

Message from the teachers:

We are looking forward to a great week ahead. The children will be taking part in a French activity morning on Tuesday to celebrate their learning in MFL. They will also be working hard in preparation for Stations of the Cross on Friday.

We hope you all have a wonderful Easter break.

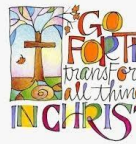
Thank you for all your support this term.





Love, the LKS2 team 😊 x






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

Miss Dowling and Mrs Freeman	Year:	4	Date:	18.03.24
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 RE		LO: To recognise ways in which people who follow Christ	Stations of the Cross Practice	LO: To recognise the work of the Fr. Hudson's society	Stations of the Cross Service led by LKS2




		<p>might want to change during Lent</p>			
	<p>Unit: Lent</p>  <p><u>This week's big question:</u> How important do you think it is to make a change during Lent?</p>	<p>Big question : How important do you think it is to make a change to become more like Christ during Lent?</p> <p>Lent is a period of time when Christians think about things that need to change in their lives to become</p>		 <p>Big question: How is the work of Fr. Hudson's Care bringing Christ into the world today?</p> <p>Explore some of the work of Fr. Hudson's Care and CAFOD. What sort of change are they trying to bring about? How can we help during the Season of Lent?</p> <p>Task 1: Create a mind map/poster about the work of Fr. Hudson's</p> <p>Task 2: Create some litany style prayers expressing a desire to change and</p>	

		<p>more like Jesus Christ. Recall what happens on Ash Wednesday. Discuss the meaning of the symbols of ashes, e.g. seeking forgiveness, desire to change to be more like Jesus.</p> <p>Task: Create acrostic poems out of the word "change" to</p>		<p>also to help those in great need.</p>	
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		explore some of the things they might try and do during Lent to become more like Christ.			
 Maths	<p>LO: Tenths on a number line</p> <p>Workbook pages: 141 - 143</p>	<p>LO: Tenths on a number line (2)</p> <p>Workbook pages: 144 - 146</p>	<p>LO: Divide 1 digit by 10</p> <p>Workbook pages: 147 - 149</p>	<p>LO: Divide 2 digits by 10</p> <p>Workbook pages: 150 - 152</p>	<p>LO: Hundredths as fractions</p> <p>Workbook pages: 153 - 155</p>
 English	<p>LO: To describe a busy city.</p>	<p>LO: Start with/use an adverb of time (next, then, soon, after).</p>	<p>LO: Start a sentence with a subordinating conjunction.</p>	<p>LO: To plan a diary.</p>	<p>LO: To write a diary entry.</p>
	<p>Have you ever visited a busy city? What was it like?</p> <p>What words would you use to describe a city?</p> <p>Can you think of any verbs that describe the actions in a city?</p>	<p>What is an adverb? Can you give some examples of adverbs? What do adverbs of time tell us?</p>	<p>Sentence structure (subject and predicate). Different parts of speech (e.g., nouns, verbs,</p>	<p>The teacher introduces the concept of a diary entry and its purpose as a way to record personal experiences and feelings.</p> <p>Teacher presents examples of different diary</p>	<p>Use their planning from yesterday to write a diary entry.</p> 

	<p>What types of buildings and landmarks can be found in a city?</p> <p>The teacher will begin the lesson by showing a series of images representing a busy city. They can be displayed on a projector or printed out and distributed to the students.</p> <p>Students will be asked to silently observe the images and note down any words that come to mind when they think about a busy city. They should write at least five words.</p> <p>After a few minutes, the teacher will facilitate a whole-class discussion, asking students to share their words and compile them on the board.</p> <p>As a class, discuss the different words they came up with, exploring their meanings and discussing how they relate to a busy city.</p> <p>Introduce any new vocabulary that may arise during the discussion, defining and providing examples as needed.</p> <p>Introduce the concept of descriptive writing</p>	<p>Can you think of any adverbs of time?</p> <p>Introduce the concept of adverbs of time by explaining that adverbs are words that describe verbs, adjectives, or other adverbs.</p> <p>Write the adverbs of time on the board: next, then, soon, after.</p> <p>Discuss the meaning of each adverb and provide simple examples to illustrate their usage: Next: "We will visit the park next week." Then: "We went to the shop, and then we went to the cinema." So on: "The</p>	<p>adjectives, adverbs). Basic punctuation (e.g., capital letters, full stops, question marks, exclamation marks). To engage students, the lesson will begin with a brief discussion about cities and what makes them busy. The teacher can ask questions such as: What do you think of when you hear the word "city"? Have you ever been to a busy city? What was it like? What are some things you might see or hear in a busy city? The teacher will introduce</p>	<p>entries and highlights the key elements (date, personal feelings, emotions, thoughts, experiences).</p> <p>Teacher explains that students will be planning a diary entry about being in a busy city</p> <p>Teacher guides students to infer the feelings and thoughts of the characters in the picture based on visual cues and evidence.</p> <p>Teacher can model the inference process by thinking aloud and sharing their own inferences.</p> <p>Teacher can provide sentence starters to support students in making inferences (e.g. "I think the person in the picture feels... because...").</p> <p>Teacher reinforces the importance of justifying inferences with evidence from the picture.</p> <p>Plan a diary entry for the picture,</p>	
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	<p>and explain that today, students will be learning how to describe a busy city.</p> <p>Display a model piece of descriptive writing about a city. Read the passage aloud, emphasizing the use of descriptive language and imagery.</p> <p>Analyze the model passage as a class, discussing the adjectives, verbs, and phrases used to paint a vivid picture of the city. Ask leading questions such as:</p> <p>What words help create a visual image in your mind?</p> <p>Can you identify any powerful verbs used in the description?</p> <p>How does the author make the description sound interesting and engaging?</p> <p>As a class, create a list of key adjectives, verbs, and phrases that could be used to describe a busy city. Write these on the board or chart paper for referenced descriptive vocabulary.</p>	<p>bus will arrive soon."</p> <p>After: "We can play outside after dinner."</p> <p>Provide additional examples using adverbs of time and engage students in identifying the adverb in a sentence: "I will do my homework later."</p> <p>"After school, we went to the playground."</p> <p>Explain that adverbs of time give us more details about when something happens.</p> <p>Discuss how adverbs of time can be used to describe the sequence of events or the timing of actions in a</p>	<p>the concept of subordinating conjunctions by explaining that they are words used to join together two parts of a sentence.</p> <p>The teacher will provide examples of subordinating conjunctions such as "because," "when," "if," and "although."</p> <p>The teacher will then show a picture of a busy city on the board or using a projector. They will elicit responses from students about what they see in the picture, encouraging</p>		
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		<p>story or description</p>	<p>descriptive language.</p> <p>The teacher will explain that students will be learning how to start sentences with subordinating conjunctions to describe the picture.</p> <p>To write sentences using subordinating conjunctions</p>		
 <p>Spelling & Handwriting</p>	<p>missed/mist scene/seen weather/whether whose/who's</p>	<p>missed/mist scene/seen weather/whether whose/who's</p>	<p>missed/mist scene/seen weather/whether whose/who's</p>	<p>missed/mist scene/seen weather/whether whose/who's</p>	<p>missed/mist scene/seen weather/whether whose/who's</p>
 <p>Wider Curriculum</p>	<p>Key questions Why are rivers important to people? What are the most important uses of rivers?</p>	<p>Science <u>The Circle of Life</u> Session 6: The amazing</p>	<p>PSHE Lesson 4: Jigsaw Piece 4</p>	<p>Art</p> 	<p>Computing</p> <p>Lesson 4: Planning my website - Kapow Primary</p>

	<p>Uses of rivers: as well as the six key uses outlined in this lesson (drinking water, swimming/leisure, fishing, transportation, power and farming), rivers also provide natural habitats for animal and plant species that are hugely important to biodiversity and rivers also form natural boundaries between countries / regions.</p> <p>The significance of rivers for human life is indicated by settlement patterns: many villages, towns and cities are located on rivers, many at river crossing points. Examples include Rome (Tiber), Alexandria (Nile), Seoul (Han), Melbourne (Yarra), London (Thames) and Tokyo (Sumida). Human use of rivers can lead to pollution. Some major rivers are extremely polluted, especially those near very large population centres and industrial centres, for example</p>	<p>circle of life LO: To understand the crucial role played by decomposers in recycling nutrients back to the soil at the end of the food chain and use appropriate scientific vocabulary to explain this.</p> <p>Recap work on food chains. https://www.bbc.co.uk/bitesize/articles/z3c2xnb</p> <p>What happens to the energy</p>	<p>(Alcohol)</p> <p>I understand and the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.</p> <p>I can recognise negative feelings in peer pressure</p>	<p>Easter cards (various designs)</p>	<p>LO: To plan and create a website.</p> <p>Slides 4 and 5: explain that they should be aiming to create a website with a home page and three additional web pages that are related to the same topic. Demonstrate how to plan a website using the <i>Activity: Google Sites design sheet</i> and the <i>Activity: Planning my Google Site</i> on the interactive whiteboard, showing how to draw web pages, adding annotations and placeholder boxes for text and images that they want to add. Hand out the following: <i>Activity: Google Sites design sheet</i> (one each). <i>Activity: Planning my Google Site</i> (one each).</p>
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	<p>the Ganges (India), the Citarum (Indonesia) and the Huang He (China).</p> <p>Children to write bullet points on why rivers are so important.</p>  <p><small>How are people using rivers?</small></p>	<p>when it moves to the top predator and the top predator dies? Some creatures and organisms are nature's recyclers and they are crucial in closing up the Circle of Life. Some of them are Scavengers - creatures that eat animals that have died and some of them are Decomposers - creatures and organisms that breakdown things that</p>	<p>e situations (such as embarrassments, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</p>	<p>Music Lesson 5: Sounds of the rainforest - Kapow Primary</p> <p>LO: To build and improve a composition. The children will be putting together the four sections which they have composed over the last couple of lessons. They will be building their structure by combining the rhythms and melodies and improving their work as they do this, by: Playing more in time with each other. Paying attention to</p>	<p>MFL Y3/4 French Cycle A: Presenting School Bag Contents - Kapow Primary</p> <p>LO: To prepare and present a short spoken text.</p> <p>Today the children are going to plan their own oral presentation called Dans mon sac – In my bag. The children will work in groups of three to plan and prepare a presentation, which should include several items in their school bags.</p>
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		<p>have died. Show the clip from last week again. What is a food chain? - BBC Bitesize</p> <p>Play a game called <i>Closing the Circle.</i> Divide the class into teams of 3-4 chn and give each team a set of 1-6 hold up cards in the Resource Pack. Show the Game PowerPoint.</p> <p>Task: Complete a cloze procedure about the role played by decomposers in the food chain.</p> <p>Complete Circle of Life quiz.</p>		<p>dynamics (loud and quiet). Thinking about the speed. Thinking about and changing how the layers build up.</p>	
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 <p>Daily PE Activity</p>	<p>PE Y3 U4 Lesson 5 real PE</p>  <p>Equipment: Cones/balls/hoops/ bean bags and stickers</p>	<p>Fitness Pupil choice:</p> <p>Tag rugby Monkey football Dodgeball all Bootcamp workout</p>	<p>imoves</p>	<p>Joe wicks brain breaks.</p> <p>https://www.youtube.com/watch?v=vzA8wMx-gew</p>	<p>Outdoor gym</p>
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Homework:					
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Communicating with school
Please direct all queries to the school office email on: office@olc.solihull.sch.uk