience of each article? What do they notice about the language used? How will the language differ between a newspaper aimed at adults compared to a newspaper aimed at children? Are newspaper fiction or non-fiction? Can children use the newspaper report checklist on the website to find the features? Powerpoints on the website that give more information about speech and pronouns. There is also a powerpoint about newspaper articles in general. There are lots of examples of newspaper articles to choose from. Please choose a few examples that your child feels comfortable and confident reading. **Assessed piece of work** **Can they use the comparison table to record any similarities and differences?** **Can they use the table to identify the who, what, where, when and why for each article?** 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. 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	We will be looking at specific grammatical features that are used in newspaper articles. We will be looking at the use of third person pronouns, direct and reported speech and the use of speech punctuation, We will practise using and writing sentences and paragraphs in the past tense, speech punctuation and third person pronouns. We will also practise writing suitable captions for pictures.	**Third person pronouns** Powerpoint on the year 4 page of the website explains 1st, 2nd and 3rd person pronouns and examples. Can children recognise 1st, 2nd and 3rd person pronouns? Can they organise pronouns into the correct category. Why are newspapers written in the 3rd person? Activity for children to recognise,organise and write pronouns. **Headings** Newspaper articles use rhyme, puns and alliteration to make catchy and memorable headlines. Can children have a go at writing their own newspaper headlines? **Direct and reported (indirect) speech** What do children know about speech punctuation already? Powerpoint explaining speech punctuation. Can children write their own sentences with speech punctuation? A separate powerpoint on the website explains the difference between direct and reported speech and how it is used in newspaper reports. Can children recognise the difference between direct speech and indirect speech? Activity on the website for children to have a go at using direct and reported speech. There are several activities that vary in difficulty. Please choose a sheet that your child is comfortable with. Can children have a go at using direct speech punctuation either using the speech punctuation activity on the website or using their own ideas? (e.g. a topic of their choice, based on a picture, something a character would say in their favourite book, what their pet would say if it could talk etc.)
Spelling	We will be looking at words indeed in ‘que’ and ‘gue’	Posters, powerpoint and activities for each spelling rule are on the year 4 page of the website.

	We will think of other examples that we know or that we see in other areas of our learning. We will continue to refer to the statutory spellings in year 4 if they occur in shared reading or cross curricularly.	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)? Can children think of ways to remember how to spell them (mnemonic, a pattern or a silly memorable story)? (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? 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
Handwriting	We will continue to practise using horizontal and diagonal stokes needed to join our letters.	Spelling list available in school handwriting font. Practise handwriting when learning spellings.
Maths	We will continue to look at adding 3 and 4 digit numbers with one or more echanges. 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. We will also look at subtracting 3 and 4 digit numbers without exchanging. 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. We will use the 'bar model' as a	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 = 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) Video for adding 4-digit numbers with crossing/exchanging https://vimeo.com/461779813 Subtracting 3-digit numbers (no exchanging) https://vimeo.com/463005007 Subtracting 4-digit numbers (no exchanging) https://vimeo.com/463005479 Subtracting 3-digit numbers (with 1 exchange) https://vimeo.com/463345973 Subtracting 4-numbers (with 1 exchange) https://vimeo.com/463378320

	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. 100 is the whole 50 is a part 50 is a part 100 is the whole 20 is a part 30 is a part 50 is a part Bar model activity sheet on the year 4 page of website. Multiplication practice	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 use addition? Multiplication practice https://ttrockstars.com/ https://www.topmarks.co.uk/maths-games/hit-the-button 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 x 6 = 30 6 x 5 = 30 30 = 6 x 5 30 = 5 x 6 50 x 6 = 300 600 x 5 = 3000 300 = 60 x 5 etc.
Geography	Continuing our learning about natural disasters, we will be learning about tectonic plates. We will learn what tectonic plates are and where they are	Can children use the powerpoint, videos and information texts on the year 4 page of the website to discuss and understand the questions below?: What causes earthquakes? Do earthquakes occur on land and water? (terrestrial and

	found. We will look at the link between volcanoes, earthquakes and tsunamis.	marine)What is the link between tectonic plates, volcanoes, earthquakes and tsunamis? What is the 'ring of fire' in geography? What is continental drift? Where are tectonic plate boundaries? (Activity to label them on a map). There are 15 tectonic plates divided into 8 minor plates and 7 major plates. Can children use their knowledge of continents and countries to identify and label the major plates? extension - Can they identify and label the minor plates? **Activities:** There is a map for children to label the 7 major tectonic plates around the world (they can label the minor plates if they wish). On the same sheet there is also a table to match two halves of sentences together. There are also true or false statements for children to read and discuss. Children can make their own information booklet using the template on the yer 4 page of the website.
PE	We will be continuing our Commando Joe's activities as we develop team work, resilience and communication skills. We will also continue to look at using dance and movement to represent natural disasters.	**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? **Dance and movement** 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? **Keeping active** 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
Science/Music/DT	We will look at how pitch and volume is used in music. We will refer to our learning in science about how pitch and volume	(This is kept on from last week as I don't think anyone did this activity. I will leave it on as a suggestion as it is a different and creative activity to do and a break from the maths and English based work).

	vary depending on the object that makes the sound. We will think about the relationship between the size of the instruments and how this can affect the pitch and volume of the soundwaves and how they travel.	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? Think about how the size and shape of their instrument can affect the pitch and volume of the sounds it makes. Questions to think about: 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? Some ideas for instruments to make https://feltmagnet.com/crafts/Music-Instruments-for-Kids-to-Make
Music	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.	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? 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 https://www.youtube.com/watch?v=5RHTt4_XVVU (long video so skip around and listen to different sections) https://www.youtube.com/watch?v=27mB8verLK8 Challenge: Can you find the meanings for the Italian music words below?: Staccato Legato Piano Forte Crescendo Diminuendo
French	Children will be continuing to learn vocabulary for classroom objects in French.	https://youtu.be/GuJOrzG6tT0 https://www.youtube.com/watch?v=0CKBfjoGmdA

Art	We will look at Hokosai'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 dividing the page into 3 sections- the background, the middleground and the foreground. We will sketch our outline of each section of the picture.	https://www.youtube.com/watch?v=-fLNvqMnm0g&app=desktop Video showing someone drawing The Great Wave. Can children draw their own version of the picture?