

**Message from the teachers:**

Hello Year 4,

Thank you for settling back into school life so brilliantly. We have really enjoyed the first few days back at school and hope you have too.

In English we begin our learning journey by looking at a video from The Literacy Shed all about a robot. We will be writing our own story. This half term we will also be learning about belonging to God's family in RE, light in science and 'villages, towns and cities' in geography. We are sure that you will enjoy everything we have to come and we're really looking forward joining you on your learning journey this year.

Mrs Freeman and Miss Dowling



We're going back to school; we might feel sad to say goodbye,  
But friends are just like sunshine – they will help the tears to dry.  
We're going back to school; we might feel nervous at the door,  
But joy will soon take over when we see our class once more.  
We're going back to school; we might forget a rule or two,  
But soon we will remember as we gently talk them through.  
We're going back to school; we might do things a different way,  
But new will turn to normal as we practise day by day.  
We're going back to school; we might not say that we are scared,  
But don't forget: a problem gets much smaller once it's shared.  
We're going back to school; we might have grown-ups who are new,  
But we will get to know them and they'll get to know us, too.  
We're going back to school; we might be facing things unknown,  
But doing them together means we'll never be alone.  
We're going back to school, where we will laugh and learn and play,  
Then head back home for cuddles once we've had lovely day

*This Weekly Learning Plan shares the learning that will be taking place this week.*

<b>Teachers:</b>	Miss Dowling and Mrs Freeman	<b>Year:</b>	4	<b>Date:</b>	11.09.23
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RE

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

LO: To understand what it means to be grateful and generous

LO: To understand what it means to belong to a group

LO: To know the story of Jesus calling the disciples



Reflect on what it means to be 'grateful' and 'generous.'

Discuss what these words mean together.

How can we show these Gospel Values at school and at home?

Why are these important in our everyday lives?

Can you think of any Bible stories where Jesus showed these Values?

Activity: Create a mind map based on the virtues.

Discuss what the word 'belong' means. Think and talk about the different groups you belong to. (e.g. family, school, class, church, clubs and brownies etc.)

Discuss these key questions:

- What do you like about belonging to these different groups?
- Have you any special roles and responsibilities?
- Can you think of any signs and symbols associated with your group?

Activity 1: Create a grid to show the

Recall what you can remember about Jesus calling his disciples.

Read the Bible story of Jesus calling the twelve by name and discuss.

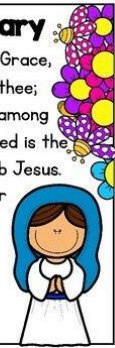
Imagine this scene as if you had been one of the twelve.



Reflect on these questions:


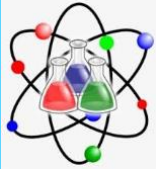
- How would you have felt? - How would you have reacted if you had been chosen? -
- Why do you think Jesus wanted to share his life with these people? - Can you recall any other stories of Jesus and the disciples together?

**Hail Mary**


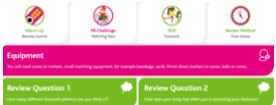
Hail Mary, full of Grace,  
The Lord is with thee;  
blessed art thou among  
women, and blessed is the  
fruit of thy womb Jesus.  
Holy Mary, mother  
of God pray for  
us sinners, now  
and at the hour  
of our death.  
Amen



			<p>different groups that you belong to.</p> <p>Activity 2 – What is the most important group you belong to? Why?</p>	<p>Activity: Imagine you are one of the chosen disciples, what would you say to your family about it? What questions would they ask you? Create a roleplay based on this.</p>	
 <b>Maths</b>	<b>LO: Represent and partition numbers to 1,000</b>	<b>LO: Number line to 1,000</b>	<b>LO: Multiples of 1,000</b>	<b>LO: 4-digit numbers</b>	<b>LO: Partition 4-digit numbers</b>
	Workbook p 6-8	Workbook p 9-11	Workbook p 12-14	Workbook p 15-17	Workbook p 18-20
 <b>English</b>	<b>LO: Assessment preparation.</b>	<b>LO: Assessment preparation.</b>	<b>LO: Assessment preparation.</b>	<b>LO: Assessment preparation.</b>	<b>LO: Assessment preparation.</b>
	<p>Write a description of the robot –</p> <ul style="list-style-type: none"> <li>• what does it look like</li> <li>• How does it move?</li> <li>• What does it sound like?</li> </ul>	<p>Thinking about the animation you watched, can you design and draw your own playmate. Label its different features.</p>	<p>Planning Sheet</p>	<p>Writing</p>	<p>Writing / Editing</p>
	actual arrive busy	actual arrive busy	actual arrive busy	actual arrive busy	actual arrive busy

 <p><b>Spelling &amp; Handwriting</b></p>	<p>certain enough fruit height mention occasionally often opposite ordinary peculiar remember strange surprise weight</p>	<p>certain enough fruit height mention occasionally often opposite ordinary peculiar remember strange surprise weight</p>	<p>certain enough fruit height mention occasionally often opposite ordinary peculiar remember strange surprise weight</p>	<p>certain enough fruit height mention occasionally often opposite ordinary peculiar remember strange surprise weight</p>	<p>certain enough fruit height mention occasionally often opposite ordinary peculiar remember strange surprise weight</p>
 <p><b>Wider curriculum</b></p>	<p><b>Humanities</b></p> <p>Geography Villages, towns and cities Lesson 1: Where do people live?</p> <p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• How many people live on our planet?</li> <li>• What do 'sparsely populated' and 'densely populated' mean?</li> <li>• Which countries in the world are densely populated?</li> </ul>	<p><b>Science</b></p> <p><b>LO: To recognise that you need light in order to see things and that dark is the absence of light</b></p> <p>Discuss what light is together. What is a light source? Can you identify any light sources?</p>	<p><b>Art</b></p> <p><b>Texture and pattern.</b> <b>LO:</b> To create patterns using printing techniques.</p> <p>Children imprint texture and pattern into a piece of playdough using a selection of clay tools and everyday objects, then create prints from their blocks by applying ink to the surface and placing a piece of paper on top.</p>	<p><b>PSHE</b></p> <p><b>Being me in my world</b> <b>Piece 1: Becoming a Class 'Team'</b></p> <p><b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>• I know my attitudes and actions make a difference to the class team</li> <li>• I know how to use my Jigsaw Journal</li> <li>• I know how good it feels to be included in a group and understand</li> </ul>	<p><b>Computing</b></p> <p><b>Computing systems and networks.</b></p> <p><b>LO: Emailing</b></p> <p><b>Identifying hardware and using software, while exploring how computers communicate and connect to one another.</b></p>

		<p>Discuss the moon. Is it a source of light?</p> <p>Emphasise that the moon is a reflector and not a light source. Can you think of any other objects that do this?</p> <p><b>Activity</b> - Sort pictures into 2 groups: light source / not a light source</p> <p><b>Activity 2</b> – Identify which light sources are natural and which are artificial</p>	<p>They should begin by rolling out their ball of playdough then using clay tools to make a rectangle or another shape of their choice. They then need to add texture and pattern to their printing block on a theme of their choice. The subject matter might be something they have been studying in another lesson or it might be a portrait, a scene, an animal or creature – it might just be a pattern they create.</p> <p>When their printing block designs are complete, children can coat the block in ink. Depending on the ink you are using, pupils will either:</p> <ul style="list-style-type: none"> <li>• press their blocks into the ink then print</li> <li>• use a sponge or roller to apply</li> </ul>	<p>how it feels to be excluded</p> <ul style="list-style-type: none"> <li>• I try to make people feel welcome and valued</li> </ul>	
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			traditional water-based ink onto the block		
 <p><b>Daily PE Activity</b></p>	<p>30 mins Fitness/Invasion games.</p> <p>LO: To build team work and school games values.</p> <p>Activity: Tag Rugby</p>	<p><b>REAL PE</b>  <a href="#">PE Y3 U1 Lesson 1   real PE</a></p>  <p><b>Fundamental Movement Skill Focus</b></p> <ul style="list-style-type: none"> <li>• Keep your head up and back straight.</li> <li>• Work off the balls of your feet.</li> <li>• Bend your knees to push off and land.</li> </ul>	<p>PE with Joe</p> <p><a href="#">8 Minute SPIN THE WHEEL Kids Workout   The Body Coach TV - YouTube</a></p>	<p>10 x star jumps  10 x squats  10 x burpees  10 x sit ups  10 x push ups  10 x shuttle runs</p>	<p>Imoves: Active blasts.</p>

<b>Homework:</b>				
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<b>Communicating with school</b>
Please direct all queries to the school office email on: <a href="mailto:office@olc.solihull.sch.uk">office@olc.solihull.sch.uk</a>